

## **The Effect of Team Games Tournament (TGT) Teaching Method to the students' comprehension in Reading Narrative Text at Grade Eight at SMP Swasta GKPS 3 Pematangsiantar**

Nora Januarti Panjaitan, S.S., M.Hum  
*Politeknik Bisnis Indonesia, North Sumatera Indonesia*

---

**Abstract:** This research was aimed to find out the effect of team games tournament teaching method to the students' comprehension in reading narrative text at grade eight SMP Swasta GKPS 3 Pematangsiantar. It was quantitative research design in which the population of the research was all students on the grade eight in SMP Swasta GKPS 3 Pematangsiantar. By using random sampling technique, two classes were chosen as sample of the research, they were class VIII-1 as experimental group and VIII-2 as control group. It was started with pre-test of both experimental and control group, treatment in experimental group and last conducted post-test of both groups. The instrument of the research was reading comprehension test which was multiple choice test and consisted of 20 question items. The result was analyzed by using Hatch and Farhady theory. The last result was t-test to analyze whether there is effect of team games tournament teaching method to the students' comprehension in reading narrative text or not. After doing research, the result of post-test mean of experimental group is 79.8 with standard deviation is 16.41 and post-test mean of control group is 66.8 with standard deviation is 8.08. From the post-test result, it stated that sample was distributed normally and had homogeneous variance. With the degree of freedom (df) is 48 and level of significance is 5 % (0.05), from t-test result which is higher than t-table, where value of  $t_0$  is 3.56 >  $t_{\alpha}$  is 1.67, it can be concluded that there is significant effect of team games tournament teaching method to the students' comprehension in reading narrative text at grade eight SMP Swasta GKPS 3 Pematangsiantar.

**Keyword:** TGT, Reading, Comprehension, Narrative text.

---

Date of Submission: 18-07-2020

Date of Acceptance: 03-08-2020

---

### **I. INTRODUCTION**

Curriculum is a construct or concept, a verbalization of an extremely complex idea or set of ideas. Based on curriculum in junior high school, English is one of the important subjects for the students that must be learnt and mastered by them, because English is one of subjects included in National Examination.

Reading is one of the important components for students in English learning. Reading becomes the gates for the future. By reading, the students will understand all the things that they do not know before. Students are successful in learning depends on how deep their comprehensive ability about the meaning of the text. If they have low ability in reading, they will fail in the study, but they will succeed when they have a good ability in reading. Then, it means that reading skill must be learnt by the students.

Harmer (2001: 199) stated that "reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear". Moreover, Nunan (2003:68). Reading is a fluent process of readers combining information from the text and their own background knowledge to build reading. Moreover, Johnson (2008: 3) stated that reading is the practice of using text to create meaning. The ability to derive meaning from the text is related to whether the reader can activate prior knowledge about the topic of the text. Moreover reading can increase the fluency pronunciation of the students like speaking.

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involved with written language. Extracting and constructing meaning of reading comprehension is to emphasize both the importance and the insufficiency of the text as a determinant in reading comprehension Snow (2002:11).

Text is one of the subjects we learn in learning to read, language as a communication system composed as a cohesive unit we call text (Knapp and Watkins (2005:29) declared text is an act of communication such as greetings between friends or colleagues, advertisements or novels and etc. There are many genres in the text. According to Gerot and Wignell (1994:15), Genres are a culture-specific text type resulting from the use of written or spoken language to help solve something, and in English the foreign language there genre texts taught

by the teacher to students such as spoof, recount, descriptive, narrative, anecdote, reports, procedures, etc. Narrative is one of genres of imaginative stories aimed at entertaining people and retelling a story in sequence.

Based on the researcher's experience during the teaching practice, the researcher found some difficulties especially in reading narrative paragraphs. One of the problems is related to student's comprehension during reading process. Many students cannot get information from the text that they read. As result, after reading the text, students cannot tell the content related to the text. The next problems comes from students' difficulties in finding the main elements of the narrative text including settings, characters, conflicts, or problems, objectives and resolutions in the text. The problem above may come from many factors, one of that is coming from the teaching method and strategy during the learning process. Some teachers only use conventional methods that are monotonous and make students passive and bored in teaching reading. In addition, make students feel sleepy and get low motivation in learning to read text.

In this study, researchers will use the method of Teams Games Tournament (TGT), to improve students' reading comprehension skills. Based on the comparison of their individual learning expectations. The reason for the use of this method is based on the assumption that by applying this method of learning, it is expected to improve students' reading comprehension especially in narrative text, the researchers suggest the use of TGT teaching methods as the recommended new method. Observation of English teaching has been done by applying cooperative learning, the students are grouped by mixed ability and profit points for the group.

TGT is a part of a cooperative learning involved group from heterogenic students, group discussion, and tournament/game (Slavin, 1985:7). In TGT, students are divided into 4-6 students from different level of competency, gender, and background.

Based on the explanation above, the research is conducted to investigate "The Effect of Teams Games Tournament (TGT) Teaching Method to The Students' Comprehension in Reading Narrative Text at Grade Eight SMP Swasta GKPS 3 Pematangsiantar".The researcher hope by using this method of teaching, the students feel interested and more active as they learn to read especially narrative texts.

## **II. THEORETICAL REVIEW**

### **2.1 Definition of Reading**

Reading is one important way to improve your general language skills in English. The best way to improve the reading is by reading. Reading also is one of learning ways for students to enrich their ability and knowledge. In reading, the students are expected to be able to comprehend what they have read. "Reading means to understand the meaning of printed word. It is an active process which consists of recognition and comprehension skill" (Patel and Jain, 2008). Reading is not only about how to pronounce and to know the meaning of words, but also how the reader comprehend or understand about the idea of the writer in written from.

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.

Patel and Jain (2008:13) stated the reading is not only the source of pleasure and information, but also extending someone's knowledge. However, reading is useless without comprehension.

### **2.2 Reading Comprehension**

Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involved with written language. Extracting and constructing meaning of reading comprehension is to emphasize both the importance and the insufficiency of the text as a determinant in reading comprehension.

Nunan (2005:71) also said that reading comprehension refers to reading for meaning, understanding, and entertainment. It involves high-order thinking skill and is much more complex than merely decoding specific words.

### **2.3 The level of Comprehension**

Reading comprehension is considered to occur at four levels of complexity. Westwood (2001:21) point out than that there are four level of comprehension, namely literal comprehension, inferential comprehension, critical comprehension, creative comprehension:

#### **Literal Comprehension**

Literal comprehension is most obvious comprehension at this level involves surface meaning. Literal level basic facts are understood. At this level, teacher can ask the students to find information and ideas that are explicitly stated in the text. Reading for literal comprehension which involves acquires the information that is directly stated in a selection.

#### **Inferential Comprehension**

Interpretive reading involves reading between the lines of making inferences. It is the process of driving ideas

that are implied rather than directly stated at this levels, the reader as able to go beyond what is written on the page and add meaning or draw conclusion. They must be able to read critically and analyse carefully what they have read.

### **Critical Comprehension**

Critical comprehension is evaluating written material, comparing the ideas discovered in the material with known standard and drawing conclusion about their accuracy appropriateness and timelines. Critical comprehension refers to the ability to make judgement about ideas and information a writer offer.

### **Creative comprehension**

Creative level the reader can take information or ideas from what has been read and develop new ideas from them. The creative level stimulates the reader to new and original thinking.

## **2.4 The assessment of Reading Comprehension**

The assessment of reading comprehension is a test containing some question related with the information in the text. It is used to measure students' ability in getting general information, finding specific information, finding explicit meaning of main idea, finding detail information, getting implicit information, and interpreting meaning of words, phrase and sentences based on context. In fact comprehension is something that cannot be examined directly (Caldwell, 2008:34) because it is a process happened in students' mind.

To measure students reading comprehension, Weir (1990:56) suggests seven methods: 1. Multiple-choice question, 2. Short Answer question, 3. Cloze, 4. Selective deletion gap filling, 5. C-test, 6. Cloze elide, and 7. Information transfer.

A multiple choice test is a chosen as the test to measure reading comprehension. Multiple choice is the most frequent to be used because it is kind of objective test which is able to show students' comprehension objectively their choice in the test. That is why this research also uses this test as the assessment of reading comprehension

## **2.5 Text**

According Knapp and Watkins, (2005:19) Text is always produced in a context. While text is produced by individual and individual is always produced as social subjects: in particular, social environments. In other words, text is never completely individual or original; they always relate to a social environment.

## **2.6 Definition of Narrative Text**

Narrative is a genre which has social function to amuse, entertain and deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution the characters, the setting, and the problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle. The ending resolves the problem. The verb to narrate means to tell, to give all account. In narrative, the incidents that make up the story are usually told in the order in which they would really happen. A narrative can tell what happens in a matter of minutes or years. A narrative text usually contains with features of characters, main character(s), setting, time, problem(s), solution, and a plot (structure). Some authors use plot, structure, or rhetorical step interchangeably.

## **2.7 Teaching Method**

A teaching method comprises the principles and methods used for instruction to be implemented by teachers to achieve the desired learning by students. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. Suggestions are there to design and selection of teaching methods must take into account not only the nature of the subject matter but also how students learn.

According to Patel & Jain (2008:71) Methodology is systematic and scientific way of teaching any subject. It guides teacher "How to teach" and "How his teaching may be effective". It is very necessary for teacher to know various types of methods and techniques of teaching English. Method may also be defined as: "The process of planning, selection and grading language materials and items, techniques of teaching, etc." The goal of teaching method is hoped give the result in effective teaching for students in the classroom so that, the students can understand and able to receive the material especially English language from the teacher well. Based on the case the research use teaching method of TGT to know the students' comprehension in reading narrative text.

## **2.8 Definition of Team Games Tournament (TGT)**

Teams Games Tournaments is one of cooperative learning method with small groups in the class that consist of five or six heterogeneous students in the academic achievement, gender, ethnic, and race. In the

tournament session, the representative of each group or team will compete with homogeneous students. According to Slavin (1991:34) TGT, is made up of five major components. Instead of the quizzes and the individual improvement score system, TGT uses academic games and tournaments, in which students compete as representatives of their teams with members of other teams who are like them in past academic performance. In each team they have to discuss the given materials together. Games contain the relevant question or task to the materials and it is discussed in team to test their individual understanding. Tournament is the structure where the competition done to complete games or tasks are take place.

In addition, Slavin (1991:10) stated Teams-Games-Tournament uses the same teams, instructional format, and worksheets as STAD. In TGT, however, students play academic games to show their individual mastery of the subject matter.

The researcher concluded that Teams Games Tournaments make all of students who have high and low ability to be active and have important role in their teamwork. The heterogeneous team motivates the students to help each other how to study and understand the material, the students who have high ability can share and give information to the students who have low ability, so, they can study from their team works. So, all of member of each team will compete to get the high score and be the best team in the tournament.

## **2.9 Components of Team Games Tournament**

According to Slavin (1991:34), in the implementation of TGT there are five components, namely: class presentation, teams, games, tournaments, and team recognition.

### a) Class presentations.

The teacher initially introduces the material in a class presentation. In most cases, this is a lecture/discussion, but it can include an audiovisual presentation. Class presentations in Teams-Games-Tournament differ from usual teaching only in that they must clearly focus on the TGT unit. Thus students realize that they must pay careful attention during the presentation because doing so will help them do well on the quizzes, and their quiz scores determine their team scores.

### b) Teams.

Teams are composed of four or five students who represent a cross-section of the class in academic performance, sex, and race or ethnicity. The major function of the team is to prepare its members to do well on the quizzes. After the teacher presents the material, the team meets to study worksheet so rather material. Most often, the study takes the form of students quizzing one another to be sure that they understand the content, or of students working problems together and correcting any misconceptions that may have caused teammates to make mistakes.

### c) Games.

The games are composed of simple, course-content-relevant questions that students must answer, and they redesigned to test the knowledge students gain from class presentations and team practice. Games are played at tables of three students, each of whom represents different team. Most games are simply numbered questions on a ditto sheet. A student picks a number card and attempts to answer the question corresponding to the number. A challenge rule permits players to challenge each other's answers.

### d) Tournament

The tournament is the structure in which the games take place. It is usually held at the end of the week, after the teacher has made a class presentation and the teams have had time to practice with the worksheets. For the first tournament, the teacher assigns students to tournament tables: the top three students in past performance to Table 1, the next three to Table 2, and so on.

### e) Team Recognition

A newsletters the primary means of rewarding teams and individual students for their performance. Each week the teacher prepares a newsletter to announce team scores. The newsletter also recognizes individuals showing the greatest improvement or completing perfect papers, and reports cumulative team standings. In addition to or instead of the newsletter, many teachers use bulletin boards, special privileges, small prizes, or other rewards to emphasize the idea that doing well as a team is important.

## **2.10 The Process of Team Games Tournament**

According to Slavin (1991:36) In TGT, there are four steps in implementing in the classroom, they are teach, team study, tournament and team recognition.

### a) Preparation

Before using TGT method we need some preparation in order to make the learning process run successfully. The preparation is as follows:

#### 1) *Material*

TGT can be used with curriculum material specifically design for student's team learning or it can be used with material adopted from text books or other published source or with teacher-made material. However,

it is easy to make your own material as simple making worksheet, answer sheet and a games for each unit you play to teach. Each unit should occupy three to five day's instruction. In this study, the writer used some texts which are available in the source book as the material.

2) *Assigning students to teams*

As we know, TGT represents a cross-section of the class. A good team in the class is a four to five persons that re half male and half female. The team would also have higher performer, a low performer and two average performers. Of course, high performer is relative team; it means high for the class not necessarily high compared with national norms. The writer may take likes, dislike and deadly combination of students into account in assigning students to team, but in deciding teams do not let the students choose their own because they will tend to choose others like themselves. Instead follow these steps:

(a) Make copies of team summary sheet

The writer makes one copy of a team summary sheet for every four to five students in her class.

(b) Rank students

On a sheet of paper, the writer ranked the students in her class from the highest to lowest in past performance. The writer used whatever information she had to do this.

(c) Decide on the number of teams

Each team should have five members if possible. To decide how many teams the writer would have, she divided the number of students in the class by five. Assigned the students to teams.

In assigning students to teams, balance the team so that

(1) Each team is composed of students whose performance levels range from low to average to high.

(2) The average performance levels of all the teams in the class is about equal.

(d) Fill out team summary sheet

Fill in the name of the students on each team summary sheet, leaving the team name of space blank. In this study, the writer assigned the students into team. In this phase, the writer used the students' result of the last test they have done.

3) *Determining initial base score*

Base scores represent students' average scores on pat quizzes. If you are starting TGT after you have given three or more quizzes, the students' average quiz scores as base scores. Otherwise, use students' final grades from the previous.

b) Team building

Before starting any cooperative learning program, the writer started off with one or more team building exercises just to give members a chance to do something funny and to get to know one another.

## **2.11 The Steps of Activities in Team Games Tournament**

According to Slavin (1991:36) to use TGT in teaching and learning process, follow these steps:

1. Teach

After teaching the lesson, announce team assignments and have students move their desks together to make team tables. Tell students that they will be working in teams for several weeks and competing in academic games to add points to their team scores, and that the highest-scoring teams will receive recognition in a class newsletter.

2. Team Study

During team study, the team members' tasks are to master the material presented in the lesson and to help their teammates master the material. Students have worksheets and answer sheets that they can use to practice the skill being taught and to assess themselves and their teammates. Each team receives only two copies of each worksheet and answer sheet in order to force teammates to work together, but if some students prefer to work alone or want their own copy, make additional copies available.

3. Tournament

At the beginning of the tournament period, announce students 'tournament table assignments and have them move desks together or go to tables serving as tournament tables. Have selected students help distribute one Game Sheet, one Game Answers Sheet, and one Game Score Sheet to each table. Then begin the pine.

4. Team Recognition

Compute team scores based on team members' Tournament scores, and prepare a class newsletter or bulletin board recognizing high scoring teams.

### III. RESEARCH METHODS

#### 3.1 Research Design

Based on the explanation in the previous chapter which is said that this research is to find out the effect of Team Games Tournament (TGT) teaching method to the students' comprehension in reading narrative text, so that the researcher designs this research as a quantitative research.

There are two groups in this study, namely experimental group and control group. Experimental group is the group that will receive treatment by using Team Games Tournament (TGT). While the control group is the group that will receive a different treatment namely conventional teaching method.

**Table 3.1 Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	√	X	√
Control	√	Y	√

Note:

X: Teaching using TGT teaching method

Y: Teaching using Conventional Teaching Method.

#### 3.1 Population and Sample

The population of this research is the eighth grade students of SMP Swasta GKPS 3 Pematangsiantar. It consists of 3 classes (VIII-1–VIII-3). There are 26 students in each class so the number of population is 79 students.

The researchers chooses random sampling to take the sample. In this research, the researchers will take two classes or groups of the eighth grade students of SMP Swasta GKPS 3 Pematangsiantar to do the research, they are: VIII-2 class which consist of 26 students as experimental class and VIII-3 which consist of 26 students as control class. So, total numbers of sample are 52 students.

#### 3.2 The Instrument of the Research

According to Cohen et al. (2007:414), in test, researcher have at their disposal powerful method of data collection, an impressive array of tests for gathering data of numerical rather than verbal kind, and several issued need to be borne in mind. In the Research, The writer makes the test in multiple choice test.

The reason why the items test will be constructed in form of multiple choices, because multiple choices will be objective test. The total number of test are 20 items from five texts.

In scoring the test, this research uses score ranging from 0-100 by counting the correct answer and applying this formula:

$$S = \frac{R}{N} \times 100 \%$$

Where:

S = Score

R = Right answer

N = the total number of items

#### 3.3 Technique of Collecting Data

To collect the data for this research, the researchers takes the data by using test as an instrument. This instrument will be used to find out how is the students' reading comprehension being taught by using Team Games Tournament Method whether there is significant effect of using this method or not. The test for collecting data is important thing in this research that can be determined the result of the research.

#### Pre-Test

The homogeneity can be seen from the average score of each group. Before the starting the experiment, a pre-test was administered to the samples both in Eexperimental and Ccontrol group. It was expected that the different of average score between them be not too far. In other words, before the treatment, the two groups were in the same level of knowledge to create a description of an object.

#### Treatment

Treatment is the experimental and the control groups are taught by using the same material but different method. Both groups, experimental and control groups are given treatment. For experimental group the students were taught by Team Games Tournament Method while in control group the students were taught Without Team Games Tournament Method.

### Post-Test

There are Experimental Class and Control Group that Experimental Class. The reasearchers gives them a post-test in order to see the result of the whether the Team Games Tournament method in reading comprehension was affective or not.

### 3.4 The Technique of Analyzing Data

After getting the data, analyzed the data with some steps below:

1. Collect the data from the scoring of experimental and control group.
2. Identify the score of the students who were being treated with language games and who are not.
3. Compare the scores.
4. Calculate the mean score of both group by using the following formula:

$$\bar{X} = \frac{\sum fx}{N}$$

Where:

$\bar{X}$  = the average score  
 $\sum fx$  = sum of the raw score  
 N = number of students

5. Calculate the Standard Deviation both of groups by using the following formula:

$$S = \frac{\sqrt{\sum d^2}}{N-1}$$

Where:

S = standard deviation  
 $\sum d^2$  = sum of mean deviation  
 N = number of students  
 1 = constant number  
 (Hatch & Farhady, 1982:59)

6. Calculate the standard error of difference of mean from both of groups by using the following formula:

$$SE (\chi_e - \chi_c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2} \chi_e - \chi_c = \&se/\&N1^2 + sc/\&N2^2$$

Where:

$SE (\chi_e - \chi_c)$  = standard error  
 se = standard deviation of experimental  
 sc = standard deviation of control  
 N1 = number of students of experimental  
 N2 = number of students of control

(Hatch & Farhady, 1982:112)

7. Draw the conclusion and testing the hypothesis.

$$t_{test} = \frac{\bar{X}_e - \bar{X}_c}{SE (\chi_e - \chi_c)}$$

Where:

$\bar{X}_e$  = Mean of Post Test in Experimental  
 $\bar{X}_c$  = Mean of Post Test in Control  
 $SE (\chi_e - \chi_c)$  = standard error  
 (Hatch & Farhady, 1982:111)

8. Draw some findings.

## IV. FINDINGS AND DISCUSSION

### 4.1 Research Finding

Having finished analyzing the data, some findings can be formulated as follows:

1. It is found that the mean of the students' test is 79.8 (post-test in Experimental Group), and 66.8 (post-test in Control Group).
2. The Standard Deviation is 16.41 (Experimental Group), and 8.08 (Control Group).
3. The Standard Error of the Difference of mean in Experimental Group and Control Group is 3.65.
4. The result of t-test (3.56) was higher than t-table (1.67) at level of significant 5% for two tailed test.
5. It can be concluded that there is a significant effect of Team Games Tournament (TGT) Teaching Method to The Students' Comprehension in Reading Narrative Text at Grade Eight SMP Swasta GKPS 3 Pematangsiantar.

#### 4.2 The Data Descriptions

The significant effect on students' Reading Comprehension when the students were taught by Team Games Tournament (TGT)

Students	Post Test Experimental Group	Post Test Control Group	Difference
1	80	65	15
2	75	75	0
3	80	70	10
4	80	65	15
5	80	65	15
6	85	65	20
7	85	65	20
8	85	65	20
9	75	70	5
10	75	65	10
11	75	65	10
12	80	70	10
13	70	70	0
14	80	70	10
15	80	70	10
16	85	65	20
17	75	65	10
18	75	65	10
19	80	65	15
20	75	65	10
21	75	65	10
22	75	70	5
23	80	65	15
24	75	65	10
25	75	65	10
$\Sigma$	<b>1955</b>	<b>1670</b>	<b>285</b>
<b>Mean</b>	<b>78,2</b>	<b>66,8</b>	<b>11,4</b>

The following formula is the standard deviation of post-test in experimental group:

$$S^e = \sqrt{\frac{\Sigma d^2}{N - 1}}$$

$$S^e = \sqrt{\frac{394}{25 - 1}}$$

$$S^e = \sqrt{\frac{394}{24}}$$

$$S^e = 16.41$$

$$S^c = \sqrt{\frac{\Sigma d^2}{N - 1}}$$



$$S^c = \sqrt{\frac{194}{25 - 1}}$$

$$S^c = \sqrt{\frac{194}{24}}$$

$$S^c = 8.08$$

Where:

N = Number of students

1 = Constant number

$\sum d^2$  = Sum of the mean deviation

$S^c$  = Standard deviation of control group

From the formula above, the researcher get the result of standard deviation of experimental ( $S^e$ ) is 8.08 to calculate the  $S^c$ , the researcher have to get the result of  $\sum d^2$  ( sum of the mean deviation ) first. Then divided with N-1 (25-1) and calculate the square root all of it and the result will added or use on next step (standard error).

Testing Hypothesis

Standard Error of the Difference of Mean:

$$SE (\chi_e - \chi_c) = \sqrt{\left(\frac{se}{\sqrt{N1}}\right)^2 + \left(\frac{sc}{\sqrt{N2}}\right)^2}$$

$$SE (\chi_e - \chi_c) = \sqrt{\left(\frac{16.41}{\sqrt{25}}\right)^2 + \left(\frac{8.08}{\sqrt{25}}\right)^2}$$

$$SE (\chi_e - \chi_c) = \sqrt{\left(\frac{16.41}{5}\right)^2 + \left(\frac{8.08}{5}\right)^2}$$

$$SE (\chi_e - \chi_c) = \sqrt{(3.282)^2 + (1.616)^2}$$

$$SE (\chi_e - \chi_c) = \sqrt{13.38}$$

$$SE(\chi_e - \chi_c) = 3.65$$

From the formula above the researcher calculate the data. The result in  $S^e$  (standard experimental) and  $S^c$  (standard control) added in there. N (number of students in experimental and control group) added too. Then calculate the square root all of it and the result of Standard Error 3,65 will be used calculated T-test.

Where:

SE ( $\chi_e - \chi_c$ ) : Standard Error

se : Standard deviation of experimental

sc : Standard deviation of control

N1 : Number of students of experimental

N2 : Number of students of control

Finding out t-test:

$$t_{test} = \frac{\bar{X}_e - \bar{X}_c}{SE (\chi_e - \chi_c)}$$

$$t_{test} = \frac{79.8 - 66.8}{3.65}$$

$$t_{test} = \frac{13}{3.65}$$

$$t_{test} = 3.56$$

From the formula of T-test the researcher get the result 3.56. For the  $\bar{X}_e$  (mean of post-test in experimental) the researcher get 79.8 and  $\bar{X}_c$  (mean of post-test in control group) the researcher get 66.8. Then the result of SE will divided with the result  $\bar{X}_e - \bar{X}_c$  (79.8 – 66.8).

Finding out the degree of freedom (df) as follow:

df : (Ne-1) + (Nc-1)

: (25-1) + (25-1)

: 24 + 24

: 48

t-table at 5% of level of significance is **1.67**

#### **4.2 Discussion**

The purpose of this thesis is basically to find out of the effect of TGT to the students' comprehension in reading narrative text. TGT is a part of a cooperative learning involved group from heterogenic students, group discussion, and tournament/game (Slavin, 1985:7), it is expected to improve students' reading comprehension especially in narrative text. The reality indicates that the students became more activated in reading comprehension. The researcher had given a test about the using of TGT to improve the students' ability and analyse it to get the score of the students. To know the level of students reading comprehension the researcher used the Hatch and Farhady theory in which to find out the level of students. By using TGT the teacher could create and interesting teaching learning process in classroom because the students' could happy and they would not get bored.

In addition the effect of TGT was should statically analysis, the value of t-test that is gotten by the researcher is t-test 3.56 and the value of t-table is 1.67. It is known that t-observed is bigger than t-table. Since, the t-test is bigger than t-table, the Hypothesis ( $H_a$ ) is accepted and the Null Hypothesis ( $H_0$ ) is rejected, the theory is verified. It shows from the mean of total score from experimental class pre-test 62 and post-test 79. And in control class pre-test mean of total score in pre-test 52.2 and post-test 66.8. At a glance, the mean from pre-test and post-test can be seen that students' reading comprehension improved.

### **V. CONCLUSION**

Based on the finding of research found the researcher found out that t – test is higher than t – table ( $3,56 > 1.67$ ). It means that t – test  $>$  t – table, where t – table is 1.67 and t – test is 3,56, so t – test is higher than t – table. Therefore the null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) was accepted. It means that there was a significant different between variable **X** and variable **Y**. So, hypothesis testing was **accepted**. In other words, using Team Games Tournament Teaching Methodis more effective than without Team Games Tournament Teaching Method to the students' comprehension in reading narrative text.

#### **5.2 Suggestions**

Students have some problems in learning English that listening is the most bothering and most difficult to learn, and some of them even have difficulty in understanding their teacher who gives lessons in English. So, teacher need to tend to be more creative in teaching Reading. TGT is one way to cope the problem, games can help and motivate learners to learn English.

### **REFERENCES**

- [1]. Caldwell, J. A. S. (2008). Comprehension assessment. London: The Fulford press.
- [2]. Cohen, et al. (2007). Research Methods in Education. Sixth Edition: New York: Roulledge
- [3]. Gerot and Wignell. (1994). Making Sense Of Functional Grammar: An introductory Workbook. Australia: Gerd stabler.
- [4]. Harmer. J. (2001). The Practice of English Language Teaching: Third Edition Completely Revised and Updated. Cambridge UK: Longman
- [5]. Hatch, E. M., & Farhady, H. (1982). Research design and statistics for applied linguistics. Rowley, Mass.: Newbury House
- [6]. Kligner. J.K. (2007). Teaching Reading Comprehension to Students with Learning Difficulties. New York London: The Guildford Press.
- [7]. Knapp, Peter., & Watkins, Megan. (2005). Genre, text, grammar. Technologies for teaching and assessing writing. Australia: University of New south wales.
- [8]. Linse, C.T. (2005). Practical English Language Teaching Young Learners. New York: McGraw Hill.
- [9]. Johnson. A. P. (2008). Teaching Reading and Writing. Maryland: Rowman & Littlefield Publisher
- [10]. Nunan, D. (2003). Research Method in Language Learning. New York: Cambridge University Press.
- [11]. Patel and Jain. (2008). English Language Teaching. Jaipur: Sunrise Publisher and Distributor.
- [12]. Slavin, Robert E. (1991). Cooperative Learning: Students Teams. What Research Says to The Teacher. Washington, D.C :National Education Association.
- [13]. Snow, Chaterine. (2002). Reading for Understanding. R&D
- [14]. Weir, C. J. (1990). Communicative Language Testing. Prentice Hall International.
- [15]. Westwood, Peter. (2001). Reading Comprehension: Assisting Children with Learning Difficulties, DOI 10.1007/978-94-007-1174-7\_2 Springer Science Business Media B.V.