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UTILIZING TEAMS GAMES TOURNAMENT IN TEACHING READING TO ENHANCE STUDENTS' COMPREHENSION ON NARRATIVE TEXTS

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Abstract: The present study has the main objective to test whether the Teams Games Tournament (TGT) method can improve students' reading comprehension on narrative texts. To answer the formulation of the problem, this study utilized a quasi-experimental method by involving an experimental class and a control class with data collection techniques through observation, reading comprehension test, and interviews. The results of this study reveal three main points: First, a comparison between the results of the t-test and t-table at a significant level of 5% showed $t_t > t_0$ or $9.13 > 1.67$. This means that the Teams Games Tournament can enhance students' reading comprehension on narrative texts. Second, the TGT method can increase student cooperation, train courage to express opinions, build discipline, caution, and tolerance towards fellow students. Third, this method can also create a competitive learning climate and encourage students to become active learners.

Keywords: *read comprehension, narrative text, teams games tournament, quasi experimental*

INTRODUCTION

Reading cannot be denied, has an important role for the development of language and knowledge of students. Reading activity offers many benefits for students. For instance, it helps students to explore knowledge, add new vocabulary, introduce the correct sentence structure, and enrich students' insights. As a matter of fact, understanding the meaning of various English texts where English is positioned as a foreign language is often not easy, especially when English foreign learners try to understand English texts thoroughly (Ara Ashraf, 2018).

In numerous cases (Badriyah & Rahmawati, 2020; Lumbantungkup et al., 2022; Septiana, 2021; Yuvirawan et al., 2021), it was frequently discovered that some students did not have a good understanding of reading English texts, because they did not have a large vocabulary mastery, an in depth understanding of language features and generic structure of text, poor pronunciation, low motivation and reading intensity, as well as no mastering effective reading strategies. Based on the results of observation at a secondary school in Banten Province, many students have difficulty understanding English texts (in this case, narrative texts) if there are numerous paragraphs in the text. This is one of the factors that makes reading activities to be exhausting, boring and tough for students in the process of reading in class.

Meanwhile, based on interview with Ms. Azra (a pseudonym), teachers frequently face a number of challenges when teaching narrative texts, including: First, students have trouble understanding reading texts since most students are uninterested in reading English texts. Second, many students dislike learning English. As a result, they lacked vocabulary mastery and a good understanding of grammar. Third, most students afraid of making mistakes when reading English texts. This is because students are less familiar with the proper intonation and

correct pronunciation when reading English texts. This is because while reading English literature, students may not be as familiar with the proper tone and pronunciation. Fourth, the English teacher acknowledges that she has not has not been maximal in applying effective learning methods and learning media.

Therefore, to overcome the prior problems especially in an effort to increase students' comprehension and interest in reading, an effective and attractive teaching method is needed that can make students more interested in reading and make it easier for them to understand the text. Numerous contemporary scholars (Karman & Indriani, 2021; Sa'adah, 2017; Tashliyev et al., 2018) have recommended the Teams Games Tournament method (hereinafter glossed by as TGT). Because the TGT method provides opportunities for students to be more active in collaborative teamwork to achieve the best grade for the material being studied. In addition, even intelligent students can assist less intelligent students in working cooperatively and enlivening the atmosphere of classroom more passionate and less monotonous. According to a number of previous studies (Faricha & Huda, 2019, 2020; Nurchasanah, 2020; Rahmawati, 2021; Sitanggang et al., 2020), teaching reading using the TGT method can inspire students to study and enhance their reading comprehension.

The TGT is one form of cooperative learning that all students can easily apply since group instruction and the game may help students easily comprehend the subject matter. the TGT is one of cooperative learning that is simple to implement. It involves the activities of all students and appears to have no status differences. It also involves the role of students as peer tutors and has game and reinforcement aspects (Slavin, 1991). Students can work on their own projects more easily in groups (Karman & Indriani, 2021). In conclusion, Teams, games, and tournaments which represent the TGT is a method used in academic competition that employed quizzes to establish student's scoring system.

In practice, the team part asks students to create groups, and each group meets to discuss the assigned material. There are also exercises or questions pertaining to the information in the game portion. To gauge how well everyone comprehends the material, this is done. On the other hand, tournaments are competitions where a competitive framework is adhered to in order to finish a game or assignment. Team members must respond to questions in order to score points for their group (Fauziyah et al., 2021).

The TGT offers advantages based on a cooperative learning method that encourages student participation from the start of learning to its conclusion. Because it combines learning, playing, and competition, this method can draw students' attention and stimulate an interest in learning (Sa'adah, 2017). Each student can participate in the numerous groups that make up the group using this technique, which also incorporates play and competitive elements that can motivate kids to put up their best effort to earn their team the most points.

In addition Shoimin (2014) also lists some advantages of the TGT, including: (1) encourage student participation so that all students not just those who excel academically take part actively and play significant roles in their groups; (2) students' interpersonal communication abilities are enhanced' (3) encourage cooperation and respect among group members; (4) encourage students to get enthused about the reward; (5) encourage students to learn more by using a game or tournament to reinforce the lesson; and (6) encourage students to think critically.

Indeed, numerous researchers have investigated the utilization of TGT in the learning process. For instance, Rahmawati (2021; Yuliawati (2021) who employed TGT to improve student motivation for learning. However, Sa'adah (2017) who focused on the implementation of cooperative learning model with TGT method to improve interests and leaning outcomes. Another study conducted by Toifur & Kurniawan (2022) who utilized TGT to enhance students' communication skills. Similar to the prior studies, Enstein et al., (2022) also used TGT in designing learning models that were influenced by elements of the local culture. Meanwhile, several recent studies have also been conducted by many researchers (Faricha & Huda, 2019, 2020; Nurchasanah, 2020; Rahmawati, 2021; Sitanggang et al., 2020; Tashliyev et al., 2018) on the application of TGT in reading English texts. This study generally concludes that TGT allows students to carry out learning activities together, exchange critical thoughts about their ideas, and express their different perspectives.

Different from previous studies, this study aims to fill the gap between existing theory and research findings. especially highlighting how the English teacher uses the TGT method to improve students' reading comprehension on narrative texts. By implementing the TGT, it is hoped that students would be more motivated to read English texts, collaboration between students will be established in the learning process, as well as the learning atmosphere will become more enthusiastic. Finally, to achieve the research objectives, the research problem which proposed of this study is does the TGT method can improve students reading comprehension on narrative text?

RESEARCH METHODOLOGY

To address research problems in this study, the researchers employed a quasi-experimental method. In this study, there were two groups: an experimental group and a control group. A quasi-experimental approach was used because it was both appropriate for this study and reasonably simple to carry out (Sugiyono, 2010). Naturally, quasi-experimental research will compare participant behavior in two groups that have been randomly chosen, divided into a control and treatment group, and then subjected to a control and experimental treatment (Menz, 2003). In addition, according to Fraenkel & Wallen, (2012) the research design of a quasi-experimental study can be described as follows:

O_1X	O_2
O_3	O_4

Image 1. Research Design

Where:

O_1 : Experimental group before giving treatment
O_3 : Control group without treatment
X : Treatments (Teams Games Tournament)
O_2 : Experimental group after receiving treatment
O_4 : Control group without receiving treatment

The data were gathered simultaneously through interview, observation, and reading tests (pre-test and post-test). Furthermore, having given post-test to both groups, then data of post-test will be calculated statistically by using the following formula as follows:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{\frac{\sum X_1^2 + \sum Y_2^2}{N_2 + N_2 - 2}\right\}\left\{\frac{N_1 + N_2}{N_1 . N_2}\right\}}}$$

RESULT AND DISCUSSION

In this subsection, data from observation, interviews, and reading test (post-test) will be presented in detail. Data from observation were taken from the interaction of teacher and students during the learning process. In this case, the observation data was only obtained from the experimental class which received treatment. To achieve the desired results, the treatment was carried out for four meetings. The implementation TGT as treatment in general has five stages, namely: presentation, teams, games, tournament and recognition (Rusyani et al., 2021).

The first step is presentation, at the beginning of learning the teacher design lesson plan, provide instructional materials and other equipment that support learning process. Then, the teacher explained the learning objective and procedures of the TGT. In this case, the teacher must ensure that all students really understand the steps of learning by using the TGT. Before implementing the TGT, teacher previously explained the narrative text as a whole. She explained the definition, generic structure, types, language features, and model of narrative text. Based on the researchers' observation, at this stage students began to focus on paying attention and understanding narrative texts, but there were also a small number of students who were less focused and did not pay much attention to the teacher's explanation. To overcome this, the teacher asked all students to read the narrative text in turn so that all students participated.

The second step was team division. In this steps teacher classified students into groups. One group consisted of 4-5 student who have been arranged heterogeneously according to students' results in the pre-test. By dividing the team heterogeneously, it will produce an academic team with nearly the same or equivalent abilities. In the group, students were expected to understand and learn the materials cooperatively. In addition, they were also required to discuss and prepare group members to work better and optimally during the tournament. At this step, based on the researchers' observation, students began to learn to work together and trusted their friends and learnt to express opinions and accepted different opinions.

The third step was game. This game consisted of questions related to the material to test students' ability to understand narrative text. In practice, the teacher gave card numbers, worksheet, and answer sheets to all groups. Each student took a card and answered the questions, if the student's answer was correct, the card number will be stored for proof of the score. The team that got the highest score was the winner. Based on the researchers' observation, this activity succeeded to make students more active, in learning process, increased student's ability in communication, fostered a sense of mutual respect and friendship in groups, created enthusiastic learning atmosphere and assisted students to understand narrative texts in a depth.

The fourth was a tournament; students played games with different abilities with three students at the tournament table. Students switched positions and carried out the same procedure. The game proceeded clockwise until the time was up. After the game was over the teacher evaluated all learning activities and discussed the problems they encountered when answering questions about the narrative texts. Based on the researchers' observation, at this step most students were able to develop a careful and discipline attitude, able to apply procedures of the TGT, and practiced thinking skills in concluding a narrative text.

The last step was team recognition, after the tournament or game ends, the teacher announced which group wins and they obtained prizes for achievements. The teacher also gave encouragement to other groups to be more enthusiastic. Based on the researchers' observation, at this stage all students have learned to be tolerant, more confident and think systematically, as well as dare to express opinions concisely and clearly.

After giving treatment, the researchers then gave a post-test to all students from both groups. For codification purposes, the experimental class is coded X and the control class is coded Y. The post-test result was shown in table 1 as follows:

Table 1. The Post-Test Scores

No	X_1	Y_2	x1	Y2	X_1^2	Y_2^2
1.	88	52	9.79	9.14	95.84	83.53
2.	84	60	5.79	17.14	33.52	293.77
3.	88	64	9.79	21.14	95.84	446.89
4.	76	40	-2.21	-2.86	4.88	8.17
5.	64	40	-14.21	-2.86	201.92	8.17
6.	72	8	-7.21	-34.86	51.98	1215.21
7.	96	56	17.79	13.14	316.48	172.65
8.	40	28	-38.21	-14.86	1460.00	220.81
9.	84	88	5.79	45.14	33.52	2037.61
10.	80	20	1.79	-22.86	3.20	522.57
11.	88	20	9.79	-22.86	95.84	522.57
12.	60	40	-18.21	-2.86	331.60	8.17
13.	64	60	-14.21	17.14	201.92	293.77
14.	84	12	5.79	-30.86	33.52	952.33
15.	88	40	9.79	-2.86	95.84	8.17
16.	96	20	17.79	-22.86	316.48	522.57
17.	80	28	1.79	-14.86	3.20	220.81
18.	84	36	5.79	-6.86	33.52	47.05
19.	88	40	9.79	-2.86	95.84	8.17
20	72	60	-6.21	17.14	38.56	293.77
21.	60	32	-18.21	-10.86	331.60	117.93
22.	84	44	5.79	1.14	33.52	1.29
23.	72	44	-6.21	1.14	38.56	1.29
24.	80	48	1.79	5.14	3.20	26.41
25.	76	28	-2.21	-14.86	4.88	220.81
26.	80	88	1.79	45.14	3.20	2037.61
27.	88	52	9.79	9.14	95.84	83.53

28.	68	36	-10.21	-6.86	104.24	47.05
29.	72	30	-6.21	-12.86	38.56	165.37
30.	88	84	9.79	41.14	95.84	1692.49
31.	92	60	13.79	17.14	190.16	293.77
32.	36	52	-42.21	9.14	1781.68	83.53
33.	76	16	-2.21	-26.86	4.88	721.45
34.	80	20	1.79	-22.86	3.20	522.57
35.	80	60	1.79	17.14	3.20	293.77
36.	88	20	9.79	-22.86	95.84	522.57
37.	88	60	9.79	17.14	95.84	293.77
38.	88		9.79		95.84	
	ΣX1 = 2972	ΣY2 = 1586	Σ_{X1} = -0.98	Σ_{Y2} = 0.18	ΣX_1^2 = 6563.58	ΣY_2^2 = 15011,97
	$\bar{X}$: 78.21	$\bar{X}$: 42.86				
	σ: 13.12	σ: 15.83				

From the table 1, the researchers obtained data as follows ΣX1 = 2972, ΣY2 = 1586, ΣX_1^2 = 6563.58, and ΣY_2^2 = 15011.97. Moreover, the table 1 also shows that the mean score of experimental group was 78.12 with standard of deviation was 13.12. In the meantime, the mean score for control group was 42.86 with standard of deviation was 15.83. Afterwards, the researchers compared the result of post-test from both groups by using t-test formula as follows:

$$t_0 = \frac{M_1 - M_2}{\sqrt{\left\{\frac{\sum X_1^2 + \sum Y_2^2}{N_2 + N_2 - 2}\right\}\left\{\frac{N_1 + N_2}{N_1 . N_2}\right\}}}$$

$$t_0 = \frac{78.21 - 42.86}{\sqrt{\left\{\frac{6563.58 + 15011.97}{37 + 37 - 2}\right\}\left\{\frac{38 + 37}{38 . 37}\right\}}}$$

$$t_0 = \frac{35.35}{\sqrt{14.98}}$$

$$t_0 = \frac{35.35}{3.87} = 9.13$$

After the t-test was carried out, the researchers then compared the results of the t-test with the t-table at a significance level of 5%, namely 1.67. Thus, the results of the t-test show that $t_t > t_0$ or 9.13 > 1.67. In other words, it can be summed up that Teams Games Tournament can improve students' reading comprehension on narrative texts.

In addition, to deepen and complete the data that has been obtained, the researchers also conducted an interview with a student. This interview aimed to determine student responses after learning by using the TGT. In the interview Olivia (pseudonym) stated that

> At first, I was one of the students who was not interested in learning English, because I did not have good vocabulary and grammar mastery. Besides, I often felt afraid to practice speaking or answer questions in English. However, after learning English by using TGT, my confidence started to grow, because in a heterogeneous group we helped each other, exchanged opinions, and worked together to become winners in tournaments. The interesting thing about learning using TGT was that we competed in a healthy manner and the learning environment became more challenging.

In the final analysis, based on all the data that has been obtained, it can be concluded that the TGT has proven effectively to improve students' reading comprehension on narrative texts. This was reflected in the results of the t-test which showed that $t_t > t_0$ or $9.13 > 1.67$ at a significance level of 5%. Actually, this result was certainly not much different from several previous studies which claimed that the TGT method can improve students' reading comprehension (Faricha & Huda, 2019, 2020; Fauziyah et al., 2021; Nurchasanah, 2020; Rahmawati, 2021; Sitanggang et al., 2020; Tashliyev et al., 2018), communication skills (Toifur & Kurniawan, 2022), motivation (Yuliawati, 2021) and student achievement scores (Sa'adah, 2017).

However, what distinguishes this study from the previous studies was that this study succeeded in uncovering new findings from the implementation of the TGT in teaching reading on narrative texts, namely students have better thinking skills especially in understanding definition, types, general structure, and linguistic characteristics of narrative texts. This was possible because the TGT method provided broad opportunities for students to collaborate and discuss with their group mates simultaneously. Besides, in the affective domain, student progress can be seen from the cooperation and trust between students that have been built, the courage to express ideas, careful and disciplined attitude, as well as the openness to accept differences of opinion (mutual respect). Finally, this study also revealed that the use of TGT in reading narrative texts can also create a competitive learning climate and trigger students to be active in learning.

CONCLUSION

The findings of this study reveal that many English foreign learners have difficulty comprehending narrative texts as a whole. The English teacher employed the Teams Games Tournament method which has been recommended by educators and has been proven scientifically by several previous studies to address this issue. The results of this study reveal three main points. First, based on the result of t-test, the comparison between the t-test and t-table at a significance level of 5% shows that $t_t > t_0$ or $9.13 > 1.67$. Thus, it can be concluded that the Teams Games Tournament can enhance students' reading comprehension on narrative texts. Second, the findings of this study also reveal that the TGT method can train students' cooperation and courage to express ideas, build an attitude of trust in friends, carefulness, discipline, and openness to accept differences of opinion (mutual respect). Third, the TGT method can also encourage students' reading motivation and trigger students to be active in learning as well as can create a competitive learning climate.

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