TGT LEARNING MODEL TO INCREASE THE READING ABILITY IN MA KANJENG SEPUH SIDAYU GRESIK

Tiara Widyaiswara[1]
Universitas Islam Lamongan

Ali Nuke Affandy[2]
Universitas Muhammadiyah Surabaya

Nikmatus Sholikhah[3]
Universitas Islam Lamongan

tiarawidya@unisla.ac.id[1]

ABSTRACT

This research aims to increase student's reading ability in English through question card media. The research was conducted for the XI grades at MA Kanjeng Sepuh Sidayu Gresik. The focus was describing the TGT model's implementation to increase the English reading ability in explanation text material. This research used the Classroom Action Research (CAR) method. It was conducted in two cycles, in which each process consists of planning, acting, observing, and reflecting. This study was carried out in January-March 2020. The data were collected by holding the test, monitoring, documenting, and distributing the questionnaire. The research results that the use of the TGT model in reading ability has been able to improve student's skills. The students enjoyed and got enthusiastic.

Keywords: Increase, Reading Ability, Team Games Tournament (TGT)

INTRODUCTION

English language skill contains four skills that are important for language learners. They are listening, speaking, reading, and writing. English is vital in developing the quality of the human resources of the education world in Indonesia. English teachers should be more creative to increase student skills in teaching-learning. The use of learning models can attract students and students are not bored in taking daily lessons. Cooperative learning is cooperative learning. So, learning objectives can be achieved well and easily understood by students.

These groups can be more interested in the class and application of the Team Games Tournament (TGT) because this method is new, fun, interest and motivated the students in reading. Team Games Tournament (TGT) is a game learning model that gives a feeling more confidence and encourages students to learn. Besides, the implementation of the TGT model can motivate students in reading. It also affects student learning achievement.

The English teacher still uses a demonstration method. The learning and teaching process is still monotonous. It makes the students feel bored and cannot understand English lessons easily. The reason researchers examined the MA Kanjeng Sepuh Sidayu Gresik has an exciting thing to be observed because this is the right school in the village and get many achievements. This school there is two kinds of the class are regular and non-regular. In standard, there is a class that value in English lessons is deficient compared to other courses. Due to the lack of interest in students in reading and not understanding the study, the researchers tried to implement the TGT models.

Literature review of research conducted by researchers is used to get an overview of the discussion and topics to be studied with similar research that previous researchers have performed. Firstly, Hidayah (2017), based on the research result, concluded that implementation of Cooperative Learning Model Team Games Tournament (TGT) could improve Learning Motivation and Learning Achievement of XI Accounting 1 student of SMK 1 Pengasih Academic Year 2016/2017.

Secondly, Yuda (2014), the results of the study it is concluded that this study is to find out: (1) the difference in the achievement of French reading skills of students who are taught using the TGT method and students who are taught using the discussion method; (2) to determine the effectiveness of using the TGT method in learning French reading skills. This research uses quasi-experimental quantitative analysis and her result shows that TGT is an effective way to improve reading skills.

The last previous research is a journal written by Aziz (2017). His study aims to determine the application of the Teams Games Tournament (TGT) method in PAI learning at SD Islam Darul Mu ' Minin Tangerang City. In his research, he uses CAR to consider class V of Islamic Elementary School problems, namely the poor learning outcomes in Islamic Religious Education learning. Through the TGT method becomes effective and active as well as to find out student learning outcomes.

The researcher and the writer's equation are the method of TGT and use Classroom Action Research (CAR). Still, the researcher and the writer's differences are the variable Y, which improves learning achievement. Still, the researcher of this study uses TGT to increase English reading ability.

LITERATUR REVIEW
TGT for Reading Learning

Oberski et al., (2004) argue that there are three types of reading, namely (1) reading the lines; (2) reading between the lines; (3) reading beyond the lines. The idea was explained using the term literally to read explicitly, interpretative to read between the lines, and applied to read outside the text. Literal reading involves the process of mastery of essential information from the text or the determination of something the text writer says. The literal reading is only an effort to understand what is written explicitly. Therefore, this task is not enough to understand concepts in the text or to utilize concepts that the reader has understood.

Interpretative reading involves inferring ideas from the information contained in the text or determining the writer's objectives in his writing. The creative reader can analyze the relationship of previously mastered concepts with something that the author has expressed through the text. Applied reading is an attempt to understand reading outside the text. The used task includes elaborating ideas from various sources or processes utilizing statements in the text. Creative readers can connect existing ideas with the views of the text's writers. These elaboration results are broad generalizations that include ideas from sources in the reader and the text.

TGT (Teams Games Tournament)

Teams Games Tournament (TGT) is one of Slavin's cooperative learning strategies to help students review and master the subject matter. Slavin found that TGT succeeded in increasing student's necessary skills and achievements (Suyanto, 2017).

According to Borich (2007), the TGT (Teams Games Tournament) learning model is cooperative learning of students divided into three different people with different levels of ability, gender, background, and ethnicity. The TGT learning model can also attract students to be more active in academic subjects and students are more responsible for completing assignments individually or in groups.

The Teams Games Tournament (TGT) type of cooperative learning model is one of the learning models that are easy to implement, involves the activities of all students without having differences in status, involves the role of students as peer tutors and contains elements of play and reinforcement (Aris, 2017).

Steps of TGT Learning Model

According to Slavin (2005), cooperative learning type Team Games Tournament (TGT) consists of five steps. The first is called The present of the class. At the beginning of the lesson, the teacher presents the material in the class presentation, learning objectives, addresses, and a brief explanation of the worksheet that is distributed to the group. At the time of the class presentation, students must pay attention to what is conveyed by the teacher. The second is Group Study. The teacher divides the class into groups based on the student's ability criteria from previous daily tests, gender, race, and ethnicity. Each group usually consists of 4-5 students.

The third is a game consisting of questions relevant to the material and designed to test student knowledge. This game is played at the tournament table by 4-5 students representing their respective groups. The rules in this game are as follows. Each student in a tournament table draws a card with the highest number. When the game starts, the reader shuffles the cards and picks the top menu. Then read the appropriate question on the card number, including answer choices if the problem is in the form of multiple choice. Then the reader answers the question read, if the reader is doubtful about the answer, it is allowed to throw because there is no penalty if the reader answers incorrectly.

RESEARCH METHOD

This research is conducted by using the Classroom Action Research (CAR) method. The implementation of classroom action research follows several stages. The action's performance consists of several cycles. Each cycle is composed of planning, action, observation, and reflection.

The classroom action research design used in this research is collaborative classroom action research. It means that the researcher collaborates with her English teacher of MA Kanjeng Sepuh as an observer and collaborator. Firstly, in The Pre-Research Phase (identifying the problem), the researcher identified the problem before planning the action. The question referred to the student's reading in English learning in class XI IPS 2 Kanjeng Sepuh Sidayu Gresik. The problems were caused by delivering material that was not suitable and interesting to the learners. Secondly, in The Planning Stage, this action is carried out by preparing the Learning Plan (RPP), preparing the tools and materials needed, and preparing the observation students.

Thirdly, Implementation Phase Actions are carried out following the lesson plan stages, using question card media. Fourthly, The observation phase is carried out in conjunction with the action implementation activities. At this stage, the teacher records and documents all process indicators and the results of changes in the learning process. Fifthly, The reflection phase is done at the end of

each cycle. The teacher analyzes the input obtained from observations. At this stage, it is determined that the next process is necessary.

The researcher took place at MA Kanjeng Sepuh, located at Pemuda street No.75 Bunderan Sidayu Gresik. The research was conducted for a month. It started from January 28th 2020, until March 14th 2020. The population in this study are students of class XI MA Kanjeng Sepuh Sidayu Gresik. The sample in this study were students of class XI IPS-2 MA Kanjeng Sepuh Sidayu Gresik. The researcher used purposive sampling.

FINDINGS

To identify the problems, the researcher has conducted a preliminary study on January 28th, 2020. the researcher tries to observe the English learning process in XI IPS 2 MA Kanjeng Sepuh. It has a purpose to get the data about some factual problems and conditions that faced by English teacher, especially in reading, many students still cannot read English well and fluently and the researcher found that some students get bored during the English learning, it indicated the cause of the learning process running monotonously. The researcher gave the TGT method. The researcher also held a reading test to measure the basic competence of students in reading ability. The test was given before the implementation.

In this pre-cycle learning, student's reading ability is still lacking, and there are still many students who are incomplete, namely 16 students or 64% and who complete nine students or 36%. The researchers repaired learning using the TGT model's implementation using two cycles to increase reading ability in explanation text from this lack.

This action research has been implemented in two cycles. Each cycle consisted of different meetings; three meetings in cycle one and four sessions in cycle two. Every cycle has four steps. They are planning, implementing, observing, and reflecting.

The Implementation of the Cycle I

The first cycle of learning activities was a significant learning activity because the analysis of this first action served as a reflection for researchers to process to the next learning cycle. Each cycle's learning activities were implemented with two meetings, where each meeting time was 2 x 45 minutes or 2 hours of learning.

Planning

The researchers prepare all the needs to implement learning, researchers making lesson plans (RPP), PPT, student activity observation sheets, and question cards to learn the TGT model.

Acting

The implementation of English learning in the first cycle was conducted on 8th and 9th March 2020. The researcher as a teacher. This learning process was divided into three stages. The stages are as follows: 1) class presentation (opening), the activities at the presentation stage of the class began with a greeting, praying, checking student's attendance, and condition the class by giving ice breaking. So the students were enthusiastic about learning. The teacher gave motivation to students and informed the learning objectives. Then, the teacher introduced to students about the learning model of the team games tournament (TGT) and the stages of learning of TGT; 2) main activity, the first meeting, was started by the teacher distributed the subject matter sheet to the students can pay attention and read back through the material sheet then the teacher explained the explanation text while turn on the PPT.

The second meeting was started by play the game. Then the teacher divides the tournament group members based on the level of student's academic abilities in each tournament table. The teacher explains the used TGT methods. The first group of participants sits at table 1 to take the cards that the teacher had provided. The menu was in the form of questions that will be reading and answered by students. If the first group answers correctly, then the card was his, and if the first group answered wrong, then the card had the right to be answered by the second group until the question could be answered correctly; 3) final activity (closing), after the competition finished, the number of cards that had been obtained in each group would be counted. The team that had the most significant number of cards, the team gets the highest score and would receive an award in the form of prizes that the teacher has provided.

Observing

The purpose of observation is to know the student activities during the learning process through cooperative learning of the Teams Games Tournament (TGT). Statement of student activities used an instrument in the form of an observation sheet. Based on these data, the observation student activities on average got a value was 4 in the excellent category. With a total score was 61, the average value of student activities gained deal is 4.06 in the superb class.

The student reading ability results by implementing the TGT Model and the researchers got data on the results of students reading ability in the first cycle.

The overall value is 1950 from 25 students. By using the mean formula as follows:

$$M = \frac{\sum X}{N} = \frac{1950}{25} = 78\%$$

Table 1. Accounting Reading ability of Cycle I

No	Score Category		Total Students	Percentage%
	Number	Completeness		
1	≥75	Complete	15	60%
2	<75	Not Complete	0	40%
	Total		25	100%

Reflecting

The student activities during learning activities in the first cycle were still in the excellent category. Even some students are still not fluent in reading English. Students are not optimal in helping friends and discuss because students were not familiar with learning that implementation of the TGT model. Therefore, researchers provide another stage, namely cycle II. In this cycle, the teacher needs to motivate each student to be more active in reading and discussing each learning, especially reading.

The Implementation of the Cycle II
Planning

The planning done at the second cycle was not much different from planning in the first cycle. The difference was the planning done at the second cycle is done based on the reflection from cycle I implementation. The second cycle's planning phase begins by preparing lesson plans (RPP), observation sheets, PPT, and learning media in the form of question cards.

Acting

The second cycle was conducted on 11 and 12 March 2020. researchers still use the TGT learning model to improve reading skills in class XI IPS 2 MA Kanjeng Sepuh Because in the first cycle, there are still some problems, so in this second cycle, the researchers try to overcome these problems. These learning activities are still divided into three stages. The stages are as follows: 1) class presentation (opening), the activities at the presentation stage of the class began with a greeting, praying, checking student's attendance, and condition the class by giving ice breaking. So, the students were enthusiastic about the learning. The teacher provides students motivation, informed the learning objectives; 2) main activity. In the first meeting, the teacher asks students to be more active in groups. Then the teacher tells students to gather in the group yesterday, which the teacher

determined. The teacher explained the explanation text material while turning on the PPT.

The second meeting starts with the game's tournament. Here students look more motivated to be active in teaching and learning activities. Students are more enthusiastic and competing in the TGT game because seeing the previous game, the group that wins gets a prize; 3) the last activity (closing) after the competition finished, the number of cards obtained in each group will be counted. The team that had the most significant number of cards, the team gets the highest score and would receive an award in the form of prizes that the teacher had provided. After finishing, the teacher repeated the material that had been learned. The teacher also doesn't forget to motivate all students and don't forget the teacher told them to learn to read at home; 3) observing, the student activities in the second cycle had increased, students seem to be active in participating in learning, and had started to seriously take part in the learning process. Many students had been able to read English well and fluently. The second cycle in the category is very good with a value of 4.66, while in the first cycle the value of 4.06 was in the excellent class.

The following are the results of student's reading skills through the application of the TGT Model. The overall value was 2200 from 25 students. By using the mean formula as follows:

$$\text{M} = \frac{\sum X}{N} = \frac{2200}{25} = 88\%$$

Table 2. Accounting Reading ability of Cycle II

No	Score Category		Total Students	Percentage%
	Number	Completeness		
1	≥75	Complete	25	100%
2	<75	Not Complete	0	0%
	Total		25	100%

Reflecting

The student activities during learning activities in the second cycle could be seen that there had been an increase in maximum results. Many students had been able to read English lessons well and fluently. Besides, students could also be more spirit in discussing learning.

Table 3. The Result of Pre-Cycle, Cycle I, and Cycle II

Description	Pre-Cycle	Cycle I	Cycle II
The lowest value	55	70	80
The highest value	80	90	100
Total	1706	1950	2200
Average	68%	78%	88%
Completeness			100%

Recapitulation of the comparison of the cycle with the first and second cycles seeing the results of student's reading ability that were very good in cycle II, the teacher decided to continue the next learning material.

DISCUSSION
The Implementation of Using Team Games Tournament (TGT)

Implementing the Team Games Tournament (TGT) learning model includes stages of class presentations, team learning, games, and awarding group. This learning method provides an opportunity for students to be actively seen in each teaching, starting from the process of thinking, working together in groups to give high spirits to win a tournament match. In this TGT learning model, students must be responsible for the teacher's material and duty for the group. If one group friend can not read, then the other friends will explain [peer tutor]. Students must also answer questions and collect scores of questions from the teacher.

The researcher is using the Classroom Action Research (CAR) method. The researcher took two cycles. From cycle one, the teacher finds many problems. There are many students not follow instructions, interact less in discussions with the group. Many students sometimes shy to ask a question from the teacher, give opinions, and request material that is not yet understood. After the researcher implements cycle 2, students follow the class with good. They follow instructions, interact in discuss the group and enthusiasm in the learning.

The Impact of the TGT in Students Reading Ability

In the implementation of English learning using the Team Games Tournament (TGT) model to improve reading skills in class XI IPS 2 MA Kanjeng Sepuh, it can be concluded that: a) in the initial conditions, the researcher tried the English reading test. Students get less than optimal results. Many students read English less well and not fluently. It is evident from the average value of 68 with a percentage of completeness of 36%; b) in the first cycle, learning by using a team game tournament model can increase student's reading ability. It is evident from the average value in the first cycle which reached 78 with a percentage of 60% completeness; c) in the second cycle, the implementation of learning using the team games tournament model with various improvements can increase student's reading ability. It is evident from the average value in the second cycle, which reached 88 with a 100% completeness percentage; d) Between the first cycle and second cycle, there was a significant increase. It is evident from the average value and comp that lateness in the first cycle is 78 and 60%. While the average value and percentage of completeness in the sec cycle are 88 and 100%. It is in line with the findings of Anggraini & Alpian (2019), after lying the Teams Games Tournament (TGT) type of

cooperative learning method, student's initial reading ability has increased learning.

The Students Responses to Using the TGT

The researcher used a questionnaire method. Then to robust data about the TGT. The analysis of the score percentage of the questionnaire shows. The questionnaire consisted of 15 questions and was shared with 25 students. All of them have a good score. It indicates that there are twenty students are given positive feedback.

The item tells about they feel happy using TGT. They are motivated to learn in a group and are inspired to ask the teacher and friends. It means that the students are like with this technique. It can happen because be happened because they do not receive any method in the English reading ability. After they learn this technique, they like it and are also motivated to use this technique for the English reading ability. The students also glad to receive this new technique because it has given them new knowledge.

The TGT method can be used as an alternative to make learning more exciting and improve student's reading skills. According to Sari (2011), learning by applying the TGT model can provide students the right motivation. Besides, students like learning. Students are more creative, active, happy, and dare to express opinions or ask questions.

CONCLUSION

Team Games Tournament (TGT) learning model can increase the English reading ability in learning class XI IPS 2 MA Kanjeng Sepuh. It is proven by the learning achievement that there is a significant increase in the English reading ability in the pre-cycle, cycle I, and cycle II.

The main score was improved in each cycle; in pre-action mastery. This research can be categorized as successful action research because more than 75% of the subjects have passed the minimum mastery level criteria of English subjects at the school. Through this model give impact on students become enthusiastic about learning. It's supported by the questioner that shows all students giving positive responses indicated that students provide useful answers to ward TGT.

REFERENCES

Anggraini, S. W., & Alpian, Y. (2019). Penerapan Metode Teams Games Tournament (TGT) untuk Meningkatkan Kemampuan Membaca Permulaan Siswa Kelas I Sekolah Dasar. *Premiere Educandum: Jurnal Pendidikan Dasar dan Pembelajaran, 9*(2), 181–193

Aris, S. (2017). *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media

Aziz, A. (2017). *Pengaruh Penerapan Metode Teams Games Tournament Terhadap Motivasi dan Hasil Belajar PAI Siswa Kelas V SD Islam Darul Mu'Minin Kota Tangerang*. Thesis. Universitas Islam Negeri Syarif Hidayatullah Jakarta

Borich, G. D. (2007). *Effective Teaching Methods Research Based Practice*. New Jersey: Pearson Education, Inc

Hidayah, N. (2017). The Implementation of Team Games Tournament (TGT) type Cooperative Learning model to Improve Learning Motivation and Learning Achievement. *JPAI Journal, 15*(2), 66-75

Oberski, I. M., Matthews-Smith, G., Gray, M., Carter, D. E. (2004). Assessing Problem-based Learning With Practice Portfolios: One Innovation Too Many Innovation in Education and Teaching Internasional. *Innovations in Education and Teaching International, 41*(2), 207-221

Sari, E. A. (2011). Penerapan Model TGT (Teams Games Tournaments) Sebagai Upaya Meningkatkan Kemampuan Berbicara Siswa. *Jurnal Artikulasi,12*(2), 817–827

Slavin, R. (2005). *Cooperative Learning: Theory, Research, and Apprentice*. Bandung: Nusa Media

Suyanto, S. (2017). *Become a Professional Teacher Strategy to Improve Teacher Qualification and Quality in the Era Global.* Jakarta: Erlangga

Yuda, R. S. (2014). *Efektivitas Penggunaan Metode Teams Games Tournament (TGT) Dalam Pembelajaran Ketrampilan Membaca Bahasa Prancis Siswa Kelas XI SMN 1 Mertoyudan*. Skripsi. Universitas Negeri Yogyakarta