

**THE EFFECT OF TEAMS-GAMES-TOURNAMENT (TGT) TECHNIQUE AND
SELF-ESTEEM ON THE STUDENTS' READING COMPREHENSION AT
THE SECOND YEAR STUDENTS OF SMA NEGERI 4 PEKANBARU**

THESIS



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ABSTRAK

Celly Casuarina Yasin. 2017. Pengaruh Penggunaan Teknik Teams-Games-Tournament (TGT) dan Harga Diri terhadap Pemahaman Membaca Siswa di kelas Dua SMA Negeri 4 Pekanbaru. Tesis. Program Pascasarjana Pendidikan Bahasa InggrisUniversitas Negeri Padang.

Siswa kelas XI SMAN 4 Pekanbaru mendapatkan kesulitan dalam memahami teks narasi. Mereka masih sulit memahami teks narasi karena kurang pemahaman pada struktur teks narasi, memahami makna dan ise yang tersirat dalam teks dan pemilihan teknik membaca yang kurang tepat. Teknik TGT dianggap sebagai teknik yang tepat untuk pengajaran membaca teks narasi. Tujuan dari penelitian ini adalah untuk menemukan pengaruh dari TGT dan harga diri siswa terhadap kemampuan membaca bahasa inggris mereka dalam teks narasi. Penelitian ini adalah penelitian eksperimen semu dengan rancangan *factorial two by two*. Populasi penelitian ini adalah siswa kelas XI SMAN 4 Pekanbaru. Sampel penelitian dipilih dengan cara *cluster random sampling* dan kelas XI IPA 1 sebagai kelas eksperimen dan kelas XI IPA 3 sebagai kelas control. Intrumen penelitian ini adalah tes membaca dan angket harga diri. Kemudian, data penelitian dianalisa dengan menggunakan rumus uji-T dan ANOVA Dua Arah. Hasil penelitian ini menunjukkan bahwa: (1) siswa yang diajarkan dengan teknik TGT mendapatkan nilai membaca teks narasi yang lebih baik daripada siswa yang diajarkan dengan teknik *translation*, (2) siswa dengan harga diri membaca yang tinggi yang diajarkan dengan TGT mendapatkan nilai membaca teks narasi yang lebih baik daripada siswa yang diajarkan dengan *translation*, (3) siswa dengan harga diri yang rendah yang diajarkan siswa dengan *translation* tidak mendapatkan nilai membaca teks narasi yang lebih baik daripada siswa yang diajarkan dengan TGT, (4) tidak terdapat interaksi antara kedua teknik dan harga diri siswa dalam memahami teks narratif.

Kata kunci: Teams-Games –Tournament, *translation*, harga diri, pemahaman membaca.

ABSTRACT

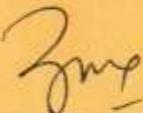
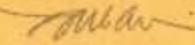
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The second year students at SMAN 4 Pekanbaru had problems in comprehending narrative texts. They had difficulties to comprehend narrative texts because they had not understood the text structures of narrative texts yet, they could not find the implicit meaning and ideas in the texts and the reading technique choice was inappropriate. TGT technique was assumed as an appropriate technique in teaching reading comprehension of narrative texts. This study aims to find out the effect of TGT technique and self - esteem on students' reading comprehension of narrative texts. This study was a quasi experimental research with factorial design two by two. The population of this study was the second year students at SMAN 4 Pekanbaru. The sample of this research was chosen by using cluster random sampling; XI IPA 1 as the experimental class and XI IPA 3 as the control class. The instrumentations of this research were reading comprehension test and self – esteem questionnaire. Then, the data were analyzed using t-test and Two Ways ANOVA. The result of the study shows that: (1) students who are taught by using TGT technique get better reading comprehension of narrative text than taught using translation technique (2) students with high self – esteem taught by using TGT technique get better reading comprehension of narrative text than who are taught using translation, (3) students with low self – esteem taught by using translation did not get better reading comprehension of narrative text than taught using TGT technique, (4) there is no interaction between both techniques and students self - esteem toward students' reading comprehension

Keywords: Teams-Games-Tournament, translation, self – esteem, reading Comprehension.

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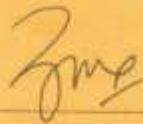
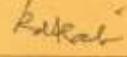
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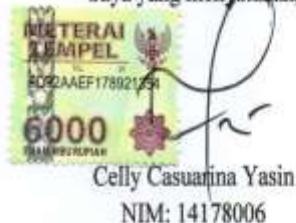
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Saya yang menyatakan,



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Mastering English requires mastering the four language skills, namely: listening, speaking, reading, and writing. Reading is considered the most important skill among the four language skills. Reading provides any exposure to English. It also provides good model for English writing and opportunities to study language and the way to construct sentences, paragraphs, and texts. By reading, students can absorb a lot of information and knowledge because much information can be gained from books, magazines, newspapers, and bulletins. Simply, reading gives students many advantages.

Reading skills are also necessary when students want to continue their study to higher level. They need good reading skills for acquiring knowledge and learning new information. Without reading, the student knows nothing.

Reading is a complex cognitive process and mastery of all aspects of reading is crucial for academic success and achievement. The requirements of reading comprehension increase as students attain higher grades when they are expected to comprehend more complex materials that are often concrete to requiring well developed reasoning skills as well as an ability to apply appropriate background knowledge in a variety of contexts (Gardill & Jitendra, 1999).

In addition, the effective reading comprehension models involve both the teachers and the students in an active, on-going pursuit of meaning construction. Unfortunately, conventional and text-centered classrooms do not provide instruction in the skills and strategies necessary for students to learn how to comprehend text (Tivnan & Hemphill, 2005)

Many students had low reading comprehension of narrative texts which could be seen from their achievement. They had difficulties to know the words in the text and they had low understanding of the message from the text. The students probably knew the words but they didn't know the meaning of the text. Some students might know the meaning of the words or vocabularies of the text but they couldn't get the message of the text. Even, there are some students who don't know the meaning of the text at all. In addition, the students also still had difficulties to understand the generic structure and the language features of the text. Besides that, the students also needed a much time to determine the main idea, supporting idea, thesis statement, reference, inference, vocabulary, details and the other elements in reading comprehension of narrative texts.

The problems above were faced by the second year students for SMAN 4 Pekanbaru in reading comprehension of narrative texts. Another factor that influences students in learning was learning strategy or technique used by the teacher in reading. The teacher still used a conventional technique in teaching reading such as translating the text into Indonesian language which was known as Translation technique. Larsen (2000:11) states that translation technique is a

teaching technique which has been used for many years in teaching reading. Earlier in this century, this method was used for the purpose of helping students read and understand foreign language literature. In this technique, the teachers ask the students to read the text, find the difficult words, giving the meaning, after that translating the whole text into Indonesian language.

Based on the researcher's observation of the second year students of SMAN 4 Pekanbaru, the students had trouble in studying English especially in reading comprehension of narrative texts. The students got low achievement in reading of narrative texts. The Minimum Achievement Criteria (KKM) of English at SMAN 4 Pekanbaru is 85 and only 40% of students could pass the criteria. The students found reading materials were difficult to understand.

In accordance with the problem above, the teachers should be more creative in teaching reading. One of the teaching techniques that can be used in teaching reading is Teams-Games-Tournament. Teams-Games-Tournament can be one among the kinds of cooperative method suggested by experts for its superiority. Teams-Games-Tournament is supposed to be appropriate to develop students' reading skill. Teams-Games-Tournament (TGT) is the first of the Johns Hopkins cooperative learning methods.

Teams-Games-Tournament (TGT) is a technique usually used to check for understanding information, for reviewing and test preparation. Johnson (1996:114) states that Teams-Games-Tournament technique requires student groups to work cooperatively to rehearse information and/or skills before competing in a tournament against other groups. Teachers assign tasks to be

completed collaboratively in groups, and eventually groups compete as teams against other teams.

Another factor influencing the learning process is affective domain. According to Juyandegan (2016:305), the affective domain includes emotions and psychological facets that learners hold about learning. Those facets can be motivation, attitudes, anxiety or self esteem. Self-esteem itself is the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful, and worthy (Coopersmith in Brown, 2000: 103).

Self-esteem is considered as one of the important affective factors because success or failure of a person depends mostly on the degree of one's self-esteem. Self-esteem also plays a crucial role in learning since it is the best predictors of academic success. It appears that high self-esteem is both a cause and a consequence of better academic grades.

The effect of the two factors of reading comprehension – reading strategies and self-esteem was seen by conducting a research at the second year students of SMAN 4 Pekanbaru. From explanation above, the researcher was interested to conduct a research by using Teams-Games-Tournament (TGT) technique on the consideration that it can improve the students' reading comprehension and encourage students' active role in the teaching-learning process. Besides, it tried to find out the effect of self-esteem on students'

reading comprehension. The focus of this research is the second year students of SMAN 4 Pekanbaru.

B. Identification of the Problem

Based on the background of the problem above, there were some factors that cause the students unable to comprehend text. Some factors came from the students and some of others came from the teacher. First, the students got problems in reading comprehension to find the essential information of the texts. They also felt bored and tended to give up on learning reading text. During the activities in class, some of them were just staring at the text. Some of them just read and translated the text first, and when they got stuck, they saw and copied their friend's translation. In addition, the students might be due to lack of vocabulary mastery. During the understanding of the text, many students were confused about the meaning of the text. They looked up the meaning on dictionary but they were not sure whether the meaning was suitable based on the context or not.

Another factor was the technique used by the teacher which was Translation technique. The students were asked to translate the text into Indonesian language. For those who finished doing the translation might stand in front of the class and read the text in Indonesian language. By using this technique, the students who had high ability were dominant to do the translation faster and stood in front of the class to read his translation. This was also related to the students' self esteem where for students having low self-esteem they had exert less effort on their tasks.

C. Limitation of the Problem

Based on the identification of the problem above, the problem of this research was limited on the strategies used in teaching reading and self-esteem that influence the students' reading comprehension of narrative texts. Hereby, Teams-Games-Tournament (TGT) technique applied in teaching reading. It was implemented for the students' reading comprehension at the second year students of SMA Negeri 4 Pekanbaru.

D. Formulation of the Problem

In relation to the problem mentioned above, the formulation of the research is stated as follows: "How is the effect of Teams-Games-Tournament (TGT) Technique and self – esteem toward the students' reading comprehension at the second year students of SMAN 4 Pekanbaru academic year 2016/2017?"

E. Research Questions

Based on the identification and limitation of the problem above, the problem of this research is formulated as follows:

1. Do the students taught by Teams-Games-Tournament (TGT) technique have better reading comprehension of narrative texts than those taught by translation technique at the second year students of SMAN 4 Pekanbaru?
2. Do the students with high self-esteem taught by Teams-Games-Tournament (TGT) technique have better reading comprehension of

narrative texts than those taught by translation technique at the second year students of SMAN 4 Pekanbaru?

3. Do the students with low self-esteem taught by translation technique have better reading comprehension of narrative texts than those taught by Teams-Games-Tournament (TGT) technique at the second year students of SMAN 4 Pekanbaru?
4. Is there any interaction between both techniques (TGT and Conventional) and self-esteem toward their reading comprehension of narrative texts at the second year students of SMAN 4 Pekanbaru?

F. Purpose of the Research

The purposes of the research are:

1. To find out whether students taught by Teams-Games-Tournament (TGT) technique have better reading comprehension of narrative texts than the students taught by using translation technique at the second year students of SMAN 4 Pekanbaru?
2. To find out whether students with high self-esteem taught by Teams-Games-Tournament (TGT) technique have better reading comprehension of narrative texts than those taught by translation technique at the second year students of SMAN 4 Pekanbaru.
3. To find out whether students with low self-esteem taught by Teams-Games-Tournament (TGT) technique have better reading comprehension of narrative texts than those taught by translation technique at the second year students of SMAN 4 Pekanbaru?

4. To find out whether there is any interaction between both techniques (TGT and translation technique) and students' self-esteem toward students' reading comprehension of narrative texts at the second year students of SMAN 4 Pekanbaru.

G. Significance of the Research

The result of this research was hopefully expected to provide theoretical and practical valuable significance. Theoretically, the result of this research is expected to enrich the theories of language teaching technique especially in teaching reading and as a source of literature about investigating on the effect of Teams-Games-Tournament (TGT) technique and self-esteem toward the students' reading comprehension at senior high school level especially at SMA Negeri 4 Pekanbaru. Practically, it is expected to give a significant input toward English teachers as a guideline to apply the teaching technique and to improve the teaching quality. Moreover, for the students are expected to be able to solve their reading comprehension problem and to engage themselves actively in teaching and learning process especially in reading class. Finally, this study can be valuable knowledge and information for researcher herself and as additional information for other researchers who are going to do further research on the same field.

H. Definition of Key Terms

To avoid misunderstanding of the concept used in this research, some definitions are provided as the following.

- a. Teams-Games-Tournament (TGT) technique is a type of cooperative learning which uses an academic tournament where every student compete with other groups' members who have the same ability to get points as many as possible for their home team.
- b. Self-esteem is an evaluative judgment of self-worth.
- c. Reading comprehension is the process of understanding written text to extract information, then recalling the information and connecting them to the existing knowledge in a piece of communication whether oral or written.
- d. Translation technique is a technique of rendering the meaning of a text into another language in the way that the author intended the text.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the results of data analysis and the research findings that were conducted to the second year students of SMAN 4 Pekanbaru, several conclusions can be drawn:

1. The students taught by using Teams – Games – Tournament (TGT) technique get better reading comprehension of narrative texts than the students taught by using translation technique at the second year students of SMAN 4 Pekanbaru. This is happening because TGT technique provides the students with opportunities to acquire a foreign language through group interaction and discussion where students' stress will be reduced by working in small group and be active in teaching and learning process.
2. The students who have high self – esteem taught by using Teams – Games – Tournament (TGT) technique get better reading comprehension of narrative texts than the students taught by using translation technique at the second year students of SMAN 4 Pekanbaru. It is caused by TGT technique motivates the students to share their ideas with their members in order to comprehend the materials and do their best for tournament table.

3. The students who have low self – esteem taught by using Teams – Games – Tournament (TGT) technique get better reading comprehension of narrative texts than the students taught by using translation technique at the second year students of SMAN 4 Pekanbaru. In this case, TGT technique forces the students into active reading and sharing their ideas with team members and doing discussion as preparation for tournament table.
4. There is no interaction between both techniques (TGT and translation) and self – esteem on students ‘reading comprehension of narrative text at the second year students of SMAN 4 Pekanbaru. It can be caused by self – esteem is not the only factor that gives contribution toward reading comprehension of narrative text.

B. Implication

Based on the result, TGT technique is a good technique for teaching reading comprehension of narrative texts. It gives more positive effect to improve students’ reading comprehension than translation technique that usually used by the teacher. By doing this technique, the students have more opportunities and engage actively in learning process. In addition, by applying TGT technique, teachers can create supported atmosphere in reading class. Previously, students were busy in class, but this moment the students become more active and focus because this technique forces them into active reading, students become confident and motivated in sharing their ideas with team members and comprehend the materials together as preparation for

tournament table. As the result, the students feel comfortable and enjoyable in reading and do their best for their team. So, this research implies that Teams – Games – Tournament is a good technique for teaching reading comprehension and also can be used with any level of students' reading self - esteem; either students with high or low self - esteem.

C. Suggestion

Based on the findings, conclusions and implications above, the researcher proposes some suggestions as follow::

1. English teachers may be encouraged to use cooperative learning method in the classrooms. Since some teachers at SMAN 4 Pekanbaru don't know about cooperative learning well especially the implementation and the benefits of Teams-Games-Tournament (TGT) technique, they should be provided training in cooperative learning method. Training may be provided to use the basic elements of cooperative learning i.e. positive interdependence, equal participation, individual accountability, simultaneous interaction, interpersonal and small group skills and group processing. In this situation, the teachers should do his or her role mainly as a facilitator because teaching and learning process should be conducted on students' centre approach. This technique can be successfully implemented if all the class members are actively participating in the learning process. The students should not be passive receivers who have no initiatives. Instead, they should be a discover

during the learning takes place. The teachers' role is mainly to guide the students in discovering their knowledge.

2. TGT technique is effective way to improve students' reading comprehension at the second year students of SMAN 4 Pekanbaru. Therefore, it was suggested that teacher applies this technique for teaching reading comprehension of narrative texts. By using this technique, students can learn reading not only by sitting and listening to the teacher's explanation and instruction, but also they can discuss the materials with their friends so that they can be more independent and interested with the lesson. Besides, they can work cooperatively in achieving their goals.
3. When using TGT in teaching reading comprehension, the teacher should emphasize the students to be sure that all of the teammates have already mastered the passage given and be well prepared for the tournament. Moreover, the teacher should actively monitor the groups when they are having the discussion. Teacher also should ensure equal participation of every group member in activity. If activities are not properly constructed, cooperative learning method can allow some group members do all or most of the work while others remain inactive.
4. The next researchers can develop this research on larger population and sample in order to get the knowledge and the empiric data.
5. To the other researchers, since in this study of the implementation of TGT technique is only experimented in reading comprehension. Then it

is recommended to conduct further research to know the effectiveness of the TGT technique in teaching other language skills such as speaking, listening and writing in teaching English for senior high school.

6. The next researchers are suggested to conduct a research on other moderator variable such as motivation, self – efficacy, reading attitude, reading interest, and so on.

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