

The Effect of Applying TGT (Team Game Tournament) Technique to the Students' Reading Comprehension in UMB

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ABSTRAK

Penggunaan teknik inovatif dalam pengajaran membaca sangat berguna untuk meningkatkan prestasi siswa dalam pemahaman bacaan. Kesulitan siswa dalam memahami teks dan kelas membaca tidak aktif adalah poin dari fenomena penelitian ini. Tujuan penelitian ini adalah untuk mengetahui dan mendeskripsikan apakah teknik TGT memberikan pengaruh positif terhadap pemahaman membaca siswa. Desain penelitian dari penelitian ini adalah desain eksperimen. Instrumen penelitian ini adalah tes membaca yang terdiri dari 10 butir soal esai. Hasil tes membaca adalah TGT dapat meningkatkan kemampuan pemahaman membaca siswa. Hal ini dapat dilihat setelah peneliti menghitung dengan menggunakan rumus uji-t bahwa t-hitung lebih tinggi dari t-tabel ($3,125 > 2,024$) dan nilai rata-rata kedua kelas meningkat, 7,5 poin untuk kelompok kontrol dan 18,5 poin untuk kelas. kelompok eksperimen. Jadi, dapat disimpulkan bahwa teknik ini memberikan efek positif dalam pengajaran membaca.

ABSTRACT

The using of innovative techniques in teaching reading is so useful to increase students' achievement in reading comprehension. The students' difficulties in comprehending the text and inactive reading class are the points of the phenomena of this research. The objective of the research was to find out and describe whether TGT technique gives positive effect to students' reading comprehension. The research design of this research was experimental design. As the instrument of this research was reading test which consisted of 10 items essay. The result of the reading test was the TGT could increase the students' reading comprehension ability. It can be seen after the researcher calculated by using t-test formula that t-count was higher than t-table ($3.125 > 2.024$) and the mean score of the both classes increased, 7.5 points for the control group and 18.5 points for the experimental group. So, it can be concluded that this technique gave a positive effect in teaching reading..

INTRODUCTION

Teams-Games-Tournament is a classroom management technique which uses cooperative student teams, instructional games, and interterm tournaments in particular combinations (DeVries, David L.; Mescon, Ida T., Jan 75). (Slavin, n.d.) has found that TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. (Meg O'Mahony, 2012) is an interactive technique that can be used for helping the students in learning English, especially in reading because most of the students are not interesting when they were asked to read the text alone.

TGT offers a group team in learning. So, they can help each other in understanding text. According (Meg O'Mahony, 2012), "there are four basic stages in TGT. They are; (1) Study team, in this phase, the students work and discuss the material together in group so they can share their comprehension; (2) Tournament, after the designated study time, the students then compete in the tournament; (3) Scoring, when the tournament has finished, it will be done scoring for each team; (4) Bumping, the members of tournament tables can be bumped up or down. Each winner moves to a higher-level table, the "loser" moves to an "easier" table. This stage is done in order to put the students in a fair game.

In English subject, English skill is separated into four basic skills. They are listening, speaking, writing and reading. In reading subject, students are forced to comprehend what they read. According to (Wier, 1993), "reading is a selective process that takes place between the reader and the textbook, in which various types of language knowledge interact with the information in the text to contribute to the text comprehension."

(Deporter, Bobbi & Mike Henarcki, 1992) There are some myths in reading difficulties that should be decreased, they are; reading is difficult, you're forbidden to use your finger when you read, you have to read the text word by word, you have to read alone slowly to find out what the text about to comprehend the text as whole. Of course those myths should be eliminated.

Moreover, the inactive learning also is a main factor in learning English that the students commonly face. The students commonly just read the text and do the exercise after they read. It makes them can't create an interactive situation in reading class. There is no activity that can inspire them to be active in the reading class.

TGT (Team Game Tournament) has many advantages, one of which is that the reader's acceleration is challenged by the natural and interesting language of the choices. Moreover TGT's procedures can make students active in groups, also fun with the games and increasing their motivation in learning (Tukiran Taniredja & Efi Miftah Faridli, Sri Harmianto, 2011). Besides, TGT can make students more active and communicative because they work together with their friends in groups. By applying TGT in the classroom is hoped that the end of the study in reading comprehension, they are able to comprehend reading.

LITERATURE REVIEW

Research Questions

The question of this research was "Does the TGT (Team Game Tournament) technique give positive effect to the students' reading comprehension to the second semester of English Study Program of Muhammadiyah University of Bengkulu?"

Theoretical Framework

Definition of Reading

According to (Wier, 1993), "reading is a selective process that takes place between the reader and the textbook, in which various types of language knowledge interact with the information in the text to contribute to text comprehension".

Reading Comprehension

Reading comprehension can be defined as an active thinking process in which a reader simultaneously is extracting and constructing meaning through interaction and involvement with written language. (Wier, 1993) states that our understanding of what goes on when we read can help us to understand what is involved in reading comprehension. In other words reading comprehension is the ability to understand of what that have we read.

Teaching Reading

(Mary J. Drucker, 2009) stated that to delineate the movement from theory to practice is starting from such a theoretical assumption, working through the approach, design, and procedure framework. The aim of teaching reading is to develop the students' reading skill, so that they can read English text effectively and efficiently, readers should have a particular purpose in their mind before they interact to the text.

Cooperative Learning

Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom (Jack C. Richards & Rodgers, 2001), (Slavin, n.d.) says, "In cooperative learning methods, students work together in four member teams to master material initially presented by the teacher". It means that all the learners should involve cooperating in pairs or small groups.

Definition of Team Game Tournament (TGT)

According to (DeVries, David L.; Mescon, Ida T., Jan 75) Team Games Tournament is a classroom management technique which uses cooperative student teams, instructional games, and interterm tournaments in a particular combinations. (Slavin, n.d.) has found that TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem.

METHOD RESEARCH

Research Design

The design of this research was quasi-experimental, the students were divided into two groups. They were experimental group and a control group. Both groups were administered pretest to see the starting point. It was done to see whether both classes have the same ability or not. Both groups were given the same material, the same length of the time, except the technique of teaching.



The experimental group was taught by using TGT, and the control group was taught without TGT technique. The control group received traditional or usual treatment. After giving the treatments in a period time, both experiment and control group were given post test to determine the effectiveness of the treatment. This design could be drawn as the following:

Design of the research			
Pre-test	treatment	post-test	
Experimental group	T	X	T2
Control group	T	-	T2

Notes:
 T= pre-test
 X= treatment
 T2= Experimental group post-test
 T2=control group post-test
 Participants/Subject of the Study

The population of this research was the second semester students of the English Study Program of Muhammadiyah University of Bengkulu. They were 145 students, which was separated into 5 classes they were II A, II B, II C, II D, and II E.

Collecting Data Procedure
Pre-test

Before the researcher doing the treatments, the researcher gave pre-test to both groups. The pre-test was use to take two classes that have similar background as samples. The two classes were divided into experimental and control group. In doing pre-test, the researcher did some steps:

- 1 The researcher prepared the reading test.
- 2 The researcher came to the classroom and gave the text to the students.
- 3 As the pre-test reading, the text was entitled "When Ana Kudulski Learn How To Drive".
- 4 The researcher gave around 20 minutes for reading the text. Then the researcher asked the students to do the test based on the text given. There are 10 essay items.
- 5 The students collected their answers.

Treatments

The researcher did four times treatments in the experimental class.

Treatments for Experimental Class

Treatment 1

- 1 The researcher came to the experimental class.
- 2 Before giving the topic to the students, the researcher explained the definition of the TGT technique and how to apply it.
- 3 Giving topics and reading material to the students.
- 4 Applying TGT technique by put them in some groups. Then the groups discussed the materials for preparing the member to the tournament.
- 5 After they finish doing those of activities, the researcher and the students calculated their point to find out which group that got the highest score and well group organization in comprehending the materials/text given.
- 6 Then, students back to their own chair. The researcher and the students analyzed what the difficulties during the activities above.
- 7 The researcher asks the students to build their own comprehending by giving exercise individually.

Treatment 2

- 1 The researcher came to the experimental class.
- 2 Before giving the topic to the students, the researcher explained the definition of the TGT technique and how to apply it.
- 3 Giving topics and reading material to the students.
- 4 Applying TGT technique by put them in some groups. Then the groups discussed the materials for preparing the member to the tournament.

- 4 After they finish doing those of activities, the researcher and the students calculated their point to find out which group that got the highest score and well group organization in comprehending the materials/text given.
- 5 Then, students back to their own chair. The researcher and the students analyzed what the difficulties during the activities above.
- 6 The researcher asks the students to build their own comprehending by giving exercise individually.

Treatment 3

- 1 The researcher came to the experimental class.
- 2 Giving topics and reading material to the students
- 3 Applying TGT technique by put them in some groups. Then the groups discussed the materials for preparing the member to the tournament.
- 4 After they finish doing those of activities, the researcher and the students calculate their point to find out which group that gets the higher score and well group organization in comprehending the materials/text given.
- 5 Then, students back to their own chair. The researcher and the students analyzed what the difficulties during the activities above.
- 6 The researcher asks the students to build their own comprehending by giving exercise individually.

Treatment 4

- 1 Treatment 4 was the last treatment where the researcher will conclude the material about TGT itself. The researcher reviewed the last material before.
- 2 Then, the researcher gave a material for students to read and discussed, then the students did the tournaments as well as treatment 1, 2, 3.
- 3 Finally, the researcher concluded the material and at the end of the treatment, the researcher gave the students posttest.
- 4 Before the researcher doing the treatments, the researcher gave pre-test to both groups. The pre-test was use to take two classes that have similar background as samples. The two classes were divided into experimental and control group.

The Control Class

In the control class the researcher taught the students by using the usual technique. Though without use the TGT technique, the researcher still gave the control class the same material as well as the experimental class. Procedures in presenting usual/conventional technique were:

- 1 the teacher gave reading text first
- 2 the teacher gave some questions about the subject
- 3 the teacher asked the students to read the text by themselves
- 4 Then, after they read the text, they also can share their comprehension to their friend.
- 5 The teacher asked to the students about the text told about.
- 6 the teacher asked the students answer the questions individually
- 7 the teacher asked the students to collect their assignment

Post-test

After finishing the treatments in the experimental class, the researcher gave the post-test to both classes, experiment and control classes. The steps in doing post-test were:

- 1 The researcher came to the class.
- 2 The researcher gave the students the same text as well as in the pre-test text.
- 3 The researcher gave the time for the students to read the text.
- 4 The last, the researcher asked the students to do test based on the text. There were 10 essay items.
- 5 The students collected the students' answer.

Instruments of the Research

The instruments of this research are:

- 1 Reading Test. The test that has be given by the researcher is reading test. The students answered the question related to the text. There were 10 essay items.
- 2 Handy Cam. The researcher uses the handy cam to record the reading activity of the students in experimental and control class.

Data Analysis

- 1 In analyzing the data, the researcher used these following steps:
- 2 The researcher collected the students' answers through TGT reading test items first.

- 3 The researcher wrote down students' test result from the reading test.
- 4 The researcher gave the score for the students' reading test by using the formula of level of mastery.
- 5 The last, the researcher count the significant of using TGT by using T-test formula, the formula was as follow:

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T-test = T count

X_1 = Mean score for the experimental

X_2 = Mean score for the control class

$\sum X_1$ = Sum of students score by experiment class

$\sum X_2$ = Sum of students score by control class

N_1 = the number of students in the experimental class

N_2 = the number of the student in the control class

SD = the differences average coefficient of two sample.

Source: (Ary et al., 2010)

The t-test will be used to see whether the obtain t indicates a significant difference between the mean score of the two group. The t obtain is consulted to the value of t-table.

HASIL DAN PEMBAHASAN

This subsection presents the findings that the students' ability in reading comprehension at the second semester of English Department of UMB was increased. It was proved by the comparison between the results of pre-test and post-test are significant. It was presented in the following section.

Table 1. The Pre-Test Result in the Control Group

Groups	Highest Score	Frequency	Lowest Score	Fre Frequency	Total Score	Mean Score
Control	70	2	40	3	1090	54.5

The Pre-Test Result in the Control Group before doing the treatments, the researcher gave the pre-test to both groups in order to find out the highest score, the total score, and the mean score from both groups. The pre-test was conducted on 22nd of June 2012, to make sure that the experimental and the control class had of equal ability. The pre-test result showed that the score of two groups are not different significantly. As a result both groups could be accepted as the sample. The following table was the description of the pre-test result.

Table 2. The Result of Pre-Test in the Experimental Group

Groups	Highest Score	Frequency	Lowest Score	F Frequency	Total Score	Mean Score
Control	70	1	30	2	1040	52

In the control group, the highest score was 70 achieved by 2 students. From the calculation, it was found that the mean score of control group was 54.5. Meanwhile, in the experimental group, the highest score was 70 achieved by only 1 student, and the lowest was 30 achieved by 2 students. From the calculation, it was found that the mean score of experimental group is 52.

From the calculation of pre-test result, it showed that the t-calculation was 0.81, at the degree of freedom (df) is $n_1+n_2-2=20+20-2=38$, and p level was determined 0.05. The t value at 0.05 and 38 degree of freedom (df) in two tailed was 2.024. Thus, the t-calculated was smaller than t-table 0, 81 <

2.024. It could be concluded that there was no significant difference between the mean score from both groups. Both of them had same level of ability and it meant that those groups could be accepted as the sample of this research

Teaching and Learning Process Result

The treatments were done four times in experimental group.

Treatments in the Experimental Class by using TGT technique.

Treatment 1

The first treatment was given presenting about the text entitle "Angel for One Another". The teaching process was started by giving explanation about Team games Tournament. Then, the researcher divided the students into some groups. Each group had their own name. The names of the groups are; (1) Beautiful Team; (2) Banana Team; (3) Hercules Team; and (4) Astuti Team. After that, the researcher gives them the text entitle "Angel for One Another". After they got the text, they were study team. They studied in groups for sharing their ideas and also preparing for the tournament. Each of them would turn into the tournament table.

After about 15 minutes for study team, the tournament was done. Each group sent their personnel for each table. There were 4 groups, so the tournament table consisted of 4 tables. Each table of tournament consisted of different group. Then, the researcher gave the cards of questions. There were 20 cards of questions. The questions on the card were based on the text. So, their cooperative work in team was so important, because in this phase, they shared each other about the text given. The first student took the cards and answered the question based on the card given. Each of the students had the same opportunity in answering the question on the cards.

After the tournament was over, it was time for scoring. The researcher and the students calculated the score together and the result was the Beautiful team got the highest score. Then, the researcher asked the students to do the question based on the text individually. The result of the first treatment showed that the students look very interested. But, some of them got confused to do the tournament, especially when they should answer the question on the card and how to score the game.

Treatment 2

The second treatment used another text with the title "Lesson on the Farm". The treatment was started by re-explaining how to apply TGT in the classroom. The result of the second treatment showed that the students could understand more about TGT. Also, the students felt more enjoyable to apply TGT in the classroom.

Treatment 3

In the third treatment, the researcher asked the students to remind what where the steps in applying TGT in the classroom before start the teaching learning process. After the researcher got flashback about TGT from the students, the researcher gave the teams the new text with the title "Magic". Then as usual, the researcher gave the time for the students to study in team for preparing the member to the tournament. As well as the previous treatment, in the end of the game in tournament, scoring was done. After the researcher got their score, the team evaluates their achievement. The result of the treatment showed that they look more enthusiastic in doing game in the tournament. Most of them were more motivated by the game in tournament even they look happier when they could answer the question on the cards. The common difficulty that the students face was identifying new words in the text.

Treatment 4

The fourth treatment, the researcher gave another text with the title "Living with Nature". The treatment was begun by re-explaining about the steps in applying TGT in the classroom. The result of the treatment was found that the students have understood about TGT and the students could do exercise well.

Teaching in the Control Class by using Ordinary Way

In the control group, the students were given the similar topics with different texts as well as in the experimental group, but the students were taught without TGT technique. The treatments were started by giving them the text. After they got the text, the researcher gave them around 10-15 minutes to read the text. After that the researcher got them into asking and answering about the text to know their comprehension. The last, the researcher asked the students to do the questions based on the text individually. Most of the students looked not so good when the researcher asked them to read the text individually. In this way, the students had a tendency to feel boring in the classroom. So, the ordinary

technique forced the students to be inactive in the classroom. It made the students got many difficulties in learning, because there was no place for them to explore their knowledge. The other problem that the researcher found in the control class was most of the students feel shy when they want to expressed their ideas in the classroom.

The Result of Post-Test

The post-test result from both groups was also used to find out the highest score, the lowest score, the total score, and the mean score. The following table was the description of the post-test result.

Table 3. The Result of Post-Test

Groups	Highest Score	Freq Frequency	Lowest Score	Frequency	Total Score	Mean Score
Control	80	1	40	2	1240	62
Experi mental	80	4	60	3	1410	70,5

The Post-Test Result

From the table above, it could be seen that the difference score from the students in every class. In the control group, the highest score was 80 achieved by only one student and the lowest score was 40 achieved by 2 students. And from the calculation, it was found that the mean score of the control group was 62. Meanwhile, in the experimental group, the highest score was 80 achieved by 4 students and the lowest score was 60 achieved by 3 students. And from the calculation, it was found that the mean score of the experimental group was 70, 5.

The score of t-calculation (t-count) from both groups was 3.125. Furthermore, the value of t-count is compared to the value of t-table at 0.05 (5%) p-level of significance and 38 degree of freedom (df). The value of t-table is 2.024, so t-count was bigger than t-table ($3.125 > 2.024$). It could be concluded that there was a significant between control group and experimental group in mastering reading comprehension.

The analysis of the Pre-Test and Post-Test result

In analyzing of Pre-test and Post-test results, the scores of each groups were compared to see whether there was an effect or not. The following table may help to clarify about it.

Table 4. The analysis of the Pre-Test and Post-Test result

Groups	Mean score		Increasing
	Pre-Test	Post-test	
Control	54.5	62	7.5
Experi mental	52	70.5	18.5

The Analysis of Pre-test and Post-Test Result.

Based on the table above, the mean score of pre-test and post-test between the experimental and the control groups were compared. In pre-test, mean score of control group was higher than experimental group. But in the post-test result, the mean of the control group was lower than the experimental group. Based on the calculation above, the post-test score in the experimental group was increased greater than the control group. The mean score of the experimental group was increased 18.5 point, while in the control group; the mean score was increased 7.5 point.

Hypothesis Testing

For testing the hypothesis, the t-test formula was applied in this research. To know whether the t-obtained indicates a significant difference between the mean score of from both groups, the t-test was used. Based on the calculation of the t-test of the pre-test result, it was shown that the t-gained is 0.81, at the degree of freedom (df) was $(n_1+n_2-2=20+20-2=38)$, and the p-level was determined 0.05. The t-table value at 0.05 p-level and 38 degree of freedom (df) in two tailed was 2.024. So, the t-obtained was smaller than the t-table ($0,81 < 2.024$).

It could be concluded that there was no significant difference between the mean score from both groups. It also meant that both of the groups could be accepted as the sample of this research. From the result of post-test calculation, the t-obtained was 3.125, while in the t-table in the value of 38 degree of freedom (df) and at 0.05 p-level is 2.024. So, the t-obtained was bigger than t-table ($3.125 > 2.024$). The researcher concludes that there was a significant difference between the mean score of the experimental group and the control group. It could be assumed that H1 accepted and H0 was rejected. In other words, there was a significant difference in the post-test score after the treatments were done in the experimental group with the mean score in the control group. It meant that the using of TGT had an effect for increasing students' ability in reading comprehension.

Discussion

Based on the previous data was shown that there was a significant difference in the post-test score average between the experimental and the control group. The result was proved that the using of TGT was effective in teaching reading at the second semester of English Study Program of Muhammadiyah University of Bengkulu in Academic Year 2012/2013. The purpose of the Teams Games Tournament (TGT) was to create an effective classroom environment in which students are actively involved in the teaching process and are consistently receiving encouragement for successful performance. The TGT structure encouraged competition and cooperation in a way that promoted peer group rewarded for academic achievement. It is proved by Devries (1975), TGT appeared to positively affect students' achievement because; (1) students believe they have a better chance of success in a TGT class; and (2) students assign greater importance to success in such a class.

Moreover, the cooperation and activeness in the classroom were very important. By applying TGT in reading class, the students could be more active in the classroom because they were not only sharing their ideas to their friend but also encouraged themselves into a games tournament. Came to the game tournament was challenging them to be a winner for the team. Along the treatments, most of the students felt enthusiastic to the tournament. In every stage of TGT the students follow it well. As the following stages, proposed by (Meg O'Mahony, 2012) there were 4 main stages in TGT that have been done in the treatments, they were:

Study Team

In this stage, the students were divided into some groups. After get them into some groups, the researcher asked them to get the name of the team. There were 4 teams, Banana Team, Astuti Team, Beautiful Team, and Hercules Team. The purpose of this stage was students might review using a specific format, a review sheet, informally, quizzing each other, etc. Then, after they sit down together with their team, they discussed together about the text. During the treatments, the researcher found that there were some positive effects on this stage. The students tried to cooperate to the teams in order to get deeper knowledge and comprehension.

In control group, the students only read the text individually as the first stage. The researcher gave the text to the students, and then they read the text individually. To make fair treatments in control class, the researcher asked them to share their ideas to their friend. So they also had a chance to share their comprehension. The researcher found that the students in the control class look boring about the text, although the researcher also gave them the time for asking their friends about the topic/text about, but still, they were not motivated by that activity. As the result of those findings, the researchers concluded that the experimental class had higher motivation and challenged to be more active in the



classroom, while in the control class the students got lack of motivation because there was no activity that could attract them to be active in the classroom.

Tournaments

In this stage, the students competed in the tournament. First, the team sent their personnel of each team for each table tournaments. There were 4 groups, so there are four table tournaments. A table tournament consists of 4 students from different team. The first students took the cards and then shuffle it. After that he/she took one card and answered the question on the card. This activity really made students feel to be challenged and motivated to give the best and be the best for the team by answering the questions well.

Most of the students got higher motivation and encourage themselves for competing the tournaments. Each of them had freedom to express their knowledge by answering the questions in the cards. The tournaments were done around 10-15 minutes. The allocation of the times challenged the students to compete well. In the control class, there were no tournaments, so, after they read the text and shared to their friends, the students and the teacher discussed together about the text given. Only some of the students gave feedback/response to the discussion. The researcher got one clue that the tournaments could make the students to be more active in the classroom.

Scoring

In this stage, student's achievements were calculated. This stage gave the teams work recognition for their work team. Each of them brought their individual point to their group and calculated the team points. The scoring was started by mention the number of the score started from in the table tournament 1 till table tournament 4. In the treatments of the experimental class, scoring was to be a special stage because in this stage, they know who gets the high point and know which team as the winner. The recognition of the team could be a provident that the team had done the tournament well. It could be a passion for each team to be the best. In other side, the control group also doesn't have this stage. In the control group, after they read the text and discussed together. When discussing together, the researcher gave some questions to know their general comprehension about the text. An example of the question was 'What does the text tell about?' Only some of them gave response. There was no recognition that could make the students interested to the text. So, giving recognition to the students was one of the ways that could give the students a stimulus to be interested to the learning process.

Bumping

In this stage, the lowest scorer would move to the "easier table" in order to create a fair game. But, along the tournaments in the treatments, most of them almost got the same score, because they did the tournaments well. So it was so rare to move the player from one table of tournament to another table of tournaments. Bumping was done after the students know who get the lowest score. So the lowest scorer would move to the table tournament that consisted of the lowest scores from different group. It made the students to be careful in the tournaments, because they didn't want to be bumped. Also, it made the competition in the tournament more attractive. In the control group, the students just stay the same. There was no change place or bumping. It made the students feel boring.

From the result of the research, the researcher could see the improvement made by the experimental group after teaching reading by using TGT. The students were so enthusiastic in doing those stages of TGT. Moreover, the researcher found that the students can interact more to their peers in team about material given, and they were so interested and get their curiosity what were the questions that would be presented at the tournaments. So, they could create a good discussion in their group. At the beginning of the treatment, some of them get confused about the tournament, it was because the technique was still new for them and they never got this technique before.

The next occasion, the students got higher comprehension about TGT and could apply this technique easily in the reading class. Each team was very challenged to be the best team by collecting the score from the member of the team as high as they possible got. In each stage, the teams took it seriously but with a lot of fun. In study team, they could get more comprehension because the team consists of 4-5 members. The activity in work team could play important role in learning (Slavin, n.d.). So, in study team the students could explore and created a good social interaction to their friend. Also (Slavin, n.d.) Said by work team, the students can learn each other. (Tukiran Taniredja & Efi Miftah Faridli, Sri Harmianto, 2011), added that one of the benefit of TGT is it can increase students' tolerance to their friend and to their lectures, also the students can learn more about a material/text, can actualizes themselves with all the talents they have, and make the discussion more interesting.

Based on (Erwantoni, 1998) Her research showed that there was a significant difference in post score average between the experimental and the control group. Meanwhile, (Rika Nofriyanti, 2010)

There was a significance difference between post score average and the post test of experimental group and (Tri Anita & Agustini, 2010) There was a significance difference between post score average and the post test of experimental group. Based on the findings in the previous studies abovez, many researchers use technique from cooperative learning strategy that give positive effect on the reading skill. The techniques are TGT, Jigsaw and treasure hunt. The findings show that there is a significance difference between post score on the control class and the experimental class.

In the contrary, the students in the control group got lack motivation to learn the reading subject. Meanwhile, after they have been learned about the same topics of teaching in the experimental group, the researcher found that their understanding was increasing, but it was not significant. The researcher found that they had a tendency to be boring in reading class because the technique in the control group didn't use the game tournament. So, there was no challenged activity that interact them in to an active and fun activity.

CONCLUSION

Based on the result that has been discussed in it could be proved that teaching reading through Team Games Tournament technique was effective to be applied The significant difference between the experimental and the control groups could be seen from the t-count and the critical value of t-table. The result shown that the student in the experimental group gets higher score than the control group. So, it could be concluded that this technique could be used in the reading class in order to increase the students' achievement in reading comprehension. It could be proved that teaching reading through Team Games Tournament technique was effective to be applied.

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