IMPROVING STUDENTS' ACHIEVEMENT IN READING COMPREHENSION THROUGH COOPERATIVE LEARNING TEAMS GAMES TOURNAMENTS (TGT) SMA NEGERI 7 PADANGSIDIMPUAN
(At Second Grade of IPA Class)

A THESIS

Submitted to State College for Islamic Studies (STAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Islamic Educational Scholar (S. Pd. I)
in English Program

WRITTEN BY:

SRI AFRIANI SIREGAR
Reg. No. 08 340 0074

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN)
PADANGSIDIMPUAN
2013

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Term   : Munaqosyah
         a.n. Sri Afriani Siregar
I Term : 5 (five) Exemplar

Padangsidimpuan,   May 2013
To:
Bapak Ketua STAIN Padangsidimpuan
di-
         Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revise on thesis belong to Sri Afriani Siregar, entitle **"IMPROVING STUDENTS' ACHIEVEMENT IN READING COMPREHENSION THROUGH COOPERATIVE LEARNING TEAMS GAMES TOURNAMENTS (TGT) SMA NEGERI 7 PADANGSIDIMPUAN (at Second Grade of IPA Class)"**. We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), department of education in STAIN Padangsidimpuan.

Therefore, we hoped that she could be to defend her thesis in Munaqosyah.

That's all and thank you for your attention.

Wassalamu'alaikum Wr. Wb.

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The Title of Thesis   : **IMPROVING STUDENTS' ACHIEVEMENT IN READING COMPREHENSION THROUGH COOPERATIVE LEARNING TEAMS GAMES TOURNAMENTS (TGT) SMA NEGERI 7 PADANGSIDIMPUAN (At Second Grade of IPA Class)**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan,   May 2013
Declaration Maker

SRI AFRIANI SIREGAR
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Time   : 14.00 am until finish
Result/ Mark : 65.87 / C
IPK   : 3,15
Predicate   : Very Good

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Skripsi Berjudul	:	IMPROVING STUDENTS' ACHIEVEMENT IN READING COMPREHENSION THROUGH COOPERATIVE LEARNING TEAMS GAMES TOURNAMENTS (TGT) SMA NEGERI 7 PADANGSIDIMPUAN (at Second Grade of IPA Class)

Ditulis Oleh   : **SRI AFRIANI SIREGAR**
NIM   : **08 340 0074**

Telah dapat diterima untuk memenuhi salah satu tugas

dan syarat –syarat dalam memperoleh gelar

Sarjana Pendidikan Islam (S. Pd. I).

Padangsidimpuan, 05 Juni 2013
Ketua

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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, I would like to thank Allah SWT who has given me the chances to finish this thesis. Secondly, blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.
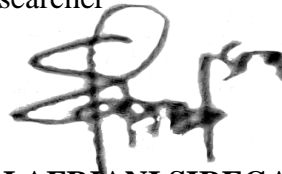
In finishing this thesis, I faced a lot of difficulties and troubles. Exactly without any help from the following people, it was impossible for me to complete and finish this thesis. Therefore I would like thanks to:

1. Mrs. Eka Sustri Harida, M.Pd., and Mrs. Fitri Rayani Siregar, S.Pd, M.Hum., as my advisors who had given me suggestion, ideas, criticism and guidance in writing this thesis.

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3. Mrs. Hj. Zulhimma, S.Ag., M.Pd., as the Leader of Department of Tarbiyah STAIN Padangsidimpuan.

4. Mrs. Rayendriani Fahmei Lubis, M.Ag., as the Leader of Department of English section STAIN Padangsidimpuan.

5. STAIN Padangsidimpuan Library, Mr. Drs. Samsuddin Pulungan, M.Ag, the Leader of library in STAIN Padangsidimpuan and all of the librarians for their cooperative and permission to use their books.

6. All lecturers who have given me their valuable through in teaching English for me during the process of academic years in TBI STAIN Padangsidimpuan.

7. My beloved parent, Hidayat and Maimuna Harahap who have given me support in moral and material during and after finishing academic year in STAIN Padangsidimpuan.

8. My beloved brothers and sisters, Pasirun Siregar, Arwansyah Siregar, Miska Siregar, Arlina Sari Siregar, and Muhammad Harun Sapi'i Siregar, who always give their materials, prays, motivation, and moral encouragement to finish my study.

9. My beloved friends at TBI thank you for your helping, patience and care to support me.

Eventually, I realize that the thesis is still far from being perfect. Therefore, the constructive criticism and corrections from the examiners will be highly appreciated. Last but least, I just wants to say thank you very much for their helping, Allah bless them and STAIN Padangsidimpuan.

Padangsidimpuan, 15 Mei 2013
Researcher

SRI AFRIANI SIREGAR
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ABSTRACT

Name : SRI AFRIANI SIREGAR

Reg. No : 08 340 0074

Dep/ Study Program : TARBIYAH/TBI 2

Year : 2012/2013

Thesis : Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournaments (TGT) SMA Negeri 7 Padangsidimpuan (at Second Grade of IPA Class)

This thesis is orginated by the important background which is needed to improve students' reading comprehension in English learning especially students in SMAN 7 Padangsidimpuan (at second grade of IPA class). Students' comprehend to read text was very less. This is because the learning method that is adopted by the English teacher did not fit any more in this day. It is reduce the interest and liveliness of the students in the learning process. So, those students are bored and did not want to continue learning as they should.

Solving those problems, the researcher conducted action research by using TGT method to improve students' reading comprehension. The research used two cycles within English learning. The research purposed to describe the students' reading comprehension by collecting data through interview, observing, and testing. In this study, the researcher focuses on the application of Teams Games Tournaments (TGT) method. It works best for information that is relatively objective teaching reading text and can be used to teach foreign language and any material with single right answer Teams Games Tournaments (TGT). Students play academic games with members of other teams to contribute points for their team scores. The use of games makes Teams Games Tournaments even more exciting and motivating to students.

The research found in the first cycle students' reading comprehension mean score 72%. It was indicated students low in reading comprehension. The second cycle students reading comprehension mean score 88%. It was indicated the improvement of students' reading comprehension. So, based on the result of the classroom action research, it is concluded the TGT method improved students' reading comprehension in SMAN 7 Padangsidimpuan 16%. It based on the mean score in which students' reading comprehension in cycle 1 was 72% and became 88% in cycle 2.

Appendix 1

Students' Reading Comprehension scores in First Meeting*

No	Name	Score	Score Test
1	AB	3	60
2	AF	3	60
3	BS	3	60
4	DR	3	60
5	DW	3	60
6	DA	4	80
7	EF	3	60
8	LI	4	80
9	LD	4	80
10	LP	2	40
11	IH	3	60
12	MP	4	80
13	MH	4	80
14	MU	2	40
15	MD	4	80
16	NA	4	80
17	PD	4	80
18	RA	2	40
19	RO	4	80
20	RH	4	80
21	RU	2	20
22	RT	3	60
23	SW	4	80
24	SY	*	*
25	SA	4	80
26	SU	2	40
27	YL	*	*
28	YW	4	80
29	DD	4	80
30	SR	1	20
Total			1800
Mean Score			64,3

*Two students' absence in the first meeting

Appendix 2

<p align="center">INSTRUMENT FOR FIRST CYCLE</p>

A. Pengantar

1. Instrument ini bertujuan untuk menjaring data siswa tentang meningkatkan kemampuan siswa dalam reading comprehension dengan metode TGT. Oleh karena itu jawablah sesuai dengan kemampuan anda.

2. Jawaban anda tidak akan mempengaruhi kedudukan anda di sekolah.

3. Jawaban anda akan dijaga kerahasiaanya.

B. Petunjuk

1. Bacalah pertanyaan dengan seksama!

2. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.

3. Waktu yang tersedia hanya 90 menit.

Nama :

Kelas :

C. text 1

<p align="center">The Bear and Rabbit</p>

Once upon a time, there lived a bear and a rabbit. The rabbit is a good shot. In contrary, the bear is always clumsy and could not use the arrow.One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows. The rabbit feared to arouse the bear's anger so he could not refuse it. He went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there were lots of meats left after.

However the bear did not want the rabbit to get any of the meat. The rabbit could not even taste the meat. The poor rabbit would have to go home hungry after his hard day's work. The bear was the father of five children. Fortunately, the youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house.When he got close to the door he would give

the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal.

Read the text and then answer the questions.
1. What is the topic of text?
2. What is the information from the paragraph 1?
3. What is the main idea of paragraph 1?
4. What is the main idea of paragraph 2?
5. What is the inference from the text?

Snow White

Once upon a time there lived a little, named Snow White. She lived with her aunt and uncle because her parents were died. One day she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they didn't have enough money to take Snow White with them. Snow White didn't want her uncle and aunt to do this. So she decided to run away. The next morning she run away from home when her aunt and uncle were having breakfast, she run away into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked but no one answered so she went inside and felt asleep.

Meanwhile seven dwarfs were coming home from work. They went inside. There, they found Snow White woke up. She saw the dwarfs. The dwarfs said; "What is your name?". Snow White said; "My name is Snow White". One of the dwarfs said; "If you wish, you may live here with us". Snow White told the whole story about her. Then Snow white and the seven dwarfs lived happily ever after.

Read the text and then answer the questions.
1. What the topic of the text?
2. What is the information from the text?
3. What is the main idea from text 1?
4. What is the main idea for paragrph 2?
5. What is the conclusion from the text?

Appendix 3

Classroom arrangement in the first TGT Method

Door

WHITE BOARD

Teacher Seat
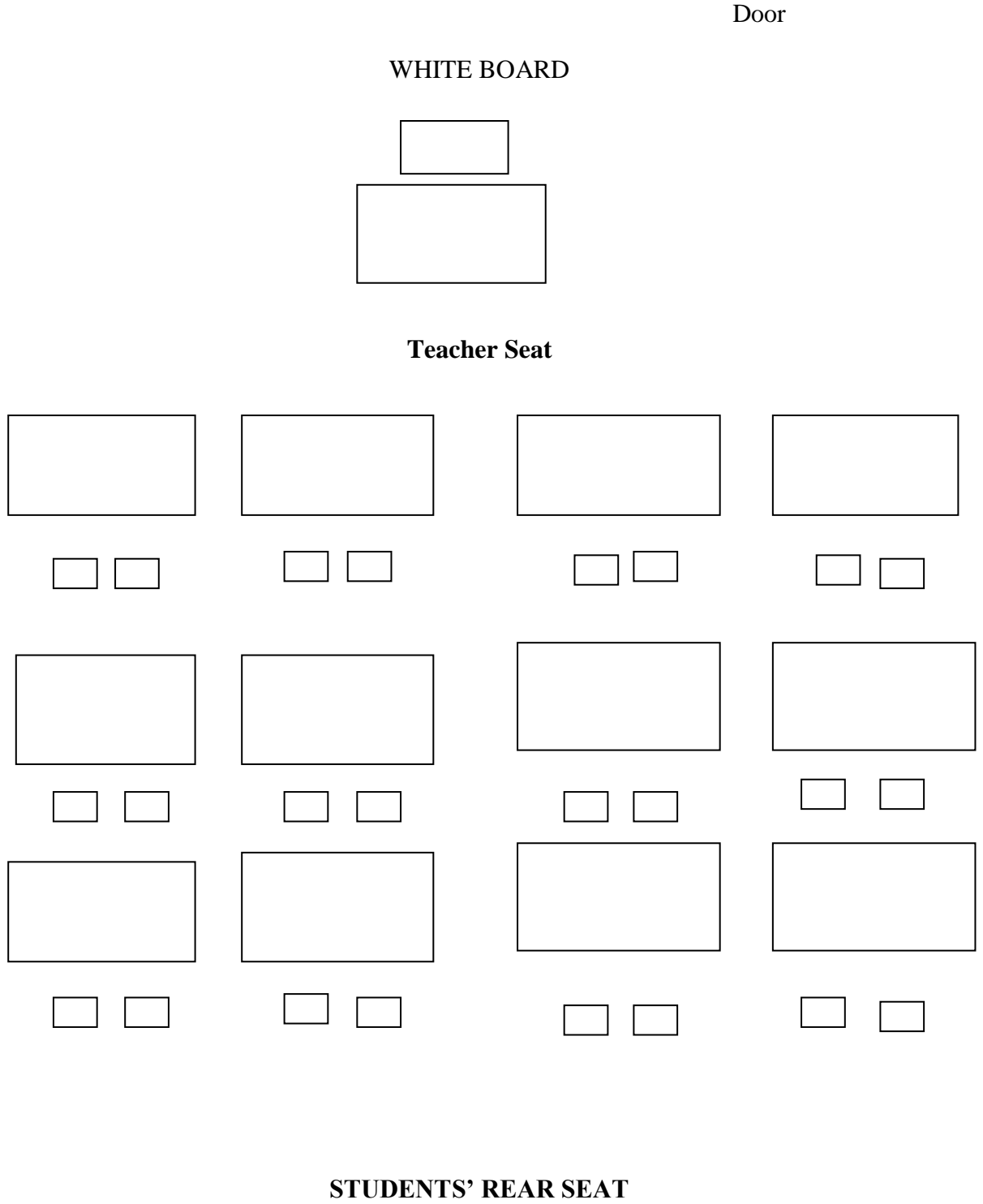
STUDENTS' REAR SEAT

Appendix 4

Students' Reading Comprehension scores in Cycle 1*

No	Name	Score	Score Test
1	AB	3	60
2	AF	3	60
3	BS	4	80
4	DR	4	80
5	DW	4	80
6	DA	5	80
7	EF	3	60
8	LI	4	80
9	LD	5	80
10	LP	3	60
11	IH	3	60
12	MP	4	80
13	MH	5	80
14	MU	3	60
15	MD	4	80
16	NA	4	80
17	PD	5	80
18	RA	3	60
19	RO	5	80
20	RH	4	80
21	RU	3	60
22	RT	3	60
23	SW	4	80
24	SY	4	80
25	SA	4	80
26	SU	3	60
27	YL	2	40
28	YW	5	80
29	DD	4	80
30	SR	3	60
Total			2000
Mean Score			66,7

*Approved by: Co- teacher

Appendix 5

INSTRUMENT FOR SECOND CYCLE

A. Pengantar

1. Instrument ini bertujuan untuk menjaring data siswa tentang meningkatkan kemampuan siswa dalam reading comprehension dengan metode TGT. Oleh karena itu jawablah sesuai dengan kemampuan anda.
2. Jawaban anda tidak akan mempengaruhi kedudukan anda di sekolah.
3. Jawaban anda akan dijaga kerahasiaanya.

B. Petunjuk

1. Bacalah pertanyaan dengan seksama!
2. Apabila pertanyaan kurang jelas, tanyakan langsung pada pengawas.
3. Waktu yang tersedia hanya 90 menit.

Nama :

Kelas :

The Legend of Sangkuriang

A long time ago, there was a man named Sangkuriang. He liked hunting animals, when he was hunting, Sangkuriang accidentally killed his beautiful black dog (Si Tumang). This dog is actually Sangkuriang's father who had been condemned to live the life of a dog by his Guru. However, Sangkuriang never knew it.

Sangkuriang had been separated by his mother since childhood. Yet, he was destined to meet his mother again. When on his way home, he stopped at a small village and met and fell in love with a beautiful girl. He didn't realize that the village was neither his homeland nor that the beautiful girl.

Sangkuriang accepted this condition and built a lake by damming the Citarum river. With a dawn just moment away and the boat almost complete, Dayang Sumbi realised that Sangkuriang would fulfill the condition she had set. With a wave of her supernatural shawl,

she lit up the eastern horizon with flashes of light. Deceived by false dawn, the cock crowed and farmers rose for the new day.

With his incomplete work, Sangkuriang realized that his endeavour were lost. With all his anger, he kicked the boat that he himself had built. The boat fell over and, in so doing become the mountain Tangkuban Parahu (in Sundanese, Tangkuban means upturned or upside down, and Parahu means boat). With the dam torn assunder, the water drained from the lake becoming a wide plain and nowaday became a city called BANDUNG (from the word BENDUNG, which means Dam). Finally, Sangkuriang know that the girl is his mother.

Read the following text, and then answer the questions.
1. Who is Tumang?
2. Why did Sangkuriang separate from?
3. What is main idea from paragrafh 2?
4. What did happen when Sangkuriang meet a beautiful girl?
5. What is the inference from the text?

Appendix 6

Classroom Design of the second TGT Method

Door

WHITE BOARD
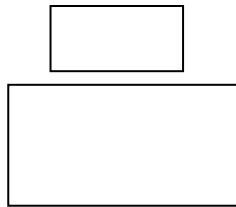
Teacher Seat
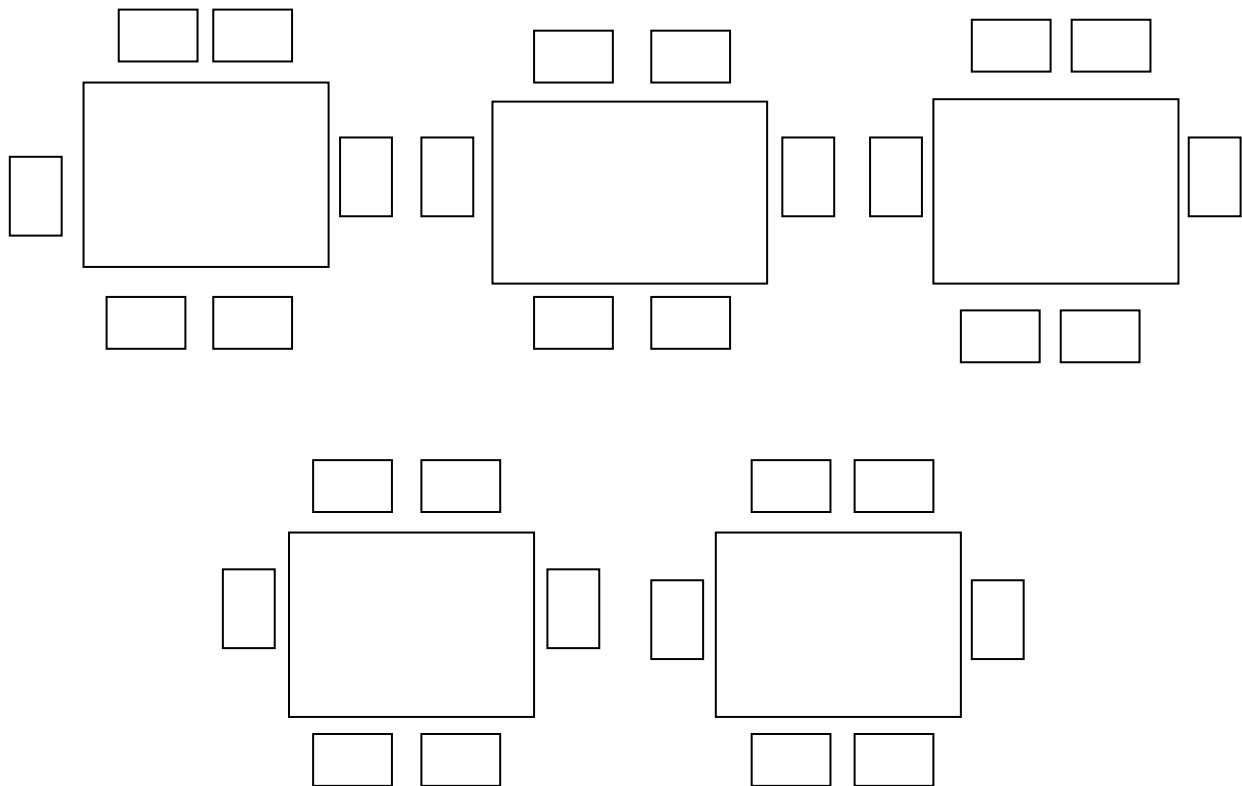
TEAM GAMES TOURNAMENTS

Appendix 7

Students' Reading Comprehension scores in Cycle 2*

No	Name	Score	Score Test
1	AB	4	80
2	AF	4	80
3	BS	4	80
4	DR	4	80
5	DW	5	100
6	DA	5	100
7	EF	4	80
8	LI	4	80
9	LD	4	80
10	LP	5	100
11	IH	4	80
12	MP	4	80
13	MH	5	100
14	MU	4	80
15	MD	4	80
16	NA	4	80
17	PD	5	100
18	RA	5	100
19	RO	5	100
20	RH	4	80
21	RU	4	80
22	RT	3	80
23	SW	4	80
24	SY	5	100
25	SA	4	80
26	SU	4	80
27	YL	5	100
28	YW	5	100
29	DD	5	100
30	SR	5	100
Total			2640
Mean Score			88

*Approved by: Co- teacher

Appendix 8

Indicators List of Teacher Classroom Procedures in Cycle 1*

Action in the Classroom	Checklist	
	Y	N
Procedures		
Explaining targeted language context		
Explaining the intended text criteria to be produced and giving props and document		
Asking students to prepare oral performance draft		
Asking students to execute the performance in the class and evaluating directly		
Material		
Learning objectives are explained		
Related to the students experience		
Benefit of it to be learned		
Relevant to the objectives and procedures		
Brief presentation		
Detail and united explanation		
Reinforcement and interaction with students		
Individual performance reward		
Group performance reward		
Celebration		
TGT students' responses		
TGT students' questions		
Responding students' questions		

Observed by: Co-teacher

Appendix 9

Indicators List of Teacher Classroom Procedures in Cycle 2*

Action in the Classroom	Checklist	
	Y	N
Procedures		
Explaining targeted language context		
Explaining the intended text criteria to be produced and giving props and document		
Asking students to prepare written test draft		
Asking students to execute the discussion in the class		
Material		
Learning objectives are explained		
Related to the students experience		
Benefit of it to be learned		
Relevant to the objectives and procedures		
Brief presentation		
Detail and united explanation		
Reinforcement and interaction with students		
Group discussion reward		
Celebration		
TGT students' responses		
TGT students' questions		
Responding students' questions		

Observed by: Co-teacher

Appendix 10

Students' Mean Score Analysis

1. The first meeting score:

$$X = \frac{\sum x}{N} = \frac{1800}{28} = 64,3$$

Where:

X = the mean of the students

$\sum x$ = Students' total scores

N = Students' size first meeting

2. The first cycle score:

$$X = \frac{\sum x}{N} = \frac{2000}{30} = 66,7$$

Where:

X = the mean of the students

$\sum x$ = Students'total scores

N = Students' size first TGT (Cycle 1)

3. The second cycle score:

$$X = \frac{\sum x}{N} = \frac{2640}{30} = 88$$

Where:

X = the mean of the students

$\sum x$ = Students'total scores

N = Students' size second TGT (Cycle 2)

CHAPTER I

INTRODUCTION

A. Background of the Problem

English is the global language that is controlled by each student in Indonesia. Almost all aspects of life have anything to do with English; especially the source of immunization knowledge in this world is made in English. Therefore, English is very important for the successor to the nation, particularly students who are the younger generation and who will continue the struggle of the Indonesian nation.

In studying English, there are four aspects to be learned, they are listening, speaking, writing and reading. The four elements are mutually supportive and have a relationship with one another. The ability to read is one of the most important things in learning English because by reading students are able to improve science and obtain the latest information that obtain from the kit discourse punctuation. Reading is a very important into part of lives. Students need to take time everyday and read at least 20 to 30 minutes a day. It really helps when students read out aloud. Students can be easy to hear and see how pronounce of words. Students' reading is improved keep reading out aloud. Students should take whatever steps need to help learn the art of reading. When reading, students open up a life time of learning and many gain knowledge and understanding of what have just read.

Based on the explanation above, the ability to read is very important for being mastered by students. In fact, not all students are able to comprehend in reading text. Based on the researcher's observation teaching practice program (PPL) many students did not comprehend to read text, although the English teacher had already taught material to students. In addition, the researcher also looked at the English teacher teaching by lecturing, and then asked the students to read text individually although the students did not know what they have read.

Furthermore, based on the observation of the researcher in Senior High School (SMA) Negeri 7 Padangsidimpuan had found that the students score on reading text was very less. It is very poor and needed to be improved. Headmaster said that the students are clever because before coming in SMA Negeri 7 Padangsidimpuan they had many difficult tests.[1]

From the data above, students' comprehend to read text was very less. This is because the learning method that is adopted by the English teacher did not fit any more in this day. It is reduce the interest and liveliness of the students in the learning process. So, those students are bored and did not want to continue learning as they should.

At this present time, there are already implementations Learning Revolution in teaching and learning that is learning is no longer centered on teachers, in other word, it is called "Teacher Centered Learning (TCL)." Nowdays, it is centered on

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[1]Drs. Ahmad Saukani, Headmaster of SMA Negeri 7 Padangsidimpuan, *Interview*, 2010/2011 Academic Year.

students, called "Student Centered Learning (SCL)."Theoretically SCL is an approach to education focusing on the needs of the students, rather than those of others are involved in the educational process, such as teacher and administrators. So, the teacher is only as facilitators and a provider of solutions in learning is no longer only as a source of knowledge in the learning process.

Based on the theory above, the researcher offers a method that will be applied in the learning process of reading text. The method that is offered by researcher is the implementation of Student Centered Learning (SCL) and the development of Cooperative Learning (CL). In cooperative classrooms, students are expected to help each other to discuss and argue with each other. To assess each other does current knowledge and fill in gaps in each others understand. So, that the interest and active of students in the learning process can be improve not only individually but in group or together. Learning method which the researcher refers to is Teams Games Tournaments (TGT).

In this study, the researcher focuses on the application of Teams Games Tournaments (TGT) method. It works best for information that is relatively objective teaching reading text and can be used to teach foreign language and any material with single right answer Teams Games Tournaments (TGT). Students play academic games with members of other teams to contribute points for their team scores. The use of games makes Teams Games Tournaments even more exciting and motivating to students. From above explanation the writer will conduct the research on title **"**Improving Students' Achievement in Reading

Comprehension through Cooperative Learning Teams Games Tournaments (TGT) in SMA Negeri 7 Padangsidimpuan."

B. Identification of the Problems

Based on the background of the problems above, the identification of the research is students' comprehension to read text was very less because the learning method did not fit any more in this day.

C. The Limitation of the Research

Based on the above identification of the problems, the reseacher described the improvement of reading comprehension through Teams Games Tournaments (TGT). This research was conducted by classroom action research. In order to be more direct, this research focused on exploring improvement of reading comprehension at second grade of IPA class SMA Negeri 7 Padangsidimpuan.

D. The Formulation of the Problem

Based on limitation of problem mentioned above, the formulation of the problem of the research was students' reading comprehension at second grade of IPA class SMA Negeri 7 Padangsidimpuan can be improved by using TGT method and there were factors influenced the students' reading comprehension.

E. Research Questions

Based on formulation of problem the research questions;

1. How does TGT method improve the students' reading comprehension at second grade of IPA class SMA Negeri 7 Padangsidimpuan?

2. What factors influence students' reading comprehension at second grade of IPA class SMA Negeri 7 Padangsidimpuan?

F. Purpose of the Research

Based on the above question, researcher answered the question as purpose of the research. It was to describe TGT method in improving the students' reading comprehension at second grade of IPA class SMA Negeri 7 Padangsidimpuan?

G. The Significances of the Research

The significances of the research are:

1. The result of this research is expected to be useful for English teacher in improving their ability especially in teaching reading by using Teams Games Tournaments (TGT).

2. The result of this research is expected to increase students' interest and motivation in learning reading.

3. The result of this research is also expected to develop all information and knowledge for those who are interested in doing research related to this research.

H. The Defenition of Key Terms

1. Students' Achievement in Reading Comprehension

   a. Students' Achievement

   According to Sally Wehmeier students is a person who studying at a university or college.[2] Achievement is a thing that has done successfully, especially using theirs own effort and skill.[3]

   So, students' achievement is the act or process of achieving the need to raise the standards of achievement in reading text.

   b. Reading Comprehension

   Reading is an active process which consists of recognition and comprehension skill. According to Albert J. Harris, reading is the meaningful interpretation of written or printed verbal symbols.[4] Reading is receptive skills, it is a transactional between a reader and writer. So, reading is an interactive process that happens in human minds to reconstruct the meaning to get information for what they have read.

   Comprehension is the ability to understand or an exercise that train the students to understand a language.[5] Comprehension is the heart of what it means to really read both of explicit and implicit information from the text.

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[2]*Ibid.,* p. 1344.
[3] Sally Wehmeier, *Oxford Advanced Leaner's Dictionary*, (University Press: Market, 2008), p.11.
[4] Albert J. Haris, *How to Increase Reading Ability*, (New York: David McKay Company, 1969), p.3.
[5]A. S. Hornsby, *Op. Cit.,* p. 263.

So, reading comprehension is the ability to combine information based on the text to build meaning.

2. Teams Games Tournaments (TGT)

TGT is one type of learning that places cooperative learning the students in a groups 5-6 members learning students work with their respective group this can be determined by looking at the value the gained during pre – test ability, gender and race syllable or different teacher present the material.

I. Indicator Actions

There are many indicators use in TGT method the first researcher makes the group five and six members teaching students who students work with their respective groups. The second, with their respective groups consist of; the reader, the challenger I, challenger II, and so a number of existing group, and the third student take a numbered card and look for the question on the game sheet, read questions aloud, and give an answer. The last, all groups active in teaching learning process in their group.

J. Hypothesis Actions

The hypothesis was needed to show the researchers' thinking and expectation the outcomes of the research related to this study. The hypothesis of this research is stated that: "TGT method can improve students' reading comprehension at second grade of IPA class in SMAN 7 Padangsidimpuan."

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

Review of related literature involves the sistematic identification, location and analysis of documents containing information related to the research problems. This research reviewed the theories of reading comprehension using team games tournaments (TGT) method as in the following.

1. Description of Reading Comprehension

a. Reading Comprehension

According to Albert J. Haris, reading is the meaningful interpretation of written or printed verbal symbols.[1] Reading is an extension of oral communication and builds upon listening and speaking skills. That reading is a process involving meaning is self evident, but it can hardly be overemphasized that meaningful response is the very heart of the reading process.

According to David Nunan, reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning.[2] The goal of reading is comprehension. Reading an interactive process between the reader and text to get meaning. Reading comprehension an instruction program, and time may be placed on testing reading comprehension than on teaching reader

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[1] Albert J. Haris, *Op. Cit.*, p. 3.
[2] David Nunan, *Practical English Language Teaching, (*New York: MC Graw Hill, 2003), p. 68.

how to comprehend.[3] Monitoring comprehension is essential to successful reading. Part of that monitoring process includes verifying that the prediction being made are corrects and checking that the reader is making the necessary adjustments when meaning is not obtained.

According to A. S Hornsby, the word "comprehension" means the ability to understand or exercises those students to understand a language.[4] Similarly, Jennifer Serravalo says "comprehension is at the heart of what it means to really read.[5]The quotations mean that comprehension is the process of trying to understand reading material deeply, both of explicit and implicit information of the reading material which want to convey by the writer.

The researcher concluded that the terminology of reading comprehension is the topic of the discussion, which means the ability of the students to understand reading text: as a matter of fact understanding the reading text. Reading comprehension means the student's ability to understand a reading text. To Indonesian students, this is a bridge to understand scientific books they have to read. As they lack knowledge of English they often encounter difficulties when reading their compulsory books reading in that language.

b. **Categories of Reading Comprehension**

Furthermore, Smith in Otto suggested that reading comprehension may be divided into four categories; they are:

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[3] David Nunan, *Op. Cit*., p. 75.
[4]*Ibid*., p. 68.
[5] Jennifer Serravalo, *Teaching Reading in Small Groups*, (Portsmouth: Heineman, 2010), p.43.

- Literal comprehension: getting the direct meaning that has been explicitly stated.
- Interpretation: identifying ideas not explicitly stated.
- Critical reading: evaluating what is read.
- Creative reading: applying ideas read to new situation.[6]

The quotation means that reading comprehension is divided into four categories, namely: 1) literal comprehension, 2) interpretation, 3) critical reading, and 4) creative reading.

1. Literal comprehension

Literal comprehension is getting the information from the reading material directly. The information has explicitly stated. It also can be said as comprehending the text through understanding word to word from the reading material.

2. Interpretation

Interpretation means trying information from the reading material both explicit and implicit. In this process the reader tries to interpret the information by assimilation and accommodation. Assimilation means the new information that is gotten from the reading material, while accommodation means the information that is gotten through making perception to the reader knowledge.

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[6] Wayne Otto, *How to Teach Reading*, (USA: Addison Wesley Publishing Company, 1979), p. 151-153.

3. Critical reading

Critical reading is evaluating what has been read by the reader. Evaluating means making revising to the information that has been gotten from reading material.

4. Creative reading

Creative reading is applying ideas read to new situation. It means that the information which gotten from the reading material will be applied in new context. These apply of course through making manipulation knowledge to the new context or situation.

c. **Factor Affecting Reading Comprehension**

Many factors affect comprehension of printed materials, some of the factor is characteristic of the material to be read, other related to the reader. When attempting to quite comprehension, the reader should consider both kinds of factor, they are material and reader.[7]

1) Characteristic of material

Using children own language pattern in written materials can lead to improved comprehension by young readers. Characteristic of material being read can be a major block to comprehension. When assigning passage for children to read, teacher must be a ware of these potential roadblocks and must prepare the student to dear with them.

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[7] *Ibid*., p. 47-151.

2) Characteristic of the reader

Another important in reader ability to comprehend is the decoding skill of the reader. If the reader is attempting to get only a general idea of what the passage is about, the comprehension of small details will most likely be low. If the reader's only purpose for reading a selection is to complete a class assignment, comprehension may be minimal because no real focus ha guided the reader.

However, characteristic of the reader is if reading is perceived as a something to be done only under duress, comprehension may suffer because the reader's only purpose is to get. If reading is seen as pronouncing word comprehension will be minimal because the reader's attention is on accuracy of decoding and not on meaning getting.

Furthermore, Smith and Barrelt in Otto have divide reading comprehension according to the kind of the response required by the reader.[8] A different approach to the identifying manageable element of reading comprehension on the unit of comprehension as well as on the response required by the reader. Carver in Otto suggests four levels of comprehension, namely: 1) word level, 2) sentence level, 3) unit of paragraph, 4) large of element reasoning level.[9]

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[8] *Ibid*., p. 154.
[9] *Ibid*., p. 154-156.

The first level is the world level. Before one can be understand a complete sentence, one must known the meaning of at least most of the words in the sentence, as they are used in that sentence.

The second level is sentence. The reader must combine the words in the sentence and understand what the whole sentence means. The process of combining is not simply additives. Fluent readers do not read or comprehend one word at time in a linier fashion and then add up the meanings. Furthermore, the meaning of particular sentence, as with a particular word, depends in part on the meanings of the sentences that surround it.

The third level involved the unit of the paragraph. Readers comprehand the words and sentences in a paragraph and also develop an understanding of the meaning of the paragraph it self. This third level of reading comprehension, like others levels, does not involve just one skill. In comprehending a paragraph a reader may identify the main idea, draw an inference or use the information in the paragraph to determine cause and effect.

The fourth level of comprehension contains a large element of reasoning. Reasoning resembles the critical and creative levels of the reading comprehension. This level associated with no particular unit and may involved or tangential meanings of the prose.

d. Principles in Teaching Reading Comprehension

There are some principles in teaching reading comprehension. According to Harmer the principles in teaching reading are:

1) Reading is not passive skill
   Reading is an in credibly active occupation, to do it successfully. We have to understand what the word meaning.
2) Students need to be engaged with what they are reading.
   Students who are not engaged with the reading text not actively interests in what they are doing are less likely to benefit from it.
3) Students should be encouraged to respond to the content of a reading text, no just to the language.
4) Prediction in a major factor in reading.
   When we read the texts in our own language. We frequently have good idea of they content before we actually read. Book covers give as a hint at what's in they book photographs and headlines hint at what articles are about and report look like reports before we read a single word.
5) Match the task to the topic
   We could give students hamlet's soliloquy 'to be or not to be ask them to say many times the infinitive is used, we could give them a restaurant menu and ask them to list the ingredients alphabetically.
6) Good teacher exploit reading texts to the full reading text is full of the sentences. Words, ideas, description etc, it does not make sense just to get student read it and then drop it to move on to some time thing else.[10]

According to David Nunan, there are many principles in teaching reading comprehension, they are: 1) exploit the reader background knowledge, 2) build strong vocabulary base, 3) teach for comprehension, 4) work in creasing reading rate, 5) teach reading strategies, 6) encourage reader transform strategies into skills, 7) build assessment and evaluation into your teaching, 8) strive for continuous improvement as a reading teacher.[11]

1) Exploit the reader background knowledge

It can influent reading comprehension background knowledge includes all of the experiences that a reader brings to a text: life experiences, educational

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[10]Jeremy Harmer, *How to Teach English* , (Malaysia: Longman, 2001), p. 70-71.
[11]David Nunan, *Op. Cit.*, p. 74.

experiences, knowledge of how text can be organized rhetorically, knowledge of how one's first language works, knowledge of how the second language work and cultural background and knowledge. Reading comprehension can be significantly enhanced if background knowledge can be activated by setting goal's, asking questions, making predictions, teaching text structure and so on.

2) Build strong and vocabulary base

It is easier for the reader of academic text to cope with special terminology than with general vocabulary. The stress the greats need for a teaching program that builds general basic vocabulary.

3) Teach for comprehension

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension then teaching reader how to comprehend. Monitoring comprehension is essential to successfull reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making necessary adjustment when meaning is not obtained. Cognition can be defined as thinking. Metacognition can be defined as thinking about our thinking. In order to teach for comprehension. It is my belief that readers must monitor their comprehension process and be able to discuss with the reader and fellow reader what strategies they use comprehend. By doing this the reader use both their cognitive and metacognitive skills.

4) Work increasing reading rate

One great difficult in the second language reading classroom in that event when language learners can read, much their reading is not fluent. To assist students in increasing their reading rate, teacher over emphasize accuracy which impedes fluency. One focus here is to teach readers to reduce their dependence on a dictionary. Skills such as scanning, skimming, predicting and identifying main ideas get students to approach reading in different ways. Readers should spend more time analyzing the content of the reading and not focusing on moving through the passage one word at a time.

5) Teach reading strategies

Strategies are the tools for active, self directed involvement that necessary for developing communicative ability. Strategies are not single event, but rather a creative sequence of event that learners actively use.

6) Encourage reader transform strategies into skills

Strategies can be defined as conscious actions that that learners take to achieve desired gals or objectives while skill a strategy that has becoming automatic. This characterization underscores the active role that breeders play in strategic reading. A learner consciously learn and practice specific reading strategies more from conscious to unconscious from strategy skill. From example, guessing the meaning of unknown vocabulary from contextt can be listed as both a strategy and a skill in reading texts.

7) Build assessment and evaluation into your teaching

Assessing growth and development in reading skills from both a formal and an informal perspective requires time and training. Both quantitative and qualitative assessment activities should include the reading classroom. Quantitative assessments include information from reading comprehension test as well as reading rate data. Qualitative information can include reading journal responses, reading interest surveys, response to reading strategy checklists.

8) Strive for continuous improvement as a reading teacher

The quality of the individual teacher is integral to success of second/foreign language reader. Reading teachers need to be passionate about their work. They should view themselves as facilitator, helping each reader discover what works best.

Based on the explanation above, the researcher uses many indicators to appreciable in reading comprehension they are;

1) Literal comprehension: getting information and understanding the word to word from the reading material.

2) Unit of paragraph: in comprehending a paragraph the reader may identify the main idea, and draw an inference or use the information in the paragraph to determine cause and effect.

2. Description of Cooperative Learning

a. The Cooperative Learning

In Oxford cooperative is working together with others towards a shared aim cooperative activity is essential to effective community work.[12] Cooperative helpful by doing what you are asked to do employees will generally be more cooperative if their views are taken seriously.

According to Robert E Slavin;

Cooperative learning refers to a variety of teaching method in which students work in small groups to help one another learn academic content. In cooperative classroom, students are expected to help each other's understanding. Cooperative learning is not a new idea in education but until recently it has only been used by a few teachers for limited purposes, such as occasional group projects or report. However research over the last twenty years has identified cooperative learning method that can be used effectively at every grade level to teach every type of content, from math to reading to writing to science, from basic skills to complex problem solving. Increasingly, cooperative learning is being used as teacher's main way of organizing classrooms for instruction.[13]

So, all cooperative learning methods share idea that students work together to learn and responsible for their group learning. Students Team Learning methods emphasize the use of team goals and team success, which can be achieved only if all members of the team learn the objectives being taught. In Students Team Learning, students' tasks are not to do something as a team but learn something as team. Team

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[12] Sally Wehmeier, Oxford Advanced Leaner's Dictionary, (University Press : Market, 2008), p. 292.

[13] Robert E. Slavin, *Cooperative Learning Theory Research and Practice*, (USA: Singapore, 1994), p. 2.

rewards, individual accountability and equal opportunities for success are the three concepts of the central to all Students Team Learning.

Teams earn certificates or rewards if they achieve above a designated criterion. Individual accountability is team's success depends on the individual learning of all team members on explaining concepts to one another and making sure that everyone on the team is ready for the test or assessment that they will take without teammate help. Equal opportunities for success are students' contribution to their teams by students' reading comprehension.

Five principle students team learning methods has developed and researched. Three of them are general cooperative learning methods adaptable to most subjects and grade levels. They are Students Teams-Achievement Divisions (STAD), Teams Games Tournaments (TGT) and Jigsaw II. And other methods are a comprehensive curriculum which is designed for use in particular subjects at particular grade levels. The remaining two are Cooperative Integrated Reading and Composition (CIRC) for reading and writing instruction and Team Accelerated Instruction (TAI) for mathematics.[14] In application, all of them incorporate team rewards, individual accountability and equal opportunities for success, but in different way.

In this study, the researcher uses Team Games Tournament (TGT) as a method to improve students' achievement in reading comprehension. Next subtitle, the researcher will be explained about the TGT method.

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[14] *Op. Cit.,p. 2.*

a. Description of Teams Games Tournaments (TGT)

1. Teams Games Tournaments (TGT).

   According to Istarani;

   Metode TGT adalah sebuah team game yang dapat digunakan dalam berbagai macam mata pelajaran terutama dalam membaca. TGT sangat cocok untuk mengajar, tujuan pembelajaran yang dirumuskan dengan satu jawaban benar. TGT juga dapat digunakan sebagai metode pembelajaran dalam membaca dengan menggunakan penilaiaan terbuka yaitu pilihan ganda, dan esai.[15]

   TGT method good use to teach reading comprehension with members of other team to contribute points to their team scores. The use of games makes Teams Games Tournaments even more exciting and motivating to students reading comprehension text.

   According to Robert Slavin teams games tournaments (TGT) is the team learning strategies.[16] TGT is the team learning strategies, with students make a small group and uses presentation and team work as in TGT but replaces the quizzes with tournaments, in which students play academic games with members of other team to contribute points to their team scores.

   According to Isjoni TGT is one type of learning that places cooperative learning the student in group $5 - 6$ member teaching students who students work with their respective groups. This is can be determined by looking at the value they gained during the pre-test ability, gender and race syllable or different teacher

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[15] Istarani, *58 Model pembelajaran Inovative*, (Medan: Mediapersada., 2011), p. 238
[16] Slavin, *Op. Cit.,* p. 6.

presents the materials.[17] TGT is learning the students in groups' 5-6 membered learning students who students work their respective groups in reading comprehension.

Team Games Tournament is a classroom management technique in which students are placed in mixed ability teams to compete in a game based style of learning. The purpose of TGT is to create an effective classroom in which students are actively in reading comprehension. Teacher can also provide students with TGT as a means of demonstrating the critical of these understanding to reading comprehension. When explicitly teach, this method provides students with both the rationale and the experience of utilizing TGT to support effective reading. Based on the explanation above, it can be concluded that TGT is very crucial in reading comprehension text.

2. The Components of Teams Games Tournaments (TGT)

According to Slavin there are five major components TGT. Components TGT use academic games and tournament, in which students complete as representativesof their team with members of other teams who are like them in past academic performance, namely: 1) class presentation, 2) teams, 3) games, 4) tournaments, and 5) team recognition.[18]

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[17] Isjoni, *Pembelajaran Kooperative Meningkatkan kecerdasan Komunikasi Peserta*, (Jakarta; Celeban Timur, 2009), p. 84.
[18] Robert Slavin, *Op. Cit.*, p. 71.

1). Class Presentation

Material in TGT is initially introduced in a class presentation. This is most often direct instruction or a lecture-discussion conducted by the teacher, but could include audiovisual presentations. Class presentation in TGT differ from visual teaching only those they most be clearly focused on TGT unit. In this way, students realized they must pay careful attention during the class presentation because doing so will help them do well on the weekly game tournament and their tournament scores determine team scores.

2). Teams

Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, and ethnicity. The primary function of the team is to make sure that. All team members to do well on the tournament. After the teacher presents the material, the team meets to study worksheet or other material, most of term, the study involves students discussing problem together, comparing answer, and correcting any misconception if teammates make mistake.

3). Games

The games are composed of simple course-content-relevant question that students must answer, and they are designed to test the knowledge of students gain from class presentations and team practice. Games are played at tables of three students, each of whom represent a different team. Must games are simply numbered question a ditto sheet. A student picks a numbered card

and attempt to answer the question corresponding to the number, a challenge rule permits player in challenge are another's answer.

4). Tournaments

The tournament is the structure in which in the games take place or cumulative team standings. It is usually held at the end of a week or unit. After the teacher has made a class presentation and the teams have had time to practice with the worksheet. For the first tournament, the teacher assigns the students to tournament table-the highest three students in past performance in table 1, the text three to the table 2, and so on. This equal competition makes it possible for students of level of past performance to contribute maximally to their team scores.

5). Team recognition

As soon as posiible after tournament, figure team scores and prepare team certificates to recognize high scoring teams. To do this, first check the tournament points on the game score sheets. Then, simply transfer each students' tournaments points to the summary sheet for his or her team. Add all the team members' score and divide by the number of team members present, and three levels of awards are given, based on average team scores. The teams will be included in three levels homely good team, super team, and great team. Teaching reading uses TGT method can improve students' achievement in reading comprehension. So, this TGT method created a good environment in teaching learning reading in which students became active in the process of

reading, focus their mind to the teachers' explaination, and share in their team and it made they were involved in reading comprehension process. TGT method also created an interactive process where the students interacted not only with the text they read, and their teacher, but also with their team.

B. Review of Related Findings

Beside of theory study above the writer found some researches related to this research. The first research had been done in English Educational Department, State University of Medan 2011. Her name is Nikardina Purba, her thesis was about Improving Students' Achievement in Reading Comprehension through Role Play.[19] She told that Role Play can improve the students' reading comprehension.

The second, a thesis of Ismayani in English Educational Department State University of Medan 2010.[20] Her Thesis about was Improving Students' Achievement in Reading Comprehension through DRTA (Directed Reading Thinking Activities). She told that DRTA can improve the students' reading comprehension.

From the research above, the researcher want to evidences that not only two methods above can improve students' reading comprehension but TGT method can also to improve students' reading comprehension.

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[19] Nikardina Purba, Improving Students Achievement in Reading Comperehension through Role Play, Skripsi UNIMED, 2011.
[20] Ismayani, Improving Students' Achievement in Reading Comprehension through DRTA (Directed Reading Thinking Activities), Skripsi UNIMED. 2010.

C. **Conceptual Framework**

Reading comprehension is understanding a text that is read, or the process of constructing meaning from a text. The purpose of reading comprehension for students in the class is students are expected to be able to get some knowledge and information and understand the context explained in the text. It means that, students must be able to get a considerable amount of information from a text. Therefore, students require understanding and remembering abilities about main ideas, supporting ideas and details in a text. They also need to link the text to their knowledge base.

In fact, most of students can't comprehend the text well. They can't fully recognize the words and sentence as well as the meaning. It can be seen in their scoring that is still low. They often feel that reading text is difficult and boring and teaching method applied by teacher is boring too. Therefore, the suitable of teaching strategy is very important to increase students' achievement in reading comprehension and to overcome the problems.

In TGT class, first of all, teacher will divide students into the group discussion based on the level performance, gender, and ethnicity. Then, the teacher will explain the material briefly; give some instructions what should they do in the group discussion. After that, students will discuss about the text based on instruction given by teacher. After discussing, students will sit in their own desk, then teacher will give questions related to text, and students must answer

the questions individually. Then, all their performance in their group and individually, will be given appreciation in scoring form.

From some explanations above, we can see some advantages by applying this method. Students are not passive in the class but they will be more active, they can understand the reading text easily without become bored, students can work together and they can interaction each other so they can monitor their own reading as well as their comprehension. Grouping encourages the children to teach and help each other, so that teacher knows the students' ability easily by giving quiz in last lesson.

Considering some advantages above are expected, students' achievement in reading comprehension will be improved well through TGT method.

| Problems | → | Less of students' reading comprehension | → | Learning Strategies |

Teams Games Tournaments

Improve reading comprehension
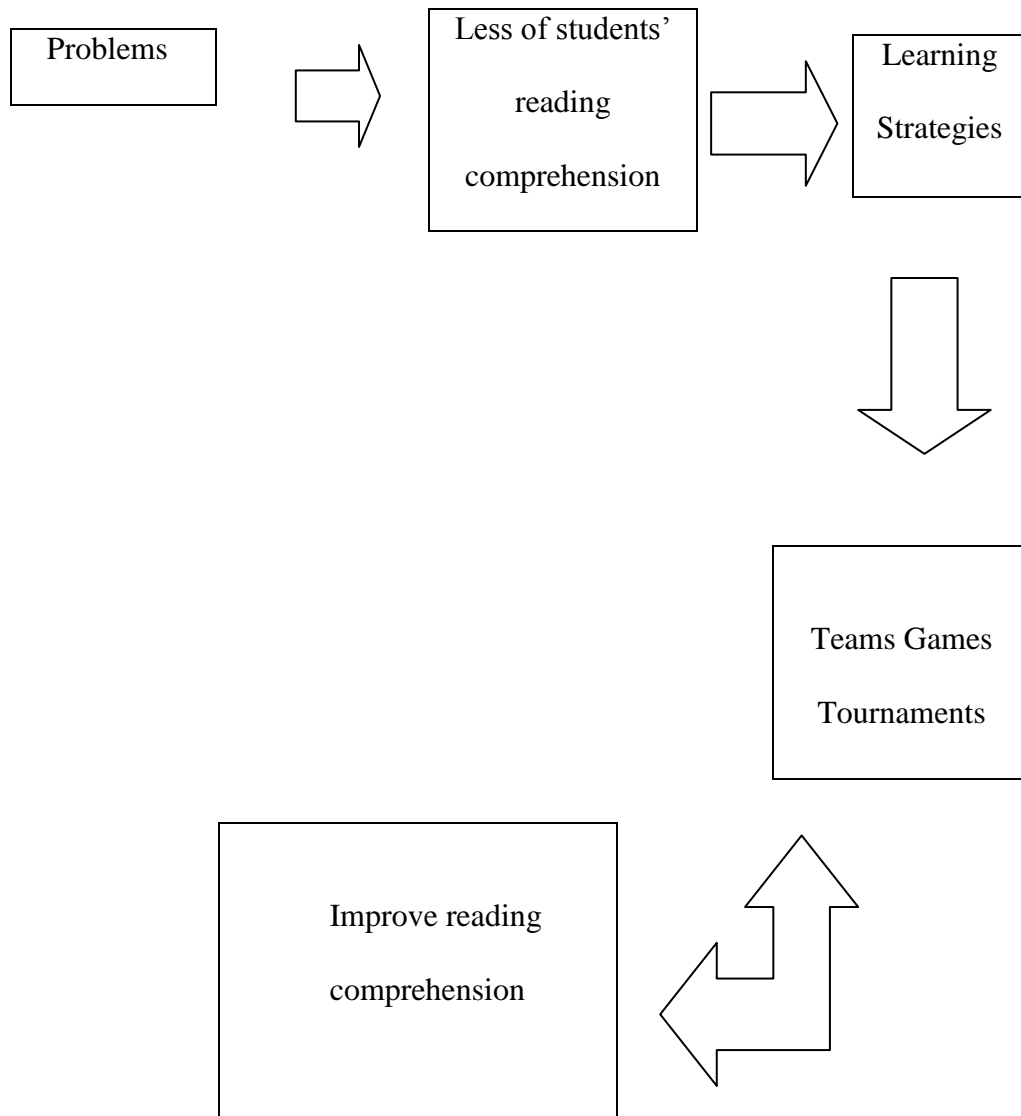
Figure 1. Research Conceptual Framework

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

1. Place of the research

The research was conducted at SMA Negeri 7 Padangsidimpuan, the located in Jl. Jenderal A. M. Nasution. Kec. Padangsidimpuan Batunadua.

2. Schedule

This research was conducted in academic year 2012/2013. The research actions were accomplished in the classroom only a half of semester to be sifficient for research completion that needed effective learning as usually happened in the classroom. It was started from October 2012 to May 2013.

Table 1
Schedule Activies in Research

No	Activities	Month							
		2012			2013				
		Oct	Nov	Dec	Jan	Feb	March	Apr	May
1	Proposal	✓	✓	✓					
2	Seminar Proposal				✓				
3	Revision of Proposal				✓				
4	Guidance of Thesis					✓	✓		
5	Research							✓	
6	Finish of the Research							✓	
7	Acc the Thesis								✓

B. Research Design

This research was designed by classroom action research. Based on Gay and Airasian classroom action research is a type of practitioner research that was use to improve the practitioner's practice: action implies doing or changing something.[1] This research was conducted in which had been used to improve the teacher's practice in the classroom for reading comprehension teaching applied teams games tournaments.

This research was conducted as an action research procedure since involved a substantive act with a research procedure to find the improvement. According to John Elliot in Stephen Kemmis books, Action research was concerned with the everyday practical problems experienced by teachers, rather than the theoretical problems defined by pure researchers within a discipline of knowledge.[2]

Action research was a form of self reflective enquiry undertaken by participants (teachers, students or principals) in social (including educational) situation in order to improve the rationality and justice of (a) their own social or educational practice, (b) their understanding of these practices, and the situations (instructions) in which practices are carried out.[3]In addition, action research is use to refer to ways of investigating professional experience which link practice and the analysis of practice into a single productive and continuously developing

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[1] L.R. Gay & Peter Airasian, *Educational Research*, (New Jersey: Prentice Hall Inc, 2000), p. 593.

[2] Stephen Kemmis and Robin McTaggart, *The Action Research Reader*, (Deakin University: 1988), p. 121.

[3] Prof. Dr. Hamzah B. Uno, M.Pd, *Menjadi peneliti PTK yang Professional, (*Jakarta: Bumi Aksara, 2011), p. 40.

sequence and which link researchers and research participant into a single community of interested colleagues.[4] It means that action research was to improve aspects of teaching to decide appropriates of certain activities of procedures.

In this research, the researcher joins with the teacher to became a team work who work together to solve the students' problem in increasing reading comprehension through TGT.

C. The Participants

The place of the research was at SMA Negeri 7 Padangsidimpuan. It is located in Jl. Jenderal A. M. Nasution. Kec. Padangsidimpuan Batunadua. It is a national standard school with 15 classes. Each class consists of 30 students. There are 53 teachers in this school. There are three English Teachers in this school. The English subject had two periods in a week.

The participants of this research were the eleventh grade students of SMA Negeri 7 Padangsidimpuan. The research participants were the students of class XI IPA/2. It consists of 30 students. There were 23 female and 7 male. This class was chosen because the writer found the problems of reading in this class.

D. The Instrument of Collecting Data

In this research, the data collected by Classroom Action Research (CAR). According to John Elliot, action research to be concerned with the everyday practical problems experience by teachers, rather than the theoretical problem

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[4]Ortrun Zuber Skerrit. *New Direction in Action Research,* (London: The Falmer Press, 1996), p. 14.

defines by pure researcher within a discipline of knowledge.[5] There are three the instrumentation in the research. They are:

1. Test: researcher used reading test to students at second grade of IPA class SMAN 7 Padangsidimpuan. Brown defined test a method of measuring a person's ability; knowledge or performance in a given domain.[6] Oral presentation based on Weir is expected to have candidate giving a short talk which he has either been asked to prepare beforehand or has informed of shortly before the test.[7]

2. Observation: researcher used observation type field notes in students' activies in the classroom. Gay and Airasian pointed out field notes are the observer's record of what s/he will have been seen, heard, experienced, and thought about during an observation session.[8]

3. Interview: the researcher used the interview to know the condition of the students in SMAN 7 Padangsidimpuan especially at second grade of IPA class. Hornby stated that interview is to talk somebody and asked them questions at a formal meeting to find out if they are suitable for job or study.[9]

The research use administrating a test, which are essay tests. These test type can be score objectively and can be measured learning out come directly.

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[5] *Op. Cit.*, p. 121.
[6] H. Douglas Brown, *Language Assessment, Principles and Classroom Practice*, (New York: Pearson Education, 2004), p. 3.
[7] Cyril. J. Weir, *Communicative Language Testing*, (UK: Prentice Hall, 1990), p. 75.
[8] Mary Louse Holly, et al, *Action Research For Teachers: Travelling the Yellow Brick Road*, (New Jersey: Pearson Merril Prentice Hall, 2005), p. 144.
[9] Hornby, *Ibid.*, p. 788.

In this research, the test consisted of 20 essay tests with 5 options to prepare the students' reading comprehension. The test gives the both group. To find out the scores of the students' answer, the writer gives 5 score for each item. Thus, the maximum score of the test is 100.

Table: 2
Indicators of Reading Comprehension

No	Indicators	Instruments	Total test	Scores
1	Literal comprehension	Getting information	10	50
2	Unit of paragraph	Main idea	5	25
		Inference	5	25
Total			20	100

From the above indicator, the writer gives the reading test like pre-test before applying TGT method. In the first cycle the researcher gives first test in third meeting and the second test in sixth meeting in the second cycle.

E. Procedures of the Research.

The action research will follow the model that developed by Kemmis and Robin. It famous representation of the action research that contained four stages as follow:

1) Planning

2) Acting

3) Observing

4) Reflecting
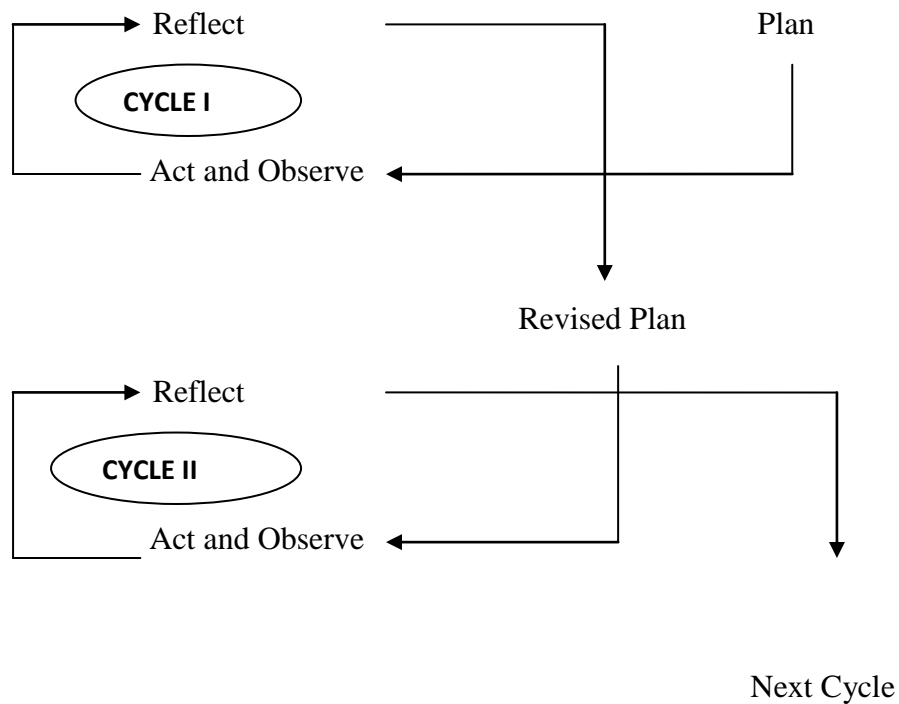
Figures 2. Research Cycle

In this research, the researcher applied two cycles. Each cycle consists of three meetings. Each meeting consists of 90 minutes. So, there are six meetings during research process. Each cycle consist of four steps, they are: planning, acting, observing and reflecting. The classroom action research based on the following assumption: for the first cycle, the students' reading comprehension is measure and their problems reading comprehension is analysis. The second cycle, students' become active and interest in learning process. It will see from the students' activities in the class.

Before doing the research procedure, the writer administering observation and get the license research from the school and orientations identify the basic knowledge of students about reading comprehension in the school. The procedure of data collection of the study is conduct within two cycles. First cycle is three meetings; second cycle is three meetings, so there are six meetings in the action research. Each meeting included four stage namely planning, action, observation, and reflection.

a. The First Cycle

In this cycle, the students' reading comprehension is measured and their problems in reading comprehension are analyzed. The students' attitudes toward reading see clearly.

1) Planning

Planning is an arrangement of doing something. In planning, it is considered everything related to the action and it is also prepare everything that need in teaching and learning process. There are many activities that will plan, they are;

a) Make lesson plans which cover the step of action.

b) Prepared the teaching material of reading comprehension.

c) Prepared the instrument for collecting data; observation and test.

2) **Action**

Action is the implementation of planning. In this procedure, students through how to comprehend the text by apply TGT method. The procedures of the action research are;

a) Teacher prepared; card problem, student worksheets, Tools / materials.

b) Students are divided into several groups (each group members 5 people).

c) In one game consist of: the reader, the challenger I, group II challenger, and so a number of existing groups.

d) The group in charge readers:

1) Take a numbered card and look for the question on the game sheet.

2) Read questions aloud.

3) Give an answer.

e) Group unity challenger duty: Approve the reader or give a different answer. While the Challenger two: (1) Approve the reader or give different answers, and (2) check the answer sheets. This activity is done in turns (games ruler).

f) These calculations are presented tournament points system on learning models Teams Games Tournament (TGT).

3) **Observation**

In this research, the observations focus on:

a) Situation of teaching-learning process.

b) Students' activities.

c) Students' ability in comprehending the text and their tournament.

d) The interaction between teacher and students.

4) Reflection

The reflection relate to the process and the effects of the action. It is also the evaluation of the action. The evaluation covered evaluating students' reading comprehension scores and the result of observation which purpose to analysis the situation and make conclusion. The result of the reflection is use to take further action for the next cycle.

b. Second Cycle

From the evaluation in cycle I, the researcher found the students' score. The researcher make the plan base on the difficulties of students' reading comprehension to improve their reading comprehension in the second cycle.

1) Planning

a) Prepared the teaching material of reading comprehension.

b) Prepared the instrument for collecting data; observation and test.

2) Action

a) Teacher prepared; card problem, student worksheets, tools or materials.

b) Students are divided into several groups (each group members 5 people).

c) Teacher directs rules of the game. The steps, students are placed in learning teams of four people who are mixed according to the level of low and high achievement, and gender. Teachers prepare lessons, and then the students work in their teams to ensure that all team members have mastered the

lesson. Finally, all students are quizzes, quiz when they can not help each other.

d) In one game consist of: the reader, the challenger I, group II challenger, and so a number of existing groups.

e) The group in charge readers takes a numbered card and looks for the question on the game sheet, read questions aloud, give an answer.

f) Group unity challenger; approve the reader or give a different answer, while the challenger two approve the reader or give different answers, and check the answer sheets. This activity is done in turns (games ruler).

g) These calculations are presented tournament points system on learning models Teams Games Tournament (TGT).

3) Observation

Teacher and both observers observed students' reading comprehension activity of the learning by using TGT technique.

a) The researcher keeps observing every class condition, learning and teaching process.

b) Observing students' reading comprehension by using instrument.

4) Reflection

Resercher reflected the all cycle and analysis to have conclusion of using TGT technique in improving students' achievement in reading comprehension. The different between first and second cycle are students' action in learning process. In the first cycle the researcher uses six procedures

in teaching learning and does not makes the level of low and high achievement, and gender. In the second cycle the researcher uses seven procedures and makes the level of low and high achievement, and gender. Afterwards, the researcher motivated the students in order to support them interest in reading text in aplying TGT method active while discussion in their group.

F. Techniques of Data Analysis

The data that collected will be summaried and interpreted in order to help teacher makes decisions about practice. The process of data analysis involves making sense out of text and image data. According to Creswell, it is involves preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data and making interpretation of the larger meaning of data.[10]

In analyzing the data, the researcher used quantitative and qualitative data. Qualitative data was used to describe the situation during the teaching process. The process of data analysis involved making sense out of text. It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data.[11] The qualitative data was analyzed from the observation sheet. Quantitative data is used to analyze the score of students. The

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[10] Jhon W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approach,* (USA: Sage Publication, 2003), p. 190.
[11] *Ibid.,* p. 190.

quantitative data is collected and analyzed by computing the score of students'
reading comprehension by using the reading test.

Primarily, researcher counts quantitative data by computing the score of
reading test students.

The formula is the following.

$$X = \frac{\sum x}{N} \text{ x } 100\%$$

Where:

x = the mean of the students

$\sum x$ = the total scores

N = the number of students

CHAPTER IV

RESEARCH RESULT

This chapter presented the data description by setting of the research, acting, the finding of the actions and discussion.

A. The Data Description

This chapter is focused on the research result. It would talk about the data from setting, first condition before going to the cycle, doing the first cycle and second cycle.

1. First Condition

Researcher divided research action in two cycles. Each cycle consisted of four stages; namely plan, action, observation and reflection. Researcher here described the research steps in cycle and findings. Before doing the TGT method, researcher gave pretest to the students to know their reading comprehension. The first test is "the bear and rabbit." After gave the test, many students problem to answer the questions because students do not understand the text. The teacher says" students low in reading comprehension because the students low in vocabulary so, students do not understand what are the main idea, information and conclusion from the text."[1]

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[1]Nirwan Efendi Lubis S.Pd. English Teacher in SMAN 7 Padangsidimpuan. *Interview.* 2010/2011 Academic Year.

2. First Cycle

The first cycle was conducted for three meetings. Every meeting was done for ninety minutes. The researcher observed all the activities in the classroom based on the observation, some students seemed to be interested in the teachers' teaching method. It could be seen from their enthusiasm in doing the TGT. However, some students were still uninterested yet. Moreover, students are considered to be solved immediately. The students' comprehend to read text was very less because the learning method that is adobted by the English teacher did not fit anymore in this day. So, the researcher planed the activities for the first cycle.

In the first cycle applied in three meetings. In this cycle, the researcher applied TGT method in teaching reading comprehension. Classroom activities should maximize opportunity to students to used target language for meaningful purpose, with attention on the message they will talk. In the classroom activities the teacher started the lesson by saying good morning to the students. Before introducing the first topic, the teacher explained the importance of the research for the students so that they can cooperate with the researcher. The students seemed really enthusiasm in her explanation.

After giving explanation about the importance of the research the teacher divided class into five groups. In the class there are 30 students and the researcher create 6 for each group. The name of the all group can be seeing from the table:

Table 2
The name of students at second grade of IPA class

Group 1	Group 2
1. Mhd Arif	1. Bayu Sagara
2. Rahmadani	2. Pera Damayanti
3. Lismala	3. Sri Rahmawati
4. Efridayani	4. Rukiyah
5. Dewi romadona	5. Desi Ratnasari
6. Surya Darma	6. Lisa Putri Utami
Group 3	Group 4
1. Rocky Tornado	1. Abdul Rasyid
2. Masito	2. Mahdalila
3. Mutiyara Dewi Putri	3. Ade Pebrina
4. Lis Annisa	4. Rozi halomoan
5. Nur Annisa	5. Sally Wirdani
6. Yustika	6. Syahara
Group 5	
1. Ibu Halaomoan	5. Sabrina
2. Deya Annisa	6. Yolanda
3. Rohima Suryani	
4. Depi Ainun	

And then, the teacher explained how to do TGT method. The teacher gave the test for students. The text was "Snow White".

In observing the action, teacher used field notes and observer used indicator checklist to observe the teaching technique. Based on observation in indicator list of teacher procedures, teacher explained the targeted language context. From the observation sheet, it has found that the teacher came to the class on time, greeted the students and also did the orientation. She was serious in teaching learning process and concluded the material.

For the students, most of students did not enthusiastic in teaching learning process, still made noisy in the class students were not bravery in reading comprehension. Students were found having problems as their prior problems in getting information, main idea and inference. Seeing the result of the observation the writer realized that the results of activities that have been done were not so successful in solving the students' groups' problem in reading comprehension. So, the activities should be changed, improved and completed.

The last, reflecting related to the process and the effects of the action. It was also the evaluation of the action that has been done. The evaluation covered evaluating students' reading comprehension scores and the result of observation which purposed to analyze the situation and made conclusion. The result of the reflection was used to take further action for the next cycle. Because of there was still problem in the reading comprehension, teacher concluded to improve it in the next cycle. Researcher with co-teacher concluded that the second cycle had to re-plan the gotten problems in the first

cycle. In the next learning, it was needed to overcome motivation of students active in the groups setting. Re- planning of the TGT method in the first cycle which resolved in the second TGT clearly is figured in the following table.

Table 3
The first cycle problems and resolution

Problems in the first cycle	Its resolution

1. Narrowness of students' seat formation
2. Students low in reading comprehension text
  a. Students lack in getting information from the text
 	
  b. Students lack in getting main idea from the text
 	
  c. Students lack in getting conclusion from the text
	1. Teacher arranges seat formation appropriately
	2. The teacher motivated students active in teaching learning process
	  a. Teacher explain them for getting information from the text students must be understand what is the meaning of the text
	  b. Teacher explain them to get main idea from the text must be know what is the topic of the text.
	  c. Teacher explain for get conclusion from the text students must be knowed what is the information and meaning of the text

3. Second Cycle

The second cycle was conducted for three meetings. Every meeting was done for ninety minutes. The researcher observed all the activities in the classroom. Based on the reflection in the previous cycle, there were still some

problems related to the students' groups. The problems are getting information, main idea and conclusion.

In the second cycle conducted in three meetings. In opening the class, the teacher motivated the students to do the lesson. She also motivated them to explore their reading comprehension and be more active in teaching learning process. The teacher gave another topic. The topic in this cycle was "The Legend of Sangkuriang".

Table 4
The name of students at second grade of IPA class

Group 1	Group 2
1. Mhd Arif	1. Bayu Sagara
2. Rahmadani	2. Mahdalila
3. Yustika	3. Yolanda
4. Efridayani	4. Rukiyah
5. Depi Ainun	5. Desi Ratnasari
6. Surya Darma	6. Ade Pebrina
Group 3	Group 4
1. Rocky Tornado	1. Abdul Rasyid
2. Sri Rahmawati	2. Shara Yusniati
3. Mutiyara Dewi Putri	3. Lismala Dewi
4. Lis Annisa	4. Rozi halomoan
5. Nur Annisa	5. Sally Wirdani
6. Dewi Romadona	6. Lisa Putri Utami
Group 5	

1. Ibu Halaomoan	5. Sabrina
2. Deya Annisa	6. Yolanda
3. Rohima Suryani	
4. Pera Damayanti	

Teacher divided class into five groups. Every group consisted of six students. And then, researcher directs rules of the game. Teachers prepare lessons, and then the students work in their teams to ensure that all team members have mastered the lesson. Finally, all students are quizzes, quiz when they can not help each other.

In observing of the action in cycle 2 were similar with cycle 1. Based on the observation sheet, there was an improvement on students' group in reading comprehension. The teacher came to the class on time, greeted the students and also did the orientation. She was serious in teaching learning process and concluded the material. The teacher could improve her ability in taught the class. In the opening the class, the teacher gave good motivation to the students so they had spirit in teaching learning process.

The last, based on the observation sheet, the teacher ability in taught reading comprehension by using TGT was done well. The teacher was able to keep the successful action in the cycle 1 to the cycle 2. The students were more active in the group. Having checked the students reading comprehension test,

researcher found that the students' score shown improvement. Based on field notes, the teacher ability in the taught reading comprehension by TGT was done well. Test score had shown should the students' reading comprehension in each cycle. Based on the result, there had been found improvement on students' reading comprehension in the first cycle to the second cycle. By using TGT method, students' reading comprehension improved.

B. The Comparative Result of the Action

The students' score improved from the first evaluation to the third evaluation. The writer gave the evaluation in second, fourth, and six meeting. During the research, it was found out that the students' score kept improving from the first evaluation to the last evaluation. By application TGT method the students' score was significantly improved. There were difference in the lowest and the highest of students' reading score in each reading evaluation which was given during the research. The differences showed that there was a significant improvement of students' reading. The improvement of students' score in each reading evaluation can be seen in the following table:

Table 5
Comparison Score of Students' Reading Evaluation

Type of Score	Evaluation I	Evaluation II	Evaluation III
	M1	M4	M6
	Cycle I		Cycle II
Lowest Score	40	60	80
Highest Score	80	80	100
N	28	30	30

*Two students' absence in the first meeting

From the table above, it was seen that students' score kept improving. In reading evaluation I, the lowest score was 40 and the highest score was 80. In reading evaluation II, the lowest score was 60 and the highest score was 80 whereas in the last reading evaluation, the lowest score was 80 and the highest score was 100. It showed the significant improvement in students' reading comprehension.

In the first cycle, the researcher gave pretest to know their reading comprehension, and their problems in reading. There were three topics that students could do. The first test is reading the bear and rabbit, the second test is snow white, and the third test is the legend of sangkuriang. They would read out on group. Many students were lack getting information, main idea and conclusion fro the text. In the result of the research, the researcher applied five meetings. One meeting for the first test, two meetings for the first cycle, two meetings for the

second cycle, and one meeting for last test. It could be seen from the mean score of the students in every meeting.

1. Getting Information

    In test 1, it is talking about getting information. The students were less in getting inforamatio. It could be seen 6 students did not know getting information from the text. 22 students were enough in getting information. Sometimes they got confidence but sometimes they got trouble in getting information. Therefore, there was one of them truly have high self-confidence. She has getting information in reading. The total score of the students in getting information was 1840 and the number of the students was 28, so the mean was

    $x = \frac{1840}{28} \times 100\% = 65,71.$

2. Main idea and Conclusion

    In the first cycle, the researcher applied two meeting after doing the second test which is talking about reading snow white text. After doing an action in cycle 1, the researcher found the result of reading test through TGT method. It could be seen from the mean score of the students.

    The students were less in main idea. It could be seen, 12 students unbelief with their group work in reading and afraid to read out. Showing of a few mistakes and have constant errors uncontrolled anymore. 18 were rather exemplary on every group in reading. Sometimes they convinced but sometimes they fell unconvinced to read out. The total score of the students in

get main idea was 2160 and the number of the students was 18, so the mean was $x = \frac{2160}{30} \times 100\% = 72$. And then after doing third test which is talking about the legend of sangkuriang text, the total score of the students in get the conclusion from the text was 30, so the mean was $x = \frac{2640}{30} \times 100\% = 88$.

After doing an action in cycle 2, the researcher found the result of reading test through TGT method improved. It could be seen from the mean score of the students. The mean of the students' score in the second cycle was higher than the first cycle. So it can be said that the students' reading comprehension through TGT method increased from 72 to 88. It can be seen in the following table.

The improvement of students' score in reading comprehension through TGT (Team Games Tournament) also can be seen from the mean of the students' score in every reading evaluation. The ranges of score improvement can be seen in the following table:

Table 6
Students mean score in all cycles

Cycle	Total Score	Mean Score	Ideal Mean Score	%
1	1840	65,71	100	65,71%
Students' numbers	28			
2	2160	72	100	72%
Students' numbers	30			
3	2640	88	100	88%
Students' numbers	30			

*Two students' absence in the first meeting

Based on test' and observation of field notes' findings on students' reading comprehension in the first cycle had shown, after conducting TGT method students' reading comprehension improved becoming 72 %. It had been found that disscussion reading comprehension in TGT method. The second cycle had shown conducting TGT method students' reading comprehension improved higher than before to become 88 %. There had 16% improvement for mean score of students' reading comprehension. Thus, researcher decipted that TGT method had improved students' reading comprehension.

From the result of observation sheet, it can be concluded that teaching learning process by applying TGT method ran well. The situation of teaching learning process was comfortable, lively, and enjoyable. Because from the data

that was taken from the first (I) meeting to the last (VI) meeting we can find out that the note in the data got good and very good.

So this TGT method created a good environment in teaching learning reading in which students became active in the process of reading, focus their mind to the teachers' explaination, and share in their team and it made they were involved in reading comprehension process. TGT method also created an interactive process where the students interacted not only with the text they read, and their teacher, but also with their team.

C. Discussion of the Research Findings

Classroom activities in using TGT method should maximize opportunity to learners to use target language for meaningful purposes, with the attention on the message they are talking rather than correction of language structure. Students are given opportunities to focus on their own learning process and developing of appropriate techniques for autonomous learning. The teacher will give more topics, giving students time to discussion group and act to classroom interaction. After making students feel comfortable in using the language, it seems advisable to challenge them to think critically with it. By using TGT method the students' reading comprehension would improve.

The researcher organized all the quantitative data from all meetings. In every two meetings, the writer conducted reading evaluation. From the first evaluation, it was found that students' achievement in reading comprehension was still low in

the level imperative reading. They were confused how to analyze the text. Next, the first cycle of classroom action research was conducted and students were given treatment of TGT (Team Games Tournament) method at the first time. Although they still had problem, the result of second evaluation was better than first evaluation. After the researcher did the second cycle, the result was better than first cycle.

The researcher also analyzed data to support this research finding beside the quantitative data (reading evaluation score) the qualitative data were taken from observation sheet and questionnaire sheet. Observation result showed that the students gave their good attitudes and responses during the teaching and learning process. Even though they got problem at the first time but they could handle their difficulties and enjoyed their lesson by the process of time. They became more active and interested in reading. The questionnaire showed that students agree that the application of TGT (Team Games Tournament) method had helped them in reading comprehension text. These all qualitative data supported the research findings which based on the quantitative data. Based on the result of quantitative and qualitative data, in found that the application of TGT (Team Games Tournament) method had successfully improved students' achievement in reading comprehension text.

In this study, it had found that the improvement of the students' score. In the first meeting, the mean of the students were 65, 71 %. In the first cycle, the mean of the students were 72 %. In the second cycle, the mean of the students were

88%. It means that the research findings from cycles had shown students' reading comprehension well improved by TGT method. The researcher also analyzed data to support this research finding besides reading evaluation score. Based on the result, in found that the application of TGT (Team Games Tournament) method had successfully improved students' achievement in reading comprehension text.

D. The Threats of the Research

This research used human instrument in English learning. Observation of researcher and students' reading comprehension were done by researcher herself and co- teacher. So this TGT method created a good environment in teaching learning reading in which students became active in the process of reading, focus their mind to the teachers' explanation, and share in their team and it made they were involved in reading comprehension process. TGT method also created an interactive process where the students interacted not only with the text they read, and their teacher, but also with their team.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Having analyzed and presented the data in the previous chapter, conclusion to drawn as the following that using Team Games Tournament (TGT) in teaching reading comprehension text can give positive effect on students' achievement. The method attracts or motivates the students to improve their reading comprehension text. Based on the result of the classroom action research, it is concluded the TGT method improved students' reading comprehension in SMAN 7 Padangsidimpuan 16%. It based on the mean score in which students' reading comprehension in cycle 1 was 72% and became 88% in cycle 2.

B. Suggestion

The result of this study showed that the application of TGT method could improve students' reading comprehension text, In relation to the conclusion above some points are suggested, as follow:

1. The English teacher are suggested to use TGT (Team Games Tournament) method as teaching method to stimulate the students' learning reading spirit in teaching reading process.

2. For the readers who are interested for further study (university students) related to this research should explore the knowledge to enlarge the

understanding about how to improve students' reading comprehension text and search another reference.

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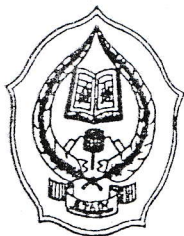
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Penyelesaian Skripsi.

Kepada Yth,
Kepala SMA Negeri 7
Padangsidimpuan
di-
tempat .

Assalamu'alaikum Wr.Wb.

Dengan hormat, Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan menerangkan bahwa :

Nama	: **Sri Afriani Siregar**
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Alamat	: Huta Koje Pijor Koling

adalah benar Mahasiswa STAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul " **Improving Students' Achievement in Reading Comprehension Through Cooperative Learning Teams Games Tournaments (TGT) in SMAN 7 Padangsidimpuan (at Grade of IPA Class)".**

Sehubungan dengan itu, dimohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terima kasih.

Wassalamu'alaikum Wr.Wb.

a.n. Ketua
Pembantu Ketua I

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1. Bina Skripsi
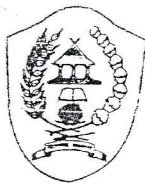
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Yang bertanda tangan dibawah ini kepala SMA Negeri 7 Padangsidimpuan Kota Padangsidimpuan Provinsi Sumatera Utara menerangkan bahwa:

Nama	: **Sri Afriani Siregar**
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Alamat	: Huta Koje Pijor Koling

Benar telah melakukan penelitian di SMA Negeri 7 Padangsidimpuan dalam rangka penyelesaian skripsi dengan judul penelitian:

" **Improving Students' Achievement in Reading Comprehension Through Cooperative Learning Teams Tournamenst (TGT) in SMA N 7 Padangsidimpuan (at Second Grade of IPA Class)".**

Demikian surat keterangan ini kami perbuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 14 Mei 2013
Kepala Sekolah

Drs. H. AHMAD SYAUKANI
NIP : 19550914 198303 1 002

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