THE USE OF TEAM GAME TOURNAMENT METHOD TO IMPROVE STUDENTS' READING COMPREHENSION

THESIS

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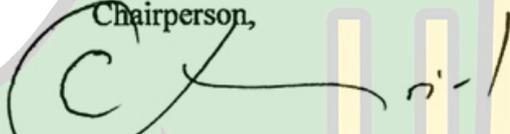
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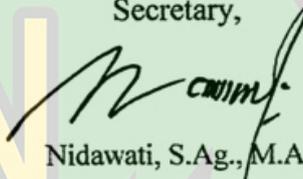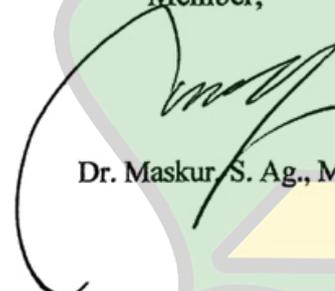
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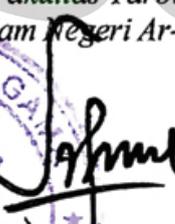
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The Use of Team Game Tournament Method to Improve Students' Reading Comprehension

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya.** Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Yang membuat pernyataan

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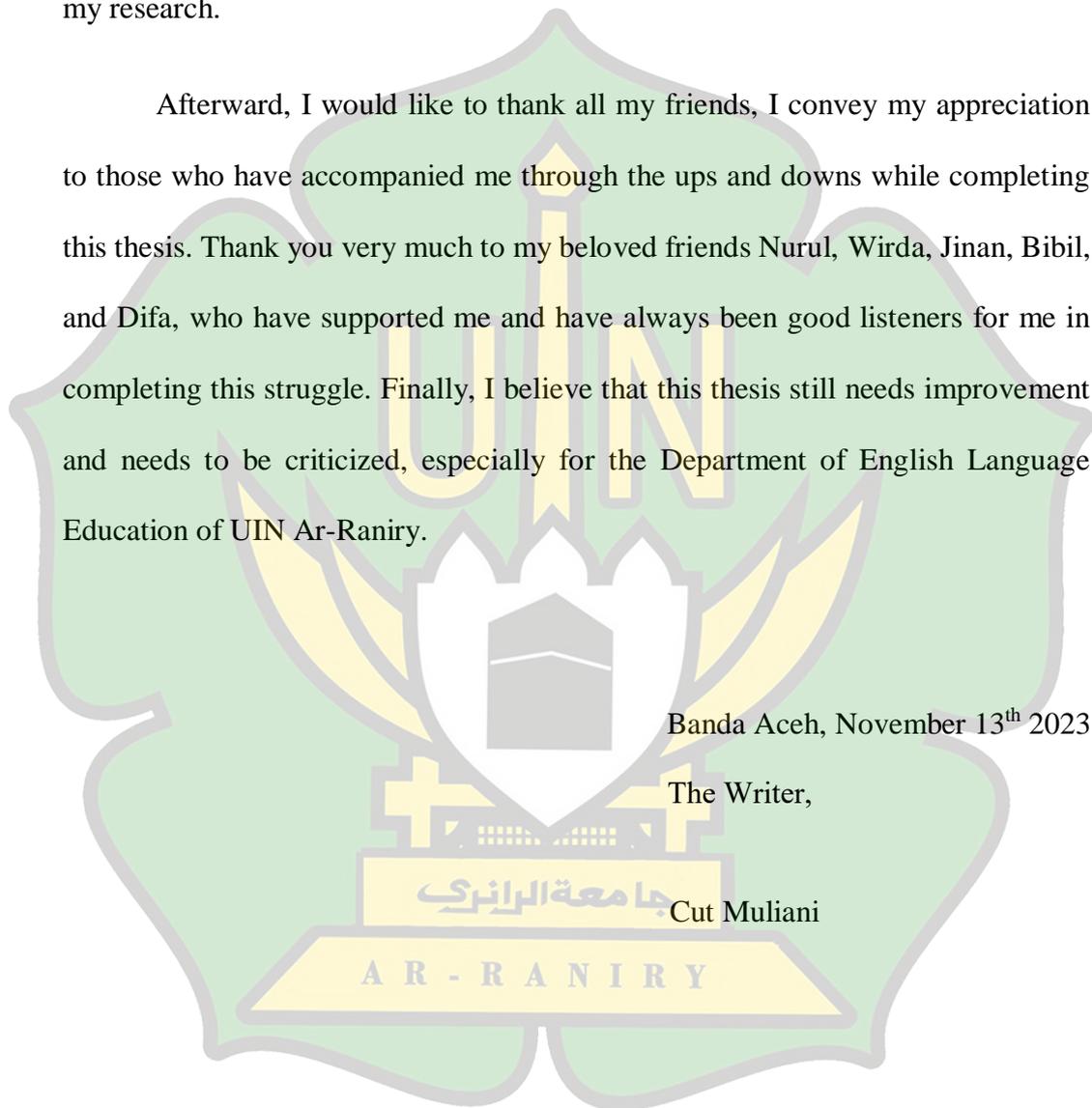
# ABSTRACT

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The Working Title : The Use of Team Game Tournament Method to Improve Students' Reading Comprehension

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One of the factors that influence students' success in reading is the condition, situation, or environment in which the activity is conducted. Therefore, the teacher must provide an effective learning method to foster a positive, conducive, engaging, and enjoyable learning atmosphere in the classroom. The purpose of this study was to analyze the effectiveness of using the TGT method to improve students' reading comprehension. This study used a quasi-experimental research method. The population consisted of class VIII students. The samples were 27 students from class VIII-E and 27 students from class VIII-D. The data were gained through pre-tests and post-tests to determine the accurate results of students and questionnaires as reinforcement of research results to explore students' perceptions. The results of the pre-test and post-test obtained a significance level sig (2-tailed) of .000 < 0.05 after the independent test indicating that the alternative hypothesis (Ha) was acceptable and the null hypothesis (Ho) was rejected. The results of this study showed that there was an improvement in students' reading comprehension in the experimental class. The data proves that the use of the TGT method was effective in improving students' reading comprehension. The results of the questionnaire analysis indicated that students gave positive responses in applying the TGT method, they agreed that using the TGT method improves and motivates them in reading comprehension.

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CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, research questions, aims of the study, hypotheses, significance of the study, and terminologies.

A. Background of Study

Reading is one of the four crucial abilities that EFL need to acquire to learn English. Reading is an activity that can be done by everyone, anywhere, and anytime with different objects. According to Ningsih, Winarni, and Roemintoyo (2019), one of the key necessary skills that everyone should possess is reading. For some people, reading is a boring activity and only takes time, energy, and thought. Many benefits can be obtained from reading activities. Starting from receiving information, deepening knowledge, and increasing intelligence. In essence, reading involves a variety of cognitive processes, such as thinking, psycholinguistics, and metacognition, more than reciting written words. Besides, reading plays a role in communication by transferring knowledge acquired from the writer to the reader and reading text as a medium of interaction between writer and reader. Therefore, within the scope of the school, students are able to read not by chance or inspiration, but they are taught.

Reading skill has an important role in obtaining information. In almost every activity of human life, reading skill is needed. Qrqez and Ab Rashid (2017) state that reading is an activity of getting meaning to the authors' intent in their literacy. They add that reading involves the process of identifying and remembering a text that is used as a stimulus to enhance experiences and establish new

understandings. Reading skill is key for students to capture all information from a text. Thus, reading skill has a crucial meaning for the necessity of the reading process. It requires a complex procedure that combines both physical and emotional interests (Dahliana, 2016). Students learn something that is not yet known and can expand their knowledge, they can recognize themselves, their culture or the other culture, and they can explore the written messages contained in reading. To achieve the objectives above, it is necessary to improve students' ability in reading.

What can be seen so far is that students have low skill in reading. Due to the fact that many students are unfamiliar with English literacy and limited vocabulary, it makes them still not intend to read. Mohammad and Hasbi (2021) contend that situations or conditions have an impact on how well students read, both influenced by the reader, the reading material, and the environment where the activity takes place. Students should be more familiar with various reading materials that aim to increase and intensify students' interest in reading. Moreover, teachers must provide interesting reading material so that students can be motivated and enthusiastic to read seriously. The selection of effective learning strategies also needs to be done by teachers to create a conducive, supportive, and enjoyable learning environment, to achieve educational goals and optimize student learning outcomes. Furthermore, for junior high school students, it is crucial to use effective reading teaching methods to help students grasp ideas or materials. Therefore, students need to improve comprehension skill in reading, because this skill particularly important role in the effectiveness of learning.

Based on the conditions above, Indonesian secondary students are required to grasp a variety of English texts according to the most recent Indonesian curriculum, *Kurikulum 2013* under *Permendikbud 2013* concerning the Basic Competence of senior high school and junior high school. At this time, junior high school students are currently taught simple essay texts in the forms of descriptive, narrative, report, procedure, advertisement, and recount texts. It is expected that students can understand English text by identifying the main idea, specific information, vocabulary, inference, and reference (Nanda & Azmy, 2020). Besides, teachers must use the theories or components of learning approaches as learning principles. Typically, learning approaches relate to learning situations. This learning situations is often expressed in learning methods. So that the learning process can be well received by students and easier, especially in improving students' reading comprehension skills.

There are various methods to improve students' reading comprehension skill. Each of these methods has a different level of effectiveness from one another. Therefore, it is necessary to make an effort to develop more varied reading comprehension methods to improve reading comprehension skill. As mentioned by Dahliana (2016), because English is a foreign language, teachers must make some modifications to the teaching-learning process since the students read written texts in other languages and cultures, teachers must understand how to guide the students to have meaningful reading class experiences especially since reading is a complex activity. Also, Usman, Fata, and Pratiwi (2018) note that the teacher plays a crucial role in assisting students to find methods to actively relate to reading text and think

critically about the content. Students' reading comprehension skill will increase with the right strategy being chosen for them. As a result, students will be more engaged to take part in the process of learning.

One of the learning approaches that engages students to be more active and motivates them to increase reading interest in reading is the cooperative learning approach. The cooperative learning approach consists of sequences of lessons that students in specific groups perform to accomplish the established learning objectives. Each student in a group must cooperate to complete group tasks and aid one another in understanding the material (Kharisma, Hidayati & Satriani, 2018). Furthermore, Miller (2017) concludes that cooperative learning is a reliable approach to improving student's self-confidence and becoming problem solvers to strengthen integration among students. Chamisah (2013) claims some experts contended that cooperative learning would encourage students to learn. This approach works well to increase students' learning skills. So, cooperative learning can be used as an alternative approach in the classroom. Moreover, one of the methods of cooperative learning is the Team Game Tournament. The Team Game Tournament known as TGT is a method that involves students serving as peer tutors and includes elements of play and reinforcement. It is also simple to implement, enjoyable, and incorporate all students' actions without regard to their status. Besides that, Fath, Kuswanti, and Wijayadi (2021) argue that the TGT method has game-based learning activities that encourage responsibility, cooperation, healthy competition, and learning engagement while allowing students to learn relaxedly.

In addition, the TGT method was chosen because it is believed to be one of the methods that can be used to see the extent of student mastery of the subject matter that has been given by the teacher so that the teacher can assess the efficacy of the actual learning process. With the application of this method, it is hoped that it will affect student learning outcomes in English, especially their literacy ability. According to Slavin (1995, as cited in Lestari and Widayati, 2022), The TGT model has several steps that must be completed in the following ways; a) Class presentation, which presents classical learning material; b) Teams, dividing students into groups of five or six students with varying abilities, genders, and races; c) Games, where students work in groups to make sure that everyone on the group has mastered the lesson; d) Tournament, which every student competes on behalf of their group, giving their group an extra point; e) Team recognition, which is a reward given to a team that fulfills the criteria and receives the most points.

Some previous studies have been conducted regarding the use and effectiveness of TGT to improve students' reading comprehension. Nurchasanah (2020) studied about using Team Game Tournament (TGT) method to improve the students' reading comprehension and revealed that the use of Team Game Tournament was effective in improving the students' reading comprehension in the eighth grade of SMPN 02 Jepara. Then, Sitanggang, Raja, and Pangaribuan (2018) studied about improving the eighth-grade students' reading comprehension through the Team Game Tournament method at SMP Negeri 2 Parapat. Next, Herlina, and Ningsi (2017) analyzed the effect of the Team Game Tournament (TGT) Strategy to improve students' reading comprehension in the tenth grade of SMK N 1 Kota

Bima. They had the same opinion that in the teaching and learning process of English, the use of TGT method was proficient to improve the students' reading comprehension ability. The last, Gani (2019) explored the use of Team Game Tournament to improve students' ELT classroom interaction and reading comprehension with self-efficacy and the result indicated that students' classroom interaction and reading comprehension with self-efficacy was improved by implementing the Team Game Tournament (TGT) for the eighth-grade students of SMPN 5 Kopang. In addition, based on pre-research conducted by researcher at SMPN 10 Banda Aceh, the problem come from the teaching method used by teacher. Sometimes, the English teacher uses boring teaching method in teaching reading. The teacher just gives some explanations and exercises from the textbook. It makes the students less comprehended the English text until the end of the class. Some students can consider English subject as a boring class because of the teaching method used by the teacher.

The Team Game Tournament (TGT) method was chosen in this study because previous studies had explained that the effect of students learning in teams, accompanied by games and tournaments will help students to understand the material. Furthermore, the previous studies above only focused on investigating the effectiveness of the TGT method without discussing student responses, opinions, or perceptions in using the method. So, the similarity of this research and the previous studies above is that both focus on using the TGT method to improve students' reading comprehension, but the different is that the researcher in this study also explored students' perceptions, responses, or opinions to use of TGT method.

Therefore, this research will contribute more in the field of education because it also discusses the responses, opinions, or perceptions of students towards the use of the TGT method in teaching reading comprehension.

From the explanation above, the researcher focused on using the TGT method to improve students' reading comprehension in analyzing recount text, the recount text is a text that retelling of the past event of which the writer occurred, the events can be informed on the basis of a true chronological order. The recount text was chosen in this study because it follows the guidelines in the learning syllabus; this text is one of the texts being studied by junior high school students this semester. Thus, this thesis was entitled *"The Use of Team Game Tournament Method to Improve Students' Reading Comprehension"*.

B. Research Questions

Regarding the background of the study mentioned above, the following two research questions have been formulated:

1. Does the Team Game Tournament method improve students' reading comprehension?

2. What are the students' perceptions toward the application of the Team Game Tournament method to improve students' reading comprehension?

C. Aims of the study

The following are some significant targets that this study seeks to identify:

1. To analyze whether the Team Game Tournament method improves students' reading comprehension.

2. To investigate the students' perception in improving students' reading comprehension using the Team Game Tournament method.

D. Hypotheses

According to Dantes (2012), the hypothesis is a presumption that must be tested through data obtained from research. The following is the statement of the research hypothesis:

H_a: The use of Team Game Tournament method improves the students' reading comprehension.

H_o: The use of Team Game Tournament method does not improve the students' reading comprehension.

E. Significance of the Study

This study is expected to provide benefit for the development of teaching training and education, especially the theory of teaching and learning English, and provide initial information to future researchers regarding the use of the TGT method for students' reading comprehension in the class. Furthermore, the finding of this study also hoped that the teacher would get an overview of the application of learning using the TGT method and how it relates to improving students' reading comprehension skill. So, it can increase active, creative, and fun learning for students.

F. Terminologies

To prevent misunderstanding, the following terminology that was used in this study would be defined:

a. Team Game Tournament

According to Slavin (2020), the Team Game Tournament (TGT) is a type of learning which students compete as representatives of their team against other team members whose prior academic achievements are comparable to theirs. Students first collaborate to accomplish assignments as a team. Next, one student competes on behalf of his/her team against another team to gain additional points for his/her team's score. So, the TGT can foster students' courage in expressing their income. In this study, the TGT is a learning method that applied to improve students' reading comprehension at SMPN 10 Banda Aceh.

b. Students' Reading Comprehension

According to Pearson and Johnson (1987), reading comprehension is a process that involves language, motivation, perception, concept development, and even the entire reading experience in order to understand what is being read. In this study, students' reading comprehension was defined as the ability of eighth-grade students of SMPN 10 Banda Aceh to read the material carefully and thoroughly to understand it in detail, both expressed and implied from the reading material to achieve optimal results in learning.

CHAPTER 2

LITERATURE REVIEW

This chapter reviews the literature on reading comprehension, Team Game Tournaments, and previous studies' findings.

A. The Concept of Reading Comprehension

1. Definition of Reading

According to Harmer (1998, as cited in Musdizal 2019), reading is a type of receptive written language skill because readers will obtain information, knowledge, and new experiences. Chalton (2005, as cited in Syahabuddin, Yusny, and Zahara, 2019) states that reading is an activity of creating meaning and solving a problem that gets stronger and more flexible the more it is used. Moreover, Ediger (2001, as cited in Dahliana, 2016) contends that reading is regarded as a complex task that requires comprehension of a series of written symbols to comprehend the meaning of the text. Besides, according to Gulo (2020), reading is an integrated unit of activity that entails several tasks such as letter and word recognition, linking them with their sounds and meanings, and drawing conclusions about what has been read. Also, Gilakjani and Sabouri (2016, as cited in Azis and Yusanti, 2020) view reading as a process that helps to elaborate the meaning of a text. Reading can also be defined as an activity carried out to obtain an idea, conclusion, and various views from the author through written evidence (Buzan 1991, as cited in Razali & Razali 2013). Ultimately, reading also involves a range of other skills, words can be understood by readers depending on context because a word can have more than

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one meaning and get the intended meaning in a sentence without reading every word listed.

In short, when reading, the relationship between writing and language sounds is one of the multiple pieces of information that the mind processes at once. Furthermore, reading is a great way to learn new things and have fun, it is also a great way to improve and extend language skills. Reading is essential for expanding the mind and learning about other cultures (Zur, Zulkifli, & Hestiana, 2022). Hence, the main purpose of reading is to derive the actual meaning from a text, which is what the writer intended for the reader to learn.

2. The Types of Reading

According to Grellet (1985), the following categories of reading are crucial: skimming, scanning, intensive and extensive reading.

a. Skimming

Skimming is a reading activity which the reader's eyes move fast to scan and focus on written content to find and gather information. Any reading must be read according to the purpose of the reader. A reader should not be enslaved by what is printed in reading. If the reader does not need the facts and details, then the facts and details are skipped, and attention is focused only on quickly mastering the main idea.

b. Scanning

Scanning is reading extremely fast. Scanning means reading that prioritizes speed without ignoring its comprehension. A scanning skill fast reader does not consistently increase pace while reading in different contexts; instead, speed is

usually determined by the reader's goals, demands, and reading content. The use of reading skills is adapted to the reading's objectives, its investigated facets, and the difficulty of its source material.

c. Intensive reading

Intensive reading is a reading activity to obtain and understand the contents of the reading in a relatively short time and finally be able to provide an assessment of the contents of the reading. Practicing reading strategies is frequently associated with intensive reading. Readers who have developed their intensive reading skills can comprehend at all levels—literal, interpretive, critical, and evaluative.

d. Extensive reading

Extensive reading is getting through the entire text quickly to comprehend the key points and complete the reading effectively. This is one of the tools used by foreigners who want to learn something without having to go to a language country. Extensive reading includes reading surveys, carrying out examinations, checking the word lists, chaptering titles contained in the books in question, examining charts and schematics, and outlining the book in question.

3. Definition of Reading Comprehension

Klingner (2007, as cited in Efendi, Jabu, and Ariyani, 2022) suggests that the mastery of word meaning and the ability for conceptual thought are the two key skills involved in reading comprehension, which is a complex intellectual activity. According to this viewpoint, reading comprehension requires a reader's simultaneous two-way mental focus when they are engaging in reading activities. Hence, readers must be able to connect the writer's intended meaning, which is

implied in the text. Fahmi (2020) mentioned that a skill of the highest level is reading comprehension. Reading content that is read with comprehension captures sharper and deeper parts of thought, resulting in a sense of fulfillment when the reading material has been finished. As a result, after reading the text, it is expected that the reader will be able to convey the results of their reading comprehension by summarizing what they have read in their own language and expressing it both orally and in writing. In essence, reading is a process of the meaning comprehension contained in reading material.

Based on the opinions above, reading comprehension can be interpreted as the ability to understand and enable someone to obtain a result of reading. Reading comprehension certainly goes through several stages of reading such as remembering the meaning of words according to context obtaining details from reading and drawing conclusions.

4. The Level of Reading Comprehension

According to Duchovičová, Kozárová, Kurajda, Bajrami, and Baghana (2019), three levels of the reading comprehension taxonomy are literal comprehension, inferential comprehension, and critical comprehension.

a. Comprehending a written text on a literal level is known as literal comprehension. The lowest level of reading comprehension classification is literal comprehension, at this level the reader only understands the information content of the reading textually and does not need a deep comprehension to capture the reading idea conveyed.

b. Inferential Comprehension is reading each word by word, sentence by sentence to find the idea the writer wants to convey. Comprehending what is inferred by the information that is explicitly provided in the text is known as the inferential comprehension. In this instance, the reader integrates information from the text, their prior knowledge, and personal experience to develop conjectures or hypotheses. Inferential comprehension includes making conclusions, such as reading themes, coherence of sentences and paragraphs, reading reasoning, and interpreting figurative language.

c. A level of comprehension known as critical comprehension incorporates evaluation, subjective opinion, and the accuracy of the text. Critical comprehension involves the reader analyzing the reading by observing keywords and sentences to be able to evaluate the reading. Critical reading activities include (1) analyzing the characters and their setting, (2) summarizing the storyline, (3) distinguishing facts from opinions, (4) capturing the mood of reading, and (5) comprehending the author's purpose.

5. Factors that Influence Reading Comprehension

Numerous factors can affect a student's ability to comprehend what they read. Johnson and Pearson (1978, as cited in Suhana and Haryudin, 2017) indicated two kinds of factors that affect reading comprehension, that is inside and outside the reader.

a. Factors inside the reader are linguistic competence (what the reader knows about the language), interest (how much the reader cares about various topics that might be encountered), motivation (how much the reader cares about the task at

hand as well as his/her general mood about reading and schooling) and accumulated reading ability (how well the reader can read).

b. Factors outside the reader are divided into three categories, which are teaching methods, reading element texts, and environments.

6. Teaching and Assessing Reading Comprehension

Teaching is a complex process; teacher must find ways to grab students' interest in learning, rather than just delivering them with knowledge. Teacher must to prepare the contents that will be presented to students because teaching is an intentional effort. The teacher needs to make sure the student comprehends all the materials when teaching reading in a foreign language. The teacher must provide structured practice in order to assist the students with directly assimilating structure and sound through the relationship between language and behavior. Bell (2001) says that comprehension of the ideas being conveyed is more important for effective reading rather than a word-for-word translation of the text. It is not simple to teach reading comprehension to students; teachers need to be familiar with various of the methods used to help them evaluate and comprehend the ideas and concepts acquired of the entire text. Implementation, or what occurs in a classroom, is the method.

Besides, there are many obstacles in the assessment of comprehending since it might be hard to determine what students grasp and how much they understand. Teacher is able to determine how well students comprehend the text by using reading comprehension indicators to assess the content they have read. Westphal (1986) state that some indicators of reading comprehension are as follows:

a. The students' ability to identify the main idea.

The main idea is the most important or central thought of a paragraph or larger section of text. So, in this indicator, the students can determine what central to a paragraph is what the writer most values or wants to emphasize.

b. The students' ability to find out the meaning of vocabulary.

Vocabulary is the words of a language. Thus, in this indicator, the students can understand and find out the meaning of specific words used in the text.

c. The students' ability to identify the information.

The students can find and understand the specific information contained in the text.

d. The students' ability to identify the references.

The students can find and understand certain words or phrases that refer to a specific meaning or subject.

e. The students' ability to make inferences from the reading text.

The students can figure out the necessary information that the author does not explicitly tell the reader in the text.

In the syllabus of a school-based curriculum, the following indicators are expected for the students to master reading recount text students can: 1) Find out information from recount text, 2) Identify the generic structure of recount text, 3) Identify the language feature of recount text, 4) Identify references of recount text, 5) Locate the meaning of vocabulary in context.

Based on the opinion above, the writer took some indicators of reading comprehension for her research; they are:

1. The students' ability to find out the main idea of recount texts.

2. The students' ability to find out information about recount texts.

3. The students' ability to identify the meaning of words in the recount texts.

4. The students' ability to identify language features of the recount texts.

5. The students' ability to make inferences from the text read.

Then, the writer concludes that the five indicators of reading comprehension above can be a guide for the teacher who wants to assess the reading comprehension of the students. Finally, reading assessment has a standard to assess it. It is called a rubric. A rubric has categories that should be achieved by students. Here is an example of a reading assessment rubric:

Table 2. 1 *Reading assessment rubric*

No.	Indicators of reading comprehension of recount text	Description
1.	The topic of the text/ Main idea	The topic can be found in orientation
2.	Supporting details	Supporting details can be found in whole the text (orientation, events, and resolution)
3.	The meaning of vocabulary	Vocabulary can be found in the whole of the text
4.	Reference	Reference can be found in the whole of the text
5.	Inference	Inference can be found in the whole of the text

7. The Elements of Reading Comprehension

According to Snow (2002) Three components cannot be separated in reading comprehension that are the reader, the text, and the activity.

a. The Reader

The reader is the person carrying out comprehension and brings to reading all of their skills, competencies, expertise, and experiences, and in this study the readers are students.

b. The Text

The text can refer to both written and electronic forms of reading that are meant to be comprehended, and this study only focuses on recount text.

c. The Activity

The goals, processes, and outcomes related to reading are incorporated into comprehension activities; for instance, some readers can comprehend fiction texts readily, while others cannot. Some of them can read and comprehend informational texts without much difficulty, but others need to use tactics like reading and taking notes to comprehend the text's main points, and this study only focuses on the TGT method to improve students' reading comprehension.

8. Definition of Recount Text

In junior high school, recount text is one of the genres taught. According to Anderson and Anderson (1998), recount text is a type of spoken or written text that describes an event from the past to inform or amuse the reader or listener. Recount text can be factual information, such as a new story or procedural information, telling a family holiday, etc.

a. Purpose of Recount Text

The purpose of recount text is to inform or entertain the reader about events or experiences that happened in the past.

b. Generic Structure of Recount Text

The generic structure of recount text consists of orientation, events, and re-orientation (Utami 2012, as cited in Vidya, Nuraini, and Fadloeli, 2019). A detailed explanation is as follows:

1. Orientation, the recount texts typically start with orientation parts; this section serves as an introduction to the text under discussion by describing who engaged in the story, what happened, where the event occurred, and when it occurred.

2. Events, the story's core incident occurs in the middle of the story. From beginning to end, everything that transpired is described in this part in the sequence of events.

3. Re-orientation, which can either be a portion that expresses a personal viewpoint about the story or inferences drawn from the story's contents. The story's conclusion or close is analogous to this reorientation.

a. The language features of the recount text are as follows:

According to the Directorate of Madrasah Teachers and Education Personnel (Kementrian Agama RI, 2020), the language in the recount is characterized as follows:

1. Using the simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

2. Using temporal sequence, e.g. On Saturday. On Monday, On Sunday.

3. Frequent use is made of words that link events in time, such as next, later, when, then, after, before, first, at the same time, as soon as, etc.

4. Focus on a specific participant, e.g. I (the writer) and we.

5. Using conjunctions, such as: then, before, after, etc.

6. Using an action verb, e.g., went, stayed.

B. The Concept of Team Game Tournament Method

1. The Definition of Team Game Tournament Method

Team game tournament also known as TGT is one method of cooperative learning model. According to Johnson and Johnson (2018), cooperative learning is a set of classroom activities that students in certain groups conduct to meet the determined learning objectives. Moreover, Gillies (2016) contends that the cooperative learning method is carried out through group discussions in various subjects and age levels based on group conditions and learning situations. Cooperative learning's major goal is to increase student learning so that both individual and group academic performance and interpretation can be improved (Khansa & Khaled, 2017). Furthermore, Cooperative learning uses constructivism theory, this theory is a theory that emphasizes student activity in the learning process so that students can build the knowledge that is being studied. In addition, Slavin (2020) state that there are methods of cooperative learning models including Student Teams-Achievement Division (STAD), Jigsaw II, Cooperative Integrated Reading and Composition (CIRC), Team Assisted Individualization (TAI), Group Investigation, Learning Together, Complex Instruction, Structure Dyadic Methods and Team Game Tournament (TGT).

Team Game Tournament (TGT) is a method of cooperative learning model that was first created by David DeVries and Keith Edwards (Slavin, DeVries & Hulten, 1975). Then, Robert Slavin developed it with a simple implementation that prioritizes group learning to enhance student learning results. This involves the participation of all students without regard to status disparities (Syahidah, Efendi

& Tamrin, 2018). Moreover, Aydiy (2021) and Haryono (2022) explain that the Team Games Tournament learning model, also known as the TGT Method is a simple cooperative learning model that includes the work of all students, regardless of status, involves the function of students serving as peer tutors, and incorporates play and reward. In the TGT method student activities encourage responsibility, cooperation, healthy competitiveness, and learning engagement while allowing students to learn more relaxed.

So, it can be concluded that the TGT is a team-based learning method by applies game elements in learning and aims to get a score in the team. Moreover, Sugiyati and Indriani (2022) state that the TGT (Team Games Tournament) learning model is a cooperative learning model in which parts consist of class presentations, teams, games, tournaments, and team recognition. In the TGT learning steps, students are placed in study teams consisting of 4-6 people which are mixture based on achievement, level, gender, and ethnicity. Next, the teacher prepares a lesson, and the students work together in teams to make sure that everyone on their team mastered the material. Then, there are games and tournaments; tournaments are the framework of the games that are played; games are composed of pertinent questions aimed to test students' knowledge gathered through teamwork and in-class presentations. Finally, the winning team will receive an award for their hard work while playing the game tournament.

2. The Components of Team Game Tournament Method

Slavin (2020) describes that there are some components of a TGT method, such as class presentation, teams, games, tournaments, and team recognition.

a. Class Presentation. Class presentations are direct teaching such as teacher-led discussions. Class presentations should focus on the TGT unit, to encourage students to concentrate on the presented subject matter. This will be able to help them in playing tournament games.

b. Teams. Teams consist of four to six students, to make sure that every team member is prepared to compete at the tournament table. The team score will be impacted by each player's tournament score. The performance of the team is significantly influenced by each team member's performance. Learning in a team typically involves discussing problems, analyzing solutions, and correcting each member's answers.

c. Games. The game is designed from relevant materials that have been presented by the teacher in class presentations. This game is designed to test the knowledge that the students have acquired since the teacher first introduced the subject of discussion.

d. Tournaments. The tournament is an arrangement of several games that are competed at the tournament table. After the teacher provides a class presentation and the team completes teamwork, tournament activities are conducted to wrap up the learning process.

e. Teams Recognition. Team recognition is carried out by giving awards in the form of gifts for the efforts that have been made by the group during the study so that they achieve mutually agreed criteria.

3. The Procedural Steps of Team Game Tournament Method

According to Slavin (2020), there are four steps in teaching learning through the TGT method, as follows:

a. Class Presentation

The teacher presents the topic, explains the objectives, tasks, or activities that students must complete, and motivates them at the beginning of the class. Students must comprehend and have an eye for the information being offered by the teacher throughout this class presentation to perform better during group tasks and activities. The subject matter in TGT is specifically designed to support the implementation of games and tournaments.

b. Teams

After the teacher informs the material and learning objectives, the team begins to discuss solving problems together, give answers to each other, and correct if a team member makes a mistake in answering. This needs to be conveyed to students that they will play an academic game to add to their team's points or score, and the team that gets the highest score will get an award.

c. Games

The questions in the game tournament are made to gauge the level of comprehension students have gained from group work and presentations in class. The game is followed by every member of all teams. The purpose of this game is to find out whether all team members have mastered the material, in which the questions given relate to the material discussed in team activities. It takes place in

a table consisting of four students who become the representatives from the different teams. The rules can be seen as follow:

1) The 1st student picks a numbered card and finds the corresponding question on the game sheet, read question out loud, and tries to answer

2) The 2nd student challenges if she/he wants to (and gives a different answer), or passes.

3) The 3rd student challenges challenger 1 if she/he wants or passes.

4) The 4th student challenges challenger 2 if she/he wants or passes. if all have challenged or passed, the 2nd challenger checks the answer sheet. Students who answer correctly can keep their cards and if the challenger is wrong, they must return the cards they have won to the deck.

d. Tournament

A tournament is the structure where the games take place. It is conducted after the teacher gave presentation and the teams have practiced with their worksheet. The students are assigned to tournament tables in which the tournaments are composed of homogenous students. The method can be figured out as follows:
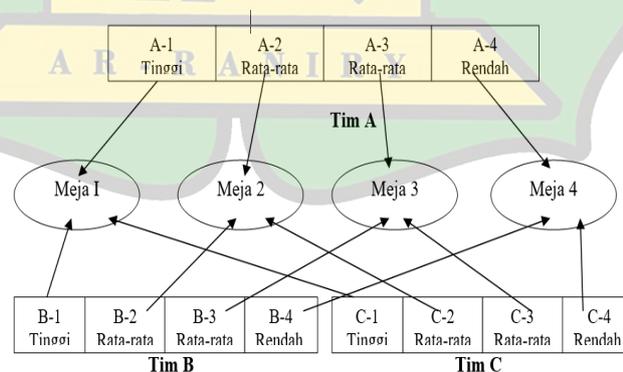
Figure 2.1 The framework of TGT method

d.   Teams Recognition

The scores obtained by each team member are summed up and the average is taken. The team with the top scorer gets an award or nickname 'SUPER TEAM', the team with the high middle scorer gets the nickname 'GREAT TEAM' and the team with the low middle scorer gets the nickname 'GOOD TEAM'.

4. The Advantages and Challenges of Team Game Tournament Method

The Team Games Tournament (TGT) cooperative learning model has many benefits as follows:

a.   Students with lower academic abilities are also active and play an important role in their groups as a result of the TGT method, which also makes intelligent students with high academic abilities more prominent in learning (Istiqomah & Ansori, 2017).

b.   The learning process as a whole can be improved by using this method, which also helps teachers and students learn more effectively. It serves as a guide and strategy for improving memory and making learning more enjoyable. (Sarwitri, 2022)

c.   Students also develop their knowledge through their contributions and constructions, so it is not just what the teacher says and teaches that they learn (Firdaus & Widayati 2020).

d.   Students are more motivated to participate in the learning process as a result of this learning method because, in this method, the teacher promises a reward to the highest-scoring students or teams (Permatasari, Kurnia & Rostikawati, 2018).

e. Students are more involved in cooperative activities, which leads to the development of a sense of responsibility, honesty, cooperation, and fair competition among fellow students (Marliana & Isroyana, 2022).

f. Due to competition between groups, students are more motivated to participate actively and play a role in the formation of the concept of material (Yusnita & Yuniarti, 2020).

g. This learning model makes students happier to participate in learning because there are game and tournament activities (Lestari & Widayati, 2022).

According to Shoimin (2017), the challenges of the TGT method include:

a. It takes a long time.

b. Teachers must have strong subject-matter selection skills to utilize this model effectively.

c. The teacher must thoroughly prepare this method, such as designing questions for each tournament table and being knowledgeable of the student's academic achievements from highest to lowest.

C. Previous Studies

As a comparison of this study, the researcher listed some previous studies that are similar to or in line with the use of TGT method to improve students' reading comprehension. The researcher would divide into three groups based on the existing differences.

The first group discussed using TGT to improve reading comprehension. The study was taken from "The Use and Effectiveness of TGT method to Improve

Students' Reading Comprehension" by Nurchasanah (2020) from Universitas Islam Nahdlatul Ulama' Jepara; "Improving the Eighth-Grade Students' Reading Comprehension through Team Game Tournament method at SMP Negeri 2 Parapat" by Sitanggang, Raja, and Pangaribuan (2018) from Catholic University of Saint Thomas; "The Effect of the Team Game Tournament (TGT) Strategy to Improve Students' Reading comprehension at the tenth grade of SMK N 1 Kota Bima" by Herlina, and Ningsi (2017) from STKIP Taman Siswa Bima; and "The Use of Team Game Tournament to Improve Students' ELT Classroom Interaction and Reading Comprehension with Self-Efficacy" by Gani (2019) from IKIP Mataram. They had the same opinion that in the teaching and learning process of English, the use of the TGT method was good for improving the students' reading comprehension ability. The students are led to be able to figure out the text before it is given by the questions asked by the teacher. Before the actual teaching and learning process, they also have a better description of the text, and after the teacher guides them with a series of questions, they become more motivated to try to understand the text's substance since they are interested in it. As a result, using a Team Game Tournament known as the TGT method was effective in maximizing the students' reading comprehension ability.

The second group discussed using TGT method in teaching reading. The study was taken from "The Use of Teams Games Tournament (TGT) in Teaching Reading Narrative Text at Eleventh Grade Students at MA Nurul Huda Sedati" by Aydiy (2021) from STKIP PGRI Sidoarjo; "The Effectiveness of Teams Games Tournament Strategy To Teach Reading Comprehension In Descriptive Text to the

Tenth-grade Students of SMK Pemuda Kutorejo" by Ardiayanto and Ardiyanto (2022) from Universitas Mayjen Sungkono; and "The effectiveness of using Teams Games Tournaments (TGT) in Teaching Reading of Narrative at Second Grade of MA Mambaus Sholihin" by Faricha and Huda (2019) from Institut Keislaman Abdullah Faqih Gresik. This group had the same view related to teaching reading by using the Teams Games Tournament strategy was better than without using the Teams Games Tournament strategy. Their study concluded that the Teams Games Tournaments method was more effective than the conventional method in teaching reading.

The last group discussed using TGT method to develop reading ability. The study was taken from "Improving Reading Ability through Team-Game Tournament method for the Tenth Grade Students of SMA N 1 Jatinom" by Nugrahani (2018) from Yogyakarta State University; and "TGT Learning Model to Increase the Reading Ability in MA Kanjeng Sepuh Sidayu Gresik" by Widyaiswara, Affandy, Sholikhah (2021) from Universitas Islam Lamongan. This group had the same opinion related to the TGT that has improved reading ability. They focus on describing the TGT model's implementation to increase the English reading ability in the explanation text material. As a result, the implementation of the TGT method was believed to be able to improve students' reading comprehension effectively and it was considered successful because the changes made by the students showed a positive development in improving their reading ability.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter discusses the methodological research procedure, including a brief description of the research design, research site and participants, the technique of data collection, and the technique of data analysis.

A. Research Design

According to Creswell (2016), research design is an approach or model that researchers apply to conduct research and provide guidance for the research's course based on the goals and study hypotheses. In this study, the researcher used a quantitative approach as the research design. The quantitative approach, which was adapted from Creswell (2016) is an approach for doing research that provides accurate statistical data analyses to test hypotheses. Procedures in quantitative research include the process of collecting data, analyzing data, interpreting data, and writing research reports. The quantitative approach begins with the type of data that was used as the object of research. After that, the researcher identified the variables studied, which were analyzed numerically. Then, the researcher tested a theory by detailing the hypothesis, collecting data, and then getting answers that could support or contradict the hypothesis.

The research method of this study was quasi-experimental. The quasi-experimental method is a research design that tests hypotheses in the form of a causal relationship with the treatment. There is an experimental and control group in this quasi-experimental design. The first is the experimental group that acquires treatment using the TGT method, while the second is the control group that acquires

treatment using the conventional learning method. The design of this research as proposed by Sugiyono (2017) as follows:

Table 3. 1 Quasy-Experimental research design

Groups	Pre-test	Treatment	Post-test
Experimental group	O_1	X_1	O_2
Control group	O_3	X_2	O_4

Which:

O_1: Pre-test results of the experimental group

O_2: Post-test results of the experimental group

O_3: Pre-test results of the control group

O_4: Post-test results of the control group

X_1: Team Game Tournament method (Experimental treatment)

X_2: Conventional learning model (control group)

B. Research Site and Participants

1. Research Location

The present study was conducted at SMPN 10 Banda Aceh and it is located at Jln. Poteumerehom, Lamteh, Kec. Ulee Kareng, Kota. Banda Aceh.

2. Population

According to Arikunto (2013), the population is an area of generalization made up of objects or subjects with specific characteristics and qualities that are used by researchers to conduct research and afterward create conclusions. Therefore, the research population includes all objects/students who have certain characteristics that want to be studied to answer the research problem. The

population in this study were all eighth-grade students of SMPN 10 Banda Aceh with a total of 143 students.

3. Sample

Sugiyono (2017) contends that the sample is part of the number and characteristics of the population. Thus, the sample in this study is the eighth-grade students of SMPN 10 Banda Aceh. Purposive sampling was used by the researcher to determine the sample. The use of sampling with certain considerations is called purposive sampling. In this study, the researcher investigated classes VIII-E and VIII-D over 4 meetings. The researcher chose this sample because the students in these classes had almost the same level. Then, they were divided into two groups. So, the class VIII-E was the Experimental Group (EG) consisting of 27 students and the class VIII-D was the Control Group (CG) consisting of 27 students. The total sample of this research was 54 students.

C. Technique of Data Collection

1. Test

Arikunto (2013) highlights the test technique as a set of questions or exercises that are used to evaluate an individual's or group's abilities, skills, knowledge, or capabilities. The test in this study was used to find out the student's ability in reading comprehension and this test has been through the validation stage by the validator. The type of test used by the researcher in this study was the pre-test-post-test.

a. The pre-test was given at the first meeting; this was used to know the students' pre-existing ability in reading comprehension before they were given the treatment through the TGT method.

b. The post-test was given at the last meeting; this was used to find out whether the students had improved their comprehension of reading text as a result of using the TGT method.

The following pictures were the form of pre-test and post-test.
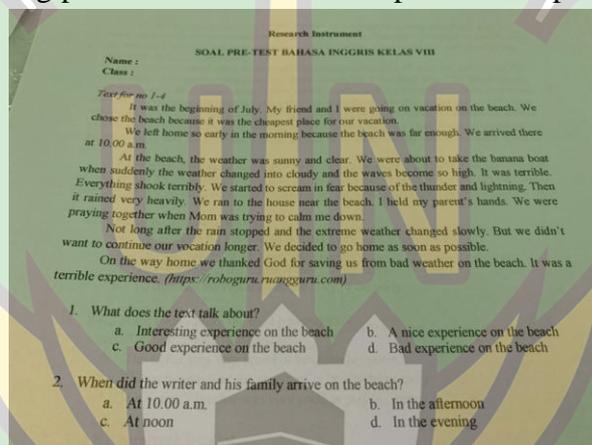
Figure 3. 1 The picture of pre-test questions
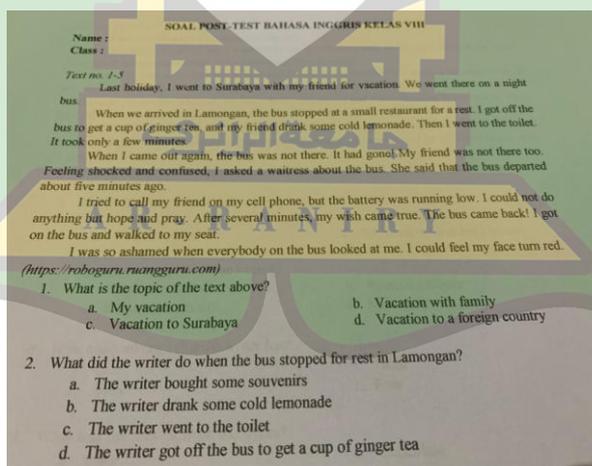
Figure 3. 2 The picture of post-test questions

2. Questionnaire

Sugiyono (2017) indicates the questionnaire is a technique of collecting data that gives respondents a list of questions or written statements to respond it. The questionnaire's questions are divided into two types: open and closed. Open-ended questions require the respondent to provide a written explanation of the subject at issue in their response. In contrast, closed questions, request for a brief response or allow the respondent to choose one response from among those given. The questionnaire used in this study was a closed questionnaire that was translated into Indonesian and had been through the validation stage by the validator. This questionnaire was used to observe students' perceptions of using the TGT method. It consists of 10 items with a four-point Likert scale (strongly agree, agree, disagree, strongly disagree) adapted from the Richards and Lockhart (2005) questionnaire. The following picture was the questionnaire used in the last meeting.

Figure 3 3 The picture of the questionnaire

D. Technique of Data Analysis

1. Test

The researcher provided pre-tests and post-tests to measure student's ability in reading comprehension. The results of this test were related to students' comprehension of the recount text material. Researcher made these test questions based on indicators used by previous researchers. In more detail, the following were indicators of reading comprehension in recount text.

Table 3. 2 The indicators of reading comprehension in recount text.

No.	Indicators of reading comprehension of recount text	Description	Item Number		Number of questions	
			Pre-test	Post-test	Pre-test	Post-test
1.	The topic of the text/ Main idea	The topic can be found in orientation	1, 6, 11, 14, 17	1, 6, 11, 16, 17	5	5
2.	Supporting details	Supporting details can be found in whole the text (orientation, events, and resolution)	2, 3, 4, 7, 9, 12, 15, 18, 19, 20,	2, 7, 12, 14, 18, 19,	11	6
3.	The meaning of vocabulary	Vocabulary can be found in the whole of the text	10, 13, 15, 19	3, 9, 13, 15, 17,	4	5
4.	Reference	Reference can be found in the whole of the text	5, 8	5, 10, 13, 20	2	4
5.	Inference	Inference can be found in the whole of the text	14	8	1	1

Source (Nadia, Hartati & Lianah, 2022)

Both of pre-test and post-test consisted of 20 questions about reading recount text. For each question, the students would get 5 points. Therefore, if the students could answer it completely and correctly, they would get 100 points. In addition, the following are the criteria for test score classification.

Table 3. 3 The criteria of test score classification.

No.	Range	Criteria of test score classification
1.	81-100	Very good
2.	66-80	Good
3.	56-65	Enough
4.	41-55	Poor
5.	≤ 40	Very poor
	Total	

Source (Arikunto, 2013)

The pre-test was given to the students at the first meeting before applying the TGT method. Meanwhile, a post-test was given in the last meeting when the TGT method was applied. The T-test was employed by the researcher to analyze the data. The SPSS program 25 version was used throughout the whole calculating process. The purpose of the T-test is to determine whether there was a significant improvement in students' reading comprehension between the pre-test and post-test of eighth-grade junior high school using the TGT method. The lack of a significant difference between the pre-test and post-test indicated by sig 2-tailed values is greater than 5% (0.05). However, a significant ability difference between the pre-test and post-test indicated if the sig 2-tailed value is less than 5% (0.05).

2. Questionnaire

To find out about the students' responses after the teaching and learning process, the researcher gave them a questionnaire. The data about the students' responses to the use of the method was also analyzed by calculating the percentage of students who answered each item on the questionnaire. The score of each student would be marked as follows:

Table 3. 4 The score of the student

Explanation	Strongly Agree	Agree	Disagree	Strongly Disagree
Code	SA	A	D	SDA
Score	4	3	2	1

The result of the questionnaire would be analyzed by using SPSS program 25 version and also the following formula:

$$P = \frac{F}{N} \; x \; 100\%$$

Which:

P   : Percentage

F   : Frequency

N   : The number of samples

100%: Constant value

After that, in calculating the percentage indicators of the questionnaire, the researcher used a calculation by the following interval formula:

$$I = 100: \text{maximum score}$$

Based on this formula, the following results are obtained:

Table 3. 5 *The percentage indicator of the questionnaire.*

No.	Percentage	Indicator
1.	0% - 25%	Strongly Disagree
2.	26% - 50%	Disagree
3.	51% - 75%	Agree
4.	76% - 100%	Strongly Agree

Source (Sugiyono, 2017)

CHAPTER 4

FINDING AND DISCUSSION

This chapter elaborates on the research findings and discussion based on data obtained from the pre-test, post-test, and questionnaire of the students.

A. Research Findings

In the findings of this research, all data is described based on the focus of the research questions as follow: 1) Does the TGT method improve students' reading comprehension; 2) What are the students' perceptions toward the application of the TGT method to improve students' reading comprehension; The data are shown below:

1. RQ-1: The Team Game Tournament method improved the students' reading comprehension

Based on the research that has been carried out, the following were presented:

a. Experimental Class

Data from the students' learning outcomes in the experimental class before and after being given treatment with the TGT method can be seen in the following table:

Table 4 1 *The result of the pre-test and post-test experimental class*

No.	Initial of Students	Pre-test	Post-test
1.	AH	70	100
2.	AM	65	90
3.	ASK	60	95
4.	EA	50	75
5.	FA	55	90
6.	GSIP	45	70
7.	LB	60	90

No		Pre-test	Post-test
8.	MFI	60	90
9.	MF 1	45	70
10.	MF 2	50	85
11.	MK	40	80
12.	MRP	55	80
13.	NM	65	85
14.	NK	75	100
15.	RDP	65	95
16.	RSL	70	95
17.	RPAA	85	100
18.	RY	50	75
19.	RSA	50	80
20.	RH	85	100
21.	SR	60	90
22.	SA	65	95
23.	SS	45	85
24.	SFAF	80	100
25.	SD	45	80
26.	TMJ	40	75
27.	RA	60	85
	Mean Score	59,07	87,22

In the table above, the mean pre-test and post-test scores of the experimental
class students were 59.07 and 87.22. This showed that there was a difference
between students' scores before and after being given treatment in the experimental
class.

The following were the categories of students' pretest and posttest scores in
the experimental class:

Table 4 2 *The student categories of test score*

No	Range	Criteria of test score classification	Experimental Class			
			Pre-test Score		Post-test Score	
			Frequency	Percent	Frequency	Percent
1.	81-100	Very good	2	7,4%	18	67%
2.	66-80	Good	4	14,8%	9	33%
3.	56-65	Enough	9	33,4%	0	0
4.	41-55	Poor	10	37%	0	0
5.	≤ 40	Very poor	2	7,4%	0	0
	Total		27	100%	27	100%

From the table above, the student's ability in reading comprehension of the recount text material can be seen that before giving treatment most of the students were in the enough and poor categories. There were 9 students in enough category with a percentage of 33.4% and 10 students in the poor category with a percentage of 37%, plus 2 students who were in the very poor category with a percentage of 7.4%, only 6 students who were in the good and very good categories with each percentage of 14.8% and 7.4%. However, after being given the treatment it showed that 18 students were in the very good category with a percentage of 66.7% and the remaining 9 students were in the good category with a percentage of 33.3%.

The frequency distribution data for the pre-test and post-test score categorization of this experimental class can be described in the following histogram:
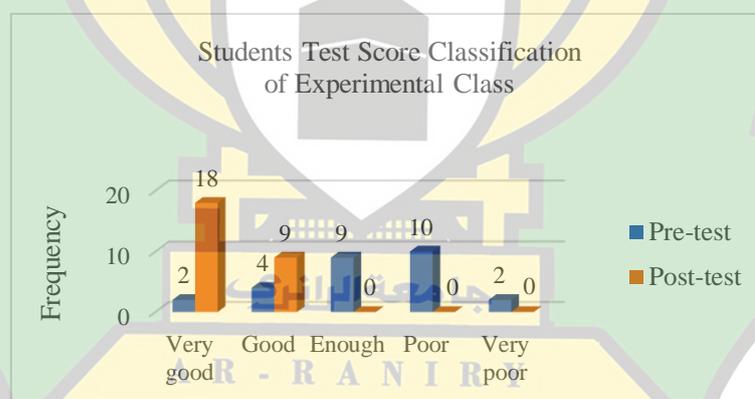
Figure 4.1 The histogram of students' test score classification

The histogram above shows that the learning outcomes of students were in the very good category for the pre-test of 2 students, then there was an increase of 18 students in the post-test. Furthermore, in the good category, there were 4 students for the pretest and 9 students for the post-test. Then, in the pre-test 9

students were included in the enough category, 10 students were in the poor

category and 2 other students were in the very poor category. Meanwhile, none of

the post-test students were included in the enough, poor, and very poor. So, it can

be concluded that most of the student learning outcomes for the pre-test were in the

poor category while for the post-test most were in the very good category.
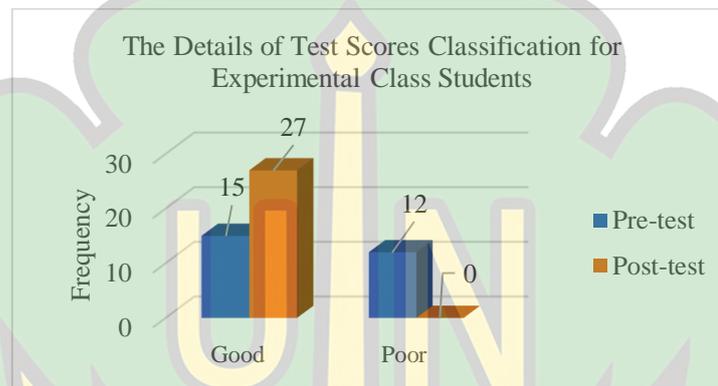
The following were the number of students who passed the passing grade in

the experimental class:
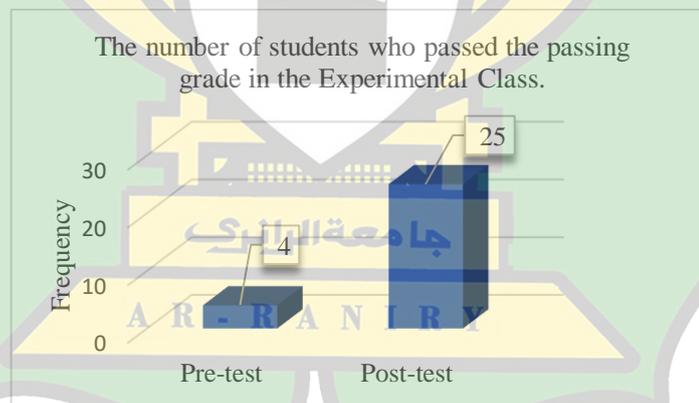
Figure 4.2 The histogram of students who passed the passing grade in the
experimental class

These students' scores also influence the students' passing grade, the

threshold value or minimum value that must be obtained by students and the passing

grade value set at school is 75. Therefore, it can be seen that from the pre-test results

only 4 students passed the passing grade, whereas in the post-test 25 students passed

the passing grade. So, it can be concluded that there is a significant improvement

after TGT treatment.

b. Control Class

Data from the students' learning outcomes in the control class can be seen

in the following table:

Table 4.3 *The result of the pre-test and post-test control class*

No.	Initial of Students	Pre-test	Post-test
1.	AM 1	55	70
2.	AM 2	60	75
3.	AP	55	50
4.	CA	65	65
5.	DP	55	70
6.	FS	50	80
7.	IS	60	80
8.	KW	70	90
9.	LZ	35	50
10.	MS	50	65
11.	MN	60	65
12.	MZA	45	55
13.	MS	35	50
14.	MR	80	95
15.	RH	85	100
16.	NA	65	70
17.	MF	40	60
18.	RAF	55	80
19.	RC	50	80
20.	RN	80	95
21.	TAQ	80	90
22.	TA	60	80
23.	TS	45	65
24.	VA	70	75
25.	WS	50	60
26.	YPP	70	70
27.	ZAP	50	80
	Mean Score	58,33	72,78

In the table above, the mean pre-test and post-test scores of the experimental

class students were 58,33 and 72,78. This showed that there was also a difference

between students' scores before and after conventional learning in the control class.

The following were the categories of students' pretest and posttest scores in the control class:

Table 4.4 *The student categories of test score*

No	Range	Criteria of test score classification	Control Class			
			Pre-test Score		Post-test Score	
			Frequency	Percent	Frequency	Percent
1.	81-100	Very good	1	3,7%	5	18,5
2.	66-80	Good	6	22,2%	12	44,5
3.	56-65	Enough	6	22,2%	6	22,2
4.	41-55	Poor	11	40,8%	4	14,8
5.	≤ 40	Very poor	3	11,1%	-	-
	Total		27	100%	27	100%

From the table above, the students' ability in reading comprehension of the recount text material can be seen that in the pre-test most of the students were poor category. There were 11 students in the poor category with a percentage of 40,8% and 3 students in the very poor category with a percentage of 11,1%, plus 6 students who were in the enough and good category with a percentage of 22,2%, only 1 student who was in the very good category with a percentage of 3,7%. Then, the post-test showed that 12 students were in the good category with a percentage of 44,5% and 5 students were in the very good category with a percentage of 18,5%. The remaining 6 students were in the enough category and 4 students were in the poor category with a percentage of 22.2% and 14.8%. The frequency distribution data for the pre-test and post-test score categorization of this control class can be described in the following histogram.
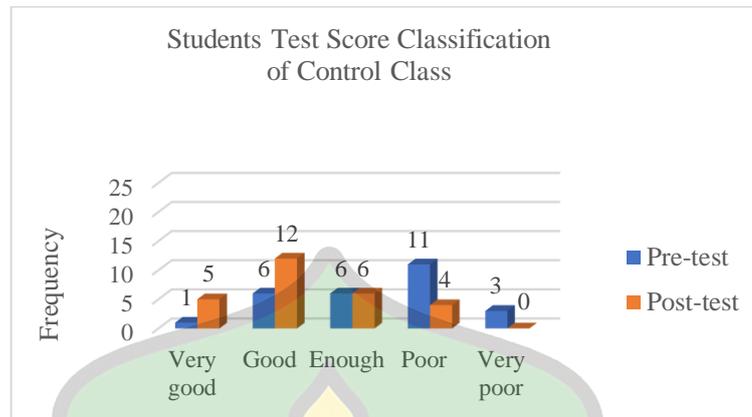
Figure 4.3 The histogram of students' test score classification

Based on the histogram above, it can be seen that the majority of students were included in the poor category on the pre-test and increased to the good category on the post-test. More specifically, in the pre-test, there were 11 students in the poor category, followed by 6 students in the good and enough categories, 3 students in the very poor category, and only 1 student in the very good category. In contrast, in the pre-test, 12 students were in the good category, followed by 5 students in the very good category, 6 students in the enough category, and 4 students in the poor category. So, it can be concluded that most of the student learning outcomes for the pre-test were in the poor category while for the post-test most were in the good category.
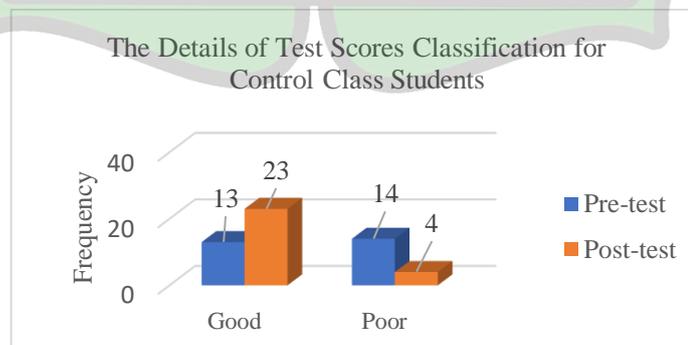
The following were the number of students who passed the passing grade in the control class:
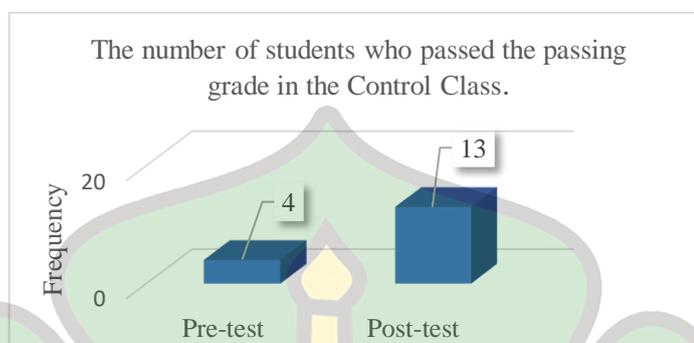
Figure 4.4 The histogram of students who passed the passing grade in the control class

It can be seen from the pre-test results that only 4 students passed the passing grade and this improved to 13 students in the post-test. These results did not show a significant improvement because only half of all control class students passed the passing grade.

c. The T-Test Result of Pre-test and Post-test in Experimental and Control Classes

The researcher also used a T-test (Paired Samples Test) on the SPSS program to see whether there was a significant difference between pre-test and post-test in the experimental class and control class. Before testing the test, the researcher adjusted the normality data using the Normality Test. The normality test was carried out to find out whether the data was normally distributed or not. Normal data was one of the requirements for a parametric test of statistical analysis (paired sample T-test).

The table below showed the collection of Normality data:

Table 4.5 *The Table of Normality Test*

Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
English Score	Pre-Test Experiment Class	.130	27	.200[*]	.947	27	.180
	Post-Test Experiment Class	.133	27	.200[*]	.930	27	.069
	Pre-Test Control Class	.118	27	.200[*]	.961	27	.395
	Post-Test Control Class	.118	27	.200[*]	.960	27	.368

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

From the table above it can be seen that all significance values (sig) of the data were greater than (0.05) in the Kolmogorov-Smirnov test obtained (0.200 > 0.05) and in the significance data (sig) in the Shapiro-Wilk test it was obtained (0.180 > 0.05) so that it can be concluded that the research data was normally distributed.

Furthermore, another requirement for analyzing parametric statistical tests (paired samples test), the data is homogeneously distributed. For this reason, a homogeneity test was carried out. The homogeneity test was intended to show whether two or more sample data groups come from populations that have the same variance or not.

The following were the results of the homogeneity test:

Table 4.6 *The Table of Homogeneity Test*

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
English Score	Based on Mean	3.516	1	52	.066
	Based on Median	2.844	1	52	.098
	Based on the Median and with adjusted df	2.844	1	45.718	.099
	Based on trimmed mean	3.505	1	52	.067

Based on the table above, it can be seen that the significance value (sig) Based on the mean was 0.066 greater than 0.05 (0.066 > 0.05). So, it can be concluded that the sample of the experimental class and the control class was homogeneous. Thus, the requirements for the paired samples test have been fulfilled.

After the normality test was normally distributed and had a homogeneous variant, a parametric statistical test (paired sample test) was performed. The paired sample test was used to determine whether there was a mean difference between the two paired samples. The paired sample test in this study was used to answer the research question "Does the TGT method improve students' reading comprehension?".

The following are the results of the paired sample test.

Table 4.7 *The Table of Paired Samples Test*

		Paired Samples Test							Sig. (2-tailed)
			Paired Differences						
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-Test Experiment Class - Post-Test Experiment Class	-28.148	6.526	1.256	-30.730	-25.566	-22.411	26	.000
Pair 2	Pre-Test Control Class - Post-Test Control Class	-14.444	9.023	1.736	-18.014	-10.875	-8.318	26	.000

Based on the table above, a sig (2-tailed) value of 0.000 <0.05 was obtained, so it can be concluded that there was a mean difference in student learning outcomes between the experimental class using the TGT method and the control class using the conventional model.

From the calculation of the data above, H_a was accepted as true at a significance level (2-tailed) of 0.000 <0.05. Furthermore, based on a comparison of the results of the pre-test and post-test data of the experimental class before and after being given treatment using the TGT method, it can be seen that there was an improvement in students' reading comprehension in the experimental class. The data above also proved that the use of the TGT method was effective in helping students improve their reading comprehension.

2. RQ-2: The students agreed to the application of the Team Game Tournament method to improve their reading comprehension

Based on the response questionnaire filled out by 27 experimental class students at the last meeting and have been given treatment using the TGT method, the results obtained with detailed tables were as follows:

Table 4.8 *Students understand the TGT method because the English teacher explained everything so well.*

No.		Option	Frequency	Percentage
1.	a.	Strongly Agree	10	37%
	b.	Agree	17	63%
	c.	Disagree	0	0%
	d.	Strongly Disagree	0	0%
	Total		27	100%

The table above showed that most of the experimental class students agreed. Additionally, 10 other students who chose to strongly agree that they understood the TGT method because it had been explained by the teacher. In other words, below the researcher details the percentage of student responses on a smaller scale.

Table 4.9 *The details of student response percentages.*

No.		Option	Frequency	Percentage
1.	a.	Agree	27	100%
	b.	Disagree	0	0
	Total		27	100%

Tabel 4.10 Students like the way the teacher teaches English when using *the TGT method.*

No.		Option	Frequency	Percentage
2.	a.	Strongly Agree	22	81,5%
	b.	Agree	5	18,5%
	c.	Disagree	0	0%
	d.	Strongly Disagree	0	0%
	Total		27	100%

Table 4.10 showed that almost all students in the experimental class chose to strongly agree and like the way the teacher teaches using the TGT method. In other words, below the researcher details the percentage of student responses on a smaller scale.

Table 4.11 *The details of student response percentages*

No.	Option	Frequency	Percentage
2.	a. Agree	27	100%
	b. Disagree	0	0
	Total	27	100%

Table 4.12 *Students like the teacher using the TGT method when learning reading texts.*

No.		Option	Frequency	Percentage
3.	a.	Strongly Agree	6	22%
	b.	Agree	14	52%
	c.	Disagree	7	26%
	d.	Strongly Disagree	0	0%
		Total	27	100%

It can be seen that the results from the table above added a positive response to the previous statement, half of the students (52%) chose to agree and (22%) others chose to strongly agree, this shows that students in the experimental class liked the use of the TGT method in learning reading text in the classroom. In other words, below the researcher details the percentage of student responses on a smaller scale.

Table 4.13 *The details of student response percentages*

No.	Option		Frequency	Percentage
3.	a.	Agree	20	74%
	b.	Disagree	7	26%
	Total		27	100%

Table 4.14 *Students like the various types of reading text exercises in the TGT method.*

No.		Option	Frequency	Percentage
4.	a.	Strongly Agree	6	22%
	b.	Agree	18	67%
	c.	Disagree	3	11%
	d.	Strongly Disagree	0	0%
	Total		27	100%

From the table above it can be seen that the majority of students chose to agree (67%) and (22%) chose to strongly agree that they liked text variations in learning reading texts in class using the TGT method. In other words, below the researcher details the percentage of student responses on a smaller scale.

Table 4.15 *The details of student response percentages*

No.		Option	Frequency	Percentage
4.	a.	Agree	24	89%
	b.	Disagree	3	11%
	Total		27	100%

Table 4.16 *Students do not have difficulty comprehending reading texts by using the TGT method.*

No.		Option	Frequency	Percentage
5.	a.	Strongly Agree	8	30%
	b.	Agree	14	52%
	c.	Disagree	5	18%
	d.	Strongly Disagree	0	0%
	Total		27	100%

The table above showed that half of the students (52%) choose to agree (30%) others choose to strongly agree and only (18%) choose to disagree, which means that students feel the TGT method is not difficult to comprehend reading texts. In other words, below the researcher details the percentage of student responses on a smaller scale.

Table 4.17 *The details of student response percentages*

No.	Option		Frequency	Percentage
5.	a.	Agree	22	82%
	b.	Disagree	5	18%
	Total		27	100%

Table 4.18 *Students like the TGT method because it helps them to comprehend the reading text.*

No.	Option		Frequency	Percentage
6.	a.	Strongly Agree	6	22%
	b.	Agree	18	67%
	c.	Disagree	3	11%
	d.	Strongly Disagree	0	0%
	Total		27	100%

From the table above it can be seen that almost all students (67%) chose to agree and (22%) chose to strongly agree to have a positive impression, only (11%) of students chose to disagree which means that the majority of students had a positive impression to the TGT method because it helps them to understand the reading text. In other words, below the researcher details the percentage of student responses on a smaller scale.

Table 4.19 *The details of student response percentages*

No.	Option		Frequency	Percentage
6.	a.	Agree	24	89%
	b.	Disagree	3	11%
	Total		27	100%

Table 4.20 *Students do better in English reading text when they work with others in the TGT method.*

No.	Option		Frequency	Percentage
7.	a.	Strongly Agree	18	67%
	b.	Agree	8	30%
	c.	Disagree	1	3%
	d.	Strongly Disagree	0	0%
	Total		27	100%

The table above showed that (67%) of students choose to agree and (30%) choose to strongly agree, which means that students feel better in English reading texts when they work with others in the TGT method. In other words, below the researcher details the percentage of student responses on a smaller scale.

Table 4.21 *The details of student response percentages*

No.	Option		Frequency	Percentage
7.	a.	Agree	26	97%
	b.	Disagree	1	3%
	Total		27	100%

Table 4.22 *Students are happy to participate in the TGT method to learn reading comprehension.*

No.	Option		Frequency	Percentage
8.	a.	Strongly Agree	9	33%
	b.	Agree	18	67%
	c.	Disagree	0	0%
	d.	Strongly Disagree	0	0%
	Total		27	100%

In the table above it can be seen that (67%) of students chose to agree and the remaining (33%) chose to strongly agree and were happy to participate in the TGT method to learn reading comprehension. In other words, below the researcher details the percentage of student responses on a smaller scale.

Table 4.23 *The details of student response percentages*

No.	Option		Frequency	Percentage
8.	a.	Agree	27	100%
	b.	Disagree	0	0%
	Total		27	100%

Table 4.24 *The use of the Tournament Game Team method makes the time used by students more efficient when learning reading comprehension.*

No.		Option	Frequency	Percentage
9.	a.	Strongly Agree	10	37%
	b.	Agree	14	52%
	c.	Disagree	3	11%
	d.	Strongly Disagree	0	0%
	Total		27	100%

The table above showed that half of the students (52%) choose to agree and (37%) others choose to strongly agree and only (11%) choose to disagree, which means that students feel that time becomes more efficient when learning reading comprehension by using the TGT method. In other words, below the researcher details the percentage of student responses on a smaller scale.

Table 4.25 *The details of student response percentages*

No.	Option		Frequency	Percentage
9.	a.	Agree	24	89%
	b.	Disagree	3	11%
	Total		27	100%

Table 4.26 *The TGT method motivates students to actively in reading comprehension.*

No.		Option	Frequency	Percentage
10.	a.	Strongly Agree	19	70%
	b.	Agree	4	15%
	c.	Disagree	4	15%
	d.	Strongly Disagree	0	0%
	Total		27	100

The table above showed that (70%) of students thought that the application of the TGT method motivated them to actively in reading comprehension. In other words, below the researcher details the percentage of student responses on a smaller scale.

Table 4.27 *The details of student response percentages*

No.	Option		Frequency	Percentage
10.	a.	Agree	23	85%
	b.	Disagree	4	15%
	Total		27	100%

Furthermore, the indicator percentage data for all questionnaire items can be described in the following histogram:
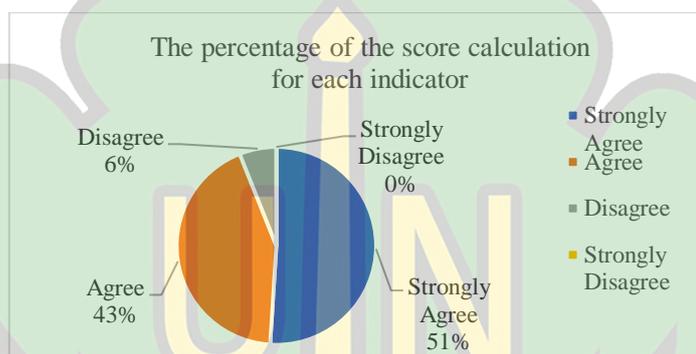
Figure 4.5 The pie diagram of the percentage of the score calculation for each indicator.

After that, the following were the details of the score calculation for each indicator:

Table 4.28 *The details of the score calculation for each indicator*

Item Number	The total of items	Score	Frequency	The total average score	Percentage
		Strongly Agree (4)	114	456	51%
		Agree (3)	130	390	43%
		Disagree (2)	26	52	6%
1 to 10	10	Strongly Disagree (1)	0	0	0%
Total			270	898	100%
Maximum Score				38	
Mean				33	
Average Percentage				83%	
Criteria/indicator				Strongly Agree	

The table above showed that of all the questionnaire items distributed to the experimental class, the majority of students chose to strongly agree and agree, 51% and 43%, only 6% decided to disagree, and none chose to strongly disagree. So, the percentage obtained on average is 83%. Based on the questionnaire indicator percentage table, 83% was included in the criteria/indicators of strongly agree. This shows that the majority of students strongly agree with every statement given by the researcher in the questionnaire.

In conclusion, based on all the results of the questionnaire, it appears that students agree that the use of the TGT method in the learning process is effective in improving their reading comprehension.

B. Discussion

In this discussion, the researcher would like to discuss the research question of the study. To answer the first question of this study "Does the Team Game Tournament method improve students' reading comprehension?" the researcher got the results that the Team Game Tournament was effective in improving students' reading comprehension, it was brought on by the experimental class findings, which demonstrated that the students' reading comprehension was stronger than the control class. On the data analysis, the post-test scores of the experimental class students showed a noticeable improvement. All students who received excellent and good scores. Based on the findings, it was possible to conclude that the post-test rate percentage was larger than the pre-test percentage. On the other hand, the researcher also used a T-test to prove the differences between the pre-test and post-test in the experimental class and control class. The score of the pre-test and post-

test from both classes showed that value on sig. (tailed) was 0.000, it was less than 0.05 (α = 5%), which meant the TGT method was effective to be applied in teaching reading comprehension. It was similar to the finding from previous research conducted by Jingwangsa and Promsiri (2019) which explored the use of Team Game Tournaments to improve the reading comprehension skill of seventh-grade students at Secondary School and found that after being taught using the TGT method, students' reading comprehension improved rapidly.

Moreover, this research finding also has been supported by previous research (Istiqomah, 2020; Sitanggang, Raja, and Pangaribuan, 2018; Gani, 2019; Brinda and Ardiyanto, 2022; Nurchasanah, 2020), which investigated the improving students' reading comprehension through TGT method. They discovered that because students were learning through playing games, the experimental class's students appeared more engaged and attractive in the learning activity. After that, by using the TGT method the students were more active in the teaching and learning process, had a better grasp of the material, and could deal with challenges and difficulties when completing the task.

After that, the questionnaire was used to get the answers second research question. The second question of this study was "What are the students' perceptions toward the application of the Team Game Tournament method to improve students' reading comprehension?" The results of the questionnaire analysis indicated that students gave positive responses in applying the TGT method. This was also evidenced by the majority of students' agreement that using the TGT method improved and motivated them in reading comprehension. This finding was similar

and also supported by previous research by Widyaiswara, Affandy, and Sholikhah (2021), Rahmawati (2021), Habsoh and Resmini (2022), Sitanggang, Raja, and Pangaribuan (2018), which analyzed students' responses toward learning reading using Teams Games Tournament method and discovered that the students' responses were excellent, the students felt enthusiastic and motivated after being taught with the TGT method. They could learn in groups, which made it simpler for them to discuss the topic and offer assistance to one another. Additionally, the TGT method improved the atmosphere in the classroom and made the teaching and learning process more enjoyable for the students.
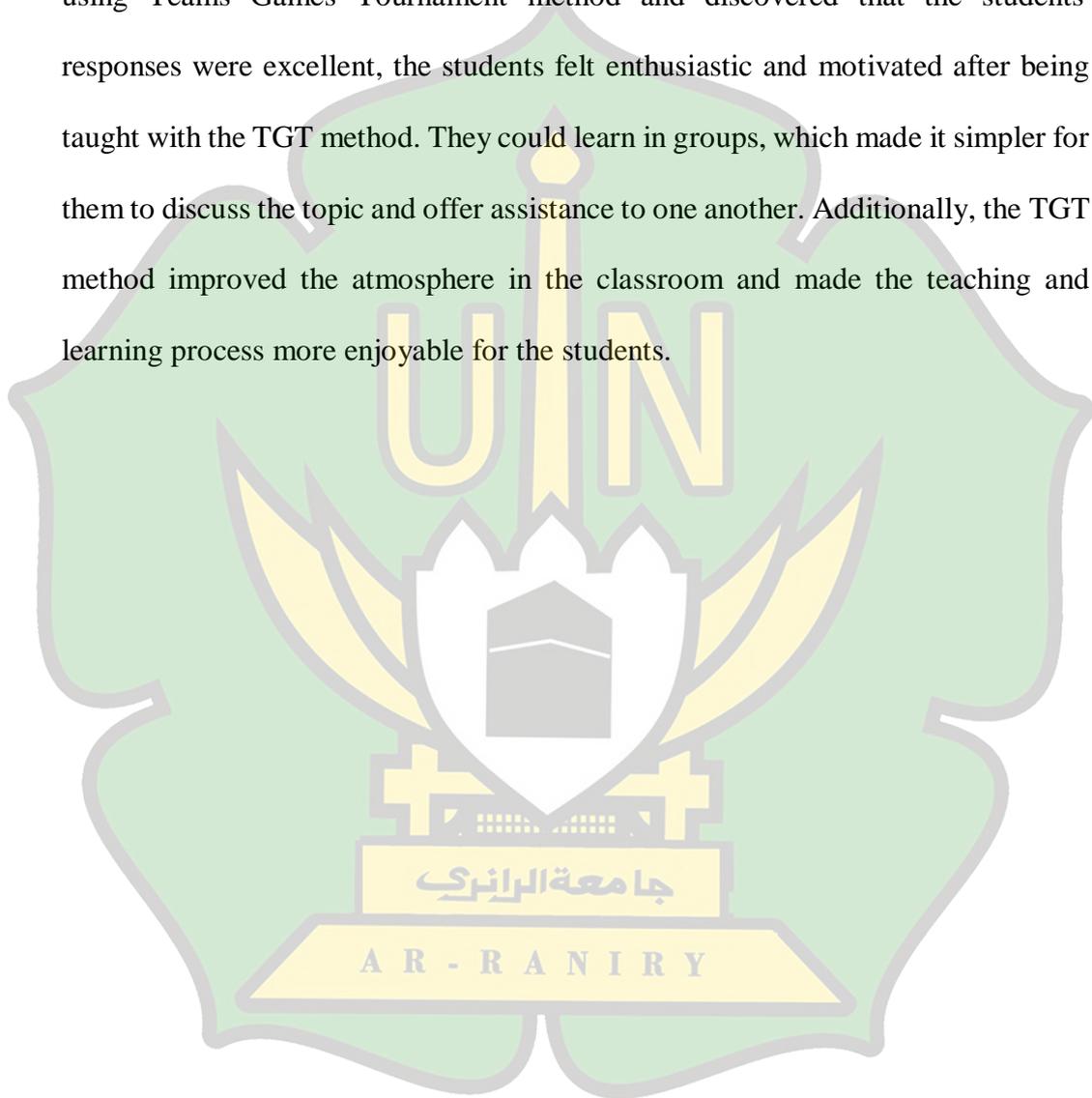
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and suggestions from this research. Conclusions are drawn based on the data analysis of research in the previous chapter. Meanwhile, recommendations are written to enhance future research in this field.

A. Conclusions

Based on the results of research on the use of TGT method to improve students' reading comprehension, it can be concluded that:

1. The use of the Team Game Tournament (TGT) method affected students' achievement in comprehending the text, the mean post-test score of the experimental class using the TGT method was 87.22 and the mean post-test score of the control class using the conventional learning model was 72.78, this indicates that there is a significant difference between the mean score of the experimental class and the control class. Furthermore, this also can be seen from the results of the statistical analysis of the parametric test (Paired Samples T-test). The pre-test and post-test scores showed that the sig. (tailed) score was 0.000 which was less than 0.05 ($\alpha = 5\%$) meaning that the results of students' reading comprehension in the experimental class were significant. It means that the experimental class showed an improvement in the use of the TGT method. In addition, the TGT method helped students to improve their comprehension in reading. It proved that the treatment by using the TGT method could be an effective way to improve students' reading comprehension.

2. The students liked using the TGT method in the learning process and the majority of students agreed that using the TGT method was effective in improving and motivating them in reading comprehension. This was shown from the percentage of students' positive responses that chose to strongly agree (SA) = 51%, agree (A) = 43%, disagree (DA) = 6% and none of the students chose strongly disagree (SDA).

B. Recommendations

Based on the results of the research and conclusions above, the researcher suggests several things that need to be considered as follows:

1. For students

With the TGT method, students are expected to have self-confidence and courage, be actively involved in participating in groups, and improve their comprehension in learning recount text in class.

2. For teacher

As a material for consideration for teachers to apply the TGT method. So, it can be a solution to problems that are often faced by teachers in class related to low activity and student participation in learning in class. In addition, the TGT method can also be tested on other English topics such as vocabulary mastery, speaking, listening and writing skills. Also, this method can be tested on other subjects studied in class., with the same goal of improving student learning outcomes in the subjects to be taught.

3. For school

Schools can support and provide consideration to teachers in applying the TGT method so that learning in class is more active, creative, effective, and fun so that it can overcome the problem of low student learning outcomes and become a reference for improving the quality of schools for the better.

4. For future researchers

By observing the limitations contained in this research, future researchers can use this research as a reference. So, future research is expected to be better in terms of using the TGT method to increase student learning achievement in the classroom.
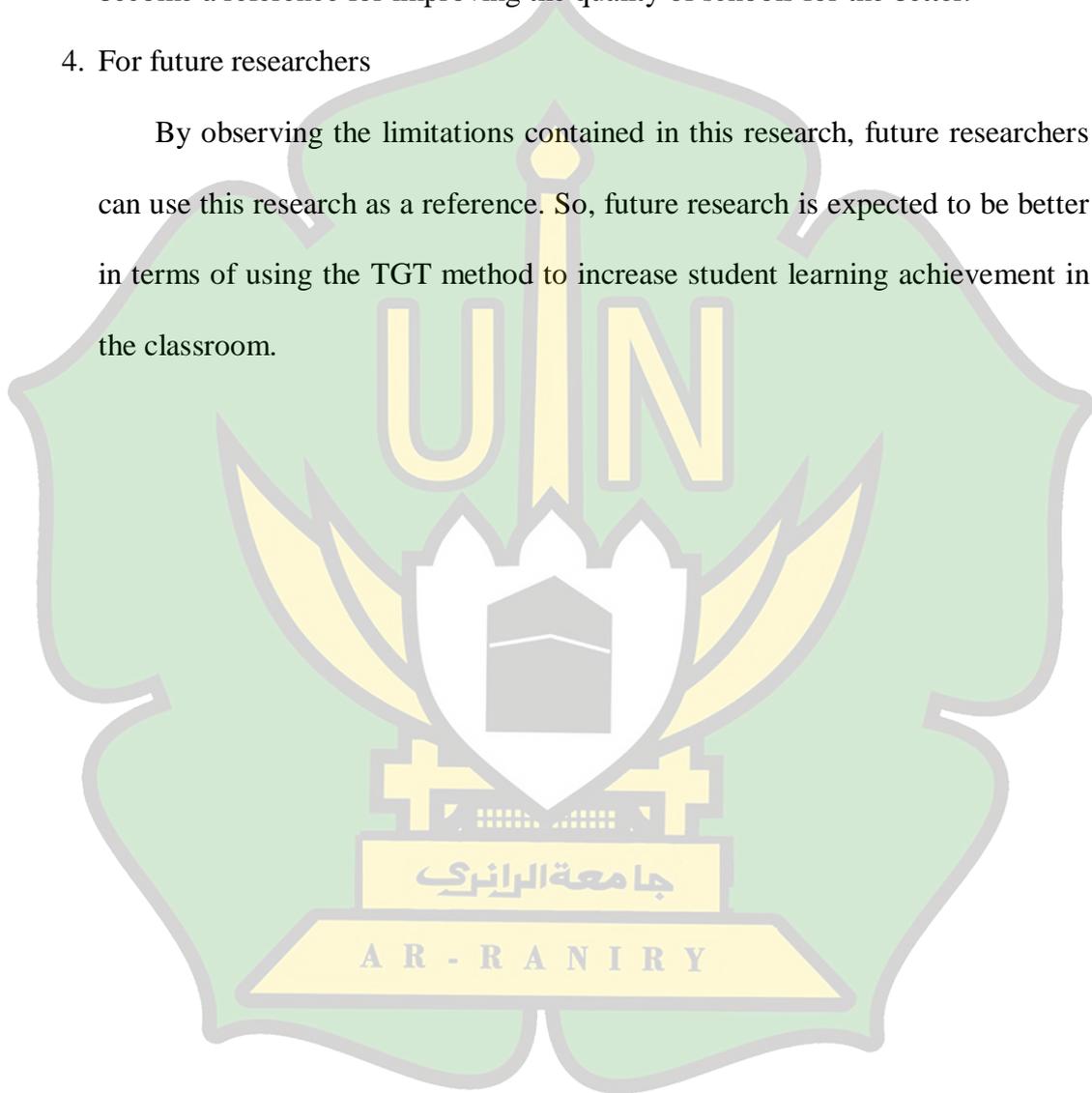
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APPENDICES

Appendix A : Appointment Letter of Supervisors

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B - 10852/Un.08/FTK/KP.07.6/09/2023

TENTANG

PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-15360/Un.08/FTK/KP.07.6/4/2023 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh;

b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.

Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal 14 November 2022

MEMUTUSKAN

Menetapkan :

PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Nomor: Nomor: B-15360/Un.08/FTK/KP.07.6/4/2023 tanggal 5 April 2023

KEDUA : Menunjuk Saudara:
1. Khairiah Syahabuddin, M.HSc.,M.TESOL, Ph.D.   Sebagai Pembimbing Pertama
2. Nidawati, M. Ag   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : Cut Muliani
NIM   : 180203080
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : The Use of Team Game Tournament Method to Improve Students' Reading Comprehension

KETIGA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2023 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;

KEEMPAT : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 27 September 2023

Dekan,

Saiful Muluk

Tembusan
1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip

Appendix B : Recommendation Letter to Conduct Field Research

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-8363/Un.08/FTK.1/TL.00/08/2023
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Kepala Dinas Pendidikan dan Kebudayaan Wilayah Kota Banda Aceh
2. Kepala SMPN 10 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **CUT MULIANI / 180203080**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang   : Gampoeng Rumpet Dusun Mulia, Kec. Krueng Barona Jaya, Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Use of Team Game Tournament Method to Improve Students' Reading Comprehension*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 15 Agustus 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 15 September 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

Appendix C : Confirmation Letter of Conducted Research from the School of SMPN 10 Banda Aceh

PEMERINTAH KOTA BANDA ACEH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH PERTAMA NEGERI 10
Jl. PoteumeureuhomUleeKarengTelp. (0651) 25295
E-mail: smpn10bandaacehh@gmail.com Website: http://smpn10bna.sch.id
KodePos : 23118

SURAT KETERANGAN
Nomor : 422 / 394 / 2023

Sehubungan dengan surat Kepala Dinas Pendidikan dan Kebudayaan Kota Banda Aceh, No.074/A4/1113 Tanggal 16 Agustus 2023, perihal Izin Melaksanakan Penelitian/Pengumpulan Data dalam rangka penyusunan Skripsi pada SMP Negeri 10 Banda Aceh, maka dengan ini kami sampaikan bahwa :

Nama   : **CUT MULIANI**
NPM   : 180203080
Jurusan   : Pendidikan Bahasa Inggris
Jenjang   : S1

Benar yang namanya tersebut diatas telah mengadakan Penelitian/Pengumpulan data pada SMP Negeri 10 Banda Aceh pada tanggal 18 s.d 29 Agustus 2023, dengan judul : "*THE USE OF TEAM GAME TOURNAMENT METHOD TO IMPROVE STUDENTS' READING COMPREHENSION*".

Demikian untuk dapat dimaklumi dan dipergunakan seperlunya.

Banda Aceh, 22 September 2023
Kepala Sekolah

Zahraton, S. Ag
NIP.196910271997022001
No. SK: 875.1/A6/3138/3660

Appendix D : Students' Questionnaire Result

Respondents	Statements									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
AH	3	4	4	4	2	4	3	4	4	3
AM	3	4	3	3	3	3	4	3	3	4
ASK	3	4	3	3	3	3	4	3	3	4
EA	3	4	3	3	3	3	4	3	3	4
FA	3	4	2	2	3	3	4	3	3	4
GSIP	3	3	4	4	4	4	4	4	4	4
LB	4	4	2	3	4	3	4	3	3	4
MFI	3	4	3	3	4	3	4	4	4	4
MF 1	4	4	4	4	2	4	3	4	4	3
MF 2	3	4	3	3	4	3	4	3	3	4
MK	3	4	2	2	3	3	4	3	3	4
MRP	4	3	4	4	2	2	3	4	2	3
NM	4	4	3	3	2	2	2	4	2	3
NK	3	4	3	3	3	3	4	3	3	4
RDP	4	4	3	4	4	3	4	3	4	4
RSL	3	4	2	3	3	3	4	3	3	4
RPAA	3	4	2	3	3	3	4	3	3	4
RY	3	4	3	3	3	3	4	3	3	4
RSA	4	3	4	4	3	4	3	4	4	4
RH	3	4	3	3	4	3	4	3	4	4
SR	3	4	3	3	3	3	4	3	3	4
SA	3	4	3	3	3	3	4	3	3	4
SS	4	4	3	3	3	4	4	4	3	4
SFAF	4	4	4	3	4	4	3	4	2	2
SD	3	4	2	2	2	3	3	3	4	2
TMJ	4	3	2	3	3	2	3	3	4	2
RA	4	3	3	3	4	3	3	3	4	2

Appendix E : Documentation

The pictures of the school

Experimental Class

Pre-test

The Researcher using TGT Method

Post-test and questionnaire

Control Class

Pre-test

The researcher explain the material with Conventional Learning

Post-test and Questionnaire