



**THE EFFECT OF USING TEAMS-GAMES-TOURNAMENTS (TGT)
TECHNIQUE ON STUDENTS' READING COMPREHENSION
ACHIEVEMENT AT GRADE EIGHT STUDENTS OF SMP AL-
WASHLIYAH 1 MEDAN**

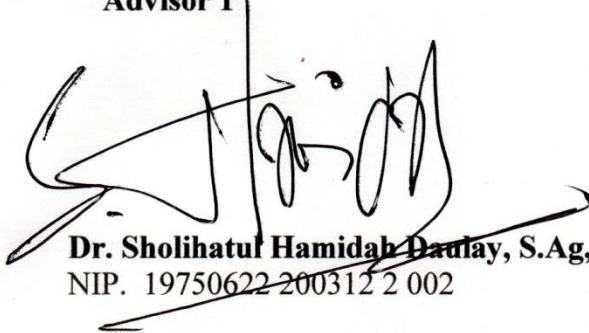
A Thesis

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Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran saran
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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.


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Menyatakan dengan sebenar-benarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah dijelaskan sumbernya. Apabila kemudian hari terbukti skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan batal saya terima.

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ABSTRACT

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Thesis Title : **The Effect of Using Teams-Games-Tournaments (TGT) Technique on Students' Reading Comprehension Achievement at Grade Eight Students of SMP Al-Washliyah 1 Medan**

(Keywords: TGT Technique, Effects, Reading Comprehension, Achievement)

This research aimed to find out whether there was a significant effect of using TGT technique on students reading comprehension achievement. This research was conducted by using the quantitative method, exactly experimental research. The samples used were two classes, they were VIII-2 which consisted of 21 students as the experimental class and the students of VIII-1 which consisted of 22 students as the control class. The instruments of collecting data used test. The result of the research was quite significant with the average scores of the experimental class were 44.28 for the pre-test and 68.09 for the post test, meanwhile the average scores for the control class were 40,45 for the pretest and 51,36 for the post-test. The result of the calculation using the t-test showed that $t_{observed} = 3.23$ and t_{table} for $\alpha: 5\%$ was 2.02. It meant that $t_{observed}$ was higher than t_{table} { $3.23 > 2.02$ }. It could be concluded that there was an effect between the students' reading comprehension achievements which were taught by using TGT technique and the students' who were not. There was improvement of the students' achievement in reading comprehension test but the result still did not pass the Minimum Passing Grade (MPG) of English lesson that is 70. Nevertheless, using TGT technique during the teaching and learning process could make the students more enthusiastic and more active in the class.

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Medan, 26th August 2019



Fauza Azmi Rambe
(34.15.3.035)

TABLE OF CONTENT

ABSTRACT.....	i
ACKNOWLEDGEMENT.....	ii
TABLE OF CONTENT.....	iv
LIST OF CHART.	vii
LIST OF APPENDICES.	viii

CHAPTER I INTRODUCTION

A. Background of Study	1
B. Identification of Problem	3
C. Limitation of problem	4
D. Formulation of problem	4
E. Objective of the Study	4
F. Significant of Study	4

CHAPTER II REVIEW OF LITERATURE

A. Theoretical Review	
1. Reading	
a. Definition of Reading	6
b. The Definition of Comprehension	10
c. The Purpose of Reading	11
d. Principles of Reading	14
2. Teams- Games- Tournament (TGT)	
a. The Definition of TGT	14
b. The Features of TGT	16

c. The Procedure of TGT.....	16
d. The Advantages of TGT.....	18
e. The Disadvantages of TGT.	19
f. Phase of TGT Method.	20
B. Relevant Previous Study	22

CHAPTER III RESEARCH METHODOLOGY

A. Research Design.....	25
B. Research Setting	26
C. Population and Sample.....	26
D. Technique of Collecting Data	27
1. Instrument of Research	27
2. Data Collection	27
E. Technique of Analyzing Data	28
F. Statistical Hypothesis.	30

CHAPTER IV RESEARCH FINDINGS

A. Research Findings.	31
1. Experimental Class.	31
2. Controlled Class.....	31
B. Data Analyzing.	32
1. The validity of test.	33
2. The calculation of t-test.....	34
C. Testing Hypothesis.....	35
D. Discussion.	36

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion. 38

B. Suggestion..... 38

REFERENCES 40

LIST OF CHARTS

Chart	Title	Page
4.1	Comparison between The Mean Scores of Experimental and Control Class.....	32

LIST OF APPENDICES

Appendix	Title	Page
Appendix 1	List of Students' Names.....	42
Appendix 2	Lesson Plan.....	44
Appendix 3	Pre-Test /Post Test and The Answer key.....	62
Appendix 4	Documentation of The Research.....	66
Appendix 5	The Students' Answer Sheets.....	70
Appendix 6	T-Table Distribution.....	72
Appendix 7	The Students' Scores of Pre Test and Post Test in Experimental Class.....	74
Appendix 8	The Students' Score of Pre &Post Test in Controlled Class...	75
Appendix 9	The Calculation of Validity of the Test.....	76
Appendix 10	The Calculation of T-test in Control Class.....	77
Appendix 11	Calculation of T-test in Experimental Class.....	78
Appendix 12	The letter of Research Permission.....	79

CHAPTER I

INTRODUCTION

A. Background of the Research

English language is an instrument of communication which is used by millions of people all over the world. The dominant role of English can be seen from several aspects such as in communication, business, information, diplomacy, science, technology and also education, which motivates people in many countries to learn and to master English.

English is one of the priority foreign languages that are taught at schools or institutions in many countries besides Arabic, Japanese, Germany and French. All of these languages are commonly learned at schools or universities especially English. In Indonesia itself, we may see there are a lot of English courses in almost every state in Indonesia. It shows how important English language is.

In education aspects, the students are hopefully able to use English as a tool of communication which can be used to get and broaden their knowledge and experience. Now days, There are five skills in English, listening, speaking, reading, writing and also translating, all these skills are important, because in using language, people deliver their ideas through speaking, writing and gestures too and received through listening, reading and also translating, that's why all the skills are connected one another. All skills must be learned by English language learners in order to be master of it, but in this research, the researcher will just focus on improving students' reading comprehension.

However, based on the experience of the writer during the observation in SMP Al-Washliyah 1 Medan, the researcher found that students feel difficult to understand when they read English text. There are some factors that may become the causes. First, the lack of students' participation in the class, the learning process is just focused on the teacher, sometimes students feel hard to get the point of what the teachers' say. Teachers give the materials and instructions and students just do what the teachers ask, it makes students become a passive learners. Second, one way communication between teachers to students, they just listen to their teachers and students may get easily bored, because the way the teacher teaching is too monotonous. Furthermore, they usually do their task individually, thus, the students seldom work together in the class, it causes the communication among the students is limited. In addition they also get difficulties in understanding the English text when reading because they have limited vocabulary.

Based on the above problems, it can be concluded that technique has much influence in the result of the learning process. By using the appropriate teaching technique, the teaching learning process will run effectively. Technique is a way of carrying out a particular task, thus teaching technique means how the teacher conduct the teaching process in the class, the way the teacher teaches the students called technique.

Thus, in this case, Cooperative learning is a suitable technique in teaching reading in this research. Cooperative learning is also known as collaborative learning which its principles and techniques are for helping students work together more effectively, so by using this method, students will involve actively

in learning process, moreover, it will be easier for the teacher to teach the students in a big classroom if they work in a group, thus, all the students have the same opportunity to learn, all students will be got more attention. Pair work and group work are usually used in big class teaching because, the students have more chance to interact with other, and it is also more feasible and time efficient. There are some methods on cooperative learning, such as; Student Team Achievement Division (STAD), Teams-Games-Tournament (TGT), Jigsaw, Team Accelerated Instruction (TAI), Cooperative integrated reading and composition (CIRC).

In this research, the researcher used Teams-Games-Tournament (TGT) that was applied in improving students reading comprehension achievement under the title “The Effect of Using Teams-Games-Tournaments (TGT) Cooperative Technique on Students’ Reading Comprehension Achievement at Eight Grade students of SMP Al-Washliyah 1 Medan”.

B. Identification of Problem.

In learning reading comprehension students may face some problems. Such as:

1. The students are less active because of the learning process focuses on teacher.
2. Teacher can't give much attention to all the students because there are too many students in the class.
3. Students are lack of vocabularies.
4. Students are bored because the teaching technique is monotonous.
5. Students feel difficult to understand the whole English text.

6. Students have limited time to answer the reading comprehension test.
7. Most students don't use technique in answering the reading questions.

C. Limitation of Problem

This study focused on the effects of using Teams-Games-Tournament on students' reading comprehension achievement at grade eight of SMP Al-Washliyah 1 Medan.

D. Formulation of The Problem

Based on the identification of problems, it can be formulated in a research question "Is there any significant effect of using TGT cooperative technique on students' reading comprehension achievement at grade eight of SMP Al-Washliyah 1 Medan?"

E. Objective of The Study

This study aimed to identify the effects of TGT (Teams-Games-tournaments) cooperative technique on the students' reading comprehension achievement at grade eight students of SMP Al-Washliyah 1 Medan.

F. Significant of The study

There are two significant of this study, they are theoretically and practically.

1. Theoretically

- This study hopefully can support the theory of teaching reading which is effective, appropriate and innovative in improving students reading skill.
- This study will give more empirical evidence about the effective use of Teams Games Tournament (TGT) strategy in learning reading.

2. Practically

- Students

Students are more motivated and interested to study English especially in reading because they are taught by using appropriate technique that help them to learn better and funnier, it also hopefully helps students to interact and work with each other in the class

- Teacher

Teacher learns and gets new knowledge and experience about teaching technique, this study will greatly help teachers to improve their creativity in teaching by using many other innovative methods.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Review

1. Reading

1.1 Reading Comprehension

1.1.1 Definition of Reading

Reading is one of the English skills that should be mastered when learning English. Reading is very important, because by reading we can get information from written language, and in addition, it also can influence other skills in English. According to Harmer, reading gives positive impact on vocabulary, spelling and writing.¹ It means that when we read new text, we may get new vocabulary. Reading can also help us to practice our pronunciation, especially when we read it loudly. Besides that, by reading a lot, we can get information and knowledge.

In addition, Aebersold and Field stated that “Reading is what happens when people look at text and assign meaning from written symbols in a text.”² It means that reading is a process of understanding a text, when we read we try to get the point what we are reading about, it is similar to Heilman’s statement who said “reading is a process of getting meaning from printed word symbols.”³ Reading is not only read the text by pronouncing all the words on the passage, but also trying to get the meaning from the text.

¹Jeremy Harmer, (2007), *How to Teach English*, Edinburgh: Pearson ELT, p.11.

²Jo A. Aebersold and Marry L. Field, (1997), *From Reader to Reading Teacher: Issues and Strategies for Second Language Classroom*, New York: Cambridge University Press, p.15.

³Arthur W. Heilman, (1967), *Principles and Practicing of Teaching Reading*, Ohio: Charles E. Merrill Publishing, p. 8.

In the other hand, Smith and Robinson stated that “reading is an active attempt, on the part of the reader, to understand the writer’s message”. Moreover they said that the reading process is process interacting and reconstructing with what a writer tries to communicate.⁴ Based on the definition, it means that, reading is a like a communication between the reader and the writer, we read the text in order to get the message from the writer of the text that we are reading, the message from the text can be an information, knowledge and etc.

Furthermore, Grabe and Stoller said that “Reading is the ability to draw meaning from printed page and interpret the information appropriately.”⁵ It is similar to the previous definition, reading is also a kind of interpreting activity, which the reader tries to understand what is the writer wants to say from the text, Reading is also like a process of thinking because when we are reading it means we are also thinking because we try to comprehend the text. When reading, a reader can make different generalization, draw new inferences and plan new next steps on the basis of it ⁶. Based on the definition above, it can be said that reading is a process of thinking, trying to understand and interpret the information that the writer wants to deliver.

According to Harmer reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it.⁷ Based on Grellet, reading is a constant process of guessing,

⁴Nilla B. Smith and H. Alan Robinson, (1980), *Reading Instruction for Today’s Children*, London: Prentice-Hall Inc, p. 6.

⁵William Grabe and Fredicka L. Stoller, (2002), *Teaching and Researching Reading*, London: Pearson Education Limited, p. 3.

⁶Milez V. Zintz, (1966), *Corrective Reading*, New York: Wm. C. Brown, p. 10.

⁷Jeremy Harmer, *Op.Cit*, p. 99.

and what one brings to the next is often more important than what one finds in it.⁸ In teaching reading, the teacher should teach the students by using what they know to understand unknown elements, whether these are ideas or simple words.

Reading is a process whereby one looks and understands what has been written⁹. It can be said that reading is a process of gaining meaning or message from written text. According to Spratt et al. when people read, there are some activities involved in the brain such as understanding the text at the level of letters, words and sentence, understanding cohesion and coherence, understanding various kinds of text, relating the text to the knowledge of the world, making sense of the text and using appropriate sub skill.¹⁰

In conclusion based on the explanation above, reading is an active activity that needs hard thinking in order to get the appropriate information from the written text. In addition, reading is also a connecting bridge between a writer as the message sender and a reader as the receiver through written text, the message will have been delivered successfully when the readers catches the idea of the text.

On the other hand, in Islam, Reading is such a crucial thing in life, humans are supposed to read wherever and whenever they are. This matter has been mentioned in Al-qur'an Q.S Al-Alaq (96) verses 1-5:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣)
الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

⁸ Francoise Grelet, (1992), *Developing reading skills: a practical guide to reading comprehension exercise*. Cambridge: Cambridge University Press, p. 7.

⁹ Eddie Williams, (1996), *Reading in the Language Classroom*. Hertfordshire: Phoenix ELT, p. 2.

¹⁰ M. et al Spratt, (2005), *The TKT (Teaching Knowledge Test) Course*, Cambridge: Cambridge University Press, p. 22.

Read! In the Name of the Lord Who has created (all that exist) (1) Has created man from a clot (a piece of thick coagulated blood)(2) Read! And your Lord is the Most Generous (3) Who has taught(the writing) by the pen (4) He has taught man that which he knew not (5).¹¹

These verses inform of the beginning of man's creation from a dangling clot, and that out of Allah's generosity He taught man that which he did not know. Thus, Allah exalted him and honored him by giving him knowledge, and it is the dignity that the Father of Humanity, Adam, was distinguished with over the angels. Knowledge sometimes is in the mind, sometimes on the tongue, and sometimes in writing with the fingers. Thus, it may be intellectual, spoken and written. And while the last (written) necessitates the first two (intellectual and spoken), the reverse is not true.¹²

In the first verse, *Iqra'* means *read*, it means start to read and start to do other things -- *with the Name of your Lord Who created* all the creatures.¹³ These verses show how the prophet Muhammad was taught knowledge by the Prophet Adam through reading, reading here means very deep. Allah has commanded us (all the creatures) to read, which by reading we are given knowledge. By reading we'll know new things that we've never known before. With knowledge, humans are nobler than other creatures. That's why reading is very important.

From all the definition according to experts and interprets above, it can be concluded that reading is a process of understanding and interpreting the text in order to get information or knowledge from the text we are reading, and these all processes are including thinking process.

¹¹ M. Taquiddin Al-Hilali and M. Mukhsin Khan, (1996), *The Noble Qur'an*, Madinah Maktaba Darussalam, p. 1202.

¹²TafsirIbnKathir, (2019), p. 597, Accessed on <http://www.recitequran.com/tafsir/en.ibn-kathir/96:1>, on 14th March 2019 at 17.15 p.m.

¹³ Imam Jalalud-Din Al- Mahalliy and Imam Jalalud-Din As-Suyuthi, (1990), *Tafsir Jalalain*. Bandung; Sinar Baru, p. 2753.

1.1.2 Definition of Comprehension

Comprehension is acquiring and deriving meaning process and understanding the idea from text, it involves cognitive functioning related to what people read.¹⁴ It can be said that readers need to use their cognitive ability so that they are able to comprehend the text. It means that in understanding the meaning readers use their knowledge or their ideas.

According to Bond and Wagner, comprehension consists of basic abilities, such as recognizing word and their meaning, grouping word into thought unit, giving proper emphasis to the thought units in order to understand the sentences. Moreover it is the readers' ability to ascertain the relationship between sentences, and then they can understand the meaning of the paragraph, until they arrive in the meaning of the total passage.¹⁵

Based on the definition above, it means that comprehension starts by understanding from the smallest units in the passage such as meaning of words until words become sentences then try to understand the meaning of the sentences and then to the whole meaning of the passage, such as finding the main idea, making a conclusion and predicting what the next passage. Furthermore, Jean, *et.al*, said that good comprehension use their background knowledge about the topic of the reading, during the reading the question about the topic with summon up, then summarize it, make conclusion and make mental image from the world in the text.¹⁶

¹⁴ Ohn F. Savage and Jean F. Mooney, (1979), *Teaching Reading to Children with Special Need*. London; Allyn and Bacon, p.7.

¹⁵ Guy L. Bond, (1960), *Teachingss the Child to Read*, New York: The Macmillan Company, p. 200-201.

¹⁶Jean Gillet,(2012), *Understanding Reading Problems: Assessment and Instruction*, Boston: Pearson, p. 166.

According to the view of comprehension above, the readers need to connect their background knowledge about the topic of the text, so that the readers are able to decide the main idea of the text, make summarize and some inferences from the text. The readers also need to be more critical in order to question the ideas of the text. On the other hand, Dechant stated that the good comprehensive readers possess the ability to:

- a. Associate background knowledge and meaning of the text. Background knowledge can be the educational or social knowledge, or the experience that connected with the topic of the text;
- b. Understand words in context. Reader must choose the meaning of the world appropriate enough with the context of the text;
- c. Give meaning to units of increasing size: the phrase, clause, sentence, paragraph, and whole selection;
- d. Develop literal and denotative meaning such as; understand the main idea, recognize and restate significant facts or details, follow direction given, recognize sequence of passage, and identify explicitly stated expression of relationship.¹⁷

From those above definitions of comprehension, in can be concluded that, reading comprehension is a process of reading which the readers use their own ideas and knowledge related to the topic to get the meaning of the text in order to understand the whole text appropriately.

1.2. Purpose of Reading

The of reading is generally to get information, however, people have different purposes of reading, specifically here are several purposes of reading according to Grabe and Stoler, it is divided into:

- a. Reading to search for simple information;
- b. Reading to skim quickly;
- c. Reading to learn from text;
- d. Reading to integrate information;
- e. Reading to write;

¹⁷ Emerald Dechant, (1981), *Teacher's Directory of Skill Aids and Materials*, New York: Parker Publishing Company, p.175.

- f. Reading to criticize text;
- g. Reading for general comprehension.¹⁸

In addition, there are some other purposes of reading according to Harmer, those are:

- a. Reading to confirm expectation;
- b. Reading to extract specific information;
- c. Reading for communicative task;
- d. Reading for general understanding;
- e. Reading for detail comprehension: information;
- f. Reading for detail comprehension: function and discourse.¹⁹

Furthermore, Grabe stated that purposes of reading are:²⁰

- a. Reading to learn

Reading to learn is often carried out in academic and professional settings. It also places more processing demands on the reader because the reader is expected to remember the main ideas and many supporting ideas and be able to recall this information as needed.

- b. Reading to search information (skimming and scanning).

Skimming and scanning reading are used to search information which can be practiced by training in high speed reading.

- c. Reading to integrate information.

Reading to integrate information requires that the reader synthesize and learn information from multiple texts or bring together information from different part of a long text, such as a long and complex chapter in a text book. The effort to build a strong organizing frame in reading to learn is increased significantly

¹⁸ William Grabe, (2009), *Reading in a Second Language (Moving from Theory to Practice)*. Cambridge University Press, p.6.

¹⁹ Jeremy Harmer, (1991), *The Practice of English Language Teaching* New addition, (New York: Longman, p.191.

²⁰WilliamGrabe,*Op.cit.*, 2009, p. 9.

when there are multiple texts that refer to related information, the reader must decide how to create his or her own organizing frame for the information

d. Reading to evaluate, critique, and use information.

Reading to evaluate, critique, and use information represents an increased level of demand and a more complex interaction of reading processes. In academic and professional settings, readers are at times asked to evaluate and critique information from multiple texts, or from one long text, requiring them to make decisions about which aspect of the text are most important, most persuasive, least persuasive, or most controversial.

e. Reading for general comprehension.

When accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time constraints.

The purpose of reading by Harmer is little bit different from Grabe and Stoller's. He also explained that confirm expectation and communicative task are the purpose of reading. In details, He also added reading for detail comprehension which is divided into two kinds; for information and for function and discourse. In order to have effective reading, readers should be able to decide the purpose of their reading, so that they can choose the appropriate technique to read.

Based on the opinion according to experts above, it can be concluded that everyone has different purpose to read, another example, students at school read books because they have to learn in order to pass the exam, while writers may read books in order to get new ideas to write and many others.

1.3. Principles of Reading

There are some principles of teaching reading according to Harmer ²¹:

- 1) Reading is not passive skill. Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.
- 2) Students need to be engaged with what they are reading.
- 3) Students should be encouraged to responds to the content of a reading text, not just to the language. It is important to study reading texts for the way they use language, the number of paragraphs they contain and how many times they use relative clauses.
- 4) Match the task to the topic. Once a decision has been taken about what reading text the students are going to read we need choose good reading task, the right kind of questions, engaging and useful puzzle.
- 5) Good teacher exploits reading texts to the full. They integrate the reading text into interesting class sequences, using the topic for discussion and further tasks, using the language for study.

2. Teams- Games- Tournaments (TGT)

2.1. The Definition of Team Games Tournament

Teams-Games-Tournaments is one of the oldest technique of cooperative learning. Teams-Games-Tournaments and Students Teams Achievement Division (STAD) are the most applicable forms of cooperative learning.²²

Teams-Games Tournament is the first cooperative learning method in John Hopkins Universities, originally developed by David Devries and Keith Edwards.

²¹ Jeremy Harmer, (2001), *The Practice of English Language Teaching:Third Edition*, New York: Pearson Education, p.70.

²²,Robert E. Slavin (2008), *Cooperative Learning: Teori, Riset, danPraktik*. Bandung: Nusa Media, p.71.

It is a kind of method which requires the students to cooperate with their other students in the class, this method gives students chance to study together and teach one another among the students.

TGT cooperative learning is the product of modification from tutorial learning where there a discussion in the cooperative group work and naming discussion model “think pair share” which is developed by Frank Lyman and Spencer Kagan. TGT method is composed of 5 components, they are: class presentation, teams, games, tournaments, and team recognition²³. TGT method uses academic games, quizzes, incensement score system where the students as a team representative with another member of team in learning process.²⁴

Furthermore, Devries *et.al.* stated that

Teams-Games-Tournament is sequence of teaching learning activities which is severely structured. Three educational techniques, such as small groups, instructional games and tournaments, are combined in this technique. It is designed to accomplish the regular teaching in upper elementary school, junior high school, and senior high school. TGT give students chance to get fun from study when they do game. In addition, the competition in the tournament gives motivation to student to study seriously. It is also applicable to levels from elementary school to senior high school.²⁵

In addition, Slavin said that TGT uses teams, instructional formats, and work sheets. Nevertheless, weekly tournament is used to show individual mastery of the subject matter.²⁶ One of the advantages of this technique is there will be a weekly tournament which the students will do game individually so that students not only study in group but also have to do tournament individually, it makes

²³*Ibid*, p.25.

²⁴*Ibid*, p.165.

²⁵David L. DeVries, *et al.*, (1980), *Teams-Games-Tournament: The Team Learning Approach*, New Jersey: Educational Technology Publication, p. 3.

²⁶Robert E. Slavin, (1982), *Cooperative Learning: Students Team. What Research Says to The Teacher*, Washington DC: National Education Association, p. 9.

students more independent. Therefore, TGT cooperatives learning technique not only ask the students to be cooperated in learning but also to show their individual ability.

2.2. The Features of Teams-Games-Tournament

Implementing TGT there are some Features that necessary. They are:

- a. Small team. Based on group size research, small and face to face teams are more efficient and cohesive
- b. Heterogeneous teams. Each of team must have heterogeneous students due to the aim of the teams which is to give opportunity for peer tutoring.
- c. Performance at the individual level. Each student must be individually responsible for his or her performance. The performance must be evaluated and teammates are not permitted to help.
- d. Team incentives must be sufficient to motivate team performance and must be delivered frequently. It is needed to motivate team performance, to have team engage in team competition and to recognize successful teams.
- e. The contribution of team members must be equally valuable. It is needed to give opportunity for less valued student as the higher valued students.²⁷

Form the points above in can be concluded that the team in TGT should be small and consist of only several heterogeneous students; besides that, all the members in the group should have individual performance in order to contribute to their team. Students also need some stimulation so that they can be more motivated in studying, and the contributions from each student to the team have to be equal.

2.3. The Procedure of Teams-Games-Tournament

Teams-Games-Tournament was purposely designed easy to use, with minimal cost and only little additional preparation. This method has 5

²⁷David L. DeVries, *et al.*, (1980), *Teams-Games-Tournament: The Team Learning Approach*, New Jersey: Educational Technology Publication, p. 15—16.

components, they are; class presentation, team, game, tournament, and team recognition. More over to implement TGT there are some procedures as follow:

- a. Class presentation. Material in TGT is initially introduced in a classroom presentation. This is most often direct teaching or lecture discussion conducted by the teacher, but could include audio visual presentation.
- b. Teams. Students are set to four members in a group, in which each team consists of students from all achievement level, sex, race or ethnicity. The major function of the team is to make sure that all team members are learning, and to prepare its member to do their best in tournament. The students in the teams usually study worksheet or other material to discuss problems together, comparing answer, and correcting any misconceptions.
- c. Games. The games are composed of content relevant question designed to test the students' knowledge from class presentation and team practice. Games are played at tables of four students from different team. Most games are simply numbered question on a ditto sheet. A numbered card picked by a student. Then, the student attempts to answer the question corresponding to the number.²⁸
- d. Tournament. Students play the games in frequently held tournaments. Each tournament needs more or less 40 minutes. In the tournament students compete as individuals to contribute points to their teams, they play at three students, ability homogenous tables. At each table the higher scorer brings six points to each his or her team. The middle scorers bring four points; and the low scorers bring two points. The scoring system is

²⁸Robert E. Slavin, (2008), *Cooperative Learning: Teori, Riset, dan Praktik*. Bandung: Nusa Media, p. 71—84

used to show that every member has roughly equal change of bringing six points to his or her team.²⁹

- e. The Last, Team recognition. Team may earn rewards such as certificate or others if their average scores exceed a certain criterion. Students' team scores may also be used to determine up to 20 percent of their grades.³⁰

2.4. The Advantages of Team-Games-Tournament

Teams-Games-Tournament has many advantages in teaching and learning

According to DeVries research on TGT, it has several objectives:

- a. Increase academic achievement.
- b. Improve students' attitudes.
- c. Create students peer tutoring.
- d. Stimulate the outside world.
- e. Dissolves social barriers.³¹

On the other hand, According Shoimin, TGT has some advantages such as:

- a. TGT method not only for students with high ability, but students are capable of academic lower will push to be active, and have an important role in the group.
- b. TGT can develop a sense of cooperation and mutual respect among students in the group.
- c. Students are more enthusiastic about the course because in this study, the teacher makes an agreement about the rewards that will be given to the students as the best group.
- d. Students become more active and interested in the class because there is activity in the form of tournament games in this method.³²

²⁹David L. DeVries, *et al.*, (1980), *Teams-Games-Tournament: The Team Learning Approach*, New Jersey: Educational Technology Publication, p. 17-18.

³⁰Slavin, *Op. cit.*, 2008, p. 73.

³¹David L. DeVries, *et al.*, (1980), *Teams-Games-Tournament: The Team Learning Approach*, New Jersey: Educational Technology Publication, p. 5-6.

³² A. Shoimin, (2014), *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media, p. 207.

Furthermore, According to Sdayu (2014) the advantages of Teams Games

Tournament are:

- a. Students can interact in small group
- b. Giving the opportunities for the students to solve problem together
- c. Students will have good attitudes because beside they are responsible of their own selves, they are also responsible of the team
- d. Increase the students' desire in learning
- e. Motivating the students to compete
- f. Providing the good atmosphere in the class
- g. Increase the students' self-esteem, motivation, and respect for others.³³

Based on the view above, Teams-Games-Tournament (TGT) is not only beneficial for the progress of students' cognitive aspect but also for the affective aspect. Furthermore, by using this method students will easily understand the material taught, it will not make students boring, it also helps student to be more active interested, and motivated in learning because they should cooperate with their friends and help each other to win the tournament.

2.5. Disadvantages of Teams Games Tournament

Every method must have its own advantages and disadvantages, besides having some advantages like have been mention above, TGT also has disadvantages, According Shoimin, TGT model has several disadvantages There are also several disadvantages of TGT methods such as³⁴;

- a. It takes a long time, because the educators must establish conditions prescribed in the application of TGT.

³³ Agung Sdayu, (2014), *The Effectiveness of Using Teams Games Tournaments (TGT) in Teaching Reading of Narrative Text (A Quasi-Experimental Study at SMPN 1 Pakuhaji*, A thesis of UIN Syarif Hidayatullah Jakarta.

³⁴A. Shoimin, (2014), *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*, Yogyakarta: Ar-Ruzz Media, p. 207.

- b. Teachers are required to be good at choosing the subject matter suitable for this method.
- c. Teachers must prepare before it is applied, for example, to create questions for each table tournaments or competitions, and teachers need to know the portion of the learners who are academically highest or lowest.

In addition, according to Sdayu (2014)³⁵, there are some disadvantages of Teams Games Tournament as follow:

- a. Wasting the time, the tournament will take a long time
- b. The absences of the students during the tournament period will disturb the successful of the tournament
- c. It is difficult to develop students' awareness about the importance of team learning.
- d. It can make the smart students think that her or his friend is lower than him as a burden of him.

Based on the points above, using TGT in teaching learning process takes a lot of time and it also needs well preparation in order to make a good tournament and games, the teachers are required to be patient in giving the material and the task, which it should be appropriate with the students' ability and the technique used.

2.6. Phase of Teams Games Tournament Method

In applying the TGT method, there are several things that should be paid attention, those are :

³⁵ AgungSdayu, (2014), *The Effectiveness of Using Teams Games Tournaments (TGT) in Teaching Reading of Narrative Text (A Quasi-Experimental Study at SMPN 1 Pakuhaji)*. A thesis of UIN SyarifHidayatullah Jakarta.

2.6.1. Preparation

Learning material, the teacher should prepare the material of study that will be presented in the class. The materials can be found in the text book or the teacher design the material by themselves. The teacher also should prepare the number card for each student in the class. Preparation of TGT method is as follows:

- Place the students into team.

Each team consists of 4-6 students who have different characteristic, both in achievement, race, or ethnic. The students must learn how to coordinate with their group work and not be a student who differentiates their friend.

- Place the students to the first tournament table.

Make copies of tournament table placement sheet. On that sheet, write down the list of students based on their work. The student who has high achievement of each team is placed in the first table; the second high achievement is placed in the second table, and so on until the last one of team.

2.6.2. How to begin Teams games tournament method

Begin by giving the materials for the students. After giving the materials by class presentation, announce to the students about the team division and ask the students to arrange the table to make team table.

2.6.3. Activity schedule

TGT method is composed of regular cycle from the learning activity, as follows:

- Teaching

Extend the information of material. It needs 1-2 class periods.

- Team work

The students finish the activity- sheet in their team to master the material.

- Tournament

The students play an academic game in the homogeny ability with the tournament table.

- Team recognition,

Team score is counted based on the tournament score of each member in a team, and the team will get the recognition if they succeeded to pass the criteria that have been agreed together.

2.6.4. Giving score

Check points of the tournament on the game score sheet. Move them into embrace room their own team. Count up all of the score from each tam and divide it by the members of team.

B. Relevant Study

There are several previous studies which are related with this research. The first related study is “The Effectiveness of Using Teams-Games Tournament (TGT) on Students’ Reading Comprehension on Descriptive Text ”³⁶, it’s a skripsi written by Rizxi Amalia from UIN Syarif Hidayatullah Jakarta. There are some differences and similarities between this study and her study. Her study was about teaching reading comprehension at students of eight grade students, the same as this research, her research also used the same technique in teaching the students’ reading comprehension that was TGT technique, she also used Quasi-

³⁶ Rizxi Amalia, (2017), *ASkripsi: The Effecitveness of Using Teams-Games Tournament (TGT) on Students’ Reading Comprehension On Descriptive Text*, Jakarta: UIN Syarif Hidayatullah.

Experimental Design. In her research, she would like to find out whether this method is effective or not, and with her research, she proved that TGT is effective on teaching reading descriptive text with the significance 2 tailed based on post-test was 0.037 and significance 2 tailed based on gained was 0.02, it was below 0.05 ($p < \alpha$), which means that the H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. Different from this research, her research just focused on reading descriptive text, while this research will be talking about reading as general.

The second related study is a scientific journal by Mutia Nasution “The Effect of Team Games Tournament (TGT) Method toward Vocabulary Mastery at the Tenth Grade Students of High School 1 Padangsidimpuan”³⁷. This journal and this research have some similarities and differences. In this journal, the researcher also used TGT method, but in her research, she used TGT toward students’ vocabulary mastery, while in this research, the researcher uses TGT method toward students’ reading comprehension achievement. The participants in this research are junior high school students while in her research the participants were tenth grade of high school students. The same as this research, in conducting the research, she also used experimental- research design with pre test and post test. her research was aimed to see is there any significant effect on students’ mastery vocabulary by using TGT method, and finally it was found that the score of $T_{test} > t_{Table}$ ($2.68 > 2.00$). It means that there is a significant effect of TGT

³⁷ Mutia Nasution, (2018), *The Effect of Team Games Tournament (TGT) Method Toward Vocabulary Mastery at the Tenth Grade Students of High School 1 Padangsidimpuan*, IOP Publishing : IOP Conf. Series: Earth and Environmental Science **175** (2018) 012087

method toward vocabulary at the seventh grade students of High School 1 Padangsidempuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The type of this study was classified as Experimental Research. The research was designed with a pre-test and post-test as the instruments, and the participants were divided randomly into two class, experimental and control class. The basic purpose of an experimental research design is to test the impact of a treatment (or an intervention) on an outcome.

Experimental research seeks to determine if a specific treatment influences an outcome. The researcher assesses this by providing a specific treatment to one group and with holding it from another and then determining how both groups scored on an outcome.³⁸

From the definition above it can be said that the purpose of experimental research is to look into cause and-effect relationships. In implementing the experimental research, the researcher analyzed whether subjects who were given the treatment (experimental group) perform differently from those who were not (control group).

The researcher used pretest and post test to both the controlled class and the experimental class. In the experimental class researcher used TGT as the technique of teaching reading. Meanwhile, in controlled class, the researcher didn't use TGT as the technique of teaching reading comprehension.

³⁸ John Creswell, (2014), *Research Design : Qualitative, Quantitative, And Mixed Methods Approaches (4th Edition)*, California: SAGE Publications, p. 42.

The design can be figured as:

Table. 3.1 Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental class	O_1	X	O_2
Control class	O_1	-	O_2

O = Measurement

X = Treatment (TGT Technique)

Table 3.1. shows that research had two variables, independent and dependent variables, TGT technique is the independent variable and dependent variable is students' reading comprehension achievement.

B. Research Setting

This research was conducted at SMP Al-Washliyah 1 Medan in Jl. Ismailiyah No. 82 Medan. The research was done for 6 meetings for both in experimental and control groups. In the first meeting was used for the pre test, the last meeting was be used to do the post test and the other two meetings were used to do the treatments in each class, both in experimental and controlled.

C. Population and Sample

The population of this research was the students of SMP Al-Washliyah 1 Medan exactly at grade eight. There were only two classes. The researcher used purposive sampling method. Both of these classes were used as the samples. VIII-

1 consists of 22 students and VIII-2 consists of 21 students, so in total there were 43 students as the samples of this research as well as the population.

In this research, the researcher needed to use two classes which were divided into experimental class and control class, therefore, VIII-1 became the control class and VIII-2 as the experimental class. The researcher intentionally chose VIII 2 as the experimental class because as the teacher said that this class was better in studying in a group so in order that the research will run well as expected, the researcher chose this class as the class that will be taught by using teams games tournaments (TGT) technique. Meanwhile VIII 1 was chosen as the control class since this was quite silent according to the conventional method.

D. Technique of Collecting data

1. Instruments of the Research

In this research, the researcher used a test as the instrument. The students were given a test before the treatment to measure their achievements in reading comprehension before they got treatments, and after the treatment the students were given a post test to see the effect of using TGT cooperative learning technique in improving the students' achievement. There were 10 multiple choice reading comprehension questions.

2. The Data Collection

The techniques which used by the researcher to collect the data are

2.1. Pretest

Pretest was given before the treatment in order to know the homogeneity between the experimental class and controlled class, and it also aimed to know the students' basic reading comprehension achievement.

2.2.Treatment

The Treatment that was given to both classes was different, in the experimental class, the students were taught by using TGT technique, while in the control class, the teacher taught reading comprehension using conventional method.

2.3.Post-test

Post-test was given to the two classes, experimental class and control class in the last meeting after the treatment. It aimed to measure the students' reading comprehension achievement after the treatment to see is there any significant effect of using TGT technique in reading comprehension or not.

E. **Technique of Analyzing Data**

After doing the pre test and the post test and getting the result, the data were analyzed. Data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that is accumulated to increase people understanding of them and to enable people to present what they have discovered to others.³⁹ The purpose of data analysis was to know the differences of student's achievement of reading comprehension using Teams Games Tournament (TGT) and without using Teams Games Tournament and the significance of students' achievement in the reading comprehension. The data were obtained through pre-test and post-test.

In providing tests to the students, it is important to know their validity and reliability. Validity is an important quality of any test. It is a condition in which a

³⁹Sugiyono, (2007), *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kulitatif dan R&D*, Bandung :Alfabeta, p. 334.

test can measure what is supposed to be measured. Meanwhile, reliability is the consistency of a series of measurements. To measure validity, the product correlation moment was used as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\} \{n\sum Y^2 - (\sum Y)^2\}}}$$

Explanation :

r_{xy} = correlation coefficient between X and Y

X = total post-test of control class

Y = total post-test of experimental class

N = Total of students

Scoring the Test

the score range from 0-100 are use. The rule was by counting the correct answer using this following formula:

$$S = R/N \times 100$$

Where:

S = the score

R = the number of correct answer

N = the number of questions

To find out the difference between mean scores of of the experimental class and control class, the researcher used the t-test formula. To know the

statistical hypothesis t, the statistical analysis was used. The formulation of the “t” test is⁴⁰

$$\frac{M_1 - M_2}{\sqrt{\left(\frac{X_1 + X_2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

Where :

M_1 = the mean of experimental group

M_2 = the mean of Control Group

X_1 = the standard deviation of experimental group

X_2 = the standard deviation of control group

N_1 = the total number (sample) of experimental

N_2 = the total number (sample) of control group

F. Statistical Hypothesis

$H_0 : \mu_1 = \mu_2$

$H_a : \mu_1 \neq \mu_2$

H_0 = Null hypothesis

H_a = Alternative hypothesis

μ_1 = Students' reading comprehension achievement taught by using TGT technique.

μ_2 = Students' reading comprehension achievement taught without using TGT technique.

⁴⁰ Anas Sudijono, (2011), *Pengantar Statistic Pendidikan*, Jakarta : Raja Grafindo Persada,p.314

CHAPTER IV

RESEARCH FINDING

A. Research Findings

The data was obtained from the result of pre-test and post-test of both the experimental and control class, in which the experimental class (VIII-2) consisted of 21 students who was taught about reading comprehension using TGT method, while the control class (VIII-1) consisted of 22 students were not given special treatment, they were just taught only by using conventional method. The score results obtained are as follows:

1. Experimental Class

Based on the data that had been attached in the appendix 7, the mean score in pre test was 44.28, meanwhile the mean score in the post test was 68.09. The mean score raised 23.80 from the pre test to the post test. The highest score of the pre test was 80 and the highest score of the post test was 90.

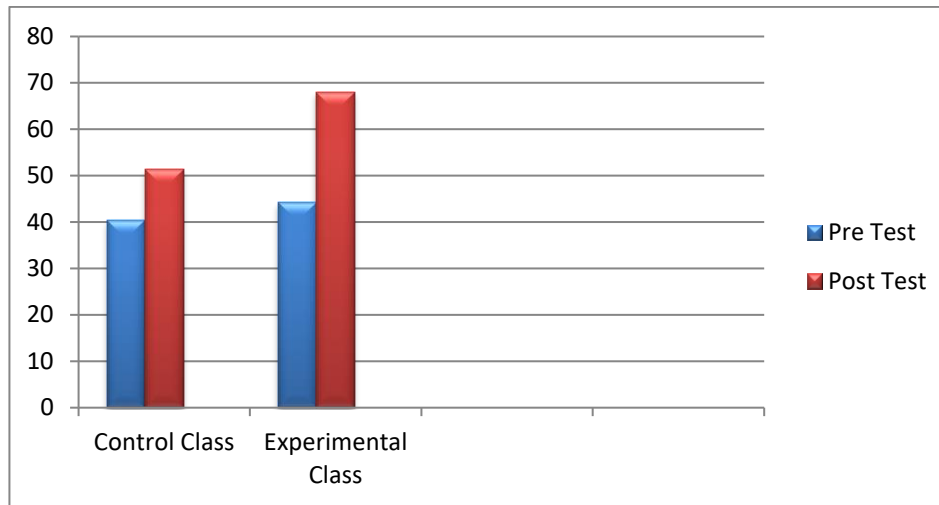
2. Control Class

Based on the data that had been attached in the appendix 8, the mean score in pre test was 40.45, meanwhile the mean score in the post test was 51.36. The mean score raised 10.90 from the pre test to the post test. The highest score of the pre test was 60 and the highest score of the post test was 90.

Here is a comparison chart between the average scores of the control class and the experimental class:

Chart.4.1

Comparison between The Mean Scores of Experimental and Control Class



From the data that has been attached previously, it can be seen that there was quite significant different scores between the control class which taught by using the conventional method and the experimental class that was given treatment using the TGT technique. The mean score in experimental class from the pre test to the post test increased until 23.80 meanwhile in the control class was only 10.90.

B. Data Analyzing

Data analyzed were taken from the results of post-test tests that have been carried out in both experimental and control classes. This data will then be calculated using the t-test to see how significant the difference of the results obtained, and to see a comparison of whether the use of the TGT method was successful in improving students' reading comprehension achievement.

1. The Validity of The Test

X : The Score of Post Test in Control Class

Y : The Score of Post Test in Experimental Class

Based on the above table, it can be seen that :

$$\begin{aligned}\sum X &= 1130 & \sum Y &= 1430 \\ \sum X^2 &= 62300 & \sum Y^2 &= 100300 \\ \sum XY &= 74000\end{aligned}$$

To know the correlation between the post test scores of experimental class and control class, the researcher applied the statistical analysis of product moment correlation, as follows:

$$\begin{aligned}r_{xy} &= \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\} \{n\sum Y^2 - (\sum Y)^2\}}} \\ r_{xy} &= \frac{(43)(74000) - (1130)(1430)}{\sqrt{\{43 \times 62300 - (1130)^2\} \{43 \times 100300 - (1430)^2\}}} \\ r_{xy} &= \frac{3182000 - 1615900}{\sqrt{\{2678900 - 1276900\} \{4312900 - 2044900\}}} \\ r_{xy} &= \frac{1566100}{\sqrt{(1402000)(2268000)}} \\ r_{xy} &= \frac{1566100}{\sqrt{3179736000000}} \\ r_{xy} &= \frac{1566100}{1783181.42}\end{aligned}$$

$$r_{xy} = 0.87$$

Based on the above result, it showed that the coefficient of the test validity was 0.87. It meant that the validity of the test was very high, as following :

0.800-1.000 : Very High

0.600-0.790 : High

0.400-0.590 : Significant

0.200-0.390 : Low

0.00-0.190 : Very Low

2. The Calculation of T-Test

$$M_1 = \frac{\sum X_1}{N} = \frac{240}{22} = 10.90$$

$$X_1 = ((\sum X_1)^2) - \frac{(\sum X_1)^2}{N}$$

$$X_1 = 6400 - \frac{(240)^2}{22}$$

$$X_1 = 6400 - \frac{57600}{22}$$

$$X_1 = 6400 - 2618.18$$

$$X_1 = \mathbf{3781.82}$$

From the results of the t-test calculation in the control class, it was found that: $M_1 = 10.90$ and $X_1 = 3781.82$

$$M_2 = \frac{\sum X_2}{N} = \frac{500}{21} = 23.80$$

$$X_2 = ((\sum X_2)^2) - \frac{(\sum X_2)^2}{N}$$

$$X_2 = 15400 - \frac{(500)^2}{21}$$

$$X_2 = 15400 - \frac{250000}{21}$$

$$X_2 = 15400 - 11904.76$$

$$X_2 = \mathbf{3495.24}$$

From the results of the t-test calculation in the control class, it was found that: $M_1 = 23.80$ and $X_1 = 3495.24$

After calculating all the data from both classes by using t-test, the results are:

$$M_1 = 10.90 \quad X_1 = 3781.82 \quad N_1 = 22$$

$$M_2 = 23.80 \quad X_2 = 3495.24 \quad N_2 = 21$$

By using the data above, t-observed was calculated with the following formula:

$$t = \frac{M_2 - M_1}{\sqrt{\left(\frac{X_1 + X_2}{N_1 + N_2 - 2}\right) \left(\frac{N_1 + N_2}{N_1 \cdot N_2}\right)}}$$

$$t = \frac{23.80 - 10.90}{\sqrt{\left(\frac{3781.82 + 3495.24}{22 + 21 - 2}\right) \left(\frac{22 + 21}{22 \cdot 21}\right)}}$$

$$t = \frac{12.9}{\sqrt{\left(\frac{7277.06}{41}\right) \left(\frac{43}{462}\right)}}$$

$$t = \frac{12.9}{\sqrt{(177.48)(0.09)}}$$

$$t = \frac{12.9}{\sqrt{15.97}}$$

$$t = \frac{12.9}{3.99}$$

$$\mathbf{t = 3.23}$$

The result of the calculation showed that the statistic data of both experimental and control group in pre-test and post-test showed that t-observed was higher than t-table ($3.23 > 2.02$, $p = 0.05$). It meant that the alternative Hypothesis (H_a) was accepted.

C. Testing Hypothesis

The data obtained from experimental and control classes were calculated using the t test formula to prove the hypothesis.

The criteria of testing hypothesis in this research were :

1. If $T_{\text{observed}} > T_{\text{table}}$ in significant degree of 0.05 the hypothesis will be accepted.
2. If $T_{\text{observed}} < T_{\text{table}}$ in significant degree of 0.05, the hypothesis will be rejected.

From the calculation above, it was known the degree of freedom (df) was 41.

1. T_{observed} with degree of freedom 41 which is shown at significant level 5% is 3.23
2. T_{table} with degree of freedom 41 which is shown at significant level 5% is 2.02

Comparing t-observation (3.23) and t-table (2.02), it was known that t-observation was higher than t-table. The result was $3.23 > 2.02$. Therefore, it could be said that alternative hypothesis (H_a) was accepted.

D. Discussion

The previous data was taken from the pre-test and post-test results of both experimental and control classes. The experimental class consisted of 21 students from class VIII-2. Where in this class, students were taught about reading comprehension (Recount and Descriptive Text) using the TGT method. Before treatment using TGT, students were tested first with a pre-test consisted of 10 questions and the average score was 44.28. After three meetings were held using the TGT method, students in class VIII-2 were tested again (post-test) with the same questions as in the pre test with the result of the average score was 68.09 it meant the mean score increased to 23.80 from pre-test to post-test.

The control class consisted of 22 students from class VIII-1. This class was taught about reading comprehension (Recount Text and Descriptive Text) using the conventional method. Just like in the experimental class, before being treated with conventional methods, all students were given a pre-test with the same questions as in the experimental class. The results showed that the average score of pre-test was 40.45. After the pre-test was done then they were taught using conventional methods for three meetings, after that at the end of the meeting the students were given a post-test with the same questions as in the pre-test questions before. The results showed that the mean score was 51.36. The mean score of the class from pre-test to post-test in this control class was not significant that the change was only 10.90.

After obtaining the post-test scores from both classes (experimental and control classes), a calculation using the t test was performed to see how significant the effect resulted from using the TGT method in teaching reading comprehension. The result showed $t\text{-observed} = 3.23$ while $t\text{ table with df (41)}$ and the 0.05 significance level was 2.02. Then $t\text{-observed}$ was higher than $t\text{-table}$. This meant that there was a quite significant change in the mean scores of students in the experimental class who were taught using the TGT method compared to students in the control class. But, the mean score of the post test in experimental class still did not pass the Minimum Passing Grade (70). In order to get above to MPG, the researcher may do more research with another method and in longer time duration.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Based on the data analysis that has been calculated by using t-test. It can be seen that t-observed was higher than t-table ($t\text{-observed} > t\text{-table}$ ($3.23 > 2.02$)) at the significant level of 0.05. there was an effect of using TGT technique on improving students' reading comprehension achievement comparing with the students' score in the control class with the average score of the pre-test in experimental class was 44.28 and the post-test was 68.09 meanwhile the average score of pre-test in the control class was 40.45 and the post-test was 51.36. It can be concluded that using TGT technique could help to improve the students' reading comprehension achievement.
2. Even though this technique can help students to improve their achievement, but the students' scores are still under MPG (minimum passing grade). The MPG of English lesson in that school is 70, meanwhile, the average scores of post test in experimental class was only 68.09.
3. The students in the experimental class were more enthusiastic and active in the learning process than the students in the control class, because they were excited to play the games.

B. Suggestion

Related to the research that has been done, the researcher would like to give suggestion as follow:

1. Teacher should be creative in teaching English in the class. Especially in teaching reading, because reading is quite boring so the use of innovative technique is extremely needed, such as using TGT in teaching reading, students will be more excited and active in the class because they work in a group.
2. The English teacher should be in the class when students of universities doing research or microteaching in the class, so that teacher can give any feedback or suggestion to the students, and also can learn from those students, especially about new method in teaching in the class. In this case, teachers and students learn together for a better strategy in teaching learning English.
3. In applying TGT in the class, teacher should be patient and give more attention to the students, because during the process of playing game, the students may be so noisy and uncontrolled.
4. Hopefully the further research can be conducted with another variety of using TGT method for teaching other skills in English and can be applied for a better English learning process

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APPENDIX 1

LIST OF STUDENT NAMES

Class VIII₁ (Control Class)

No	Name	Genre
1	Alvin Abdillah Rizky	M
2	Devi Kurniati Sari	F
3	Dika Abhinawa	M
4	Dwi Anggara	M
5	Elfina Safitri	F
6	Farrel Abimayu	M
7	Febrina Saskia	F
8	Fikri Haikal	M
9	Hafiza May Zara	F
10	Indah Rahmadani	F
11	Layundari Siregar	F
12	M. Ghofur Malik Nst	M
13	M. Guntur Prayatna	M
14	M. Rifaldi Rizki	M
15	Muhammad Idhamsyah	M
16	Nayla Putri Daniha	F
17	Rizky Aditya Sinaga	M
18	Thasya Afini Bancin	F
19	Zahra Nasution	F
20	Zahtza Saritza	F
21	Zakly Kurniawan	M
22	Zaky Saputra	M

Male students : 12

Female students: 10

Class VIII₂ (Experimental Class)

No	Name	Genre
1	Ahmad Zakaria	M
2	Ananda Prasetia	M
3	Arifin Fikri	M
4	Diva Febrina Sinaga	F
5	Injan AR Sofyan	M
6	Laila Fadilla Sembiring	F
7	M. Rizky	M
8	Mhd. Andy Pratama	M
9	Mhd. Ridho Syahputra	M
10	Muhammad Syafiq	M
11	Nadin Alya	F
12	Nazwa Azzahra	F
13	Nazwa Putri Hardiva	F
14	Nurul Hasanah	F
15	Putri Tiara Nst	F
16	Sahbana Putra Solin	M
17	Satria Putra Kurniawan	M
18	Suci Amalia	F
19	Ulfa Chairunnisa	F
20	Yusra Fadil	M
21	Zahra Salsabila	F

Male students : 11

Female students: 10

APPENDIX 2

LESSON PLAN (Experimental Class)

School	: SMP Al-Washliyah 1
Subject	: English
Class	: VIII-2 (Experimental-Class)
Time Allocation	: 2 x 40 minutes
Topic	: Descriptive and Recount Text

A. Main Competence

- K1 : Respecting and appreciating religion they believe.
- K2` : Respecting and appreciating honestly, discipline, responsibility, care (tolerance, cooperation), good manner, confident, to interact effectively with social environment and nature in their association and existence.
- K3 : Understanding knowledge (factual, conceptual, and procedural) based on their curiosity about science, technology, art, culture related to the real phenomena and incident.
- K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

B. Standard Competence of Reading

5. Understanding the meaning of functional written texts and simple short essays in the form of descriptive and recount relating to the surrounding environment

C. Basic Competence

- 5.1. Reading aloud the functional written text and short and simple essays in the form of descriptive and recount with acceptable speech, pressure and intonation, which is related to the surrounding environment.
- 5.2. Responding to meaning in simple short functional written texts accurately fluent and acceptable relating to the surrounding environment
- 5.3. Responding to the meaning and steps of rhetoric in simple short essays accurately, fluently and acceptable relating to the surrounding environment in the text in the form of descriptive and recount.

D. Indicators of Achievement

1. Identify the meaning of the idea (main idea) descriptive text and recount
2. Identify the textual meaning in descriptive text and recount
3. Identify the communicative purpose of descriptive and recount text
4. Mention the characteristics of descriptive and recount text

E. Teaching Objectives

1. Students can identify the meaning of ideas (main ideas) in descriptive text
2. Students can identify the textual meanings in descriptive texts
4. Students can identify the communicative objectives of descriptive and Recount text
5. Students can mention the language characteristics of descriptive and recount text

F. Teaching Materials

1. Descriptive Text

Definition of Descriptive Text

Descriptive text is a written English text which describes an object. The object can be abstract or concrete object. It can be a person, or animal, or tree or a house or camping and the other topics. The purpose of descriptive text is to describe a particular person, place or thing.

Example:

My Dogs

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

Generic structure of Descriptive text:

- Identification (identifies the object or phenomenon to be described).
- Description (describes parts, qualities, characteristic of the part of the object).

Language Features:

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
 - Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc.

2. Recount Text

Definition:

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

Generic Structure of Recount Text:

- Orientation : It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
- Events : Describing series of event that happened in the past. Telling what happened and in what sequence.
- Reorientation : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story

Language features of Recount text :

- Introducing personal participant; I, we, my group, etc.
- Using chronological connection; then, first, after that, etc.
- Using linking verb; was, were, saw, heard, etc.
- Using action verb; buy, go, speak, etc.
- Using simple past tense

Example of Recount text :

My Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared

ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

G. Teaching Method

Teams-Games-Tournament (TGT) Cooperative Technique

H. Teaching Steps

Opening	<ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Check the presence of the students • Motivate and review the material • Brain Storming 	10 minutes
Core Activities Meeting 1	<ul style="list-style-type: none"> • Teacher explains about descriptive text in general • Teacher divided students into five groups • Teacher explains about some strategies in reading comprehension such as, scanning, 	60 Minutes

	<p>skimming, and summarizing the text.</p> <ul style="list-style-type: none"> • After that, she asks the students to read the reading text and then work together in a group to answer the questions based on the text. • The teacher then gives them games tournament. The students play the games to show their mastery of the topic studied. • The representative from each group will compete at the tournament table. • Each group writes the points that the members get. • After the game is finished, the teacher will announce the group who get the highest score. • And the highest group will be given a reward. 	
<p>Meeting 2</p>	<ul style="list-style-type: none"> • Teacher explains about recount text in general • Teacher divided students into five groups • Teacher explains about some strategies in reading comprehension such as, scanning, skimming, and summarizing the text. • After that, she asks the students to read the reading text and then work together in a group to answer the questions based on the text. • The teacher then gives them games tournament. The students play the games to show their mastery of the topic studied. 	

	<ul style="list-style-type: none"> • The teacher reads the question and all the groups try to answer correctly as fast as possible by rising their hand in order to get the point. • Each group writes the points that the members get. • After the game is finished, the teacher will announce the group who get the highest score. And the highest group will be given a reward. 	
Closing	<ul style="list-style-type: none"> • Make the conclusions of today's learning and tell the learning plans for the next meeting. • Praying • Regards 	10 Minutes

I. Learning sources

1. Internet
2. Kementerian Pendidikan dan Kebudayaan. 2017. Bahasa Inggris kelas VIII, *When English Rings the Bell*. Jakarta: Politeknik Negeri Media Kreatif.

J. Assessment

Indicator of Achievement Competence	Type of Questions	Instruments
<ul style="list-style-type: none"> • Main idea of each paragraph • Textual meaning in descriptive and recount text • Communicative purpose of descriptive and recount • Language features of 	PG T/F	<ol style="list-style-type: none"> 1. Choose the best option based on the text. 2. State whether the statements are TRUE or FALSE. 3. Answer the questions

descriptive and recount text • Reading aloud the descriptive and recount text.		<i>Read the text aloud.</i>
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	Score
Correct Answer	10
Wrong answer/ no answer	0
Total score	10x10= 100

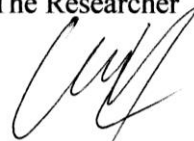
The English Teacher



Hery Susanto, S.Pd

Medan, April 2019

The Researcher



Fauza Azmi Rambe

LESSON PLAN

(Control Class)

School	: SMP Al-Washliyah 1
Subject	: English
Class	: VIII-1 (Control Class)
Time Allocation	: 2 x 40 minutes
Topic	: Descriptive and Recount Text

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- K1 : Respecting and appreciating religion they believe.
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- K4 : Trying, processing, and presenting in concrete (use, analyze, string up, modify, and make) and abstract (write, read, count, draw, and create) in accordance with subject learnt in school and other source that has the same point of view / theory.

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5. Understanding the meaning of functional written texts and simple short essays in the form of descriptive and recount relating to the surrounding environment

C. Basic Competence

- 5.4. Reading aloud the functional written text and short and simple essays in the form of descriptive and recount with acceptable speech, pressure and intonation, which is related to the surrounding environment.
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- 5.6. Responding to the meaning and steps of rhetoric in simple short essays accurately, fluently and acceptable relating to the surrounding environment in the text in the form of descriptive and recount.

D. Indicators of Achievement

6. Identify the meaning of the idea (main idea) descriptive text and recount text
7. Identify the textual meaning in descriptive text and recount text
8. Identify the communicative purpose of descriptive text and recount
9. Mention the characteristics of descriptive and recount text

E. Teaching Objectives

1. Students can identify the meaning of ideas (main ideas) in descriptive text and recount
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Example:

My Dogs

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

Generic structure of Descriptive text:

- Identification (identifies the object or phenomenon to be described).
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Language Features:

- Specific participant : has a certain object, is not common and unique (only one). for example: Bandengan beach, my house, Borobudur temple, uncle Jim
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, the famous place in jepara, etc.
- The use of simple present tense: The sentence pattern used is simple present because it tells the fact of the object described.
 - Action verb: verbs that show an activity (for example, run, sleep, walk, cut etc....

2. Recount Text

Definition:

A recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener.

Generic Structure of Recount Text:

- Orientation : It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
- Events : Describing series of event that happened in the past. Telling what happened and in what sequence.
- Reorientation : It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story

Language features of Recount text :

- Introducing personal participant; I, we, my group, etc.
- Using chronological connection; then, first, after that, etc.
- Using linking verb; was, were, saw, heard, etc.
- Using action verb; buy, go, speak, etc.
- Using simple past tense

Example of Recount text :

My Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared

ourselves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists.

Second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

G. Teaching Method

Conventional Method (Teacher Centered)

H. Teaching Steps

Opening	<ul style="list-style-type: none"> • Greet the students kindly when entering the classroom • Check the presence of the students • Motivate and review the 	10 minutes
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	<p>material</p> <ul style="list-style-type: none"> • Brain Storming 	
<p>Core Activities</p> <p>Meeting 1</p>	<ul style="list-style-type: none"> • Teacher explains about descriptive text, the definition, the social function and also the generic structure of the text. • Teacher explains about some strategies in reading comprehension such as, scanning, skimming, and summarizing the text. • After that, she asks the students to read the reading text and discuss the example together 	60 minutes

	<ul style="list-style-type: none"> • The teacher asks the students do the task individually about descriptive text which has been given. • After they have finished their task. The teacher correct the students' answer together 	
<p>Meeting 2</p>	<ul style="list-style-type: none"> • Teacher explains about recount text, the definition, the social function and also the generic structure of the text. • Teacher explains about some strategies in reading 	<p>60 minutes</p>

	<p>comprehension such as, scanning, skimming, and summarizing the text.</p> <ul style="list-style-type: none">• After that, she asks the students to read the reading text and discuss the example about recount text together with the teacher.• The teacher asks the students do the task individually about recount text which has been given.• After they have finished their task. The teacher corrects the students' answer	
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	together	
Closing	<ul style="list-style-type: none"> • Make the conclusions of today's learning and tell the learning plans for the next meeting. • Praying • Regards 	10 inutes

I. Learning sources

3. Internet

4. Kementerian Pendidikan dan Kebudayaan. 2017. Bahasa Inggris kelas VIII, *When English Rings the Bell*. Jakarta: Politeknik Negeri Media Kreatif.

J. Assessment

Indicator of Achievement Competence	Type of Questions	Instruments
<ul style="list-style-type: none"> • Main idea of each paragraph • Textual meaning in descriptive and recount text • Communicative purpose of descriptive and recount • Language features of descriptive and recount text • Reading aloud the descriptive and recount text. 	PG T/F	<ol style="list-style-type: none"> 1. <i>Choose the best option based on the text.</i> 2. <i>State whether the statements are TRUE or FALSE.</i> 3. <i>Answer the questions</i> <p><i>Read the text aloud.</i></p>

	Score
Correct Answer	10
Wrong answer/ no answer	0
Total score	10x10= 100

The English Teacher



Hery Susanto, S.Pd

Medan, April 2019

The Researcher



Fauza Azmi Rambe

APPENDIX 3

PRE-TEST/POST-TEST

Read the following texts carefully and choose the correct answer by crossing A, B, C, or D!

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

1. What does Casper look like?
 - a. Short with long body and strong legs
 - b. Brown, with long and thick fur
 - c. Slim body, long legs
 - d. Thin fur and dots

2. The generic structure of the text is
 - a. Description – identification
 - b. Identification – description
 - c. Orientation – events – reorientation
 - d. Reorientation – events – orientation

3. Why does the writer call the collie, brownie? The writer calls the collie, brownie because
 - a. She likes brownies
 - b. She has brown fur
 - c. She has brown ear
 - d. She like it

My name is Tania. I live in a small house. It has six rooms. There are three bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When I'm bored of reading, I usually play online games or chat with my friends.

Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I have everything I need when I get hungry. It is

very pleasure when my mother cooks. The smell fills my whole house. I love my house very much.

4. Where is her bedroom?
 - a. It's in the right side of the kitchen
 - b. It's in the right side of living room
 - c. It's in the left side of the kitchen
 - d. It's in the left side of living room

5. Where does she read a novel? She reads a novel in the
 - a. Kitchen
 - b. Bathroom
 - c. Bedroom
 - d. Living room

6. What does she do when she feels bored?
 - a. She plays with her friends
 - b. She cooks in the kitchen
 - c. She helps her mother
 - d. She plays online games

We had a three-day camp in Tawangmangu resort last week. The location was on the slope of Lawu mount. There was a river with clear water not far from our camp site. We brought cooking and eating utensils. We also had food supply. There were noodles, eggs, fish, some canned food, mineral water and biscuits.

On the first day, we set up the tents and cooked food for our lunch. After taking a rest for a while, we walked around to see the surrounding area. The scenery was very beautiful. The weather was cold all day long so we had to wear thick jackets. We all were very happy. In the evening, we had dinner together. We had hot lemon tea and boiled noodles. After that, we made a camp fire. We played guitar and sang songs together. We did enjoy our good time that night.

At the second day, we went tracking until 11 a.m. After having lunch and taking a rest, we had competitions, such as tug-of-war, soccer and a guessing game. *My team was a runner up* in the tug-of-war and the champ in the guessing game. Unfortunately, my team lost in the soccer. Then, in the evening, we performed some dramas. On the third day, we packed our stuff and went home. We planned to have another camp activity at the end of this semester.

7. The following statements are true about the text, except _____.
 - a. The camp activity was held for two days
 - b. There was a clean river near the camp site
 - c. The campers had to bring their own stuffs and food
 - d. The writer had to wear thick jackets because it was cold

When I was the 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation. The first day, we visited Sanur beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked into the hotel. After prepared ourselves, we went to Tanah lot. We met so many tourists there.

The second day, we enjoyed the day on Tanjung Bena beach. We played so many water sports such as banana boat, jet sky, speedboat etc. We also went to Penyu Island to see many unique animals. They were turtles, snakes, and seabirds. We were very happy. In the afternoon, we went to kuta beach to see the amazing sunset and enjoyed the beautiful wave.

The last day, we spent our time in Sangeh. We could enjoy the green and *shady forest*. There were so many monkeys. They were so tame but sometimes they could be naughty. We could make a close interaction with *them*. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali t-shirts and souvenirs. In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

8. When did the writer go to Bali?
 - a. She was the 2nd grade of senior high school.
 - b. She was the 2nd grade of junior high school.
 - c. She was the first grade of junior high school.
 - d. She was the first grade of senior high school.

9. We could enjoy the green and *shady forest*. (paragraph 3) what does the italicized word mean?
 - a. Crowded with the trees and animals.
 - b. Full of trees and it is very often raining.
 - c. The cool condition because of the gentle wind.
 - d. Protected from direct light from the sun by trees or building.

We went to Thailand for our summer vacation last year. It was our first trip to Asia. We loved it. We spent a week in Bangkok and did something different every day. We went to the Floating market very early one morning. We didn't buy anything there, we just looked. Another day, we went to *Wat Phra Keo*, the famous temple of the Emerald Buddha. *It was really interesting*. Then we saw two more temples nearby. We also went on a river trip somewhere outside Bangkok. The best thing about the trip was the food.

10. What is Wat Phra Keo? Wat Phra Keo is _____
 - a. A person from Thailand.
 - b. A tourist from Asia.
 - c. A well-known Buddha temple.
 - d. A cook from Thailand.

THE ANSWER KEY

1. A
2. B
3. B
4. D
5. D
6. D
7. A
8. A
9. B
10. C

Appendix 4

DOCUMENTATION



Picture 1. Students in experimental class doing the pre test



Picture 2. Students in experimental class discussing the questions in a group



Picture 3. The students in experimental class doing the post text



Picture 4. Students in experimental class playing games



Picture.5 Students in control class doing the pre-test



Picture. 6 Taking picture with the students of viii-2



Picture 7. Students in control class doing the post test

Appendix. 5

THE STUDENTS' ANSWER SHEETS

NAME: DEVI KURNICHI
 CLASS: VIII 2

Read the following texts carefully and choose the correct answer by crossing A, B, C, or D!

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

1. What does Casper look like?
 a. Short with long body and strong legs
 b. Brown, with long and thick fur
 c. Slim body, long legs
 d. Thin fur and dots

2. The generic structure of the text is
 a. Description - identification
 b. Identification - description
 c. Orientation - events - reorientation
 d. Reorientation - events - orientation

3. Why does the writer call the collie, brownie? The writer calls the collie, brownie because
 a. She likes brownies
 b. She has brown fur
 c. She has brown ear
 d. She like it

My name is Tania. I live in a small house. It has six rooms. There are three bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When I'm bored of reading, I usually play online games or chat with my friends.

Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks. The smell fills my whole house. I love my house very much.

4. Where is her bedroom?
 a. It's in the right side of the kitchen
 b. It's in the right side of living room
 c. It's in the left side of the kitchen
 d. It's in the left side of living room

5. Where does she read a novel? She reads a novel in the
 a. Kitchen
 b. Bathroom
 c. Bedroom
 d. Living room

6. What does she do when she feels bored?
 a. She plays with her friends
 b. She cooks in the kitchen
 c. She helps her mother
 d. She plays online games

We had a three-day camp in Tawangmangu resort last week. The location was on the slope of Lawu mount. There was a river with clear water not far from our camp site. We brought cooking and eating utensils. We also had food supply. There were noodles, eggs, fish, some canned food, mineral water and biscuits.

On the first day, we set up the tents and cooked food for our lunch. After taking a rest for a while, we walked around to see the surrounding area. The scenery was very beautiful. The weather was cold all day long so we had to wear thick jackets. We all were very happy. In the evening, we had dinner together. We had hot lemon tea and boiled noodles. After that, we made a camp fire. We played guitar and sang songs together. We did enjoy our good time that night.

At the second day, we went tracking until 11 a.m. After having lunch and taking a rest, we had competitions, such as tug-of-war, soccer and a guessing game. My team was a runner up in the tug-of-war and the champ in the guessing game. Unfortunately, my team lost in the soccer. Then, in the evening, we performed some dramas. On the third day, we packed our stuff and went home. We planned to have another camp activity at the end of this semester.

7. The following statements are true about the text, except
 a. The camp activity was held for two days
 b. There was a clean river near the camp site
 c. The campers had to bring their own stuffs and food
 d. The writer had to wear thick jackets because it was cold

When I was the 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the

40

AHRA
 BELA

NAME: DEVI KURNIA TI
 CLASS: VIII 1

31/07-2019
 RAB POST TEST

Read the following texts carefully and choose the correct answer by crossing A, B, C, or D!

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

1. What does Casper look like?
 a. Short with long body and strong legs
 b. Brown, with long and thick fur
 c. Slim body, long legs
 d. Thin fur and dots

2. The generic structure of the text is
 a. Description - identification
 b. Identification - description
 c. Orientation - events - reorientation
 d. Reorientation - events - orientation

3. Why does the writer call the collie, brownie? The writer calls the collie, brownie because
 a. She likes brownies
 b. She has brown fur
 c. She has brown ear
 d. She like it

My name is Tania. I live in a small house. It has six rooms. There are three bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living here for wasting my spare time. When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When I'm bored of reading, I usually play online games or chat with my friends.

Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks. The smell fills my whole house. I love my house very much.

4. Where is her bedroom?
 a. It's in the right side of the kitchen
 b. It's in the right side of living room
 c. It's in the left side of the kitchen
 d. It's in the left side of living room

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 a. Kitchen
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 b. She cooks in the kitchen
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At the second day, we went tracking until 11 a.m. After having lunch and taking a rest, we had competitions, such as tug-of-war, soccer and a guessing game. My team was a runner up in the tug-of-war and the champ in the guessing game. Unfortunately, my team lost in the soccer. Then, in the evening, we performed some dramas. On the third day, we packed our stuff and went home. We planned to have another camp activity at the end of this semester.

7. The following statements are true about the text, except
 a. The camp activity was held for two days
 b. There was a clean river near the camp site
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When I was the 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the

B: 6
 S: 4
 60

Picture.1 Student's Answer Sheet in Control Class

NAME: Satria Putra
CLASS: VIII 2

60

Read the following texts carefully and choose the correct answer by crossing A, B, C, or D!

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

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My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When I'm bored of reading, I usually play online games or chat with my friends.

Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks. The smell fills my whole house. I love my house very much.

NAME: Satria Putra k
CLASS: VIII 2

Friday, 2 August 2019

POST TEST

Read the following texts carefully and choose the correct answer by crossing A, B, C, or D!

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

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 a. She likes brownies
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 d. She like it

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My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When I'm bored of reading, I usually play online games or chat with my friends.

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Picture 2. Student's Answer Sheet in Experimental Class

APPENDIX. 6

T-TABLE DISTRIBUSI

d.f.	TINGKAT SIGNIFIKANSI							
	Dua sisi	20%	10%	5%	2%	1%	0,2%	0,1%
Satu sisi	10%	5%	2,5%	1%	0,5%	0,1%	0,05%	
1	3, 078	6,314	12,706	31,821	63,657	318,309	636,619	
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599	
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924	
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610	
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869	
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959	
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408	
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041	
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781	
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587	
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437	
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318	
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221	
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140	
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073	
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015	
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965	
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922	
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883	
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850	
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819	
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792	
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768	
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745	
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725	
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707	
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690	
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674	
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659	
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646	
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633	

32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566
39	1,304	1,685	2,023	2,426	2,708	3,313	3,558
40	1,303	1,684	2,021	2,423	2,704	3,307	3,551
41	1,303	1,683	2,020	2,421	2,701	3,301	3,544
42	1,302	1,682	2,018	2,418	2,698	3,296	3,538
43	1,302	1,681	2,017	2,416	2,695	3,291	3,532
44	1,301	1,680	2,015	2,414	2,692	3,286	3,526
45	1,301	1,679	2,014	2,412	2,690	3,281	3,520
46	1,300	1,679	2,013	2,410	2,687	3,277	3,515
47	1,300	1,678	2,012	2,408	2,685	3,273	3,510
48	1,299	1,677	2,011	2,407	2,682	3,269	3,505
49	1,299	1,677	2,010	2,405	2,680	3,265	3,500
50	1,299	1,676	2,009	2,403	2,678	3,261	3,496
51	1,298	1,675	2,008	2,402	2,676	3,258	3,492
52	1,298	1,675	2,007	2,400	2,674	3,255	3,488
53	1,298	1,674	2,006	2,399	2,672	3,251	3,484
54	1,297	1,674	2,005	2,397	2,670	3,248	3,480
55	1,297	1,673	2,004	2,396	2,668	3,245	3,476
56	1,297	1,673	2,003	2,395	2,667	3,242	3,473
57	1,297	1,672	2,002	2,394	2,665	3,239	3,470
58	1,296	1,672	2,002	2,392	2,663	3,237	3,466
59	1,296	1,671	2,001	2,391	2,662	3,234	3,463
60	1,296	1,671	2,000	2,390	2,660	3,232	3,460
61	1,296	1,670	2,000	2,389	2,659	3,229	3,457
62	1,295	1,670	1,999	2,388	2,657	3,227	3,454
63	1,295	1,669	1,998	2,387	2,656	3,225	3,452
64	1,295	1,669	1,998	2,386	2,655	3,223	3,449
65	1,295	1,669	1,997	2,385	2,654	3,220	3,447
66	1,295	1,668	1,997	2,384	2,652	3,218	3,444
67	1,294	1,668	1,996	2,383	2,651	3,216	3,442
68	1,294	1,668	1,995	2,382	2,650	3,214	3,439

APPENDIX 7

The Students' Scores of Pre Test and Post Test in Experimental Class

No	Name	Pre-Test	Post Test
1	Ahmad Zakaria	70	80
2	Ananda Prasetia	80	90
3	Arifin Fikri	50	80
4	Diva Febrina Sinaga	50	60
5	Injan AR Sofyan	50	70
6	Laila Fadilla Sembiring	20	80
7	M. Rizky	50	70
8	Mhd. Andy Pratama	30	60
9	Mhd. Ridho Syahputra	40	70
10	Muhammad Syafiq	40	50
11	Nadin Alya	30	60
12	Nazwa Azzahra	10	60
13	Nazwa Putri Hardiva	20	50
14	Nurul Hasanah	60	80
15	Putri Tiara Nst	40	70
16	Sahbana Putra Solin	60	70
17	Satria Putra Kurniawan	60	90
18	Suci Amalia	50	70
19	Ulfa Chairunnisa	40	60
20	Yusra Fadil	30	50
21	Zahra Salsabila	50	60
	Total	930	1430
	Mean Score	44.28571	68.0952381
	Maximum Score	80	90
	Minimum Score	10	30

APPENDIX 8

The Students' Score of Pre and Post Test in Controlled Class

No	Name	Pre Test	Post Test
1	Alvin Abdillah Rizky	60	50
2	Devi Kurniati Sari	40	60
3	Dika Abhinawa	60	90
4	Dwi Anggara	20	30
5	Elfina Safitri	50	60
6	Farrel Abimayu	60	60
7	Febrina Saskia	20	40
8	Fikri Haikal	50	40
9	Hafiza May Zara	50	50
10	Indah Rahmadani	40	60
11	Layundari Siregar	50	70
12	M. Ghofur Malik Nst	50	40
13	M. Guntur Prayatna	10	40
14	M. Rifaldi Rizki	40	50
15	Muhammad Idhamsyah	30	50
16	Nayla Putri Daniha	20	40
17	Rizky Aditya Sinaga	40	30
18	Thasya Afini Bancin	50	50
19	Zahra Nasution	50	60
20	Zahtza Saritza	20	40
21	Zakly Kurniawan	40	70
22	Zaky Saputra	40	50
	Total	890	1130
	Mean Score	40.45454545	51.3636364
	Maximum Score	60	90
	Minimum Score	10	20

APPENDIX 9

The Calculation of Validity of the Test

NO.	X	X ²	Y	Y ²	XY
1	50	2500	80	6400	4000
2	60	3600	90	8100	5400
3	90	8100	80	6400	7200
4	30	900	60	3600	1800
5	60	3600	70	4900	4200
6	60	3600	80	6400	4800
7	40	1600	70	4900	2800
8	40	1600	60	3600	2400
9	50	2500	70	4900	3500
10	60	3600	50	2500	3000
11	70	4900	60	3600	4200
12	40	1600	60	3600	2400
13	40	1600	50	2500	2000
14	50	2500	80	6400	4000
15	50	2500	70	4900	3500
16	40	1600	70	4900	2800
17	30	900	90	8100	2700
18	50	2500	70	4900	3500
19	60	3600	60	3600	3600
20	40	1600	50	2500	2000
21	70	4900	60	3600	4200
22	50	2500			
SUM:	1130	62300	1430	100300	74000

APPENDIX 10

The Calculation of T-test in Control Class

No	Initial Name	Pre Test	Post Test	Deviation X1	Squared Deviation (X1)2
1	AAR	60	50	-10	100
2	DKS	40	60	20	400
3	DA	60	90	30	900
4	DA	20	30	10	100
5	ES	50	60	10	100
6	FA	60	60	0	0
7	FS	20	40	20	400
8	FH	50	40	-10	100
9	HMZ	50	50	0	0
10	IR	40	60	20	400
11	LS	50	70	20	400
12	MG MN	50	40	-10	100
13	MGP	10	40	30	900
14	MR R	40	50	10	100
15	MI	30	50	20	400
16	NPD	20	40	20	400
17	RAS	40	30	-10	100
18	TA B	50	50	0	0
19	ZN	50	60	10	100
20	ZS	20	40	20	400
21	ZK	40	70	30	900
22	ZS	40	50	10	100
	Total	890	1130	240	6400
	Mean Score	40.45	51.36	10.90	290.90

APPENDIX 11

Calculation of T-test in Experimental Class

No	Initial Name	Pre-Test	Post Test	Deviation X2	Squared Deviation (X2)2
1	AZ	70	80	10	100
2	A P	80	90	10	100
3	AF	50	80	30	900
4	DFS	50	60	10	100
5	IAR S	50	70	20	400
6	LFS	20	80	60	3600
7	MR	50	70	20	400
8	MAP	30	60	30	900
9	MRS	40	70	30	900
10	MS	40	50	10	100
11	NA	30	60	30	900
12	NA	10	60	50	2500
13	NPH	20	50	30	900
14	NH	60	80	20	400
15	PTN	40	70	30	900
16	SPS	60	70	10	100
17	SPK	60	90	30	900
18	SA	50	70	20	400
19	UC	40	60	20	400
20	YF	30	50	20	400
21	Z S	50	60	10	100
	Total	930	1430	500	15400
	Mean Score	44.28	68.09	23.80	733.33

APPENDIX 12



PERGURUAN YAYASAN AMAL DAN SOSIAL AL WASHLIYAH
SMP SWASTA AL WASHLIYAH - 1

NSS : 204076001085

NDS : 2007120009

NPSN : 10259972

AKREDITASI : A (UNGGUL)

Jln Ismailiyah No. 82 Telp. (061)7365442 Kecamatan Medan Area Kota Medan 20215

SURAT KETERANGAN

Nomor: 892/105.1/SMP/AW-1/C/2019

Sekolah Menengah Pertama Yayasan Amal dan Sosial Al-Washliyah 1 Medan, dengan ini menyatakan bahwa:

Nama : FAUZA AZMI RAMBE
Tempat /T.Lahir : Medan, 11 Agustus 1997
NIM : 34153035
Sem./Jurusan : IX/ Pendidikan Bahasa Inggris

Benar nama diatas telah melakukan *Riset/ Penelitian* mulai dari tanggal 21 Juli s/d 15 Agustus 2019 di SMP Al-Washliyah 1 Medan untuk keperluan penyusunan skripsi S1 yang bersangkutan dengan judul:

“THE EFFECT OF USING TEAMS-GAMES-TOURNAMENTS (TGT) COOPERATIVE TECHNIQUE ON STUDENTS’ READING COMPREHENSION ACHIEVEMENT AT GRADE EIGHT STUDENTS OF SMP AL-WASHLIYAH 1 MEDAN”.

Demikian surat keterangan ini kami perbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Medan, 26 Agustus 2019

Kepala Sekolah,

Drs. M. Lisdianto



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBİYAH DAN KEGURUAN

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Nomor : B-6428/ITK/ITK.V.3/PP.00.9/ 06/2019
Lampiran : -
Hal : Izin Riset

Medan, 19 Juni 2019

Yth. Ka. SMP Al Washliyah 1 Medan

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : FAUZA AZMI RAMBE
Tempat/Tanggal Lahir : Medan, 11 Agustus 1997
NIM : 34153035
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di SMP Al Washliyah 1 Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

THE EFFECT OF USING TEAMS GAMES TOURNAMENTS (TGT) COOPERATIVE TECHNIQUE ON STUDENS; READING COMPREHENSION ACHIEVEMENT AT EIGHT GRADE STUDENTS OF SMP AL -WASHLIYAH 1 MEDAN

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam
Dekan
Kedua Jurusan PBI

Sholihatul Hamidah Dly, M.Hum
19750622 200312 2 002

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan