

**THE USE OF TEAM GAME TOURNAMENT (TGT) IN TEACHING
ENGLISH READING OF NARRATIVE TEXT AT THE EIGHTH
GRADE STUDENTS' OF MTS MIFTAHUL MAARIF PLAMBIK
IN ACADEMIC YEAR 2018/2019**



A THESIS

**Presented as a Partial Fulfillment of Requirements
for the Degree of Bachelor of Education
in English Language Teaching**

By

**AGUS HARTAWAN
11412A0048**

**MUHAMMADIYAH UNIVERSITY OF MATARAM
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION PROGRAM
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APPROVAL SHEET

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OF MTS MIFTAHUL MAARIF PLAMBIK IN ACADEMIC YEAR 2018/2019**

**A Thesis by : Agus Hartawan
Student's Number : 11412A0048
Approved on : 2018**

By:

Consultant I,



**Humaira, M.Pd
NIDN: 0803048601**

Consultant II,



**Rima Rahmaniah, M.Pd
NIDN: 0821118601**

**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM**

Head of English Program,



**HIDAYATI, M.Hum
NIDN: 0820047301**

ACCEPTANCE

THE USE OF TEAM GAME TOURNAMENT (TGT) IN TEACHING
ENGLISH-READING OF NARRATIVE TEXT AT THE EIGHTH GRADE
STUDENTS' OF MTS MIFTAHUL MAARIF PLAMBIK
IN ACADEMIC YEAR 2018/2019


A thesis by : Agus Hartawan
Students ID : 11412A0048
Approved on : 23 - 01 - 2020

This is certify that the thesis has been approved by the Board of
Examiners as the requirement for the Bachelor Degree
of English Education Program

By
The Board of Examiners Committee


1. Hidayati, M.Hum
NIDN. 0820047301

(Chairman)



2. Irwandi, M.Pd
NIDN. 0816038701

(Member)



3. Rima Rahmaniah, M.Pd
NIDN. 0821118601

(Member)



FACULTY OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MATARAM



Dean

Dr. Hj. Maemunah, S.Pd., M.H
NIDN. 0802056801

iii

iii

STATEMENT OF AUTHORITY

The autographed below, I am the student of English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Mataram state that:

Name : Agus Hartawan

Nim : 11412A0048

Address : Desa Serage, Kec. Praya Barat Daya, Kab, Lombok Tengah

The researcher certifies that the thesis entitled “the Use of Team Game Tournament in Teaching English Reading of Narrative Text” presented in partial fulfillment of the requirement for bachelor degree is his own work and free from plagiarism.

The researcher aware that he has quoted some statements and ideas from other sources, they were properly acknowledged in the text. If later, this declaration is not true, the researcher is ready to accountable with all the consequences.

Mataram, January 2020

The Researcher



Agus Hartawan

11412A0048



UNIVERSITAS MUHAMMADIYAH MATARAM

UPT. PERPUSTAKAAN

Jl. K.H.A. Dahlan No. 1 Mataram Nusa Tenggara Barat

Kotak Pos 108 Telp. 0370 - 633723 Fax. 0370-641906

Website : <http://www.lib.ummat.ac.id> E-mail : upt.perpusummat@gmail.com

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Sebagai sivitas akademika Universitas Muhammadiyah Mataram, saya yang bertanda tangan di bawah ini:

Nama : AGUS HARTAWAN
NIM : 11412A.0048
Tempat/Tgl Lahir : LOMBOK TENGAH, 23 DESEMBER 1996
Program Studi : PENDIDIKAN BAHASA INGGRIS
Fakultas : F.K.I.P.
No. Hp/Email : 085 338 799 106 / agusartawan296@gmail.com
Jenis Penelitian : Skripsi KTI

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Dibuat di : Mataram

Pada tanggal : 24/04/2020

Penulis



Agus Hartawan
NIM. 1142A 0048

Mengetahui,
Kepala UPT. Perpustakaan UMMAT

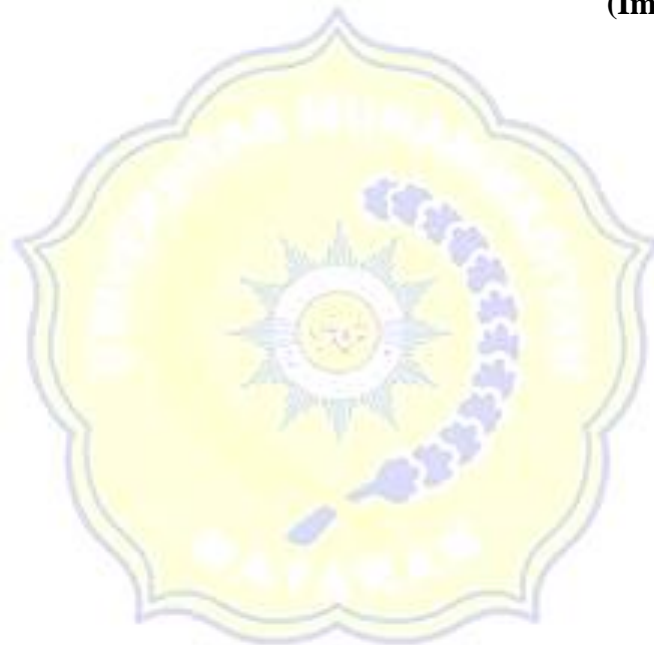


Iskandar, S.Sos.,M.A.
NIDN. 0802048904

MOTTO

“MENUNTUT ILMU ADALAH TAQWA,
MENYAMPAIKANNYA ADALAH IBADAH,
MENGULANGINYA ADALAH DZIKIR
DAN MENCARINYA ADALAH JIHAD.”

(Imam Al-Ghazali)



DEDICATION

This thesis is dedicated to:

1. The King of life, ALLAH SWT, there is no word could explain how the researcher so grateful, happiest could finish this thesis.
2. My incredible father Amiq Kenim and my beloved mother Muniri, thank you so much for the trust, sacrifice, support and also the everlasting prayers.
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Mataram, January 2020

The researcher

Agus Hartawan

ABSTARCT

Hartawan, Agus, 2020. A Thesis : “*The Use of Team Game Tournament in Teaching Reading of Narrative Text at the Eighth Grade Students’ of MTs Mifathul Maarif Plambik in Academic Year 2019/2020*”. English Language Education, FKIP UM-Mataram.

This research investigated the use of Team Game Tournament (TGT) in teaching reading of narrative text. It is conducted because TGT is considered as a technique of cooperative learning which could solve the problem the student’s low achievement in reading narrative text. The use of TGT gives students opportunity to work in group with other students and help each other in learning process in order to master the subject material. The objective of this research was to know that the use of Team Game Tournament has effect or not in teaching reading narrative as the first purpose in this study, and the second one is to analyze the significant differences between the students are taught using Team Game Tournament and without using Team Game Tournament in teaching English reading of narrative text at the eighth grade students of MTs Miftahul Maarif in academic year 2019/2020. Total number of the population of this research was 46 students and automatically became the sample of this research by using purposive sampling procedure. The sample divided into two groups, i.e. experimental and control group, both groups were given test namely pre and post-test. The experimental group was treated by using TGT while the control group didn’t. The result of statistic calculation, it is obtained that the value of t-observation (t_o) was 6,99 and degree of freedom (df) was 44. In the table of significance 0,05 value of degree of significance is 1,68 and 0,01 the value of degree of significance is 2,41. Comparing those values, the result was $6,99 > 1,68$ and $6,99 > 2,41$ which means t-observation (t_o) score is higher that t-table (t^t) score. In other words, the alternative hypothesis (H_a) is accepted. Team Game Tournament has significant effect in teaching English reading of narrative text at the eighth grade students of MTs Miftahul Maarif Plambik in academic year 2019/2020.

Keywords: *Team Game Tournament, Reading Narrative Text.*

ABSTRAK

Hartawan, Agus, 2020. A Thesis : “*The Use of Team Game Tournament in Teaching Reading of Narrative Text at the Eighth Grade Students’ of MTs Mifathul Maarif Plambik in Academic Year 2019/2020*”. English Language Education, FKIP UM-Mataram.

Penelitian ini menyelidiki penggunaan Team Game Tournament (TGT) dalam pengajaran membaca teks naratif. Hal ini dilakukan karena TGT dianggap sebagai salah satu teknik pembelajaran kooperatif yang dapat memecahkan masalah rendahnya prestasi belajar siswa dalam membaca teks naratif. Penggunaan TGT memberikan kesempatan kepada siswa untuk bekerja dalam kelompok dengan siswa lain dan saling membantu dalam proses pembelajaran untuk menguasai materi pelajaran. Tujuan dari penelitian ini adalah untuk mengetahui bahwa penggunaan Team Game Tournament berpengaruh atau tidak dalam pembelajaran membaca narasi sebagai tujuan pertama dalam penelitian ini, dan yang kedua adalah untuk menganalisis perbedaan yang signifikan antara siswa yang diajar menggunakan Team Game Tournament. dan tanpa menggunakan Team Game Tournament dalam pembelajaran membaca teks naratif bahasa Inggris pada siswa kelas VIII MTs Miftahul Maarif tahun pelajaran 2019/2020. Jumlah populasi dalam penelitian ini sebanyak 46 siswa dan otomatis menjadi sampel penelitian ini dengan menggunakan prosedur purposive sampling. Sampel dibagi menjadi dua kelompok yaitu kelompok eksperimen dan kelompok kontrol, kedua kelompok diberikan tes yaitu pre dan post test. Kelompok eksperimen diberi perlakuan menggunakan TGT sedangkan kelompok kontrol tidak. Hasil perhitungan statistik diperoleh nilai t-observasi (t_0) sebesar 6,99 dan derajat kebebasan (df) sebesar 44. Pada tabel signifikansi 0,05 nilai derajat signifikansi 1,68 dan 0,01 nilai derajat signifikansi 2,41. Dibandingkan nilai tersebut didapatkan hasil $6,99 > 1,68$ dan $6,99 > 2,41$ yang berarti nilai t-observasi (t_0) lebih tinggi dari nilai t-tabel (t^t). Dengan kata lain hipotesis alternatif (H_a) diterima. Team Game Tournament berpengaruh signifikan dalam pembelajaran membaca teks naratif bahasa Inggris pada siswa kelas VIII MTs Miftahul Maarif Plambik tahun pelajaran 2019/2020.

Kata Kunci: *Team Game Tournament, Reading Narrative Text.*

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL SHEET	ii
ACCEPTANCE	iii
STATEMENT OF AUTHORITY	iv
MOTTO	vi
DEDICATION	vii
ACKNOWLEDGEMENTS	viii
ABSTRACT	ix
TABLE OF CONTENTS	x
INTRODUCTION	1
1.1 Background of Study.....	1
1.2 Research Question.....	4
1.3 Objective of the Study.....	4
1.4 Significant of the Study.....	4
1.5 Scope of the Study	5
1.6 Hypothesis of the Study	6
1.7 Definition of Key Terms	6
REVIEW OF RELATED LITERATURE	8
2.1 Reading	8
2.2.1 Definition of reading	8
2.2 Text	9
2.2.1 Definition of the text	9
2.2.2 Types of text.....	10
1). Literary text	10
2). Factual text	11
3). Narrative	13

a. Definition of narrative text.....	13
b. Social function of narrative text.....	13
c. Types of narrative text.....	14
d. Generic structure of narrative text.....	14
e. Languages features of narrative text	16
2.3. The general concept of team games tournament.....	17
2.3.1. The definition of team game tournament.....	17
2.3.2. Component of team game tournament.....	18
2.3.3. Procedures of team game tournament.....	20
2.3.4. Advantages of team game tournament.....	22
2.3.5. Disadvantages of team game tournament	22
2.4. Preview Study	23
RESEARCH METHOD	27
3.1 Research Design	27
3.2 Population and Sample.....	27
3.2.1 Population	27
3.2.2 Sample	28
3.3 Research Instrument.....	28
3. 4 Method of Collecting Data.....	29
3.5 Technique of Data Analysis	30
CHAPTER IV FINDING AND DISCUSSION	
4.1 Research Finding	32
4.2 Discussion	39
CHAPTER V CONCLUSION AND SUGGESTION	
5.1 Conclusion	43
5.2 Discussion	44
BIBLIOGRAPHY	
APPENDICES	

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Reading is one of main language skills. It is taught in teaching English beside listening, speaking, and writing. Reading skill has a big role for the students to get some information from English text in order to increase their knowledge. Reading is a receptive skill. As Harmer, J. (1991:185) said that Receptive skill work, then, should involve students in reading or listening where they are able to process the language sufficiently at least to extract the meaning. Through reading students can increase their competence which is related to the target language. Students also can improve their fluency in other skill like speaking.

Hence, reading is taught in the second grade of junior high school with the some goals that have been created by the government. Based on the curriculum 2013, there are some texts that are taught in the second grade students of junior high school, one of those texts is English narrative text. Second grade students of junior high school should understand social function, text structure, and the elements of the narrative text in fable, based on the context function.

However, teaching English text at the second grade of junior high school is not easy. In fact, based on the pre-observation at MTs Miftahul Ma'arif Plambik, some students face difficulties to achieve the goals in learning reading materials. In the learning process they like to read the text loudly but they do not understand the messages or information of the text. It is caused by the lack of vocabularies they have. Some of the students are uninterested when they read the materials.

Based on the explanation above, this research is focused on finding an alternative strategy in teaching reading of narrative text, it is expected can makes students enjoy in learning and make them confident to show their English ability. A teacher is expected to be able to motivate the students through certain ways. By using Team Game Tournament (TGT), the teacher probably can motivate the students to understand narrative text. Because by the Team Game Tournament (TGT), the students can work together with their friends and they have variation in their learning style in the classroom. That Student will enjoy their learning activities. As Roy Killen (2007:181) said that TGT is suited to the same types of subject matter and learning outcomes as STAD. It requires a little more than STAD, but can be very motivating for learners.

Furthermore, Team Game Tournament (TGT) technique originally was developed by David DeVries and Keith Edward. According to Robert E. Slavin Team Game Tournament (TGT) originally developed by David DeVries and Keith Edward, was the first of the John Hopkins Cooperative Learning methods. It uses the same teacher presentations and team work as in STAD, but replaces the quizzes with weekly tournaments, in which students play academic games with members of the teams to contribute points to their team score.

There are some researchers have conducted about Team Game Tournament (TGT) first “The Effectiveness of Using Team Game Tournament (TGT) in Teaching Reading of Narrative Text (A Quasi-Experimental Study at SMPN I Pakuhaji)”, and the result of this research is the Team Game Tournament (TGT) technique is effective to be used in learning reading of narrative text. The second is “The Effectiveness of Teams Games Tournament (TGT) Technique in Teaching Reading at the tenth Grade of Sma N 1 Wonosari in Academic Year 2015/2016 by Annisa Nurfatina Adilla Srn. 123221036” the result of this study is proved that the use of Team Game Tournament (TGT) technique is effective in teaching and learning reading. The last study

“The Implementation of Team Game Tournament (TGT) Strategy For Teaching Reading Narrative Text Muhyidin Setyo Utomo” the result of this study is proved that use Team Game Tournament (TGT) is able to improve the student ability in reading narrative text.

Based on the explanation above the researcher is interested in conducting research entitle “The Use of Team Game Tournament (TGT) in Teaching Reading of Narrative Text at the Eight Grade Students’ of Mts Miftahul Maarif Plambik in Academic Year 2017/2018”.

1.2 Research Question

Based on the background of study above, the statement of problem is as follows, “Is there any effect of using Team Game Tournament in teaching English Reading of Narrative text at the eighth grade student of MTs Miftahul Maarif Plambik in academic year 2018/2019.?”

1.3 Objective of the Study

In line with the statement of the problem, the objective of the study is to know the effect of using Team Game Tournament in teaching english reading of narrative text at the eighth grade student of MTs Miftahul Maarif Plambik in Academic Year 2018/2019”.

1.4 Significant of the Study

The researcher expects this research to give some contributions for the teachers, the students, and the researchers.

1. Theoretical

The result of this research give an experience and new knowledge for the researcher in teaching learning process especially to increase students’reading comprehension. The researcher also hopes that this research will be useful for the next researchers and the readers as generally to be the references in conducting the similar research.

2. Practical

a. For the students

This research is expected to ease in English learning process. The students can explore their knowledge when they read a text. So, they feel enjoy to get the English materials.

b. For the teacher

This research can be inspired teacher to be innovative and more creative in teaching English with the varieties technique.

c. For the Researcher

Another researcher can utilize this paper to add their references that is connected with the method to increase the students' reading comprehension by using TGT method. In addition, they can practice to use this method in their research in the classroom.

1.5 Scope of the Study

To make the investigations easy to handled and believable, the researcher limit the study to the following points :

1. This particular research is about the Team Game Tournament in teaching English reading narrative text at the eighth grade student of MTs Miftahul Maarif Plambik in Academic Year 2018/2019.
2. The researcher takes two classes (Class VIII) at the eighth grade student of MTs Miftahul Maarif Plambik in Academic Year 2018/2019.

1.6 Hypothesis of the Study

1. The alternative Hypothesis (H_a)

There is effect of using Team Game Tournament (TGT) in Teaching English Reading of Narrative Text at the eighth grade student of MTs Miftahul Maarif Plambik in Academic Year 2018/2019.

2. The Null Hypothesis (H_o) :

There is no effect of using Team Game Tournament (TGT) in Teaching Reading of Narrative Text at the eighth grade student of MTs Miftahul Maarif Plambik in Academic Year 2017/2018.

1.7 Definition of Key Terms

To avoid misunderstanding, the writer will explain key term with the subject matters of this thesis as the following are:

1) Reading

Reading is interrelated to the total educational process so that education success requires successful reading. Experience has taught us that those who fail in school usually have failed first in reading, so reading is very important in teaching learning process. There are some definitions of reading. Williams (1996:11) states that reading is a process of obtaining meaning from written text.

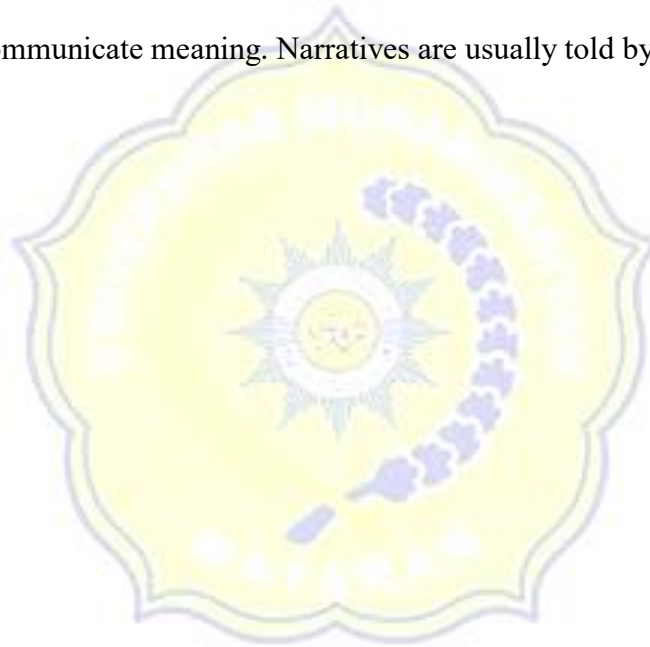
2) Team Game Tournament

According to Roy Killen, "TGT was Slavin's original version of cooperative learning (DeVries & Slavin, 1978). It is similar to STAD in that teacher's present information to learners and then they have one another learn. The difference is the quizzes are replaced with tournaments in which learners compete with members of other teams in order to gain

points for their home team”. So based on the Roy Killen definition, Team Game Tournament (TGT) has similarity with STAD but clearly the quizzes that used in STAD are replaced with tournaments in TGT.

3. Narrative Text

According to Anderson, the definition of Narrative text is “Narrative text type tells a story using spoken or written language. It can be communicated using radio, television, books, newspaper, or computer files, picture, facial expression, and camera angles can also be used to help communicate meaning. Narratives are usually told by story teller”.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provides some theories related to the study. The theories focused on, narrative text, and Team Game Tournament. This chapter also provided the relevant studies, framework of thinking, and research hypotheses.

2.1. Reading

2.1.1. Definition of Reading

Reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain then has to work out the significance of the messages. It means that people receive the information from their eyes then understand the meaning by their brain. According to Jack Richards at all, reading perceives a written text in order to understand its context. (Jack Richards et all, 1990p. 127),

Reading is a skill that is taken for granted. Reading is likewise a skill that teachers simply expect learners to acquire. (H. Douglas Brown, 2004 p.185), Reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear. (Harmer j, 2001 3rd ed., p. 199.), In this aspect, the cognitive processes involved in reading are similar to those employed while listening. Though, in both, students are engaged in decoding a message rather than encoding, reading is not simply an act of absorbing information only. It is communicative act that involves creating discourse from text.

From the definition above the researcher can conclude that reading is an ability of cognitive process or interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has message in his/her mind, such as teaching, facts, ideas and argument that he/she wants to share the writer puts the message into word or printed verbal symbols. When the messages enter the reader's mind, it means that communication goes on. In comprehending the content of the text, reader not only uses eyes but also their mind concentration to catch the writer's idea.

2.2. Text

2.2.1. Definition of Text

Text is a system of communication is organized as cohesive units. A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. As far as speech and writing are concerned, a text stands alone as an act of communication. (Peter Knap and Megan Watkins,. 2005p.29)

Text is when these words are put together to communicate a message. (Mark and Kathy Anderson, 2003p. 1) Halliday and Hasan said that a text is a social exchange of meanings. (M. A. K. Halliday & Ruqaiya Hasan, 1984 p. 11.), The meaning of a sentence may have different meaning according to the context. For example, I am buying a drink for everybody here, and the mean of that sentence is one drink for all or one drink for each. Therefore, if we are a teacher, we must be able to develop students' abilities to exchange the meanings in different points of sentence.

2.2.2. Types of Text

There are two main categories of text. They are literary and factual. Within these are various text types. Each text type has a common way of using language

1) Literary text is text that appeals to our emotions and imagination. Literary texts can make us laugh or cry, think about our own life or consider our beliefs. There are three main text types in this category (Mark and Kathy Anderson, 2003 p. 2):

a. Narrative is text that constructs a view of the world that entertains or informs the reader or listener

b. Poetic Text that Express feelings or experience of the poet so as to describe, praise or critics.

c. Dramatic Text that portray human experience through enactment, sometimes in order to make social comment. (Mark and Kathy Anderson,p. 8)

2) Factual text is text that presents information or ideas and aim to show, tell or persuade the audience. The main text types in this category are: (Mark and Kathy Anderson, p. 1)

a. Response Text that respond to anarchistic work by providing a description of the work and a judgment.

b. Discussion Text that present differing opinions on a subject to the reader or listener.

c. Explanation Text that explain how or why something occurs.

d. Exposition Text that argue or persuade by presenting one side of an issue.

e. Report Text that describe or to present information about a subject.

- f. Recount Text that retells a series of events, usually in the order they occurred.
- g. Procedure Text that instruct someone on how something can be done.

3). Narrative

a). Definition of Narrative text

Narrative is kind of text which tells about events, or accuracies, which can make the reader feels that it is real. A narrative tells about something that happened in the past.

A narrative is a piece of writing that tells a story. The story can be imaginary or based on a real incident (Ng Foo Mun, Ng etal , 2008 p.viii)

A narrative tells about something that happened in the past. (Margaret Bonner, 1994 p.48). Narrative is a text which contents about a story like a story of citizen (folktale), the story of animals (fable), legend, etc. that a narrative text contains story by presenting the sequence of events and actors which are characterized as heroes or cowards. It can be concluded that narrative text is a spoken or written text to communicate a message, which is used to interpret its meaning in the story.

b). Social Function of Narrative Text

Narrative is kind of genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways. Narrative deals

with problematic events which lead to a crisis or a turning point of some kinds, which in turn finds a resolution.

c). Types of narrative text

There are many types of narrative text, including:

- 1) Romance, typically tells of two lovers who overcome difficulties to end up together.
- 2) Science fiction, use a setting involving science and technology.
- 3) Humor, the aims to make the audience laugh as part of retelling story.
- 4) Diary – novels, the text presented like diary entries.
- 5) Adventure, typically tells of exciting dangerous journey of experience.

(Mark Anderson and Kathy Anderson, p. 28)

d. Generic Structure of Narrative Text

Narrative text consists of generic structure that can be provided as follow:

1) Orientation

It introduces the participants of the story and informs the settings. Normally, the writer explains when the story happened and where the events are taken place.

2) Complication

It tells the rising crises of the events. It is the climax of the narrative. In the middle of the story, generally, the narrator shows the complication. Complication makes the story more interesting because the main character is

prevented to reach his or her wanted. In this part, narrator brings up the issues occurred in the story. Complications are the description of real life and tell the readers that every issues or problems can be solved.

3) Resolution

After spelling many issues in the climax of the narrative, the narrator then tells to the readers about the resolution of issues or the problems. Resolution is the crisis which is resolved, for better or worse. A satisfying narration will give the readers the resolution of the problem or complication.

Generally, the resolution is placed in the end of narration, but sometimes the narrator will place other issues or complication after he or she presents the resolution of the problem. It is used to make the story does not come to the end. In short, resolution is the ending of the story.

4) Re-orientation

Re-orientation is optional of generic structure of narrative. So re-orientation is sometimes there and sometimes it isn't there in narrative text. It is usually in ending of story or closure of events. (Peter Knap and Megan Watkins, 2005p.223)

e. Language Features of Narrative Text

The language features of narrative text, they are:

- 1) Using nouns and pronouns to identify people, animal or things involved. For example: king, princess, he, she, etc.
- 2) Specific participant is special characteristics object. For example: Cinderella, Aladdin, etc.
- 3) Using adjectives are useful to shape noun phrase. For example: beautiful white skinned lady, etc.
- 4) Using time connective and conjunctions to sequence the events. For example: then, when, suddenly, etc.
- 5) Using adverbs and adverbial phrases to indicate place and time. For example: here, there, at home, etc. (Peter Knap and Megan Watkins, p.221)

The students have to know the generic structure and language features of narrative text in order they can understand and identify the meaning of narrative text.

2.3. The General Concept of Team Games Tournament

2.3.1. The Definition of Teams Games Tournament

Teams-Games-Tournament, or TGT (DeVries & Slavin, 1978), combines within team cooperation with competition between teams and between individual representatives of different teams. According to Roy Killen (2007: 197), “TGT was Slavin’s original version of cooperative learning (DeVries & Slavin, 1978). It is similar to STAD in that

teacher's present information to learners and then they have one another learn. The difference is the quizzes are replaced with tournaments in which learners compete with members of other teams in order to gain points for their home team." Teams Games Tournament (TGT) uses the same general format as STAD (4 to 5 member groups' studying work sheets). However, instead of individually administered quizzes at the end of study period, students play academic games to show their mastery of the topic studied. Whereas Slavin (2006: 338) explain that Teams Games Tournament or TGT, uses games that can be adapted to any subject. Game is better than individual games. They provide opportunities for his teammates to help each other or in other words work together so that the chance of winning will be great. If all students are put in teams of mixed ability, all have a good chance of success.

2.3.2. Components of Team Game Tournament

Slavin in Harmianto (2011: 67) describes that there are some components of Teams Games Tournament (TGT), such as: class presentation, teams, games, tournament, and team recognition.

a. Class Presentation

Teachers commonly deliver the material at the beginning of the class, exactly in class presentation. This is most often direct instruction or a lecture-discussion. The students must keep their attention intentionally in order to give the best performance in the tournaments. During the class presentation, students should have gathered with their own groups.

b. Teams

The teacher assigns the students to four or five members' teams. Each team should be heterogeneous. The main point of this team arrangement is to make the members can study together cooperatively, do the games together and prepare for the tournament.

c. Games

The games are composed of content-relevant questions designed to test the knowledge of students gain from class presentation and team practice. Most games are numbered question on a sheet.

d. Tournament

The tournament is the structure in which the games take place. It is usually held at the end of a week or at the end of a unit, after the teacher has made a class presentation and the teams have had time to practice with the worksheets in their study team. For the tournament, the teacher assigns students to tournament tables- the highest three students in past performance to table 1, the next three to table 2, and so on. This equal competition; make it possible for students of all levels of past performance to contribute maximally to their team scores if they do their best.

e. Team Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria. For example: the third position will get Good Team, the second one will get very Good Team, and the first position will get a predicate as Super Team.

2.3.3. Procedures of Team Game Tournament (TGT)

According to slavin in Harmianto (2011:67) there are four steps in teaching learning through Teams Games Tournament (TGT), as follow:

a. Class Presentation

The teacher prepares all of the materials, worksheet, and media to teach the students. The researcher taught narrative text as a course material in teaching learning process.

b. Teams

The teacher assigns the students to four or five members'' teams. Each team should be heterogeneous.

c. Games Tournament

In this game every student who competes is a representative group. The Students who represent the group placed in the tournament tables. Each tournament table occupied by seven students from different groups with equal ability. The game begins by giving the cards matter. (Card question and answer keys placed upside down so it cannot be read). The rules of this tournament are:

- 1) Decide the reader question and the first player with a draw. Other participant as a challenger.
- 2) The question reader will read the question appropriate with drawn numbers. Then, player does the question independently within a specified time.
- 3) After closing time, the player read the answers which will be addressed by the challenger.

4) The reader will read the answer key. Score will be awarded to players who answer correctly or challenger who first gave the correct answer.

5) If all wrong, then the card is left alone. This game continued until the card exhausted. Position of players rotate clockwise so each participant has an equal opportunity be a reader of question, players, and challengers.

After the games finish, each player in one table counting the number of cards obtained and decide how many points you get. Furthermore, every player back to his group and report the points whose gained members of the group in the table provided. Then decide the group received the achieve criteria.

d. Teams Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria.

2.3.4. Advantages of Teams Games Tournament

Sugeng Prasetyo (2012: 4) as one of the teaching technique in teaching and learning process, Teams Games Tournament (TGT) has some advantages as follow:

- 1) Students are more active during the learning process.
- 2) Students will better mastery in the material provided.
- 3) Improve the student communication skill to each other.
- 4) Learning process will be more attractive.
- 5) Improving the teaching quality.

It can be conclude that teaching learning using Teams Games Tournament (TGT) technique, the students more active and in teaching learning process more attractive.

2.3.5. Disadvantages of Teams Games Tournament

Sugeng Prasetyo (2012: 4) Teams Games Tournament (TGT) also has some disadvantages for some side in teaching and learning, such as:

- 1) It is difficult to know whether students can solve problems in intellectual or team work.
- 2) It takes a long time during the process. It can be concluded that teaching learning using Teams Games Tournament (TGT) technique take a long time because they have to join with their group until they understand.

2.4. Previous Studies

The first study comes from *the Effectiveness of Using Team Game Tournament (TGT) in Teaching Reading of Narrative Text (A Quasi-Experimental Study at Smpn I Pakuhaji)*. The objective of the research was to see the effectiveness Team Game Tournament (TGT) technique in teaching reading of narrative text at the second year students of SMPN I Pakuhaji and also to help the English teachers create interactive activities for students while learning reading of narrative text. The method which applied in this research was quasi-experimental research. There were two classes, they were experimental class and controlled class. The experimental class was taught by using Team Game Tournament (TGT) technique while the controlled class was taught without using of Team Game Tournament (TGT) technique. Furthermore, this research was conducted through the following procedures: giving the pre-test, applying treatments, giving post-test. The result of the research proved that Team Game Tournament (TGT) technique is effective to be used in learning reading of narrative text. According to calculation, it can be seen that the experimental class' mean of gain score is 9.0, and the

controlled class's mean of gain score is 5.13. Moreover, based on the result of analysis data, the value of t table in the degree of significance of 1% was 2.375. Then the value of t_0 was 38.7. Therefore, it can be inferred that Team Game Tournament technique is effective in teaching reading of narrative text on SMPN I Pakuhaji.

The second study comes from *the Effectiveness of Teams Games Tournament (TGT) Technique in Teaching Reading at the Tenth Grade of Sma N 1 Wonosari in Academic Year 2015/2016* by Annisa Nurfatim Adilla Srn. 123221036. The objectives of this research is to know the effectiveness of Teams Games Tournament (TGT) Technique to teach reading of the tenth grade students of SMA N 1 Wonosari in academic year 2015/2016 and also to help the English teachers more creative in teaching reading especially on narrative text at the tenth grade students of SMA N 1 Wonosari. The method which applied in this research was quasi experimental research. The samples come from the population are 68 students coming from two classes consisting of 34 students of XA as the experimental group and 34 students of XB as the control group. The researcher used cluster random sampling in choosing XA class as experimental group and XB class as control group. Experimental group is taught using Teams Games Tournament (TGT) technique while control group is taught without using Teams Games Tournament (TGT) technique. Instrument in this research used pre-test and post-test. The result of the research proved that the use of Teams Games Tournament (TGT) technique effective in teaching and learning reading. Based on the calculate, it was found that the mean score of the experimental group is 83,4118{83} and the mean score of the control group is 77,05882{77}. Besides that, based on the analysis data of t score is 2,678 and t table in the level significance 0,05% is 1,668. Thus, it means that the use of Teams Games Tournament (TGT) technique is

effective in teaching reading for tenth gradestudents of SMA N 1 Wonosari in the academic year 2015/2016.

The last study comes from *the Implementation of Team Game Tournament (TGT) Strategy for Teaching Reading Narrative Text MuhyidinSetyoUtomo*. In teaching English especially at junior high school, reading is one of the English skills that should be learned by the students. This study is intended to solve the students' problems of 8th grade at MTs. KHA. Wahid Hasyim, Bangil in reading comprehension. TGT is one of the cooperative learning that use academic tournament, quiz and the system of the students' development where the students compete with other groups. The study used Classroom Action Research with two cycles to be able to reach the criteria of success. The result shows that TGT is able to improve the students ability in reading narrative text. Through cooperative learning, the students enhanced the social skill and they also had practiced their collaborative skills to work with others to get mutual benefit for everyone.

The differences with my research are some of them were conducted in senior high school and in SMP even one in the same background, but it refers to solve the students' problem in reading comprehension. This research conducts for the first time in that school. Most of them conducted by different culture, different people background and so much more. The similarities are we all use TGT as the strategy to treat the students and there are some researches that conduct in the same level.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

Experimental research is research that is used to find the effect of a particular treatment against another runway condition (Sugiyono, 2013:72). Related to the purpose, the appropriate design of this study is experimental that is quasi experimental research. This method is the most appropriate method in measuring the use of Team Game Tournament (TGT) in teaching reading of narrative text. Therefore, the data from the pre-test and post-test compare to the t-test calculation to investigate the use of Team Game Tournament strategies in teaching reading of narrative text.

Quasi experimental is a design for studies in the field or in real-life situation where a researcher can manipulate some independent variables but, can't randomly assign subjects to control and experimental groups (Wiersma W and Jurss, 2005: 130).

3.2 Population and Sampling

3.2.1 Population

According to Sugiyono (2017: 117), population is a generalization region consisting of object subject that have qualities and characteristics set by the researcher to be studied and then drawn conclusion. It means that "population" consists the entire subject which want to be studied. The population of this research will all of students at MTs Miftahul Maarif Plambik in academic year 2018/2019. The total of population is 46 students where consist of two classes.

Table 3.1 Total number of Population

No.	Class	Population
1.	VIIIA	23 Students
2.	VIIIB	23 Students
Total		46

3.2.2 Sample

Sample is part of quantity and characteristics that have by the population (Sugiyono, 2017: 118). This researcher conducted the research at the eighth grade students of MTs Miftahul Maarif Plambik in academic year 2018/2019, which consist of 46 students. So the researcher determined the sample by using purposive sampling. Purposive sampling is intentional sampling technique. That is, the researcher determines sample take not randomly, but by the researcher took 46 students as the sample. The researcher took VIII A (23 student's) and VIII B (23 student.) So the total numbers of the students were 46 students.

3.3 Research Instrument

The instrument is the tool or facility, that used by the researcher in setting the data to make it easily (Arikunto, 2002 : 136), for the instrument of the research was reading of narrative text test that used in this research to collected the data. The researcher gave the student test for pre-test on reading for the two classes in the first meeting.

The researcher delivered post-test to all of students as the sample of the research. Regarding to the instrument of data collection. The Researcher gave the test as instrument which consists of 20 tests, each test is score of 5 points for each corrected

answer, so if the student able to answer whole question correctly, they got score 100, if the students answer incorrect, they got 0 point.

3.4 Method of Collecting Data

To obtain the data need for the present study; the researcher employed an achievement test. This test was divided into two parts named pre-test and post-test.

3.4.1 Pre-test

Pre-test was a test before the experimental treatment in order to see if the groups were equal (Lodico, 2010: 228). The researcher began with pre-test, the pre-test given to all of the students whether it is experimental class or control class Reading test in narrative form, students answered the multiple choice of 20 questions, every question contains 5points for each correct, so if the student could answer 20 item perfectly, the student got 100 scores.

3.4.2 Treatment

The experimental class used Team Game Tournament in reading narrative text. The researcher delivered some kinds of teaching with related to the material of this investigation about the use Team Game Tournament strategies in teaching reading. The teaching was done by the researcher in the eighth grade students of MTs Miftahul Maarif Plambik to know the use of Team Game Tournament strategy in teaching reading narrative text. First the researcher came to the class and greeting to the student and check the attendance and so on, after that the researcher delivered the material about Narrative text next to explain about how to play with the TGT itself, first the teacher divided the students into four or five groups, and then the teacher

gave the narrative text to each groups, the students start to discuss about the materials with their members, the game began choose which player of each played first then pick up a cards which contain question and then answer it then they got score of any answers.

3.4.3 Post-test

After pre-test and teaching process or treatment, the research gave post-test to the students. This test included of the second method of data gathering. The post-test was different to the pre-test by the title of narrative text. Reading text in narrative form, students answered the multiple choice of 20 questions, every question contains 5points for each correct, so if the student could answer 20 item perfectly, the student got 100 score.

The post-test conducted after getting the data from pre-test that inform the research about score of students. The aimed of this test was to compare the score before treatment and after using Team Game Tournament in teaching reading narrative text. The performance or this skill was to rather similar with the pre-test activity

3.5 Technique of Data Analysis

The researcher used experimental research. The data were collected from the result of pre-test and post-test. In calculating the students' mean score of experimental group and control group, the researcher used the following formula:

3.5.1 To found the students' mean score of experimental and control group, used the following formula:

$$Mx = \sum \frac{x}{N}$$

Where:

Mx = the mean score of two group

x=the students final score experimental group

y=the students final score for Control group

N =the number of sample

Σ = the sum of

3.5.2 To find out the standard deviation of experimental group and control group. The formula of standard deviation as follow:

a. Find out the standard deviation of experimental group, the formula as follow:

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

Where:

X = the students standard deviation forexperimental group

N = the number of sample

Σ = the sum of

b. Find out the standard deviation of control group, the formula as follows:

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

Where:

Y = the students standard deviation for control group

N = the number of sample

Σ = the sum of.....

3.5.3 The last, in the testing the significance of two variables standard deviation by using the following formula:

$$T = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Where:

M_y : mean score of control group

M_x : mean score of experimental group

N : total number of subject

The deviation of experimental group

Y : the deviation of control group

The degree of freedom:

df : ($N_e + N_c - 2$)

df : degree of freedom

N_e : the number of experimental group

N_c : The number of control class

With the hypothesis statistic as follows:

If t -calculation $>$ t -table: H_0 rejected and H_a accepted

If t -calculation $<$ t -table: H_0 accepted and H_a rejected

(Arikunto, 2013:354)