The Use of Team Games Tournament to Improve Reading Comprehension Skills of Seven Grade Students at Secondary School

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Abstract

The article purposes to reveal that Team Game Tournament's teaching method is important for developing reading comprehension skill of seven grade students, and 2) to investigate students' motivation towards Team Game Tournament (TGT) teaching method for developing reading comprehension skill of seven grade students. The sample was 47 students from secondary seven grade at the school in Songkhla, Thailand, during the second semester of the academic year 2018. They took Fundamental English 1 (E22101). They were selected by purposive sampling. The research instruments used were: 1) The four lesson plans, 2) Reading comprehension pretest and posttest, and 3) The questionnaire of students' motivation toward Team Game Tournament (TGT) teaching method for developing reading comprehension skill. The data was statistically analyzed by mean, standard deviation, and t-test dependent samples. The findings of the study were as follows: 1) students' reading comprehension was higher after being taught by using Team Game Tournament (TGT) at the significant level of .05, and 2) students' motivation towards the use of Team Game Tournament (TGT) teaching method for developing reading comprehension was at a high level.

Keywords: Team Games Tournament, Reading Comprehension Skills, Motivation

Introduction

Reading is one of the important components for students in English learning. Reading becomes the gates for the future. By reading the students will understand all the things that they do not know before. Students successful in learning depends on how deep their comprehensive ability the meaning from the text. If they have low ability in reading, they will fail in the study, but they will success when they have a good ability in reading. Then, it means that reading skill must be learned by the students. Harmer (2001: 199) states that "reading is a receptive skill. Receptive skills are the ways in which people extract meaning from the discourse they see or hear". Moreover, reading can increase the fluency pronunciation of the students like speaking. Reading skill has some

techniques to get fluency in the reading i.e.: scanning, skimming, intensive reading, and extensive reading. Today there are some problems that the teachers get in teaching learning English to the students. Reading in English learning still considered as a difficult material for students. Some students feel difficult to comprehend and understand the English reading text. They could not get information from the reading texts. For example, after reading a text, the students could not tell the content of the text and they could not answer the questions related to the text correctly. The problems are from many factors; one of them is the teaching method. Some teachers only use a conventional method which monotonous and makes students passive and bored in teaching reading. In addition, it makes the students feel sleepy and get low motivation in learning reading text.

Teaching English has some methods. Brown and Dowling (2001: 88) state that method is treated at the level of design in which the roles of teachers, learners and instructional materials as specified. There are some methods of teaching foreign language: Grammar Translation Method (GTM), Audio Lingual Method (ALM), Situational Language Teaching (SLT), Community Language Learning (CLL), Cooperative Learning, Total Physical Response (TPR), Natural Approach (NA), Silent Way (SW), Suggestopedia and Communicative Language Teaching (CLT), Communicative Approach and Audio Lingual Method. One of the methods in teaching learning process is cooperative learning. Campbell and Stanley (2000: 164) states that cooperative learning is more effective to increase learning and increase students' achievement.

Jolliffe and Hutchinson (2007: 3) states that cooperative learning requires pupils work together in small groups to support each other to increase their own learning and that of others. In other hand, Slavin states that in cooperative learning methods, students work together in four member teams to master material initially presented by the teacher. It means that cooperative learning more effective in teaching learning because the students study together with their friends to solve the problems and to achieve the goals. According to Slavin (2009: 11), there are some techniques in Cooperative Learning, such as Student's Team Achievement Division (STAD), Jigsaw, Teams Games Tournament (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC), and so on. In this research, the researcher used Teams Games Tournament (TGT). By using Teams Games Tournament (TGT), the students learning more fun.

Therefore, this study was to think about the importance of creating enjoyable and effective activities in the classroom. The researcher chose a technique that is expected to be able to motivate and give students opportunities for reading and try to understand in text or express their ideas in a situation they were likely to encounter outside the classroom that is using games. Moreover, it also tries to explore which the best technique that teachers will be able to support students' interest as well motivation in learning English effectively. Hopefully from this study, teachers will be able to apply with their activity in teaching English.

Objectives

1. To study effectiveness of Team Game Tournament teaching method for developing reading comprehension skill of seven grade students.

2. To investigate students' motivation towards Team Game Tournament teaching method for developing reading comprehension skill of seven grade students.

Research Questions:

1. Can Team game tournament as teaching method is used for teaching reading comprehension?

2. Does Team Game Tournament teaching method investigate students' motivation in reading comprehension skills?

Concept theory framework

Definition of Team Games Tournament (TGT)

Nowadays, there are many methods to teach reading comprehension. Team Games Tournament (TGT) is one of them that becomes popular in Thais' schools. Teams Games Tournament (TGT) is a cooperative learning technique that enhances students' academic achievement and attitudes towards the content material. According to Slavin (2009), Teams Games Tournament is one of the methods that are developed from cooperative learning. It contains with class presentation, teams, games, tournaments, and team recognition. Teams where students are assigned to make group consisting of 4 – 5 students. In each team they have to discuss the given materials together. Games contain the relevant question or task to the materials and it is discussed in team to test their individual understanding. Tournament is the structure where the competition done to complete games or tasks are taken place.

Reading comprehension

Reading comprehension is important for many reasons. If a person can read yet is not really able to interpret what is read into usable information they've not gained much from their reading. By definition, reading comprehension involves understanding what is read. And without understanding there isn't much point to one's reading a bunch of words on a page. Reading comprehension is a teachable skill in most cases. But it must be practiced and taught through repetition and building on skills that have already been learned.

Motivation

A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behavior. Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal.

Motivation results from the interaction of both conscious and unconscious factors such as the (1) intensity of desire or need, (2) incentive or reward value of the goal, and (3) expectations of the individual and of his or her peers. These factors are the reasons one has for behaving a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in the class (business dictionary, n.d.).

Methods

Participants

The sample is the 47 of 731 secondary seven grade students who are studying Fundamental English 1 (E22101) in the second semester of the 2018 academic year at the school in Songkhla, Thailand. The researchers select the sample of the population by purposive sampling.

Research Instruments

The research design three instruments, 1) pretest and posttest, 2) lesson plan for reading comprehension, and 3) motivation questionnaire

1. Pre-test and Post-test

The pretest and posttest are designed to measure the reading comprehension skills, whether it be literal comprehension, inferential comprehension, and evaluative comprehension in seven grade students. The test consists of two parts - thirty items; multiple choices-twenty items and true or false-ten items. The content is about animal, real life and the story that use for testing the students' proficiency before and after using

Team Games Tournament. The students spend an hour doing each test. Both pre-test and post-test are the same that is used in twice, before and after the experimental

2. Lesson plan for reading comprehension

There is ten lesson plans and twenty hours in this research. The lesson plans provide the steps of learning reading by using Team Games Tournament that have three steps; 1) pre-reading, 2) while-reading and post-reading. All three steps use the cooperative learning in the class to improve reading comprehension skills and motivate the students' attention by using Team Games Tournament. In the lesson plans, the first step is pre-reading. This step will show the students' background knowledge and tell the objective of this lesson to them. Moreover, it provides the guideline about Team Games Tournament (TGT), and let students know the way to learn of this activity.

The second step is while-reading. This step will present the content and show the activities that use with Team Games Tournament. Students will join in the group to learn the content then read and follow the instructions. The aim of this step is to increase the students' motivation to learn reading through Team Tames Tournament method to support the lesson to become more interesting.

The last step is post-reading. This step will let students to summarize the lesson and do the exercise for testing their understanding. They will conclude what they have learned and provide about how to apply the knowledge in their daily life.

3. Motivation questionnaire

A questionnaire designed by the researcher titled "The Use of Team Games Tournament to Improve Reading Comprehension Skills" is also used in the study. The content of the instrument is based on the purpose of collect data on students' attitudes as well as on the information from the literature reviewed.

The questionnaire has 3 parts:

- part 1 is on the main purpose of creating questionnaire that is to collect the data on students' attitudes toward the use of Team Games Tournament to improve reading comprehension skills;

- part 2 is on personal data of the respondents;

- part 3 focuses on the students' attitude that affects the respondents to participant in using Team Games Tournament to improve reading comprehension skill.

The questionnaire consists of three topics; content, process and evaluation. It has a total of 20 items in a five-rating scale for response, ranging from;

5 = strongly agree   4 = agree   3 = neutral   2 = disagree   1 = strongly disagree

Data Collection and Analysis

The main data techniques use in this research study are pretest, posttest and questionnaire. The data is collected and recorded by the researchers. The method of data collection is the sample that is 47 secondary seven grade students who are studying Fundamental English 1 E22101 in the second semester of the 2018 academic year at the school in Songkhla, Thailand do reading comprehension pretest to collect the information about their knowledge before studying by using of Team Games Tournament. And then the sample does reading comprehension posttest and motivation questionnaire after studying by using of Team Games Tournament in three units to check their knowledge and attitude in reading comprehension. Moreover, to check the affective of teaching and student's motivation by using Team game tournament for reading comprehension.

The data from pretest, posttest and questionnaire were analyzed by using the Statistical Package for Social Sciences (SPSS) to find mean ($\bar{x}$), standard deviation (S.D.), and dependent t-test. The results of the pretest, posttest and questionnaire were used to determine whether Team Games Tournament was a significant way to motivate students of M.1/11 at a school in Songkhla, Thailand for improving reading comprehension skill.

Moreover, the data obtained from this study would be analyzed and interpreted through quantitative analysis. Quantitative data included the data obtained from pretest, posttest and the questionnaire. The statistical tools like frequency and mean of marks and numbers of students would be used for data analysis of the questionnaire, pretest and posttest. The comparison between the pretest, posttest and the questionnaire would be discussed as the analysis of the findings.

Results

The result of the reading comprehension skill of seven grade students after learning through Team Game Tournament.

Table 1 Students' pretest and posttest scores

Total	714	942
X	15.19	20.04
S.D.	2.03	2.48

Table 1 above indicates that total mean scores of the pretest are 71.40 and the standard deviations are 2.43 ($\bar{x}$ = 14.61, S.D. = 2.43). The total mean scores of the posttest are 94.20 and the standard deviations are 2.51 ($\bar{x}$= 19.93, S.D. = 2.51). According to the comparison between pretest and posttest scores, after learning reading comprehension through Team Game Tournament, their posttest scores are higher than before learning at .05 level of significance.

This shows that the data accepted the hypothesis of this research. It means that teaching reading comprehension skills by using Team Game Tournament can improve students' performance and motivation, making this research serves the purpose successfully.

Students' motivation in reading comprehension skills towards the use of Team Game Tournament: Part contents. According to Table 5, it shows the overall students' motivation in reading comprehension skills towards the use of Team Game Tournament in contents part are in highest level. The mean score of students' motivation are 4.59 and the standard deviations are 0.55.

Students' motivation in reading comprehension skills towards the use of Team Game Tournament: Part process. According to Table 6, it shows the overall students' motivation in reading comprehension skills towards the use of Team Game Tournament in process part are in high level. The mean score of students' motivation are 4.41 and the standard deviations are 0.60.

Students' motivation in reading comprehension skills towards the use of Team Game Tournament: Part evaluation. It shows the overall students' motivation in reading comprehension skills towards the use of Team Game Tournament in process part are in highest level. The mean score of students' motivation are 4.53 and the standard deviations are 0.64. This showed that all students had the highest level in aspects of "Learning reading by using TGT make the lesson be interesting." which the mean is equivalent to 4.80 and the standard deviation is 0.42. On the other hand, the least level of students' motivation is in the aspects of "Activities and tasks in learning reading by using TGT are appropriate with learner's age." which the mean is equivalent to 3.90 and the standard deviation is 0.52. The overall students' motivation is on the highest level.

This shows that the data accepted the hypothesis of this research. It means that teaching reading comprehension skills by using Team Game Tournament can improve students' performance and motivation, making this research serves the purpose successfully.

Conclusions and Discussion

From the results of using Team Games Tournament to improve reading comprehension skills of seven grade students at secondary school can be discussed as followed: The effectiveness of reading comprehension of the students after learning through Team Games Tournament. The result of the study found that students' reading comprehension, after learning with Team Games Tournament, were significantly higher than before at the statistic level of 0.5. This is consistent with the research of Siti (2015) who conducted a study on a comparison of the effectiveness in students' reading skills by using Teams Game tournament (TGT). The experimental group was taught by using TGT method and the control group was taught by using the methods in the teacher manual. The result revealed that the effectiveness in students' reading skills of the experimental group was higher than the control group. This may be because the researchers used the activities that the students were interested in and helped them to understand the lesson easily. In conclusion, the use of TGT method of Siti (2015) is similar to the use of TGT which can be a valuable asset to any reading class. It also gave a good opportunity to provide students with content that can make the lesson fun, supported collaborative learning to be more effective and allowed students to contextualize what they have just learnt.

The study of the students' motivation towards the use of TGT. The results revealed that students are motivated towards the use of TGT at the highest level after learning with TGT which allowed them to use their interest. For TGT, this is consistent with the research of Wardani, Syafri, and Delfi (2015) who used TGT to improve students' reading skill. It turns out that TGT can improve students at high motivation in learning reading. Like, Zubaidah, Corebima, and Mistianah (2015) who carried out research on using reading-concept map-teams games tournament (Remap-TGT) to improve reading interest of tenth grade student of laboratory senior high school State University of Malang. The research found that the application of Reading-Concept Map-Teams Games Tournament (Remap-TGT) model can increase reading interest. They could do many activities to make studying enjoyable and interesting which was similar to this research the researchers observed the students while they were studying and found out that using TGT could encourage students to study by themselves. The students had more responsibility, creativity, collaboration and self regulation. The result of the study indicates that the reading comprehension of the students after learning through Team Game Tournament, post-test scores are higher than pretest scores.

In conclusion, the statistical analysis revealed that the total mean scores of the posttest ($\bar{x}$ = 19.93, S.D. = 2.51) were higher than the total mean scores of the pre-test ($\bar{x}$ = 14.61, S.D. = 2.43). As it reported that students' reading comprehension through the use of Team games Tournament after the experimental was higher that their English reading comprehension through the use of Team games Tournament before the experimental. Students are motivated towards the use of Team Games Tournament at the highest level after learning with Team Game Tournament, indicated that the students have good motivation towards the use of Team Games Tournament and lesson of English reading comprehension with the statistical analysis revealed that the total mean scores of questionnaires were at the highest level.

Acknowledgements

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