

## Enhancing Reading Comprehension by Using Teams Games Tournament (TGT) and Index Card Match for EFL Learners

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### Abstract

The cause of second semester students of English Study Program of Baturaja University problem to read text in English are the lack of vocabulary, the monotonous technique, the psychological burden, the lack of group activities in the classroom, and the lack of the students' motivation in practicing reading. Teams Games and Index Card Match be used to enhance group dynamic and make students more active in a group. The objective of this study was to find out whether there was a significant difference in reading comprehension in narrative text to second semester students of English Study Program of Baturaja University between the students who are taught by using TGT and those who are taught by using ICM. The study belongs to experiment research which was true experimental design. The total sample was 69 students taken by using purposive sampling. The data was analyzed by using t-test formula and pre-requisite test (normality and homogeneity test). Based on the result of the research, the students' average score in experiment class 1 was more than the students' average score in experiment class 2. The students' mean score of pre-test in experiment class 1 was 52,6 and the students' mean score of post test in experiment class 1 was 71. The students' mean score of pre-test in experiment class 2 was 53,4 and the students' mean score of post test in experiment class 2 was 68,85. Then, it was found that the result of the Independent Sample t-test of the post test score in experimental class 1 and experimental class 2 gave the value of  $t_{obtained} = 1,970$  more than  $t_{table} = 1,668$  and the value of Sig. (2-tailed) = 0,001 less than the value of Significance level ( $\alpha = 0,05$ ) with  $df = (N_1 + N_2) - 2 = 67$ . Using Teams Games Tournament, the students' average score in Experiment class 1 was more than the students' average score in experiment class 2. It meant that it was a significant difference between the students who are taught by using Teams Games Tournament and those who are taught Index Card. The results also showed that the Teams Games Tournament group made more improvement than Index Card Match group in their reading ability.

**Keywords:** teaching, reading comprehension, teams games tournament, index card match

### A. Introduction

Mastering reading is not easy. Students sometimes get difficulties in comprehending a text. According to Nunan (2005) reading comprehension refers to reading for meaning, understanding, and entertainment. Reading comprehension requires motivation, concentration and good study techniques. Woolley (2011) states that reading is making meaning from print and from visual information. Reading comprehension is the process of making meaning from text. Reading comprehension also requires the reader to be active in understanding the meaning of the text with an initial scheme by involving aspects of the psychology of the reader so that the reader is able to build knowledge through dynamic and attentive reading procedures that direct the reader to critically, interpret, and analyze every part of the text (Feng & Chen, in Hermanudin et al., 2019:647). Therefore, reading ability is very important for the students of English as foreign language. Teacher should have good method to teach learners and make the learners understand the text well, because when the students are

taught by using conventional method, the teaching process only focus on the teacher and the learners do not pay attention to the teacher (Noermanzah, et al., 2018:117).

Based on the result of written pre-observation, the students still had low capability in comprehending an English text to get the information and the main idea and other problems\ the students are not interested in learning reading, that make them bored with the classes. The effects of students's low capability in comprehending a reading text make their lack of interest in learning reading. As English teacher, it is needed some various way to make English students class more enjoyable and active in teaching reading.

There were many strategies to teach reading, for example jigsaw, picture, newspaper, Fan and Pick, snowball throwing, cooperative script and other (Linse, (2006). In this research, the researcher introduce two kind of strategy to improve reading comprehension of narrative text to the to the students. The strategies are TGT (Teams Games Tournament) is one type of cooperative learning that placed the students in a team work that is consist of 4 to 5 members who have different abilities, sex, race or ethnic. By the heterogeneous members for each team, it is hoped can motivate the students for help each other, the students who have higher ability can help the other who need more explanation to master the learning. The teacher provides the material, and the students work in their team work to ensure that all of the team members have mastered the material (Slavin, 2008:26).

One of the additional techniques suggested was ICM (Index Card Match). The ICM was selected to enhances students' reading comprehension based on a consideration that this method was an effective and fun method for teaching reading comprehension. Zaini , et al. (2008:67) confirmed that ICM was a fun learning strategy which was suitable to enhance students' reading achievement because it could increase students participation. If the students felt relaxed and enjoy using this method, it would be easy for them to comprehend the text.

To cover problem in teaching reading comprehension, teacher should have the appropriate approach, techniques and method that easy and fun for the students so they can more enjoy in receiving the material, interest, and have the curiosity to read in teaching reading process. TGT and ICM are strategy that affective to improve reading comprehension because that strategy more chance to the students reading in the classroom through discussion in group, sharing knowledge and asking questions or answers. That makes the student enjoyable and easy to understand about the material. So, they can improve their reading skill. Therefore, the researcher was to introduce and applied a reading strategies called Teams Games Tournament (TGT) and Index Card Match (ICM) strategies in this study. Because the researcher want to make the students easier to get information in text and have fun in teaching learning process.

## **B. Method**

This research used the experimental method for True Experimental design with pretest and posttest two treatment, Creswell (2012). According to Cohen (2007), true experimental design with pretest and posttest two treatment are randomly allocated to each of two experimental groups. Experimental group 1 receives intervention 1 and experimental group 2 receives intervention 2. Pretest and posttest are conducted to measure changes in individuals in the two groups (Fraenkel, et al., 2012). In this

research, it was be two group as a sample that was given a pre-test, treatment, and final test as a post-test. In this study, the experimental research was done in the class with taking students as sample with the total was 69 students.

The data were obtained through a reading comprehension test. The pretest and post-test were administered to TGT and ICM groups to see the differences on students' reading achievement before and after the treatments were accomplished. Reading comprehension test consisted of 28 multiple choice questions. The reliability of the test was computed using Cronbach Alpha and the validity of the test was also analyzed statistically through the analysis of discrimination index and difficulty level (Sudjana & Ibrahim, 2009). It was found that the reliability coefficient of the test was 0.714 meaning that the test items were internally reliable and valid.

### C. Findings and Discussion

The findings of this analysis were: (1) The result of the pre-test, (2) The result of the post-test, (3) the result of the paired sample t-test, and (4) The result of the Independent samples t-test. All score were gotten from the test consisted of 28 items. Before being taught or given treatment, the students were given pre-test using research instrument in which the reliability had been tested previously through try out.

#### The Statistical Analyses on the Experiment class 1 by Using Paired Samples t-test

To find out whether there was significance difference or not in reading comprehension before and after the treatment of the experimental group 1, the researcher calculated the result of pre-test and post-test in experiment class 1 by using Paired Sample t-test, the result was as follow:

**Paired Samples T-Test in Experiment Class 1**

	Pair 1	
	Pre-test Class Experiment 1	Post-test Class Experiment 1
Mean	52,60	71,00
N	35	35
Std. Deviation	16,948	9,207
Std. Error. Mean	2.865	1.556
Correlation	.675	.675
Sig.	.000	.000
t		8.569
df		34
Sig. (2-tailed)		.000

Based on the table, the mean score of pretest in experiment class was 52,60 and the mean score of posttest was 71,00. Then the value of Sig. = 0,000 less than the Significance level ( $\alpha = 0,05$ ), so it means that there was a great correlation between the score pretest and posttest in experiment class. The value of  $t_{\text{obtained}} = 8,569$  than the value of  $t_{\text{table}} = 1.691$  with  $df = 34$ , and the value of Sig. (2-tailed) = 0,000 less than the Significance level ( $\alpha = 0,05$ ). Since the value of t-obtained was higher than the value of t-table, it means that there was a significant difference in achievement before and after the treatment of experiment's class 1.

### The Statistical Analyses on the Experiment Class 2 by Using Paired Samples t-test

In order to find out whether or not there was significance difference in reading comprehension of the Experiment's class 2, the research calculated the result of the pre-test with those of the post-test in the Experiment class 2 by using Paired Sample t-test, the result was as follow:

**Paired Samples T-Test in Experiment Class 2**

	Pair 1	
	Pre-test Class Experiment 2	Post-test Class Experiment 2
Mean	53.44	68.85
N	34	34
Std. Deviation	15.130	9.185
Std. Error. Mean	2.595	1.575
Correlation	.851	.851
Sig.	.000	.000
t	10,251	
df	33	
Sig. (2-tailed)	.000	

Based on the table above, the mean score of pretest in experiment class 2 was 53,44 and the mean score of posttest was 68,85. Then the value of Sig. = 0,000 less than the Significance level ( $\alpha = 0,05$ ), so it meant that there was a great correlation between the score pretest and posttest in control class. The value of  $t_{obtained}$  was 10,251, more than the value of  $t_{table} = 1.692$  with  $df = 33$ , and the value of Sig. (2-tailed) = 0,000 less than the Significance level ( $\alpha = 0,05$ ). Since the value of t-obtained was higher than the critical value of t-table, it meant that there was a significant difference in achievement pre-test and post-test of experiment class 2.

### The Statistical Analysis of Experiment Class 1 and Experiment Class 2

To find out whether or not there was significant difference in reading comprehension, the researcher compared the result of the posttest in the experiment class 1 and experiment class 2 by using Independent Sample T-Test. Based on the result of the post test on experiment class 1 and experiment class 2, the researcher used independent sample t-test to compare the result above. The result of the SPSS used independent sample t-test described as follow:

**Independent T-test of Experiment Class 1 and Experiment Class 2**

	Independent sample t-test	
	Post-test Class Experiment 1	Post-test Class Experiment 2
Mean	71	68.85
N	35	34
Mean Difference	2.147	2.147
Std. Error. Difference	2.214	2.214
t	1.970	
df	67	
Sig. (2-tailed)	.001	

Based on the table above, the mean score of the TGT class was 71 and the mean score of the ICM Class was 68,85. The value of  $t_{\text{obtained}} = 1,970$  more than  $t_{\text{table}} = 1,668$  and the value of Sig. (2-tailed) = 0,001 less than the value of Significance level ( $\alpha = 0,05$ ) with  $df = (N_1+N_2) - 2 = 67$ . So, the researcher concluded the alternative hypothesis was accepted and null hypotheses was rejected. Using Teams Games Tournament, the students' average score in Experiment class 1 was more than the students' average score in experiment class 2. It meant that it was a significant difference between the students who are taught by using Teams Games Tournament in experiment class 1 and those who are taught Index Card Match in experiment class 2.

#### **D. Conclusion**

Based on the findings of the Research, The researcher concluded that using Teams games Tournament and also Index card match enable students to get better skill and score. It mean that Teams Games Tournament and Index Card match Strategy was effective strategy in teaching reading comprehension to second semester students of English Study Program of Baturaja University. This strategy could be motivate students to develop their ability in reading comprehension. The students were be active in reading lesson and the student worked in pairs to improve their ability in understanding the content of the text, identify main idea, and knoww the moral value of the text. Using Teams games Tournament, the students' average score in Experimental's class 1 was more than the students' average score in Experiment class 2. So, there was a significant difference between the students who are taught by using Teams games Tournament in experiment class 1 and those who are taught by using Index card match Strategy in experiment class 2. The results also showed that the Teams Games Tournament group made more improvement than Index Card Match group in their reading ability.

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