

**HE ANALYSIS OF TEAMS GAME TOURNAMENTS (TGT) METHOD IN  
LEARNING READING AT MAN 4 ACEH BESAR**

A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of  
Sarjana Pendidikan in English Education Department of  
Bina Bangsa Getsempena University  
Banda Aceh

By

DEDEK RUSLAINI

NIM : 1711060014



**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION  
BINA BANGSA GETSEMPENA UNIVERSITY  
BANDA ACEH  
2022**

**APPROVAL**

**THE ANALYSIS OF TEAMS GAME TOURNAMENTS (TGT) METHOD  
IN LEARNING READING AT MAN 4 ACEH BESAR**

This thesis was approved/defended in front of  
Thesis Examiners Team of English Education Department  
Faculty of Teacher Training and Education  
Bina Bangsa Getsempena University

Banda Aceh, February 16, 2022

Advisor I



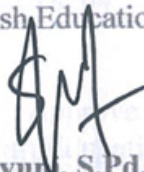
**Dr. Maulizan, M.Pd**  
**NIDN. 0119078301**

Advisor II



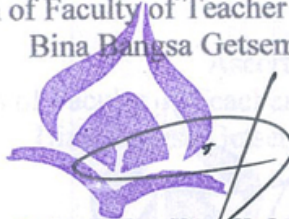
**Mulyani, M.Pd., M.TESOL**  
**NIDN.1307078301**

Approve  
Head of English Education Department



**Sri Wahyuni, S.Pd.I, M.Pd**  
**NIDN : 0102028205**

Ascertain,  
Dean of Faculty of Teacher Training and Education  
Bina Bangsa Getsempena University



**Dr. Mardhanillah, S.Pd.I, M.Pd**  
**NIDN : 1312049101**

## APPROVAL II

### THE ANALYSIS OF TEAMS GAME TOURNAMENTS (TGT) METHOD IN LEARNING READING AT MAN 4 ACEH BESAR

Thesis was approved/defended in front of  
Thesis Examiners Team of English Education Department  
Faculty of Teacher Training and Education  
Bina Bangsa Getsempena University

Banda Aceh, February 16, 2022

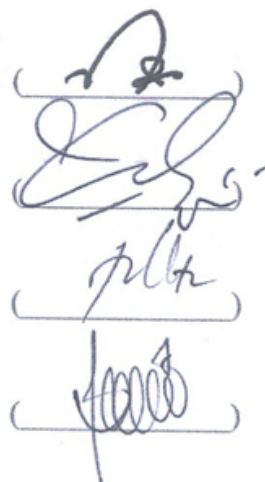
Signature

Advisor I : Dr. Maulizan, M.Pd  
NIDN.0119078301

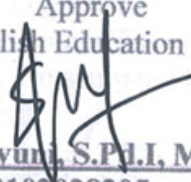
Advisor II : Mulyani, M.Pd., M.TESOL  
NIDN.1307078301

Examiner I : Rosdiana, M.Pd  
NIDN.0115088503

Examiner II : Regina Rahmi, M.Pd  
NIDN.0101018304



Approve  
Head of English Education Department

  
Sri Wahyuni, S.Pd.I, M.Pd  
NIDN : 0102028205

Ascertain,  
Dean of Faculty of Teacher Training and Education  
Bina Bangsa Getsempena University

  
Dr. Mardhatillah, S.Pd.I., M.Pd  
NIDN : 1312049101

FKIP UBBG

**APPROVAL III**

**Thesis with the title *The Analysis of Teams Game Tournaments (TGT) Method in Learning Reading at MAN 4 Aceh Besat* was defended by Dedek Ruslaini, 1711060014, English Education Department, Bina Bangsa Getsempena University on Friday, February 16, 2022.**

Approve,

Advisor I



**Dr. Maulizan, M.Pd**  
**NIDN. 0119078301**

Advisor II



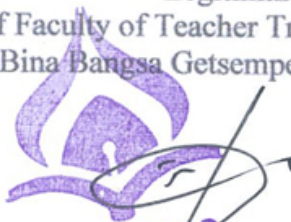
**Mulyani, M.Pd., M.TESOL**  
**NIDN.1307078301**

Ascertain,  
Head of English Education Department



**Sri Wahyuni, S.Pd.I, M.Pd**  
**NIDN : 0102028205**

Legitimize,  
Dean of Faculty of Teacher Training and Education  
Bina Bangsa Getsempena University



**Dr. Mardhatillah, S.Pd.I., M.Pd**  
**NIDN : 13/2049101**

## LIST OF CONTENT

	<b>Page</b>
<b>APPROVAL FORM</b> .....	
<b>ABSTRACT</b> .....	<b>i</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ii</b>
<b>LIST OF CONTENT</b> .....	<b>iv</b>
<b>LIST OF APPENDICES</b> .....	<b>vi</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
1.1 Background of Study .....	1
1.2 Research Problem .....	5
1.3 The Objective of Study .....	5
1.4 The Significance of Study .....	6
1.5 The Scope of The Study .....	6
1.6 Definition of Terms .....	7
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>8</b>
2.1 Reading .....	8
2.1.1 Definition of Reading .....	8
2.1.2 Types of Reading .....	9
2.1.3 Teaching Reading .....	11
2.1.4 The Process of Reading .....	12
2.1.5 Reading Strategies .....	14
2.2 Teams Games Tournament .....	17
2.2.1 Definition of TGT .....	17
2.2.2 Components of TGT .....	19
2.2.3 Phase of TGT Method .....	21
2.2.4 Steps of TGT.....	23
2.2.5 Advantages and Disadvantages of TGT .....	24
<b>CHAPTER III RESEARCH METHOD</b> .....	<b>26</b>
3.1 Design of the study .....	26
3.2 Subject of the reserach .....	27
3.3 Instrument of the study .....	27
3.4 Data Collecting Procedure .....	39
3.5 Technique of data analysis.....	30
3.6 Data Validity.....	32
<b>CHAPTER IV RESEARCH FINDINGS AND DISCUSSION</b> .....	<b>34</b>
4.1 Research Findings.....	34
4.1.1 Research Findings of Observation.....	35
4.1.1.1 Pre-teaching .....	35
4.1.1.2 Whilst-Teaching .....	36
4.1.1.3 Post-teaching.....	39

4.1.2 Research Findings of Interview .....	39
4.1.2.1 The importance of method in learning reading .....	40
4.1.2.2 The students' responses toward TGT Method .....	41
4.1.2.3 The students' difficulties in reading.....using TGT method and their strategies to overcome the difficulties .....	42
4.1.2.4 The benefit using TGT method .....	44
4.1.2.5 The weaknesses of TGT Method .....	47
4.2 Discussion.....	49
4.2.1 Students-teacher activities in learning reading using TGT method.....	50
4.2.1.1 Pre-teaching .....	50
4.2.1.2 Whilst-Teaching .....	51
4.2.1.3 Post-teaching.....	53
4.2.2 The importance of method in learning reading .....	54
4.2.3 The students' responses toward TGT Method.....	55
4.2.4 The students' difficulties in reading using TGT method and their strategies to overcome the difficulties.....	55
4.2.5 The benefits using TGT method .....	56
4.2.6 The weaknesses of TGT Method.....	57
<b>CHAPTER V CONCLUSION AND SUGGESTION.....</b>	<b>59</b>
5.1 Conclusion .....	59
5.2 Suggestion.....	61
<b>REFERENCES.....</b>	<b>62</b>

## **CHAPTER I INTRODUCTION**

This chapter presented six points related to the study. There are the background of study, the research problem, the objective of study, the significance of study, the scope of study, and definition of key terms.

### **1.1 The Background of Study**

In learning English, there are four skills that should be mastered by the students, they are listening, speaking, reading and writing. Reading is the most crucial among the four skills since it is useful in leading students to get much knowledge they need to improve their ability in acquiring language. According to Harmer (2010:11), reading gives positive impact on vocabulary, spelling, and writing. It means that when students read, they also learn about grammar, vocabulary, and punctuation. In addition, it also provides samples of good writing, constructing of sentence, paragraph and text by reading.

According to Grabe (2014:5), reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. It means that, through reading someone can get much information and knowledge from the text read before. In addition, the students are able to improve their own knowledge and experience through reading activity. They will get a lot of information and ideas that they want to know. The information can be gained from books, magazine, paper, e.t.c. Furthermore, the students also will know what they do not know before. The more they read, the more information they get.

In learning reading, method is very important. It is because the good method in learning reading will obtain the good learning result. In other words, the success of teaching and learning activity is depend on the method that is implemented by the teacher. One of method that often used by teacher in learning reading was Teams Games Tournaments (TGT). In Teams Games Tournaments, the students demand to be active and they should not be passive students since they are the center in learning process.

According to Slavin (2014:24), TGT is a method that placed the students in a team work that consist of at least 4 to 6 members who have different abilities, gender, race or ethnic. By the heterogeneous members for each team, it is hoped can motivate the students to help each other, the students who have higher ability can help the other who need more explanation to master the learning. In this method, the teacher provides the material, then the students work in their team work to ensure that all of team members have mastered the material.

Many researches have been conducting regarding the effectiveness of Teams Games Tournaments (TGT) method in learning reading. The first research comes from Amanillah (2017), the result the t-test was done by calculating the post-test and gained scores in both classes showing that the t-value in both post-test (2.125) and gained scores (3.297) are higher than the t-table (1.668) with  $df = 68$  in the significance level of 0.05. It means  $t\text{-value} > t\text{-table}$ . Moreover, significance 2 tailed based on post-test was 0.037 and significance 2 tailed based on gained was 0.02, it were below 0.05 ( $p < \alpha$ ) which means that the  $H_0$  (null hypothesis) is rejected and  $H_a$

(alternative hypothesis) is accepted. It proved that using TGT is effective on learning Reading descriptive text at eighth grade of *SMPN 166 Jakarta*.

Next, a study by Wulansari (2020) resulted that the use of Teams Game Tournaments (TGT) method could improve the student's ability in reading. There is progress from the students get score  $\geq 75$  from pre-test 30.77% or 8 students, post-test I 57.70% or 15 students and post-test II become 77% or 20 students. In short, by using team game tournament strategy, the students felt more attracted to study and to understand about descriptive text. It is shown in their learning results which improved well while using team game tournament strategy in the learning process from cycle I up to cycle II.

Unfortunately, based on the researcher's observations while conducting teaching practice program at MAN 4 Aceh Besar, the researcher found that the students still have some problems in learning reading. There are some factors that influencing the students in mastering learning reading skill. They are internal and external factors. The internal factors come from the students themselves such as motivation and knowledge. Many students have low motivations in reading. Most of the students are uninterested in reading a lot of text, whereas they also lack of vocabulary and grammar. If the students' knowledge of English is less, it will impact toward their achievement especially in reading skill.

Meanwhile, there are some external factors influencing the teaching and learning reading skill. First, the teachers' strategy was static. The teacher taught a subject in the text book and asks the students to read the text silently or loudly and the students had to translate it before answering the question that follow. However, the

students were not interested in learning reading. Second, the students made noise and played with their friend when the teacher read the material because the teacher read too fast and the students did not understand the vocabularies or sentences used by the teacher because the students lack of vocabularies.

Furthermore, the students were not active during reading class. When the teacher asks one of the students to read the text, the students just keep silent and pointed other students to read. It happened since the students were shy to read because they were afraid of pronouncing the words. If the students read the text and mispronounced the word, the other students laughed and it made the students feel reluctance because discouragement.

However, TGT method is a good method in learning reading. The method is also implemented in many schools including MAN 4 Aceh Besar. Based on the preliminary research, the researcher found that the students of MAN 4 have a good ability in spelling the word since the teacher use TGT method in learning reading. Furthermore, TGT method is one of method that is effective to be implemented in MAN 4 Aceh Besar. It can be seen from the students' reading in English. The use of TGT method in learning reading to the students of MAN 4 Aceh Besar has a good impact to the students' ability in mastering reading. Their average reading score (78) is higher than standard score and the standard score 70. Thus, the writer attends to know the process of teaching and learning process of reading through TGT at the school.

Furthermore, the previous study above only focuses on investigating the effectiveness of Teams Game Tournaments (TGT) method without discussing the

student's activities and what are the strengths and weaknesses in learning reading by using the Teams Game Tournaments (TGT) method. However, there is a significant difference between the previous study and this study. In this study, the researchers investigate the students and teacher activities as well as the strengths and weaknesses in learning reading by using the Teams Game Tournaments (TGT) method. Therefore, this study contributes more for the education field since it discuss about the students and teacher activities as well as the strengths and weaknesses in learning reading by using the Teams Game Tournaments (TGT) method.

Therefore, the researcher would like to carry out a research under the title **“The Analysis of Teams Game Tournaments (TGT) Method in Learning Reading at MAN 4 Aceh Besar”**

## **1.2 The Problems of Study**

The problems of the study are as follow:

1. What are the students-teacher activities in learning reading skill by using the Teams Game Tournaments (TGT) method at MAN 4 Aceh Besar?
2. What are the strengths and weaknesses of the Teams Game Tournaments (TGT) method in learning reading at MAN 4 Aceh Besar?

## **1.3 The Objectives of Study**

The objectives of the study are as follow:

1. To find out the students-teacher activities in learning reading skill by using the Teams Game Tournaments (TGT) method at MAN 4 Aceh Besar
2. To investigate the strengths and weaknesses of the Teams Game Tournaments (TGT) method in learning reading at MAN 4 Aceh Besar.

#### **1.4 The Significance of Study**

There are some purposes of doing this research. It is expected that the research will be useful for the teachers and researchers. The result of this research will be beneficial for the teacher to enrich the teacher's methods of learning reading. Therefore, the teacher would try to find a new effective learning reading process in using TGT for their students especially in reading. In other hand, this research gave further information about the strengths and weaknesses in using TGT, therefore, the teacher will be creative in learning reading skill by implementing TGT method.

This research also beneficial for researchers. The result of this research is expected to be a useful reference for the next researcher that is connected with this method. Moreover, this research also expected to give a new knowledge for the next researcher in order to make a better research in teaching and learning activity. Furthermore, it would help the next researcher to know the strengths and weaknesses in learning reading by using TGT method, therefore, as the future teacher, they will create a better method in teaching reading.

#### **1.5 The Scope of Study**

The scope of this study summarized the research topic, identify, interpret or describe, and analyze the issues and result. Thus, this study focuses on describing and analyzing the students and teacher activities and the strengths and weaknesses in learning reading by using the Teams Game Tournaments (TGT) method. The research will be conducted at the second grade of MAN 4 Aceh Besar.

## **1.6 The Definition of Key Terms**

The researcher needs to make an assumption clearly of the term used in this paper as the following;

### **1.6.1 Teaching Reading**

Reading is one of English skills besides speaking, listening and writing. It is the way to understand written messages. According to Nuttal (2010:2), reading means a result of interaction between the writer's mind and the reader's mind. It is the way how the reader tries to get the message or the intended meaning from the writer. In this process, the reader tries to create the meanings intended by the writer, the reader can get the message, and the writer's meaning sense.

### **1.6.2 Teams Games Tournaments (TGT)**

Teams Games Tournaments (TGT) is a kind of cooperative learning method that grouping some activities, such as presentation, teams games tournaments, and team recognition. The students are active doing the activity in the class with understanding the material by doing games. The students divide into some groups with the different academic level achievement that consists of 4-6 students. The student who has higher ability can help the other students who need more explanation. The students cooperate with the other groups to answer the question. The group that has the highest score is the winner.