

STUDENTS' RESPONSES TOWARD LEARNING READING DESCRIPTIVE TEXT USING TEAMS GAMES TOURNAMENT (TGT) METHOD

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Abstract

Reading is one of four skills that should be learned by the students to master a language because reading can give many information contained in the text to the reader. There are so many students who do not master in reading skill because of some factors such as lack of motivation and monotonous class activity. TGT method is part of cooperative learning that can help students to improve their reading skill. The objective of this research is to indentify the students' responses toward TGT method in learning reading skill. The research uses descriptive qualitative design with 31 of seventh grade students as participants. The instruments of this research are questionnaire, interview and observation sheet. The result of data analysis shows that students give various responses toward TGT method, both positive and negative, such as TGT method helps them to be more active to participate in the class while the other students think that TGT method makes them confused.

Keywords: Teams Games Tournament (TGT), Students' Responses

INTRODUCTION

Reading is one of four skills that should be learned by the students to master a language. Reading is considered as the most crucial skill in lerning process, because the students can get a lot of input to acquire language. Reading is a great source of language learning since it can give many information or knowledge contained in the text and the language in it to the readers (Pollard, 2008). In other word reading is useful in leading the students to get the knowledge about a language, and improve their ability in acquiring it.

In Indonesia, students are expected to be able to read any kind of text in English such as descriptive text. Unfortunately, there are some of students who do not master in reading skill. Several factors caused this were lack of students' participation in the class, the learning process was monotonous and only focused on teacher or teacher centre, one way communication between teacher and students, limited interaction among students to share their thoughts about the subject, and the difficulty in undersanding an English text since they have limited knowledge of English vocabulary (Rambe, 2019).

To improve students' reading skill, an interesting material, motivation, and a chance to study together with other students should be given by the teacher. Teacher has important role to encourage students' awareness in reading. Therefore, the teacher should be able to apply an appropriate method in order to make the students be more active in the class and interested in learning process. One of the methods that can be applied is TGT or Teams Games Tournament (Wulansari, 2020).

Teams Games Tournament (TGT)

Teams Games Tournament (TGT) is part of cooperative learning involving groups of 4 to 5 members of heterogenic students and instructional tournament. Students are divided into teams or groups according to their ability, gender, background, and race. The purpose of this step is to make the team works effectively when they are given worksheets by the teacher. Teammates study together to prepare that all team members do well in the games and tournament. In other word, the function of the team or group is to help each member to understand the material. In the tournament, students compete the member of other groups with same ability to gain point or score for their teams. The winner of the games and tournament will get an award from the teacher. Team and tournament are two major feature of TGT method (Slavin, 1980).

Advantage and Disadvantage of Teams Games Tournament (TGT)

There are some advantages of TGT according to some researchers :

1. TGT is highly effective for team building, encourages students to be more creative and responsible of their role in the group. TGT makes students participate actively in the class (Wardani et al., 2015)
2. TGT makes the lesson be more interesting because each student has roles to express their idea and help their teammates (Marisi & Marbun, 2017).
3. TGT increase students' motivation in reading skill and improves students' performance in the class (Jingwangsa & Promsiri, 2018)
4. TGT educates students to socializing with others, increase kindness, sensitivity and tolerance of individual differences (Wulansari, 2020).

Although TGT has many advantages, there are some disadvantages of it such as the difficulty of classifying the students according to their abilities in terms of academic for the teacher, spend more time for group discussion and games, high-ability students who find it difficult to pass their knowledge to other students because they are less accustomed (Wulansari, 2020). The teacher is required to be patient in giving material and develop students awareness about teamwork (Rambe, 2019). Moreover, TGT required a good subject matter to be applied, that means the teacher should be more creative to prepare the appropriate material (Anggraini, 2017). In addition, the games and tournament activity in TGT method produces lot of noise so that the teacher should be able to monitor and control the class (Wardani et al., 2015).

Realizing that TGT method has advantages and disadvantages for both teacher and students, the researcher would like to investigate students' responses toward learning reading descriptive text using Teams Games Tournament (TGT) method. The objective of this research is to indentify the students' responses toward TGT method in learning reading skill.

METHOD

This research used descriptive qualitative design to describe and analyze the data. Thus, data collection involving interview, questionnaire and observation sheet. The research was conducted in one of Junior High School in Bandung. The population of this research was seventh grade students, while the participants were 31 students with different level of reading comprehension skill. There are so many students who do not master in reading skill because of some factors such as lack of motivation and monotonous class activity. The research was conducted in four meetings included three meetings for treatment and one meeting for exercise related to the material.

The researcher followed 5 components of Teams Games Tournament (TGT) method according to Slavin : (1) Class presentation : In the beginning of the class, the teacher delivered a material related to descriptive text and led a discussion about it. During this step, the students should have gathered with their own team and pay attention to the material. It would help the students to understand the material when they work on the worksheets or played the games. (2) Team : The teacher divided students to seven group consisted of 4 to 5 heterogeneous students based on their ability, gender and background. The purpose of this step was to make the group work cooperatively in the games and tournament. (3) Games : Games consisted a number of questions related to the material. Students would get a score for their group when they answered the questions correctly. (4) Tournament : The tournament held in the end of the week or the last unit of the material. Students compete the member of other groups who has equal ability with them. The team that collected more points would be the winner. Awards : (5) The teacher gave an award for the best group with the highest score.

The questions given in the third and fourth stage (games and tournament) of the treatment by the teacher. The questions related to descriptive texts that consisted of four parts of test target, they were : finding main idea, finding specific and factual information, identify references, synonym and antonym of words.

RESULTS AND DISCUSSION

Results

In this section, the researcher discussed the result of the reseach which was gained through interview, questionnaire and observation sheet. Based on the data collected, students gave various responses toward learning reading descriptive text using Teams Games Tournament (TGT) method.

According to the interview data, most of the students thought that learning reading using Teams Games Tournament (TGT) method helped them to enjoy the learning process because they could study together with their teammates. It goes in line with Marisi & Marbun (2017) and Wulansari (2020) who stated that TGT helped the students to interact and had a good communication with other students. However, some other students responded that they could not focus on the lesson because of noisy class and they did not like to study in the group along with their friends, in other word they liked to study individually. This goes in line with Wardani (2015) and Wulansari (2020) who stated that some of students found it difficult to share their thought or knowledge to other and the activity in TGT method produce lot of noise in class.

According to the questionnaire data, 29 students thought that learning reading using TGT method was fun because they could play academic games and it was motivated them to gain the highest score of each games and tournament, so that they would be the winner and get the award from the teacher. This finding support the statement of Wardani (2015) and Jigwangsa & Promsiri (2018) that TGT method improved students' motivation and class participation. There were some of students who dislike to work in a group because their group members did not help them to solve the questions of the worksheets and did not play well during the games. This finding goes in line with Rambe (2019) who stated that teacher teacher should be patient to develop students' awareness of teamwork.

The researcher also made an observation sheet to prove the validity of the data. In the first meeting the researcher found that the students were confused during the class while the

researcher was applying TGT method. Most of students said that they did not familiar with the text and the vocabulary in it. In the second meeting, the students could follow the lesson better than previously class. They enjoyed the games and could help their group members while working in the worksheet. Although there were some of students who seemed did not understand about the topic and still did not take a part of the activity, their group member tried to help them to comprehend the material and participate in the group discussion and games. This data was validated by the observation sheet that showed the students were doing better. In the third meeting, researcher found that most of the students were enthusiastic to follow the lesson. They competed the other groups to collect the highest score and be the winner of the tournament. Most of them were active in the class and could answer the questions relate to the text faster than before, especially in the tournament because they willing to be the winner. However, it took a long time to applied this method in the class and need more preparation of good material for the games and tournament as Anggraini (2017) and Wulansari (2020) stated.

CONCLUSION

Based on the discussion above, the researcher conclude that there were students' positive and negative responses toward learning reading descriptive text using Teams Games Tournament (TGT) method. The positive responses were learning using TGT method was fun and motivated them to understand the material because there were an academic games and tournament that they could get award by winning it. They could study together in a team or group which made them easier to share their thought about the material and help each other. Moreover, TGT method helped students to enjoy the lesson and made a good atmosphere in the class.

The negative responses toward learning reading using TGT method were : TGT was confusing for some of students because they did not understand the material well, and some of them did not like to study in group because their teammates did not help them to complete the worksheet or games properly that made them could not focus to the lesson. TGT method also produced more noise in the class, spent a lot of time and need more preparation for the games and tournament to be applied.

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