The Effectiveness of Teams Games Tournament Strategy To Teach Reading Comprehension In Descriptive Text

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Abstract

Students could enrich their knowledge by reading books or from the other sources, whether in academic or non-academic purposes. Reading activity helped to improve the students' learning in class, especially in English learning. Moreover, besides writing, speaking, and listening, reading had become one of the essential skills. In improving the reading skill, students also had to improve their comprehension through reading some texts. This Study was aimed to measure the effectiveness of using Teams Games Tournament strategy to teach reading comprehension in descriptive text to the tenth-grade students of SMK PEMUDA Kutorejo. The method which had applied in this Study was quasi-experimental Study. There were two classes, experimental and control classes which had been given the post-test. The average score in control class was 62,90 and experiment class was 76,83. After collecting the data, the Writer had to calculate and analyze them by using t-test formula. The result showed the t-value was 7,97, which is greater than t-table 1,67 at 0,05 levels of significance for df is 60. As a conclusion, Teams Games Tournament strategy was effective when it is implemented in reading comprehension through descriptive text in tenth-grade class. It could be an alternative way to teach reading descriptive text for the better strategy which has given by those teachers to find out the student's comprehension in their reading skill.

Keywords: Descriptive Text; Reading Comprehension; Teams Games Tournament

INTRODUCTION

Students had to improve their skills in English learning for good achievement in academic purpose, especially in reading skill. Moreover, in academic purpose, which was the focus of this Study, reading is considered as the most essential skill (Attayib Omar, 2015). Essential skills could be considered as the basic skill which have to be master in English learning in class (Arikunto, 2013). Students would get knowledge by reading activities to motivate their learning process, not only in formal education, but also in informal education. If students' ability in reading was not good enough, the students could not communicate well to their opponents. Through reading, students would be able to get more knowledge (Pangestuti, 2015). The students also could absorb a lot of information because it could be gained from those written sources. Reading text gave the students opportunities to learn English, whether in vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and texts. Furthermore, in this Study, the Writer had used descriptive text to test the students' reading comprehension. The first grade in senior high school were using Kurikulum Tingkat Satuan Pendidikan (KTSP) in 2016/2017 academic years, and from those KTSP, the syllabus has said that the students should master the descriptive text.

Descriptive text was a text which focuses on describing in the detail of a character, place, object, even, etc. This text engaged the readers' senses through the text they have been read. In descriptive text, the students also would learn about vocabularies which are usually used and appeared in the text, the grammar, and what the descriptive text talks about. The students should have an ability to comprehend the texts to imply what they read. Students who had good ability in their comprehension can imply the text which they have read and they can analyse what the text tells about. The goal of reading comprehension was to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences (Woolley, 2011).

Students should have an ability to comprehend the texts and they need to know how the text work and what will they do in their reading activity, and they also should be able to monitor their own comprehension in English learning. In this era, the students stated that the curriculum is about learning

in a fun way, meaningful and purposeful. One way to prove was by applying the strategies and methods of efficient learning and effective manner (Muhibbin Syah, 2017). It meant, in cooperative learning, students had to study together, and students had to have a sense of responsibility to themselves and to their friends in teaching and learning process to accomplish the goals in academic purpose. In cooperative learning, students look for the outcomes which are beneficial to themselves and beneficial to all group members. One of English teaching methods which was more effective for teaching English reading comprehension is Teams Games Tournaments (TGT).

There were some types of Cooperative Learning besides Teams Games Tournaments, which are Students Teams-Achievement Division (STAD), Teams Accelerated Instruction (TAI), Jigsaw, and Cooperative Integrated Reading and Composition (CIRC). This strategy had used the same teachers' presentations and team works (Cruickshank et al., 2009). The students had played the academic games with members of the teams to gain points for their team scores. It also combined with tournament in the end of the strategy, by clustering the students' achievement based on the scores which they have already gotten. By applying the Teams Games Tournaments (TGT), students would get the new learning experience in a fun way during the learning activity in class (Pangestuti, 2015).

Teachers could motivate the students to comprehend descriptive text, the students can work together with their friends by their variation in their learning style in the class by applying Teams Games Tournament strategy. Based on the statement above, it can be said that Teams Games Tournaments can motivate the learners in teaching and learning process, also increasing students' interest (Pangestuti, 2015). From the games and tournament of this strategy, students could be a winner, only if the students have more knowledge than their opponents.

Reading was an activity which need an interaction between the readers and the author's mind through the texts. It explained that reading shows how the author had tried to deliver the messages through the readers when they are reading those texts.

Reading could be defined as the instantaneous recognition of various written symbol with existing knowledge, and it also could be defined as comprehension of the information and the idea of communication. It meant, when a reader has interacted with the printed messages through a text, he tries to get the visual (written) information result or meaning in comprehending the messages or the texts from the author. It also could be said that reading was not only the process of getting the written symbols which correspond to one's spoken language, but it is also the process of making the meaning of words, sentences and connected text that can be called as comprehension.

A. Models of Reading

There were three main models of how reading has occurred, (Farhan, 2010), as follow:

1. Bottom up

Reading was viewed as a process of decoding the written symbols, working from smaller units (individual letters) to the larger ones (words, clauses, and sentences), in order to simplify the readers to get the meaning.

2. Top-down

Top-down process argued that those readers have brought knowledges, expectations, assumptions, and questions from the text. Besides that, it could give a basic comprehension of the vocabulary in text.

3. Interactive

This described a process that moves both bottom-up and top-down, depending on the type of the text as well as on the readers' background knowledges, language proficiency levels, motivations, strategy used, and culturally shaped beliefs about reading.

B. Purposes of Reading

Reading was providing four purposes to the readers, there are 1) To search for information, 2) For general comprehension, 3) To learn new information, and 4) To synthesize and evaluate information. Thus, reading activity could be done for pleasure or getting new information from the texts which have been read by the readers.

The Effectiveness of Teams Games Tournament Strategy to Teach Reading Comprehension In Descriptive Text
Sonya Brinda[1], and Fahrur Rijal Ardiyanto[2]

39

C.   Reading Comprehension

Reading comprehension was the process in constructing meaning of a text by using the complex processes such as word reading, word and world knowledge, and fluency, (Klingner, 2007). It also considered as the ability in interpreting words, implying the meaning and relationship between ideas which have conveyed in a text. Furthermore, in reading comprehension there was instructions for the teachers to follow the procedures, such as mentioning, practicing, and assessing.

The purpose of reading comprehension was to obtain an overall comprehension of what has been described in the text (Woolley, 2011). Students who were good at monitoring their comprehensions know when they comprehended with what they have read. They had had strategies to fix problems in their comprehending as the problems arise. Effective comprehending was not only making sense of the text which the readers have read, but they can also use the information which have been contained from the texts.

D.   Teaching Reading Comprehension

Teaching was the activities to show or help someone to learn how to do something, give instructions, guide in the study of something, and provide with the knowledge. Teaching could not be separated from learning activity. It was because teaching could guide and facilitate the learning activity by setting the proper condition to the learners, (Brown, 2011). Thus, in this Study, teachers bad become the subjects because of their obligation in helping those students to acquire English as the second language in class.

Whereas in teaching reading comprehension, teachers needed some strategies to make the students comprehend the reading texts. According to (Brown, 2011), there were ten strategies which can be applied in teaching reading comprehension in a class: 1) Identifying the purpose in reading, 2) Using graphemic rules and patterns to aid in bottom-up decoding for the readers in beginner stage, 3) Using efficient silent reading techniques for relatively rapid comprehension for the learners in intermediate to advanced stages, 4) Skimming the text for main idea, 5) Scanning text for the information, 6) Semantic mapping or clustering, 7) Guessing if you are not certain, 8) Analyzing the vocabulary, 9) Distinguishing between literal and implied meaning, 10) Capitalizing on discourse markers to process relationship

Subsequently, after discussed about the strategy in teaching reading comprehension, it is the time to discuss about the text which can be applied with this strategy. Based on the curriculum which had been used in 2016/2017 academic years, the descriptive text will be chosen as the suitable material for the tenth-grade students.

Descriptive text was one of the texts which had to be master by the tenth-grade students besides narrative, recount, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news items. Descriptive text was a text which portrays a character, place, or thing in a such a way which the readers can visualize the topic. Additionally, descriptive text was a text which define as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what person looks likes and acts like, what a place looks like, and what an object looks like. Descriptive text was a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim an object looks like. From the definition, it could be concluded that descriptive paragraph that describe a particular person, place or event in great deal.

E.   Types of Descriptive Text

There were five types of descriptive text which the students can learn about it: 1) Describing process, 2) Describing an event, 3) Describing a personality, 4) Describing a place, and 5) Describing an object. Each type of those descriptive text could give the different description depends on the object which will be discussed by the students.

F.   Teams Games Tournaments

Teams Games Tournaments was the first Cooperative Learning methods from John Hopkins. This method had to organize the class into four or five members for each team from all levels of achievement and increase the positive interaction between students. Whereas the difference was, the quizzes are replaced with tournaments in which the learners have to compete with the other members in order to gain points for their team.

This Teams Games Tournaments could be used for many kinds of subject, such as in natural science and language. It also could be used for elementary, junior high school, until the university levels (Trianto, 2010). Thus, it could be inferred that Teams Games Tournament is almost possible used for any kinds of subjects and any kinds of education level, from low level of education until high level education. Furthermore, Teams Games Tournaments was equipped with five principles or components, there are class presentation, teams, games, tournaments, and team recognition (Jolliffe, 2007).

G.   Procedure of Teams Games Tournament to Teach Reading Comprehension

There were some steps which had to use in applying the Teams Games Tournaments in teaching and learning process. The first step was preparation, when the teachers must prepare all the materials, worksheets, medias, and other equipment's which are helpful in presenting those materials. The second step was study team and game. In here, the groups of students were called as study teams, and those students must review and study the materials. Those teams should be arranged heterogeneously and divided into four or five people in each group. The third was giving descriptive text to the students, while teachers had guided them through the materials by tutoring, quizzing, and discussing. The fifth was teachers make a list which contain 20 questions in multiple choice, write those questions in a piece of paper which must be answered by the students. The sixth was giving those questions to the students by drawing from the pile. The last was students must answer the questions based on the selected pile and will get 10 points for every correct answers.
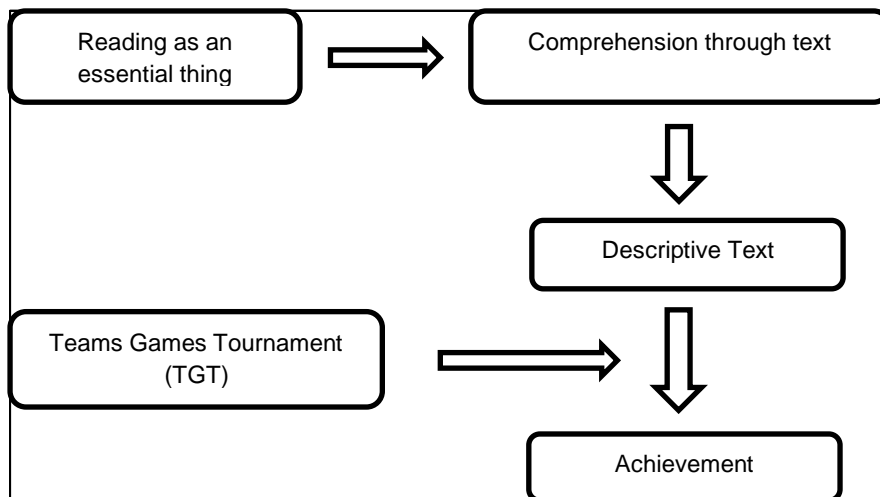

Figure 1. Conceptual Framework of the Effectiveness of Teams Games Tournament Strategy to Teach Reading Comprehension

Based on the conceptual framework above, it had described that in reading English language was the essential skill in English learning. In learning process, sometimes the students had to read the text, but they did not understand the messages or information of the text. The students must be mastered in comprehend the text to get better achievement, and of those texts which should be master is descriptive text.

In this Study, the teachers had used the Teams Games Tournaments (TGT) strategy in class to give the students opportunity in comprehending the text they are reading by interacting with their friends about the text. The components of the strategy were Teams, Games and Tournament. Teammates

helped one another prepare for the game by studying worksheets and explaining problems to one other. It meant; the Teams Games Tournaments (TGT) strategy allows the students to comprehend a text by understanding this text in their own group. The Teams Games Tournaments (TGT) strategy also allowed the students to communicate with their teammate about the material so they can develop their reading skill, and also their communication skill.

METHODOLOGY

The Writer had used the quasi-experimental design in this Study. This quasi-experimental design was a sample which has used for experimental or control groups, where the member of the groups are taken by using the random sampling technique (Sugiyono, 2010). This Study had used a post-test in the end of the meeting, to know the achievement of reading comprehension between experimental and control groups.

The subject of this Study was the tenth-grade students of SMK Pemuda Kutorejo in 2016/2017 academic years. Then, the Writer divided those subjects into two parts, there are experimental and control groups. Furthermore, from the tenth-grade students, the Writer selected a sample as the population of the Study by random sampling. A sample was a small group of people who are selected to represent the larger population (Latief, 2017). In SMK Pemuda Kutorejo, there were three classes of the tenth grade students; X TKR-1, X TKR-2, and X TKJ. Those classes were chosen randomly into two classes which X TKR-1 as the experimental group and X TKR-2 as the control group. In X TKR-1 consisted of 31 students, which has 10 girls and 21 boys. Whereas in X TKR-2 consisted of 31 students, which has 7 girls and 24 boys.

In this Study, the Writer had devided those treatments into two, experimental and control treatment, which can be seen as the table below:

Table 1. Experimental and Control Treatment

No	Experimental Treatment (Teams Games Tournament)	Control Treatment (Three Phase Technique)
1.	The teacher informs the students about descriptive text	The teacher informs the students about descriptive text
2.	Teams: the students make a group (heterogeneous) consist of 4 or 5 students and read the text each teams	Pre-reading activities: reading the text individually
3.	Games: the teacher make a list of question (on the card), each team must answer correctly to get the score for their team	Whilst-reading activities: identifying the material individually
4.	Tournament: the students that got high score in the game session, they will be one team; medium score, they will be one team and low score they will be one team on the tournament table	Post-reading activities: submit to the teacher and paying attention to the teacher
5.	The teams that get high points in the end of the meeting will get reward	Receiving the feedback from the teacher

Experimental Treatment

The researcher held 4 meetings for both of experimental and control classes, with duration around 60 minutes based on the schedules. The meeting had been held on February 16th until 25th, 2017. The first meeting on February 16th, the researcher introduced the Teams Games Tournament and asked the students to make a team which consist of 4-5 students. Then, the researcher gave descriptive text

for those students and gave some question which they could discuss it with the team. The second meeting on February 18th, the researcher done it like in the previous meeting, but now students must answer the questions they have already discussed it with their team to get the score. The third meeting on February 23th, after the researcher had gotten the scores from each teams, then the researcher make three categorizes; high, middle, and low scores. Each student who had been succeed was getting 10 points, and for those who had not been succeed would get 0 point. Each student who had already gotten the scores was grouped according to the scores they have, then they must answer the questions from the researcher in order to get another scores. Ultimately, the last meeting was held on February 26th, and the researcher was giving the post-test right after assessed the result of the treatments from the first, second, and third meetings. Students were asked to do the reading comprehension from the descriptive text as the material of the test.

Control Treatment

In control treatment, the researcher had already used Three Phase Technique through 4 meetings which was held for 60 minutes in each meeting. The meeting was taken on February 15th until 28th, 2017. The first meeting on February 15th was held when the researcher explains the materials and introduces Three Phase Technique: pre-reading, while-reading, and post-reading through descriptive text. Students were asked to read the text individually, identified the rhetorical steps and words meaning individually, then submitted the findings to the researcher. The second meeting on February 17th was done by the researcher to give an example about identifying reference. Then, the researcher asked students to read and identify reference by using Three Phase Technique just like in the first meeting. The third meeting on February 21st, the researcher had already given an example to identify main idea by using Three Phase Technique through descriptive text and submitted to the researcher to get a feedback. Whereas the last meeting on February 28th, it was held for the post-test to the students. After the researcher had already assessed the result of the treatments, then the researcher gave the post-test to do reading comprehension as the material of the test.

Instrument

The researcher had used test as an instrument of the research. The test was contained of 50 questions of multiple choice which are delivered for both of experimental and control classes in reading comprehension. Reading comprehensions were having some question indicators; first is main ideas or tittle, second is vocabulary or paraphrase, third is negative questions, fourth is reference, and fifth is inference. All the questions were used the validity and reliability. Validity was a measure which indicates the level of validity and authenticity from an instrument (Arikunto, 2013). When the result of students' reading comprehension assessment was valid, the reading assessment result is correctly reflecting the students' reading comprehension through the students' knowledge. Thus, in the content validity, the assessment of the test becomes the evidence (Latief, 2017).

Data Collection

In this research, the researcher had already used the quantitative research. Teams Games Tournaments (TGT) strategy also used in teaching descriptive text to get the data. To collect the data, the researcher would apply post-test for the last test which had already given to both classes; X TKR-1 and X TKR-2. The formulation which would be used to collect the score:

$$Scoring = \frac{correct\ answer}{the\ number\ of\ question} \times 100$$

Data Analysis

The data would be taken from X TKR-1 and X TKR-2 classes by using the T-test formula to find out the effectiveness of Teams Games Tournament in both experimental and control classes. In this quasi-experimental research, the researcher had already used the independent *t*-test. There were two types of independent t-test formula, which are separated variants and polled varians, (Sugiyono, 2010). The formula was showed as follow:

Separated Varian's:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

Polled Varian's:

$$t = \frac{X_1 - X_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

X_1 = The mean of Experimental group scores

X_2 = The mean of Control group scores

s_1^2 = Variance of Experimental group

s_2^2 = Variance of Control group

n_1 = Number of Experimental groups

n_2 = Number of Control group

RESULT AND DISCUSSION

The Score of Reading Comprehension in Descriptive Text by Using Teams Games Tournament Strategy

The Score of Reading Comprehension in Descriptive Text by Using Teams Games Tournament Strategy Teams Games Tournament strategy could arise the students' reading comprehension to enjoy the lesson when the English learning has begun. After the researcher had already implemented this strategy for four times in experimental class, the researcher gives a post-test. This post-test required the students read descriptive text by teams, answer the question and compete in games and tournament.

Based on the result it was gained by the test, the researcher concluded that the highest score in experimental class is 90 and the lowest score is 56. The average score in this class was 76,83. It explained that Teams Games Tournament strategy is effective when it has implemented in reading comprehension.

The Score of Reading Comprehension in Descriptive Text by Using Non-Teams Games Tournament Strategy

In this research, the researcher also gave four treatments in control class. It was the same with experimental class. But there was a difference step in the treatment, where the students in control class were not given Teams Games Tournament strategy in their reading comprehension.

highest score in control class is 72 and the lowest score is 54. The average score in this class was 62,90. It explained that mind mapping strategy is less effective when it was implemented in reading comprehension.

In this research, the researcher also analyzed the post-test score in each class to test the hypothesis. The data analysis in this research included calculating the mean score, calculating the standard deviation, calculating the variants, testing homogeneity variants, and testing the hypothesis. The deep explanation was explained below:

a. The Mean Score

Mean score in experimental class:

$$X = \frac{\sum x_i}{n}$$

$$\underline{X} = \frac{2382}{31}$$

$$\underline{X} = 76,83$$

Mean score in control class:

$$\underline{X} = \frac{\sum x_i}{n}$$

$$\underline{X} = \frac{1950}{31}$$

$$\underline{X} = 62,90$$

Based on the calculation of the mean score above, it had been known that the mean post-test score in experimental class which was taught by Teams Games Tournament strategy was higher than the mean score in control class which taught by Non- Teams Games Tournament strategy. After getting the number of difference scores in each class, the researcher continued to find out the standard deviation and variants in each samples.

b. Homogeneity of the Varian's

In testing the varian homogeneity, the research used Fischer (F) formula. The variants were homogeny if the value of F is lowest or equal ($F_h \leq F_t$) than the value of F_{table} in significant (α = 0,05). The explanation of the Varian homogeneity was explained below.

c. Homogeneity Testing (F-test Formula)

$$F = \frac{Biggest\ Variance}{Smallest\ Variance}$$

$$F = \frac{52,56}{41,09}$$

$$F = 1,28$$

After getting the value of F, the researcher compared it with F_{table} ($df_1 = N_{1-1} = 31$ -1; $df_2 = N_2$ -1 $= 31 - 1$). Based on $df_1 = 30$ and $df_2 = 30$ with significant = 5% (α = 0,05) the researcher had already found that the value of F_{table} was 1,84. After the researcher compared value of F_h with value of F_t, the researcher had already concluded that F_h was lowest than F_{table} (1,28 < 1,84). It explained that H_0 is accepted, and H_a is rejected. It signed that the variance was homogeny. The result of this test was used to test the hypothesis.

d. Testing the Hypothesis

In this research, the researcher had already used *t-test* formula to test the research hypothesis. There were two t-test formulas in testing the hypothesis with two independence sample: Separated Varian's and Polled Varian's.

After the researcher had already known that the variants were homogeny ($\sigma_1 = \sigma_2$) and the number of samples in experimental class was same with the samples in control class ($n_1 = n_2$), and the variances were homogeneous ($\sigma_1^2 = \sigma_2^2$), those two t-test formula can be used for testing the hypothesis.

In this research, the researcher used Polled Varian's as follow:

$$t = \frac{\underline{X_1} - \underline{X_2}}{\sqrt{\frac{(n_1 - 1)\,s_1^2 + (n_2 - 1)\,s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{76,83 - 62,90}{\sqrt{\frac{(31 - 1)52,56 + (31 - 1)\,41,09}{31 + 31 - 2}\left(\frac{1}{31} + \frac{1}{31}\right)}}$$

$$t = \frac{13,93}{\sqrt{\frac{(30)\,52,56 + (30)\,41,90}{60}\left(\frac{2}{31}\right)}}$$

$$t = \frac{13,93}{\sqrt{\frac{1576,8 + 1232,76}{60}}\ (0,06)}$$

$$t = \frac{13,93}{\sqrt{\frac{2809,5}{60}}\ (0,06)}$$

$$t = \frac{13,93}{\sqrt{46,83\ (0,06)}}$$

$$t = \frac{13,93}{\sqrt{1,68}}$$

$$t = \frac{13,93}{1,68}$$

$$t = 7,97$$

From the result of calculation above, the t-total obtained value of the research was 7,97 with degree of freedom (df) was (31+31 -2) = 60 and level significant 5% (α = 0,05), so the value of t-table was 1,67. It meant that t-obtained value was higher than t-table ($t_o > t_t$).

The result of the t-test was used to refuse the H_0 (there was no difference significant in reading comprehension between the tenth-grade students at *SMK Pemuda* Kutorejo who have been taught by using Teams Games Tournament strategy nor without using Teams Games Tournament strategy) and to accept H_a (the tenth grade students at *SMK Pemuda* Kutorejo who have been taught by using Teams Games Tournament strategy achieve better score in reading comprehension descriptive text than those who have been taught by using non-Teams Games Tournament strategy). Because the t-obtained was higher than t-table, it explained that H_a was accepted and H_0 was rejected. From the calculation above, it had been showed that the students' reading comprehension in descriptive text were taught by using Teams Games Tournament strategy was better than those who were taught by using non-Teams Games Tournament strategy.

CONCLUSION

According to the research finding, the researcher had already found that teaching reading comprehension in descriptive text by using Teams Games Tournament strategy was better than without using Teams Games Tournament strategy. It was proved from the average score in each group (experimental group and control group). The average score of experimental class was 76,83 and the average score for control class was 62,90.

After getting the average score, the researcher continued to find out the standard deviation and variances. After calculating the data, researcher had already gotten the standard deviation of experimental class was 7,25 and the variance was 52,56. In the other hand, the standard deviation of control class was 6,41 and the variance was 41,09. In the next step, the researcher continued to test the homogeneity of both samples. The researcher had already used Fischer (F) formula. By using this formula, the researcher just divided the biggest variance and the smallest variances from both samples. The biggest variance was 52,56 and the smallest variance was 41,09. The researcher entered them into F formula and the result was 1,28. After that, the researcher compared the F value with F table with degree of freedom (df1 = 30 and df2 = 30) with significant 5% (α = 0,05). The value of F table was 1,84. Because the Ftotal was smallest than Ftable (1,28 < 1,84), the researcher conclude that the variance of both samples was homogeny.

In the last step, the researcher had already started to test the hypothesis by using t-test formula. There were two kinds of t-test formula, separated and pooled formulas. Because the variance was homogeny and the number of both samples was the same (n1 = n2), so the researcher can use both formulas, pooled or separated variants. The researcher had chosen the pooled variants. The result of t-test was 7,97. After got the t-test score, the researcher compared it with t-table (df = n1 + n2 − 2 = 60 ; significance 5% = 0,05). The value of t-table was 1,67. It explained that to is highest than ttable (7,97

> 1,67). It signed that Ha was accepted and H0 was refused. It means that the tenth-grade students at SMK Pemuda Kutorejo have been taught by using Teams Games Tournament strategy gain better score than those who have been taught without using Teams Games Tournament strategy.

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