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STUDI PERBANDINGAN ANTARA TEAM GAMES TOURNAMENT DAN STUDENT TEAMS ACHIEVEMENT DIVISION DALAM MENGAJAR MEMBACA

A Comparative Study Between Team Games Tournament And Student Teams Achievement Divisions In Teaching Reading

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Abstrak: Penelitian ini bertujuan untuk mengetahui: perbedaan yang signifikan dalam pemahaman membaca; dan metode mana yang lebih baik dalam pembelajaran membaca antara siswa yang diajar menggunakan Team Games Tournament (TGT) dan siswa yang diajar menggunakan Student Teams Achievement Division (STAD). Metode penelitian yang digunakan dalam penelitian ini adalah desain penelitian eksperimen semu. Penelitian ini dilakukan di salah satu SMP di Purwodadi. Populasi penelitian adalah siswa kelas delapan di sekolah tersebut. Sampel penelitian adalah siswa kelas VIII A sebagai kelompok eksperimen yang terdiri dari 32 siswa dan siswa kelas VIII D sebagai kelompok kontrol yang terdiri dari 32 siswa. Instrumen penelitian yang digunakan untuk mengumpulkan data dalam penelitian ini adalah tes yang meliputi pre-test dan post-test. Data dianalisis dengan menggunakan rumus uji-t dan peningkatan skor untuk menentukan perbedaan yang signifikan dan metode yang lebih baik. Perhitungan data uji-t menunjukkan t observasi (to) (3,11) lebih tinggi dari t tabel (tt) (1,96). Skor post-test menunjukkan bahwa skor rata-rata kelompok eksperimen adalah 80,625, sedangkan skor rata-rata kelompok kontrol adalah 74,625. Artinya nilai rata-rata kelompok eksperimen lebih tinggi dari nilai rata-rata kelompok kontrol. Singkatnya, ada perbedaan yang signifikan dalam pemahaman membaca antara siswa yang diajar menggunakan STAD dan siswa yang diajar menggunakan TGT dan TGT lebih baik daripada STAD untuk mengajar membaca.

Kata Kunci: student teams achievement divisions (STAD); team games tournament (TGT); pemahaman membaca

Abstract: This study aims at finding out: whether there is a significant difference in reading comprehension between students taught using Team Games Tournament (TGT) and students taught using Student Teams Achievement Divisions (STAD); and which method has a better result in teaching reading between TGT and STAD. The research method used in this study is the quasi-experimental research design. This research was conducted at one of junior high school in Purwodadi. The population of the research was the eighth grade students in that school. The samples were students of class VIII A as the experimental group which consisted of 32 students and students of class VIII D as the control group which consisted of 32 students. The research instruments used to collect the data in this study were tests, including pre-test and post-test. The data were analysed by using the t-test formula and the score improvement to determine the

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significant difference and the better method respectively. The data computation using the t-test shows that t observation (to) (3.11) was higher than t table (tt) (1.96). The post-test score shows that the mean score of the experimental group is 80.625, while the mean score of the control group is 74.625. It means that the mean score of the experimental group is higher than the mean score of the control group. In a nutshell, there is a significant difference in reading comprehension between the students taught using STAD and the students taught using TGT and TGT is better than STAD to teach reading.

Keyword: student teams achievement divisions (STAD); team games tournament (TGT); reading comprehension

PENDAHULUAN

In mastering English, there are four skills which should be concerned, namely: listening, speaking, reading, and writing. From those four skills, reading is believed as one of the basic skills that plays an important role. Nunan (2003, p.69) states that reading is an essential skill for learners of English as a second language. For most of these learners, it is the most important skill to master in order to ensure success not only in English but also in learning in any content class where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. Therefore, mastering reading skills will influence the process of mastering other skills. In other words, mastering reading skills will give such a good impact on other areas of learning, especially those which are related to reading.

According to Grabe (2002, p.8), the main goal of reading is reading for comprehension. Reading comprehension can be defined as a thought process through which readers become aware of an idea, understand the idea in terms of their experiential background, and interpret the idea about their own needs and goals (Kennedy, 1981). Besides, Lenz (2005) states that reading comprehension is the process of constructing meaning from the text, and the goal of all reading instructions is targeted at helping a reader comprehend a text. Furthermore, in comprehending a text, Aebersold and Field (1997) state that the meaning which one reader gets from a text may be different from the other readers' meaning after reading the same text. It means that reading comprehension differs from one reader to another. As it is known that in reading class, the purpose of reading is for comprehending a text by understanding the content of the text and answering the questions given by the teacher related to the text they have read. That is why students need to discuss their opinion together with their friends before answering the questions or solving the problems given by the teacher, and the student-to-

student interaction is needed to gain the learning purpose. Hence, the appropriate learning model is one of the important factors that will determine the student's success in reading comprehension.

A learning model that is suitable to be implemented to make a student-to-student interaction in the reading class is a Cooperative Learning (CL), like Kagan and Kagan (1994, p.4) who state that CL will increase interactions between students. They also mention that CL is carefully organized because it offers ways to organize group work to enhance learning and to increase academic achievement. Thus, the students will have interactions with each other and they are motivated to increase each other's learning. There are many kinds of methods included in the CL model, but in this study, the writer will only focus his attention on Student Teams Achievement Divisions (STAD) and Teams Games Tournaments (TGT).

According to Slavin (1991, p.8), STAD is the simplest of the Student Team Learning, in which the students are assigned to be four until five member learning teams. Each team consists of the entire class, made up of high-, average-, and low-performing students; boys and girls; and students of different racial or ethnic backgrounds. This CL method is made up of four major components: class presentation, teams, quizzes, and team recognition. Meanwhile, Slavin (1991, p.14) states that TGT is originally developed by David De Vries and Keith Edward. It is one of the CL methods, which is almost the same with STAD in the components (i.e. class presentation, teams, and team recognition). The difference between STAD and TGT comes after the students have studied in their teams. In STAD, students take a quiz to show how much they have learned, and the scores of their team are based on the amount each team member has gained in achievement over his/ her record. In TGT, instead of taking a quiz, students compete at ability-homogenous tournament tables against representatives of other teams to show how much they have learned, and team scores are based on the team members' tournament points. In the nutshell, rather than simply providing an individual quiz, TGT provides attractive and competitive tournaments which may encourage the students to make more effort in studying the materials and giving their best performance.

Based on the explanation above, it can be assumed that TGT is more appropriate to be applied in teaching reading than STAD. Furthermore, the hypotheses of this research are as follows: (1) There is a significant difference in reading

comprehension between students taught using STAD and those taught using TGT. (2) TGT has a better result than STAD in teaching reading.

METODE PENELITIAN

The researcher used a quasi-experimental research design as the research method. According to Seliger & Shohamy (1989, p.148), quasi-experimental research is conducted under conditions in which subjects cannot be assigned to special groups for the research. Hence, the researcher used the classes that already exist since there was no possibility for the researcher to make new groups of students for the research subjects.

This research was conducted at one of junior high school in Purwodadi. The researcher used two classes which were chosen randomly from eleven classes at eight-grade in that school to determine the students as the samples. Those two classes were class VIII A (32 students) as the experimental group that was taught using TGT and class VIII D (32 students) as the control group that was taught using STAD.

In this research, the researcher used tests to collect the data. The researcher used achievement tests to measure the students' reading comprehension, as mentioned by Fraenkel, Wallen, & Hyun (2011, p.127) who state that achievement or ability tests measure an individual's knowledge or skill in a given area or subject. The tests were obtained through pre-test and post-test to know whether the use of STAD and TGT can improve the students' reading comprehension or not. Furthermore, before administrating the test, the researcher tried out the tests in another class to check the validity and reliability of the tests. Then, the result of the pre-test and post-test were analysed by using the normality test, homogeneity test, and t-test formula to prove whether there is any significant difference between the two groups in reading comprehension and to find which method is better to teach reading.

PEMBAHASAN

1. Description of the Data

The research aims to investigate: (1) whether there is any significant difference or not in reading comprehension of the students taught using STAD and those taught using TGT; and (2) whether which method is better to teach reading. The data description of each group are presented as follows:

a. Score of Experimental Group

Table 1: The frequency distribution of pre-test scores of the experimental group

Class Limits	Class Boundaries	Midpoint	Frequency	Percentage
44 – 49	43.5 – 49.5	46.5	7	21.875%
50 – 55	49.5 – 55.5	52.5	3	9.375%
56 – 61	55.5 – 61.5	58.5	8	25%
62 – 67	61.5 – 67.5	64.5	3	9.375%
68 – 73	67.5 – 73.5	70.5	7	21.875%
74 – 79	73.5 – 79.5	76.5	3	9.375%
80 – 85	79.5 – 85.5	82.5	1	3.125%
Total			32	100%

Table 2: The frequency distribution of post-test scores of the experimental group

Class Limits	Class Boundaries	Midpoint	Frequency	Percentage
64 – 68	63.5 – 69.5	66	3	9.375%
69 – 73	68.5 – 73.5	71	4	12.5%
74 – 78	73.5 – 78.5	76	5	15.625%
79 – 83	78.5 – 83.5	81	5	15.625%
84 – 88	83.5 – 88.5	86	11	34.375%
89 – 93	88.5 – 93.5	91	2	6.25%
94 – 98	93.5 – 98.5	96	2	6.25%
Total			32	100%

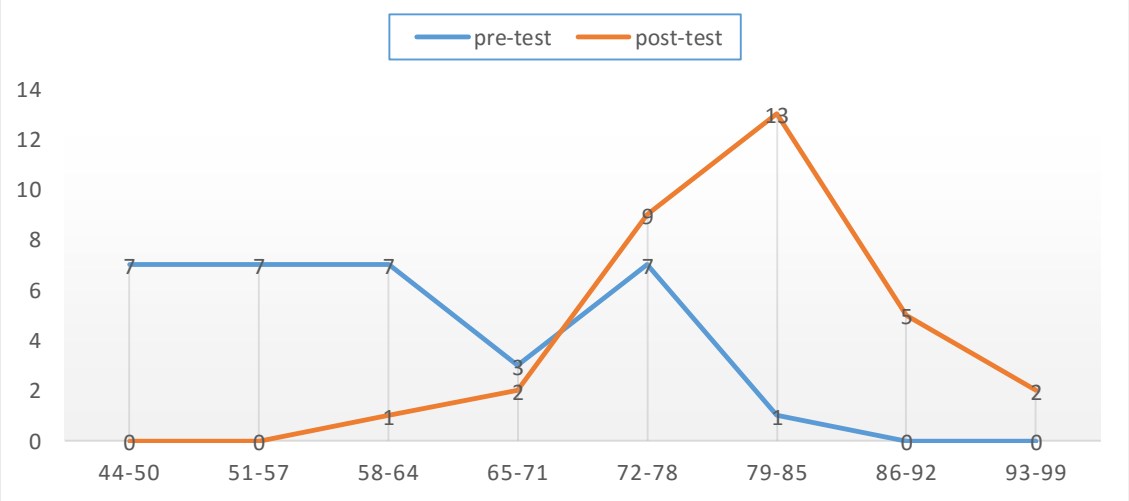

Figure 1: The difference between pre-test and post-test scores of the experimental group

Based on the result of the experimental group pre-test, the highest score is 80, the lowest score is 44, and the mean is 60.375. Meanwhile, the result of the experimental group post-test shows that the highest score is 94, the lowest score 64, and the mean is 80.625.

b. Score of Control Group

Table 3: The frequency distribution of pre-test scores of the control group

Class Limits	Class Boundaries	Midpoint	Frequency	Percentage
48 – 52	47.5 – 52.5	50	11	34.375%
53 – 57	53.5 – 57.5	55	4	12.5%
58 – 62	57.5 – 62.5	60	5	15.625%
63 – 67	62.5 – 67.5	65	2	6.25%
68 – 72	67.5 – 72.5	70	6	18.75%
73 – 77	72.5 – 77.5	75	4	12.5%
Total			32	100%

Table 4: The frequency distribution of post-test scores of the control group

Class Limits	Class Boundaries	Midpoint	Frequency	Percentage
60 – 64	59.5 – 64.5	62	4	12.5%
65 – 69	64.5 – 69.5	67	5	15.625%
70 – 74	70.5 – 74.5	72	3	9.375%
75 – 79	74.5 – 79.5	77	9	28.125%
80 – 84	79.5 – 84.5	82	10	31.25%
85 – 89	84.5 – 89.5	87	1	3.125%
Total			32	100%

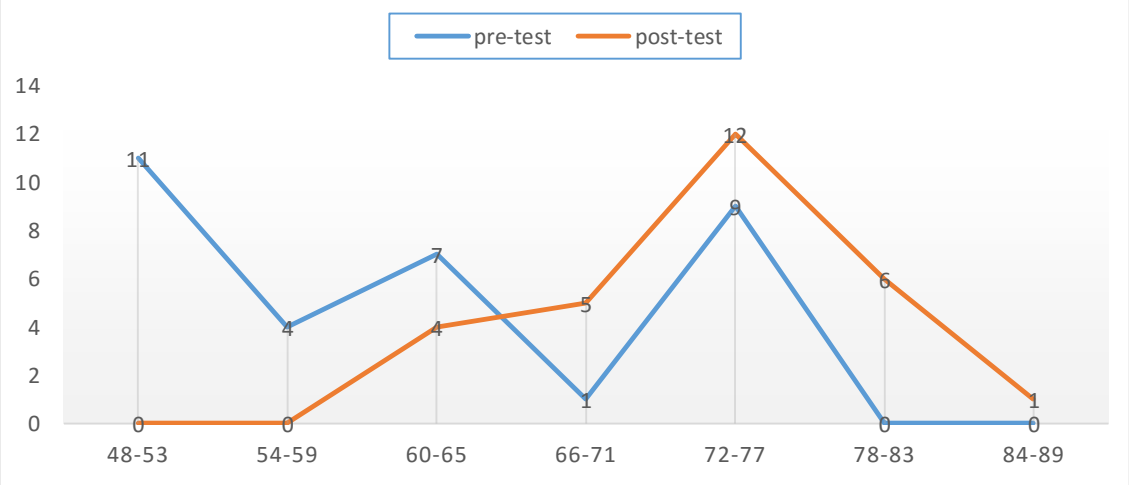

Figure 2: The difference between pre-test and post-test scores of the control group

Based on the result of the control group pre-test, the highest score is 80, the lowest score is 44, and the mean is 60.375. Meanwhile, the result of the control group post-test shows that the highest score is 94, the lowest score 64, and the mean is 80.625.

2. Prerequisite Tests

The data of pre-test and post-test needs to be tested for similarity, normality, and homogeneity as a requirement of t-test.

The normality test used in this research is the Liliefors test at the level significance of 0.05 (α=0.05), while the homogeneity test used the Bartlet test at the level significance of 0.05 (α=0.05).

a. Similarity

The samples in this research should have no significant difference in reading comprehension. To prove that, the researcher analyzed the pre-test using the t-test. The result of t computation (t-test) shows that the t-observation (t_0) is 0.048 while the t table (t_t) for the degree of freedom 62 (32+32-2=62) and the level significance 0.05 is 1.96. It can be seen that t_0 is lower than t_t which indicates that there is no significant difference in students' reading comprehension between the two classes.

b. Result of Normality Test

Table 5. The normality test computation result of pre-test

No.	Group	Number of Sample	Df	L Value		Conclusion
				Lo	Lt	
1.	Experimental Group	32	31	0.0932	0.1566	Normal
2.	Control Group	32	31	0.1499	0.1566	Normal

From the table above, it can be seen that the data of pre-test of the experimental group and control group are in a normal distribution. In the data of the experimental group, since the value of L_o (0.0932) is lower than L_t (0.1566), it can be concluded that the data are in a normal distribution. Moreover, the value L_o (0.1499) is lower than L_t (0.1566). It means that the data are in a normal distribution.

Table 6. The normality test computation result of post-test

No.	Group	Number of Sample	Df	L Value		Conclusion
				Lo	Lt	
1.	Experimental Group	32	31	0.1179	0.1566	Normal
2.	Control Group	32	31	0.0946	0.1566	Normal

From the table above, it can be seen that the data of post-test of the experimental group and control group are in a normal distribution. The value of L_o (0.1179) of the experimental group is lower than L_t (0.1566), so it can be concluded that the data are in a normal distribution. The value L_o (0.0946) of the control group is lower than L_t (0.1566). It means that the data are in a normal distribution.

b. Result of Homogeneity Test

In the pre-test, the computation of the homogeneity test shows that χ_o^2 (0.34) is lower than χ_t^2 (3.84). It means that the data are homogeneous. Meanwhile, the computation of the homogeneity test in the post-test shows that χ_o^2 (0.16) is lower than χ_t^2 (3.84) which means that the data are homogeneous.

3. Hypothesis Testing

The hypotheses of the research are; (1) there is a significant difference in reading comprehension between students taught using STAD and those taught using TGT; (2) the students taught using TGT has a better result in reading comprehension than those taught using STAD.

To test whether the first hypothesis is accepted or not, the researcher uses the t-test formula to analyse the data. The post-test scores of the experimental group and the control group are analysed.

In applying the t-test formula, the researcher tested the null hypothesis (H_o) of this research that there is no significant difference in reading comprehension between students taught using STAD and those taught using TGT. Statistically, the hypothesis can be formulated as H_o (Null Hypothesis): $\mu_1 = \mu_2$.

The alternative hypothesis (H_a) of this research is that there is a significant difference in reading comprehension between the students taught using TGT and those taught using STAD. Statistically, the hypothesis can be formulated as H_a (Alternative Hypothesis): $\mu_1 \neq \mu_2$. If t_o (t-observation) is smaller than t_t (t table) or $t_o < t_t$, H_o is accepted. On the contrary, if t_o (t-observation) is higher than t_t (t table) or $t_o > t_t$, H_o is rejected.

The result of t computation shows that t-observation (t_o) is 3.1055 while t-table (t_t) for the degree of freedom of 62 and the level of significance $\alpha = 0.05$ is 1.960. It means that t_o is higher than t_t. Therefore, H_o is rejected. It discovers that there is a significant difference in reading comprehension between students taught using STAD and those taught using TGT.

The second hypothesis of this research is that the students taught using TGT has a better result in reading comprehension than STAD. To test this second hypothesis, the researcher needs to compare the mean score of the post-test of the two groups. The post-test mean score of the experimental group is

80.625. Meanwhile, the post-test mean score of the control group is 74.625. The post-test mean score of the experimental group is higher than the post-test mean score of the control group. It can be concluded that the students taught using TGT has better result in reading comprehension than the students taught using STAD.

4. Discussion

The present research attempts to seek the answer to the two problem statements. The first problem statement relates to whether there are any differences in reading comprehension of the students taught using Student Team Achievement Divisions (STAD) method and those taught using Team Games Tournament (TGT) method or not. The second one deals with which method has a better result in reading comprehension. Next, the results of the present study and the existing studies are discussed.

Regarding the first problem statement, the analysis shows that to (3.11) is higher than tt (1.96). In other words, Ho is rejected. Therefore, it can be said that there is a significant difference in reading skills between students taught using TGT and those taught using STAD. It might happen due to the fact that there is a different procedure between STAD and TGT. STAD has individual quizzes which are considered simpler than TGT's tournaments. This result is relatively similar to a study conducted by Yono & Darmawan (2015). By employing a quasi-experimental study, the authors found that there was a significant difference between TGT and STAD implemented in senior high school classrooms.

Related to the second problem statement, the analysis discovers the mean score of the experimental group is 80.625 while the mean score of the control group is 74.625. It means that the mean score of the experimental group is higher than the mean score of the control group. It can be argued that the students taught using TGT has better result in reading comprehension than those taught using STAD. The effectiveness of TGT can also be found in several previous research. TGT is argued as an effective method to teach grammar (i.e. simple resent tense) (Munawir et. al., 2018), social science (Istiqomah & Ansori, 2017), and vocabulary (Marbun, 2018). Munawir et. al. (2018) discover that TGT gives a positive influence toward simple present tense mastery of junior high school students. Moreover, TGT is an effective method to improve the

students' learning outcomes on the social science subject of elementary school since there are fun tournament games and group discussion activity (Istiqomah & Ansori, 2017). Similarly, Marbun (2018) reports that TGT can enrich students' English vocabulary.

The main reason why TGT is better than STAD in teaching reading is that TGT provides more an attractive and competitive atmosphere. This atmosphere may lead the students to make more efforts in learning the materials and give their best performance. In line with this claim, Cagiltay et. al. (2015) states that a competitive atmosphere stimulates the interest of the students and increases the efficiency of the learning process. Rather than simply providing individual quizzes, TGT provides attractive and competitive tournaments that can create good atmosphere for learning. For the first tournament, the teacher assigns the students to tournament tables: the top students of each team in past performance to Table 1, the next students with lower performance to Table 2, and so on. After the students have done the first tournament, the winner at each table is bumped up to the next higher table (e.g. from Table 3 to Table 2), the middle scorer stays at the same table, and the lowest scorer is bumped down. Then, in the next tournaments, there could be more than one member of each team at the same table. If all members of one team can be at the same highest table (e.g. at Table 1, in which the students can get the highest score of the multiple scores they have gotten), they will get more score for the right answers than the others who are placed at the lower table. The team which has gained the highest scores from the number of each member's scores is the winner of the tournament. Furthermore, during the tournaments in TGT, every student of each team has different role since there will be different multiple points for the correct answer to each table. The high-performance students are expected to take the most important role. They are supposed to keep their opportunity sitting in the highest table – a table with each correct answer will get the highest multiple points. Moreover, the low-performance students also take an important role, but in different circumstances. They are expected to make more effort to get their place in the higher table. This place allows them to get higher multiple points in the next tournament. Consequently, each student's contribution for their team will be more highlighted and the role of each

student in a team highly affects their learning effort. The atmosphere in TGT is supposed to be more attractive and competitive. Meanwhile, during the quizzes in STAD, every student of each team has the same role since they will get the same multiple point for the correct answer. As a result, each student's contribution for their team will be less highlighted and the role of each student in a team has a little influence on their learning effort. As mentioned by Dornyei (2007), roles describe the norms that go with a particular position of function, specifying what students are supposed to do. If students are cast in the appropriate role, they will become useful members of the team, they will perform necessary and complementary functions, and at the same time they will satisfied with their self-image and contribution. Hence, the role of each student in TGT may create more attractive and competitive atmosphere that lead the students to work harder in studying the materials and giving their best performance than the role of each student in STAD.

The explanation above confirms to the result of this research that there is a significant difference in reading skills between the students taught using STAD and those taught using TGT and that teaching reading using TGT is more effective than teaching reading using STAD.

SIMPULAN

Based on the result of the research, the conclusions are as follows: there is a significant difference in reading comprehension between students taught using STAD and those taught using TGT; and TGT is better than STAD to teach reading for junior high school students.

It is recommended for teachers to use TGT as one of the methods to teach reading. The selection of TGT is reasonable because there will be an ability-homogeneous tournament that provides the students to compete against the representative of other teams which may bring more excitement to them rather than only taking a quiz. In addition, the rules in conducting the tournament may encourage the students to make more effort in studying the materials and giving their best performance in the tournament. Moreover, TGT provides the students with the opportunity to share their ideas and exchange knowledge in a group since meaning in the important aspect of reading and each student may have different understanding and meaning after reading the same text.

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