THE IMPROVING OF STUDENTS' READING SKILL OF THE LEGEND PALM TREE WITH TEAMS GAMES TOURNAMENT (TGT)MODEL

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ABSTRACT

This study is class action research that purpose to improving the students' reading skill. This study have conducted in SMA Negeri 1 Tukka. The methodology of this research done by using class action research in cycles from Kemmis dan Taggart. This Class Action Research have done in phases namely; planning, observing, acting, and reflecting. The collecting data of this research have done by test and documentation. The result of this study showed that there was the improving of the students' reading skill in narrative text by using Teams Games Tournament Model. The percentage in cycle I was 57% and cycle II 80%. It can be concluded that the improving students'reading skill in narrative text by using temas games tournament model will increase if the teaching and learning process by using TMT model.

Kata Kunci: Reading skill, Narrative text, Teams Games Tournament

INTRODUCTION

Reading is the process of looking at a series of write symbols and getting meaning from them. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it (even if only to ourselves). The definition of reading is propose by several experts. According to Aebersold and Field in Lewaherilla (2011:21) states that Reading is what happens when people look at a text and assign meaning to the written symbols in that text . In short, reading is an activity to get meaning from print words or symbols and how this ability is use to recognize, understand and interpret in words. In this era students are require to be more critical in responding to the news on social media. The students are required to be able to compare which the news true or hoax. There are many kinds of genre; some of them are narrative, descriptive, news item, anecdote, recount, report, and procedure texts. According to Harmer (2015:190) Reading text in English is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out the significance of these. In English we can find those are many kind of the words based on grammar, sentences low and short, and the structures of write in English.English is one foreign language in Indonesia that was provided language of compere subject to students of primary school, junior high school, senior high school and university.

Unfortunately, there are problems that the teachers face in teaching learning English, especially in teaching reading. Reading in English was considered still a difficult material for students so that learners still have low ability in reading (Brown: 2001). Some students are still difficult to comprehend and understand English reading text. Because after reading a text, the students could not tell the content of the text and students cannot answer the questions related to the text correctly, and confuse how to translate students' sentence into English. The phenomenon can be seen from the pre-research in SMAN 1 Tukka, there are many reasons why students really difficult to learn

and learning English. Especially in reading ability. Such as : 1) students still weak of vocabulary, 2) less of interested in English reading, and 3) the students difficulties to understanding structure text and the characteristic of text. Most of the students answer the questions not corresponding. Actually students know to answer that question. But, further students still did not answer at all of questions. Because students did not know how to translate students' sentence into English. Then, students also did not use punctuation correctly. Then, students still confused about the grammar. Students must know the aspects in reading process such as, word choice, grammar, punctuation, spelling, coherence and further more. And the important thing is the students should have a desire to read and the teacher should give motivation to the students. Therefore, in this case the researcher wants to conduct a research about the increase reading skill of the students. A research done by Goodland in Armstrong (2000:76) shows the facts that first is almost 70% classroom-time are used by the teachers to stand in front of the class explain the material and second is the teachers give a written task for students (teacher center). Another fact, many classrooms are built just to make the students able to fulfill the indicators of the learning that measured by the cognitive test without considering the students' feeling during learning process. Moreover, the students are treated in the same way; even they have different characteristics in accepting the knowledge. In this kind of classroom atmospheres, students will easily feel bored and it will kill their potencies. Many strategies and concepts are offered in the education field to vary the learning process in the classroom to minimize the teacher centered classroom and realize students' potencies.

Therefore, it is necessary to have a variety approach and activities. Based on the previous explanation.Therefore, the researcher wants to introduce a model to motivation students' in reading skill. It is

Teams Games Tournament (TGT) model. Based on Muhibbin Syah (2011:102) said that the cooperative learning type Teams Games Tournament (TGT) is a learning model that is grow up the cooperative team in class among students and this model can be used as feedback the material being taught teacher to develop students' reading skill. According to Saco (2006) at TGT students play games with other members to get scores for their respective teams. The game can be arranged in the form of a quiz consisting of questions related to the subject matter. While according to Agung (2014: 16) TGT is students who can help in small groups, provide opportunities for students to solve shared problems, students will have a good attitude `and be responsible for the team, increase student needs in learning, motivate students, and provide teachers in teaching variations.

In the argument researchers that TGT is one of the learning techniques that support learning while playing in teams, with that students involved in managing a variety of different skills in the team and establish higher cooperation this learning system and continue to be active in the class. The researcher choosing this model because with Teams Games Tournament learning model it can increase students' motivation and learning of results because students can learning to be more relaxed, and can foster responsibility, honesty, cooperation and involvement. And this is suitable in teaching reading through narrative text. Because narrative text are stories about a person or group of people overcoming problems (Joyce and Feez 2000:24). They explain narrative text show how people react to experience, explore social, and cultural values and entertain the audience and listener.

Narrative text based on Saggam&Shinoda (2008:73) is any written English text in which the writer wants to amuse, entertain people, and to deal with actual of vicarious experience in different ways. In narrative text have the purpose is to entertain the reader about a story.

As for the characteristic of Narrative text is use action verb in form past tense, certain nouns, adjectives that make up phonases, and use conjunction to sort events. Narrative text structure is focus on a series of stages proposed to construct this text itself. In general, there are four stages in Narrative text, namely:

1. Orientation: usually called with introduction
2. Complication: tell the beginning of the problem that caused in the problem
3. Resolution: the end of the story of a solution to the problem that ocurred.
4. Re-Orientation: contain moral lesson, advice or teaching from the author.

Based on the background above, the problems in this research is formulated as follows:

1. How was the use Teams Games Tournament (TGT) model in reading skill of Narrative Text mastery at grade X SMAN 1 Tukka?
2. How was the increase of students' reading skill in narrative text mastery with Teams Games Tournament (TGT) model at grade X SMAN 1 Tukka?
3. What were the difficulties in students' reading skill in The Legend of Palm Tree through Teams Games Tournament (TGT) model at grade X SMAN 1 Tukka?

METHODS

The type of the research that used researcher is Classroom Action Research (CAR). This type of the research it is aimed to increase students' learning experience. It means to improve your own teaching in your classroom, department, or school, because CAR very effective way of improving your teaching, assessing students understanding at mid-terms helps you plan the most effective strategies for the rest the semester.

According Jaedong (2008:90) explained that Classroom Action Research is one type of action research conducted by teachers to improve the quality of learning in their class (methods, approaches to using media, evaluation techniques). Based on explained avoid, that researcher concluded Classroom Action Research is method of finding out what works good in your own classroom and qualifies to be used to increase teaching learning. Classroom Action Research is practical way that well be done by practitioner which can increase the interest teaching learning in the class. In this study the subjects were students at the grade X of SMAN 1 Tukka with the number of students studied 36 students consisting of 16 male students and 20 female student. The students is grade of X MIA-5. The class situation that is used as the subject of the researcher is quite adequate

Data Collection

In conducting research, it was important to collected data. There are so many kinds of technique that could be used in collecting the data in a research. For this research the writer used test, observation and documentation. In general, test is finding out how well something works. Test is a measurement of an instrument that is arrange specifically to measure something certain and important. The test is apply to cycle I and cycle II.

Data analysis

Kurt Lewin (2003) said that Classroom Action Research (CAR) is a series of steps consisting of four resistance, namely : planning, acting, observing, and reflecting. In order for this action research to work well, the researcher fol the following steps:

1. Planning : it is contracted action and its definition must be prospective to action.
2. Acting : it is careful and thoughtful variation and practice is critically informed.
3. Observing : it has a function of documenting the effects of critically informed action.

4. Reflecting : it is recalled as it has been recorded in observation, but it is also active and it is as simple as making sense of process, problems, issues and constraints.

This researched have done two cycle, cycle I and cycle II.

Cycle I

The steps are as follow:

1. Planning

The stages of planning or preparing, the steps taken by the researcher are as follows:

1) The researcher prepares the material.
2) The researcher prepares media and materials to help ease learning.
3) Arrange questions as Evaluations
4) Researchers to observe classes

2. Acting

In implementing this action, there are several stages in carried out the learning process with Teams Games Tournament are:

1) Initial activity
   - The researcher prepares to begin the learning process with greetings and prayers
   - The researcher communicates about student attendance
   - Researchers provide motivation to students
   - The researcher writes the title of the material
   - The researcher conveys the learning objectives
2) Core activities
   - Students are asked to form Teams of 4 or 5 people in each Teams
   - The teacher distributes quizzes in the form of questions written on cards that are numbered related to the material.
   - Each student is asked to take a card that was assigned a number.

- Students play games (Games) with members with other teams to get high scores for their respective teams.
- Students are asked to answer questions according to these numbers.
- Student Tournament allows all students in the team to contribute points for their Teams
- After students finish answering all the questions, the teacher collects the points and sees who has the highest score in each Teams.
- Finally, the teacher gives an award in the form of a gift, applause or praise.

3) Closing
   - The researcher closes the activity by asking whether students already understand and understand the material
   - The researcher concluded the material
   - Researchers provide stimuli in the form of questions to practice listening skills
   - The researcher said the closing greeting

3. Observing

In conducting research also involves observation, the task of the observer is to look at student activities by applying the Teams Games Tournament model during learning. This is done to provide input and opinions on the implementation of the learning carried out, so that input from researchers can be used to increase subsequent learning.

4. Reflecting

Before closing of the learning process, there are a reflection that aims to analyze the shortcomings in learning that have been carried out through Teams Games Tournament model. The results obtained from the observation stage are then collected and analyzed. From the results of observations whether the activities that have been carried

out have increased student learning outcomes. If student learning outcomes have not increased, the results of the observations will be analyzed to found out where the lack of researchers lies in the learning process.

Cycle 2

3. Planning

The stages of planning or preparing, the steps taken by the researcher are as follows:

5) The researcher prepares the material.
6) The researcher prepares media and materials to help ease learning.
7) Arrange questions as Evaluations
8) Researchers to observe classes

4. Acting

In implementing this action, there are several stages in carried out the learning process with Teams Games Tournament are:

4) Initial activity
   - The researcher prepares to begin the learning process with greetings and prayers
   - The researcher communicates about student attendance
   - Researchers provide motivation to students
   - The researcher writes the title of the material
   - The researcher conveys the learning objectives
5) Core activities
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   - Student Tournament allows all students in the team to contribute points for their Teams
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be analyzed to found out where the lack of researchers lies in the learning process.

FINDINGS AND DISCUSSION

Cycle I

Table 1.
The result of Pre-test

Number	Name of Students' Class X IPA 5	Score
1	Ainunjahriah Simatupang	25
2	Asmirawati Sibarani	45
3	Arya Sanusi Tanjung	65
4	Ahlan Sahril Hutagalung	30
5	Alex Sandro Sibuea	45
6	Cindy Claudia Larosa	35
7	Diva Tambunan	40
8	Dina Anjani Mendrofa	45
9	Edmunus Mario Panggabean	40
10	Erlina Wati	50
11	Franse Fito Sihite	55
12	Fenti Tambunan	*70
13	Gressia Romarito Tambunan	*70
14	Gita Tambunan	40
15	Indah Fitriani Bugis	40
16	Iman Setiawan	40
17	Khairunnisa Tanjung	*75
18	Lusiamika Waruwu	45
19	Lathifa Amelia Tambunan	30
20	Misra Astari	*75
21	Muhammad Arjul	65
22	Nadia Hutabarat	40
23	Rudy Sahputra Sitorus	35
24	Raja Putra Manulang	60
25	Shifa Panggabean	30

Number	Name of Students' Class X IPA 5	Score
26	Suci Andini Tanjung	20
27	Siti Rawiyah Hutagalung	40
28	Wuli Purwasari	40
29	Yulani Panggabean	30
30	Vivin Putri Zai	65
∑ =		**1385**

Based on the table above, it could be explained that the students who had passed according criteria minimum score (KKM) as total four students and who had failed as total 26 students where the criteria minimum score (KKM) in score 70.

Table 2.
Students' score in Cycle I (Posttest)

Number	Name of Students' Class X IPA 5	Score
1	Ainunjahriah Simatupang	50
2	Asmirawati Sibarani	60
3	Arya Sanusi Tanjung	*75
4	Ahlan Sahril Hutagalung	60
5	Alex Sandro Sibuea	*70
6	Cindy Claudia Larosa	*70
7	Diva Tambunan	50
8	Dina Anjani Mendrofa	55
9	Edmunus Mario Panggabean	*70
10	Erlina Wati	*70
11	Franse Fito Sihite	*70
12	Fenti Tambunan	*75
13	Gressia Romarito Tambunan	*80

Number	Name of Students' Class X IPA 5	Score
14	Gita Tambunan	65
15	Indah Fitriani Bugis	60
16	Iman Setiawan	*70
17	Khairunnisa Tanjung	*85
18	Lusiamika Waruwu	65
19	Lathifa Amelia Tambunan	30
20	Misra Astari	*75
21	Muhammad Arjul	65
22	Nadia Hutabarat	40
23	Rudy Sahputra Sitorus	35
24	Raja Putra Manulang	60
25	Shifa Panggabean	30
26	Suci Andini Tanjung	20
27	Siti Rawiyah Hutagalung	40
28	Wuli Purwasari	40
29	Yulani Panggabean	30
30	Vivin Putri Zai	65
∑ =		**2005**

Cycle II

Table 3.
Student's Score in Cycle II

Number	Name of Students' Class X IPA 5	Score
1	Ainunjahriah Simatupang	*70
2	Asmirawati Sibarani	*70
3	Arya Sanusi Tanjung	*80
4	Ahlan Sahril Hutagalung	*70
5	Alex Sandro Sibuea	65

Number	Name of Students' Class X IPA 5	Score
6	Cindy Claudia Larosa	*75
7	Diva Tambunan	60
8	Dina Anjani Mendrofa	*70
9	Edmunus Mario Panggabean	*70
10	Erlina Wati	*75
11	Franse Fito Sihite	*75
12	Fenti Tambunan	*80
13	Gressia Romarito Tambunan	*90
14	Gita Tambunan	*75
15	Indah Fitriani Bugis	*70
16	Iman Setiawan	*80
17	Khairunnisa Tanjung	*85
18	Lusiamika Waruwu	65
19	Lathifa Amelia Tambunan	*70
20	Misra Astari	*90
21	Muhammad Arjul	*80
22	Nadia Hutabarat	*70
23	Rudy Sahputra Sitorus	65
24	Raja Putra Manulang	*70
25	Shifa Panggabean	*70
26	Suci Andini Tanjung	65
27	Siti Rawiyah Hutagalung	*80
28	Wuli Purwasari	*80
29	Yulani Panggabean	60
30	Vivin Putri Zai	*75
∑ =		**2200**

Based on the table above, it could be explained that the students who had passed accorded to minimal mastery criterion (KKM)

as many as 24 students and who had failed as many as 6 students where the standardized of KKM in score 70.

The Increase of Cycle I and Cycle II

Table 4
Increase Students' Reading Skill in Narrative Text through Tems Games Tournament Model at the Grade X SMA N 4 Tukka

No	Category	Test Result			
		Cycle I	KKM	Cycle II	KKM
1	Average	66.83	70	73.33	70
2	Percent	57%	-	80%	-

Based on the table above, it could be concluded that the researchers could interpreted the result after implicated of classroom action research from cycle I until cycle II, it could been seen from the post-test I, and post-test II.

CONCLUSION

Based on the result of the research above, it discussed the result of the increase students' reading skill of the legend palm tree with teams games tournament modelat grade X SMA N 1 Tukka had been succeed. This research conducted in one class consisted of 30 students. They are 9 males and 21 females. It was accomplished in two cycles. Each cycle consisted of four stages of action research are; planning, acting, observing, and reflecting. In pre-acting researcher gave distributing the Pre Test questions to students. The cycle I included orientation test was conducted in two meetings. The cycle II was conducted in two meetings and all there were four meetings. The students were give 5 questions of essay tests at the end of each cycle.

The result of students' tests as the data were taken from the score of reading tests administrated in four meetings, pre-test (in the first meeting) posttest I (in the second meeting of cycle I), and the posttest II (in the fourth meeting of cycle II). The pre-test about

"The Legend Palm Tree". From the result of pre-test the researcher found out some problems are: 1) the KKM of students skill on the legend palm tree was still low and who was failed the target score, 2) the students were not found out the indicators of reading skill in the legend palm tree such as mind idea, generic structures, and inferences, 3) the students were bored and confused because the text too long and monotone, 4) the interaction between students and researcher was not students still shy.

The result of pre-test still low was only 13% or 4 students of them got target score. It means the students' reading skill still low and the researcher decided to do next cycle. After the researcher was gave the pre-test, the researcher decided to do next cycle is cycle I. The result of cycle I indicated that there was an increase the students' reading skill of the Legend Palm Tree, but it was not increase. Because the percentage of students who was passed th target score was 57% or 17 students of them were got target score. After the researcher was gave the posttest I cycle I, the researcher decided to do next cycle is cycle II. In the cycle II was conducted, it had done for two meetings in the last week of September 2020. In this case, the researcher was gave the last test about "Runduk Princess" with teams games tournament model. In this phases, all the students were enthusiastic even and it was enjoyed. The result of the cycle II was 80% or 24 students of them were got the target score. It was very satisfied because students were comprehended the text. Almost the students had been able to reading narrative text and the students were done the test. It could had been seen from reading scores the students' score had been.

Increased such as reading test it was used to evaluated students' reading skill in narrative text. The score of students narrative reading was calculated based on the found out the specific information, social function, identify generic structures, etc. It can be seen in figure below:

Figure I
The Percantage of Competence's Students
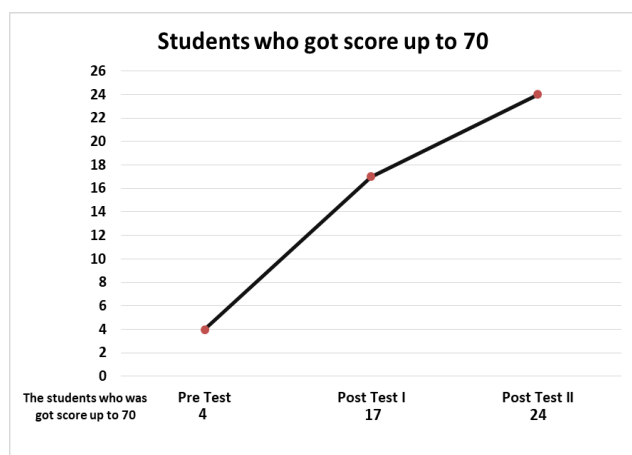
In the pre-test, there was 13% (4 students) who got points up to 70. In the posttest I, there was 57% (17 students) who got points up to 70. And the post-test II, there was 80% (24 students) who got points up to 70.

From the pre-test to the post-test II, there was significant increase of students' reading competence (from 13% to 80%). It can be concluded that teams games tournament model learning could help the students to increase students' reading skill of narrative text. The data was collected in each observation from implementation of research cycle, it was analyzed descriptively through percentage technique to see the effect in teaching-learning process and it also had been successfully.

SUGGESTION

The students' reading skill of narrative text increase by using teams games tournament at grade X SMA N 1, it can be seen : the first, the students more interested in learning process. The second, the students showed students' enthusiasm in learning comprehension of narrative text. The third, the students seriuos and active in group discussions. The last, the students more easy in understanding about generic structure well.

Increasing students' score in reading, we must be applied Teams Games Tournament to make the teaching and learning process more understandable and optimize. To the English teacher of SMA N 1 Tukka is hoped to improve and choose the learning model of reading related to the material and build the students' motivation to be interested in learning process and give the students to improve students of reading, especially reading skill of narrative text.

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