
AN ANALYSIS OF TEACHING READING COMPREHENSION: A DESCRIPTIVE QUALITATIVE RESEARCH

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Abstrak

Penelitian ini bertujuan untuk mengetahui aktivitas siswa-guru dan untuk mengetahui kelebihan dan kekurangan metode Teams Game Tournaments (TGT) dalam pembelajaran membaca di sekolah menengah atas (MAN 4) Aceh Besar. Penelitian ini menggunakan metode deskriptif kualitatif. Pengumpulan data dilakukan melalui Observasi dan wawancara. Dalam penelitian ini peneliti mengambil satu orang guru bahasa Inggris dan 20 siswa kelas XI sebagai subjek penelitian. Hasil penelitian menunjukkan bahwa aktivitas siswa-guru dalam pembelajaran membaca dengan menggunakan metode TGT dilakukan dalam tiga tahap. pra-mengajar, mengajar, dan pasca-mengajar. Kelebihan menggunakan metode TGT yaitu dapat membuat siswa lebih antusias dalam belajar, memotivasi siswa untuk lebih sering berkomunikasi dengan teman-temannya dalam proses pembelajaran dikarenakan kerja kelompok, dan membuat siswa lebih memahami materi pembelajaran. Sedangkan kelemahan dari metode TGT, yaitu, guru menggabungkan siswa yang memiliki kemampuan akademik yang berbeda dalam kelompok yang sama, dan metode TGT membuang-buang waktu karena ada banyak hal yang perlu dipersiapkan sebelum bermain game.

Kata Kunci: *Metode Teams Game Tournaments (TGT), Pembelajaran membaca*

Abstract

This study aims to determine student-teacher activities and to determine the advantages and disadvantages of the Teams Game Tournaments (TGT) method in learning to read in senior high school (MAN 4) Aceh Besar. This study used descriptive qualitative method. Data was collected through observation and interviews. In this study, researchers took one English teacher and 20 students of class XI as research subjects. The results showed that the student-teacher activity in learning to read using the TGT method was carried out in three stages. pre-teaching, teaching, and post-teaching. The advantages of using the TGT method can make students more enthusiastic in learning, motivate students to communicate more often with their friends in the learning process due to group work, and make students understand the learning material better. While the weakness of the TGT method, namely, the teacher combines students who have different academic abilities in the same group, and the TGT method is a waste of time because there are many things that need to be prepared before playing the game.

Keywords: *Teams Game Tournaments (TGT) Method, Learning Reading*

A. Introduction

Students are able to improve their own knowledge and experience through reading activity. They will get a lot of information and ideas that they want to know. The information can be gained from books, magazine, paper, e.t.c. Furthermore, the students also will know what they do not know before. The more they read, the more information they get.

According to Grabe (2014), reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. It means that, through reading someone can get much information and knowledge from the text read before.

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

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

Many researches have been conducting regarding the effectiveness of Teams Games Tournaments (TGT) method in learning reading. The first research comes from Amanillah (2017), the result proved that using TGT is effective on learning Reading descriptive text at eighth grade of SMPN 166 Jakarta.

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

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

B. Methodology

This research used qualitative research with a descriptive method. Based on Moleong (2010), qualitative research is the display of observed object in sentences in detail. the purpose of descriptive method is to make description about the fact, characteristics, and relation of current cases systematically, factually, and accurately. The subject of the research was the 20 students and an English teacher of XI MIPA MAN 4 Aceh Besar.

In collecting the data, the researcher observed and interviewed an English teacher and some students while teaching and learning reading by using TGT method. Then, the researcher took some note on how the students-teacher activities while teaching and learning reading and the condition of the classroom. After the researcher collects the data, the researcher analyzes it by using Miles and Huberman model (2013), the researcher did data reduction, data display, and conclusion drawing/verification.

C. Finding and Discussion

1. Finding

There were four activities in teaching and learning process of reading between teacher and students. They were pre-teaching, whilst-teaching, and post-teaching. The research finding of observation is explained as follows:

a. Pre-teaching

There were some activities done by the teacher and students in pre-teaching. They were greeting activity, asking student's condition, checking students' attendance list activity, asking the students about previous lesson that have been learned. The explanation of each activity is explained as follow:

1) Greeting Activity

Based on the researcher's and collaborator's observation, the teacher greeted the students by saying salam and good morning to the students.

2) Asking student's condition and checking students' attendance list

Based on the researcher's and collaborator's observation, the teacher usually asked the student's condition at that time before starting the lesson. Moreover, the teacher always checked the students' attendance list and asked who was absent in the class.

3) Asking the students about previous lesson

In order to start the teaching and learning process the teacher usually asked the students about previous lesson that have learned. After that, the teacher told them about the materials that would be learnt in the meeting.

b. Whilst-Teaching

The activities in whilst-teaching means activities that happens in the process of teaching and learning. The activities in whilst-teaching were; teacher taught the students about TGT procedures, divided the class into group, monitored the students, prepared the game with the students, practiced the game tournament together with the students, and calculated the students' score. Those activities are explained as follow:

1) Teacher's presentation

Based on the researcher's observation, for the first stage, the teacher gave the materials for the students. The presentation usually was done in the form of direct teaching, speech, or class discussion. In this stage, the students keep their attention and try to understand toward the teacher's explanation, since it helped the students to work better in the group.

2) The teacher divided the class into groups

The teacher divided the class into some groups. Each group consisted of 4-5 students. The teacher placed every student in a group that had a heterogeneous nature. From the researcher's observation, the students worked together to understand the materials that were given, and each member of group explained the materials for the member who had not understood the materials.

3) The teacher monitored the students

Based on the researcher's and collaborator's observation, the teacher ensured that all group members learn, and more specifically to prepared their members so they can work on the practice questions that will be evaluated through the TGT.

4) Game preparation

Based on the researcher's and collaborator's observation, the researcher provided some questions that were related with the materials. The games were composed of content-relevant questions designed to test the knowledge of students gained from class presentation and team practice. Most games were numbered question on a sheet. Then, the researcher prepared the tools for the game, those were: game cards with the number, score, questions, and the answer of the questions.

5) Tournament stage

Based on the researcher's and collaborator's observation, the teacher provided some questions that were modified to examine the knowledge that the student's got from the class presentation and teamwork. Each group got the chance to choose the number cards in the tournaments table, and tried to answer the question on the card. If each member could not answer the questions, so the question was given for another group, and so on. The group who could answer the question, got score behind the card. These scores were collected to determine the final score of the group.

In order to start the tournament, each participant took a lottery number. The student who got the largest number as reader 1, the second largest as challenger 1, the third largest as challenger 2, the fourth largest as challenger 3, and the one who got the lowest number is reader 2. The reader 1's duty was to read the questions and answer it at the first opportunity. Challenger 1's duty was to answer questions read by the reader 1 if according to challenger 1, reader 1's answer is wrong. Challenger 2's duty was to answer questions read by the reader 1 earlier if the answers of reader 1 and Challenger 1 according to Challenger 2 is wrong.

Challenger 3's duty was to answer questions read by reader 1 if the answer of reader 1, challenger 1, and challenger 2 according to challenger 3 are wrong. Reader 2's duty was to read the key answer. The game continued on question number two. The participant's position changed like clockwise. What used to be challenger 1 is now reader 1, challenger 2 became challenger 1, challenger 3, became challenger 2, reader 2 became challenger 3 and reader 1 became reader 2. This continued to be done as much as the number of questions provided by the teacher.

6) The teacher calculated the students' score and team recognition

After the tournament of TGT, the teacher calculated the value of each group and rewarded the group with the highest score. Furthermore, team recognition was given for the winner who got the highest scores from the tournaments.

c. Post-Teaching

The activities in post-teaching means interaction that happens in the end of the lesson. The activities in post-teaching was divided into two activities. First, the teacher gave feedback regarding the TGT that had been learned and second, the teacher and students arranged the summary related TGT before finishing the class meeting. After the teacher calculated the students' score and team recognition, then the teacher gave feedback to the students. The feedback was in terms of advice; such as the students have to increase their vocabulary by reading some books and look for the new words in the dictionary. Then the teacher also informed the students that all the groups who have played TGT must study hard in reading comprehension subject. Therefore, the students will be able to pass the reading comprehension examination.

Based on the interview, there were some benefits of using TGT method. First, it is beneficial to make the students more spirit full or enthusiastic because all the students loved to play game, and there were sharing and discussion session, therefore the students did not feel bored in learning reading. Furthermore, the use of TGT method made the students communicate more often with their friends in the learning process since it was a group work, so the students must cooperated with their friends and gave their own opinion. In addition, using the TGT method made the students more understand about the learning material because it trained the students about problem solving on how to solve their problem, found the answer of the teacher's questions by themselves. Therefore, it made the students understood about the learning material easily.

Beside the advantages, there were some weaknesses of the TGT. First, the teacher combined the students who have different academic ability in the same group. Therefore, there will be different opinions and point of views between the students who have high academic ability and those who have low academic ability. As a result, the chaos often happen in the teaching and learning process even there were students who becoming sulking because their opinion was not appreciated. Second, the TGT method was wasting the time because there are a

lot of stuff that need to be prepared before playing the game. Furthermore, sometimes the school still lack of facilities, therefore the teacher and students must prepared the stuff before playing the TGT method. This is as described in the following excerpt.

2. Discussion

The discussion of the research findings will be described as follows:

a. Pre-teaching

In teaching and learning process, the activities between teacher and students in the whole class usually began the moment when the teacher greeted the students in the beginning of learning activity. The greeting activity happened when teacher greeted the students by saying salam or good morning. In addition, in the pre-teaching activities the teacher also asked student's condition. The teacher usually asked the student's condition at that time before starting the lesson. It is very useful because it could make good psychological relationship between the teacher and the students since it made the students felt that the teacher is care to them. Therefore, when the teacher know the students' condition, the teaching and learning process was going well.

Furthermore, the teacher always checked the students' attendance list and asked who was absent in the class. Checking the students' attendance list was aimed to know the students' attendance frequency in the school at the same time to control their learning craft. It is because the teacher's duty is to check and give a sign about the students' presence or absence once in a day (Arikunto, 2014).

In addition, in the pre-teaching activity the teacher also asked the students about previous lesson and told the materials that would be learnt by the students in the meeting. In the learning process, the more often the lesson was repeated, the more we remembered and stick to that lesson in our brain. Repeating the learning material can be done by reading the material, or making summary of the lesson that have been learned. It is in line with the theory of Thordike (2014), that the learning process is a relationship between stimulus and response of experiences that increase the chances of the correct response.

However, the teacher and students did not conduct brainstorming in the pre-teaching. Meanwhile, brainstorming is very crucial in the teaching and learning process. As asserted by Osborne (2009:28) that brainstorming was a group creativity technique that was often used to find a solution to a specific problem. It is very important since it allows students to think more freely without fear of judgment, it encourages open and ongoing collaborations to solve problems and generate innovative ideas.

b. Whilst-teaching

The activities in whilst-teaching means activities that happened in the process of teaching and learning. The activities in whilst-teaching were; teacher taught the students about TGT procedures, divided the class into group, monitored the students, prepared the game with the students, practiced the game tournament together with the students, and calculated the students' score. The first activity was the teacher did presentation about the learning material that will be learned. The presentation done in the form of direct teaching, speech, or class discussion. This activity aimed to give understanding to the students. Giving understanding to the students was one of the teacher's duty in teaching and learning activity. Being a teacher is not as easy as the people think, because the teacher plays an important role in what they do, and how they do in developing their own professional knowledge and practice (Loughran, 2010).

The second activity was the teacher divided the class into some groups. It was because the TGT method is a cooperative learning method that places the students in group as a team work. The teacher placed every student in a group that had a heterogeneous nature. In heterogeneous groups, students in one group differ on the basis of race, gender, learning ability, previous academic performance, or other relevant characteristics (Slavin, 2015). Furthermore, in heterogeneous groups, the teacher combined the students who have higher academic ability and the students who have lower academic ability. Therefore, the students who have lower academic ability could take advantage of this moment; they could learned and asked to the students who have higher academic ability in the teaching and learning process.

The third activity was the teacher monitored the students. It was crucial for the teacher in monitoring the students to make the teaching and learning process going well. The teacher must ensured that all group members learn, and more specifically to prepared their members so they could worked on the practice questions that would be evaluated through the TGT.

The fourth activity was game preparation. The students and teacher prepared all the material for the game. The preparation was important for the sake of the game tournament. The games were composed of content-relevant questions designed to test the knowledge of students gained from class presentation and team practice. Most games were numbered question on a sheet. Therefore, the teacher prepared the tools for the game, those were: game cards with the number, score, questions, and the answer of the questions.

The fifth activity was game tournament. In this stage, the teacher provided some questions that were modified to examine the knowledge that the student's got from the class presentation and teamwork. Each group got the chance to choose the number cards in the tournaments table, and tried to answer the question on the card. If each member could not answer the questions, so the question was given for another group, and so on. The group who could answer the question, got score behind the card. These scores would be collected to determine the final score of the group.

The last activity was calculated the students' score and team recognition. After the tournament of TGT, the teacher calculated the value of each group and rewarded the group with the highest score. Furthermore, team recognition was given for the winner that was who got the highest scores from the tournaments. Rewarding the students as a form of appreciation for the students. It is important to motivated the students to learn. This is in line with a view expressed by Sudirman (2018), stated that motivating the students is very crucial because it is a driving force in students' mind that rise the learning activities, which ensures the continuity of learning activities and provides direction to the learning activities therefore the objectives of the learning can be achieved.

c. Post-Teaching

The activities in post-teaching were interaction that happened in the end of the lesson. The activities in post-teaching were divided into two activities. First, the teacher gave feedback regarding the TGT that conducted in the class. Giving feedback was very important since it aimed to know the students' progress and learning difficulties. It was in line with the theory of Suherman (2008), that feedback is to observe the students individually, to assess the students' activity, and to know the teacher strategies to increase the students' learning objectives.

Furthermore, the teacher informed the students about the subject that would be learned next meeting, then the students who have done their assignment correctly were given signature and ranking sequence number for their assignment assessment. The last activity in post-teaching was the teacher and students arranged the summary related TGT before finishing the class meeting.

Based on the research result above, it can be seen that there were some benefits of using TGT method. First, it was beneficial to make the students more spirit or enthusiastic because all the students love to playing game, and there were sharing and discussion session, therefore the students did not feel bored in learning reading. Furthermore, the use of TGT method made the students communicate more often with their friends in the learning process since it was a group work, so the students must cooperated with their friends and gave their own opinion.

In addition, using the TGT method made the students more understand about the learning material because it trained the students about problem solving on how to solve their problem, find the answer of the teacher's questions by themselves. Therefore, it made the students understand about the learning material easily. It was in line with the theory of Prasetyo (2012:4). He stated that by learning model TGT (Teams Games Tournaments) can increase students' motivation and learning outcomes. Students can foster responsibility, honesty, learning engagement, healthy competition, and teamwork. Furthermore, TGT would create a deeper understanding of the subject matter and gave the opportunities for the students to solved problems together.

The last was about the weaknesses of TGT method in teaching reading. There were some weaknesses of the TGT. First, the teacher combined the students who have different academic ability in the same group. Therefore, there would be different opinion and point of view between the students who have high academic ability and those who have low academic ability. As a result, the chaos often happened in the teaching and learning process even there were students who became sulking because their opinion was not appreciated.

Second, the TGT method was wasting the time because there was a lot of stuff that need to be prepared before playing the game. Furthermore, sometimes the school still lack of facilities, therefore the teacher and students must prepared the stuff before playing the TGT method. It was in line with the view of Prasetyo (2012), that it is difficult for teachers to grouping students who have heterogeneous in terms of academic ability. In addition, it also wasting the time, because the games and tournament will take a long time during the process.

D. Conclusion

The researcher concluded that the students-teacher activities in learning reading by using the TGT method were conducted in three stages. Pre-teaching, whilst-teaching, and post-teaching. In pre-teaching, there were some activities done by the teacher and students. They were greeting activity, asking student's condition, checking students' attendance list activity, asking the students about previous lesson and doing brainstorming as well as giving questions related to TGT.

In whilst-teaching, there were some activities. They were; teacher's presentation, classroom arrangement into groups, monitoring the students, games preparation, tournament stage, and calculating the students' score.

In post teaching, the activities were divided into two activities. First, the teacher gave feedback regarding the TGT that learned before and second, the teacher and students arranged the summary related TGT before finishing the class meeting.

However, there are some strengths and weaknesses of using the TGT method in teaching and learning reading. There are some strengths of using TGT method. First, it is beneficial to make the students more enthusiasts because all the students love playing the games, and there were sharing and discussion session, therefore the students did not feel bored in learning reading. Furthermore, the use of TGT method made the students communicate more often with their friends in the learning process since it is a group work, so the students must cooperate with their friends and gave their own opinion. In addition, using the TGT method made the students more acknowledgeable about the learning material because it trained the students about problem solving on how to solve their problem, find the answer of the teacher's questions by themselves. Therefore, it made the students understand about the learning material easily.

Meanwhile, there were some weaknesses of the TGT. First, the teacher combined the students who have different academic ability in the same group. Therefore, there are different opinion and point of view between the students who have high academic ability and those who have low academic ability. As a result, the chaos often happened in the teaching and learning process even there were students who becoming sulking because their opinion was not appreciated. Second, the TGT method was wasting the time because there is a lot of stuff that need to be prepared before playing the game. Furthermore, sometimes the schools still lack of facilities, therefore the teacher and students must prepare the stuff before playing the TGT method.

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