

**THE INFLUENCE OF USING TEAM GAME TOURNAMENT TOWARDS  
STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT  
AT THE REGULAR EIGHTH GRADE OF MTsN 2  
BANDAR LAMPUNG IN THE ACADEMIC YEAR  
2018/2019**

**A THESIS**

**Submitted to the English Department as a Particular Fulfillment of  
Requirements fo S-1 Degree**



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## **ABSTRACT**

### **THE INFLUENCE OF USING TEAM GAME TOURNAMENT TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF MTs NEGERI 2 BANDAR LAMPUNG IN THE ACADEMIC YEAR 2018/2019**

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One of the most important skills in English is Reading (Muh Farid Maftuh, 2017 : 44). It is often considered as the most difficult skill by the students. This problem was also faced by the students of the regular eighth grade of MTsN 2 Bandar Lampung. Some method were needed by teacher to overcome that problem. One of the method is Team Game Tournament. The objective of the research is to know whether there is significant influence of using Team Game Tournament towards reading comprehension in descriptive text at the regular eighth grade of MTs Negeri 2 Bandar Lampung in academic year of 2018/2019 or not.

The research methodology was quasi experimental design. In this research, the population was the eighth grade of MTs Negeri 2 Bandar Lampung. The sample of this research was two classes consisting of 40 students for experimental class and 40 students for control class. In the experimental class, the researcher used Team Game Tournament and in the control class the teacher used Gramar Translation Method. The treatments were held in 3 meetings in which  $2 \times 40$  minutes for each class. In collecting data, the researcher used instrument in the form of multiple choice questions which had been tried out prior to the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS (Statistical Package for The Social Sciences) to compute independent sample t-test.

From the data analysis computed by SPSS, it was obtained that  $Sig. = 0.009$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig. < \alpha = 0.009 < 0.05$ . Therefore, there is a significant influence of using team game tournament towards students' reading comprehension on descriptive text at the eighth grade of MTs Negeri 2 Bandar Lampung in the academic year 2018/2019.

**Keyword:** descriptive text, reading comprehension, team game tournament method

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TOURNAMENT TOWARDS STUDENTS'  
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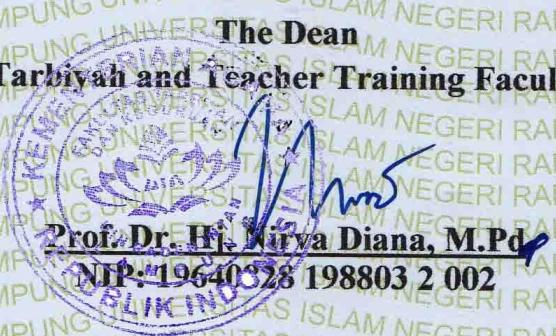
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## MOTTO

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

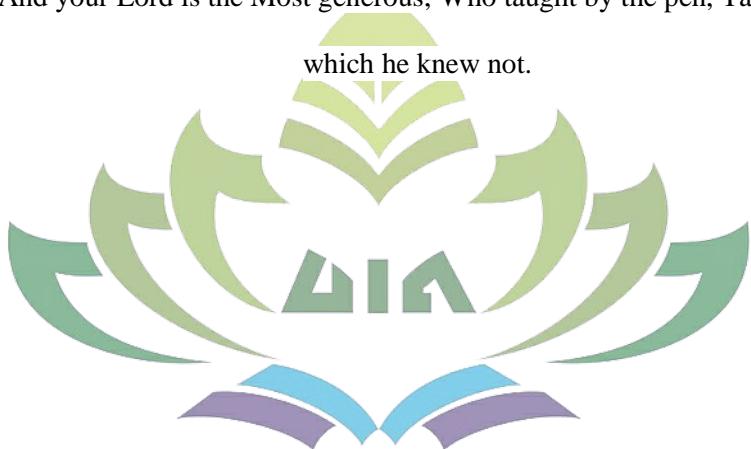
أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلِمَ

بِالْفَقِيمِ (٤) عَلِمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Read: In the name of thy Lord Who created, Created man from a clinging substance,

Read: And your Lord is the Most generous, Who taught by the pen, Taught man that

which he knew not.



## **DEDICATION**

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate the thesis to:

1. My beloved father, Sukir and my beloved mother Nanik Haryati, who always pray, support, and guide me to be success in my study and my life.
2. My lovely sisters Diana Putri and Annisa Qanita Janiyah, who always motivates me to succeed.
3. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my development.
4. My amazing friends in UIN Raden Intan Lampung.



## **CURRICULUM VITAE**

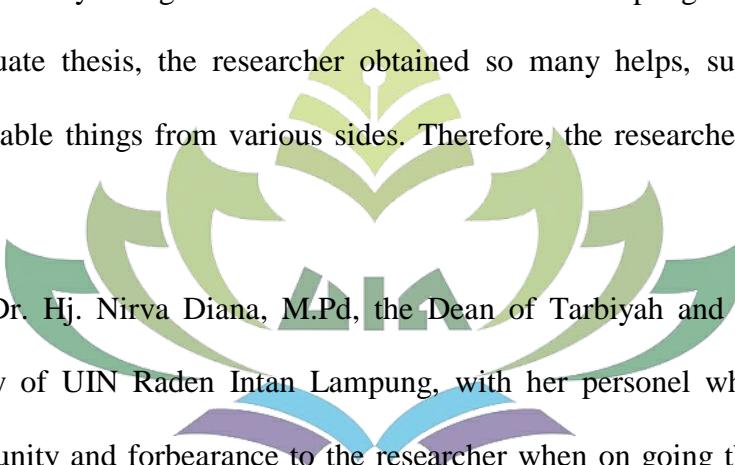
The name of researcher is Asih Qadar Asmawati. She is called by Asih. She was born on December 02<sup>nd</sup>, 1995 in the Dipasena. She is the first girl of Sukir and Nanik Haryati. She has two sister, their name are Diana Putri and Annisa Qanita Janiyah.

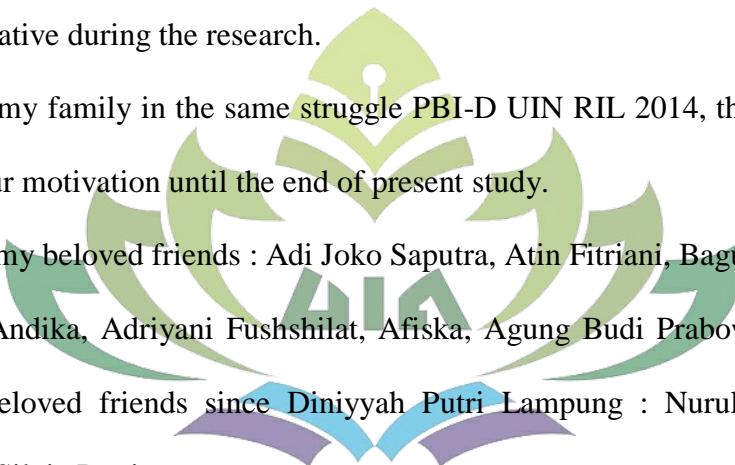
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During study in UIN Raden Intan Lampung, she joined in some organizations called LMND (Liga Mahasiswa Nasional Demokrasi) and Sanggar Belajar Adz-Zaki Center.

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- 
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  3. M. Sayid Wijaya, M.Pd, the great Co-advisor who has always patiently guidance and spent countless time that has given to the researcher to finish this thesis.

- 
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  7. All of my family in the same struggle PBI-D UIN RIL 2014, thank you so much for your motivation until the end of present study.
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  9. All of big family in English Education Study Program.

The last, this thesis is far from being perfect, but it is expected that this thesis will be useful not only for the writer, but also the readers. For these reasons, constructive thoughts, full suggestion, and critics are welcome to make this thesis better.

Finally, may Allah Subhaanahu Wa Ta’ala receives all their work and kindnesses.

Aamiinn

Bandar Lampung, 12<sup>th</sup> September, 2019  
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**Asih Oadar Asmawati**  
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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Reading which one of the four language skills, can be classified into two types: initial reading and reading comprehension.<sup>1</sup> It means that reading for meaning is essentially an attempt to comprehend text. It involves a number of met a cognitive activities of comprehension monitoring. Learning to read is process that involves a number of different skills and experiences. It depends on learning to decode individual words and to comprehend the meaning of a text. Reading to learn refers to reading for remembering or studying. It involves all the activities of reading for meaning. The reading material is not only comprehensible but also memorable.<sup>2</sup>

Reading is very important aspect in our lives, without reading we would never be informed. Brown states that reading is subject to variability within the effective domain.<sup>3</sup> It means that reading is a tool to reach the success in teaching learning activities. By reading, the reader will be able to increase their knowledge, get the information and also can get new knowledge. It means that reading is the way how anybody learns to do it. The teacher should have interesting readingstrategies to get the best result and to avoid the students' boredom. According to Coiro (n.d), reading strategy can be described as any interactive

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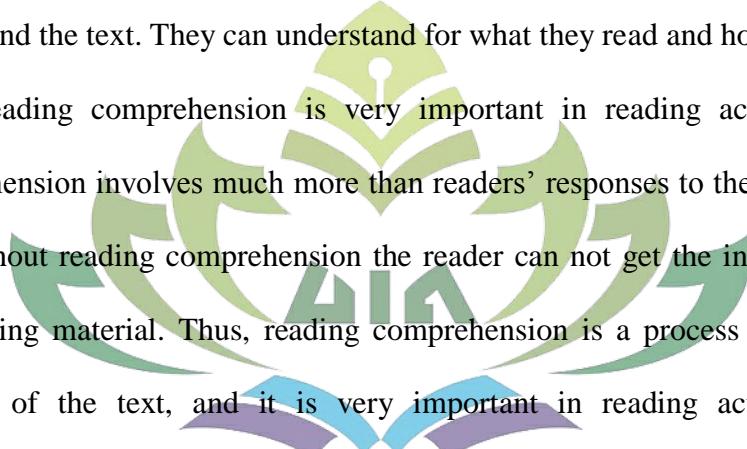
<sup>1</sup>Bambang Yudi Cahyono, Utami Widiati, *The Teaching of EFL Reading in Indonesia Context: The State of the Art.* (*TEFLIN Journal*, 2006), Vol. 17 No. 1, p.37-37

<sup>2</sup>Arifudin Hamra, Enny Syatriana, *Developing a Model of Teaching Reading Comprehension for EFL Students.* (*TEFLIN Journal*, 2010), Vol. 21, No. 1, p. 28-29.

<sup>3</sup>H.Douglas Brown, *Teaching by Principle:an Interactive Approach to Language Pedagogy*, Second Language, New York,2001,p.104

process of getting meaning from the text.<sup>4</sup> Because what the teacher use is facilitator for students.

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know something or to change somebody's ideas.<sup>5</sup> Teaching is process of transferring the knowledge. Teaching reading is useful for other purpose. Any exposure to English (provided students understand it more or less) is a good thing for English students.<sup>6</sup> In other words, teaching reading can make the students understand the text. They can understand for what they read and how to read.



Reading comprehension is very important in reading activity. Reading comprehension involves much more than readers' responses to the text.<sup>7</sup> It means that without reading comprehension the reader can not get the information from the reading material. Thus, reading comprehension is a process to find out the purpose of the text, and it is very important in reading activity. Reading comprehension is the process of making meaning from the text.<sup>8</sup> It means that the students understanding of what is described from word or sentences. The students can read the information of the text during reading process.

Reading comprehension is essential both in Indonesia language and English language. Students may not find any difficulty to comprehend a reading text in

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<sup>4</sup>Tutyrahiza Mahmud, *teaching reading strategies used by ESL teacher that facilitate teaching and learning reading*, (faculty of cognitive science and human development University Malaysia Sarawak, 2008), P.12

<sup>5</sup>H. Douglas Brown, *Principles of Language Learning and Teaching Fourth Edition*, (New York: Pearson Longman, 2000), p.7.

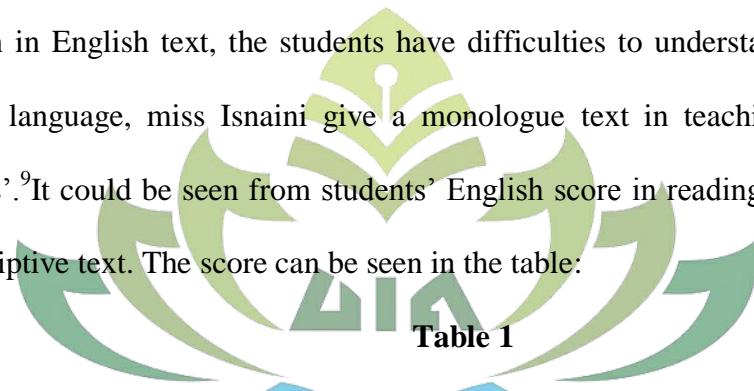
<sup>6</sup>*Ibid*, p.68

<sup>7</sup>Karen R Harris, Steve Graham, *Teaching Reading Comprehension to Students Learning Difficulties*, (New York: Guildford Press, 2007), p. 8

<sup>8</sup>G. Wooley, *Reading Comprehension: Assisting Children with Learning Difficulties*, (Springer Science: 2011), p. 15

Indonesia, but what happened to the students when they read text in English. For some students, sometimes they find some problem in learning reading, because some of them believe English is a hard subject. In other words, they are difficult in learning reading, because foreign devide students'. It was also found at MTsN 2 Bandar Lampung.

Based on the preliminary research in MTsN 2 Bandar Lampung, the researcher conducted an interview with one of the English teachers there, Miss Isnaini Romadhona M.Pd. She said that the students' found difficulties read or pronounce in English text, the students have difficulties to understand meaning of English language, miss Isnaini give a monologue text in teaching reading for students'.<sup>9</sup> It could be seen from students' English score in reading test especially in descriptive text. The score can be seen in the table:



**Students' Reading Score in Descriptive Text at the Eighth Grade of MTsN 02  
Bandar Lampung in the Academic Year of 2018/2019**

<b>No</b>	<b>Class</b>	<b>Students' Score</b>		<b>Number of Student</b>
		<b>&lt;65</b>	<b>≥65</b>	
1	VIII E	19	21	40
2	VIII F	22	17	39
3	VIII G	27	13	40
4	VIII H	25	15	40
5	VIII I	22	18	40
<b>Total</b>		115	84	199
<b>Percentage</b>		<b>57.79 %</b>	<b>42.21%</b>	<b>100%</b>

*Source: MTs 02, Bandar Lampung in the academic year of 2018/2019.*

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<sup>9</sup>An interview between the researcher and English Teacher of MTsN 2 Bandar Lampung, on August, 4<sup>th</sup>2018, Unpublished.

Based on Table 1, there were 84 students of the 199 students who passed the test based on criteria of school standard score in reading and 115 students not yet optimal. In this case, the students' score in reading in MTsN 2 Bandar Lampung is 65 and there were many students who got the score under 65. It means that more than 50% students who do not pass the criteria of minimum mastery.

By interviewing some students in the seventh grade of MTsN 2 Bandar Lampung, the first problem is the student says that English is a hard subject, because the student is difficult to read and pronounce a text in English language. The second problem is the teacher not use interesting method in teaching English.

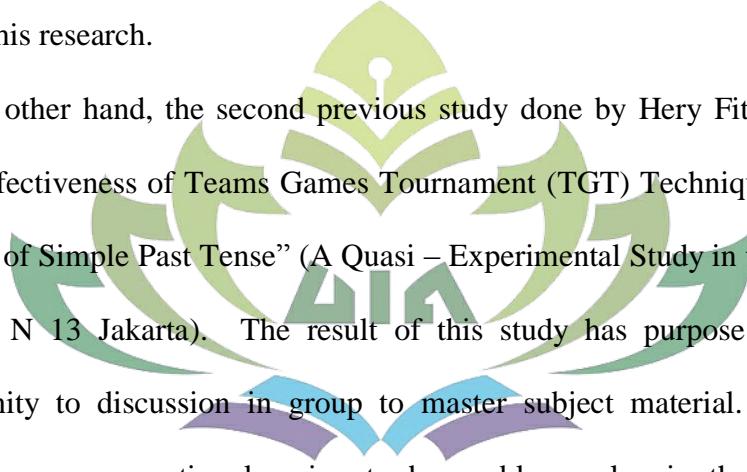
From the problem above, the researcher would like to help teacher to find out a good way to teach reading with good comprehension in order that the objective of the lesson. In addition, there was be a creative and an active teaching and learning process on the classroom.

Teams Games Tournaments is cooperative learning method. Teams Games Tournaments is a method that divides students into small groups. Each group consists of five or six heterogeneous students with different academic achievements, genders, races, and ethnics.<sup>10</sup> This strategy is easy to be applied in a class because it contains game and reinforcement. It helps the students to study with pleasure and relax. On the other hands, it can improve responsibility, honesty, teamworking, and competitive skill. So, the students enjoy to do this activity.

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<sup>10</sup>Rusman, *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*, (Jakarta: PT. Raja Grafindo Persada, 2010), p. 24

Here are some relevant studies that related to this study: first, the Thesis by Agung Sdayu. He has written a Thesis in 2014 entitled “The Effectiveness of Using Teams Games Tournaments In Teaching Reading Of Narrative Text, (A Quasi-Experimental Study at the Second Year Students of SMP N 1 Pakuhaji)” In his thesis the objective of the research was to see the effectiveness Teams Games Tournaments (TGT) technique in teaching reading of narrative text at the second year students of SMPN I Pakuhaji. Moreover this research used randomly control group pre-test and post test design of the quasi experimental design to collecting data in this research.



In other hand, the second previous study done by Hery Fitriyanto entitled “The Effectiveness of Teams Games Tournament (TGT) Technique on Students’ Mastery of Simple Past Tense” (A Quasi – Experimental Study in the Eight Grade of MTs N 13 Jakarta). The result of this study has purpose give students’ opportunity to discussion in group to master subject material. Moreover this technique as cooperative learning to be problem solve in the student’s low achievement in simple past tense. The technique of sampling in this thesis the researcher used cluster random sampling.

The study above had similarities and differences with the researcher. In Agung’s thesis, the similarities between Agung and the researcher used Teams Games Tournament in teaching reading text. Agung and the researcher used the test as the instrument of the study. Moreover, Agung and the researcher used Quasi-Experimental design. Besides that, the differences between us occurred in the design, material, object of study, and place of the study.

The similarities between Hery and the researcher the use of TeamsGames Tournaments (TGT). The technique of sampling, Hery and the researcher used cluster random sampling. In another side, Hery used Teams Games Tournaments (TGT) technique on student's mastery of simple past tense but the researcher use Teams Games Tournaments (TGT) technique in teaching reading especially in descriptive text. Hery's thesis and the researcher conducted in the junior high school.

Based on the problems, the researcher is interested in doing a research entitled: "The Influence of Using Team Game Tournament Towards Students' Reading Comprehension in Descriptive Text at the Eighth Grade of MTsN 2 Bandar Lampung in the Academic Year of 2018/2019".

## **B. Identification of the Problem**

Based on these conditions, the researcher identifies some problems as follows:

1. The students' ability in comprehending reading text still low especially in descriptive text.
2. Students have difficulty in understanding the content of the text for reading comprehension.
3. The teacher's method was not interesting.

## **C. Limitation of the Problem**

Based on the background and the identification of the problems, in this research the researcher focuses on the influence of using Team Game Tournament towards students' reading comprehension in descriptive text at the eighth grade of

MTsN 2 Bandar Lampung in the academic year of 2018/2019. The researcher focuses in descriptive text with theme animal, people, and thing.

#### **D. Formulation of the Problem**

Based on the background of the problem, the researcher formulates the problem as follow: Is there any significant influence of using Team Game Tournament towards students' reading comprehension in descriptive text at the regular eighth grade of MTsN 2 Bandar Lampung in the academic year of 2018/2019?

#### **E. The objective of the research**

The objective of the research is to know whether there is significant influence of using Team Game Tournament towards students' Reading comprehension in descriptive text at the regular eighth grade of MTsN 2 Bandar Lampung in the academic year of 2018/2019

#### **F. The Use of the Research**

The following are the uses of the research:

1. Practically, it is hoped that this study will be used as the information concerning with whether there is improvement of students' reading comprehension that are taught by using Team Game Tournament, and as a help to English teachers in finding an appropriate way to improve students' reading comprehension.

2. For the teacher, it is expected of the research they can use the result of the research as feedback on teaching language activities or can be one of choices to do in their classroom.
3. For the students, it is expected that the students will enjoy in learning process.
4. For the school, it is expected that this research will give motivation for the school to observe in teaching English, especially in teaching reading
5. Theoretically, the result of the research is expected to add insight and knowledge of strategies to improve reading comprehension skills that can be applied in schools especially Team Game Tournament.

#### **G. Scope of the Research**

##### **1. Subject of the research**

The subject of the research is the students at the regular eighth grade of MTsN 2 Bandar Lampung in the Academic Year of 2018/2019.

##### **2. Object of the research**

The object of this research is using Team Game Tournament and students' reading comprehension in descriptive text.

##### **3. Place of the research**

The research was conducted at MTsN 2 Bandar Lampung.

##### **4. Time of the research**

The research was conducted at second semester of regular eighth grade in the academic year of 2018/2019

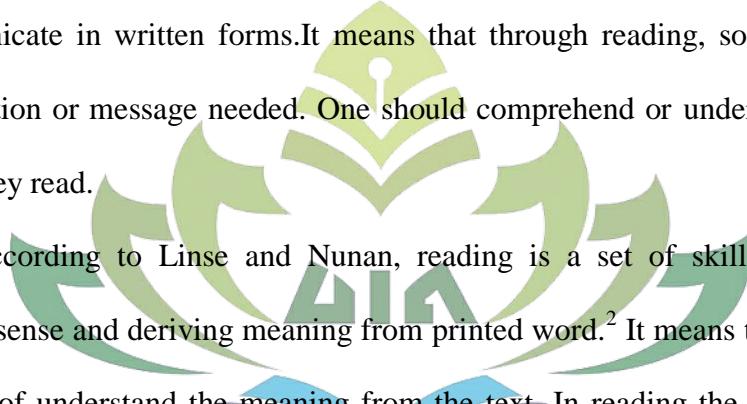
## **CHAPTER II**

### **REVIEW OF RELATED LITERATURES**

#### **A. Concept of Reading**

##### **1. Definition of Reading**

Reading is one of the language skills that must be mastered by English learners. Jennifer stated that reading is thinking and understanding and getting at the meaning behind a text.<sup>1</sup> It means that reading is process through which the reader to get a message from an article. Reading is one of the ways to communicate in written forms. It means that through reading, someone will get information or message needed. One should comprehend or understand the ideas when they read.



According to Linse and Nunan, reading is a set of skills that involves making sense and deriving meaning from printed word.<sup>2</sup> It means that reading is a process of understand the meaning from the text. In reading the text, the reader should comprehend with their text because it can make the reader easier to get main ideas from the text and their reading activity will be success.

According to Harris and Graham, reading is an activity that has a purpose.<sup>3</sup> It means that reading is a process to get understanding from a text. The reader can understand information by interpreting source information from the text. Then, reading has purpose to comprehend of the text. To understand text, the reader

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<sup>1</sup>Jennifer Serravallo, *Teaching Reading in Small Group*, (Portsmouth: Heinemann, 2010), p. 43.

<sup>2</sup>Caroline Linse and David Nunan, *Practical English Language Teaching: For Young Learners*, (New York: McGraw-Hill Companies, 2005), p. 69.

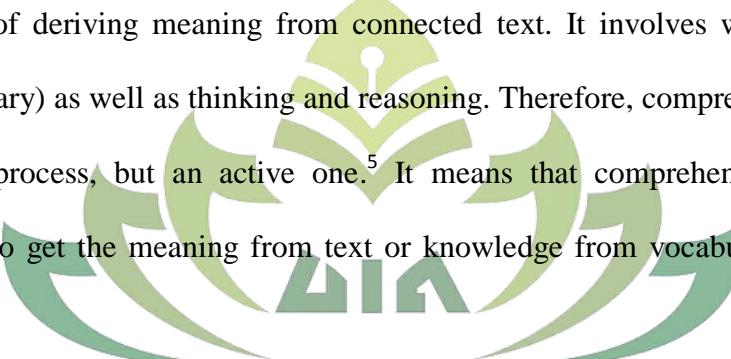
<sup>3</sup>Karen R. Harris, and Graham Steve, *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: the Guilford Press, 2015), p. 104.

needs to be able to read the words, retrieve the words' meanings, put the words together to form meaningful ideas, and assemble a larger model of what the text is about.<sup>4</sup>

According to that explanation, the researcher assumes that reading is an act done by a person to get the meaning of a text. By reading, the reader will know what they read and challenge to response the ideas of the author.

## **B. Concept Reading Comprehension**

Comprehension is an active process in the construction of meaning and the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one.<sup>5</sup> It means that comprehension is process activity to get the meaning from text or knowledge from vocabulary that active process.



According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.<sup>6</sup> It means comprehension is ability to understand and getting some information.

From those statements it can be concluded that reading comprehension is the reader's ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, inference,

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<sup>4</sup>Donna M. Scanlon, Kimberly I. Anderson, and Joan M. Sweeney, *Early Intervention for Reading Difficulties: The Interactive Strategies Approach*, (New York: The Guilford Press, 2010), p. 10.

<sup>5</sup>Elizabeth Pang, S. Muaka Angaluki, Benbard B. Elizabeth, Kamil, L. Machel. *Teaching Reading*, (Chicago: Internal Academy of Education. Series-12, 2003) p. 14.

<sup>6</sup>H. Douglas Brown, *Teaching by Principle, an Interactive Approach to Language Pedagogy*, (2<sup>nd</sup> Edition), (San Francisco: San Francisco University Press, 2000), p.306

grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

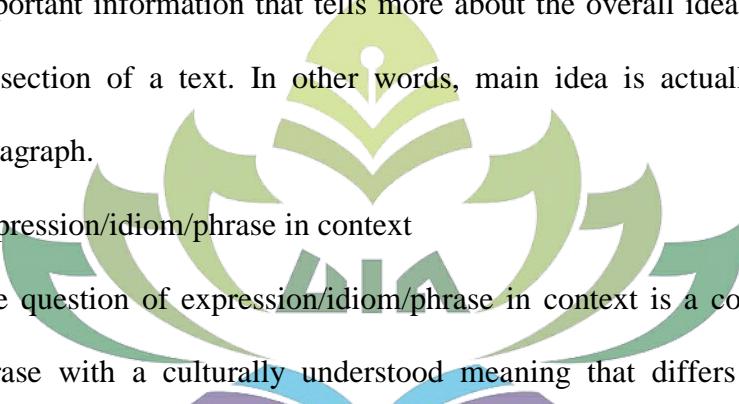
There are some aspects in reading comprehension:

1. Main idea

Main idea is basically the most important thought about the topic.

According to Alexander et.al, main idea is what the author wants to you to know and understand about the topic.<sup>7</sup> It means that main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. In other words, main idea is actually the point of paragraph.

2. Expression/idiom/phrase in context



The question of expression/idiom/phrase in context is a common word or phrase with a culturally understood meaning that differs from what its composite words' denotations would suggest.<sup>8</sup> In other word, a passage may have multi meaning word and special, so the reader must identify which meaning from the information the passage.

3. Inference (implied detail)

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<sup>7</sup>Sandra Luna Mccune, Vi Cain Alexander, and E. Donice Mccune, *Cliffs Notes Praxis ii*, (Canada: Wilcy Publishing, 2009), p. 12.

<sup>8</sup>English-LanguageIdioms, [https://en.wikipedia.org/wiki/english-language\\_idioms](https://en.wikipedia.org/wiki/english-language_idioms).  
accesed on thursdayseptember13<sup>th</sup>, 2018 6.30a.m.

According to Hatch, inference questions ask you about information that is implied by the passage rather than directly stated.<sup>9</sup> In other words, inference question is guessing something that is not directly stated in the text.

#### 4. Grammatical Features (reference)

According to Dummett, reference is a relation that obtains between expressions and what speakers use expressions to talk about.<sup>10</sup> It means that reference is a relation between objects in which one object designates, or acts as a means by which to connect to or link to, another object.

#### 5. Detail (scanning for a specifically stated detail)

In discussion about reading, this skill is frequently referred to as scanning.

In contrast to reading for gist, we read because we want to specific details.<sup>11</sup>

It means that the reader must read with comprehend in order to get the point from the text.

#### 6. Excluding fact not written

Excluding fact not written question ask you the information in text that is not explains directly.

#### 7. Supporting idea

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<sup>9</sup>Lisa Zimmer Hatch, Scot tHatch, Amy Hackney Blackwell, *Isat for Dummies*, (London: Wiley publisher, 2004), p. 27.

<sup>10</sup>Micheal Dummett, *Philosophy of Language*, (New York: Harper and Row publisher, 1973), p. 204.

<sup>11</sup>Jeremy Harmer, *The Practice of English Language Teaching (3<sup>rd</sup> ed)*, (Cambridge: Longman, 2001), p. 215.

Supporting idea underscores the writer's main idea by providing clarification of its meaning or evidence to corroborate.<sup>12</sup> It means supporting idea clarifies the topic sentence or main idea of a written passage.

#### 8. Vocabulary in context

Vocabulary in context question asks about the meaning of a word or phrase as it is used in the passage<sup>13</sup>. It means that, vocabulary in context question is a question that asks reader to determine the meaning of vocabulary.

Based on that explanation, it can be summarized that reading comprehension is a process in which the reader tries to understand the content of the text. Meanwhile, reading is getting information from the text. The readers read the text to get information about main idea, expression/idiom/phrase in context, inference (implied detail), grammatical (reference), detail (scanning for specifically stated detail), excluding fact not written, supporting idea, vocabulary in context. The readers describe those components by using their own language. Comprehension means skill to understanding the purpose and meaning of the text, that the readers understand the content of reading.

### C. Concept Of Teaching Reading Comprehension

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning.<sup>14</sup> It means that, teaching is a process for the learners to gain information from their learning activity. The teacher also should

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<sup>12</sup>Sandra Luna Mccune, et. al. *op.cit.* p. 13.

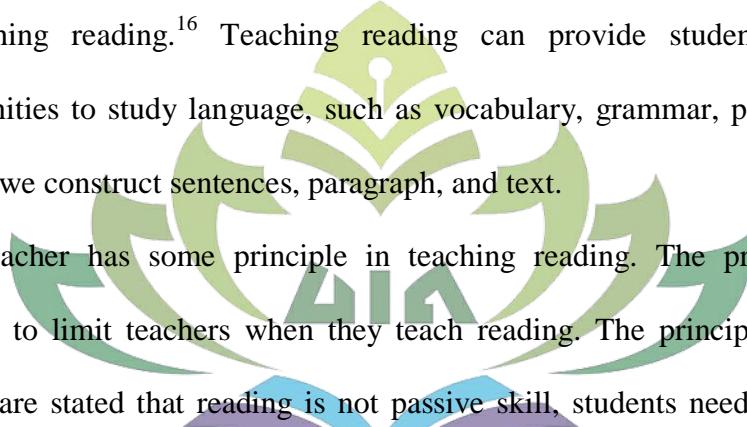
<sup>13</sup>H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education, 2004), p. 206.

<sup>14</sup> *Ibid.* p. 206

make the learning process more fun and interest to make the learners enjoy and comfortable in the learning reading process.

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good thing for English students.<sup>15</sup> It means that teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read.

During teaching reading process, we must pay attention about the principle of teaching reading.<sup>16</sup> Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph, and text.



Teacher has some principle in teaching reading. The principle can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that reading is not passive skill, students need to be engaged with what they are reading, students should be encouraged to respond to the content of a reading text, not just to the language, prediction is major factor in reading, match the task to the topic, and good teacher exploit reading texts to the full.<sup>17</sup> So, in teaching reading teachers have a principle in which the principle that students should be involved with what they read, the teacher can give motivation so that students can understand the text reading, and the task must be in accordance with the topic discussed.

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<sup>15</sup>Jeremy Harmer, *How to Teach English (An Introduction to the Practice of English Language Teaching)*, (New York: Longman, 2007), p. 68.

<sup>16</sup>*ibid.* p. 68.

<sup>17</sup>*Loc.cit.* p. 101.

Based on that explanation, it can be summarized that the principle of teaching reading can improve the students reading skills and help the students become better readers. The six principles will give teachers food for thought and reflection as they consider their beliefs about how best to help their students become proficient foreign-language readers.

In teaching reading, the teacher should be planned as a part of a lesson; these three phases would be integrated into your instructional sequence and may include passage from the textbook, handouts of internet materials, primary documents, charts.

1. Pre-reading. It includes preparing the learner for reading by forming or activating relevant schema.
2. While-reading. It involves undertaking the task as set.
3. Post-reading. It can be varied, encompassing any follow up or exploitation of what has been read.<sup>18</sup>

It means that in teaching reading, the teacher should have or plan the stages of teaching reading which can make easier in teaching reading process, the stages that can be used in teaching reading are pre-reading, while-reading, and post-reading.

Based on those explanations, it can be informal that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know

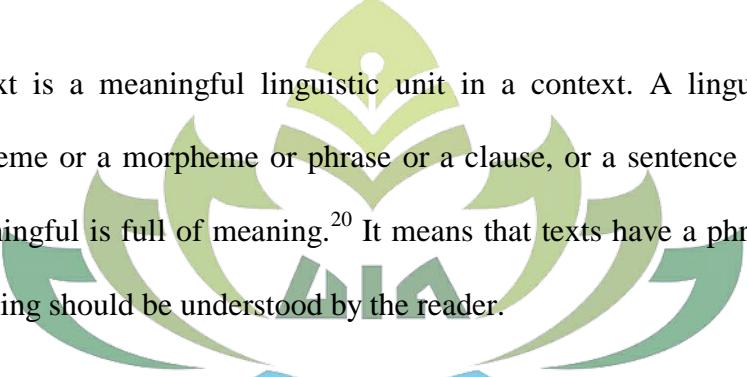
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<sup>18</sup>KeitJohnson, *An Introduction to ForeignLanguageLearning and Teaching*, (NewYork: Routledge, 2013), p. 149.

before. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

#### **D. Concept of The Text**

Creating a text requires us to make choice about the words we use and how we put them together. If we make the right choice then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).<sup>19</sup> It means that a text formed from the words that the preparation is done by powerful idea, so it has meaning.



A text is a meaningful linguistic unit in a context. A linguistic unit is a phoneme or a morpheme or phrase or a clause, or a sentence or a discourse. Meaningful is full of meaning.<sup>20</sup> It means that texts have a phrase, so it has a meaning should be understood by the reader.

According to Wallace in Hedgcock and Ferris, a text is a verbal record of communicative act.<sup>21</sup> It means that a text could either be written or a transcribed version of speech. Moreover, Hartono states that text is a unit of meaning which is coherent and appropriate for its context.<sup>22</sup> It means that is a set of some paragraph which has the coherent and appropriate ideas.

Based on that theory, it can be concluded that text is a unity of meaning that has relationships between words to one another. Form by words that are prepared

<sup>19</sup> Mark Anderson and Katty Anderson, *Text Types in English 2*, (South Yarra: MacMillan, 2003), p. 1.

<sup>20</sup> Sanggam Siahaan, *Generic Text Structure* (Yogyakarta: PT Graha Ilmu, 2007), p. 1.

<sup>21</sup> John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English: Students, Texts, and Contexts*, (New York: Routledge, 2009), p. 79.

<sup>22</sup> Rudi Hartono, *Genres of Text*, (Semarang: Unes, 2005), p. 4.

in accordance with the position of the word, can change the meaning and purpose of the text.

### **E. Types of The Text**

According to Siahaan, text is a meaningful linguistic unit in a context. In other words text is character and the words that have meaning. According to Anderson and Anderson, types of text in English are divided into several types.<sup>23</sup> However Gerot and Wignell classify the genre into thirteen types. They are:

1. Recount

It is a text to retell events for the purpose of informing or entertaining.

2. Report

It is a text to describe the way things are with reference to a range of natural, made and social phenomena in our environment.

3. Spoof

It is a text to retell an event with a humorous twist.

4. Analytical Exposition

It is a text to persuade the reader or listener that something in the case.

5. News Item

It is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

6. Anecdote

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<sup>23</sup> Mark Anderson and Kathy Anderson, *Text Types in English 2*, (South Yarra: Macmillan, 2003), p. 3-5.

It is a text to share with others an account of an unusual or amusing incident.

#### 7. Narrative

It is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

#### 8. Procedure

It is a text to describe how something is accomplished through a sequence of actions or steps.

#### 9. Description

It is a text to describe a particular person, place or thing.

#### 10. Hortatory Exposition

It is a text to persuade the reader or listener that something should or should not be the case

#### 11. Explanation

It is a text to explain the processes involved in the formation or working of natural or socio cultural phenomena.

#### 12. Discussion

It is a text to present (at least) two points of view about an issue.

#### 13. Reviews

It is a text to critique an art work or event for a public audience.<sup>24</sup>

Based on that explanation, it can be summarized that the types of the text there thirteen. The purpose of text type is explains when and why the reader or the

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<sup>24</sup> Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (New South Wales: Gerd Stabler, 1994), p. 192.

writer use the text. The text type is important for any work of summarization on it. It is easier to select the main ideas from certain types of texts and a text depends on their purpose, structure and language features.

## F. Concept of Descriptive Text

There are many kinds of text in English. Every text has the difference in definition, social function, language features, and generic structure. In this case the researcher will focus on descriptive text.

### 1. Defintion of Descriptive Text

Descriptive text is as painting pictures with words.<sup>25</sup> It means text descriptive is a picture or painting in the form of words or sentences. Gerot et.al in Mursyid states that descriptive text is a kind of text with a purpose to give information.<sup>26</sup> It means text descriptive has a purpose to provide information.



According to Friedman, a descriptive text is considered as the simplest and easiest writing form compared to narrative, recount, or procedure, particularly for the beginning writers.<sup>27</sup> It means descriptive text of the simplest form of writing but can dance readers attention.

According to Anderson and Anderson, descriptive text describes paricular person, a place, or things<sup>28</sup>. It means that descriptive text is designed specially

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<sup>25</sup>Rini Asrial, *Teaching Writing Descriptive Text by Combining Brainstorming and YChart Strategies at Junior High Schoolp*.6

<sup>26</sup>Imelda Wardani , Hasan Basri , Abdul Waris, *Improving The Ability In Writing Descriptive Text Through Guided-Questions Technique*, e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 1 2014, P.2

<sup>27</sup><http://nadyaelsyahar.blogspot.com/2015/12/descriptive-text.html/>, accesed on friday,september 28<sup>th</sup>, 2018, 8 p.m.

<sup>28</sup>Anderson, M and K Anderson. 2003. Text Types in English. New York:Mcmillan

about a person, a place, or thing. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

Based on definition of descriptive text from expert that, researcher can conclude that descriptive text is a text which says what a person or a thing is like.

## 2. Generic Structure

The generic structure of Descriptive text consist of identification and Description.

1. Identification is the part where writers of descriptive text identifies phenomenon to be described.
2. The description part describes parts, qualities, and characteristics.

Description text focuses on specific participants. It normally uses simple present tense.<sup>29</sup>

## 3. Grammatical Patterns

In this context, grammatical patterns mean the pattern of the grammatical often used in certain kind of the text. The grammatical patterns commonly used in descriptive text are :

1. Using attributive and identifying process.

(Her name is Dina. She is 7 years old.)

2. Relational process.

(My mum is really cool. She has long black hair)

3. Using specific noun.

(a very beautiful scenery, a sweet young lady, very thick fur).

4. Using figurative language.

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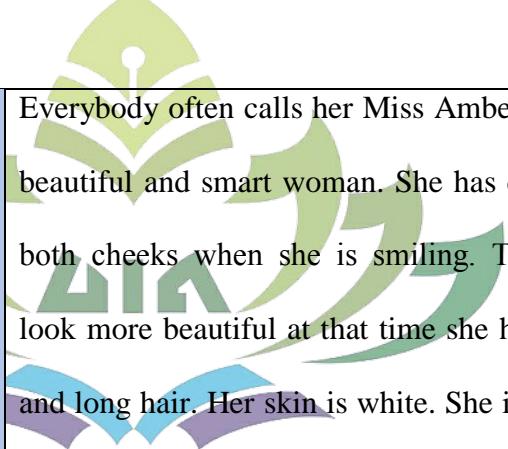
<sup>29</sup>Achmad Doddy, Ahmad Sugeng Effendi, *Developing English Competencies for Grade X Senior High School (SMA/MA)*, Pusat Perbukuan Departemen Pendidikan Nasional, 2008, P.117

(John is as white as chalk.)

5. Using simple present tense.

(This car is new.)<sup>30</sup>

There is example of descriptive text :

Identification	Hi guys, at this moment, I really want to tell you about someone who is really special in my English class. Who is that person ? That is about my English teacher. Her name is Emily Amber.
Description	 <p>Everybody often calls her Miss Amber. She is really beautiful and smart woman. She has dimples on her both cheeks when she is smiling. That's why she look more beautiful at that time she has brown eyes and long hair. Her skin is white. She is tall and slim. All students like her because she is kind person. Moreover, there are some male teachers who fall in love with her. They always try to attract her attention. That's fine because she is still single! Well, for me, she is my favorite teacher. She is so</p>

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<sup>30</sup>Deasy Yunita Siregar, *Students' Ability In Writing Descriptive Text For First Students Of Siyasah In The Syariah and Law Faculty*, Journal of Languange, Literature and Education Program Studi Pendidikan Bahasa Inggris FITK UIN SU Medan Vol. XII, No. 12, 2017, P.5

	patient in teaching her students. That's why I like her personality. <sup>31</sup>
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Based on the explanation above, is a clear description of people, place, objects, or event using appropriate details. And effective description will contain sufficient and varied elaboration of detail to communicate a sense of subject being described. Details used are usually sensory and selected to describe what the writer sees, smell, touches and tastes. .

## G. The General Concept of Teams Games Tournaments (TGT)

### 1. Definition of Teams Games Tournaments (TGT)



Team-Game-Tournament is one of the team learning designed by Robert Slavin for review and mastery learning of Material. Slavin has found that TGT increased basic skills, students' achievement, positive interactions between students' acceptance of mainstreamed classmates and self esteem.<sup>32</sup> Students learn material in class; this can be taught traditionally, in small groups, individually, using activities, etc. The heterogeneous Study Teams review the material, then students compete in academically homogenous Tournament Team.

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<sup>31</sup>LKS Prestasi, *Bahasa Inggris kelas 8 semester 1 kurikulum 2013*

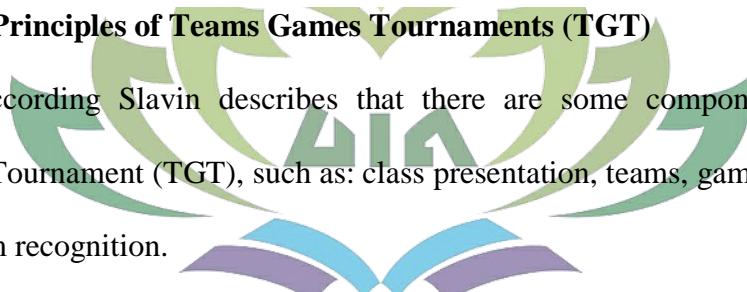
<sup>32</sup>Robert. E. Slavin, *Cooperatif Learning Teori, Riset, dan Praktik*, Nusa Media, (Bandung, 2015), p.163

TGT is one type of cooperative learning that places students in study groups of 5-6 students who have different abilities, gender, race or ethnicity. The teacher present the material and students work in their respective groups.<sup>33</sup>

The cooperative learning method of the Teams Game Tournament type was originally developed by David de Devries and Keath Edward. In this type students compete with member of other team teams to contributes points to their team score<sup>34</sup>

Based on explanation above, Team Game Tournament is a cooperative learning that contains academic tournaments involving the activities of all students who have different abilities.

## **H. The Principles of Teams Games Tournaments (TGT)**



According Slavin describes that there are some components of Teams Games Tournament (TGT), such as: class presentation, teams, games, tournament, and team recognition.

1. Class presentation. At the beginning of the lesson, the teacher present the material. This activity is usually done by direct instruction or by a teacher – led lecture. At the time of presenting this class, the student should really pay attention and understand the material presented by the teacher, as it will help the students work better during group work and at the time of game because game score will determine group score.

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<sup>33</sup> Rusman, *Model-Model Pembelajaran Mengembangkan Profesionalisme Guru*, (Jakarta, PT. Raja Grafindo Persada, 2016), p. 224

<sup>34</sup> Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, Kencana Prenada Media Group,( Jakarta, 2012), p. 32

2. Study Teams. Teams usually consist of 4 to 5 students whose members are heterogeneous in terms of academic achievement, gender, and race or ethnicity. The group function is to deepen the material with the groups' friend and more specifically to prepare the group members to work properly and optimally during game.
3. Games, the games consist of question relevant to the material, and is designed to test students' knowledge of classroom presentation and group learning. Most game consist of simple numbered question. This game is played on the table of the tournament or race by 3 students representing the team or group respectively. The student selects the numbered card and tries to answer the question according to the number. Students who correctly answer the question will get a score. These scores are later collected for a tournament or weekly race.
4. Tournaments. Turnaments are learning structure, where games happen. Usually tourmanets are done at the end of the week or on each unit after the teacher makes a class presentation and the group is already working on the students worksheet. The teacher first tournament or contest divides the students into several tournmament or race table. The three highest students of this achievement are group on table 1, the next three students on table II, and beyond.
5. Team Recognition. After the tournament or race ends, the teacher then announces the winning group, each team will get a certificate or prize if the average score meets a predetermined criteria. Teams get the nickname

“Super Team” if the average score 50 or more , “Great Team” if the average reaches 50-40 and “Good team” if the average less than 40. This can please the students for the achievement they have made.<sup>35</sup>

Based on explanation above, there are several components of team game tournament. Class presentation is all about teacher performance in presenting the lesson. The students will be grouped into 4 to 5 students who come from different ability race, gender and so on. They will compete against each other in academic games which the winner will be given an award or recognition.

## **I. The Procedures of Teams Games Tournaments**

According to Slavin there are four steps in teaching learning through Teams Games Tournament (TGT), as follow :

### a. Class Presentation

The researcher prepares all of the materials, worksheet, and media to teach the students. The researcher teach descriptive text as a course material in teaching learning process.

### b. Teams

The teacher assigns the students to four or five members' teams. Each team should be heterogeneous. Here, teacher will give the students a text to read and discussion with their group to understand the text. They will prepare to tournament with the other group.

### c. Games Tournament

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<sup>35</sup> Robert Slavin, *Op.Cit*, p 166-174

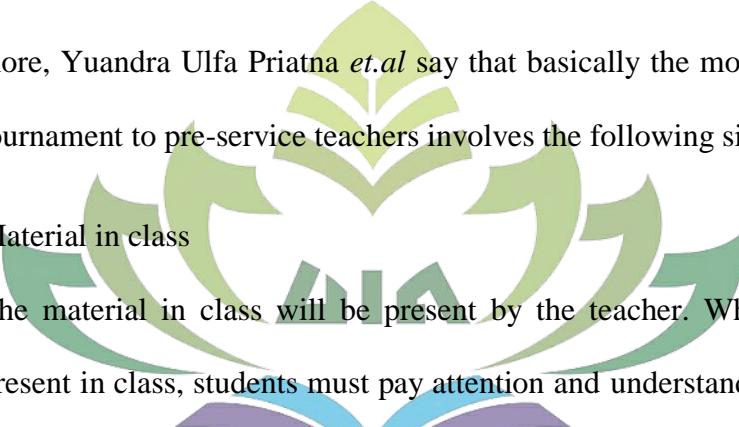
In this game every student who competes is a representative group. The Students who represent the group placed in the tournament tables. Each tournament table occupied by some students from different groups with equal ability. The game begins by taking the cards matter (Question card) by students.

d. Teams Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria.<sup>36</sup>

Furthermore, Yuandra Ulfa Priatna *et.al* say that basically the modeling of Team Game Tournament to pre-service teachers involves the following six stages :

a. Material in class



The material in class will be present by the teacher. When the teacher present in class, students must pay attention and understand by the teacher because it will help them when discussing with group and during the game.

b. Team

Usually consist of four until five students. Group functional in general to work together answering questions at the time the game goes on to become a winner in the game

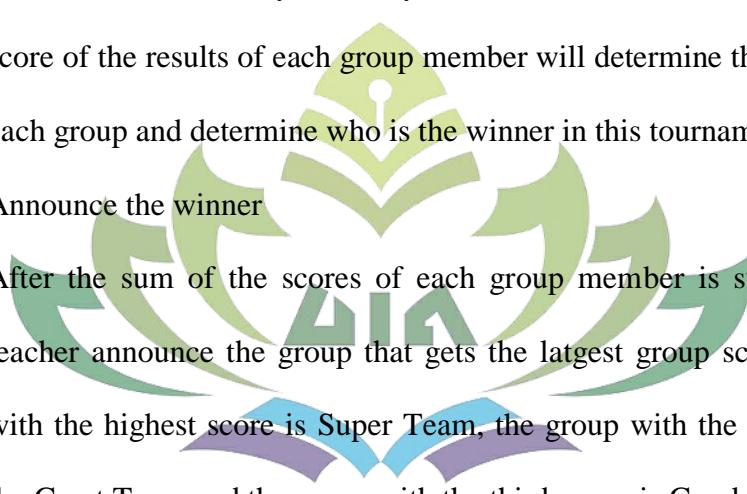
c. Game Tournament

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<sup>36</sup> Robert E. Slavin, *Cooperative Learning : Teori, Riset, dan Praktik.*( Nusa Media, Bandung, 2015), p.170

At the stage of the game consist on several questions made to test students' knowledge of class presentation and study group. Most game consist of very simple question. Students choose number card and try to answer question that are in number order that card. Students who answer question correctly will get score. Tournament in Team Game Tournament there are many types. The tournament is guided by the teacher. This tournament contains the material taught. The tournament that will be carried out in this study is one by one tournament or one on one. From the score of the results of each group member will determine the final score of each group and determine who is the winner in this tournament.

d. Announce the winner



After the sum of the scores of each group member is summed up, the teacher announce the group that gets the latgest group score. The group with the highest score is Super Team, the group with the second score is the Great Team and the group with the third group is Good Team.<sup>37</sup>

Based on some theories of stages team game tournament which has been explained previously, there are four application in team game tournament that was :

Class presentation, Team, Game Tournament, and Team Recognition or announce the winner. According to this, the researcher is interesting in using procedure of team game tournament as follows :

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<sup>37</sup> Yuandra Ulfa Priatna, et.al. *Penerapan Metode Team Games Tournament dalam pembelajaran menemukan informasi secara cepat dari berbagai teks khusus melalui membaca memindai*. Jurnal Pena Ilmiah Vol. 2, No. 1 (2017)

a. Class presentation

The researcher prepares all of the materials, worksheet, and media to teach the students. The researcher teach descriptive text as a course material in teaching learning process.

b. Team

The teacher assigns the students to four or five members' teams. Each team should be heterogeneous. Here, teacher will give the students a text to read and discussion with their group to understand the text. They will prepare to tournament with the other group.

c. Game Tournament

At the stage of the game consist on several questions made to test students' knowledge of class presentation and study group. Most game consist of very simple question. Students choose number card and try to answer question that are in number order that card. Students who answer question correctly will get score. Tournament in Team Game Tournament there are many types. The tournament is guided by the teacher. This tournament contains the material taught. The tournament that will be carried out in this study is one by one tournament or one on one. From the score of the results of each group member will determine the final score of each group and determine who is the winner in this tournament.

d. Announce the winner

After the sum of the scores of each group member is summed up, the teacher announce the group that gets the largest group score. The group

with the highest score is Super Team, the group with the second score is the Great Team and the group with the third group is Good Team

## **J. The Advantages and Disadvantages of Teams Games Tournaments (TGT)**

### **a. Advantages of Teams Game Tournament**

As one of teaching method in teaching and learning process, Team Game Tournament has some advantages as follows :

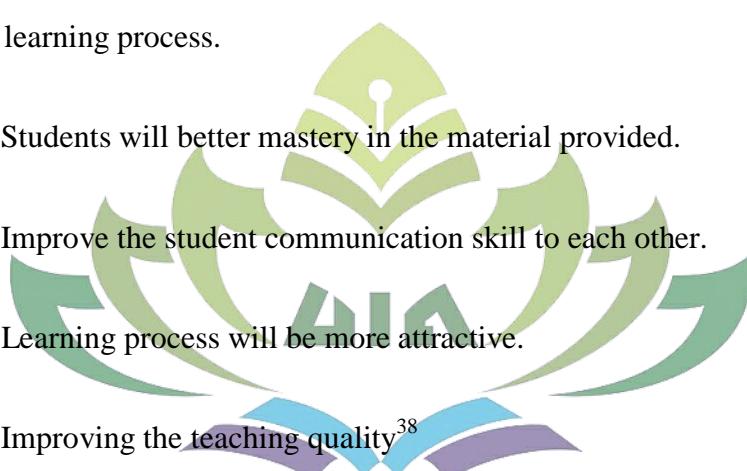
- 1) Students are more active and can interact in the small group during the learning process.

- 2) Students will better mastery in the material provided.

- 3) Improve the student communication skill to each other.

- 4) Learning process will be more attractive.

- 5) Improving the teaching quality<sup>38</sup>



It can be conclude that teaching learning using Teams Games Tournament (TGT) method, the students more active and in teaching learning process more attractive.

### **b. The Disadvantages of Teams Games Tournaments (TGT)**

Teams Games Tournament (TGT) also has some disadvantages for some side in teaching and learning, such as :

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<sup>38</sup> Sugeng Prasetyo. *The Usage of Teams Game Tournament Method in Teaching Vocabulary in Elementary School.* (Universitas Muhammadiyah Purworejo. 2012)

- 1) It is difficult to know whether students can solve problems in intellectual or team work.
- 2) It takes a long time during the process.<sup>39</sup>

It can be concluded that teaching learning using Teams Games Tournament (TGT) method take a long time because they have to join with their group until they understand

## **K. Concept Grammar Translation Method**

Grammar Translation Method is a way of studying a language that approaches the language detail analysis of its grammar rules, followed by application of this knowledge through the task of translating sentences and text into and out of the target language.<sup>40</sup> It is derived from traditional approaches to teach of Latin and Greek in the nineteenth century.

In other hand, Larsen states that grammar translation method was used for the purpose of helping students read appreciate foreign language literature<sup>41</sup>. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with grammar of their native language and that this familiarity would help the speak and write their native language better.

It can be concluded that grammar translation method is a foreign language teaching method that approaches the language detail analysis of its grammar rules for the purpose of helping students read and appreciate foreign language literature.

<sup>39</sup> *ibid*

<sup>40</sup> Jack C. Richard, and Theodore S. Rogers. *Approach and Method in Language Teaching*. Cambridge: (Cambridge University Press.1999), p. 23

<sup>41</sup> Larsen Diane Freeman. *Techniques and Principles in Language Teaching*. (Oxford: Oxford University Press.2000), p.32

## **L. Procedure of Using Gramar Translation Method**

The procedure Grammar Translation Method can be applied as follows :

1. Teacher give the text to students
2. Students read a text and translate the passage from target language to their mother tongue
3. The teacher asks students in their native language if they have any question, students ask questions and the teacher answer in their native language.
4. Students write out the answer to reading comprehension questions
5. Students translate new words from the target language to their mother tongue.
6. Students are given a grammar rule and based on the example they apply the rule by using the new words.
7. Students memorize vocabulary
8. The teacher asks students to state the grammar rule errors are corrected by providing the right answer.<sup>42</sup>

## **M. Advantages and Disadvantages of Grammar Tranlation Method**

### **a. Advantages of Grammar Tranlation Method**

Larsen state that there are some strong points of grammar translation method and these are also the objective of the method itself, they are:

- a. The ultimate objective is to be able to read, understand, and appreciate written target literature.

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<sup>42</sup> Ibid

b. Through the study of the grammar of the target language, the students will be more familiar with the grammar of their mother tongue. This familiarity will help them speak and write their native language better.

c. It was thought that foreign language learning would help students grow intellectually. Language learning is a mental exercise, learning foreign language is a good mental exercise for students. Learning of the target language and the mother tongue empower students mentally (it was recognized that students would probably never use the target language, but the mental exercise of learning it would be beneficial anyway).<sup>43</sup>

### **b. Disadvantages of Grammar Translation Method**

Larsen states that the weak points of grammar translation method are :

- a. The teacher has authority in the classroom.
- b. Most of the interaction in the classroom is from the teacher to the students. There is little students initiation and little students-students interaction.
- c. There is much less attention given to speaking and listening skills.
- d. Grammar is taught deductively, so the students can not think creatively to find out the rule based on the examples.<sup>44</sup>

### **N. Frame of Thinking**

Reading is one of important skills for students. Reading is a tool of communication between text and reader, while comprehension is an important in reading because without comprehension in reading, the reader cannot get the point

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<sup>43</sup> Ibid

<sup>44</sup> Ibid

from reading text. Many students find difficulties in comprehension of English text. To solve this problem the teacher should use suitable method in the reading teaching and learning process.

TGT can help students to trigger their critical thinking towards the given topic from the teacher. TGT gives students the opportunity to solve problems by working together. The TGT method can train students' reading skills especially in descriptive textual material, because in this method students are required to combine in pairs for problems given by the teacher by one student as the listener and the other solver, the solver game is reading descriptive text which contains the problem and the listeners provide information to the solver to solve a problem that is in the descriptive text, and can be used as an offender and breaker. With so the ability to read students can be increased because the role as a breaker should be smooth when listeners and listeners will provide advice so students will be familiar with English and can make it easier for students to read.

Based on that explanation, the researcher concluded that TGT towards reading comprehension will increase students' motivation to learn, help the students to understand the information from the text, and the students also will bring into interesting situation and enjoyable situation.

## **O. Hypothesis**

Based on the frame of thinking, the researcher proposed hypotheses as follows:

H<sub>a</sub> :There is significant influence of using Team Game Tournament towards students' reading comprehension in descriptive text at the regular eighth grade of MTsN 2 Bandar Lampung.

H<sub>0</sub>:There is no significant influence of using Team Game Tournament toward students' reading comprehension in descriptive text at the regular eighth grade of MTsN 2 Bandar Lampung

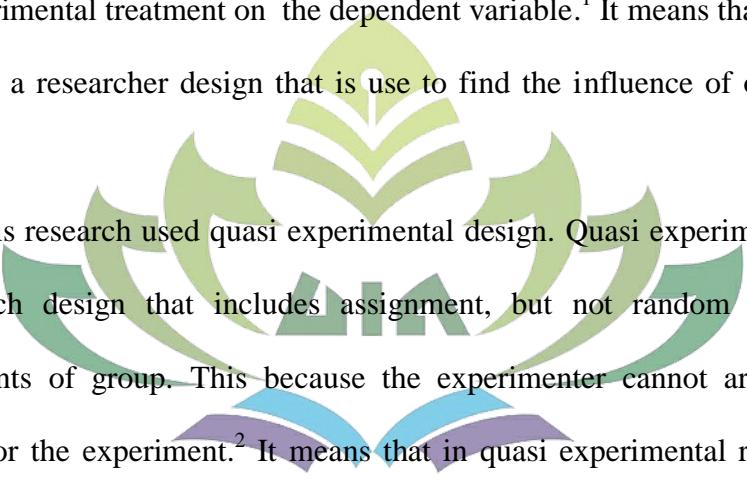


## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Design**

This research was quantitative based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.<sup>1</sup> It means that experimental design is a researcher design that is used to find the influence of one variable to another.



This research used quasi experimental design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants of group. This because the experimenter cannot artificially create groups for the experiment.<sup>2</sup> It means that in quasi experimental research design cannot take only few groups as samples because it can interfere learning process.

In this research, the researcher selected two classes, one is control class and the other is the experimental class. The researcher used pre-test and post-test group design.<sup>3</sup> The research design can be present in table:

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<sup>1</sup>Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education, (8<sup>th</sup> Edition)*, (Belmont: Wadsworth Cengage Learning, 2002), p. 301.

<sup>2</sup>John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p.309

<sup>3</sup> *Ibid*, p. 310

**Table 3**  
**Pre and Post-test Design**

Select experimental group	= T <sub>1</sub>	X	T <sub>2</sub>
Select control group	= T <sub>1</sub>	O	T <sub>2</sub>

Note:

- X : Treatment by using Team Game Tournament
- O : control class by using Grammar Translation Method
- T<sub>1</sub> : Pre-test
- T<sub>2</sub> : Post-test<sup>4</sup>

In this research, the researcher selected experimental group and control group and then, gave pre-test to know students basic skill in reading comprehension in descriptive text. After the researcher gave pre-test, the researcher gave treatment to experimental class and control class. Treatment by using Team Game Tournament can be used to experimental class and control class used Grammar Translation Method. At the end of the research, the researcher gave post test in order to know students' achievement after using Team Game Tournament.

## B. Variable of The Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization studied.<sup>5</sup> There were two variables in this research namely: independent variable and dependent variable. An independent variable is presumed to effect (at least partly cause) or somehow influence at least one other variable. The dependent variable "depends on" what the independent variable

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<sup>4</sup>Ibid. p. 310

<sup>5</sup>Ibid, p. 112.

does to it, how it affects it.<sup>6</sup> The independent variable of this research is Team Game Tournament (X), and the dependent variable is students' reading comprehension on descriptive text (Y).

### **C. Operational Definition of Variable**

The operational definition of variable is used to describe the variables which are used in this research to avoid misconception of variable present in this research. It is also aimed with in other the research that has clarity about the data needed, so the researcher investigated the data that was realted with variables of this reseach. The operational definition of variable of this research are follows:

#### **1. Independent Variable (X)**

Team Game Tournament is a cooperative learning that contains academic tournaments involving the activities of all students who have different abilities. This is a good method for introducing a topic having students engage in semi structured conversations about important issues in the field.

#### **2. Dependent Variable**

Students' reading comprehension in descriptive text is the students' ability to get meaning of the text in the form of past event whose purpose is to describe or to entertain the reader by giving a description of what happened and when it happened and comprehend the text in order that the student are able to answer the question and have good understanding of main idea, inferences, grammatical

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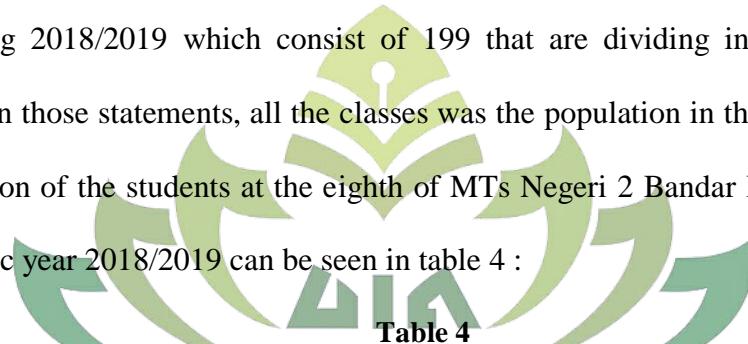
<sup>6</sup>Jack R, Fraenkel and Norman E. Wallen, *How to Design Evaluate Research in Education*, (New York: McGraw-Hill, 2008), p. 42.

features, detail, excluding facts, not written, supporting ideas and vocabulary in context.

## **D. The Population, Sample and Sampling Technique**

### **1. Population**

According to Creswell, a population is a group of individuals who have the same characteristic; the target population is a group of individuals or a group organization with the same common defining characteristics.<sup>7</sup> The population of this research is all the students at the eighth grade of MTs Negeri 2 Bandar Lampung 2018/2019 which consist of 199 that are dividing into five classes. Based on those statements, all the classes was the population in this research. The population of the students at the eighth of MTs Negeri 2 Bandar Lampung in the academic year 2018/2019 can be seen in table 4 :



**The Population of The Students at The Eighth Regular Grade of MTs Negeri 2 Bandar Lampung in the academic year 2018/2019**

<b>No.</b>	<b>Class</b>	<b>Genders</b>		<b>Total</b>
		<b>Male</b>	<b>Female</b>	
1.	VIII E	19	21	40
2.	VIII F	22	17	39
3.	VIII G	13	27	40
4.	VIII H	25	15	40
5.	VIII I	12	28	40
<b>Total</b>		<b>91</b>	<b>108</b>	<b>199</b>

*Source: Document of MTs Negeri 2 Bandar Lampung in the Academic Year 2018/2019*

### **2. Sample**

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population.<sup>8</sup> In this research, the researcher

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<sup>7</sup>*Ibid*, p. 142.

<sup>8</sup>*Ibid*, p. 105.

took two classes as the sample of the research, VII G as the experimental class, and VIII I as control class.

### **3. Sampling Technique**

In this research, the researcher applied cluster random sampling technique for choosing experimental and control class because the population is in groups. Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected; the sampling unit is a group rather than an individual.<sup>9</sup> It means that cluster random sampling is a method of performing population surveys through the selection of different clusters. The step in determining the experimental class and control class as follows:

1. The researcher wrote the name of class in a small piece of paper.
2. Then the paper rolled and put into a glass. Then, the glass was shaken.
3. The researcher took two pieces of the rolled paper randomly.
4. Then the first paper as the experimental class and the second paper as the control class.

### **E. Data Collecting Technique**

In data collecting technique, the researcher used the following technique:

#### **1. Pre-test**

Pre-test is to know the result of the students before treatment in the class. The researcher got pre-test result in form multiple choices for control and experimental class. The students answer the question on the answer sheets. Then the researcher did the scoring based on their answers on the test. In pre-test the students were

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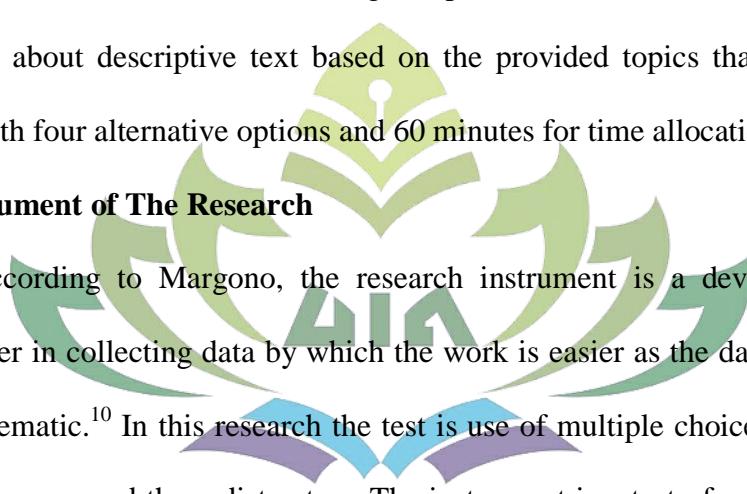
<sup>9</sup>Ibid, p. 97.

asked to answer reading comprehension test in form multiple choice questions about descriptive text based on provided topics that consist of 20 items with four alternative options and 60 minutes for time allocation.

## 2. Post-test

It is final of the learning, the researcher given the students same question. In test allotment of the test is for control class and experimental class. So, the researcher can know the influence by after treatment and before treatment. In post-test the students were asked to answer reading comprehension test in form multiple choice question about descriptive text based on the provided topics that consist of 20 items with four alternative options and 60 minutes for time allocation.

## F. Instrument of The Research



According to Margono, the research instrument is a device used by the researcher in collecting data by which the work is easier as the data are complete and systematic.<sup>10</sup> In this research the test is used of multiple choice tests with one correct answer and three distractors. The instrument is a test of pre-test and post-test that each consists of 40 questions of reading comprehension on descriptive text. Brown said that there are some criteria commonly used in measuring students' reading comprehension, they are: main idea, expression/idiom/phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in

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<sup>10</sup>Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2007), p. 155.

content.<sup>11</sup> The specification of pretest and post-test for try out can be seen in table 5 :

**Table 5**  
**Specification of try out for pre-test and post-test before validity**

N o	Aspects	Items Number					
		Pre-test			Post-test		
		Odd	Even	Total	Odd	Even	Total
1.	Main Idea/topic	4, 2, 6	21, 27	5	6, 14, 16	19, 32	5
2.	Expression/idiom/phrase in context	22, 26, 40	23, 31	5	2, 24, 28		3
3.	Inference (implied detail)	20, 24	11, 13, 17, 19, 25	7	40	7	2
4.	Grammatical features (reference)	15, 25, 27	13	4	26	21, 29, 31	4
5.	Detail (scanning for a specifically stated detail)	2, 20, 32	1, 3, 19, 35	7	4, 8, 10, 12, 22	3, 5, 9, 11, 23, 27	9
6.	Excluding facts not written	10, 18,	9	3	20, 36	35	3
7.	Supporting idea	8, 38	29, 37, 39	5	34, 47	1, 7, 15, 25, 30, 33	8
8.	Vocabulary in context		7, 5, 15, 33	4	18, 40	13, 39	4
Total		19	21	40	18	22	40

From the Table 5, the main idea consists of 5 numbers pre-test. They were number 4, 2, 6, 21, and 27. While, 5 numbers of post-test. They were 6, 14, 16, 19, and 32. The expression consist 5 numbers pre-test. They were numbers 22, 26, 40, 23, and 31. While, 3 numbers of post-test. They were number 2, 24, and 28. The inference consists of 7 numbers pre-test. They were number 20, 24, 11, 13, 17, 19, and 25. While, 2 numbers of post-test. They were number 7 and 40. The grammatical feature for pre-test consists of 4 numbers. They were number 15,

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<sup>11</sup> H. Douglas Brown, *Language Assessment: Principle and Classroom Practice*, (New York: Pearson Education, 2004), p. 206.

25, 27, and 13. While, 4 numbers of post-test. They were number 26, 21, 29, and 31.

Detail consists of 7 numbers pre-test. They were number 2, 20, 32, 1, 3, 19, and 35. While, 9 numbers of post-test. They were number 4, 8, 10, 12, 22, 3, 5, 9, 11, 23, and 27. The excluding fact not written consists of 3 numbers pre-test. They were number 10, 18 and 9. 3 numbers of post-test. They were number 20, 36, and 35. The supporting idea consists of 5 numbers pre-test. They were number 6, 8, 38, 29, 37, and 39. While, 8 numbers of post-test. They were 34, 37, 1, 7, 15, 25, 30, and 33. The vocabulary context consists of 4 numbers pre-test. They were number 7, 5, 15, and 33. While, nothing numbers of post-test. So the total number is 40 of pre-test and 40 of post-test.

**Table 6**  
**Table Specification of Pre-test and Post-test after try out**

No	Aspects	Items Number					
		Pre-test			Post-test		
		Odd	Even	Total	Odd	Even	Total
1.	Main Idea/topic	4	21	2	2, 6, 14, 16		4
2.	Expression/idiom/ phrase in context	26, 40	23, 31	4	38		1
3.	Inference (implied detail)	14	25, 17	3		15	1
4.	Grammatical features (reference)	27	15, 27	3		29, 31	2
5.	Detail (scanning for a specifically stated detail)	36	19, 35	3	4, 8, 10, 12, 22	3, 27	6
6.	Excluding facts not written	18		1	20, 36		2
7.	Supporting idea	6	37	2	34		1
8.	Vocabulary in context	28	7	2	18, 40		2
Total		9	11	20	13	7	20

From the Table 6, the main idea consists of 2 numbers pre-test. They were number 4 and 21. While, 4 numbers of post-test. They were number 6, 14,

16 and 2. The expression consist 4 numbers pre-test. They were number 26, 40, 23 and 31. While, 1 number of post-test was 38. The inference consists of 3 numbers pre-test. They were number 14, 17, and 25. While, 1 number of post-test. Tht was number 15. The grammatical feature consists of 3 numbers. They were number 23, 15, and 27. While, 2 numbers of post-test. They were number 29 and 31

Detail consists of 3 numbers pre-test. They were number 36, 19 and 35. While, 6 numbers of post-test. They were number 4, 8, 10, 12, 22, 3, and 27. The excluding fact not written consists of 1 numbers pre-test. They were number 18. 2 number post-test they were number 20 and 36. The supporting idea consists 2 numbers of pre-test. They were number 6 and 37. While, 1 number of post-test was 34. The vocabulary context consists of 2 numbers pre-test. They were number 7 and 28. While, 2 numbers of post-test. They were number 18 and 40. So the total number is 20 of pre-test and 20 of post-test

## **G. Research Procedure**

In this research, the researcher was conducted three steps, they were as follows :

### **1. Planning**

Before the researcher applied the research procedure, the researcher made some planning to run well, there are some steps that plan by the researcher. The procedure of this research can be seen as follows:

#### **a. Determining the subject**

The researcher determined the subject. In this case the researcher chose the regular eighth grade of MTs Negeri 2 Bandar Lampung as the

subject of the research, one class as experimental class and the other one as the control class.

b. Preparing try-out

The researcher prepared a kind of test (called try-out test) that test was given to the students. The total number of test is 40 items. The try out administered in 80 minutes. The researcher evaluated the test items to get the good items for pre-test and post-test.

c. Preparing the pre-test

The researcher prepared a kind of test (called pre-test) that was given to the students at control and experimental class. This test was given by researcher before the students got treatment. The researcher used the instruments which have already been tried out before.

d. Determining the material to be taught

After giving pre-test to students, the researcher determined the materials that was taught the students that is reading comprehension of descriptive text.

e. Preparing the post-test

The researcher prepared a kind of test (called post-test) that was given to the students at control class and experimental class. By giving the post-test, the researcher knew what the students comprehend their reading text or not.

## 2. Application

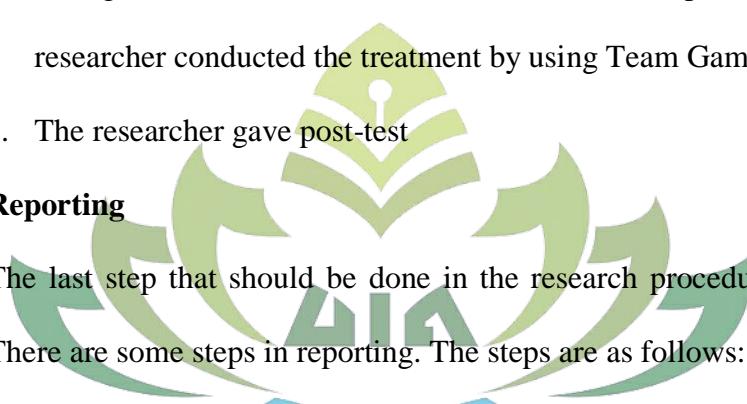
After making the planning, the researcher tried to apply some procedure that had been already planned. There are some steps in doing this research:

- In the first meeting, the researcher gave pre-test to students. This test in the form of descriptive text that consist of 20 items.

- After giving the pre-test, the researcher conducted the treatment in control class and experimental class. In control class the treatment through Grammar Translation Method. While in experimental class, the researcher conducted the treatment by using Team Game Tournament.

- The researcher gave post-test

## 3. Reporting



The last step that should be done in the research procedure is reporting.

There are some steps in reporting. The steps are as follows:

- Analyzing the data received from try-out
- Analyzing the data received from pre-test and post-test.
- Making report based on the findings.

## H. Scoring Procedure

Before getting the score, the researcher determines the procedure to use in scoring the students work. In order to that, the researcher use Arikunto's formula.<sup>12</sup> The ideal highest score is 100. The score of post test was be calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

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<sup>12</sup>Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bina Aksara, 1989), p. 271.

Notes:

- S = Score of test
- r = Total of right answer
- n = Total items

## I. Validity and Reliability of The Test Instrument

According to Arikunto, he says that validity is measurement which shows the level of validity or the real instrument. A valid instrument has a high validity.

On the other hand, the instrument which lack of valid has low validity.<sup>13</sup> While Bambang Setyadi says that generally, validity is measurement to show how far the measurement measures something that must be measured.<sup>14</sup> In this research there are several aspects considered to measure validity of test. They are :

### 1. Validity of The Test

A good test is the test that has validity. The validity test is conducted to check whether the test measures what is intended to be measured.<sup>15</sup> It means that a good test must have validity so the test can measure the aspects that will be measured. To measure whether the test has good validity or not, the researcher use the content and construct validity.

#### a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful

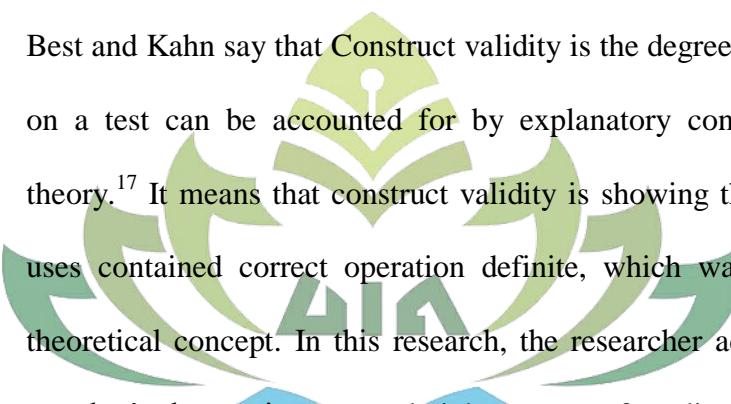
<sup>13</sup> *Ibid*

<sup>14</sup> Ag. Bambang Setyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing: Pendekatan Kuantitatif dan Kualitatif*, Jogjakarta: Graha Ilmu, 2006, p. 22

<sup>15</sup> Arthur Hughes, *Testing for Language Teacher*, (2<sup>nd</sup> Edition), (Cambridge: Cambridge University Press, 2003), p.26.

examination of course textbook, syllabus, objectives, and judgments of subject matter specialists.<sup>16</sup> It means that content validity is the level validity of the instrument that can be taken from course textbook, syllabus, objectives and the judgments of subject matter specialists. To get content validity, the test adapts with the textbook and based on the syllabus for the eighth grade of junior high school. It was appropriate with syllabus in KD 3.10, KD 4.11, KD 4.12.

#### b. Construct Validity



Best and Kahn say that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.<sup>17</sup> It means that construct validity is showing the measurement uses contained correct operation definite, which was based on the theoretical concept. In this research, the researcher administrated the test that's the scoring covered eight aspects of reading they are ; main idea, grammar, vocabulary, detail, excluding facts not written. The researcher conducted validity of the test and consulted to the English teacher of MTs Negeri 2 Bandar Lampung, Mrs. Isnaini Romadhna, M.Pd as validator, for determining whether the test has obtained construct validity or not.

The researcher did construct validity by consulting to the English teacher on April 26<sup>th</sup>, 2019. After the teacher analyzed the instruments

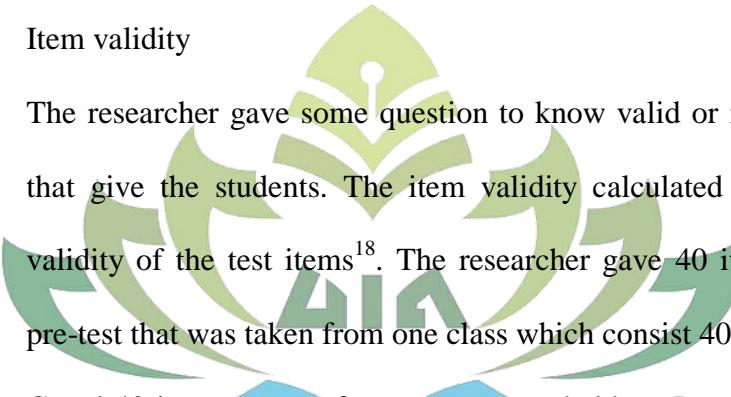
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<sup>16</sup>John W Best and James V. Kahn, *Research in Education* (7<sup>th</sup> edition)(New Delhi: Prentice Hall, 1995)

<sup>17</sup>John W. Best and James V. Kahn, *Research in Education* (7<sup>th</sup>Edition) (New Delhi: Prentice Hall, 1995), p. 219.

and she concerned that the instruments have covered all aspects measured, direction and instruction of test intruments were clear enough, the time allocation was quite effective, the assesment rubric has covered all aspects and indicators measured, the assesment rubric quite understandable furthermore, she said that the content must be fixed and correct the typo thus the researcher fixed and typos. The researcher gave try out for pre-test that was taken from one class which consist 40 students in VIII G. The number item was 20 items

### c. Item validity



The researcher gave some question to know valid or not the question that give the students. The item validity calculated to measure the validity of the test items<sup>18</sup>. The researcher gave 40 items try out for pre-test that was taken from one class which consist 40 students in VIII G, and 40 items try out for post-test was held on June 14<sup>th</sup>, 2019. The number of items was 20 items. Then, the researcher evaluated the test items to get good items that were tested in test.

## 2. Reliability of The Test

Reliability means that the data can be reliable. Reliability refers to the consistency of test score. According to Creswell, reliability means that scores from an instrument are stable and consistent.<sup>19</sup> Reliability refers to consistency of the test. Reliability means that scores from an instrument are consistent and reliable.

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<sup>18</sup> Glend Fulcher and Fred Davinson, *Language Testing and Assessment*, (New York: Rouleuge 2007), p.56

<sup>19</sup> John W. Creswell, *Op.Cit.* p.159.

The researcher used SPSS (Statistical Package for the Social Sciences).

The tests of reliability employ Cronbach Alpha. In this research will be used to calculate with the reliability of the test. Below are the criteria of reliability test. The criteria of reliability test are:

- 0.800 – 1.000 = Very high
- 0.600 – 0.800 = High
- 0.400 – 0.600 = Medium
- 0.200 – 0.400 = Low
- 0.00 – 0.200 = Very Low<sup>20</sup>

**Table 7**  
**The result of reliability pre test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.788	20

Based on Table 7, it can be seen that result of Cronbach's Alpha pre-test was 0.788. it means that the result Cronbach's Alpha was high reliability

**Table 8**  
**The result of reliability post-test**

Reliability Statistics	
Cronbach's Alpha	N of Items
.842	20

Based on Table 8, it can be seen that result of Cronbach's Alpha pre-test was 0.842. it means that the result Cronbach's Alpha was very high reliability

## J. Data Analysis

After collecting the data, the researcher analyzed the data using independent sample T-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

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<sup>20</sup>Bambang Setyadi, *Op.Cit*, p.167

## 1. Fullfiment the Assumptions

Parametic statistical significance tests, such as analysis of variance and least squares regressions are widely use by researcher in many disciplines, including, statistics parametric tests to produce accurate results, the assumption underlying them such as normality and homogeneity test must be satisfied

### a. Normality Test

To analyze the data, the researcher needs to test the data distribution, whether it is normal or not. The researcher needs to know the data are normally distributed or not so that the researcher could decide what type of test that would be used to test the hypothesis of the research later. In this research, the researcher will be test normaity of test by using *SPSS (Statistical Package for the Social Sciences)*. The test of normality employed Shapiro Wilk. While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

The hypotheses for the normality test will be formulated as follows:

$H_0$ : The data are normally distributed.

$H_a$ : The data are not normally distributed

### b. Homogeneity Test

Homogeneity test is use to determine whether the data obtain from the sample homogeneous or not. In this research, the researcher use *SPSS (Statistical Package for the Social Sciences)* for homogeneity test.

The hypotheses for the homogeneity tests are formulated as follows:

$H_o$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

$H_o$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

## 2. Hypothetical Test

In this research, the researcher used formulation independent sample T-test.

The researcher use SPSS (Statistical Package for The Social Sciences).

The hypotheses are:

$H_a$ : There is significant influence of using Team Game Tournament towards students' reading comprehension in descriptive text at the regular eighth grade of MTs Negeri 2 Bandar Lampung.

$H_o$ : There is no significant influence of using Team Game Tournament towards students' reading comprehension in descriptive text at the regular eighth grade of MTs Negeri 2 Bandar Lampung.

While the criteria of acceptance or rejections of hypothesis are:

$H_a$  is accepted if  $\text{Sig.} \leq \alpha = 0.05$

$H_o$  is accepted if  $\text{Sig.} > \alpha = 0.05$

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

#### **A. Result of the Research**

The research was aimed to know whether there is significant influence of using team game tournament toward reading comprehension in descriptive text at the regular eighth grade of MTs Negeri 2 Bandar Lampung in academic year 2018/2019. The total number of the sample was 80 students, two classes were chosen as control class and experimental class.

The researcher got the data in the form of score. The score was derived from pre-test and post-test. The pre-test was held on April 19<sup>th</sup>, and post-test on June 14<sup>th</sup> 2019. In pre-test, the researcher gave the task for the students before treatment and in the post test; the researcher gave the task for students to answer the question after treatment.

After doing the research, the researcher got the result of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class.

#### **1. Result of Pre-test in Experimental Class**

The researcher conducted Pre test in order to know students' ability before treatment. The pre-test was administered on April 26<sup>th</sup>, 2019. The scores of students' descriptive text tested in pre-test in the experimental class could be seen in Figure 1:

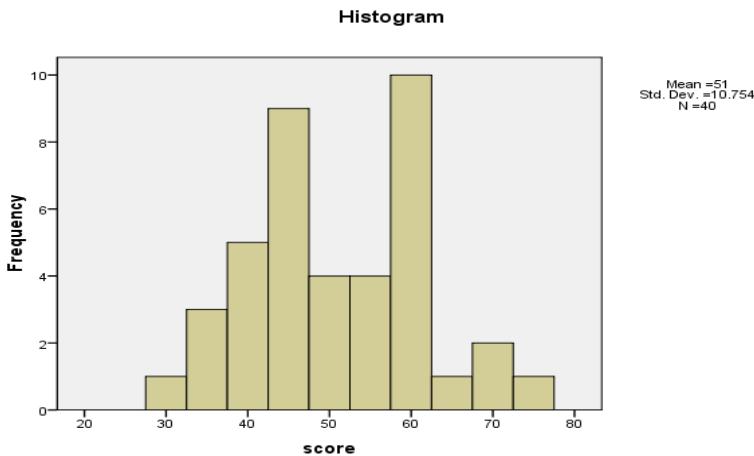


Figure 1 Graph of the Pre Test Result in Experimental Class

Based on Figure 1, it could be seen that from 40 students, one student got score 30(2.5%), there were three students got score 35(7.5%), there were five students got score 40(12.5%), there were nine students got score 45 (22.5%), there were four students got score 50 (10.0 %), there were four students got score 55 (10.0%). There were ten students got score 60 (25.0%). One student got score 65(2.5%). There were two students got score 70( 5.0%). And one student got score 75(2.5%). For the statistics of result of pre-test in experimental class (VII G), it can be seen on Table 9:

**Table 9**  
**The result of the pre-test in experimental class**

N	40
Mean	51
Median	50
Mode	60
Standard Deviation	10.75
Variance	115.641
Minimum	30
Maximum	75

Based on the Table 9, it could be seen that N of pre- test in experimental class was 40 students, mean of was 51, median was 50, mode was 60, standard deviation was 10.75, variance was 115.641, minimum was 30, and maximum was 75.

## 2. Result of Pre-test in Control Class

The researcher conducted Pre test in order to know students' ability before treatment. The pre-test was administrated on April 26<sup>th</sup>, 2019. The scores of students' descriptive text tested in pre-test in the control class could be seen in Figure 2:

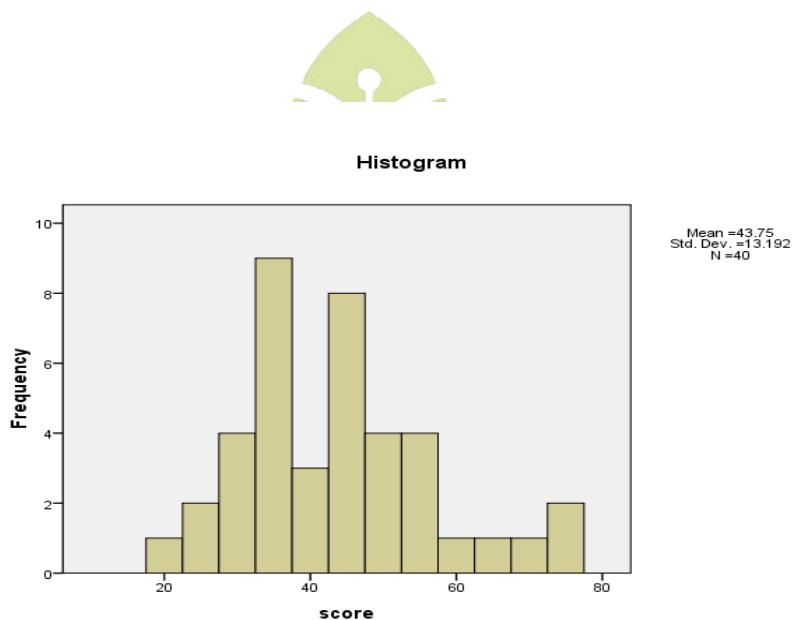


Figure 2 graph of the pre test result in control class

Based on Figure 2, it could be seen that from 40 students, one student got score 20 (2.5%), there were two students got score 25 (5.0%), there were four students got score 30 (10.0%), there were nine students got score 35 (22.5%), there were three students got score 40 (7.5%), there were eight students got score 45 (20.0%). There were four students got score 50 (10.0%). There were 4 student

got score 55 (10.0%). One student got score 60 (2.5%). One student got score 65 (2.5%). One students got score 70 (2.5%). There were two students got score 75 (5.0%). For the statistics of result of pre-test in experimental class (VII I), it can be seen on Table 10 :

**Table 10**  
**The result of the pre-test in control class**

N	40
Mean	43.75
Median	45
Mode	35
Standard Deviation	13.19
Variance	174.03
Minimum	20
Maximum	75

Based on the Table 10, it could be seen that N of pre- test in experimental class was 40 students, mean of was 43.75, median was 45, mode was 35, standard deviation was 13.19, variance was 174.03, minimum was 20, and maximum was 75.

### **3. Result of Post-test in Experimental Class**

The researcher conducted Post test in order to know students' ability before treatment. The post-test was administrated on June 14<sup>th</sup>, 2019. The scores of students' descriptive text tested in pre-test in the control class could be seen in Figure 3:

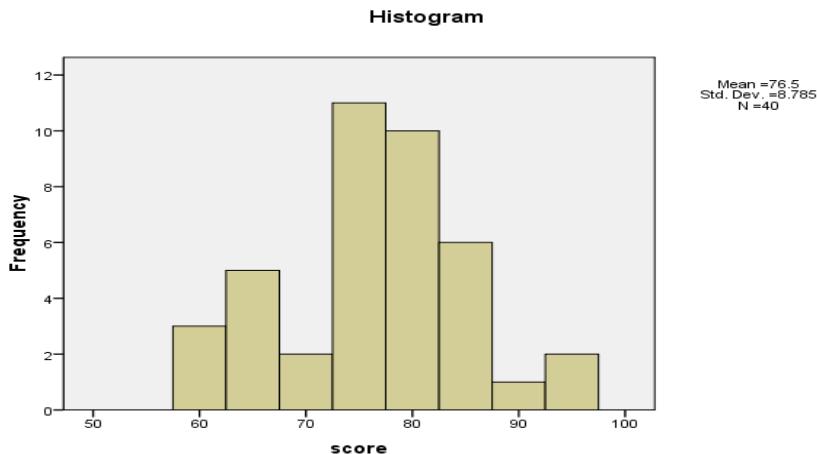


Figure 3 Graph of the Post Test Result in Experimental Class

Based on Figure 3, it could be seen that from 40 students, there were three students got score 60 (7.5%), there were five students got score 65 (12.5%), there were two students got score 70 (5.0%), there were eleven students got score 75 (27.5%), there were ten students got score 80 (25.0%), there were six students got score 85 (15.0%). One student got score 90 (2.5%). There were two student got score 95 (5.0%). For the statistics of result of pre-test in experimental class (VII G), it can be seen on Table 11 :

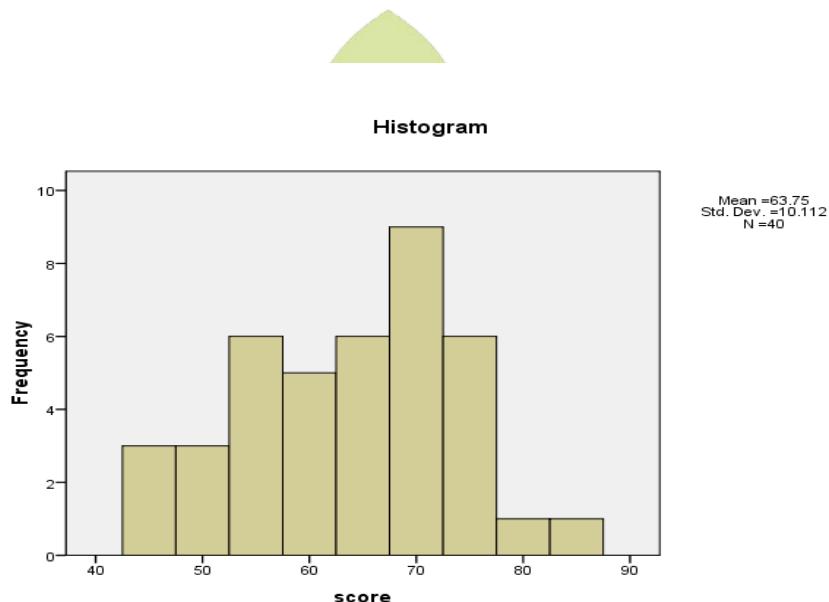
**Table 11**  
**Result of post- test in experimental class**

N	40
Mean	76.5
Median	75
Mode	75
Standard Deviation	8.78
Variance	77.17
Minimum	60
Maximum	95

Based on the Table 11, it could be seen that N of pre- test in experimental class was 40 students, mean of was 76.5, median was 75, mode was 75, standard deviation was 8.78, variance was 77.17, minimum was 60, and maximum was 95.

#### **4. Result of Post-test in Control Class**

The researcher conducted Post test in order to know students' ability before treatment. The post-test was administrated on June 14<sup>th</sup>, 2019. The scores of students' descriptive text tested in pre-test in the control class could be seen in Figure 4:



*Figure 4 Graph of the Post Test Result in Control Class*

Based on Figure 4, it could be seen that from 40 students, there were three students got score 45 (7.5%), there were three students got score 50 (7.5%), there were six students got score 55 (15.0%), there were five students got score 60 (12.5%), there were six students got score 65 (15.0%), there were nine students got score 70 (22.5%). There were six students got score 75 (15.0%). One student

got score 80 (2.5%). One student got score 85 (2.5%). For the statistics of result of pre-test in experimental class (VII I ), it can be seen on Table 12 :

**Table 12**  
**The result of post-test in control class**

N	40
Mean	63.75
Median	65
Mode	70
Standard Deviation	10.11
Variance	102.24
Minimum	45
Maximum	85

Based on the Table 12, it could be seen that N of pre- test in experimental class was 40 students, mean of was 53.75, median was 65, mode was 70, standard deviation was 10.11, variance was 102.24, minimum was 45, and maximum was 85.

## B. Data Analysis

After concluding the data, the data were analyzed by using SPSS (*Statistical Program for Social Science*) version 16. SPSS is a comprehensive system for analyzing data. The data were analyzed through three test, they were normality test, homogeneity test and hypothesis test.

### 1. Fulfillment of the Assumption

Parametric test are significance test which assume a certain distribution of the data (usually the normal distribution) assume an interval level of measurement and assume homogeneity of variances when two or more sample are being compared.

In order to get a certain distribution of the data, the writer did some test and homogeneity test.

### a. Result of Normality Test

The normality test was used to measure whether the data in the experimental and control class are normal distribution or not. In this research, the researcher used statistical computation by using SPSS 16 ( Statistical Package for Social Science) was used in statistical computation for normality test. The test of normality employed are Kolmogorov-Smirnov and Shapiro Wilk.

The hypothesis for the normality test was formulated as follows :

$H_0$  = The data have normal distributed

$H_a$  = The data do not have normal distributed

While the criteria of acceptance or rejection of the normality test were as follows :

$H_0$  is accepted if  $Sig. (P_{value}) \geq \alpha = 0.05$

$H_a$  is accepted if  $Sig. (P_{value}) < \alpha = 0.05$

**Table 13**  
**Result Normality Test of the Experimental and Control Class**

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Score	Experimental	.952	40	.090
	control	.966	40	.265

a. Lilliefors Significance Correction

Based on Table 13, it can be seen that  $Sig. (P_{value})$  for experimental class was 0.090 and  $Sig. (P_{value})$  for control class was 0.265. Because  $Sig. (P_{value})$  of experimental class  $> \alpha = 0.05$ . So,  $H_a$  is rejected. The conclusion is that the data in the experimental class and control class had normal distribution.

### b. The Result of Homogeneity Test

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*). The test of homogeneity employing Levene's test.

While the criteria of acceptance or rejection of homogeneity test were as follows :

$H_0$  = The variances of the data are homogenous

$H_a$  = The variances of the data are not homogenous

While the criteria of acceptance or rejection of the normality test were as follows :

$H_0$  is accepted if  $Sig. (P_{value}) \geq \alpha = 0.05$

$H_a$  is accepted if  $Sig. (P_{value}) < \alpha = 0.05$

**Table 14**  
**Result of Homogeneity Test**

Levene Statistic	df1	df2	Sig.
.303	1	78	.584

Based on the result obtained in the test of homogeneity of variance in the column, it could be seen that  $Sig. (P_{value}) = 0.0584 > \alpha = 0.05$ . It demonstrated that  $H_0$  was accepted because  $Sig. (P_{value}) > \alpha = 0.05$ . It means that the variance of the data was homogenous.

### c. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*). Independent sample t-test.

The hypothesis formulas are:

$H_a$ : There is a significant influence of using Team Game Tournament towards students' reading comprehension in descriptive text at the eighth grade of MTs Negeri 2 Bandar Lampung in the academic year of 2018/2019.

$H_0$ : There is no significant influence of using Team Game Tournament towards students' reading comprehension in descriptive text at the eighth grade of MTs Negeri 2 Bandar Lampung in the academic year of 2018/2019.

The criteria of acceptance or rejection of the hypothesis for hypothetical test were:

$H_a$  is accepted if  $Sig. (P_{value}) \leq \alpha = 0.05$

$H_0$  is accepted if  $Sig. (P_{value}) > \alpha = 0.05$

**Table 15**  
**Result of Hypothetical Test**

T	Df	Sig. (2-tailed)
2.680	78	.009

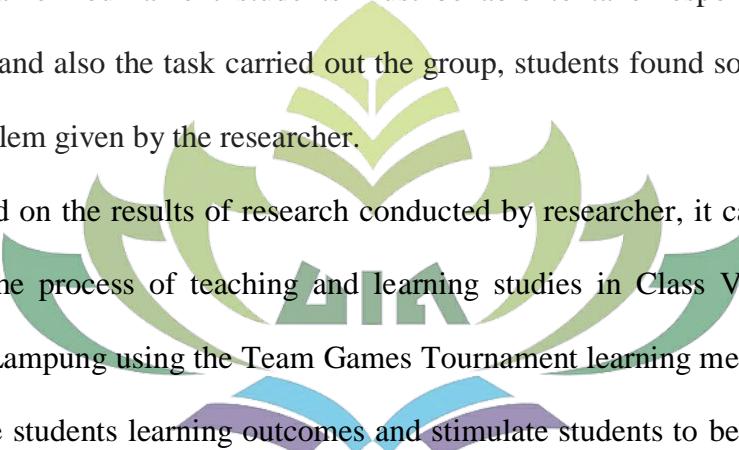
Based on the results obtained in the independent sample t-test in Table 15, that the value of significant generated  $Sig. (P_{value}) = 0.009 \leq \alpha = 0.05$ . So,  $H_a$  is accepted and  $H_0$  is rejected. Based on the computation, it can be concluded that there was a significant influence of using Team Game Tournament towards

students' reading comprehension in descriptive text at the eighth grade of MTs Negeri 2 Bandar Lampung.

### **C. Discussion**

#### **Discussion of the Research**

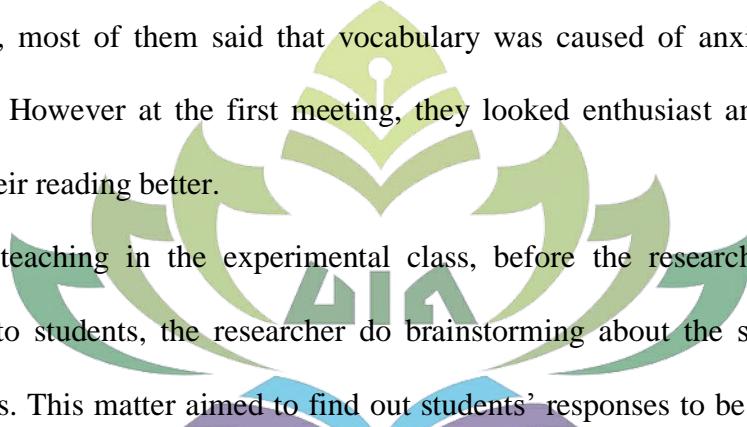
Team Games Tournament (TGT) is a learning method that provides opportunities for students to be active in learning. Start with the thinking process, cooperated with member of groups to got high score in tournament match. In Team Game Tournament students must be able to take responsibility for the material and also the task carried out the group, students found solutions to solve that problem given by the researcher.



Based on the results of research conducted by researcher, it can be explained that in the process of teaching and learning studies in Class VIII G MTsN 2 Bandar Lampung using the Team Games Tournament learning method (TGT) can influence students learning outcomes and stimulate students to be active study. It was showed by students' mean score in the experimental class was higher than the students' score in the control class. Team game tournament could give more active in communication because every student contributed point to their team, to do team game tournament was need to choose the the questions' paper which it can increase their activeness.

The pretest was conducted on April 26<sup>th</sup> 2019 at 07.30 am for class VIII G as experimental class and VIII I as the control class at 10.30 am. to know students' reading comprehension in descriptive text score before they got treatment. First treatment conducted on Mei 10<sup>th</sup>, 2019. Firstly, the researcher entered VIII G as

experimental class at 07.30 am. Beginning by greeting and introducing what the method would be used. At the first meeting, most of students were still using Indonesian language and distracted their friends practicing English, furthermore they were nervous and anxiety to use English, it was in line with interview of the English teacher in the preliminary research, Ms. Isnaini Romadhona said that students achieved minimum criteria of mastery learning less than half of students in the class and especially in reading, they had difficulties to memorize materials and they not understand the text. Moreover based on the result of the interview of students, most of them said that vocabulary was caused of anxiety in learning process. However at the first meeting, they looked enthusiast and motivated to make their reading better.



For teaching in the experimental class, before the researcher showed the outline to students, the researcher do brainstorming about the students' family members. This matter aimed to find out students' responses to be better prepared for the meeting material to be discussed. After that the researcher explained the subject matter and what they played on tournament.

The researcher taught by using team game tournament method in the experimental class and teacher's method in the control class. Those material were descriptive about thing, people, and animal. The researcher explained what team game tournament method and the procedure before doing treatment in the experimental class. Then the researcher divided students into groups. In each group consist of students who have a high academic level, students who have moderate academic level, and there were students who have a level low academic.

Then the researcher gave a sheet of material to each group to study it. Students gladly accepted and followed the researchers' instructions to discuss, provided advice and input against their group. From this we can see the role of students in learning and collaborated the member of group who may not be from close friends in class.

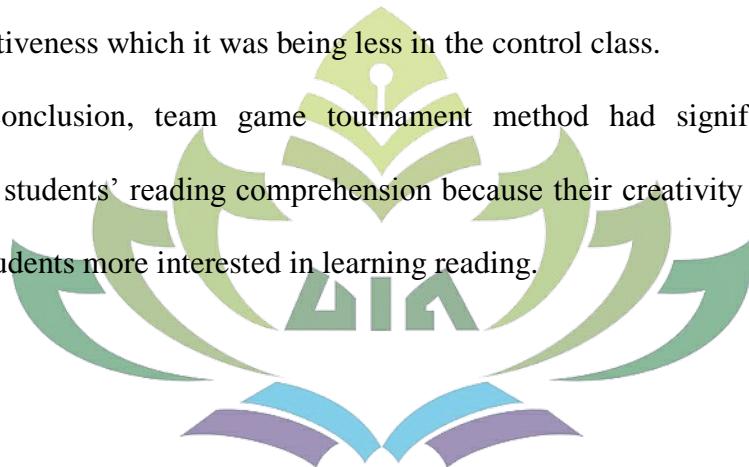
After finishing , the learning continued with tournament matched, each group chosen at least one member in each group. In the match there were four tournament tables. Table A for group 1, table B for group 2, table C for group 3, table D for group 4. Before the game start, the researcher explained the method first which was done in a match tournament. After the match started, for the first group of participants who were at table A, took the card has been provided by the teacher. The card number was that matched with questions that was given by the teacher. If the first group answered correctly, then the card belong to them. If the the answered of first group wrong, then the card given to the another group. Until the question can be answered correctly, for the group answered correctly then they got the point for their group.

After the game was over, the number cards obtained in each group were counted. The team with the number of cards the most, then the team that got the highest score and got awards in the form of prizes that have been provided by researcher.

In the last meeting, the researcher took score for measuring English students' score in post test, as theory of Brown that criteria of students' reading score which can be measured by eight criteria: main idea, expression/idiom/phrase in context,

inference, grammatical features, detail, excluding fact not written, supporting idea, and vocabulary content. It was held on June 14<sup>th</sup>, 2019 at 07.30 a. m for experimental class and at 10.30 a. m for the control class. The result of the post test was increased, and the result of pre-test and post-test showed us that there were significant in applying team game tournament in the experimental class. Students in the experimental class could develop their creativity and expression. In fact, students in the control class were getting bored because they only were given material by the researcher and asked to memorize it. It had impact to their competitiveness which it was being less in the control class.

In conclusion, team game tournament method had significant influence towards students' reading comprehension because their creativity and confidence made students more interested in learning reading.



## **CHAPTER V** **CONCLUSION AND SUGGESTION**

### **A. CONCLUSION**

At the end of the research, the post-test was given to measure the influence of team game tournament towards students' reading comprehension on descriptive text in both classes after treatments done. The mean score of post-test in experimental class was 73.82 and the mean score of post-test in control class was 70.15. it showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result of homogeneity test can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.009. It is lower than  $\alpha = 0.05$  and it means  $H_0$  is rejected and  $H_a$  is accepted.

Based on the result of data analysis, the researcher concluded that there was significant influence of team game tournament towards students' reading comprehension in descriptive text at the eighth grade of MTs Negeri 2 Bandar Lampung in the academic year 2018/2019.

### **B. SUGGESTION**

Based on the result of this research, the researcher proposed suggestion as:

1. Suggestion to the teacher
  - a. Considering the team game tournament can be used to develop and motivate the students' reading comprehension, the English teacher should apply team game tournament as one of kind teaching reading because it can help the English teacher easier in teaching process and

the potential of team game tournament for enhancing of content and learning in general.

- b. Considering the students' problem in reading comprehension, the teacher should always give supporting students to be more active when the learning process.
- c. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in leaning English, especially in reading skill.

## 2. Suggestion for the students

- a. The students' should increase their reading comprehension, especially in descriptive text, because reading is also one of skills in English that hold many parts of students' activity. By reading a little each day, will help the students get the new knowledge.
- b. The students' should study hard and practice more in reading English to improve their reading comprehension. They also should be active in learning activity.
- c. The researcher recommends the students to consider the importance of mastering English especially to read. Instead of thinking that are lazy and difficult to read. Besides, the students are noisy when the researcher explains the material. Not only that, the students are lack of vocabulary and do not understand about the material that had been given.

## 3. Suggestion to the further research

- a. The researcher applied Team Game Tournament to increase students' reading comprehension in descriptive text. Furthermore other researcher should conduct this method on different skill or genre text.
- b. In this research, the researcher used Team Game tournament to help Junior High School. Further other, researcher should conduct this method on different level of students.



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