

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consisted of two parts called findings and discussion. The first part as called the research findings presents the results of the use of Teams Games Tournaments in teaching reading narrative text to the eleventh grade students at MA NURUL HUDA SEDATI. The second part called as the discussion presents detailed analysis and description of the findings supported by some related theories.

4.1 RESEARCH FINDINGS

In this subchapter, the researcher used research instruments including observation check list and questionnaire to take the data. The researcher did the observation at MA Nurul Huda Sedati. The observation was held in one meeting. February 22nd 2020^M and the subject was taken XI IPA 1 class. Researchers take data class in one meeting,

There are several reasons why researchers take data in only one meeting. The first reason is because the English learning schedule available at MA Nurul Huda Sedati is very long so that it allows all research procedures to be completed in one study. The second reason is because of the limited time that researchers have. And the third reason is due to the existence of a COVID-19 pandemic that occurred after the research took place so that it makes a barrier for researchers to explore this topic more deeply.

4.1.1 The use of Teams-Games-Tournaments in teaching Narrative text

The researcher described the observation from the result of the observation check list in teaching reading process on classroom. Here the researcher was non participant, but the researcher came as an observer. The researcher observed the teacher teaching process using Teams-Games-Tournaments in teaching reading narrative text to the eleventh grade of MA Nurul Huda Sedati.

4.1.1.1 Preparing the students

The teacher opened the class enthusiastically through greeting to the students and then the student replied the teacher's salam. The teacher started the lesson by reciting Al-Fatihah and some prayer which was led by the teacher. After that the teacher prepared the learning media such: as laptop, LCD projector, and many other and some questions for academic games. And the last, the teacher checked the attendance list and asked to the students who were absent that day.

4.1.1.2 Preliminary Activities

General description of preliminary activities is as follows. The teacher prepared everything which needed in the core activities. She explained material about narrative text to the student using power point. The teacher also explained step by

step how to do Teams-Games-Tournaments. These activities were closed by delivering the assessment techniques.



Mom Irna lead students pray

In this activity, Mrs. Irna greets her students with a friendly smile. Mrs. Irna said "Good morning students" with a very loud and full of enthusiasm that made students also enthusiastic students when answering the opening greetings from Mrs. Irna. Mrs. Irna went on to ask how the students were saying by saying "How are you today" and the students responded eagerly "I am fine and you?", and vice versa the students also asked how they were from Mrs. Irna that day. Mrs. Irna also answered "Thank God, I am fine too". Mrs. Irna continued by checking who absen that day. There was a student who absen that day. The student named Fajar. He was absen because of illness. After checking the attendance of students, Mrs. Irna guides students to pray together. This is the

conversation between Mrs. Irna and her students in preliminary activities

Mom Irna	: Good morning students
Students	: Good Morning
Mom Irna	: How are you today?
Students	: I am fine and you?
Mom Irna	: Alhamdulillah I am fine too. By the way, Who is absent today?
Students	: Fajar
Mom Irna	: Still Fajar?
Students	: Yes
Mom Irna	: Why?
Students	: Sick
Mom Irna	: Ok, before we start our lesson today, let's pray together

After the prayer done, Mrs. Irna delivered text narrative material using power point media that had been made before. Beginning with the delivery of material, Mrs. Irna asked the students "Do you know what is narrative text?". Students actively answer questions from Mrs. Irna ., Mrs. Irna explained

step by step about narrative text starting from the definition of narrative text, the purpose of narrative text, generic structure, linguistic features, forms of narrative text and giving examples of narrative text titled snow white. So that students did not feel bored, sometimes Mrs. Irna asks students to read the material written on the power point. If the student did not loud enough, Mrs. Irna will reprimand the student by saying "speak louder". In this narrative text study, Habib was asked to read the snow white story, then proceed with dimas.

In the middle of learning, a teacher named Mrs. Faiq entered the classroom. He asked "who is absen today?". Mrs. Irna and students in the class answered "Fajar mom". Then Mrs. Faiq gave a little joke to the students, immediately the atmosphere of the class which was initially serious and focused on the lesson became crowded. After Ms. Faiq left the classroom, Mrs. Irna returned to condition the students to focus again on the lesson again. Mrs. Irna asked one of the students named Wahyu to continue reading Snow White. After all the material was delivered, Mrs. Irna distributed the material to the students. Mrs. Irna also presented prizes for the winners of the game so that made students very enthusiastic about participating in this game.



Making Group

4.1.1.3 Core Activities

General description of core activities is as follows, the teacher gave some question to the students to make students more active when teaching reading began. Teacher gave chance to the students to respond the material which was given by teacher. After the teacher made some group, each group contains four until five students and they prepare the table. Before the games started, teacher ensured that every student in the class had a group and they were ready to star.

Before the game began, the teacher told about the role of teams-games-tournaments and made ensure that all of students understood the role. The teacher guided the students to start the game. The game was divided in two sessions. The first group was elimination and the second session was final. The elimination was done by two circles which was performed by three group. In the elimination session, the teacher gave three

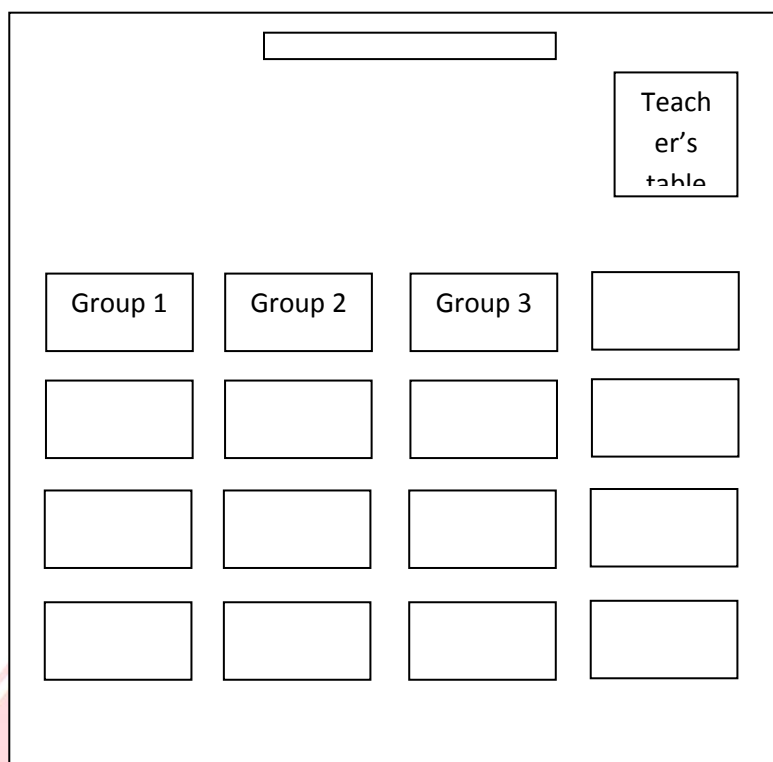
question. The group who can answered many question will come to the final session. From the elimination session the teacher got two groups who would fight over the champions. In the final session, the teacher gave three questions to determine the winner. From the final session teacher got the winner the teacher congratulated and gave some gives to the winner.

After making sure the students understand what the rules are in the game. Mrs. Irna continued with the division of groups. The division of groups is done randomly by directly appointed by Mrs. Irna. Of the twenty-five students, Mrs. Irna formed six groups, five groups consisting of four children and one group consisting of five children. The following is a list of groups and their members:

GROUP 1	GROUP 2	GROUP 3
ZARA	ARINATUZ	DHURROTUN
FARIS	ARMAN	DIMAS
AKBAR	PUTRI	EVA
AMELIA	ANDIRA	HABIB

GROUP 4	GROUP 5	GROUP 6
ILMIAH	MAULIDIA	NURIL
INDAH	JAMIL	NISWAH
HANA	FADLUR	RISKA
WAHYU	FALAKH	SITI
		WINDA

This game is done in two acts. The first round is the preliminary round and the second round is the preliminary round and the second round is the final round. The preliminary round was conducted in two sessions. The first session was carried out by 3 groups namely group 1, group 2, group and the second session was carried out by 3 groups namely group 4, group 5, group 6. After the division of groups, bu irna determined the seating of each group. Seating format as shown below.



★ After the group division is finished, Mrs. Irna starts the preliminary round of the first session. Students who did not attend the first session went to the behind side of the class. Mrs. Irna initial plan was to use PowerPoint as a medium to play games. But an error occurred at the power point. So that spontaneously Mrs. Irna made questions and read them directly in front of the class. The first question is "mention the purpose of narrative text". The students raised their hands very quickly. The group that gets the opportunity to answer is group three. One group member named dimas represents his group to

answer questions. The answer from dimas is correct. Mrs. Irna gave 1 point to group three.



TGT proses

Then Mrs. Irna proceed to the second question. All of students very enthusiastic waited for the second question. The second question is "mention three kinds of narrative text". Quickly group three overtook other groups to raise their hands. Mrs. Irna gave the opportunity for group three to answer questions. The answers from group three are correct. Mrs. Irna gave one more point to group three. Because of there are only three questions in the allowance for each session, Automatically group three qualify for the final round.

Mrs. Irna continued to the second session. Mrs. Irna asked group four, group five and group six to occupy the bench that had been prepared. With enthusiasm Mrs. Irna said "Are you ready guys". With enthusiasm the students answered "Yes", the

preliminary round of the second session began. Mrs. Irna gave the first question "can you mention the structure of narrative text" when reading the first problem there was cheating. The question was not finished reading but the students had raised their hands. Mrs. Irna canceled the first question and replaced it with the second question. The question is "can you mention the generic structure of narrative text?" The same thing happened, students raised their hands before the questions were read aloud. This makes Mrs. Irna reinforce the rules in the game. So that there are no more groups that break the rules.

Mrs. Irna then read another matter. The question is "can you explain what is legend?". After the first meeting was read, the group of five succeeded in overcoming another group to raise their hands. Mrs. Irna gave the opportunity for group five to answer questions. Group five managed to answer the question correctly. Mrs. Irna gave one point to group five.

Mrs. Irna continued giving the next problem. The question is "what is the definition of orientation?". Group four gets the opportunity to answer questions. Group four succeeded in answering the question correctly. Mrs. Irna gave one point to group four. Mrs. Irna continued to give questions, the question was "mentioning three examples of fable". Each group raises hands quickly. But those who succeed in getting the

opportunity to answer questions are group six. Group of six managed to get one point.

Each group gets the same points. Mrs. Irna gave one more question to determine which group would enter the final round. The question is "Tell me what is the moral value of snow white". All groups scramble to get the opportunity to answer questions. But no one group answered the question correctly. So Mrs. Irna decided to give each group time to discuss. And finally group five managed to answer the question correctly. Mrs. Irna gives one point for group five. Group five made it into the final round.

There are two groups that made it to the final round. They are a group of three consisting of Dzurrotun, Eva, Dimas, and Habib. And group five consisting of Maulidia, Jamil, Fadlur, Falakh. In this final round, ma'am uses powerpoints as a medium to give questions. This final round has different rules than the preliminary round. In this final round, each group was given the opportunity to answer questions. If true, the group will get one point. Before showing the first problem, Mrs. Irna shows an example of a narrative text. Then Buirna asked each group to read the text. The answer to the question that will be given is in the text. Below are readings and questions in the semi-final round.

Once upon a time there was a traveler who went to a distant town. It almost midnight when he got the town. He came to an inn but the inn was locked. He tried to knock at the door. "Who are you? What do you want?" asked a voice from inside the inn. "The door cannot be unlocked at such an odd hour."

The traveler needed a rest, food and shelter. He begged, "Please, unlock the door. How cold it is outside."

The innkeeper replied, "It's strange lock and can be opened only with a silver key."

Because of his needs and the terrible condition outside, the traveler finally obeyed about what innkeeper said and passed a silver coin through a slit in the door. Then he got the door unlocked and entered into the inn.

"I have left one of my bags outside" said the traveler. "Will you please bring it in?"

No sooner the innkeeper had gone out and the traveler locked the door from inside. The greedy innkeeper was outside and shut on. He requested to unlock the door to the traveler.

The traveler replied, "I'm helpless, it's a strange lock and can be opened only with a silver key."

The innkeeper was required to push a silver coin through the slit. The traveler got back his silver coin and unlock the door.

1. What is the story about?
- A. A traveler going to a distant town
 - B. A wicked traveler and a helpless traveler
 - C. A silver key which is used to unlock the door's inn
 - D. A greedy innkeeper and a smart traveler
 - E. A traveler who came from a distant town

Once upon a time there was a traveler who went to a distant town. It almost midnight when he got the town. He came to an inn but the inn was locked. He tried to knock at the door. "Who are you? What do you want?" asked a voice from inside the inn. "The door cannot be unlocked at such an odd hour."

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Group of three wins this game. All questions were answered successfully by group three. Mrs. Irna asked all three group members to come forward. Mrs. Irna gave congratulations accompanied by gifts.



The winners of the game

4.1.1.4 Closing Activities

The last activity in this lesson is closing. The teacher evaluated the students' reading narrative text material. The teacher made sure the student whether they understood or not with some questions. The teacher gave the students the opportunity to ask the question. After that the teacher gave reinforcement material to the students.

4.1.2 The student's response to the use of TGT in teaching reading narrative text.

The researcher mentioned questionnaire as instrument. The questionnaire was used to know the students response of implementation of TGT method in teaching reading narrative text. The researcher distributed the questionnaire paper to twenty five students. The questionnaire was given on 22nd February 2020 after

the lesson was completed. There are ten statement given to the students.

The indicators in statement are:

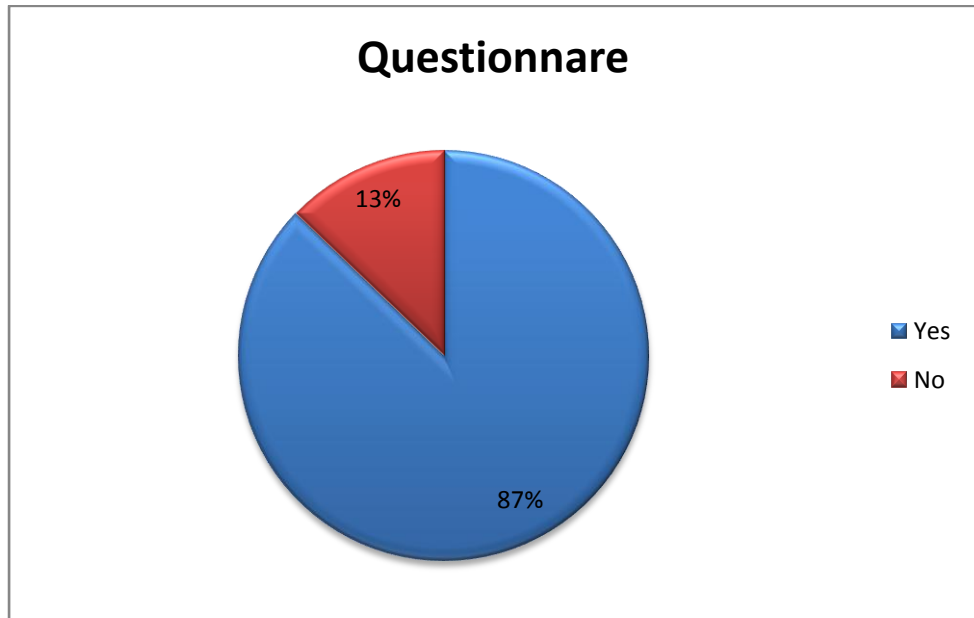
- a. Statement number 1 deals with students opinion about their experience of teaching reading narrative text using TGT method.
- b. Statement number 2 deals with students opinion about the way the teacher teach their students using TGT method in teaching reading narrative text.
- c. Statement number 3-7 deals with students responses about TGT methods.
- d. Statement number 8-10 deals with students responses to narrative text learning using TGT method.

Table 4.1.2

No	Statements	Total earned				Total Student
		Yes	No	Yes	No	
1	I have learned to use TGT	2	23	8%	92%	25

2	The teacher explains TGT well	25	0	100%	0%	25
3	TGT make me active on the learning reading	25	0	100%	0%	25
4	TGT make me fun on the learning reading	25	0	100%	0%	25
5	TGT make my learning reading not boring	25	0	100%	0%	25
6	Interaction with classmates using the TGT helps in understanding reading	24	1	96%	4%	25
7	Grouping in TGT help me to understand reading	21	4	96%	4%	25
8	Narrative text material given by teacher using TGT is easy to understand.	23	2	92%	8%	25
9	TGT make me understand narrative text well	24	1	96%	4%	25
10	Learning narrative text feels easy using the TGT	24	1	96%	4%	25

Diagram of Questionnaire



4.1.2.1 Statement number 1 deals with students opinion about their experience of teaching reading narrative text using TGT method.

Statement number 1

The statement is "I have learned to use TGT ". From the result, the students answered "yes" were 2 students, and the students answered "no" were 23 students. Based on the data above, the researcher know that almost all of students was never taught by the teacher to the eleventh grade at MA Nurul Huda Sedati.

Statement number 2

The statement is "The teacher explains TGT well". From the result, all of students answered "yes". Based on the result

above, the researcher can conclude that the teacher explained TGT well to the students before the TGT method were begun.

Statement number 3

The statement is “TGT method make me active on the learning reading”. From the result, all of students answered “yes”. Based on the result above, the researcher can conclude that TGT method can make the students active on teaching reading. Active here means that the reciprocity between teacher and student is lively.

Statement number 4

The statement is “TGT method make me fun on the learning reading”. From the result, all of students answered “yes”. Based on the result above, The researcher can conclude that TGT method can make the students fun when teaching reading is began.

Statement number 5

The statement is “TGT method make me learning reading not boring”. From the result, all of students answered “yes”. Sometimes the students feel sleepy when the lesson is begun, the cause is the absence of variation in teaching so the students feel boring. Based on the result above, The researcher can conclude that

TGT method can make the students not boring when teaching reading is begun.

Statement number 6

The statement is “Interaction with classmates using the TGT method helps in understanding reading”. From the result, the students answered “yes” were 24 students, and the students answered “no” were 1 student. Based on the result above, the researcher can conclude that Interaction with classmates using the TGT method helps in understanding reading.

Statement number 7

The statement is “Grouping in TGT method help me to understand reading”. From the result, the students answered “yes” were 24 students, and the students answered “no” were 1 student. Based on the result above, the researcher can conclude that Grouping in TGT method help the students to understand reading.

Statement number 8

The statement is “Narrative text material given by teacher using TGT method is easy to understand”. From the result, the students answered “yes” were 23 students, and the students answered “no” were 2 student. Based on the result above, the

researcher can conclude that narrative text material given by teacher using TGT method is easy to understand.

Statement number 9

The statement is “TGT method made me understand narrative text well”. From the result, the students answered “yes” were 24 students, and the students answered “no” were 1 student. Based on the result above, the researcher can conclude that TGT method made the students understand narrative text well.

Statement number 10

The statement is “Learning narrative text feels easy using the TGT method”. From the result, the students answered “yes” were 24 students, and the students answered “no” were 1 student. Based on the result above, the researcher can conclude that Learning narrative text feels easy using the TGT method.

4.2 DISCUSSION

In this section, the the researcher discuss the process TGT method in teaching reading narrative text. The data presented from observation checklist, questionnaire and video.

During the observation the researcher found out the result of teaching learning process conducted by the teacher and students. Based on the data checklist, the teacher delivered reading narrative text using TGT

method to make the class active when the lesson begun, according to Hammer “Reading is not passive skill” (2001). The teacher started the lesson with prayed together. And then, the teacher presented the material about narrative text. The teacher explained the rule of the TGT method before the students did the tournament. The teacher used power point as media to present the material to the students, teacher used power point as strategies to make students active, Nunan said that “Strategies are the tools for active, self directed involvement that necessary for developing communicative ability”(2003). After that the TGT started.

Based on questionnaire of the students, almost students understood the narrative text well. The students was not bored when the lesson begun, it because of using TGT method, as like Santosa said that “Team Games Tournament cooperative learning is beneficial for improving learning outcomes or achievements, connection skills, student activeness, and student learning motivation”(2018). During the lesson begun almost all of the students happy and fun, it can help the students understand the lesson well.

In teaching the material to be taught to students, Mrs. Irna really understands the material that will be conveyed. Even though all the material is in English, Mrs. Irna really has understood the meaning in each sentence. This is according to the principle of teaching reading that is "We have to understand what the word means" Hammer (2001). In delivering the material, Mrs. Irna also uses media that is very interesting so that

students do not feel bored when learning takes place. The use of this interesting media aims to attract the attention of students so they are interested in reading this narrative text. "Reading is not passive skill. Reading is in credibly active occupation, to do it successfully" Hammer (2001). , so that the use of the right media can make learning feel more active and enjoyable.

To make students not bored in learning to read narrative text, Bu Irna uses the TGT method in which there is a game in accordance with the teaching principle of reading, namely "Good teacher exploit reading texts to the full reading of the text is full of the sentences. Words, ideas, descriptions etc, it doesn't make sense just to get students read it and then drop it to move on to some time thing else" Hammer (2001).

TGT Method is a team game that can be used in a variety of subjects, especially in reading. TGT is very suitable for teaching, learning objectives are formulated with one correct answer (Istarani, 2011). You use the TGT method in learning to read narrative text, but you modify this method a little. Mrs. Irna did not ask her students for presentations, this is contrary to the opinion of one researcher who stated "Teams games tournaments (TGT) is the team learning strategies. TGT is the team learning strategies, with students making a small group and using presentations" Slavin (1994).

Before the game starts, Mrs. Irna forms a group of four to five people. This is consistent with the theory conveyed by Slavin that there are five main components in TGT, one of which is the team, "Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, and ethnicity." Slavin (1994).

After group formation is complete, Mrs. Irna then starts the game. Ma'am modifies the game according to the state of the class. Because the classrooms are not so big, Mrs. Irna did break the game into two rounds namely the preliminary round and the final round. The preliminary round itself is divided into two sessions, session one and session two. eventhought modify the game Mrs. irna still following the components in the TGT which "There are five major components of the TGT. TGT components use academic games and tournaments, in which students complete as representatives their soft teams with members of other teams who are like them in past academic performance, namely: 1) class presentations, 2) teams, 3) games, 4) tournaments, and 5) team recognition "(Slavin, 1990).

In this study, Mrs. Irna uses the TGT method with the group discussion method combined. Group discussions take place during the game. Even though the method is not entirely in accordance with existing theories, Mrs. Irna can be said to be successful in applying the TGT learning method. This is evidenced by the student responses taken from

Questionnaire which showed 83% percent of students gave positive responses to learning using this TGT method.

