

**ENHANCING STUDENTS' READING COMPREHENSION
THROUGH TEAMS GAME TOURNAMENT (TGT) TECHNIQUE
AT THE TENTH GRADE OF MA DARUN NAJAH LUMAJANG**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad Siddiq Jember
to fulfill one of requirements for Bachelor Degree (S.Pd.)
Faculty of Education and Teacher Training
Department of Islamic Studies and Language Education
English Education Program



By:

Mai Zida Kamalia

SRN: 202101060001

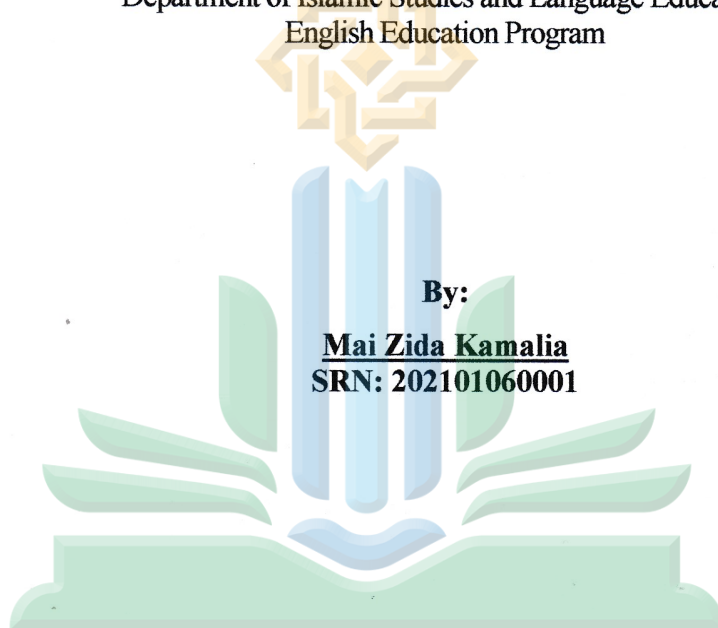
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**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF TARBIAH AND TEACHER TRAINING
NOVEMBER 2024**

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in fulfilments of the requirements for the bachelor degree of education (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program

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MOTTO

اقْرَأْ كِتَابَكَ كَفَىٰ بِنَفْسِكَ الْيَوْمَ عَلَيْكَ حَسِيبًا ﴿١٤﴾

[It will be said,] “Read your record; this Day you are sufficient to take account of yourself.” (Q.S. Al Isra’ Verse: 14)*



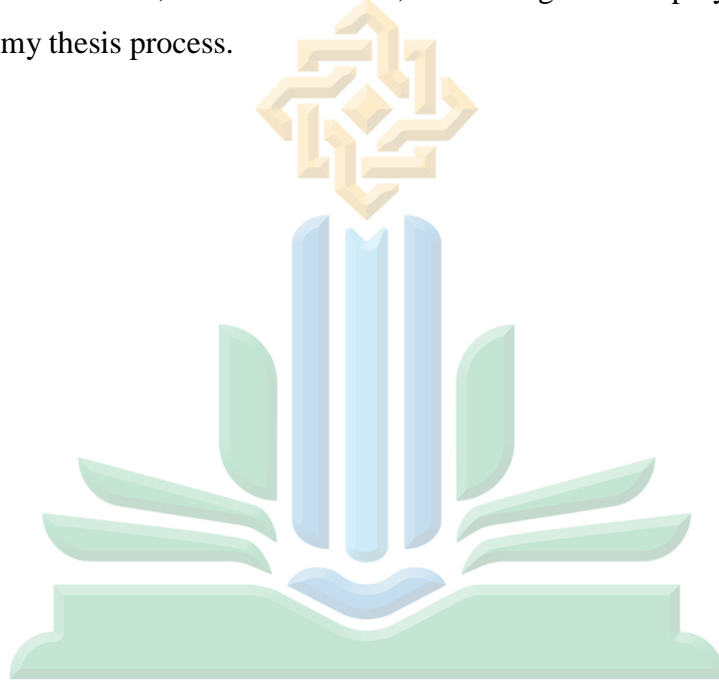
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* Rowad Translation Center, *Explanation of the Meanings of Noble Qur'an in the English Language*, King Fahd National Library Cataloging in Publication Data, 2020.

DEDICATION

From the deepest of my heart, I dedicate this thesis to:

1. My beloved parents, Mr. Untung and Mrs. Nafisatul Aini, who have given me true love, prayers, support, motivation, encouragement, and everything for my life.
2. My beloved sister, Rosa Fara Azkia, who has given me prayers and support along my thesis process.



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise to Allah SWT., the almighty, the merciful and the owner of the universe who has blessed me with so many beautiful things in my life. This blessing has empowered me to finish my thesis.

In the process of finishing this thesis, the researcher has received many support and help from many people. Therefore, in this opportunity the researcher would like to thanks to:

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The researcher realized that this research is not perfect. Therefore, the researcher would like to accept any constructive suggestion to make this research better. Hopefully, this research is useful for the readers.

Jember, November 1st, 2024

The Researcher

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ABSTRACT

Mai Zida Kamalia, 2024: *Enhancing Students' Reading Comprehension through Teams Game Tournament (TGT) Technique at the Tenth Grade of MA Darun Najah Lumajang.*

Key Words: Reading Comprehension, Teams Game Tournament.

Reading comprehension was one of the important skills that EFL students must developed when learning English. However, there were many students who still had difficulties in understanding an English reading text. It happened in the X-2 grade of MA Darun Najah Lumajang. According to the result of preliminary observation, students looked less enthusiastic when faced with a reading text, which in turn had an impact on their low reading comprehension. This problem was evidenced by the students' English scores from the school English teacher. In addition, the researcher interviewed five students from the class which also resulted in a statement that they prefer quizzes and fun learning. Therefore, a learning technique was needed to overcome the problem of students' low reading comprehension ability by applying cooperative learning such as the Teams Game Tournament (TGT) technique.

The research questions of the study were: "How was the implementation of Teams Game Tournament (TGT) technique in enhancing students' reading comprehension at the tenth grade of MA Darun Najah Lumajang?" and "How can the implementation of Teams Game Tournament (TGT) technique enhance the students' perception on reading comprehension at the tenth grade of MA Darun Najah Lumajang?". Therefore, the objectives of this research were to enhance students' reading comprehension through TGT technique and enhance students' perception on reading comprehension through TGT technique at the tenth grade of MA Darun Najah Lumajang.

Classroom Action Research (CAR) was the method used in this research. The researcher conducted the research in the X-2 grade of MA Darun Najah Lumajang, which consisted of 20 students. This research was conducted in one cycle with several stages such as planning, acting, observing, and reflecting. The implementation of the TGT technique was conducted for a total of 6 meetings. The main data of this study were taken from the results of pre-test, post-test, and student questionnaires.

From this study, there were three research findings, such as: 1) 15 students or 75% of X-2 students reached the minimum completeness criteria (KKM = 75) in the post-test scores. 2) There was an improvement between the pre-test and post-test scores results of all students. 3) The results of students' questionnaire showed positive responses to the application of the TGT technique, such as increasing enthusiasm, concentration, and mood. In addition, students could also add their vocabulary through the game stage of the technique. Therefore, it can be concluded that the Teams Game Tournament (TGT) technique can enhance students' reading comprehension skill.

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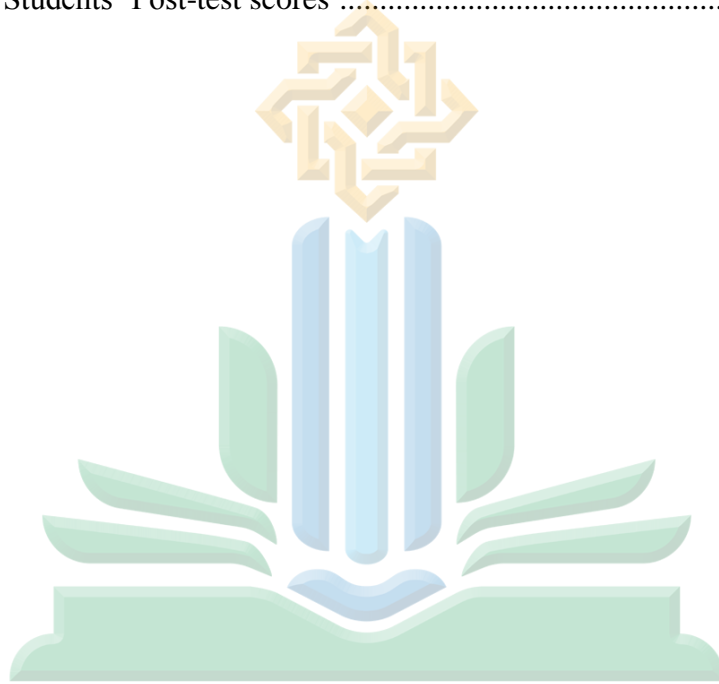
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CHAPTER I

INTRODUCTION

A. Research Background

One of the four important skills that EFL students must develop in order to learn English is reading. According to Harmer as cited in Ismail, et al. reading is receptive skill work that must involve the learner in reading or listening where they are able to process the language adequately, at least to extract its meaning.¹ Everyone can engage in reading anytime, anywhere, and with a variety of objects. Ningsih, Winarni, and Roemintoyo emphasize that reading is one of the basic skills that every person should have.² Some people consider reading a pointless hobby that only required thought, energy, and time. The hobby of reading has many benefits, including starting with information intake, expanding knowledge, and intellectual growth. Reading is actually more than just repeating printed words; it also includes a series of cognitive processes, including thinking, understanding, and solving problems.³ Additionally, reading facilitates communication because it serves as a channel for transfer knowledge from the writer to the reader.

¹ Hijril Ismail, Juang Kurniawan Syahrurah, and Basuki, "Improving the Students' Reading Skill Through Translation Method," *Journal of English Education* 2, no. 2 (2017): 124–31, <https://doi.org/10.31327/jee.v2i2.405>.

² Ima Hariyanti Ningsih, Retno Winarni, and Roemintoyo, "The Importance of Early Reading Learning in The Face of 21st Century Education," *AL-ASASIYYA: Journal Of Basic Education* 2, no. 3 (2019): 196–205, <https://doi.org/10.24269/ajbe.v3i2.1879>.

³ Nirwanto Maruf et al., "Cognitive Processes in EFL Learners' Reading Comprehension: A Comparative Analysis of WhatsApp and Traditional Group-Driven Reading," *Indonesian Journal of Applied Linguistics* 13, no. 3 (2024): 623–35, <https://doi.org/10.17509/IJAL.V13I3.66945>.

Actually, things related to reading have been taught in Islamic religion. Allah SWT commands humans to read and deepen knowledge as stated in the Quran Surah Al Alaq verse 1:

إِقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝

The Meaning: “Read in the name of your Lord who created.” (Q.S Al-Alaq verse 1).⁴

In this verse, Allah commands humans to read because reading is an intermediary for the improvement of knowledge. Moreover, the command to read or in Arabic is called *Iqro*’ in surah Al-Alaq is repeated twice for the Prophet Muhammad then for his Humanity.⁵

The key aspect of effective reading lies not merely in scanning through a reading passage but in comprehending its content. People can have good reading ability without having deep comprehension ability, but to achieve good reading comprehension, they need to develop their reading skills at a higher level. In essence, reading comprehension requires reading ability as a basis, but reading ability does not always guarantee good reading comprehension. Consequently, people should strive to enhance their reading comprehension capabilities.

Reading comprehension is one of the most complicated activities that people engage in.⁶ Reading comprehension requires the coordination of

⁴ Departemen Agama Republik Indonesia, *Al Quran Dan Terjemahan, Lajnah Pentashihan Mushaf Al Qur’an*, 2019.

⁵ Masykur and Siti Solekhah, “Tafsir Qur’an Surah Al-‘Alaq Ayat 1 Sampai 5,” *Jurnal Studi Keislaman* 2, no. 2 (2021): 73–74.

⁶ Amy M. Elleman and Eric L. Oslund, “Reading Comprehension Research: Implications for Practice and Policy,” *Policy Insights from the Behavioral and Brain Sciences* 6, no. 1 (2019): 3–11, <https://doi.org/10.1177/2372732218816339>.

various linguistic and cognitive processes, but it is not limited to word reading, working memory, inference, comprehension monitoring, vocabulary, and prior knowledge.⁷ When faced with a text, it is very important not only to read, but also to understand the content of the text. The reason is, someone who does not understand the meaning of the text, then that person will not feel enjoyment. On the other hand, if someone knows the purpose of the reading text written by the author, then that person will feel certain sensations such as sadness, pleasure, tension, etc. or even to add insight. This thing relates to the importance of students' understanding of English reading text in achieving English learning objectives in accordance with the curriculum. Moreover, students are expected to be able in understanding the reading text and evaluate it well without the interference of students' inability to master the structure and vocabulary.⁸

In the learning process, especially reading comprehension, it is inversely proportional to the reality on the ground. The researcher made preliminary observation by observing the students' learning process in the classroom. The researcher found several problems, including that students seemed less interested when faced with reading material; they seemed only interested when playing quizzes. Then, when the teacher asked some questions about the content of the reading text, they still could not answer perfectly due

⁷ Charles Perfetti and Suzanne M. Adlof, "Reading Comprehension and Reading Comprehension Problems: A Word-to-Text Perspective," *Unraveling the Behavioral, Neurobiological, and Genetic Components of Reading Comprehension*, 2013.

⁸ Lilik Sri Wahyuningsih, "Meningkatkan Kemampuan Reading Comprehension Siswa SMA Negeri 1 Kebomas Melalui Extensive Reading," *Jurnal Pedagogy: Jurnal Penelitian Dan Pengembangan Pendidikan* 8, no. 1 (2021): 112–16.

to their lack of vocabulary and understanding in translating English words, which can be seen from the expression of confusion in evaporating a word into English. In the general case also provides an in-depth picture that some students have difficulty understanding the material, lack of motivation, and diverse interests.⁹ Similarly, there are other places that stated the low level of comprehension skill in language learning.¹⁰

Apart from that, researcher also conducted interviews with English teacher. Although the school's English teacher had often held exercises on comprehension of an English reading text in class, students' interest in reading was still lacking, especially in reading comprehension. According to her, there had been no reading method applied before that could attract students' interest. Students prefer to appear in front of the class to speak rather than understanding the reading text. After that, the researcher tried to see from the students' side as well by interviewing 5 students with different ability from the X-2 grade which taken based on the pre-test score. One student with the highest score stated that English was her interest, so whatever skills the teacher taught would be implemented well. On the other hand, one student with the lowest score said that she was not at all interested in English. Furthermore, three students with medium scores still had an interest in learning English, especially reading comprehension. However, they need an external push that

⁹ I Gede Santika Yasa, Luh Made Dwi Wedyanthi, and MadeDewi Suparwati, "Analisis Kesulitan Belajar Bahasa Inggris Siswa Sma Negeri 1 Susut - Bali," *Faktor : Jurnal Ilmiah Kependidikan* 10, no. 3 (2023): 330–38.

¹⁰ Listya Marmita, "Meningkatkan Minat Baca, Kemampuan Memahami Bacaan, Dan Berpikir Kritis Siswa Melalui Penerapan Sustained Silent Reading (SSR) Dan Reading Response," *Jurnal Teropong Pendidikan* 1, no. 2 (2021): 126–36, <https://doi.org/10.19166/jtp.v1i2.3462>.

make them interested in reading. So that, reading comprehension may be achieved.

In overcoming this problem, educators should pay attention to several factors when evaluating and finding strategies in enhancing students' reading comprehension. As mentioned by Dahliana, due to English is a foreign language, teachers should make some modifications in the teaching-learning process because students read written texts in another language and culture, teachers should understand how to guide students to have a meaningful reading class experience.¹¹ In addition, Usman, Fata, and Pratiwi noted that teachers play an important role in helping students find methods to actively relate to reading texts and thought critically about reading content.¹² In this condition, effective, conducive, and enjoyable learning strategies are needed for students' learning outcomes to be satisfactory.

One of the appropriate teaching strategies to overcome this problem is through cooperative learning. Cooperative Learning is called social-based learning or learning that involves students actively and it is carry out using group work directed by the teacher.¹³ The cooperative learning model which proposed by Slavin as cited at Simamora, et al. has several techniques, such as Students Team Achievement Division (STAD), Team Assisted Individualization (TAI), Jigsaw, Learning Together, Group Investigation (GI),

¹¹ Syarifah Dahliana, "Partnership Activity in EFL Reading," *Englisia Journal* 3, no. 2 (2016): 89–90, <https://doi.org/10.22373/ej.v3i2.1022>.

¹² Bustami Usman, Ika Apriani Fata, and Ratih Pratiwi, "Teaching Reading through Know-Want-Learned (KWL) Strategy: The Effects and Benefits," *Englisia Journal* 6, no. 1 (2018): 35–42, <https://doi.org/10.22373/ej.v6i1.3607>.

¹³ Ade Taufiq Izzuddin, "Pengembangan Model Cooperative Learning Type Teams Games Tournament (TGT) Pada Mata Pelajaran IPS Di Sekolah Dasar," *Prosiding Seminar Dan Diskusi Nasional Pendidikar Dasar*, 2018, 343–46.

Teams Games Tournament (TGT), and other cooperative learning method.¹⁴ In this study, the researcher took one of the most suitable techniques from the cooperative learning model, namely Teams Game Tournament (TGT).

Teams Game Tournament (TGT) is one of the learning methods that can create more effective, conducive, and enjoyable classroom conditions. So, TGT technique can overcome problem which happened in the class. This is evidenced in previous research which produced a significant impact in enhancing the reading comprehension of narrative text by the percentage of experimental class results.¹⁵ In addition, Muhammad Ulil Aidiy also revealed that TGT learning resulted in positive responses from students in understanding English reading texts, they also felt happy with the enjoyable classroom conditions that could make their understanding easier.¹⁶ Therefore, the researcher chose this enjoyable method to enhance students' reading comprehension.

Besides that, In addition to addressing the aforementioned issues, researcher chose this title also based on the results of suggestions in previous research conducted by Zumrotul Faricha and Khoirul Huda. The study revealed some research shortcomings such as the lack of references, so that the theoretical review was less than perfect; the application of teaching was less

¹⁴ Aprido B. Simamora et al., *Model Pembelajaran Kooperatif*, ed. Lisbet Novianti Sihombing, 2024.

¹⁵ Nora Januarti Panjaitan, "The Effect of Team Games Tournament (TGT) Teaching Method to the Students ' Comprehension in Reading Narrative Text at Grade Eight at SMP Swasta GKPS 3 Pematangsiantar" 25, no. 7 (2020): 49–58, <https://doi.org/10.9790/0837-2507174958>.

¹⁶ Muhammad Ulil Aidiy, "The Use Of Teams Games Tournament (TGT) In Teaching Reading Narrative Text At Eleventh Grade Students Of Ma Nurul Huda Sedati." 1, no. 3 (2020): 48–56, [https://repository.stkipgri-sidoarjo.ac.id/id/eprint/914%0Ahttps://repository.stkipgri-sidoarjo.ac.id/914/4/1688203055-BAB IV.pdf](https://repository.stkipgri-sidoarjo.ac.id/id/eprint/914%0Ahttps://repository.stkipgri-sidoarjo.ac.id/914/4/1688203055-BAB%20IV.pdf).

than optimal due to time constraints; and the scope of teaching was less specific and clear.¹⁷ This is a gap for researcher to examine more deeply and answer suggestions from the previous researchers.

From the explanation above, this TGT technique has a good potential to enhance students' reading comprehension. The researcher focused on using this method in analyzing narrative text. This type of text is chosen because it is in accordance with the syllabus (ATP) in the *Kurikulum Merdeka* for grade 10 of senior high school. Therefore, a researcher was interested to raise the title “Enhancing Students’ Reading Comprehension through Teams Game Tournament (TGT) technique at the Tenth Grade of MA Darun Najah Lumajang.”

B. Research Questions

Based on the research background, the researcher formulates the research questions as follows:

1. How was the implementation of Teams Game Tournament (TGT) technique in enhancing students’ reading comprehension at the tenth grade of MA Darun Najah Lumajang?
2. How can the implementation of Teams Game Tournament (TGT) technique enhance the students’ perception on reading comprehension at the tenth grade of MA Darun Najah Lumajang?

¹⁷ Zumrotul Faricha and Khoirul Huda, “The Effectiveness Of Using Teams Games Tournaments (TGT) In Teaching Reading Of Narrative At Second Grade Of MA Mambaus Sholihin,” *Journal of English Education and Technology* 1, no. 1 (2020): 20–34.

C. Research Objectives

Based on the research background, the objectives of this research were as follows:

1. Enhance students' reading comprehension through Teams Game Tournament (TGT) technique at the tenth grade of MA Darun Najah Lumajang.
2. Enhance students' perception on reading comprehension through Teams Game Tournament (TGT) technique at the tenth grade of MA Darun Najah Lumajang.

D. Research Significance

Theoretically, this research provides beneficial and referential contributions in developing knowledge in the use of Teams Game Tournament technique. The study is expected to contribute to the progress of theories in enhancing the students' reading comprehension. Practically, this research is useful for:

1. For teachers, this research can be used as an additional resource in enhancing students' reading comprehension through TGT technique.
2. For students, this research is expected to provide information about technique that can be used in enhancing students' reading comprehension.
3. For the next researcher, this research can be used as a reference for other researchers who are interested in conducting research with similar themes or objectives.

E. Definition of Key Terms

1. Reading Comprehension

Reading comprehension is the student's ability to capture the explicit and implicit content in the reading text. In the context of this study, the aspects to be assessed focus on Nuttal's theory which consists of identifying the main idea, finding specific information, identifying references, making inferences, and understanding vocabulary.

2. Teams Games Tournament (TGT)

Teams Game Tournament (TGT) in this research is a modification of Slavin's theory. The difference lies in the game and tournament section. In the game section, Slavin's theory explained about giving quizzes or exercises as individual evaluations to determine tournament regrouping according to students' abilities. Meanwhile, in this study, the researcher provided exercises in the worksheet presented to the group with a certain time limit. Besides that, In the tournament section, Slavin's theory explained about tournament conducted by students from different group, then gather with students which had the same ability and questions at a tournament table. Meanwhile, in this study, each student in all groups lined up according to the team, answered the questions listed on the TGT media which posted on the whiteboard, and it assessed based on the accuracy of the answers and the calculation of time.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter provided a review of related literature. It consisted of relevant previous studies and theoretical framework.

A. Previous Studies

There were several previous studies that could be used as references for this research. The researcher had already selected some recent studies.

The first research was from Nora Januarti Panjaitan with the title “The Effect of Team Games Tournament (TGT) Teaching Method to the students’ comprehension in Reading Narrative Text at Grade Eight at SMP Swasta GKPS 3 Pematangsiantar”.¹⁸ The purpose of this study was to determine how team games tournament affected students' comprehension of narrative texts. This study used a quantitative research approach, and the findings showed that the mean of the students test is 79.8 (post-test of experimental class), and 66.8 (post-test in control class) and the t-test was greater than the t-table, with the t-test being 3,56 and the t-table being 1.67. Thus, it could be concluded that there was a significant effect of the team games tournament teaching method to the eighth-grade students at SMP Swasta GKPS 3 Pematangsiantar.

The second research came from the research of Muhammad Ulil Aydiy with the title “The Use of Teams Games Tournament (TGT) in Teaching Reading Narrative Text at Eleventh Grade Students at MA Nurul Huda

¹⁸ Nora Januarti Panjaitan, “The Effect of Team Games Tournament (TGT) Teaching Method to the Students ’ Comprehension in Reading Narrative Text at Grade Eight at SMP Swasta GKPS 3 Pematangsiantar.”

Sedati”.¹⁹ The method used to perform this research was qualitative descriptive. The aim of this study was to determine how the TGT method was used in the classroom and how the students responded to this style of instruction. The results indicated that the eleventh grade of MA Nurul Huda could benefit from the application of TGT in the teaching of reading narrative text. Aside from that, the results of the questionnaire indicated that the students' reactions to the use of TGT were positive.

The third research was from Zumrotul Faricha and Khoiril Huda, the undergraduate students of English language department, Abdullah Faqih Islamic Institute of Gresik. The title was “The Effectiveness of Using Teams Games Tournaments (TGT) In Teaching Reading of Narrative at Second Grade of MA Mambaus Sholihin”.²⁰ The study's goal was to determine how well the Teams Games Tournaments (TGT) method taught students to read narrative texts. This research, which used quantitative methods, it had research results in the form of the effectiveness of the TGT method as an interesting activity. However, this study had several shortcomings that the researcher revealed such as less than optimal teaching due to limited time, lack of references, and research discussions that were still general in nature. So, the researcher hoped that the future researchers would be more specific about it.

The fourth research was from Erlian Dwisnu with the title “The Effect of Applying TGT (Team Game Tournament) Technique to the Students’

¹⁹ Muhammad Ulil Ayyid, “The Use Of Teams Games Tournament (TGT) In Teaching Reading Narrative Text At Eleventh Grade Students Of Ma Nurul Huda Sedati.”

²⁰ Faricha and Huda, “The Effectiveness Of Using Teams Games Tournaments (TGT) In Teaching Reading Of Narrative At Second Grade Of MA Mambaus Sholihin.”

Reading Comprehension in UMB”.²¹ The aim of the study was to determine whether the Team Games Tournament (TGT) technique improves students' reading comprehension at the undergraduate students of Muhammadiyah University of Bengkulu. Using a quantitative approach, the study produced the following results: the mean score of both classes increased, with the experimental group scoring 18.5 points and the control group scoring 7.5 points. These results suggested that the TGT technique was an effective way to teach reading comprehension.

The last research was from Febrina Rizky Agustina and Mega Fariziah Nur Humairoh with the title “Motivating Students to Speak Using Team Game Tournament (TGT) Technique”.²² The purpose of this study was to overcome student’s low motivation problem in speaking English especially for students of junior high school. This study employed two-cycle classroom action research approach, collecting data through students’ observation checklist, field notes, interview and questionnaires. According to the research, the implementation of the modified version of TGT technique can successfully promote the students’ motivation to speak English. Additionally, the students responded favorably to the implementation of the TGT technique.

²¹ Erlian Dwisnu, “The Effect of Applying TGT (Team Game Tournament) Technique to the Students’ Reading Comprehension in UMB,” *Jurnal Multidisiplin Dehasen (MUDE)* 1, no. 3 (2022): 451–60, <https://doi.org/10.37676/mude.v1i3.2887>.

²² Febrina Rizky Agustina and Mega Fariziah Nur Humairoh, “Motivating Students To Speak Using Team-Game-Tournament (TGT) Technique,” *Lintang Songo: Jurnal Pendidikan* 3, no. 1 (2020).

Table 2.1
The Similarities and Differences
Between the Previous Research and Current Research

No	Author and Title	Similarities	Differences
(1)	(2)	(3)	(4)
1.	Nora Januarti Panjaitan, <i>The Effect of Team Games Tournament (TGT) Teaching Method to the students' comprehension in Reading Narrative Text at Grade Eight at SMP Swasta GKPS 3 Pematangsiantar</i>	<p>a. Both of research focused on the reading comprehension.</p> <p>b. This current research and previous research applied Teams Game Tournament (TGT) method using narrative text material.</p>	<p>a. Nora's research used a quantitative approach while this research used the classroom action research.</p> <p>b. Nora's research conducted at the eighth grade of Junior High School while the subject of this research was the tenth grade of Senior High School.</p>
2.	Muhammad Ulil Aydiy, <i>The Use of Teams Games Tournament (TGT) in Teaching Reading Narrative Text at Eleventh Grade Students at MA Nurul Huda Sedati</i>	<p>a. Both of researchers were align in research in the same level of senior high school.</p> <p>b. Both of study researched about Teams Game Tournament (TGT) method.</p>	<p>a. Ulil's research was a descriptive Qualitative approach while the current research used a classroom action research.</p> <p>b. The previous research used eleventh grade for the population and narrative text for the material while the current research used the tenth grade for the population and descriptive text for the material.</p> <p>c. Ulil's research wanted to know the application of TGT method in the class and the students' responses about TGT while this research</p>

			<p>wanted to enhance students' reading comprehension through TGT technique.</p> <p>d. Ulil's research focused on reading ability in general while this research focused on reading comprehension.</p>
3.	<p>Zumrotul Faricha and Khoirul Huda, <i>The Effectiveness Of Using Teams Games Tournaments (TGT) In Teaching Reading Of Narrative At Second Grade Of MA Mambaus Sholihin</i></p>	<p>a. This current research and previous research applied Teams Game Tournament (TGT) method in improving students' reading comprehension.</p> <p>b. Both of researchers are align in teaching in the same level of senior high school.</p>	<p>a. The previous research used a pre-experimental study (quantitative) while this research used the classroom action research.</p> <p>b. The previous research used eleventh grade for the population, while the current research used the tenth grade for the population.</p> <p>c. The discussion of the previous explained about reading ability in general while this study focused on reading comprehension.</p>
4.	<p>Erlan Dwisnu, <i>The Effect of Applying TGT (Team Game Tournament) Technique to the Students' Reading Comprehension in UMB</i></p>	<p>a. Both of research applied Teams Game Tournament (TGT) method in improving students' reading comprehension.</p> <p>b. Both of research focused on the reading comprehension.</p>	<p>a. Erlan's research used a quasi-experimental study (quantitative) while this research used the classroom action research.</p> <p>b. Erlan's research conducted at university students' level while this research conducted at</p>

			<p>senior high school students.</p> <p>c. The objective of Erlian's research was to find out and describe whether TGT technique gave positive effect to students' reading comprehension while the objective of this research was to enhance students' reading comprehension.</p>
5.	<p>Febrina Rizky Agustina and Mega Fariziah Nur Humairoh, <i>Motivating Students to Speak Using Team Game Tournament (TGT) Technique</i></p>	<p>a. Both of researchers are align in doing the classroom action research method.</p> <p>b. Both of study researched about Team Game Tournament (TGT) technique.</p>	<p>a. The previous research focused on students' motivation in speaking English, while the current research focused on enhancing students' reading comprehension.</p> <p>b. The previous research implemented the TGT technique at the junior high school students, while the current research implemented the TGT technique at the senior high school students.</p>

Based on the explanation above, it may be concluded that there were similarities and differences between this research and the previous research. The research similarities could be seen from the use of the Teams Game Tournament learning technique in enhancing students' reading skill. However,

the differences could be seen from the research method, focus, population, and subjects. Some previous studies used quantitative and qualitative methods while the method in this study was classroom action research. Then, some previous studies focused on students' reading skill, reading motivation, or students' motivation to speak English while this study focused on reading comprehension. Likewise, regarding the subject and population, some previous studies used eleventh grade of senior high school, eighth grade of junior high school, or undergraduate students. Meanwhile, this study used the tenth grade students of senior high school in enhancing students' reading comprehension through TGT technique.

B. Theoretical Framework

1. Reading Comprehension

a. Definition of Reading Comprehension

Understanding the content of a text holds significant value for readers as it indicates their grasp of the messages or information intended by the author. Nuttall emphasizes that comprehension entails grasping the meaning of what is read rather than merely recognizing the words. Furthermore, Nuttall elucidates that reading involved the meaningful interpretation of written or printed language symbols. In essence, reading reflects an interactive process between perceiving graphic symbols representing language and readers' linguistic abilities, cognitive capacities, and knowledge.²³

²³ Ester Renta Jelita Butarbutar, "Reading Comprehension Difficulties Among Tenth Grade Students of Vacational High School," *Journal of Applied Linguistics* 10, no. 1 (2021).

Harris and Hodges provide another definition of reading comprehension as cited at Melati that it was essentially the ability to interpret what you read in light of the meaning or message the author intends for you to take away.²⁴ Therefore, reading comprehension is essentially an activity in which a reader attempts to fully and profoundly comprehend the meaning or substance presented in the text.

b. Factors that Influence Reading Comprehension

There are a lot of things that can influence a student's comprehension of what they read. Suhana and Haryudin referenced Johnson and Pearson's study as indicating that reading comprehension was influenced by both internal and external influences.²⁵

- 1) Internal factor is the origin within the person, including motivation, curiosity, language proficiency, past knowledge, reading skill, and reading techniques. These internal elements can be impacted by an individual's experience and learning, and they were frequently subjective.
- 2) The surroundings or context is considered external influences when they had the potential to impact an individual's reading comprehension skill. Examples of situational elements that can

²⁴ Sela Eka Melati and Fathor Rasyid, "Student's Critical Thinking towards Reading Comprehension Using Revised Bloom's Taxonomy," *IREEL: Indonesian Review on English Education, Linguistics, and Literature* 1, no. 2 (2023): 152–65.

²⁵ Asep Suhana and Acep Haryudin, "The Effects of Reading Habit Towards Students' Reading Comprehension at Private Senior High School in Purwakarta," *ELTIN JOURNAL, Journal of English Language Teaching in Indonesia* 5, no. 11 (2017): 57–70, <https://doi.org/10.22460/eltin.v5i2.p57-70>.

impact reading and comprehension include the caliber of reading materials, the manner in which they are presented, the accessibility of learning resources, social support, and the instruction given by teachers or instructors.

c. Aspects of Reading Comprehension

According to Nuttal quoted in Butarbutar, there are five aspects of reading comprehension, such as:²⁶

1) Determining the Main Idea

The main idea of a passage is the author's core message. It is the most crucial information and the foundation for understanding the entire text. To find it, focus on the title and introduction, actively read for key points and repeated ideas, and summarize the passage in your own words to solidify your grasp of the main concept.

2) Finding Specific Information

Finding specific information in a text is a crucial skill for tasks like answering questions, taking notes, and researching. To achieve this, readers can scan for keywords, use surrounding context to understand word meaning, and even rephrase their questions for a more focused search within the text.

²⁶ Butarbutar, "Reading Comprehension Difficulties Among Tenth Grade Students of Vocational High School."

3) Identifying Reference

Understanding reference is a key to unlocking complex texts. It involved seeing how different parts connect and contribute to the overall meaning. To master this skill, pay close attention to pronouns, transitions, and other clues that link ideas. Visualizing the relationships between them through mental maps or diagrams could further clarify the text's structure. Finally, actively questioning the text helped identify connections and inconsistencies, leading to a deeper comprehension.

4) Making Inferences

Making inferences gone beyond simply reading the words on the page. It was about piecing together clues, considering the author's intent, and drawing conclusions that might not be explicitly stated. This skill unlocked deeper understanding of the text, allowing reader to grasp the author's message and even predict future events within the story.

5) Understanding Vocabulary

Understanding the words in a text is a key to truly grasping its meaning. Readers who encounter unfamiliar vocabulary often miss crucial details and struggle to grasp the overall message. To combat this, there were simple strategies: consult dictionaries or online resources for definitions and pronunciations; pay close attention to how words were used within the text; and, most

importantly, read frequently to expose your new vocabulary and build the comprehension skills over time. By honing these practices, readers could unlock deeper understanding and become more proficient in navigating the written word.

d. Assessing Reading Comprehension

To measure students reading comprehension, Brown suggested methods including reading aloud, written response, multiple choices, picture-cued items, matching, gap-filling, cloze, short answer, etc.²⁷ A multiple choices question was chosen as the test to measure reading comprehension.

2. Teams Game Tournament (TGT)

a. Definition of Teams Game Tournament

One of the cooperative learning strategies is Teams Games Tournaments, which involve assigning students to learning teams or groups based on their academic standing, gender, race, and ethnicity.

These teams of students often consist of five or six students.²⁸

Cooperative learning, according to Johnson and Johnson as cited in Rahayu, is a series of classroom exercises carried out by students in specific groups to meet pre-established learning goals.²⁹ Cooperative learning's primary goal is to increase student learning in order to raise

²⁷ H. Douglas Brown, *Language Assessment: Principles and Classroom Practices*, 2004.

²⁸ Ratih Widhiastuti and Fachrurrozie, "Teams Games Tournament (Tgt) Sebagai Metode Untuk Meningkatkan Keaktifan Dan Kemampuan Belajar," *Pendidikan Ekonomi Dinamika Pendidikan* 9, no. 1 (2014): 48–56.

²⁹ Rahayu Apriliaswati, "Cooperative Learning Sebagai Sumber Pemerolehan Bahasa Kedua Atau Asing, Keterampilan Sosial Dan Keberhasilan Akademik," *Cakrawala Dan Kependidikan* 7, no. 2 (2009): 181–91, <https://doi.org/10.1016/B978-0-08-044894-7.00494-2>.

academic performance and interpretation on both an individual and group level. Furthermore, according to Slavin as cited in Dwisnu, Teams-Games-Tournament employs the same teams, teaching methodology, and worksheets as STAD. However, In TGT students use educational games to show that they have mastered the material.³⁰

David DeVries and Keith Edwards invented the Team Game Tournament (TGT) for the first time. Subsequently, Robert Slavin refined it with a straightforward implementation that gives group learning priority in order to enhance student learning outcomes. All students, regardless of their standing, were required to participate.³¹ Moreover, Haryono and Tukiyo clarified that the Team Games Tournament learning model, also referred to as the TGT Method, is a straightforward cooperative learning model that incorporates games and rewards, requires all students to work together regardless of status, and used students as peer tutors.³² The TGT technique allowed students to learn more comfortably while promoting responsibility, teamwork, healthy competition, and learning engagement through student activities.

³⁰ Dwisnu, "The Effect of Applying TGT (Team Game Tournament) Technique to the Students' Reading Comprehension in UMB."

³¹ Noviastri Herdinawati, Insih Wilujeng, and Purwanti Widhy Hastuti, "Efektivitas Model Kooperatif Tipe Team Games Tournament (Tgt) Ditinjau Dari Keterampilan Kooperatif Dan Hasil Belajar," *E-Journal Pendidikan IPA* 7, no. 8 (2018): 430–38.

³² Purwo Haryono and Tukiyo, "The Effect of Mobile Learning-Based Team Game Tournament Learning Model on Recount Text Writing Ability: The Role of Learning Style as Variable Moderation," *English Review: Journal of English Education* 10, no. 2 (2022): 729–36, <https://doi.org/10.25134/erjee.v10i2.6332>.

b. Steps of Teams Game Tournament

According to Slavin as cited in Simmamora et al, there are four steps in teaching learning trough TGT method, as follows: ³³

1) Class Presentation

The teacher introduces the subject matter, outlines the goals, assignments, or exercises for students, and inspires them at the start of the lesson. It is crucial for students to grasp the content presented by the instructor during this initial presentation to excel in collaborative tasks and activities later on. The content of TGT is tailored to facilitate the integration of games and competitions.

2) Teams

Students are divided into heterogeneous small groups (different abilities, gender, etc.). Each group is then given the same material to learn and discuss together. Group members help each other to understand the material and prepare for the tournament later. The team learning stage focused on discussion and mutual help between group members to understand the material that would be tested later. The main goal of the team is to learn together cooperatively and achieve a good understanding of the material.

3) Game

The teacher prepares quizzes or game-like exercises related to the material learned. These quizzes can be in the form of

³³ Simamora et al., *Model Pembelajaran Kooperatif*. 2024

multiple choice, fill-in-the-blank, or short description. The game was conducted individually by each student, not in groups. The purpose of the game was to measure the extent to which students have understood the material and identify students of equal ability, then group them by ability again.

4) Tournament

A tournament is the structure where the games take place. The students are assigned to tournament tables in which the tournaments are composed of homogenous students. The method can be figured out as follows:

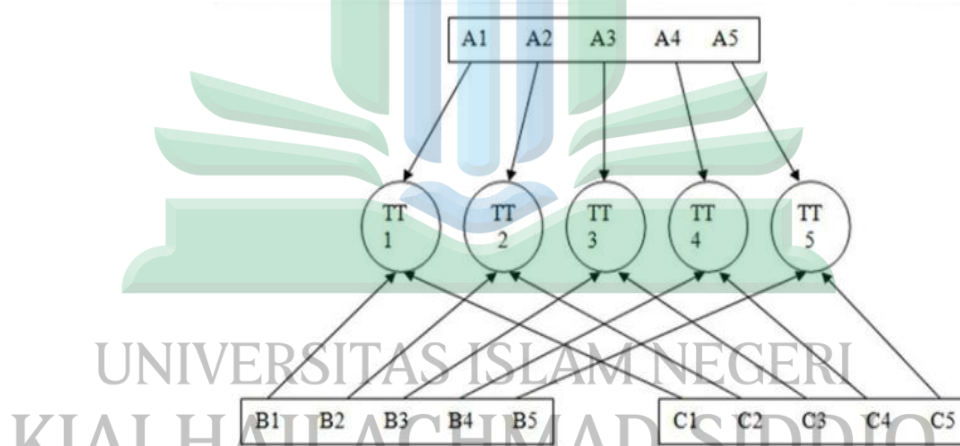


Image 2.1 The framework for the tournament part of the TGT technique

The rules are:

- a) The 1st student picks a numbered card and finds the corresponding question on the game sheet, reads question out loud, and tries to answer.
- b) The 2nd student challenges if she/he wants to (and gives a different answer), or passes.

- c) The 3rd student challenges challenger 1 if she/he wants or passes.
- d) The 4th student challenges challenger 2 if she/he wants or passes. If all have challenged or passed, the 2nd challenger checks the answer sheet. Students who answered correctly can keep their cards and if the challenger was wrong, they may return the cards they have won to the deck.

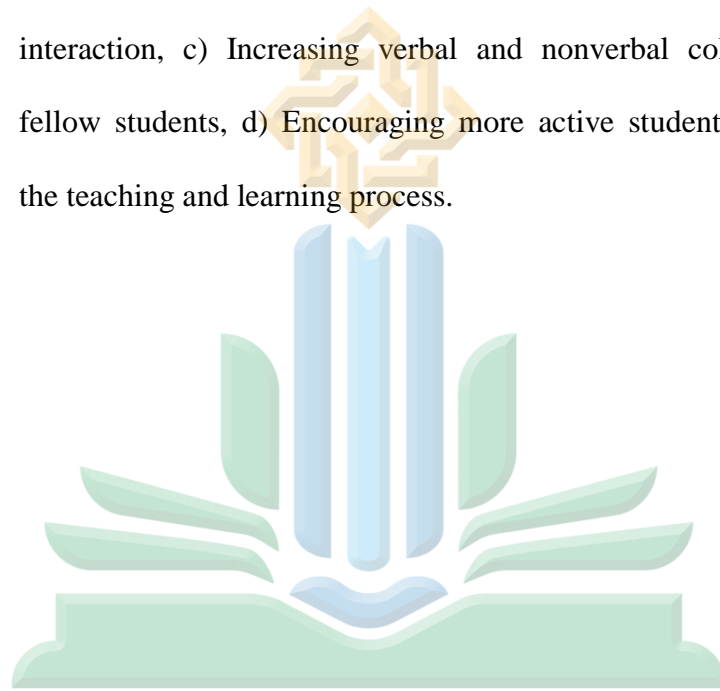
5) Team Recognition

The scores obtained by each team member are summed up and the average is taken. The team with the top score get an award or nickname 'SUPER TEAM', the team with the high middle score get the nickname 'GREAT TEAM' and the team with the low middle score get the nickname 'GOOD TEAM'.

c. Advantages of Team Games Tournament

The application of TGT method has several advantages such as, students who have lower academic ability are also active and play an important role in their group, the overall learning process can be improved by using this method, which also help teacher and students learn more effectively. This method serves as a guide and strategy to improve memory and make learning more fun. In addition, students also developed their knowledge through their contribution and construction, so it is not just referring to what the teacher said and

taught.³⁴ In addition, according to Hafizah as cited in Damayanti and Miswanto,³⁵ the Teams Games Tournament learning model has several advantages, including: a) Increasing students' awareness that the results achieved are the result of the effort they put in, not just luck, b) Increasing basic skills, academic achievement, and active student interaction, c) Increasing verbal and nonverbal collaboration with fellow students, d) Encouraging more active student involvement in the teaching and learning process.



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³⁴ Sarwitri, "Improving Student Motivation and Learning Outcomes in English Subjects Through Cooperative Teams Games Tournament," *Jurnal Pendidikan Tambusai* 6, no. 1 (2022): 3634–37.

³⁵ Laily NurRahma Damayanti and Miswanto, "The Influence of Teams Games Tournament Learning Model on Middle School Students' Mathematics Interest and Learning Outcomes," *International Journal on Teaching and Learning Mathematics* 5, no. 2 (2024): 103–12, <https://doi.org/10.18860/ijtlm.v5i2.24235>.

CHAPTER III

RESEARCH METHOD

This chapter provided information on how the research conducted.

A. Research Design

The design of the research was Classroom Action Research (CAR). According to Bogdan and Biklen as cited in Khasinah, classroom action research is the systematic collection of information that designed to bring about social change.³⁶ Action research must clearly distinguish the difference between the characteristics of action and research, must be directly involved and not just as an audience.³⁷ In addition, according to Allwright & Bailey as cited in Kasim, this research centers on the classroom and try to investigate the interaction of objects that occur in it.³⁸ From this explanation, it can be concluded that CAR is a scientific method to solve students' problems in the learning process and involves teachers in improving students' learning.

The Classroom Action Research design that used in this research was collaborative classroom action research. This meant that the researcher collaborated with the English teacher at MA Darun Najah Lumajang. In the implementation of the research, the researcher acted as an English teacher who taught reading comprehension, while the English teacher acted as a collaborator in designing lesson plan and criteria of success. The researcher

³⁶ Siti Khasinah, "Classroom Action Research," *Jurnal Pionir, Volume 1, Nomor 1*, 1, no. 1 (2013): 107–14.

³⁷ Conny R Semiawan, "Catatan Kecil Tentang Penelitian Dan Pengembangan Ilmu Pengetahuan," *Kencana Prenada Media Group : Jakarta* 1, no. 1 (2008).

³⁸ Usman Kasim, "Classroom Interaction in the English Department Speaking Class at State University of Malang," *Jurnal Ilmu Pendidikan* 11, no. 3 (2004): 1–12.

used some steps such as planning, acting, observing, reflecting, and revised the plan.

To make sure the explanation of CAR and the stages, the researcher adopted Classroom Action Research by Kemmis and McTaggart model as cited in Pratiwi et al.³⁹

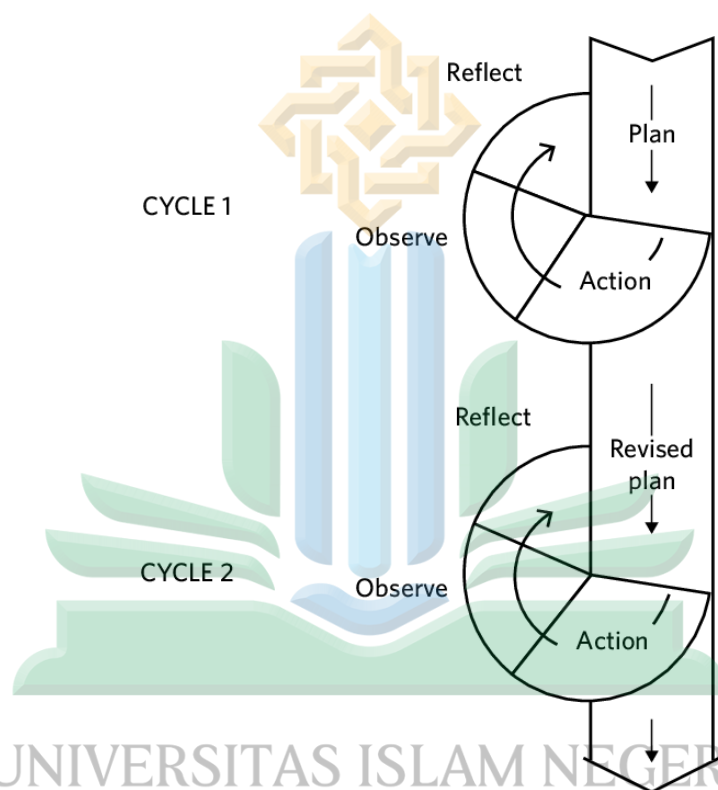


Image 3.1 The procedure of CAR adopted from Kemmis and McTaggart

1. Planning

The planning stage is the initial stage in CAR which has several parts that must be considered. It aims to ensure that the CAR planning process is carried out comprehensively and structured in order to achieve certain effective goals. In this study, researcher conducted several

³⁹ Pratiwi Bernadetta Purba et al., *Penelitian Tindakan Kelas, Penelitian Tindakan Kelas*, 2021.

activities before implementing the action. Some of these parts include:

- 1) Developed a module plan (*Modul Ajar*) in accordance with the syllabus (*ATP*) and learning outcomes (*CP*) of the reading and viewing section of the 10 grade of senior high school in *Kurikulum Merdeka*, and the topic was narrative text. The implementation of TGT technique conducted for a total of 6 meetings. *See appendix 2*
- 2) Prepared questions for pre-test and post-test, answer sheet, the blueprint, and the key answer. There were 20 multiple choice questions consisting of 15 questions related to the five aspects expressed by Nuttall and 5 questions about the purpose of the text, text structure, text type and linguistic elements of narrative text. *See appendix 6 and 7*
- 3) Prepared worksheets for students that used during the action of TGT game section. *See appendix 10*
- 4) Prepared TGT media containing several questions related to narrative text, which posted on the whiteboard. *See appendix 11*
- 5) Prepared questionnaire for students in the form of questions about the impact of the application of TGT technique for them. *See appendix 9*
- 6) Prepared the criteria of success.

2. Acting

The action stage is the realization of the previous planning stage which includes the instrument for implementing the TGT technique.

According to Arikunto as cited in Sumarsih et al, the action stage should be carried out at least two cycles in a sustainable manner and the period of each cycle depends on the material needs in the semester or annual program design made by the teacher.⁴⁰ However, the researcher carried out one cycle with a total of six meetings.

3. Observing

Observing is a systematic data collection process to determine the effectiveness of the actions that have been taken and identify areas that need improvement. At this stage, the researcher obtained data from reading comprehension test (pre-test and post-test) to find out students' reading comprehension abilities before and after the TGT technique is applied. In addition, at the end of the implementation, students were given a questionnaire about students' responses to the implementation of Teams Game Tournament (TGT) technique in enhancing students' reading comprehension.

4. Reflecting

This stage aims to reflect or evaluate the previous stage by looking at the data that have been collected. At this stage, researcher looked at the result of reading comprehension test and questionnaire at the previous stage. So, the benefit of evaluation is to determine whether the cycle continues or stops.

⁴⁰ Dwi Sumarsih, Rr. Forijati, and Muhammad Anas, "Implementation of Blended Learning in Public Sector Accounting Learning to Improve 21st Century Skills" 1 (2022): 349–57, <https://doi.org/10.29407/int.v1i1.2930>.

5. Revised the Plan

Revised the plan is needed when the action in each cycle do not make improvement on students' reading comprehension. It means the revised plan is conditional.

B. Research Setting, Time, and Subject

1. Research Setting

This research was conducted at MA Darun Najah Lumajang. The reason why the researcher chose this school was because there was only one English teacher in this school and she had to teach many classes. According to the initial interview between the researcher and the teacher, the teacher had difficulties in assessing students and delivering materials that interest them, especially in terms of reading comprehension. In fact, teachers are required to teach students to comprehend various types of reading texts, such as narrative texts, so that students score well in the final examination. Therefore, this is a suitable school and the right time because teacher need help to build students' reading comprehension through narrative text with interesting technique such as Teams Game Tournament technique.

2. Research Time

This Classroom Action Research (CAR) was conducted through one cycle with a total of six meetings to enhance students' reading comprehension through the Teams Game Tournament (TGT) technique.

3. Research Subject

The subjects of this study were 20 students from the X-2 grade of MA Darun Najah Lumajang. The researcher chose the 10 grade because they were new students or new inputs who come from various school backgrounds. Automatically, the English language skills they have were also different. This related to the factors that influence reading comprehension, besides coming from internal or themselves, it was also influenced by external factors or the quality of their English learning at the previous level. Therefore, special attention and appropriate action was needed in terms of enhancing students' reading comprehension early on, starting from grade 10 as a provision for facing the final English exam for graduation in grade 12 later. Thus, they have more time to enhance their reading comprehension skill.

C. Research Procedures

The procedure of this research consists of the following activities:

1. Preliminary Observation

In the initial observation, researcher observed student learning activities in the classroom to find out the initial conditions of students. Researcher saw the learning process in the classroom in terms of student responses, student activeness, and classroom conditions. As a result, the researcher found the students' lack of response to the text presented with a method that did not interest them.

In addition, the researcher also conducted interviews with English teacher and five students of the X-2 grade as samples with different abilities according to the results of pre-test scores. According to the English teacher, there was no method applied for reading that attracted students' interest. They prefer to perform in front of the class to speak rather than understand the reading text. Behind that, one student with the highest score stated that English was her interest, so whatever skills taught by the teacher would be implemented well. In contrast, one student with the lowest score said that she was not interested in English at all. Furthermore, three students with medium scores still have an interest in learning English, especially reading comprehension. However, they need external encouragement that made them interested.

2. Cycle 1

a. Planning

Planning is an arrangement for doing something that is considered in advance. Planning should be flexible as it depends on the circumstances and the curriculum. One the problem is known, the researcher as the teacher and other teacher work together to plan everything needed to solve the students' problems. So, the researcher prepared everything related to the teaching and learning process.

- 1) Developed a module plan (*Modul Ajar*).
- 2) Prepared pre-test, post-test, answer sheet, blueprint, and key answer.
- 3) Prepared students' worksheet for game.

- 4) Prepared TGT Media.
 - 5) Prepared questionnaire.
 - 6) Prepared criteria of success.
- b. Acting

Action is the implementation process of planning. The acting stage was conducted with a total of six meetings based on the modification of Teams Game Tournament (TGT) technique, with the following stages:

1) Meeting 1 (Pre-test)

Students did the pre-test questions that have been provided.

2) Meeting 2 (Implementation of TGT technique)

a) Class Presentation: The teacher explained the learning objectives, checked attendance, motivated students when starting learning, provided apperception in the form of text which was then discussed together, and explained the material about narrative text which included text structure, language elements, etc. accompanied by an example of narrative text that was discussed together.

b) Teams: The teacher divided the students into four groups, every group consist of 5 students. The division of the groups was based on the students' diverse English abilities taken from the students' pre-test scores.

c) Game: The teacher explained the rules of the game in groups, distributed a narrative text that was different from the text during class presentation and group worksheets containing questions about understanding narrative text, students were asked to discuss in groups with a limited time.

3) Meeting 3 (Implementation of TGT technique)

a) Tournament: The teacher explained the tournament rules. Students lined up according to their group, each person in the group answered the questions listed on the TGT media posted on the whiteboard in turn. The narrative text was the same as the text provided during the game.

b) Team Recognition: After the game and tournament were over, the teacher collected the points earned by each group and awarded the best group.

4) Meeting 4 (Implementation of TGT technique)

a) Class Presentation: The teacher gave another narrative text to discuss together with the students and asked them some questions to follow up on the previous material.

b) Teams: The teacher divided the students into 4 groups. Group members were different with the previous meeting.

5) Meeting 5 (Implementation of TGT technique)

a) Game: The teacher explained the rules of the game in groups, distributed worksheets containing questions about

understanding narrative text, students were asked to discuss in groups with a limited time. The narrative text was the same as class presentation stage.

b) Tournament: The teacher explained the tournament rules. Students lined up according to their group, each person in the group answered the questions listed on the TGT media posted on the whiteboard in turn. The narrative text was the same as the text provided during the game.

c) Team Recognition: After the game and tournament were over, the teacher collected the points earned by each group and awarded the best group.

6) Meeting 6 (post-test)

Students did the post-test questions that have been provided.

c. Observing

Observation was made to check:

1) Questionnaire

This research used questionnaires to be time-effective and made data collection easier. The type of questionnaire used is opened and closed questionnaire (mix method) that provided predetermined answers. Thus, the X-2 students as respondents can choose the most appropriate answer according to them and give a comment. The questionnaire that is provided included students' responses to the application of the TGT technique in enhancing

students' reading comprehension skill.

2) Reading Comprehension Test

In collecting data, researcher took student assessment results from the pre-test and post-test. The results of the pre-test assessment that conducted before the application of TGT technique aims to determine the initial ability of students as well as a reference to whether there is an improvement or not when the method has been applied. In addition, the post-test assessment aims to determine the final achievement of students after the application of TGT technique which is then compared with the pre-test results. The written questions given were 20 multiple choices questions about reading comprehension of narrative text.

d. Reflecting

This stage is evaluation of overall action by looking at the data that have been collected. At this stage, researcher looked at the result of reading comprehension test and questionnaire at the previous stage to make sure that the cycle is continue or stop.

The research analysis data was in the form of quantitative and qualitative data. Quantitative data was obtained from students' reading comprehension test results which include pre-test and post-test. In addition, qualitative data was obtained from questionnaire.

1) Quantitative Data

In this case, the researcher used scoring with weighted

difference items. Researcher used the following formula:⁴¹

$$Skor = \sum \frac{(Bi \times bi)}{St} 100$$

Notes:

Bi = number of items answered correctly

bi = the weight of each item

St = theoretical score (score in answering all items correctly)

Second, researcher tried to get the percentage of classes that pass the minimum completeness criteria (75), so the formula was used:⁴²

$$P = \frac{F}{N} \times 100\%$$

Notes:

P = the class percentage

F = Score achieved

N = Number of students

2) Qualitative Data

In this case, qualitative data informed the description of the results of the questionnaire. Data obtained from questionnaires provided by researcher regarding student responses to the application of the TGT technique in enhancing students' reading comprehension.

⁴¹ Ainur Rofieq, "Teknik Pemberian Skor Dan Nilai Hasil Tes," n.d., 1–6.

⁴² Andreas Dharma Nurhalim, *Statistik Dasar Dan Praktik Statistik Dengan Menggunakan SPSS*, 2021.

D. Validity of Data

Validity is the most important requirement for evaluation instruments. This means that every test and data can be said to be valid if it can be proven to be true. There are several types of validity such as content validity, face validity, construct validity, empirical validity and consequent validity.⁴³ In this study, researcher used content validity.

Brown states that a test is actually a sample of the subject matter from which conclusions would be drawn, and if test takers are asked to display the behavior being measured, then the test could be claimed as evidence of content related validity, which is often referred to as content validity.⁴⁴ The test given to students must be made by an expert and must be in accordance with the curriculum. Therefore, the researcher validated the test with a validator or an expert in the field of reading comprehension, namely Mr. Sandi Ferdiansyah, M.Pd. *See appendix 5*

Face validity is a test carried out to show that the statement items had the impression of being able to reveal the research concept that was to be measured.⁴⁵ Therefore, the question items that are presented on the questionnaire must be contextually appropriate. So, these question items were consulted with experts. In this research, the expert was the researcher's advisor, namely Mrs. Febrina Rizky Agustina, M.Pd. *See appendix 8*

⁴³ Suprayekti and Fathia Fairuza Hanum, "Penerapan Teknologi Pendidikan Di Lembaga Persekolahan," *Perspektif Ilmu Pendidikan* 32, no. 2 (2018): 165–79, <https://doi.org/10.21009/pip.322.9>.

⁴⁴ Brown, *Language Assessment: Principles and Classroom Practices*.

⁴⁵ Mark S. Allen, Davina A. Robson, and Dragos Iliescu, "Face Validity: A Critical but Ignored Component of Scale Construction in Psychological Assessment," *European Journal of Psychological Assessment* 39, no. 3 (2023): 153–56, <https://doi.org/10.1027/1015-5759/a000777>.

E. Criteria of Success

Classroom Action Research (CAR) is said to be successful if it can meet predetermined criteria. Researcher and English teacher collaborated to determine the criteria used in the success of learning. In this study, there were three success criteria, including the following:

1. First, the research is said to be successful if there were 70% of students who get a post-test score of at least 75. The researcher determined the percentage based on the discussion result and some considerations about students' ability for English lesson with English teacher in the school. Besides, the number of 75 was the minimum completeness criteria (KKM) for the tenth grade at the school. Therefore, the first criteria of success considered appropriate.
2. Second, the research is said to be successful if there is an improvement in all students' scores between the pre-test and post-test.
3. Third, the research is said to be successful if the result of students' questionnaire showed many positive responses.

If the results obtained are not satisfactory, then a second cycle is carried out, and so on. The cycle is stopped if 70% of the students' post-test scores reached at least 75 or there is an improvement of all students' scores between the pre-test and post-test. In addition, most of students give positive responses in the questionnaire. So, researcher not only focus on the final results but also pay attention to the process and the students' perception in enhancing reading comprehension through TGT technique.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of Research Subject

MA Darun Najah was established in 2003 and was under the auspices of the Darun Najah Lumajang Islamic Boarding School Foundation which was located in the middle of residential houses but was quite strategic and not too far from commercial center, public facilities and government offices. For facilities and infrastructure in general, MA Darun Najah had quite complete facilities in supporting the teaching and learning process. MA Darun Najah had 22 educators who were quite competent in learning and in the use of technology. For the number of students in the 2024/2025 academic year there were 162 students.

The researcher conducted this study at MA Darun Najah Lumajang. The subject of this study was class X-2, which consisted of 20 students. Before conducting the research, the researcher interviewed the English teacher and five students from class X-2 and conducted preliminary observation. The researcher implemented the classroom action research (CAR) process with a total of six meetings. The purpose of this study was to enhance the reading comprehension ability of students in class X-2 of MA Darun Najah Lumajang through Teams Game Tournament (TGT). The aspects of reading comprehension used as a reference in this study were determining the main idea, finding specific information, identifying references, making inferences,

and understanding vocabulary. (*The research activities can be seen in the appendix*)

B. Research Findings in Cycle

This section consists of the results of Classroom Action Research (CAR). This research used the Kemmis and McTaggart model. Research findings were obtained from the beginning to the end of the teaching and learning process. This research was conducted in one cycle at MA Darun Najah Lumajang in the academic year 2024/2025. The implementation of the cycle consisted of four main stages, namely planning, acting, observing and reflecting. This research cycle was carried out in 1-2 meetings a week for a period of one month. The findings of the cycle were as follows:

1. Planning

At this stage, the researcher prepared the instruments needed before carrying out the acting, such as module plan, reading comprehension test, worksheet, TGT media, and questionnaire.

2. Acting

Action is the implementation of planning. The researcher conducted the study with a total of 6 meetings.

a. First Meeting

The first meeting was held on July 29, 2024. At this meeting, researcher applied a pre-test to students in class X-2. The pre-test questions consisted of 20 multiple-choices about 3 narrative texts, which were used as a reference for students' initial scores regarding

English reading comprehension, specifically focusing on five aspects, such as determining the main idea, finding specific information, identifying references, making inferences, and understanding vocabulary.

b. Second Meeting

Researcher conducted the second meeting on August 5, 2024. This second meeting included 3 stages in the TGT technique, namely class presentations, teams, and games. The researcher started the lesson with greetings, asking for news, and checking attendance. There were 4 students who were absent from the meeting due to illness.

At the class presentation stage, the researcher showed some story pictures as an apperception for the initial introduction to narrative text to students. The story pictures that the researcher showed were pictures that were considered familiar to readers such as Malin Kundang, Cinderella, etc. This was evidenced by the students' enthusiastic answers when given questions by the researcher about the pictures. Then, the researcher distributed a reading text entitled "Sleeping Beauty" to be read and discussed together. The researcher started by reading slowly sentence by sentence and the students imitated her. Students in the class were very obedient to the researcher's orders even though they admitted that they still had difficulty in pronunciation. The researcher ordered the students to read sentence and the researcher translated it slowly. The researcher also

asked them to repeat a word that had been translated so that they could increase their vocabulary. After that, the researcher explained the narrative text material starting from the definition, text structure, purpose, and language elements by linking to the text. The researcher also took some sentences in the text to be analyzed together regarding the linguistic elements and grammar of the sentences. The goal was for them to be able to understand the content when they are faced with other texts.

The next stage of TGT is the division of groups to conduct games. The researcher divided the students of class 10-2 into 4 groups of 5 students each. The division of this group was based on the results of pre-test scores with different abilities heterogeneously. The researcher ordered students to gather with their respective groups. There was one student in a group who looked uncomfortable with his group. The researcher then asked the students, "Is there anything that is not understood or do you have anything to say?". Students answered, "No". Then, the researcher explained the positives of being in a group, encouraged the students about the purpose of learning narrative text, explained the next stage of the tournament, and gave a brief knowledge about humans as social creatures. The researcher was pleased with the answers and the smiles on their faces.

After ensuring students' understanding, the researcher distributed one text again with the title "Beauty and the Beast" to study

with their groups. The researcher invited students to ask anything they did not understand. Then, the researcher distributed worksheets containing vocab and text structure questions. The researcher explained the flow of the game which had a time limit. The group with the most correct vocabulary and the right text structure got the highest score. The fastest group got a star as an additional score. At the end of the lesson, the researcher instructed the students to study again with their groups in preparation for the tournament at the next meeting. The researcher provided encouragement to study harder, which was then closed with a greeting.

c. Third Meeting

Researcher conducted the second meeting on August 6, 2024. This third meeting included 2 stages in the TGT technique, namely tournaments and team recognition. The researcher started the lesson with greetings and checked attendance. In this meeting, all students of class 10-2 were present. The researcher then reviewed the material that had been explained in the previous meeting. Then, she asked short questions about the text that was shared in the previous game stage in order to solidify their understanding of the reading content.

At this point, the researcher explained the flow of the tournament. All students lined up in rows behind according to their groups facing the whiteboard. Students came forward one by one to answer questions on the TGT media that had been posted on the

whiteboard in turn. When one of the students in a group was writing an answer on the board, the other students sat down and came forward periodically. The students looked very enthusiastic and happy when going through this stage. They really hope that their group members can answer quickly because speed is included in the assessment criteria. After the tournament ended, some students said, “It was really fun, miss.” The researcher gave star to the fastest group, and each correct answer received 10 points, while the wrong answer received 0 points.

The researcher discussed the questions in the game and tournament with students so that they understood the meaning of a reading passage. The group score obtained in the tournament was accumulated with the game score on the worksheet. The researcher gave a reward to the best group that had the highest score or the most correct and fastest group, namely group 2. The students’ response at this stage was motivated. One of the students said, “Let’s play again, miss. We have never played this game before.” Then, the researcher provided more motivation so that at the next meeting, students would be more enthusiastic. The researcher also advised students to keep repeating the material at home as preparation for the next meeting. The learning process was ended with greeting.

d. Fourth Meeting

Before conducting the implementation of the TGT, the researcher discussed with the school English teacher about the things that happened during the lesson. As a result, the researcher revised the stages carried out at each meeting for the next meeting to maximize student learning outcomes. The fourth meeting was held on August 15, 2024. The researcher started the lesson with greetings and checked attendance. There were 2 students who were absent due to illness.

At this meeting, the researcher distributed another text entitled “Sangkuriang and Dayang Sumbi”. The researcher read the text slowly sentence by sentence and followed by the students. Then, the researcher ordered the students to read the text in turn followed by translating the text together with the students. The repeated reading and translation of the text was intended for students to increase their vocabulary and understand the plot. The researcher also asked short questions about the content of the text to deepen their understanding.

When reading the text, there were some students who looked bored and not confident. Therefore, the researcher also inserted an ice breaking to increase student enthusiasm again. Then, the researcher reviewed the material about narrative text that was related to the text to maximize their understanding. That was the first form of revision applied in the TGT implementation, which was to make them more focused and more stable in their understanding of narrative text.

The next stage was the formation of groups for the game and tournament part, the teams. There were 4 groups in class X-2, each group consisting of 5 students. This group was formed based on the pre-test results with different abilities in one group. However, this group was a different group from the group formed in the second meeting. The researcher did this as a form of second revision to overcome the problem of group member discomfort that occurred at the second meeting. At this meeting, the researcher was happy because she did not see any discomfort on the students' faces. Then, the third revision was regarding the reading text. In the implementation of TGT, the researcher only distributed 1 reading text for the fourth and fifth meetings so that students' understanding of the storyline and narrative text material was maximized and effective. The researcher closed the lesson with learning motivation and ended with greetings.

e. Fifth Meeting

The fifth meeting was the implementation of the TGT stages in the Game, Tournament, and Team Recognition sections. This meeting was held on August 22, 2024. The researcher started the lesson with greetings and checked attendance. At this meeting, all X-2 class students were present.

At this meeting, the researcher asked questions as a reminder of the material and content of the reading text that had been distributed at the fourth meeting. All students gathered with their groups and

discussed the story again so that they really understood thoroughly. After that, the researcher gave worksheets containing vocabulary tasks and material related to the reading text with a time limit. Students raised their hands until the researcher said, “Start!”. Students looked very enthusiastic and compact when discussing with their group mates. The group with the most correct vocabulary and the fastest had a big chance to be the winner.

The next stage of TGT was a tournament that students do by lining up behind according to their group. Students answer the questions listed on the TGT media that have been posted on the board in turn. Students look very happy and more active at this stage. They look very hopeful that their group this time will be the best group. In addition, what was most prominent at this stage was the concentration and competitive spirit of students, accompanied by support for other members in their group. In fact, there were some students who seem to be trying to remember the vocabulary in the text while waiting for their turn to come forward. After the tournament was over, each correct answer was worth 10 and the wrong answer is worth 0, while the fastest group got a star.

The researcher discussed the tournament questions with the students, accompanied by scoring. The score in the tournament was accumulated with the score during the game. After finding the highest score based on accuracy and speed, the researcher gave a reward for

the group, namely group 1. This was a form of appreciation for their enthusiasm, cohesiveness, and hard work. After that, the researcher ended the lesson by thanking the students for their enthusiastic response to the lesson, followed by a closing prayer and greetings.

f. Sixth Meeting

Researcher conducted the last meeting on August 24, 2024. At this meeting, the researcher conducted a post-test in class X-2 of MA Darun Najah Lumajang to find out the progress or learning outcomes achieved about reading comprehension on narrative text as a comparison between before and after the application of TGT techniques.

3. Observing

Researcher conducted the pre-test at the first meeting. Many students' pre-test scores results were still below 75 as seen form table 4.1.

Table 4.1
Students' Pre-test Scores

NO.	NAME	SCORE	KKM	FAILED/PASSED
1	ADN	63	75	Failed
2	ANN	72	75	Failed
3	AEL	62	75	Failed
4	AFF	67	75	Failed
5	DRPP	64	75	Failed
6	EMNK	77	75	Passed
7	EMN	53	75	Failed
8	ELW	65	75	Failed
9	HYAT	59	75	Failed
10	JFR	54	75	Failed
11	KAZ	76	75	Passed
12	NWA	83	75	Passed
13	RIA	59	75	Failed
14	RFA	54	75	Failed
15	SZAS	83	75	Passed

16	SAN	59	75	Failed
17	SKM	62	75	Failed
18	ZI	67	75	Failed
19	ZS	71	75	Failed
20	ZAR	76	75	Passed
Total Score		1326		
Average = $(\sum \frac{x}{n})$		66,3		

In accordance with the pre-test results, 5 students managed to achieve scores above 75, while the other 15 students still did not reach the minimum completeness criteria (KKM). The percentage of completeness of reading comprehension test (pre-test):

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{5}{20} \times 100\%$$

$$P = 25 \%$$

From the percentage results in the formula above, the pre-test scores of class X-2 students totaling 20 students showed a percentage of 25%. This means that 25% percent of students or only 5 students scored above the minimum completeness criteria (KKM = 75), while 75% of other students still scored below 75. Therefore, from these results, it could be said that the reading comprehension of students in the class was still low. Therefore, the implementation of a TGT technique was needed to enhance students' reading comprehension skill.

At the sixth meeting, researcher conducted a post-test after implementing the TGT technique. The result can be seen at table 4.2.

Table 4.2
Students' Post-test Scores

NO.	NAME	SCORE	KKM	FAILED/PASSED
1	ADN	68	75	Failed
2	ANN	81	75	Passed
3	AEL	78	75	Passed
4	AFF	80	75	Passed
5	DRPP	79	75	Passed
6	EMNK	85	75	Passed
7	EMN	60	75	Failed
8	ELW	76	75	Passed
9	HYAT	63	75	Failed
10	JFR	63	75	Failed
11	KAZ	77	75	Passed
12	NWA	88	75	Passed
13	RIA	81	75	Passed
14	RFA	78	75	Passed
15	SZAS	91	75	Passed
16	SAN	71	75	Failed
17	SKM	80	75	Passed
18	ZI	80	75	Passed
19	ZS	76	75	Passed
20	ZAR	80	75	Passed
Total Score		1535		
Average = $(\sum \frac{x}{n})$		76,75		

Percentage of completeness of reading comprehension:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{15}{20} \times 100\%$$

$$P = 75\%$$

Based on the results of the post-test conducted in class X-2, students achieved an average score of 76.75. Then, out of 20 students in the class, 15 students managed to get a score above 75 or with a percentage of 75%. This meant that 75% of students in grade X-2 managed to achieve a reading comprehension score on narrative text above the

minimum completeness criteria ($KKM = 75$) and had reached the criteria of success. Therefore, the implementation of TGT technique could be said to be successful in enhancing students' reading comprehension.

Besides that, the improvement between the students' pre-test and post-test scores was an average of 10.45 and a percentage of 50%. The detailed improvement in all student scores is shown in image 4.1 below:

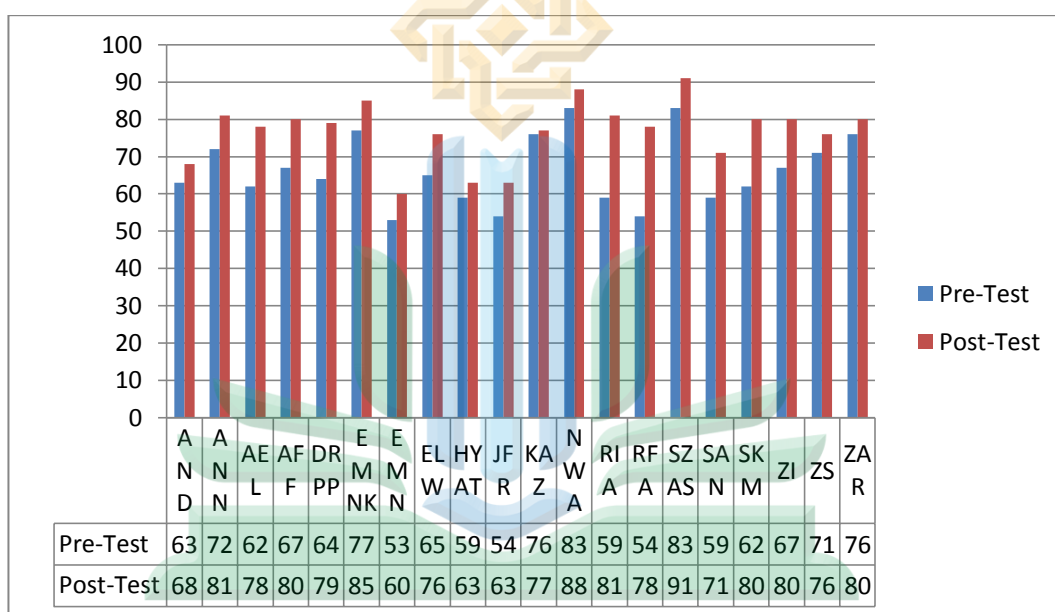


Image 4.1 Comparison between the Pre-test and Post-Test Scores

Based on the diagram image above, all students in class X-2 managed to achieve improvement between the pre-test and post-test scores. In addition, students' post-test scores have reached the criteria, which is 75% of students get scores above 75.

Apart from that, the observation part was also obtained from the questionnaire. The questionnaire contained students' responses to the application of the TGT technique and five aspects of reading comprehension, which was distributed in *Bahasa Indonesia*. In the

questionnaire, there were four columns available, such as “yes”, “maybe”, “no” column and column for comments.

Based on the questionnaire, out of 20 students in class X-2, no one checked the “no” column in all questions. In addition, most of students gave a check mark in the “yes” column, and the other students gave a check mark in the “maybe” column. Most of the students who gave a check mark in the “maybe” column were in question number 2E. The question was about vocabulary with synonyms and antonyms. This was closely related to the post-test results of 5 students who scored below 75. These students answered questions numbers 5 and 10 incorrectly, which are about vocabulary in the form of synonyms. Meanwhile, students who gave a check mark in the “yes” column also had positive comments. Most of the students expressed that the TGT technique was exciting, fun, improved concentration and mood, eliminated sleepiness, increased vocabulary, and aroused enthusiasm. In fact, there were students who hope that this technique was implemented in every subject. In addition, students also revealed that they were happy with the researcher because she could conditioning the class so that they felt less bored and understood what was being said more easily.

4. Reflecting

The reflection stage in CAR was the determination of whether the cycle should continue or stop. Based on the reading comprehension test results in the pre-test and post-test, students in class X-2 must meet three

criteria of success. First, 70% of students' post-test results must be above the minimum completeness criteria (KKM = 75). Students in this class had met the first criterion with higher results, namely the post-test results with a percentage of 75%. This meant that the implementation of the TGT technique, which was applied in four meetings, was successful. Second, there was an improvement between the pre-test and post-test results for all students. Students in this class also managed to meet these criteria, namely, there was an improvement in scores between pre-test to post-test according to diagram 4.1 contained in the observation stage. Third, the questionnaire also showed positive responses from many students. Therefore, Cycle 1 was sufficient because it has met the criteria. This cycle did not need to be continued to the next cycle or stopped.

C. Research Discussion

The discussion section was the part that presents the research findings in accordance with the theory. In the second meeting, the researcher found a student who looked uncomfortable or reluctant with her group members during the team stage in the TGT technique. This was caused by several factors, such as students' unfamiliarity with their friends, differences in ability, mismatch of responsibilities for sharing tasks, previous negative experiences, and lack of communication and collaboration skills.⁴⁶ The researcher had asked the student about the situation, but the student stated that he was fine. Therefore, the researcher tried to conditioning the class to make the situation

⁴⁶ Suci Musvita Ayu et al., *Buku Ajar Dinamika Kelompok*, vol. 1, 2019.

better. The researcher explained the positives of being in a group, encouraged the students about the purpose of learning narrative text, explained the next stage of the tournament, and gave a brief knowledge about humans as social creatures. Such gesture was in accordance with the theory expressed by Johnson, D.W., & Johnson, R.T., that student discomfort in groups could be overcome by explaining the goals and expectations of each group member.⁴⁷ In addition, creating a safe and supportive classroom environment by the teacher can overcome student discomfort in groups.⁴⁸ This was evident when the researcher finished explaining the 4 things above. Students who looked uncomfortable gradually smiled and began to accept and mingle with their groups to play game.

Furthermore, at the fourth meeting, the researcher found students who were getting bored when reading the text that the researcher had distributed. To overcome this problem, the researcher inserted a little ice-breaking in the lesson to increase students' concentration and enthusiasm again. Giving icebreaking was useful to motivate, encourage, increase interest, and eliminate boredom when learning English.⁴⁹ In addition, research conducted by Silviawi & Darmayanti, N. also showed an analysis that proved effective in reducing

⁴⁷ David W. Johnson and Roger T. Johnson, "An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning," *Educational Researcher* 38, no. 5 (2009): 365–79, <https://doi.org/10.3102/0013189X09339057>.

⁴⁸ Carol S. Dweck, *Mindset: The New Psychology of Success*, CEUR Workshop Proceedings, 2015.

⁴⁹ Sherly Tysea Enzynova Kusumawardhani and Dodi Mulyadi, "Persepsi Siswa Terhadap Penerapan Ice Breaking Dalam Pembelajaran Bahasa Inggris Di SMA Negeri 9 Semarang," *Prosiding Seminar Nasional Mahasiswa Unimus 1* (2018): 479–85.

student learning boredom.⁵⁰ The insertion of icebreaking was also an effort to break or dilute the atmosphere in order to create a more comfortable learning environment.⁵¹ So, the insertion of ice breaking was an effective effort to create good classroom conditions.

In addition to the two problems during learning that had been described previously, researcher also found positive things that happened when implementing the TGT technique. At the tournament stage, students looked very enthusiastic about working on the questions. They also looked very competitive, concentrated, and implied hope to be the best group. The TGT technique was indeed a game-based technique that was interesting and made enthusiasm increased. This was reinforced by research conducted by Aidiy, that the results of student questionnaires show positive responses and expressions of fun.⁵² Therefore, one way to increase students' enthusiasm when learning English, especially in terms of reading comprehension, was to use Teams Game Tournament (TGT) technique.

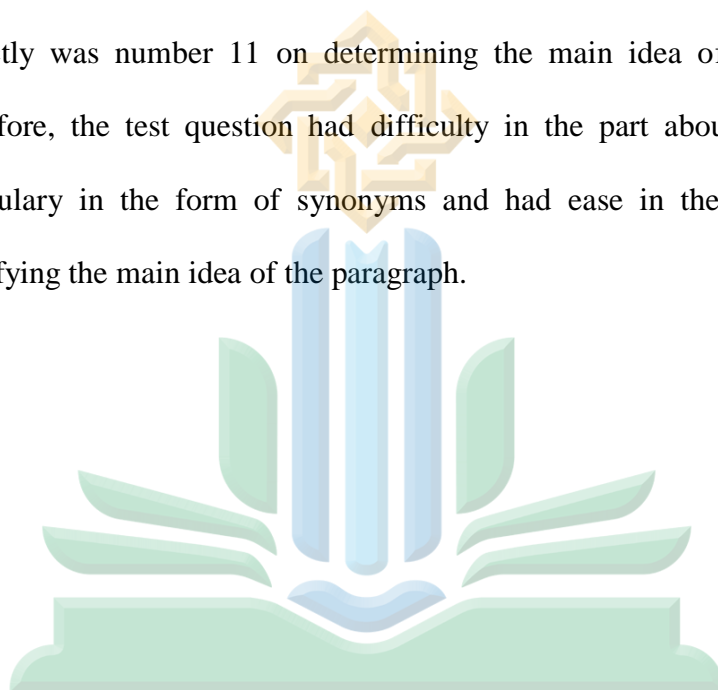
The students' reading comprehension assessment in the post-test resulted in only 5 students who got scored below 75. After being traced, these students made mistakes when answering questions numbers 5 and 10. Both questions were questions about the reading comprehension aspect of the understanding vocabulary section. This fact was in accordance with the results

⁵⁰ Silviawi and Nefi Darmayanti, "Implementasi Metode Ice Breaking Dalam Layanan Bimbingan Kelompok Untuk Mengatasi Kejenuhan Belajar Pada Siswa Sekolah Menengah Atas (SMA): Systematic Literature Review," *G-Couns: Jurnal Bimbingan Dan Konseling* 8, no. 3 (2024): 1591–1602, <https://doi.org/10.31316/gcouns.v8i3.6093>.

⁵¹ Amal Hayati and Nurdelita Anggraini, "Inovasi Ice Breaking Dalam Layanan Bimbingan Kelompok," *Ristekdik: Jurnal Bimbingan Dan Konseling* 8, no. 1 (2023): 122–28.

⁵² Muhammad Ulil Aydiy, "The Use Of Teams Games Tournament (TGT) In Teaching Reading Narrative Text At Eleventh Grade Students Of Ma Nurul Huda Sedati."

of their questionnaires, which reveal difficulties in number 2E about understanding vocabulary. The causes of students' difficulties in answering questions were limited vocabulary, lack of understanding of context, incomprehension of meaning, language differences, exam pressure, and teaching methods.⁵³ In addition, the average question that students answered correctly was number 11 on determining the main idea of the paragraph. Therefore, the test question had difficulty in the part about understanding vocabulary in the form of synonyms and had ease in the question about identifying the main idea of the paragraph.



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⁵³ Ivan Susanto Salawazo et al., "Analysis of Students' Vocabulary in Learning English," *Linguistic, English Education and Art (LEEA) Journal* 3, no. 2 (2020): 469–75, <https://doi.org/10.31539/leea.v3i2.1017>.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research questions, the researcher implemented this Teams Game Tournament (TGT) technique with a total of 6 meetings. Two meetings were for the pre-test and post-test, while four meetings were for the implementation of the TGT technique. The implementation of TGT was carried out in stages, starting from class presentations, teams, games, tournaments, and team recognition. The TGT technique in this study lied in the Game and Tournament section. Game was presented in the form of worksheets that must be done by groups in the time limits and tournament in the form of questions on TGT media that must be answered by the same group as the game. This TGT technique showed positive results in accordance with the success criteria. First, the post-test scores of students in class X-2 reached a score above 75. Second, there was an improvement between the pre-test and post-test results. Therefore, the application of this TGT technique can be said to be successful because the two criteria have been met.

The application of the TGT technique included 5 aspects of reading comprehension in the questionnaire. From the 5 aspects, students indicated that determining the main idea was the easiest aspect, while understanding vocabulary through synonyms was the most difficult aspect. Meanwhile, the questionnaire also generated positive responses from students. In the questionnaire, most students stated that the TGT technique was exciting, fun, arouses enthusiasm, and improves concentration and mood, which was good

for learning techniques because it was in the form of cooperative games with peers. In addition, students also revealed that this technique can increase vocabulary during the game stage in the form of a worksheet. In fact, there are students who hope that this technique was applied in every subject. Therefore, the TGT technique was the right choice for enhancing students' reading comprehension.

B. Suggestions

After conducting this study, the researcher had some suggestions for English teachers and future researchers, as explained in the following explanation:

1. For English Teachers

The researcher advises teachers to use this technique in English language learning. This TGT technique is very suitable for increasing student motivation especially in reading and understanding English reading texts. In fact, this technique can be applied to various types of texts in English lessons.

2. For Future Researchers

This study is recommended for future researchers who find similar problems. Future researchers can adapt this TGT technique to enhance students' reading comprehension skills by conducting classroom action research. In addition, future researchers can also use this study as a reference for the similar research topic.

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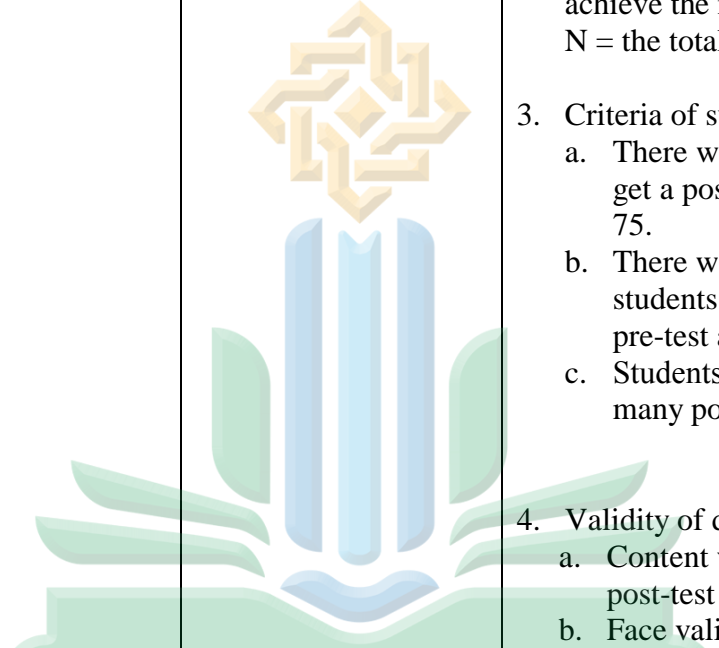
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				<p>achieve the minimum standard score $N =$ the total number of students</p> <p>3. Criteria of success</p> <ol style="list-style-type: none"> There were 70% of students who get a post-test score of at least 75. There was an improvement in all students' scores between the pre-test and post-test. Students' questionnaire showed many positive responses <p>4. Validity of data</p> <ol style="list-style-type: none"> Content validity for pre-test and post-test Face validity for questionnaire 	<p>enhance the students' perception on reading comprehension at the tenth grade of MA Darun Najah Lumajang?</p>
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Appendix 2 : Module Plan

MODUL AJAR

Narrative Text

INFORMASI UMUM

I. Identitas Modul

Nama Penulis : Mai Zida Kamalia
Satuan Pendidikan : MA Darun Najah Lumajang
Mata Pelajaran : Bahasa Inggris
Kelas/Fase/Semester : X-2/E/Genap
Alokasi Waktu : 6 Pertemuan
Tahun Peyusunan : 2024

II. Elemen

Membaca dan Memirsa

III. Profil Pelajar Pancasila

Beriman, bertakwa kepada Tuhan YME, dan berakhlak mulia, Berkebinekaan Global, Bergotong-royong, Mandiri, Bernalar Kritis dan Kreatif.

IV. Capaian Pembelajaran (CP)

Membaca dan Memirsa

Pada akhir fase E, siswa membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.

V. Sarana dan Prasarana

1. Bahasa Inggris: Work in Progress untuk SMA/SMK/MA Kelas X 2022. Kementerian Guruan, Kebudayaan, Riset, dan Teknologi Republik Indonesia.
2. Buku LKS Bahasa Inggris Kelas X SMA Kurikulum Merdeka Penerbit Kharisma
3. Internet
4. Spidol dan papan tulis
5. Gambar and Media TGT
6. Portofolio/worksheet (Lembar kerja siswa)

VI. Target Siswa

Siswa regular/tipikal: umum, tidak ada kesulitan dalam mencerna dan memahami materi ajar.

VII. Model Pembelajaran/Pendekatan Pembelajaran/Metode Pembelajaran

Model Pembelajaran: Cooperative learning

Pendekatan Pembelajaran: *scientific approach*.

Metode Pembelajaran: Demonstrasi, Tanya Jawab, Ceramah, dan Teams Game Tournament (TGT).

KOMPONEN INTI

I. Tujuan Pembelajaran

10.B.2 Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya indonesia dengan tingkat kelancaran dan ketepatan yang optimal.

II. Pertanyaan Inti

- What is narrative text?
- What is the generic structure of narrative text?
- What is the function of narrative text?

III. Kegiatan Pembelajaran

>> Pertemuan Pertama (Pre-Test)

>> Pertemuan Kedua (Class Presentation, Teams, and Game)

✚ Kegiatan Pendahuluan

1. Guru membuka pembelajaran dengan salam dan berdo'a, memperhatikan kesiapan siswa, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk siswa.
2. Guru memotivasi siswa agar tetap memiliki semangat dalam proses pembelajaran.
3. Guru menyampaikan tujuan yang ingin dicapai dalam pembelajaran.
4. Guru mengajukan pertanyaan singkat tentang teks naratif yang dihubungkan dengan kehidupan nyata.

✚ Kegiatan Inti

1. Apersepsi Guru dapat memulai pembelajaran dengan menunjukkan beberapa gambar yang berhubungan dengan cerita yang bergenre naratif.
2. Guru menunjukkan beberapa gambar cerita dengan disertai pertanyaan lebih dalam yang mengarah ke teks naratif.
3. Guru membagikan contoh teks naratif, lalu siswa diminta untuk mengamati sambil membaca dalam hati terlebih dahulu.
4. Guru membaca teks tersebut diikuti oleh siswa perkalimat, lalu meminta mereka untuk membaca bersama secara keseluruhan.
5. Guru membahas makna dari teks tersebut bersama siswa.
6. Guru membacakan kalimat perkalimat dalam teks tersebut sambil menunjukkan dan menjelaskan struktur teks naratif, tokoh dalam teks, dan unsur kebahasaan (kalimat verbal maupun nominal, kata sifat, dll).
7. Setelah itu, Guru membagi siswa menjadi 5 kelompok yang terdiri dari 4-5 anak/kelompok secara heterogen berdasarkan nilai bahasa inggris siswa.
8. Guru membagikan teks naratif lain dan lembar kerja ke semua kelompok untuk melakukan game, siswa diminta untuk mendiskusikan teks tersebut bersama kelompoknya dan menjawab soal dalam lembar kerja dengan batas waktu.

9. Hasil diskusi siswa yang dituangkan dalam lembar kerja akan mendapatkan point kelompok.

✚ Kegiatan Penutup

1. Guru menyimpulkan pembelajaran hari ini bersama siswa.
2. Refleksi Guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Guru menginformasikan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri pembelajaran dengan memberikan pesan dan motivasi untuk tetap belajar dan ditutup dengan berdo'a.

>> Pertemuan Ketiga (Tournament and Team Recognition)

✚ Kegiatan Pendahuluan

1. Guru membuka pembelajaran dengan salam dan berdo'a, memperhatikan kesiapan siswa, memeriksa kehadiran, kerapihan pakaian, posisi, dan tempat duduk siswa.
2. Guru memotivasi siswa agar tetap memiliki semangat dalam proses pembelajaran.
3. Guru mengulas kembali materi pada pertemuan sebelumnya.

✚ Kegiatan Inti

1. Guru menjelaskan peraturan dan tata cara turnamen. Soal pada turnamen berkaitan dengan teks yang sama pada saat game sebelumnya.
2. Guru meminta siswa untuk berbaris berbanjar kebelakang sesuai dengan kelompok masing-masing menghadap ke papan tulis.
3. Setiap siswa dalam semua kelompok secara bergantian maju dan menjawab soal yang tersedia pada media TGT yang tertempel pada papan tulis, jadi pemain 1 bertanding dengan pemain 1 lainnya di setiap kelompok, begitupun seterusnya.

4. Ketepatan dan kecepatan merupakan poin yang akan mereka dapatkan. Guru membahas jawaban soal pada turnamen bersama siswa.
5. Setelah guru mengakumulasi hasil point yang didapatkan tiap kelompok, kelompok terbaik akan mendapat penghargaan.

✦ Kegiatan Penutup

1. Guru menyimpulkan pembelajaran hari ini bersama siswa.
2. Refleksi Guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Guru menginformasikan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri pembelajaran dengan memberikan pesan dan motivasi untuk tetap belajar dan ditutup dengan berdo'a.

>> Pertemuan Keempat (Class Presentation, Teams, and Game)

✦ Kegiatan Pendahuluan

1. Guru membuka pembelajaran dengan salam dan berdo'a, memperhatikan kesiapan siswa, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk siswa.
2. Guru memotivasi siswa agar tetap memiliki semangat dalam proses pembelajaran.
3. Guru mengulas kembali materi pada pertemuan sebelumnya.

✦ Kegiatan Inti

1. Guru membagikan teks naratif lagi yang berbeda, lalu siswa diminta untuk membaca terlebih dahulu.
2. Guru membaca teks tersebut diikuti oleh siswa perkalimat, lalu meminta mereka untuk membaca bersama secara keseluruhan.
3. Guru membahas makna dari teks tersebut bersama siswa.

4. Sesuai dengan kelompok pada pertemuan sebelumnya, siswa diminta untuk mendiskusikan dan menjawab soal pada worksheet yang telah disediakan dengan batas waktu.

✚ Kegiatan Penutup

1. Guru menyimpulkan pembelajaran hari ini bersama siswa.
2. Refleksi Guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Guru menginformasikan pembelajaran yang akan dilakukan pada pertemuan berikutnya.
4. Guru mengakhiri pembelajaran dengan memberikan pesan dan motivasi untuk tetap belajar dan ditutup dengan berdo'a.

>> Pertemuan Kelima (Tournament and Team Recognition)

✚ Kegiatan Pendahuluan

1. Guru membuka pembelajaran dengan salam dan berdo'a, memperhatikan kesiapan siswa, memeriksa kehadiran, kerapian pakaian, posisi, dan tempat duduk siswa.
2. Guru memotivasi siswa agar tetap memiliki semangat dalam proses pembelajaran.
3. Guru mengulas kembali materi pada pertemuan sebelumnya.

✚ Kegiatan Inti

1. Guru menjelaskan peraturan dan tata cara turnamen. Soal pada turnamen berkaitan dengan teks yang sama pada saat game sebelumnya.
2. Guru meminta siswa untuk berbaris berbanjar ke belakang sesuai dengan kelompok masing-masing menghadap ke papan tulis.
3. Setiap siswa dalam semua kelompok secara bergantian maju dan menjawab soal yang tersedia pada media TGT yang tertempel pada papan tulis, jadi pemain 1 bertanding dengan pemain 1 lainnya di setiap kelompok, begitupun seterusnya.

4. Ketepatan dan kecepatan merupakan poin yang akan mereka dapatkan. Guru membahas jawaban soal pada turnamen bersama siswa.
5. Setelah guru mengakumulasi hasil point yang didapatkan tiap kelompok, kelompok terbaik akan mendapat penghargaan.

✦ Kegiatan Penutup

1. Guru menyimpulkan pembelajaran hari ini bersama siswa.
2. Refleksi Guru untuk mengetahui ketercapaian proses pembelajaran dan perbaikan.
3. Guru mengakhiri pembelajaran dengan memberikan pesan dan motivasi untuk tetap belajar dan ditutup dengan berdo'a.

>> Pertemuan Keenam (Post-Test)

IV. Penilaian

1. Sikap
Melakukan observasi selama kegiatan berlangsung, baik sikap positif maupun negatif.
2. Pengetahuan
Menunjukkan Pengetahuan dalam memahami teks naratif
3. Keterampilan (Portofolio)

LAMPIRAN

Lampiran 1 Bahan Ajar

A. Definition of Narrative Text

A narrative is a piece of writing that tells a story. The story can be imaginary or based on real incident. A narrative always deals with some problems which lead to the climax and then turn into a solution to the problem.

B. Generic Structure of Narrative Text

- **Orientation** sets the scene (where and when the story happen) and introduces the participants of the story (who and what is involved in the story).
- **Complication** tells the beginning of the problem which leads to the crisis (climax) of the main participants.
- **Resolution** provides solution to the problem either in a happy ending or in a sad (tragic) ending.

C. Purpose of Narrative Text

- To tell a story about something or someone.
- To amuse or entertain the readers or listeners.

D. Language Features of Narrative Text

- Past tense, e.g. The lion woke up and grabbed the mouse in his sharp claws.
- Nouns, e.g. lion, mouse, hunter, etc.
- Pronouns, e.g. it, you, he, etc. –
- Noun Phrases, e.g. a sleeping lion, the grateful mouse, a strong net, etc.
- Time connectives and conjunctions, e.g. one day, sometime later, then, a long time ago, when, first, finally, etc.
- Adjectives, e.g. small, helpless, etc.
- Adverbs, e.g. sadly, angrily, etc.

E. Types of Narrative Text

- *Fable/Fabel*
- *Myth/Mitos*
- *Legends/Legenda*
- *Folk Tale/Cerita Rakyat*
- *Fairytale/Dongeng*

F. Text

>> **Pertemuan Kedua:**

Sleeping Beauty

Once upon a time, in a kingdom far away, a king and queen were blessed with a beautiful baby daughter. They named her Aurora and invited all the fairies in the kingdom to her christening.

However, they forgot to invite one fairy named Maleficent, who appeared at the christening uninvited and cursed the baby princess to die on her 16th birthday by pricking her finger on the spindle of a spinning wheel. One of the good fairies, however, had not yet given her gift to Aurora, and instead of letting her die, she changed the curse to a 100-year sleep.

On Aurora's 16th birthday, she discovered a hidden room in the castle where she found the spindle and pricked her finger, falling into a deep sleep.

The good fairy's spell took effect, putting the entire kingdom to sleep for a hundred years, until a prince from a nearby kingdom came and found the sleeping princess. He kissed her, and she woke up, and the spell was broken. They got married and lived happily ever after.

>> Pertemuan Kedua (Game) dan Ketiga (Tournament):

Beauty and The Beast

Once upon a time, in a far-off land, there lived a wealthy merchant with three daughters. The youngest daughter, named Belle, was the most beautiful and kind-hearted of them all. One day, the merchant lost all his fortune and had to move to a small cottage in a forest. One day, he decided to travel to the city to sell some of his goods.

On his way back, he got lost in the forest and stumbled upon an enchanted castle. He decided to take refuge there for the night and took a rose from the garden for Belle. Suddenly, a hideous beast appeared and accused him of theft.

The merchant pleaded for his life and told the beast that he only wanted to bring a gift for his daughter. The Beast agreed to spare the merchant's life on the condition that Belle would come to the castle to live with him forever.

Belle learned of her father's plight and decided to take his place as the Beast's captive. Over time, Belle realized that beneath the Beast's fearsome exterior lay a kind and gentle heart. As she got to know him better, she grew to love him. The

Beast, too, fell in love with Belle and wished to marry her, but she could not marry him until he turned into a prince.

One day, Belle became homesick and longed to see her father again. The Beast agreed to let her go but gave her a magic mirror to look into if she ever missed him. Belle found her father ill and decided to stay with him.

When the Beast saw that Belle was not coming back, he became very sick and almost died. Belle realized that she loved him and went back to the castle, just in time to break the curse that had been put upon him. The Beast turned into a prince, and they lived happily ever after.

>> **Pertemuan Keempat (Game) dan Kelima (Tournament):**

Sangkuriang and Dayang Sumbi

Once upon a time, there lived a beautiful woman named Dayang Sumbi. She had a son named Sangkuriang. When Sangkuriang grew up, he became a handsome and strong young man. One day, while hunting in the forest, Sangkuriang accidentally killed his beloved dog, Tumang. Dayang Sumbi was very angry and didn't recognize her son anymore. She cursed Sangkuriang and asked him to leave.

Sangkuriang was heartbroken. He wandered around for many years until he finally returned to his village. He did not know that his mother had grown old. When he saw her, he fell in love with her and asked her to marry him. Dayang Sumbi was shocked but tried to refuse him. To stop Sangkuriang, Dayang Sumbi asked him to build a boat and a lake before dawn. If he could do it, she would marry him.

Sangkuriang worked hard all night with the help of the spirits of the forest. When dawn was near, he almost finished building the boat. To prevent Sangkuriang from succeeding, Dayang Sumbi prayed to the gods. The gods answered her prayers by making the sun rise earlier. Sangkuriang was very angry and kicked the unfinished boat. The boat turned upside down and became a mountain, now known as Tangkuban Perahu.

Lampiran 2 Portofolio

>> **for Game**

- **Vocabularies**

No.	Verb 1	Verb 2	Meaning	Adjective	Meaning
1.					
2.					
3.					
4.					
5.					

- **Generic Structure**

No.	Generic Structure	Content
1.	Orientation	
2.	Complication	
3.	Resolution	

>> **Q n A for Tournament**

No.	Questions	Answers
1.	The main idea	
2.	Specific information	
3.	Vocabulary	
4.	Reference	
5.	Inference	

Lampiran 3 Penilaian

Game = - vocabularies: 10 point (jawaban yang tepat)

- generic structure: 10 point (jawaban yang tepat) + star kelompok tercepat.

Turnamen = 10/item

1 bintang = 10 point

4 bintang : kelompok tercepat pertama

3 bintang : kelompok tercepat kedua

2 bintang : kelompok tercepat ketiga

1 bintang : kelompok tercepat terakhir

Mengetahui,
Guru Bahasa Inggris



Rizka Yulian Prastivi, S.Pd.

Lumajang, 1 Agustus 2024

Peneliti



Mai Zida Kamalia

NIM. 202101060001



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Appendix 3 : The Result of Interview with English Teacher

The Result of Interview with English Teacher

Day/Date : Saturday/July 27, 2024

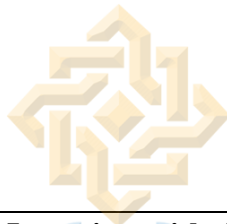
Place : Teacher Room

Time : 10.00-finish

Note:

R = Researcher

ET = English Teacher



The Script of Interview with the English Teacher

R : Bagaimana kondisi pembelajaran bahasa inggris di kelas, bu?

ET : Kondisi pembelajaran bahasa inggris di MA Darun Najah berjalan dengan baik. Namun, untuk kelas 10 belum mencapai nilai yang ditargetkan.

R : Untuk target nilainya berapa bu?

ET : Kelas 10 KKM nya 75.

R : Penilaian bahasa inggris apa yang telah ibu terapkan pada siswa?

ET : Ini hasil matrikulasi pada saat MATSAMA. Kebetulan salah satu materinya tentang teks deskriptif. Jadi, penilaiannya mengambil kemampuan pemahaman bacaan.

R : Jadi, ini kendalanya ya, bu?

ET : Iya, siswa tidak terlalu suka dengan bacaan yang berbahasa inggris. Tapi, mereka senang jika diberi tugas untuk praktik percakapan di depan kelas, listening music, atau kuis. Selama ini kendalanya pada skill membaca, saya belum mengimplementasikan metode pembelajaran yang dapat mengatasi masalah ini.

R : Selain itu, apakah ibu memiliki kesulitan lain?

ET: Saya kan satu-satunya guru bahasa inggris di sekolah ini yang artinya menghandle 9 kelas sendiri. Kesulitannya pada saat penilaian dan penyajian materi.

R : Lalu, sumber materi yang ibu ajarkan berasal darimana saja?

ET : Ada yang dari LKS atau cari di internet.

R : Apakah setiap bab dari materi pasti memuat 4 skill bahasa inggris?

ET : Tidak pasti, biasanya salah satunya. Saya mengajarkan bahasa inggris level A2, tapi kalau soal level B1 sesuai kurikulum merdeka. Biasanya soal-soal UAS rata-rata reading comprehension. Tapi, tetap saja kemampuan siswa yang paling rendah ya di bidang ini. Minat mereka pada skill ini kurang, mbak.

R : Mengapa ibu mengajarkan bahasa inggris kepada siswa dengan tingkatan berbeda antara materi dan penilaian, bu?

ET : Menyesuaikan, karena minat siswa ketika pembelajaran reading ini rendah. Jadi, waktu pembelajaran yang sedikit ini sebisa mungkin ditempuh dengan baik meskipun seharusnya dengan target B1.

R : Baik, setelah mendengarkan penjelasan ibu, saya dapat memahami bahwa yang menjadi masalah adalah rendahnya minat siswa dalam hal reading yang otomatis berdampak pada pemahamannya terhadap bacaan yang berbahasa inggris. Lalu, apakah ibu sudah menerapkan teknik pembelajaran kooperatif learning yang alurnya disertai game?

ET : Belum mbak. Selama ini tidak terpikirkan game untuk skill membaca.

R : Baik, apakah saya boleh menerapkan teknik pembelajaran yang alurnya disertai game pada saat pembelajaran membaca bu? namanya teknik Teams Game Tournamen.

ET : Boleh, silahkan mbak. Kebetulan belum pernah saya terapkan dan bisa menjadi referensi bagi saya. Kamu terapkan di kelas 10-2 karena yang saya paparkan tadi mengacu pada kelas tersebut. Ya, meskipun ada beberapa siswa yang memang dari jenjang sebelumnya suka bahasa inggris. Tapi, saya ingin tau hasilnya untuk siswa yang lain. Untuk waktunya kalau bisa jangan lebih dari 1 bulan ya, karena bulan depan ada kegiatan P5.

R : Baik bu, untuk jadwalnya bagaimana?

ET : 3 JP dalam satu minggu.

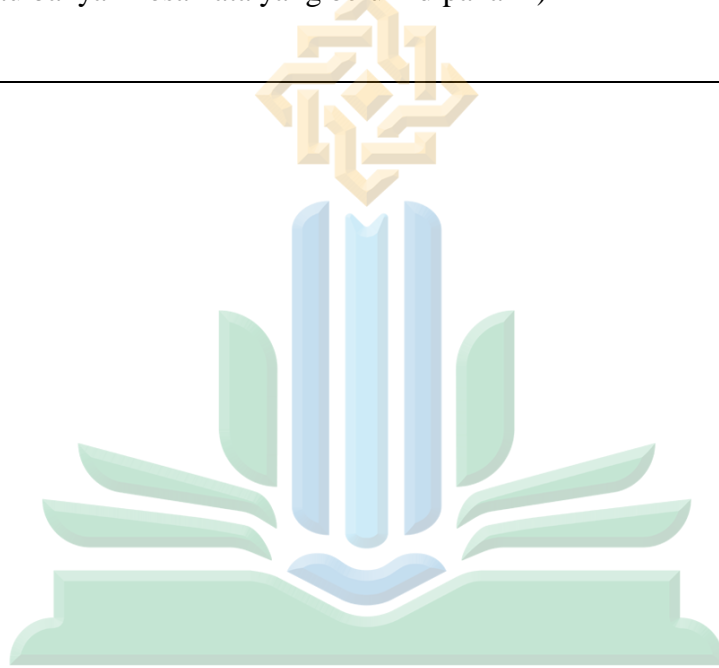
Appendix 4 : Questions for Interview with Five Students

Interview with Students

1. Apakah kamu tertarik/suka dengan pelajaran bahasa inggris?
2. Jika iya, hal apa yang membuatmu tertarik? Jika tidak, mengapa?
3. Diantara membaca (reading), menulis (writing), berbicara (speaking), dan mendengar (listening) bahasa inggris, apa yang paling kamu suka? Mengapa?
4. Apa yang paling kamu suka diantara mendengarkan penjelasan guru, permainan, kuis, praktek, atau yang lain ketika belajar bahasa inggris di dalam kelas?
5. Apakah kamu suka membaca bacaan yang berbahasa inggris? Mengapa?
6. Apa yang membuatmu lebih menikmati dalam membaca suatu bacaan bahasa inggris?
7. Jenis bacaan apa saja yang kamu senangi dan tidak kamu senangi?
8. Apa saja kesulitan yang kamu alami ketika dihadapkan dengan bacaan yang berbahasa inggris?
9. Apakah kamu ingin pemahaman membacamu terhadap suatu bacaan yang berbahasa inggris meningkat?
10. Apakah kamu merasa senang dan puas saat berhasil memahami sebuah teks dalam bahasa inggris?
11. Biasanya, situasi seperti apa yang dapat membuatmu mudah mengerti ketika sedang membaca?
12. Ketika kamu dihadapkan dengan teks bahasa inggris :
 - a. Apakah kamu dapat memahami ide pokok dalam teks tersebut? (misalkan: secara keseluruhan, hal apa yang terjadi pada sebuah cerita)
 - b. Apakah kamu dalam menemukan informasi spesifik atau informasi penting dari teks tersebut? (misalkan: masalah yang dihadapi oleh tokoh dalam sebuah cerita)
 - c. Apakah kamu dapat mengidentifikasi kata ganti yang merujuk kepada suatu subjek? (misalkan: jika kamu menemukan kata “it” atau “they” maka

merujuk kepada benda atau tokoh yang mana)

- d. Apakah kamu dapat menyimpulkan makna tersirat dari teks bacaan tersebut? (misalkan: kesimpulan/pelajaran berharga yang dapat kamu ambil setelah membaca sebuah cerita)
- e. Apakah kamu dapat dengan mudah mengerti makna dari kosa kata dalam teks tersebut? (misalkan: dalam membaca sebuah cerita, apakah sedikit atau banyak kosa kata yang belum dipahami)



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Appendix 5 : Instrument Validity for Test

INSTRUMENT VALIDITY

Lembar Validasi Instrumen Penelitian

**“Enhancing Students’ Reading Comprehension
Trough Modified Teams Game Tournament (TGT)
At the Tenth Grade of MA Darun Najah Lumajang”**

Nama Validator : *Sandi Febriansyah*
Ahli Bidang : *Pend. Bahasa Inggris / Dosen Keahlihan*
Unit Kerja : *TBI*

Petunjuk Pengisian:

1. Penilaian instrumen ini dilaksanakan berdasarkan aspek penilaian yang telah ditetapkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian bapak/ibu dengan ketentuan sebagai berikut:
4 = sangat jelas
3 = jelas
2 = kurang
1 = sangat kurang
3. Pengisian dilakukan pada setiap kolom. Jika pada instrumen terdapat kekurangan maupun ketidaksesuaian, tuliskan kritik dan saran Bapak/Ibu pada baris yang telah disediakan.
4. Atas kerja sama Bapak/Ibu kami sampaikan terimakasih.

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LEMBAR VALIDASI SOAL

No	Aspek yang dinilai	Skor				Kritik/Saran
		1	2	3	4	
1.	Isi soal sesuai dengan 5 aspek dalam reading comprehension berdasarkan Nuttal (1982): a. Determining the main idea b. Finding specific information c. Identifying reference d. Making inferences e. Understanding vocabulary				✓	
2.	Soal sesuai dengan capaian dan tujuan pembelajaran				✓	
3.	Petunjuk cara mengerjakan soal sesuai dengan soal yang tersedia			✓		Sediaan lembar jawaban
4.	Waktu pengerjaan soal sesuai dengan jumlah soal				✓	
5.	Rumusan kalimat pada soal mudah dipahami				✓	
6.	Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda.				✓	
7.	Soal menggunakan bahasa Inggris yang sesuai dengan gramatika/ gramatika yang digunakan dalam soal sesuai dengan level kelas 10 SMA				✓	
8.	Pedoman penilaian sesuai dengan bobot kriteria soal secara logis			✓		Sediaan tabel untuk bobot soal
9.	Panjang teks bacaan sesuai dengan level peserta didik yaitu kelas 10 SMA				✓	

10.	Gramatika yang digunakan dalam teks bacaan sesuai dengan level peserta didik				✓	
-----	--	--	--	--	---	--

Secara umum, tes ini:				Komentar dan saran perbaikan:			
4 = valid, dapat digunakan tanpa revisi				<p>Instrument tes sudah disusun secara baik. Namun, perlu disediakan tabel untuk bobot soal dan lembar jawaban terpisah.</p>			
3 = valid, dapat digunakan dengan revisi							
2 = kurang valid, butuh revisi							
1 = tidak valid, butuh revisi							
Beri tanda centang (✓) pada kolom yang sesuai dengan penilaian.							
1	2	3	4				
		✓					

Jember, ⁰² Mei 2024

Peneliti

Validator




Mai Zida Kamalia

Sandi F.

NIM. 202101060001

NIP. 198503192019031004

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Appendix 6 : Blueprint, Reading Comprehension Test, and Key Answer**KISI-KISI PRETEST-POSTTEST**

Mata Pelajaran	Bahasa Inggris
Kelas/Fase	X SMA/E
Materi	Narrative Text
Elemen	Membaca dan Memirsa (sesuai dengan Kurikulum Merdeka)
Capaian Pembelajaran (CP)	Pada akhir fase E, siswa membaca dan merespon berbagai macam teks seperti narasi, deskripsi, prosedur, eksposisi, recount, dan report. Mereka membaca untuk mempelajari sesuatu atau untuk mendapatkan informasi. Mereka mencari dan mengevaluasi detil spesifik dan inti dari berbagai macam jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Pemahaman mereka terhadap ide pokok, isu-isu atau pengembangan plot dalam berbagai macam teks mulai berkembang. Mereka mengidentifikasi tujuan penulis dan mengembangkan keterampilannya untuk melakukan inferensi sederhana dalam memahami informasi tersirat dalam teks.
Tujuan Pembelajaran	10.B.2 Menganalisis, menyimpulkan makna dan mengevaluasi fungsi sosial, struktur teks, dan unsur kebahasaan teks lisan dan tulis berbentuk naratif fiksi dan nonfiksi (narrative) secara kritis, kreatif dan jujur terkait topik keanekaragaman budaya indonesia dengan tingkat kelancaran dan ketepatan yang optimal.

Uraian kisi-kisi soal berdasarkan Nuttal (1982) yang menjelaskan tentang 5 aspek dalam Reading Comprehension:

No	Uraian 5 Aspek	Nomor soal			Jumlah Soal	Bobot soal/item	Presentase
		Teks 1	Teks 2	Teks 3			
1.	Determining the main idea	1	7	11	3	5	15%
2.	Finding specific information	2	8	14	3	5	15%
3.	Identifying reference	3	9	13	3	5	15%
4.	Making inferences	4	6	20	3	10	30%
5.	Understanding vocabulary	5	10	12	3	5	15%
Tambahan Soal							
6.	Jenis teks dan unsur kebahasaan	21 dan 22			5	2	10%
7.	Tujuan dan struktur teks	23, 24, 25					
Jumlah Total							100%

PRETEST and POSTTEST

Mata Pelajaran : Bahasa Inggris

Kelas : X-2

Materi : Narrative Text

Waktu : 60 menit

Read the text carefully and choose the best answer between A, B, C, D, or E!

The following text is for questions number 1 to 10

Talaga Warna

Long time ago, there was a kingdom in West Java. The kingdom was ruled by a king named His Majesty Prabu. Prabu was a kind and wise king. But it was a pity that Prabu and his queen hadn't got any children. The queen often cried. That was why Prabu went to the jungle. There he prayed to God every day, begging for a child.

A few months later, the queen got pregnant. Nine months later, a princess was born. Prabu and Queen loved their beautiful daughter so much. They gave whatever she wanted. It made Princess turn into a very spoiled girl.

One day, the princess celebrated her 17th birthday party. Many people gathered in the palace. Then, Prabu took out a necklace which was made from gold and jewel. "My beloved daughter, today I give you this necklace. Please, wear this necklace," said Prabu. "I don't want to wear it! It's ugly!" shouted the princess. Then she threw the necklace. The beautiful necklace was broken. The gold and jewels were spread out on the floor. Everybody couldn't say anything. They never thought that their beloved princess would do that cruel thing. In their silence, people heard the queen crying. Every woman felt sad and began crying, too. Then, everybody was crying.

Suddenly, from the underground, a spring emerged. It made a pool of water. Soon, the place became a big lake. The lake finally sank the kingdom. Nowadays, people called the lake "Telaga Warna". It means "Lake of Color". On a bright day, the lake is full of color. These colors come from shadows of forest, plants,

flowers, and sky around the lake. But some people said that the colors are from the princess's necklace, which spreads at the bottom of the lake.

1. What is the main idea of the passage?
 - a. A kind king receives a gift from the Gods
 - b. A princess is born and spoiled by her parents.
 - c. A beautiful necklace is broken by a selfish princess.
 - d. A kingdom is flooded due to the disrespect of a princess.
 - e. Telaga Warna is a colorful lake named after a king.
2. Why did King Prabu go to the jungle?
 - a. To hunt for animals
 - b. To visit a temple
 - c. To meet with other kings
 - d. To escape from his wife
 - e. To find a hidden treasure
3. They gave whatever she wanted. The underlined word in the sentence refers to ...
 - a. The king and the princess
 - b. God
 - c. The princess and the queen
 - d. The lake
 - e. The king and the queen
4. What is the most important lesson to be learned from the story?
 - a. It is important to be grateful for what we have.
 - b. We should always be respectful to our parents.
 - c. It is never too late to change our ways.
 - d. Greed and selfishness can lead to disaster.
 - e. We should always listen to the advice of elders
5. *The gold and jewels were spread out on the floor.* The underlined word means ...
 - a. Scattered
 - b. Concentrated

- c. Dispersed
- d. Gathered
- e. Collected

The following text is for questions number 11 to 15

One day a man stopped at a flower shop to order some flowers. He wanted to send it to his mother who lived far in another town through a delivery company. Meanwhile he was looking at sad young girl who was sitting in front of the flower shop. He asked her what was wrong and she replied, “I wanted to buy a red rose for my mother but my money is not enough”. The man smiled and said, “Come on in with me I’ll buy you a rose.” He bought the little girl a rose and he ordered for his own mother flowers too.

After buying a rose flower for the girl the man offered the girl a ride to her home. She said” yes please! You can take me to my mother. She directed him to a cemetery. The girl placed the rose on her mother’s fresh grave. Knowing the girl’s mother had died the man realized that he must show his love to his mother while she was still alive.

With new determination, the man returned to the flower shop. Without thinking, he canceled his delivery order. In his hand, there remained one perfect rose. With a new sense of purpose, he drove his car—not to the delivery company but to his mother's house. He knew he had to bridge the distance, not only geographically but also emotionally, while there was still time. Roses, a symbol of love and appreciation, are just the beginning of her journey to express her love for her mother in a truly meaningful way.

6. We can learn from the text, we have to
- a. Show our loves to our mother
 - b. Buy flowers for our mothers
 - c. Keep our mother alive
 - d. Obey to our mother
 - e. Give in to our mother

7. The main idea of the first paragraph is ...
- A sad girl was thinking of her mother
 - A man helped a girl by buying her a flower
 - A girl needed a man to deliver her a flower
 - A man bought a flower for a girl
 - A girl sold a flower
8. What did the man do after buying the girl a red rose?
- He gave her a ride to her home
 - He placed the rose on his mother's grave
 - He went to his own home
 - He gave advice to the girl
 - He took the girl to her mother's cemetery
9. "*He wanted to send it to his mother...*" The underlined word refers to ...
- Flower Shop
 - Flower
 - Cemetery
 - Grave
 - House
10. "*...he was looking at sad young girl...*" The synonym of the underlined word is ...
- Delighted
 - Glum
 - Angry
 - Excited
 - Joyful

The following text is for questions number 16 to 22

It was the rainy season in Banten. The villagers, who were farmers, were happy as the rain would water their rice fields, and soon they would harvest their rice. Pak Bong was one of the farmers. He was also very happy and planned what

he would buy for himself, his wife, and his beautiful, beloved daughter, Nyi Banjarsari.

One night, Pak Bong had a terrible dream. An old man came to him and said the rain would never stop. There would be a great flood. Pak Bong had the same dream the following night. He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village. Everybody laughed at Pak Bong. “You are joking, Pak Bong. How can we leave our rice fields? We are going to have a great harvest, remember?” Pak Bong did not give up. He kept on asking the villagers to evacuate to the hill. Finally, some villagers believed him. Together with his wife and his daughter, Nyi Banjarsari, Pak Bong and his friends went to the hill.

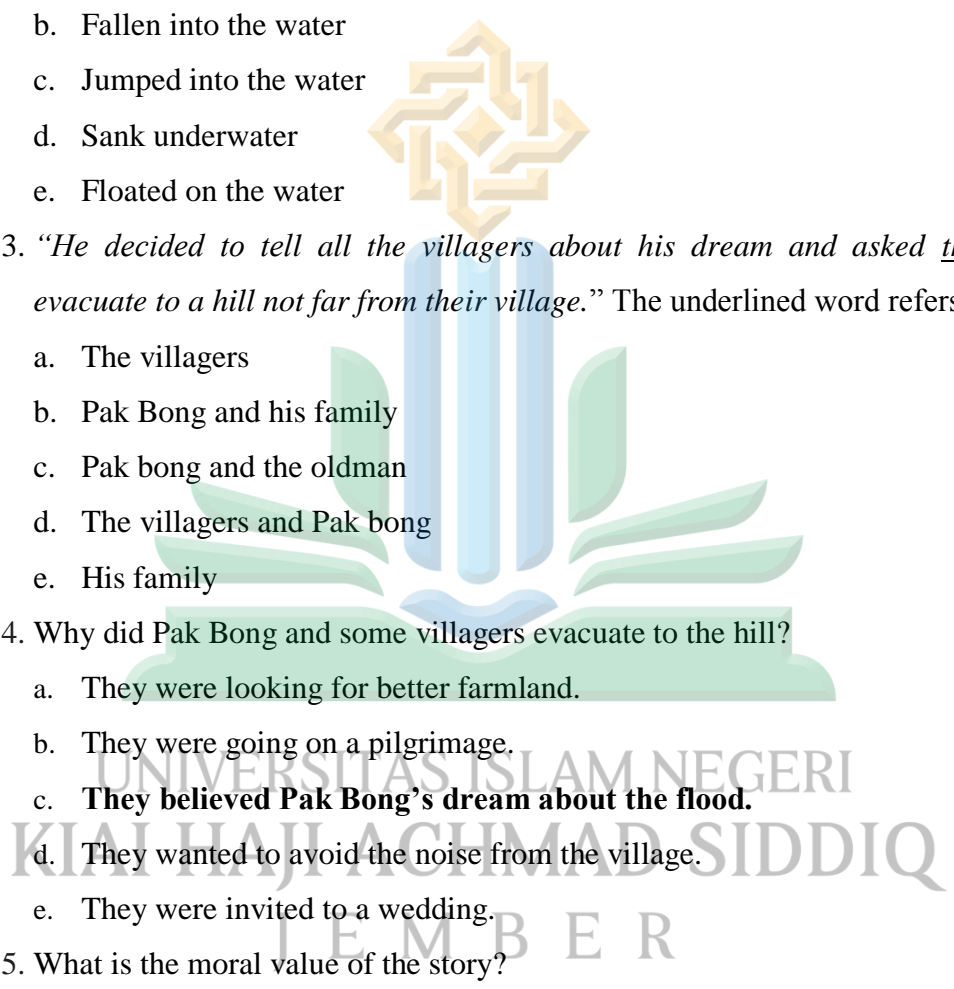
In the meantime, heavy rain fell day and night. It continued until water entered the houses. Soon, the village was flooded! Pak Bong and his friends could not do anything. They were sad because their village was under water. Then they prayed and asked how their village could be saved. The answer came in Pak Bong’s dream. In his dream, the same old man told him how to save their village. “If you want the water to dry up, you have to sacrifice your daughter. She has to jump into the water!” said the old man.

Pak Bong was very sad. He then told his family about his dream. “Father, if this is the only way to save our village, I will jump into the water,” said Nyi Banjarsari. Her parents could not prevent their daughter from jumping into the water.

After she had drowned, the water dried up. Pak Bong and his friends then returned to their village. Although the villagers had lost their harvest, they still had their lives and could rebuild their houses. To show their thankfulness and gratitude to Nyi Banjarsari, the villagers named their village ‘Banjarsari’.

11. The main idea of the second paragraph is ...

- a. The villagers laughed at Pak Bong when he told them about his dream of a flood.
- b. Pak Bong and some villagers evacuated to a hill after Pak Bong had a nightmare about a flood.

- c. Pak Bong is a farmer who lives in a village that often floods.
- d. Nyi Banjarsari is Pak Bong's daughter who helped him save the villagers from the flood.
- e. Pak Bong had a terrible dream about a flood and tried to save the villagers.
12. After she had drowned, the water dried up. The underlined word means ...
- a. Died underwater
- b. Fallen into the water
- c. Jumped into the water
- d. Sank underwater
- e. Floated on the water
13. "He decided to tell all the villagers about his dream and asked them to evacuate to a hill not far from their village." The underlined word refers to ...
- a. The villagers
- b. Pak Bong and his family
- c. Pak bong and the oldman
- d. The villagers and Pak bong
- e. His family
14. Why did Pak Bong and some villagers evacuate to the hill?
- a. They were looking for better farmland.
- b. They were going on a pilgrimage.
- c. **They believed Pak Bong's dream about the flood.**
- d. They wanted to avoid the noise from the village.
- e. They were invited to a wedding.
15. What is the moral value of the story?
- a. Always listen to rumors, even if they sound strange.
- b. Sometimes, the greatest sacrifice is needed for the good of the community.
- c. Daughters are more valuable than material possessions.
- d. Dreams can always be trusted to be true.
- e. It's better to lose your crops than leave your home.
16. What is kind of the text above?
- a. Legend
- 

- b. Horror
- c. Fable
- d. Fairytale
- e. Romance

17. “*Her parents could not prevent their daughter...*” What is the type of linguistic element in the underlined word?

- a. Adverb
- b. Nouns
- c. Verb
- d. Pronoun
- e. Adjective

18. What is the purpose of the narrative text?

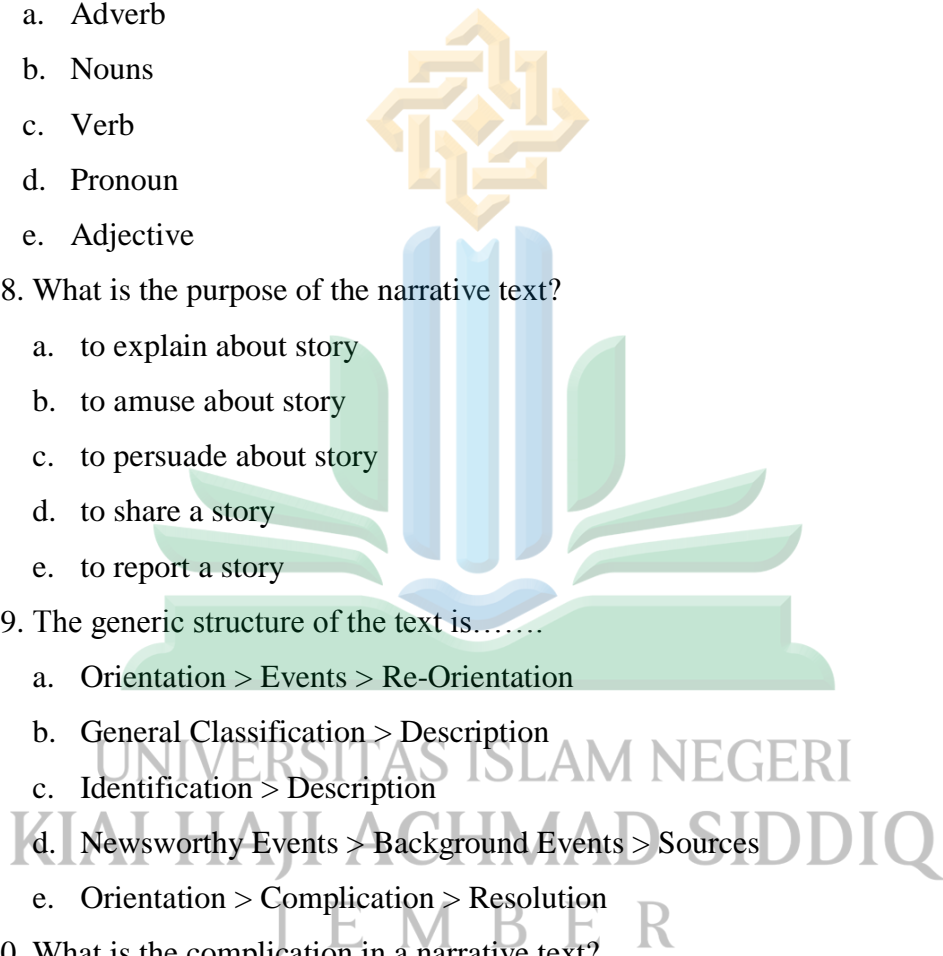
- a. to explain about story
- b. to amuse about story
- c. to persuade about story
- d. to share a story
- e. to report a story

19. The generic structure of the text is.....

- a. Orientation > Events > Re-Orienta-tion
- b. General Classification > Description
- c. Identification > Description
- d. Newsworthy Events > Background Events > Sources
- e. Orientation > Complication > Resolution

20. What is the complication in a narrative text?

- a. The introduction of the story
- b. The central problem or conflict of the story
- c. The resolution of the conflict
- d. The climax of the story
- e. The theme of the story



KUNCI JAWABAN

1. D	6. A	11. E	16. A
2. B	7. B	12. D	17. C
3. E	8. E	13. A	18. B
4. A	9. B	14. C	19. E
5. C	10. B	15. B	20. B



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Appendix 7 : Answer Sheet

LEMBAR JAWABAN SISWA
READING COMPREHENSION TEST

Nama : Siti kamilatul m.
Kelas : X-2

Mata Pelajaran : Bahasa Inggris
Materi : Teks Naratif

JAWABAN PILIHAN GANDA

(Beri tanda silang (X) pada salah satu jawaban yang paling tepat)

1.	a	b	c	d	e	5
2.	a	b	c	d	e	5
3.	a	b	c	d	e	5
4.	a	b	c	d	e	10
5.	a	b	c	d	e	

11.	a	b	c	d	e	5
12.	a	b	c	d	e	
13.	a	b	c	d	e	5
14.	a	b	c	d	e	5
15.	a	b	c	d	e	10

6.	a	b	c	d	e	
7.	a	b	c	d	e	5
8.	a	b	c	d	e	5
9.	a	b	c	d	e	5
10.	a	b	c	d	e	5

16.	a	b	c	d	e	2
17.	a	b	c	d	e	2
18.	a	b	c	d	e	2
19.	a	b	c	d	e	2
20.	a	b	c	d	e	2

80 //

Appendix 8 : Instrument Validity for Questionnaire

INSTRUMENT VALIDITY

Lembar Validasi Instrumen Penelitian

“Enhancing Students’ Reading Comprehension
Through Modified Teams Game Tournament (TGT) Technique
At the Tenth Grade of MA Darun Najah Lumajang”

Nama Validator : Febrina Rizky Agustina, M.Pd.
Ahli Bidang : Bahasa Inggris
Unit Kerja : Dosen Bahasa Inggris Fakultas Dakwah UIN KHAS
Jember

Petunjuk Pengisian:

1. Penilaian instrumen ini dilaksanakan berdasarkan aspek penilaian yang telah ditetapkan.
2. Berilah tanda centang (✓) pada kolom yang sesuai dengan penilaian bapak/ibu dengan ketentuan sebagai berikut:

4 = sangat jelas

3 = jelas

2 = kurang

1 = sangat kurang

3. Pengisian dilakukan pada setiap kolom. Jika pada instrumen terdapat kekurangan maupun ketidaksesuaian, tuliskan kritik dan saran Bapak/Ibu pada baris yang telah disediakan.

4. Atas kerja sama Bapak/Ibu kami sampaikan terimakasih.

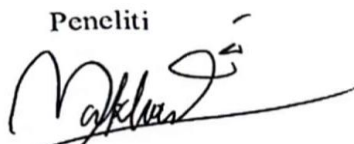
LEMBAR VALIDASI KUISONER

No	Aspek yang dinilai	Skor				Kritik/Saran
		1	2	3	4	
1.	Kesesuaian pertanyaan dengan tujuan kuisoner.			√		Masukkan item-item Reading Comprehension dalam angket dan tambahkan menjadi pertanyaan yg berdiri sendiri
2.	Pernyataan mudah dipahami.			√		Perbaiki beberapa kata yg tidak baku
3.	Bahasa yang digunakan tidak mengandung makna ganda.			√		Ada kata tidak baku dan bermakna ganda
4.	Isi kuisoner layak digunakan untuk menganalisis respon siswa terhadap penerapan tehnik TGT.			√		Baca saran nomor 1
5.	Maksud dari pernyataan dirumuskan dengan singkat, padat, dan jelas.			√		Baca saran nomor 1

Secara umum, tes ini:	Komentar dan saran perbaikan:								
4 = valid, dapat digunakan tanpa revisi	1. Tambah identitas pengisi dan tujuan penelitian di awal angket. 2. Gunakan kata baku dan bahasa Indonesia yang benar 3. Masukkan item reading comprehension Nuttal/teori yg kamu gunakan sbg pertanyaan								
3 = valid, dapat digunakan dengan revisi									
2 = kurang valid, butuh revisi									
1 = tidak valid, butuh revisi									
Beri tanda centang (√) pada kolom yang sesuai dengan penilaian.									
<table border="1" style="width: 100%; text-align: center;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td></td> <td></td> <td>√</td> <td></td> </tr> </table>	1	2	3	4			√		
1	2	3	4						
		√							

Jember, 13 Juni 2024

Peneliti



Mari Zida Kamalia
NIM. 202101060001

Validator



Febrina Rizky Agustina, M.Pd.
NIP. 199502212019032011

Appendix 9 : Questionnaire

KUISONER RESPON SISWA TERHADAP PENERAPAN TEHNIK TEAMS GAME TOURNAMENT (TGT)

Berikut ini adalah kuisoner yang berkaitan dengan penelitian yang bertujuan untuk meningkatkan kemampuan pemahaman membaca siswa kelas 10 MA Darun Najah melalui tehnik TGT dengan teks naratif.

IDENTITAS RESPONDEN

Nama : Alfya Nadhien Novana
Kelas : X₂
Tanggal : 22 Agustus 2024
Topik : Narrative Text

Berilah tanda centang (✓) pada salah satu jawaban yang anda pilih pada kolom iya atau tidak dan berilah pendapat anda pada kolom komentar!

*komentarnya juga jadikan satu

No.	Pernyataan	Iya	Mungkin	Tidak	Komentar
1.	Tehnik TGT dapat menghilangkan rasa bosan saat proses kegiatan belajar mengajar berlangsung.	✓			dengan belajar Tehnik TGT rasa kantuk menjadi hilang
2.	Dengan tehnik TGT Saya dapat:				Tidak bosan, Tidak Jenuh, dan semangat untuk belajar
	a. Menemukan ide pokok yang terdapat dalam teks bacaan	✓			
	b. Menemukan informasi spesifik dalam teks bacaan.	✓			apalagi yang di pelajari adalah mapel Fovorit
	c. Mengetahui hal yang dirujuk pada teks bacaan.	✓			Belajarnya enjoy. Tapi sedikit tegang
	d. Menangkap makna tersirat dalam teks bacaan.	✓			sangat seru sekali. gurung saya seru
e. Menambah kosa kata bahasa inggris melalui persamaan maupun lawan kata.			✓		Tidak hanya aktif bicara saya tapi juga badanya
3.	Dengan penerapan tehnik TGT dari guru, saya lebih aktif dalam mengikuti pembelajaran bahasa inggris di kelas.	✓			Thank you Very much miss ☺
4.	Saya semakin senang membaca teks bahasa inggris setelah diterapkannya tehnik TGT	✓			

5.	Saya lebih mudah memahami teks naratif dengan tehnik TGT ini.	✓			
6.	Saya merasa lebih berkonsentrasi dalam mengikuti rangkaian pembelajaran dengan tehnik TGT.	✓			
7.	Saya merasa lebih optimis terhadap nilai membaca bahasa inggris dengan tehnik TGT ini.	✓			
8.	Dengan tehnik TGT, saya merasa lebih nyaman karena bermain sambil belajar.	✓			
9.	Saya setuju jika tehnik TGT diterapkan pada pemahaman membaca teks bahasa inggris.	✓			



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J E M B E R

Appendix 10 : Worksheet for Game Section



Group Name : kelompok 3 Gayyidlah, ericel, zafkiyaga!
 - Vocabularies
 fitri kamila, hanjanti

No.	Verb	Meaning	Adjective	Meaning
1.	Hunting	Berburuh	beautiful	Cantik
2.	killed	Membunuh	handsome	tampan
3.	asked	meminta	strong	kuat
4.	wandered	berkeliruan	hard	keras
5.	Worked	berkerja	grown	tua

g

- Generic Structure

No.	Generic Structure	Content
1.	Orientation	Paragraf 1
2.	Complication	Paragraf 2
3.	Resolution	J E M B E R Paragraf 3

30

49

Appendix 11 : TGT Media for Tournament Section



Appendix 12 : Field Notes

No. _____

Date

↳ Meeting 2

Time : 11.30 - 12.30

Place : X-2

Date : August 5, 2024.

Pada pertemuan ini, peneliti menerapkan teknik T&T bagian Class Presentation, Teams, dan Game. Pembelajaran dimulai dengan apersepsi berupa gambar cerita yang berhubungan dengan teks naratif. Lalu, peneliti membagikan sebuah teks untuk dibaca dan diterjemahkan bersama secara perlahan. Teks tersebut dijadikan contoh yang mengarah pada materi teks naratif meliputi struktur, tujuan, kebahasaan, jenis-jenis teks naratif, dll.

Tahap pembagian kelompok terdiri dari 5 orang secara heterogen dari hasil pre-test. Siswa mengerjakan worksheet dengan batasan waktu. Teks untuk tahap ini berbeda dengan tahap sebelumnya. Kondisi kelas tertib dan memperhatikan guru saat mengajar. Kendala pada tahap teams, ada siswa yang terlihat tidak nyaman dengan kelompoknya.

J E M B E R

No. _____

Date . . .

17 Meeting 3

Time : 09.30 - 10.30

Place : X-2

Date : August 6, 2024.

Pertemuan ketiga merupakan implementasi TGT bagian Tournament dan Team recognition. Peneliti mengulas kembali materi dan isi teks bacaan pada pertemuan sebelumnya. Pada saat turnamen, keaktifan siswa meningkat. Mereka terlihat antusias saat menjawab soal pada media TGT yang telah ditempel di papan tulis. Mereka mengikuti turnamen dengan antusias namun tetap mengikuti aturan.

18 Meeting 4

Time : 10.30 - 12.30

Place : X-2

Date : August 15, 2024.

Setelah melakukan refleksi, peneliti melakukan bagian TGT dengan beberapa revisi agar lebih maksimal. Pada tahap ini, peneliti membagikan teks baru dan menghubungkan dengan materi teks naratif secara berulang agar lebih mengerti. Meskipun, pada saat tertentu siswa terlihat bosan ketika bagian membaca. Peneliti menyelipkan ice breaking untuk menghidupkan suasana. Lalu, kelompok kembali dibentuk berbeda dengan kelompok pada meeting 2.

No. _____

Date . . .

↳ Meeting 5

Time : 09.30 - 11.00

Place : X-2

Date : August 22, 2024.

Tahap ini merupakan implementasi TGT bagian Game, Tournament, dan Team Recognition. Peneliti membagikan worksheet berisi soal vocabularies dan materi teks naratif dengan batasan waktu. Turnamen juga ditakukan dengan teks yang sama dan teknik seperti meeting 3. Seperti biasa, antusias siswa meningkat drastis pada saat tahap ini. Siswa terlihat senang dan kompetitif. Lalu, skor diakumulasikan dari game dan turnamen. Kelompok tercepat dan paling tepat mendapat penghargaan.

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JEMBER

Appendix 13 : Documentations



Interview with English Teacher



Interview with students



TGT (Class Presentation)



TGT (Game)



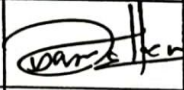
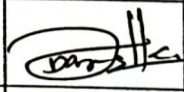

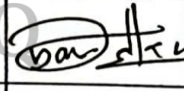

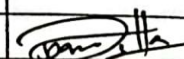


TGT (Tournament)

Appendix 14 : Research Journal Activities

JURNAL PENELITIAN

Nama : Mai Zida Kamalia
 NIM : 202101060001
 Judul : Enhancing Students' Reading Comprehension Through Modified Teams Game Tournament Technique at the 10th Grade of MA Darun Najah Lumajang.
 Lokasi : MA Darun Najah Petahunan – Summersuko - Lumajang

No	Tanggal	Kegiatan	TTD
1.	29 Juli 2024	- Penyerahan surat ijin penelitian kepada MA Darun Najah Lumajang. - Preliminary observation bersama guru bahasa inggris sekolah. - Melakukan pre-test di kelas X-2.	
2.	1 Agustus 2024	Melakukan pre-cycle dengan mewawancarai 5 siswa kelas X-2 yang terdiri dari siswa dengan beragam kemampuan bahasa inggris diambil dari hasil pre-test.	
3.	5 Agustus 2024	Peneliti menerapkan Tehnik TGT pertama yang meliputi Class Presentation, Teams, dan Game.	
4.	6 Agustus 2024	Peneliti menerapkan Tehnik TGT pertama yang meliputi Tournament dan Team Recognition.	
5.	15 Agustus 2024	Peneliti menerapkan Tehnik TGT kedua yang meliputi Class Presentation, Teams, dan Game.	
6.	22 Agustus 2024	Peneliti menerapkan Tehnik TGT kedua yang meliputi Tournament dan Team Recognition.	
7.	24 Agustus 2024	- Pengisian kuisioner tentang respon siswa terhadap Tehnik TGT. - Melakukan Post-Test di kelas X-2.	
8.	29 Agustus 2024	Peneliti meminta data sekolah dan surat selesai penelitian.	

Lumajang, 29 Agustus 2024

Kepala Madrasah


 Iva Nur Farida, S.Pd.

Appendix 15 : Research License Letter



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-7914/In.20/3.a/PP.009/07/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MA Darun Najah

Jl. KH Musthofa No.5, Petahunan, Kec. Sumbersuko, Kabupaten Lumajang, Jawa Timur

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 202101060001
Nama : MAI ZIDA KAMALIA
Semester : Semester Delapan Program
Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai “Enhacing Students’ Reading Comprehension Trough Modified Teams Game Tournament Technique at the Tenth Grade of MA Darun Najah Lumajang” selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Ibu Iva Nur Farida, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 25 Juli 2024 an.

Dekan,

Gusti Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 16 : Research Finished Letter



YAYASAN PONPES DARUN NAJAH
MA DARUN NAJAH
Jl. KH. Musthofa, No 5, Petahunan, Sumberuko, Lumajang,
Jawa Timur, 67318.

مؤسسة معهد دار النجاة
المدرسة العالية دار النجاة للبنات
شارع كياي الحاج مصطفى، الرقم 5، بتانون، سومبرسوكو،
لومبانج، جاوا الشرقية، 67318
akta Notaris No. 08, Denny Istanto, SH, M.Kn

www.darunnajahlmj.com darunnajahlumajang madarunnajah2013@yahoo.com TERAKREDITASI A SK KEMENKUMHAM No. AHU-8417 AH.01.04 Th. 2013

SURAT KETERANGAN PENELITIAN
NO. : 046/S.Ket/ MA. DN /VIII/ 2024

Yang bertanda tangan di bawah ini.

Nama : **IVA NUR FARIDA, S.Pd**
Jabatan : Kepala Madrasah
Alamat Madrasah : JL. K.H. Musthofa No.5 Petahunan Sumberuko Lumajang

Menerangkan dengan sebenarnya bahwa:

Nama : **MAI ZIDA KAMALIA**
NIM : 202101060001
Prodi : Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Kiai
Haji Achmad Siddiq Jember

Bahwa mahasiswa tersebut diatas benar-benar telah melaksanakan penelitian pada tanggal 29 Juli – 29 Agustus 2024 di MA Darun Najah Petahunan – Sumberuko – Lumajang. Untuk penyusunan tugas akhir dengan judul :
"Enhancing Students' Reading Comprehension Through Modified Teams Game Tournament Technique at the 10th Grade of MA Darun Najah Lumajang"

Demikian surat keterangan ini dibuat dengan sebenar-benarnya dan dapat dipergunakan untuk penyusunan tugas akhir.

Lumajang, 27 Agustus 2024
Kiai Haji Achmad Siddiq Jember
Kepala Madrasah
IVA NUR FARIDA, S.Pd



Appendix 17 : Declaration of Authenticity

DECLARATION OF AUTHENTICITY

I, the undersigned below :

Name : Mai Zida Kamalia
NIM : 202101060001
Major : English Education Department
University : State Islamic University of Kiai Haji Achmad Shiddiq Jember

Declare that this undergraduate thesis entitled "Enhancing Students' Reading Comprehension through Modified Teams Game Tournament (TGT) Technique at the tenth grade of MA Darun Najah Lumajang" is my original work, gathered and utilized especially to fulfill the purpose and objective of this study, and has not been previously submitted to any other university for higher degree. I also declare that the publications cited in this thesis have been personally consulted.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SHIDDIQ
JEMBER, October 18th 2024
I declared,



Mai Zida Kamalia
NIM. 202101060001

Appendix 18 : Researcher's Biodata

Researcher's Biodata



Personal Information:

- Full Name : Mai Zida Kamalia
- NIM : 202101060001
- Gender : Female
- Place, Date of Birth : Lumajang, May 4th 2002
- Address : Banjarwaru, Lumajang
- Religion : Islam
- Department/Major Course : Language Education/English Department
- Email Address : maizida.kamalia45@gmail.com

Educational Background:

2006-2008 : TK Islam Kurnia Bangsa

2008-2014 : MIS Islam Fitriyah Banjarwaru

2014-2017 : MTs Negeri 1 Lumajang

2017-2020 : MA Darun Najah Lumajang