

THESIS

THE EFFECTIVENESS OF TEAMS-GAMES-TOURNAMENT (TGT) IN TEACHING READING AT THE TWELFTH GRADE STUDENTS OF SMA NEGERI 5 KOTA KUPANG IN THE ACADEMIC YEAR 2014/2015



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WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
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Presented in Partial Fulfillment of the Requirements for the Sarjana Pendidikan Degree in English Language Education



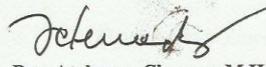
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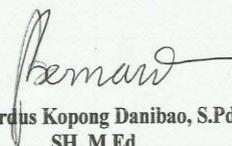
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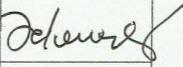
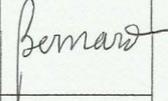
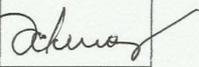
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MOTTO

"VICTORY NEEDS A SERIOUS PREPARATION"

(ROGASIANUS HILMAN MADO)

DEDICATION

This thesis is particularly dedicated to:

- ❖ My beloved parents, Rafael Mado and Maria Rini Siti Nurhayati Mado**
- ❖ My beloved brother Matias and my beloved sisters Marisa, Vina, and Eka**
- ❖ My beloved friends of class B**
- ❖ My beloved girl friend Ghyna**
- ❖ My beloved almamater Widya Mandira Catholic University Kupang**

ABSTRACT

This research is entitled “**The Effectiveness of Teams-Games-Tournaments (TGT) in Teaching Reading at the Twelfth Grade Students of SMA Negeri 5 Kota Kupang in The Academic Year 2014/2015**”. This research is aimed at finding out whether TGT is effective in teaching reading for the twelfth grade students of SMA Negeri 5 Kota Kupang in the academic year 2014/2015 and to what extent is TGT effective in improving reading comprehension. The objectives of this research are to know whether TGT is effective in teaching reading for the twelfth grade students of SMA Negeri 5 Kota Kupang in the academic year 2014/2015 and to know to what extent is TGT effective in improving reading comprehension for the twelfth grade students of SMA Negeri 5 Kota Kupang in the academic year 2014/2015. This research is focused on the effectiveness of TGT in teaching narrative reading text. The subjects of this research were the twelfth grade students of SMA Negeri 5 Kota Kupang in the academic year 2014/2015. However, the researcher only took the students of XII IPA 1 with 28 students as the sample. This research is classified as classroom action research and the instruments used were lesson plan, pre-test and post-test. The effectiveness of using TGT technique was seen from the comparison of the data collected from pre-test, post-test 1 and post-test 2. Based on the result of the test, it was found that TGT is effective in improving students’ understanding of narrative reading text at the twelfth grade students of SMA Negeri 5 Kota Kupang in the school year 2014/2015 and the Students’ level of understanding narrative reading text after the implementation of TGT technique is good (82.24). It shows that the students’ mean score increased 7.86 points from the mean score of post-test 1. The researcher gives some suggestions as follow: (1) For the Teachers: They should use TGT to teach reading interchangeably to improve students reading comprehension. TGT technique can be applied in English teaching learning process, particularly in the attempt to improve students’ understanding of narrative reading text. In this term, the students are demanded work together in group to solve the problem. (2) For the Students: They should improve reading comprehension in small group activity through TGT by participating actively in their teams and help each other. (3) For other Researcher: The other researcher can implement TGT in teaching different language skills.

TABLE OF CONTENTS

	Pages
COVER	
APPROVAL SHEET	i
BOARD OF EXAMINERS.....	ii
MOTTO	iii
DEDICATION	iv
ACKNOWLEDGEMENT.....	v
ABSTRACT	vii
TABLE OF CONTENTS.....	viii
CHAPTER I INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problems.....	3
1.3 Objective of the Study.....	3
1.4 Significance of the Study	4
1.5 Scope and Limitation of the Study.....	4
1.6 Definition of Terms.....	5
CHAPTER II REVIEW OF RELATED LITERATURE	7
2.1 The Nature of Reading	7
2.1.1 The Definition of Reading	7
2.1.2 Reading Comprehension	8
2.1.3 Types of Comprehension.....	9
2.1.4 Micro Skills for Reading Comprehension	11
2.1.5 Extensive and Intensive Reading	14
2.1.6 Strategies for Reading Comprehension.....	16
2.2 The Nature of Cooperative Learning	19
2.2.1 The Definition of Cooperative Learning	19
2.2.2 Theoretical Background of Cooperative Learning.....	22
2.2.3 Types of Cooperative Learning	26
2.2.4 Kinds of Cooperative Learning.....	28
2.2.5 Advantages of Cooperative Learning.....	30
2.2.6 Teams-Games-Tournament (TGT)	30
2.3 Review of Previous Studies	34
2.4 Research Conceptual Framework	36

CHAPTER III METHODOLOGY	37
3.1 Research Design.....	37
3.2 Subject of the Study	39
3.3 Method of the Research.....	40
3.4 Research Instruments	40
3.5 Research Procedure.....	41
3.6 Techniques of Data Compilation	42
3.7 Techniques of Data Analysis	42
3.8 Standard of Measurements	44
CHAPTER IV DATA ANALYSIS AND DISCUSSION	45
4.1 Data Analysis	45
4.1.1 Analysis of Pre-test	45
4.1.2 Analysis of Cycle 1	48
4.1.3 Analysis of Cycle 2	54
4.1.4 The Improvement of Students' Improvement in Understanding Narrative Reading Text	59
4.1.5 Standard of Measurement	67
4.2 Discussion.....	67
CHAPTER V CONCLUSION AND SUGGESTION	69
5.1 Conclusion	69
5.2 Suggestion	69
BIBLIOGRAPHY	71
APPENDICES.....	74