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## Team Games Tournament: An Effective Technique to Boost Students' Reading Motivation and Reading Skill

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### ABSTRACT

*Keywords:*

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The purpose of the research was to find out the effect of a Team Game Tournament (TGT) technique on students' reading motivation and reading skill. The research design was a quasi experimental research with the type was pre-test-posttest non-equivalent group design. Two groups (64 students) of the eighth grade were selected as samples by using cluster sampling. The techniques of data collection were a questionnaire and a reading test. There was a difference in students' reading motivation between control and experimental group. It was indicated by the value of sig. (2 tailed) was 0.016. It meant that TGT technique had a significant effect on students' reading motivation. Moreover, it was also found that there was difference in students' reading skill between control and experimental group. It could be seen from the value of sig. (2 tailed) was 0.000. Hence, the TGT technique affected students' reading skill. In conclusion, the TGT technique had a significant effect on students' reading motivation and reading skill.

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### 1. INTRODUCTION

Reading is one of language skills that has an important role. This skill aims to understand ones' idea through a written text. Afflerbach, Cho, and Kim (2015) claim that most ideas, issues, and information are delivered in form of text. Paper, book, magazine, and newspaper – either they are available on online electronic media or physical goods, are the facts that written information is the most widely used and accessed in daily life. For this reason, people are required to have a good reading skill.

Additionally, Anderson (2012) argues that English as a second/foreign language (ESL/EFL) requires students to have a good reading ability. Through reading, ESL/EFL students will be able to improve their others language skill. For example, having a rich vocabulary mastery will influence their writing and speaking skill. In Indonesia, a reading ability has always been the primary objective of English instruction (Renandya, 2004). In accordance to that statement, students must have sufficient reading skill since English is a compulsory subject tested in national exams and a multiple choices reading test is used in it. Based on this fact, students should be trained in reading activity so that they will have good understanding for every text they read.

However, Kweldju as cited in Cahyono and Widiati (2006) points out that many students find difficulties when reading an English text. The students of MTsN 11 Agam, for instance, had difficulties to comprehend a text; they frequently felt hard to figure out ideas in a text that they read. Moreover, they were lack of vocabulary. They read a text word by word and when they found new words, they would stop and lose motivation to continue. Hence, the label of

“Indonesia has poor literacy rate” is totally true after considering this matter.

To get students out from this situation, they should be facilitated by sufficient teaching technique. Nunan (2003) proposes a solution to improve students’ language skill by placing students into a students-centered classroom with a lot of interactions among them. This fruitful idea can be done by applying cooperative learning techniques. One of promising techniques is Team Game Tournament (TGT) Technique. It is a technique derived from cooperative learning principles. Through this technique, students will be more active and confident to work in group in accomplishing any task.

Slavin (1995) introduces four components of TGT as below:

a. Class Presentation

The first step in TGT is conducting a classroom presentation for material. It is a general way before instructing the students to do any task; topic introduction, material, and procedures to complete any assignments are included in this section.

b. Teams (group)

Several teams are formed after a class presentation. A team consists of four to five students. In the teams, students are assigned to discuss, finish a project, and help each other if one finds difficulties. The teams are prepared to participate for the next stage as well, namely tournament. After teachers present materials, the team meets to study worksheets or other material. In accordance to it, Beebe and Masterson in Burke (2011) argue that groups stimulate students’ creativity; they gain a better understanding of themselves.

The team is a place for students to interact and work together. This idea is the best to replace from a teacher-centered classroom to students-centered classroom. It is the main part of TGT in achieving cooperative learning purposes. The team provides peer supports for the next step of TGT.

c. Games

A game is any activity which is aimed to create pleasant moments. It is an activity that brings fun and joyful for participants. Gozcu and Caganaga (2016) point out that a game can provide convenient atmosphere for both students and teachers. Apart from it, as games enable students to learn without any serious and or stressing-task to do since it provides a joyful learning for students (Wulanjani, 2016). In midst of TGT, a game is designed with content relevant questions aimed to test knowledge that students gain from class presentation and team practice. It is believed that what students had done during working in teams and participating in the games provide better learning motivation and academic achievement (Tahrin, 2019).

d. Tournament

In this part, students take a part to do their best for their teams. It is so called games competition among teams. After being involved in classroom presentation and teams’ activity, students play learning content-based games and they can get their team rank after this activity. Thus, the tournament stimulates each student to contribute as well as they can.

Of all the things, games can stimulate students’ motivation during reading class. Research says that skill and will (motivation) has linearity (McGeown, 2013). A high

motivation causes a high achievement. It has been proved by Wang et al (2011); they examined the overall effects of using games on the improvement of young children's English proficiency in relation to the following criteria: motivation; vocabulary acquisition; and anxiety due to peer pressure. It was found that there was a significant relationship/difference in the utilization of games and students' English performance, most notably with regards to proficiency levels.

Numerous studies revealed that TGT is effective in teaching reading. Gani (2019) proved that students gained more self-efficacy and were more active in a reading class after been taught by TGT. Similarly, Saragih (2017) compared the use of TGT and Teams- Achievement Divisions (STAD) method in teaching reading. It turned out that the implementation of TGT is more succeeded than STAD in achieving reading instruction outcomes. Additionally, TGT affected students' vocabulary mastery significantly (Nasution, 2018).

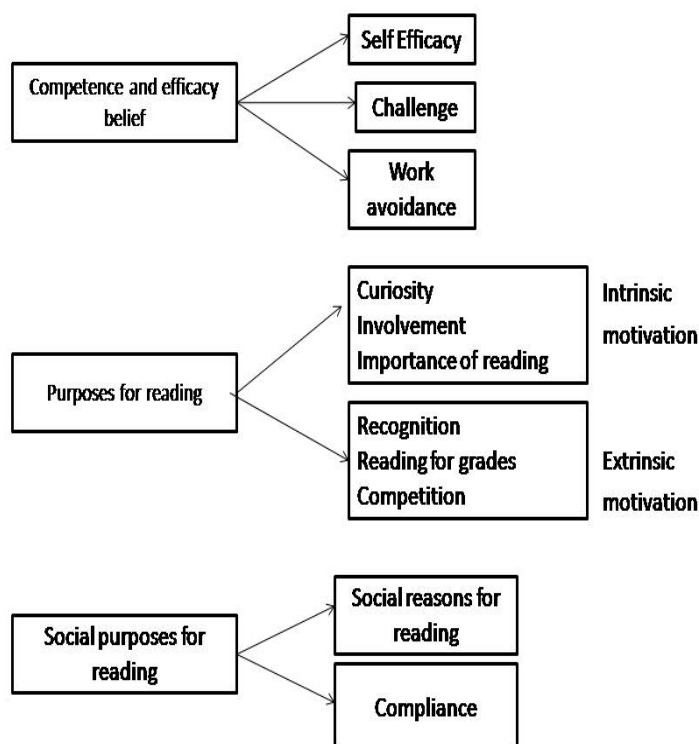
The previous studies above encouraged the researcher to do the same research under the same topic. Specifically, this study addressed two major questions, they are (1) does Team Game Tournament (TGT) technique give effect on students' reading motivation?; (2) does Team Game Tournament (TGT) technique give effect on students' reading skill?

## 2. METHOD

The design of this research was a Quasi-Experimental research with pretest-posttest nonequivalent control group aimed to test an idea (or practice or procedure) to determine whether it influences an outcome of dependent variable. In line with it, Cristensen, Burke, and Turner (2014) state that a Quasi-Experimental research is a research in which the researcher manipulates the independent variable and is interested in showing cause and effect. In this research, the dependent variable was TGT technique while the independent variables were students' reading motivation and reading skill. Therefore, this research focus was to investigate the effect of TGT (the independent variable) on students' learning motivation and reading skill (the dependent variables).

There were 64 students of MTsN 11 Agam in academic year 2019/2020 involved in this research. They were spread into two classes; 34 students in VIII 1 and the same numbers in VIII 2. Prior to the selection of these classes, homogeneity test had been administered to five total classes in that school, namely VIII 1, VIII 2, VIII, VIII 4, and VIII 5. After the selection, the chosen classes were assigned as an experimental class (VIII 1) that was taught by using TGT technique and a control class (VIII 2) that was taught by using a non-TGT technique.

To collect the data, two instruments were employed. The first one is MRQ (Motivation for Reading Questionnaire) introduced first by Wigfield et.al (1996). It constitutes of three big dimensions with sub dimensions that affect reading motivation (Wigfield, Guthrie, & McGough, 1996). There were 51 items in form of Likert Scale derived from those dimensions. To make it clear, the diagram below shows where those items are derived from.



**Figure 1.** Reading Motivation Dimension. Adapted from “A Questionnaire Measure of Children’s Motivations for Reading” (p. 11) by A. Wigfield, J. Guthrie., and K. McGough, 1996, New York: National Reading Research Center. Copyright 1996 by National Reading Research Center.

Furthermore, a reading test was also administered to examine students’ reading skill before and after the implementation of TGT technique. All data were analyzed by using SPSS 20. The summary of research design can be seen in Table 1.

**Table 1.** Research Design

Group	Pre-Questionnaire	Pre-Test	Treatment	Post-questionnaire	Post-test
Experimental Group	√	√	TGT technique	√	√
Control Group	√	√	Non-TGT technique	√	√

### 3. RESULTS AND DISCUSSION

There were two major points discussed in this part regarding two proposed research questions. Thus, the data presented in this part answered these four hypotheses:

- H<sub>01</sub> : Team Game Tournament (TGT) technique does not give effect on students’ reading motivation
- H<sub>a1</sub> : Team Game Tournament (TGT) technique gives effect on students’ reading motivation

- H<sub>02</sub> : Team Game Tournament (TGT) technique does not give effect on students' reading comprehension
- H<sub>a2</sub> : Team Game Tournament (TGT) technique gives effect on students' reading comprehension

### 3.1 Students' Reading Motivation

**Table 2.** Summary of Pre- and Post-questionnaire of Reading Motivation between the Experimental Class and the Control Class

Questionnaire	N	Experimental Group				Control Group			
		M	S.D.	T	Sig.(2 tailed)	M	S.D.	T	Sig.(2 tailed)
Pre-test	32	149.16	16.387	-2.548	0.005	145.13	16.138	-6.9	0
Post-test	32	160.72	19.045			149.81	15.991		

From the table above, the participants in the two groups achieved higher scores in the post-questionnaire of reading motivation than in the pre-questionnaire of reading motivation. Particularly, for the experimental group, the mean score of pre-questionnaire was 149.16 compared with 160.72 of the post-questionnaire, where  $\alpha = 0.05 > \text{sig. (2 tailed)} = 0.005$ . Furthermore, in the control group, the mean score of the post-questionnaire was 149.81 versus 145.13 of the pre-questionnaire, where  $\alpha = 0.05 > \text{sig. (2 tailed)} = 0.000$ . It means that that the treatment of TGT technique in the experimental class and non-treatment of TGT technique in the control class gave effect on students' reading motivation in both groups.

Regardless of the fact that both treatments of TGT technique and non-treatment of TGT technique affect students' reading motivation, that which treatment better gives effect on students' reading motivation of this aspect needed an examination. In order to seek evidence for this investigation, an Independent Sample T-test was used to compare the mean scores between the two groups. The results can be summarized in the following table.

**Table 3.** Summary Post-questionnaire of Reading Motivation between the Experimental Class and the Control Class

Group	N	M	S.D.	T	Sig. (2 tailed)
Experimental	32	160.72	19.045	2.481	0.016
Control	32	<u>149.81</u>	<u>15.991</u>		

It is apparent from the table 3 that the experimental group got higher scores than the control one (Mean = 160.72 vs. Mean = 149.81). Furthermore, the difference between the two mean scores was statistically significant ( $\alpha = 0.05 > \text{sig. (2 tailed)} = 0.016$ ). It shows that the treatment of Team Game Tournament (TGT) technique in the experimental class gave better effect on students' reading motivation than non-treatment of TGT technique. Hence, H<sub>a1</sub> was accepted.

### 3.2 Students' Reading Skill

**Table 4.** Summary of Pre- and Post-test of Reading Comprehension between the Experimental Class and the Control Class

Test	N	Experimental Group				Control Goup			
		M	S.D.	T	Sig.(2 tailed)	M	S.D.	T	Sig.(2 tailed)
Pre-test	32	42.5	16.387	-4.13	0	43.44	17.935	-	0.613
Post-test	32	61.88	19.045			46.72	18.778	0.512	

It is clear that the participants in the two groups achieved higher scores in the post-test of reading comprehension than in the pre-test of reading comprehension. Particularly, for the experimental group, the mean score of pre-test was 42.5 compared to 61.88 of the post-test; and with the control group, the mean score of the post-test was 46.72 versus 43.44 of the pre-test. However, the difference between the pre- and the post-test within the control group was not different statistically, where  $\alpha = 0.05 < \text{sig. (s tailed)} = 0.613$ ; meanwhile, that of the experimental one showed a statistical significance. It can be seen from  $\alpha = 0.05 > \text{sig. (2 tailed)} = 0.000$ .

Moreover, the differences of students' mean reading comprehension post-test scores between the experimental group and the control group is presented in table 6 as follows:

**Table 5.** Summary of Post-Test Score between Experimental and Control Class

Group	N	M	S.D.	T	Sig. (2 tailed)
Experimental	32	61.88	21.127	4.635	0
Control	32	46.72	18.778		

From the table above, it can be seen that post-test mean score in the experimental class was higher than the mean score in the control class (61.88 vs. 46.72). Furthermore,  $\alpha = 0.05 > \text{sig. (2-tailed)} = 0.000$ . Therefore, it can be concluded that "Team Game Tournament (TGT) technique gives an effect on students' reading motivation". Consequently,  $H_{02}$  was rejected and  $H_{a2}$  was accepted.

The research finding revealed that the treatment of implementing TGT technique in the experimental class had successfully given an effect on students' reading motivation and reading skill. As a technique derived from cooperative learning strategy, TGT had given a contribution to improve students' reading skill. By grouping students into several heterogeneous groups in the first step, the students worked in their own team to analyze the text, identified the main idea, identified difficult words, and drew the conclusion of the text. It made the students share and help each other. After that, the students were given the quiz which was relevant to what they had discussed before in the groups. This step determined the form of new homogenous groups since their scores for the quiz determined which groups they belonged to. Students who got high scores would be grouped into one group, while students who got medium scores would sit in a same group, and so would the students with low scores. Next, those new groups were involved in games and tournaments. They had to answers some

questions based on the given texts. Individual scores were calculated because after the competition they were back to their first groups (heterogeneous groups). The last, the best group that had the highest scores was announced. Those activities done in TGT made the students enjoyed reading materials. Hence, they were not bored anymore and they showed their enthusiasm.

As the students enjoyed and had enthusiasm in reading activity, they also showed the improvement of their reading skill. It was shown on Figure 5 in which the students' pre-test mean score was 42.50. After the treatment, their post-test mean score was 61.88. The post-test mean score was higher than the pre-test mean score. The result of this research is the same with the previous studies that TGT accommodates the students who find difficulties in reading class. It is potential to improve students' reading skill (Gani, 2019; Saragih, 2017). In line with it, Cambria and Guthrie (2011) assert that there are two sides to reading; both of them are linear. On one side are the skills which include phonemic awareness, phonics, word recognition, vocabulary, and simple comprehension. On the other side is the will to read. The "will" to read is called as reading motivation. Hence, it is proven that the improvement of students' reading skill is along with students' reading motivation after experiencing TGT. Therefore, it is clear that skill and motivation go together.

#### 4. CONCLUSION

There are some benefits that can be drawn from this research. First, using the Team Game Tournament (TGT) technique improved students' reading motivation and reading skill because as a technique based on cooperative learning principles, the students worked in groups. As a consequence, the students could share and help each other to analyze and discuss reading materials. Second, this technique enabled the students to be more active and competitive in tournament of games since they had responsibility to make their group to be the best group by gaining more scores from reading game. Third, this study helps in the effort of forming a better understanding of TGT as a teaching technique to motivate the students to have better reading skill. Hence, this technique can be an alternative way to teach reading among various available techniques.

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