AN UNDERGRADUATE THESIS

THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ABILITY ON THE DESCRIPTIVE TEXT IN THE TENTH GRADE OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN

By

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TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE ISLAMIC INSTITUTE OF METRO
2020 M / 1441 H

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Presented as a Partial Fulfillment of the Requirement
for the Degree of Sarjana Pendidikan (S.Pd)
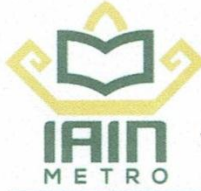In English Education Department

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M**

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NOTA DINAS

Nomor   : -
Lampiran   : 1 (Satu) Berkas
Perihal   : **Pengajuan Munaqosyah**

> Kepada Yth,
> Dekan Fakultas Tarbiyah dan
> Ilmu Keguruan
> IAIN Metro
> Di_
>   Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah kami adakan pemeriksaan dan bimbingan seperlunya, maka skripsi penelitian yang telah disusun oleh:

Nama   : **NIKI WULANSARI**
NPM   : 13107827
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Jurusan   : Tadris Bahasa Inggris
Judul   : THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ABILITY ON THE DESCRIPTIVE TEXT IN THE TENTH GRADE OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terima kasih.

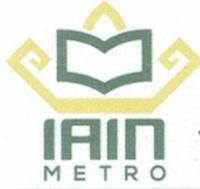*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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NOTIFICATION LETTER

Number   : -
Appendix : 1 (One) Bundle
Matter   : **In order to hold the Munaqosyah of Niki Wulansari**

> To The Honorable,
> The Dean of Tarbiyah and
> Teacher Training Faculty
> State Institute of Islamic Studies
> (IAIN) of Metro

Assalamua'alaikum Warahmatullahi Wabarakatuh

We have given guidance and enough improvement to an undergraduate thesis which is written by:

Name   : **NIKI WULANSARI**
Student Number : 13107827
Faculty   : Tarbiyah and Teacher Training Faculty
Department   : English Education
Title   : THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ABILITY ON THE DESCRIPTIVE TEXT IN THE TENTH GRADE OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN

It has been agreed so it can be continued to the Tarbiyah Faculty in order to be examined on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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Title	:	THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ABILITY ON THE DESCRIPTIVE TEXT IN THE TENTH GRADE OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN
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To be examined in the thesis munaqosyah in Faculty of Tarbiyah and Teacher Training of The State Institute for Islamic Studies (IAIN) Metro.

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RATIFICATION PAGE
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An Undergraduate thesis entitled: THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ABILITY ON THE DESCRIPTIVE TEXT AMONG THE TENTH GRADE AT SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN Written by: Niki Wulansari, Student Number 13107827 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on January 22th,2020, at 14.30-16.30. PM

BOARD OF EXAMINERS

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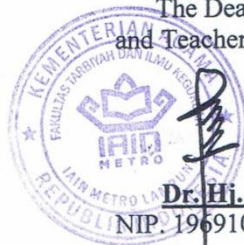
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AN ANALYSIS ON STUDENTS` DIFFICULTIES IN ENGLISH READING TEXT (A CASE STUDY OF THIRD SEMESTER CLASS E IN STATE INSTITUTE ISLAMIC STUDIES OF METRO) IN ACADEMIC YEAR 2019/2020

ABSTRACT

By:
Niki Wulansari
Student Number: 13107827

The main goal of this is to AnalyzeStudents'Difficulties in English Reading Teks of Third Semester in State Institute for Islamic Studies Metro in the Academic Year 2019/2020".

This research is Qualitative Research, it was a research where the researcherwhowant using this research must be involved the processing of learning directly, and then after the researcher conducted the researcher made the conclusion that the research has been done.TheQualitative Researchconducted in State Institute for Islamic Studies Metro. The subjects of this research were 20 studentsof Third Semester in State Institute for Islamic Studies Metro in the Academic Year 2019/2020. In collecting dataof research, a researcher usedDocumentation, and Questionnaire Instrument.

The finding of the research ismost of the StudentsDifficult in answering main idea, identifying the topic. The meaning of context, identifying Inference, generic, structure of english text an the students difficult in comprehending of Reading text in State Institute for Islamic Studies Metroin the Academic Year 2019/2020".

Keywords: Reading Text, StudentsDifficulties in English.

ANALYSIS ON STUDENTS` DIFFICULTIES IN ENGLISH READING (A CASE STUDY OF THIRD SEMESTER CLASS E IN STATE INSTITUTE ISLAMIC STUDIES OF METRO) IN ACADEMIC YEAR 2019/2020

ABSTRAK

Oleh:
Niki Wulansari
Student Number: 13107827

Tujuanpenelitianadalahuntukmenganalisis kesulitan siswa dalam memahami bacaan teks bahasa inggris semester 3 di IAIN Metro Tahun Ajaran 2019/2020.

Penelitianiniadalahpenelitiankualitatif, dimanaseseorangpeneliti yang inginmelakukanpenelitianiniharussecaralangsungmengamati proses pembelajaran secaralangsung, dankemudiansetelah peneliti menyelesaikan tahapan terakhir maka peneliti dapat membuat kesimpulan bahwa penelitiannyatelahselesai. Penelitiankualitatifinitelahdilaksanakandi IAIN Metro Tahun Ajaran 2019/2020. Di dalam pengumpulan data, peneliti menggunakan dokumentasi dan angket sebagai alat pengumpulan data.

Temuan penelitian ini adalah sebagian besar siswa yang kesulitan dalam menjawab ide utama, mengidentifikasi topik, makna konteks, mengidentifikasi Inferensi, generik, struktur teks bahasa Inggris dan siswa sulit dalam memahami teks Membaca di Institut Agama Islam Negeri (IAIN) Metro di Tahun Akademik 2019/2020 ".

Kata Kunci : Membaca Teks,Kesulitan siswa dalam bahasa Inggris.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Niki Wulansari

Student Number : 13107827

Department : English Education

Faculty : Tarbiyah and Teacher Training

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, January 2020
Researcher

Niki Wulansari
Student Number: 13107827

ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

    Nama   : Niki Wulansari

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    Jurusan   : Tadris Bahasa Inggris

    Fakultas   : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2020
Penulis,

Niki Wulansari
Student Number: 13107827

x

MOTTO

خَيْرُ الناسِ أَنْفَعُهُمْ لِلناسِ

"As Good as Humans are The Most Beneficial to Others"
(Word of the Prophet Muhammad Sallallaahu'alaihi Wasallam)

"Praying by Allah is a good thing before starting anything.
Bring supply when you go, bring charity when you die"

(The Writer)

DEDICATION PAGE

This undergraduate thesis is dedicate to :

1. Umi (Aisyah), my dear mother, I miss you mom, I love you very much. Thanks for all of things you give to me until now.

2. Abi (Wajri), my honorable father, I miss u dad, and I really appreciate your wonderfull kindness. Thanks for your advice and all of things that you give to me until now. My parents, you are my inspiration of my life, who always pray for her children, and my spirit in my life.

3. My beloved sisters Suwarsih (ACIH),Isnaiyah (IIS), and Wati Puryeni. My beloved brothers Ms. Maman Darmaya, Iin Agus, M.Pd., Wahidin and Muhammad Yusuf. (thanks for your support and your care).

4. All of my family who always help me.

5. My best friends (Bobi, Nazmusakib, Arga, Sena,) and also all of my friends' 2013 fraternity, thanks for your support.

6. My guide lecturers Ahmad SubhanRozaM.Pd, Dr. Widhiya Ninsiana M.Hum, and Trisna dinillah Harya, M.Pd

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In theuniverse of Allah,the mostgracious. Praise is to Allah, the Lord of the World. WithoutHis Blessings, none of these would be possible. He given hisa chance to accomplish thisUndergraduate Thesis. In this lovely chance, the writer would like to seriously acknowledge his gratitude.

The first, the deepest gratitude would be addressed to his beloved parents, for understanding and supporting writer to finish the Undergraduate Thesis, and always pray for him to be a successful person someday (Amen).

The greatest gratitude would also be addressed to both of his advisors, Dr. WidhiyaNinsiana, M.Hum and Trisna Dinillah Harya, M.Pd within their activities, they were still willing to read and revise the Undergraduate Thesis, to give him helpful idea and guiding way of writing during the writing process.

With the limitation of writer's ability, he stillsmany mistakes in writing and presentation items. Therefore, the writer apologizesand hopefully this an undergraduate thesis can be benefit to all of us properly.

Metro,   January 2020
The Researcher,

Niki Wulansari
St. Number: 13107827

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CHAPTER I

INTRODUCTION

A. Background of the Research

Theoretically, English has been taught in all levels of Indonesian educational units, recently from kindergarten school, elementary school, junior high school, senior high school up to university. There are four language skills that should be mastered by the students, they are listening, speaking, reading and writing. Among these four skills, reading is difficult to master since it needs many competencies including the mastery of content, vocabulary, language and grammar. Reading is important for the students because reading gives them more knowledge from what they have read. Reading is the skill that the students have to be mastered. The students who have good skill in reading will be easy to get information, knowledge, and idea from sources they read. But, also far, the students still find difficulties to improve their reading because they seldom do the reading activity at school. If they have difficulty in reading process it will make their reading competence is low.

There are some factors that influence the students in mastering English, especially in reading comprehension. They are internal and external factors. The internal factors come from students themselves such as knowledge and motivation. If the students' knowledge of English is less, it will impact toward their achievement especially in reading skill. In addition, many students have low motivation in reading. Most of the students are uninterested in reading a lot of text, whereas they also lack of vocabulary and

grammar and these are one of obstacles which have been faced by the English teachers.

While the external factors come from their friends in class. Most of the students feel comfortable to ask anything to their friends than their teacher in class, but sometimes the students mingle with their closest friends only. If the students only ask to their closest friend, this will put the students into limited scope of knowledge. The students should be given an interesting reading materials, motivation, and chance to study together in improving reading. The teachers have the important role to encourage students' awareness in reading. They should be able to apply an appropriate technique in the teaching and learning to make the students interested in their learning and finally they easily master the reading comprehension. There are many technique and method to teach English in senior high school. The writer chooses one from Cooperative learning method, it is Team Game Tournament. Team Game Tournament is a group work that the students are divided into groups of four that are mixed in performance level, gender, and ethnicity. Teammates check each other's work against answer sheets and help one another with any problem. Then without help, they take final units tests that are scored by student monitors.

Based on pre-survey on August, $16^{st,}$ 2019, at SMK WAHID HASYIM MA'ARIF NU 05 PEKLAONGAN LAMPUNG TIMUR the writer found that the students' reading is not satisfactory yet.

Table 1.1
The Pre- survey data on August,16st,2019
SMK Wahid Hasyim Ma'arif NU 05 Pekalongan

No.	Name	Students' Score	Note
1.	ARN	70	Incomplete
2.	ANA	50	Incomplete
3.	AA	80	Complete
4.	AGI	70	Incomplete
5.	AS	70	Incomplete
6.	AF	65	Incomplete
7.	BK	65	Incomplete
8.	CS	45	Incomplete
9.	DSA	70	Incomplete
10.	DM	80	Complete
11.	DH	75	Complete
12.	ER	90	Complete
13.	HN	80	Complete
14.	KDS	60	Incomplete
15.	NM	55	Incomplete
16.	NAA	70	Incomplete
17.	RK	70	Incomplete
18.	RDP	70	Incomplete
19.	RIL	85	Complete
20.	RA	65	Incomplete
21.	SPL	50	Incomplete
22.	SL	85	Complete
23.	TAW	60	Incomplete
24.	VM	80	Complete
25.	YM	60	Incomplete
26.	YP	65	Incomplete
	Min. Score	45	
	Max. Score	90	
	Average	68,65	
	T. Complete		8
	T. Incomplete		18

Table 1.2

The pre-survey result from the test score of the XI TKJ students in SMKWAHID HASYIM MA'ARIF NU 05 PEKALONGAN

No	Grade	Explanation	Amount	Percentage
1.	≤ 75	Incomplete	18 Persons	69.23 %
2.	≥ 75	Complete	8 persons	30,77%
Total			**26 persons**	**100%**

From the table above, we can know most of student do not reach minimum standard (MS) yet, so must do remedial. Almost 69.23 % means 18-personIncomplete and only 8 persons Complete passed according on the measurement of learning result: $75 \geq$ Complete and $75 <$ Incomplete.

Based on the problems founded by the writer, the cases happened because many factor have been explained before. The student have difficulties to identify the topic, and main idea. Many reading technique have been used in classroom to help students have better understanding when they read. The result shows that some are successful with particular group students. The writer chooses one; it is Team Game Tournament. Cooperative Learning is learning which involves healthy noise, help student's partner solves a paper, get up and look what others did and verbalize to learn.

Based on the background above, this research will be conducted by using the Team Game Tournament in improving reading comprehension to the eleventh grade students of SMK WAHID HASYIM MA'ARIFNU 05 PEKALONGAN LAMPUNG TIMUR.

B. Problem Identification

Based on the research background, the writer identified some problems of the statement as follows:

1. Student has difficulties to identify the topic, and main idea.

2. Most of the students feel comfortable to ask anything to their friends than their teacher in class.

3. Most of the students are uninterested in reading a lot of text.

4. The students have lack motivation in learning English especially to comprehend the text.

5. Most of the students also lack of vocabulary and grammar.

C. Problem Limitation

Based on the problem identification, the writer limits the problem that the students have difficulties to identify the topic and mind idea from the text. So, writer limits her research on teaching reading through Team Game Tournament to the eleventh grade students of SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN.

D. Problem Formulation

Based on the explanation in the problem limitation, the writer formulates the problem on: Can the Team Game Tournament (TGT) improve students' reading comprehension ability of the eleventh grade students of SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN?

E. The Objectives and Benefits of the Research

Dealing with the problems statement, the objectives and benefits of this research are as follow:

1. Objectives of the Research

a. To improve the students', the objective of this research are on observasi of SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN.

b. To improve the students learning activity by using Team Game Tournament of SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN.

2. Benefits of the Research

The benefits of the research as follow:

a. For the teachers as the alternative media

This research is expected to help the teacher in apply Team Game Tournament in process of teaching and learning.

b. For the students as a development of reading comprehension ability

It is expected to give a solution to writing materials, so the students have more spirit in studying English.

F. Prior Research

The writer will show some of the research to compare other research before.

1. THE IMPORTANCE OF TEACHING ACADEMIC READING SKILLS IN FIRST YEAR UNIVERSITY COURSE, written by Julian Hermida,

The International Journal of Research and Review Volume 3 September 2009.

Based on the research, the writer explains the main content of her research as follows: some students within the University stages adopt a surface approach to reading and learning. It can be seen from their postsecondary education reading and learning. The studies are focusing on students' attitudes, activities and skills. The result is "that the students tend to take a deep approach to reading and learning", when "teacher design an aligned course" and where "the selected class activities encourage students to use high order cognitive skills".

2. THE USE OF RECIPROCAL TEACHING TO IMPROVE STUDENTS' READING COMPREHENSION (A CLASSROOM ACTION REASEARCH AT THE EIGHT GRADE OF SMP NEGERI 19 SURAKARTA IN 2007/2008 ACADEMIC YEAR) by Aditya Nugraha from Sebelas Maret University of Surakarta.

Based on the research which is written by Nugraha the writer concludes the main content of the research as follows: this study revealed that the reciprocal teaching is useful technique in improving reading comprehension ability where the research takes place. The writer takes it from answering the research question. From the first research question the writer know that by using reciprocal teaching in reading subject it can improve students' reading comprehension ability. It is supported by the result test that had been conducted before. Then from the second research

question, the writer can conclude that the student will be more focused in the class during the subject and the teacher role as planner, manager, quality controller, facilitator and motivator can be increased.

Based on the researches above, the writer compares with the other research as follows:

1. The similarity research:

    a. The writers are focused on the students' difficulties of English reading.

    b. The researchers are focused on students' factor of English reading in the class.

2. The differences research:

    a. The first author is focused on the importance of teaching academic reading ability.

    b. The second author is focused on the reciprocal teaching to improve students' reading comprehension ability

    c. This research is focused on the analyzing the students' difficulties in English reading.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Comprehension

1. The Concept of Reading

a. Definition of Reading

According to Kristin Lems and Leah D. Miller, reading is an interactive process that takes place between the text and the reader's processing strategies and background knowledge.[1]

In the other hand, William Grabe argues that reading is the process of receiving and interpreting information encoded in language from via the medium of print.[2]

Furthermore, Andrew P. Johnson states that reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.[3]

Other hand, Geoff Dean states that reading is not taught in most secondary schools in England. Considerable numbers of activities in connection with books and other sorts of texts take place in classrooms,

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[1] Kristin Lems and Leah D. Miller, *Teaching Reading English Language Learners*, (New York: The Guilford Press, 2010), p.33.
[2] William Grabe, *Reading in a Second Language*, (New York : Cambridge University Press, 2009), p.14.
[3] Andrew P. Johnson, *Teaching Reading and Writing*, (New York: Littlefied Publishers, 2008), p.3.

but these are not usually directed towards the improvement and growth of pupils' reading, except in a very limited sense.[4]

Whereas, Susan Brindley argues reading is a complex area. We can use the term to mean the process itself, or a response to literary text.

It can mean the retrieval of information in a nonliterary text, or take on wider meanings like 'reading the situation'. Reading is not confined to print in a book. It is central to the debate about meaning and the construction of the reader. It is linked to issues of standards in education, and to one of the functions of education itself—the production of a literate society.[5]

From the explanation above the researcher concludes that reading is an activity which can improve their comprehension to get information or knowledge in teaching and learning. From a reading the reader can get many benefits, such as: new information, experiences, knowledge, perception, and they can explore their comprehension especially in reading.

b. Models of Reading

There are three models of reading, such as:

1) Bottom-up Model

In this model, the scope of teaching at an early stage is the correspondence established between sounds/letters (characters), which are then combined to form syllables and words, which, in

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[4] Geoff Dean, *Improving English in Secondary English*, (London, David Fulton Publishers, 2004), p.73.
[5] Susan Brindley, *Teaching English*, (New York: Routledge, 1994), p. 78.

turn, are further combined into sentences and finally into texts. That is to say, the reader starts with the smallest units of language and combines them to gradually form bigger ones.

Bottom-up model is a reading model which suggests that a reader reads the words, and sentences and looks at the organization of the text (without relating it to experience or prior knowledge)[6] in order to construct meaning from what was written in the text, meaning depends both on vocabulary and syntax. This model is considered to result in a passive reader who is limited by the narrow confines of the printed page, without putting to use any context or knowledge already acquired.

2) Top-down Model

In contrast, the second model puts emphasis on reading for meaning and on the significance of collocations in reading itself.[7] It maintains that the comprehension of the text concerns only the reader, who has his/her own knowledge, points of view, expectations, and questions.

Top-down model is a reading model which argues that readers bring prior knowledge and experiences to the text and that they continue to read as long as the text confirms their

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[6] Martha Vazaka, *"Pre-reading Activities: A Neglected Reading Stage in the Greek as a Second Language Class"*, (Common Ground, 2009), No. 12/vol.15, p.46.
[7] *Ibid.*

expectations.[8] In top-down processing, we draw on our own intelligence and experience to understand a text.

3) Interactive Model

Interactive model is almost always a primary ingredient in successful teaching methodology because both processes are important.[9] "in practice, a reader continually shifts from one focus to another, now adopting a top-down approach to predict probable meaning, then moving to the bottom-up approach to check whether that is really what the writer say."

From the explanation of three models above, the researcher concludes that is there are several models that used in teaching reading such as; bottom-up, top-down, and interactive reading. Bottom up focuses and correspondences that the reader produce the sound, combined the words, and sentences and looks at the organization of the text. The top-down focuses to comprehend the text. And the interactive model is combined bottom-up and top down, it is the best models to in reading.

c. **Strategies of Reading**

Reading strategies can often be divided into three categories, as follows:

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[8] H.Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy,* (San Francisco : San Francisco State University, 2000), p. 299.
[9] *Ibid.*

1) Before Reading

Before reading strategies tend to the students' prior knowledge. When we incorporate these strategies, we let students tell us what they know before we begin the process of teaching the students.[10] Research indicates that by spending a considerable amount of time on before reading strategies, we increase student involvement in the learning process, and we allow our teaching to be more directed toward student levels and needs.

2) During reading

During reading strategies are those that help students progress and manage complex information as they read and learn. These strategies often employ organizers or frameworks which allow students to efficiently categorize information.

3) After reading

After reading strategies allow students to reflect on what they have learned and to share what they've learned. The strategies tend to be interactive so that students learn from each other.[11]

From the explanation of strategies of reading above the researcher concludes that in teaching reading process there are three strategies, such as; before reading, during reading, and after reading. Before reading is how the teacher help the students to introduced something, and the teacher helps what the students need in reading process. During

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[10] Edmund Burke, *Reading Strategies Guide Learning*, (Rapid City: BHSSC, 2005), p.4.
[11] *Ibid*.

reading is how the teacher emphasizes to increase the students comprehension. After reading is how the teacher make the students describe to learn and apply it.

d. Definition of Comprehension

According to Phil and Michael, comprehension is taken as a given and teachers tend to focus on subject-specific knowledge rather than developing generalised reading comprehension skill.[12]

According to Vicky Zygouris, comprehension as the intentional thinking during which meaning is constructed between the reader and text.[13] This implies that the reader interacts with the text content, using his or her vocabulary, background knowledge, skills, motivation to read that text, knowledge of text structure, and strategies to construct meaning.

From the explanation above the researcher concludes that comprehension is an activity from the reader to understanding of meaning about the text. This activity will give high impact for the reader because from this activity the reader get information or knwoledge from the text. It make the reader have high quality in reading comprehension.

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[12]Phil Foreman and Michael Arthur-Kelly, *Inclusion in Action*, (Australia, Cengage Learning, 1014), p.338.

[13] Vicky Zygouris, *Teaching Reading Comprehension skills*, (New York: The University of Central Florida, 2009), p.1.

e. Kinds of Reading Comprehension

Pearson and Nicholson categorized reading comprehension ability into four categories namely, literal reading comprehension ability, interpretation reading comprehension ability, critical reading comprehension ability, and creative reading comprehension ability.

1) Literal Reading Comprehension Ability

The first category does not include the thinking skills. Teachers do not need special help on this. It is as the skill of getting the primary, direct literal meaning of a word, idea, or sentence in context. There is no depth in this kind of reading. For example, the types of meaning question: "What did little brother want to eat?" Giving the answer requires no thinking because there are the exact words given in the book.

2) Interpretative Reading Comprehension Ability

Interpretative is the label for a very usable category of thinking skills, which should be emphasized in reading. This term could be used in a sense broad enough to cover all of the thinking skills. In general, it may be said that interpretation probes for greater depth than literal comprehension.

3) Critical Reading Comprehension Ability

The critical reading skill category is the one most direly in need of development in American life at the present time. According to Smith, critical reading includes literal comprehension

and interpretation as previously defined, but it goes further than either of these in that the reader evaluates, passes personal judgment on the quality, the value, the accuracy and the truthfulness of what is read.

4) Creative Reading Comprehension Ability

The term "creative reading" is frequently used in as broad a sense as "inferences," "critical reading" and other current popular terms which many have fallen into the habit of employing as one label-to cover all thought processes in reading. Creative reading accompanies and grows out of literal comprehension, interpretation or critical reading, but it is different from any one of these. Creative reading in its higher form starts with a question or an inquiry which arises in the mind of the reader, personally, and is usually carried forward with high motivation, often a sense of urgency.[14]

f. Measurement of Reading Comprehension

To know how far the students' reading comprehension ability should be measured use the assessment of reading. There are many kind of questions of reading comprehension, they are:

1) Pronominal Question, Imperative

The questions require learners to make a written answer which can range in length from a single word to several

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[14] Vila Panton Smith, *The Many Faces of Reading Comprehension,* (Kansas City: ERIC, University of Southern California, 2003) P.9-14.

paragraphs. Usually for comprehension, short answer are required and these forms of questions are called short answer question.

2) True/False, Yes/No, Alternatives Question, Multiple-Choice

In these questions the answer is contained within the questions or instructions. Multiple-choice questions focus on the detail and more general aspect of the text. The correct answer is not always shoorter or longer than the distractor.

3) Transfer Information

Incomplete information can be used to measure comprehension of the text. The learners read the text and fill in the diagram with short notes.[15]

In the research, the researcher use pronominal questions to measure the students' reading comprehension ability.

g. The Levels of Reading Comprehension Ability

Reading describes the major levels of proviciency in the ACTFL Proviciency Guidelines, there are five different levels of proficiency readers as follow:[16]

1) Distinguished-level readers

Distinguished-level readers comprehend language from within the cultural framework and are uble to understand a writer's use of nuance and subtlety. However, they still have difficulty fully understanding certain nonstandard varieties of the written language.

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[15] I.S.P. Nation, *Teaching ESL/EFL Reading and Writing,* (New York: Routledge, 2009), P,77-79.

[16] Elvira Swender.,et al., *ACTFL Proficiency Guidelines*, (ACTFL, INC., 2012), P.20-24

2) Novice-level readers

Novice-level readers, the readers that are able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

3) Intermediate-level reader

Intermediate-level readers, the readers that are able to find the main gist, key ideas, and some supporting details of explanation text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

4) Advanced-level reader

Advanced-level reader refers to the reader that have capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narrations and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

5) Superior-level readers

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

Based on the explanation above, the student of Junior High School are included in novice-level readers, they must be able to recognize the writing symbol, words, and expression that is used in some texts containing general topics of their common experiences.

B. The Concept of Reading Comprehension

1. Definition of Reading Comprehension

According Janette, Sharon, and Alison, reading comprehension ability is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.[17]

Moreover Duke and Pearson argue that reading comprehension ability is a process in which the reader constructs meaning using as the building materials the information on the printed page and the knowledge stored in the reader's head.[18]

Meanwhile, Pardo states that reading comprehension ability is the process of meaning construction as a result of blending content and

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[17] Janette K, Sharon V, and Alison, *Teaching Reading Comprehension to Students with Learning Difficulties,* (New York: The Guilford Press, 2007).,p.2.

[18] Duke and Pearson, *Reading Comprehension: Strategies That Work*, (IRA: Michigan State University , 2001)., p.423.

message of the text with the readers existing knowledge and skills during reader text interaction.[19]

From explanation above the researcher concludes that reading comprehension is the act of understanding what you read. While the definition can be simply stated the act is not simple to teach, learn or practice. Reading comprehension is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing.

2. **Strategies for Reading Comprehension**

Strategies are what we give to the learners for helping them arrange and construct meaning as they are reading. Strategy is a plan that is intended to achieve a particular purpose.

Brown states there are ten strategies for reading comprehension that can be practically applied to your classroom technique.[20] The strategies are to identity the reading purpose, using rules and patterns of grapheme, using silent reading technique efficiently for a relative rapid comprehension, skimming main idea within the text, scanning specific information within the text, performing semantic mapping or clustering guessing when the readers aren't certain, examining vocabulary, differentiation between literal and implied meaning, capitalizing on discourse creator to process relationship. Furthermore the explanation of the strategies as follows:

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[19] Ayfer Sahin, *The Effect of Text Types on Reading Comprehension*, (Turkey: Ahi Evran University, 2003)No. /vol.3(2).,p.58.

[20] H.Douglas Brown, *Teaching by Principle*,. p.306.

a. Identity reading purpose

Efficient reading is clearly recognized to figure out the aim in reading something. Therefore, the readers know what is searched, and can remove potential diverting information.

b. Using grapheme rules and patterns

In most cases, learners have been introduced with oral language and have several difficulties studying English spelling pronounciation. They need clues and descriptions about specific rules and peculiarities of English orthography. Whereas, it is often supposed that one-to-one grapheme-phoneme correspondences will be acquired easily and other relationship might indicate difficult.[21]

c. Using efficient silent reading technique for relatively rapid comprehension

The readers' intermediate-to advanced level students do not need to be speed readers, but it is proposed to raise their efficiency by teaching silent reading rules as follows[22]:

1) To pronounce each word to the teacher is not needed for the readers.

2) Practice to visually imagine more than one word at time, preferable/phrase.

3) Unless a word difinitely essential tounderstand globally, skip over it and try to presume the meaning based on the context.

d. Skimming the text for main idea

Skimming contains quickly running one's eyes across a whole text such as an essay, article, or chapter to look for the main idea.

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[21] *Ibid.*
[22] *Ibid.*, p.307.

Being able to predict the purpose of the passage is the advantage given to readers by skimming.

e. Scanning the text for specific information

Scanning is looking for some particular piece(s) of information in a text rapidly. The aim of scanning is to extract certain information without reading through the text completely.

f. Using semantic mappping or clustering

The strategy of semantic mapping, or clustering, helps the reader to provide some order to the chaos. Making such semantic maps can be done individually, but they make for a productive group work technique as students collectively induce order.

g. Guessing when the reader aren't certain

To encourage learners to be accurate guessers, teachers can help them to use effective comprehension strategies in which they fill gaps in their competence by intelligent experimentation to use whether hints are available to them.

h. Analyzing vocabulary

One way for learners to make estimating when they do not know at once is to review the term such as: looking for prefixes (co-inter-,etc) that may give clues, searching suffixes (-tion, -ally, etc) that may indicate what part of speech it is, searching roots that are familiar, looking for grammatical contexts that may signal information, or looking at the semantic context (topic) for clues of what they know about it.[23]

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[23] *Ibid.*,p.310.

i. Distinguishing between literal and implied meanings

Implicit meaning usually comes from processing pragmatic information. This needs the use of experienced to-down processing skills. But the fact shows that not all language can be interpreted exactly by attending to its literal, syntactic surface structure affects special order on readers.

j. Capitalizing on discourse makers to process relationship

There are many of discourse markers in English signal connection among ideas stated through phrases, clauses, and sentence. An obvious understanding of such markers will increase learner's reading efficiency. The kinds of discourse markers are enumerative (like: firstly, secondly, finally, etc), additive (again, then again, moreover, well, etc), logical sequence (so far, as a result, consequently, etc), explicative (namely, in order words, namely, etc), illustrative (for example, for instance), contrastive (by contrast, for all that, yet, etc).[24]

From the kinds of strategies above the researcher argues that the strategies can help the reader to comprehend about the text after that the reader can answer the exercise from the text easily. It is important to the reader because can improve their comprehension especially in reading. Therefore, the authors' intended will receive well. This strategies also help the teacher in teaching and learning, the teacher applys this strategies in daily learning especially in reading comprehension ability.

3. **Levels of Reading Comprehension**

According to Lapp & Flood in Arifuddin Hamra & Eny Syatriana stated that comprehension had three levels: literal comprehension (reading

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[24] *Ibid.*

on the lines), inferential comprehension (reading between the lines), critical comprehension (reading beyond the lines). Lanier & Davies added one more reading level: creative comprehension that is the ability to apply information and respond emotionally.

a. The literal level of comprehension, the readers are expected to express the core message of the text; Some skills that are necessary for this level include following directions, remembering facts, recognizing the main ideas, and knowing the organization of the texts.

b. The inferential level, readers are expected to integrate information and draw conclusion or inference, and they need to know not only what the writers write but also what they mean. Herber argued that literal level of comprehension identifies the most important information, while inferential level observes the relationship of information then make inferences based on the relationships.

c. The critical comprehension the readers are expected to use the current information to create new information or ideas. Readers are reading beyond the lines to find the possible new information as Bruner stated that the idea or new concepts "is in its essence a matter of rearranging or transforming evidence in such a way that one is enable to go beyond the evidence so reassembled to additional new insight." Good readers have high efficacy belief to control word meaning, phrases, and sentences to get appropriate meaning from the texts.

C. The Concept of Descriptive Text

1. The Definition of Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text is the text that is always in around us when we want to describe something or someone.[25] Susan states, description is a writing that creates clear and vivid impression. Description enables the categorization or classification of an almost infinite range of experiences, observations and interactions into a system that orders them for immediate subjectively, depending on the learning area or intent of the writer.

Describing is also used extensively in many text types, such as information reports, literary descriptions, and descriptive recounts and, does to need to classify and/ or describe a process before explaining it, in the opening paragraphs of most explanations. Describing is also a central feature or narrative text providing the means for developing characterization, sense of place and key themes. Students describe when they are:[26]

a. Talking or writing about a picture:

'This is beach. There are lots of umbrellas on it and boats on the sea'.

b. Writing about a character or place in a story:

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[25]Edwin Goldwasser, *Method in Teaching of English,*(New York: New York Public Library Press, 2000), p.211.

[26] Peter Knapp and Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing,* (Australia: University of New South Wales Press Ltd, 2005), p.97.

'Theo in James Valentine's book Jump Man is an interesting character. He has spiky hair that changes color all the time and wears a coat that speaks'.

c. Reporting on an animal:

'A platpus is a monotreme. It has a bill and sharp claws. It lives in and near stream and isn't seen by people very often.'

Based on the explanation above, the writer concludes that description text is a text which says about how something, person, place, and so on. It means that a description text in a story provides the reader with an accurate mental picture of the subject of the text.

2. **The Grammatical Features of Describing**

There are some grammatical features of describing such as:[27]

a. When describing things from a technical or factual point of view, the present tense is predominantly used, for example: Has eats, sings, and lays, swim.

b. Although present tense may be used in literary descriptions; it is past tense that tends to dominate, for example: Had, was, enjoyed, seemed, sparkled.

c. Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have).

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[27]*Ibid.*p.98.

d. Action verbs are used when describing behaviors/uses; for example: The queen ant *lays* the eggs. Ants *live* in colonies.

e. In literary and commonsense descriptions, action verbs are used metaphorically to create affect; for example: Mia ***bubbled*** with enthusiasm. Declan *smashed* the record.

f. Mental verb are used when describing feelings in literary descriptions; for example: She *felt* unhappy. He *liked* dancing.

g. Adjectives are used to add extra information to nouns and may be technical, every day or literary, depending on the text; for example,

Possums are ***nocturnal***.

It is ***grey*** and ***brown***.

Her appearance was ***majestic***.

Adjectives can be used on their own, as above, or as part of a noun group, as below:

Turtles are covered with a **hard, box-like** shell.

He has **cool** hairstyle.

His **luminous, dark** coat gave him an eerie quality.

a. Adverbs are used to add extra information to verbs to provide more detailed descriptions, for example:

Turtles swim ***slowly***.

She was ***always*** hassling her mother.

b. Adverbial phrases are used in descriptions to add more information about the manner, place or time; for example:

Walruses have hair *on their lips*.

The student only worked diligently *just before exams.*

Personal and literary descriptions generally deal with individual things, for example: my favorite toy, my house, my big bear

3. **The Generic Structure of Descriptive**

Formally, describing orders things into various ways of knowing them. The ordering process works in several ways; first; it generally names the thing, then it classifies it, and then it deals with its attributes, behaviors, functions and so on.[28]

Moreover, for making a good descriptive text easier, the writers should know about the generic structure of it. There are two generic structures of descriptive text that are commonly used by some writers:

1) Identification (introduction about the subject): it contains introduction about the people, the thing, the animal, or the place generally.

2) Description (describing): it contains about the characteristic of the subject (people, thing, animal, or place) like physical, quality, behavior, or other special characteristics that are significantly shown.

D. **The Concept of Team Game Tournament**

1. **The Definition of Team Game Tournament as Cooperative Learning**

According to Knight, Cooperative Learning is learning mediated by students rather than the instructor. Incooperative learning, students work in groups to teach themselves content being covered.Teachers can utilize a

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[28]*Ibid.,* p.100.

variety of learning structures while providing cooperative learning. As a team work, cooperative learning can be used and applied in any types of assignment and skills, because cooperative learning can give many benefits in learning process.[29]

On the other hand, Jon E Pederson states that cooperative is students learn in groups of four or five. They are told to work together in order to achieve a common group goal. Within the group each individual is accountable and has to show that he/she mastered the learning material. In order to cooperat; students have to possess interpersonal and small group skills. Those skill relate to the ability of students to learn together, to discuss, to share ideas, and to prepare as agroup for achieving the common goal.[30]

Moreover The Teams Games Tournament (TGT) is an approach of intergroup cooperation by developing interpersonal cooperation. In this learning strategy there is the use of gaming techniques. Historically the Teams Games Tournament (TGT) learning strategy was first developed by David De Vries and Keith Edward. This game contains competition according to predetermined rules. In the game it is expected that each group can use their knowledge and skills to compete for a victory.

According to Frianto, Team game tournament (TGT) is an effective technique of cooperative learning, thus, in groups are created that

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[29]Jim Knight, *Cooperative Learning,* (Kansas: Instructional Coaching, 2000), p.3
[30]Jon E Pederson and Annette D.D, *Secondary School and Cooperative Learnin,* (New York: Routledge, 1995), p.341

cooperative function in the class room for a period of time.[31] Cooperative learning with the TGT replaces quiz with tournaments or competitions where students play games or academic games with team members or other groups to contribute points for team or group scores. A teammate or group will help each other in preparing for the game by studying activity sheets and explaining problems with each other, but when students are playing in games, other friends should not help, and teachers need to make sure they happen to be responsible answer individually.[32]

According to Safwandi, the TGT is one type of cooperative learning strategies that places students in study groups; each group has 5 to 6 students as members who would have a variety of abilities, genders and cultures.[33]

In the Teams Games Turnament (TGT) the students play the games with other teams to earn extra points on their team scores. The game is composed of statements that are relevant to lessons designed to test the knowledge gained by students from classroom teaching and group activities. The game was played on tournament tables. Each tournament table can be filled by representatives of different groups but who have equal ability.

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[31]Frianto, S., & Amirudin, A. (2016). The implementation of cooperative learning model team game tournament and Fan N Pick to enhance motivation and social studies learning outcomes. *IOSR Journal of Humanities and Social Science (IOSR-JHSS), 21*(5), 74-81.

[32]Slavin, R. *Cooperative learning (theory, research and practice), (*Bandung: Nusa Media, 2005), p.163

[33]Safwandi. Teaching speaking with the teams-games tournaments technique. *English Education Journal* (EEJ), *7* (2),2016.p.206-218

In cooperative TGT, the students play academic games with other team members to seek points that will contribute towards group. The TGT strategy brings together group and cooperation in learning. In cooperative learning of TGT type, students with different abilities and sexes are made into a team or group of 4 to 5 students. As one of TGT's cooperative learning strategies is very easy to implement, it involves the activities of all students without having to distinguish between status differences, involving students as peer tutors, and the existence of reinforcement elements (reinforcement). The ease of implementation of TGT is caused in the absence of supporting facilities that must be available such as equipment or special room. In addition to being easy to implement in its application TGT also involves the activities of all students to obtain the desired concept.

2. **The Component of Team Game Tournament**

In Rusman's book, Slavin describes that there are some components of TGT, such as: class presentation, teams, games, tournament, and team recognition.[34]

a. Class Presentation

Teachers commonly deliver the material at the beginning of the class exactly in class presentation. This is most often direct instruction or a lecture discussion. The students must keep their attention intentionally in order to give the best performance in the 19

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[34] Taniredja, Tukiran, et.all.*Model-Model Pembelajaran Inovasi*. (Bandung: Alfabeta.2011) p.65

tournaments. During the class presentation, student should have gathered with their own groups.

b. Teams

The teacher assigns the students to four or five members teams. Each team should be heterogeneous. The main point of this team arrangement is to mak the members can study together cooperatively, do the games together an prepare for the tournament.

c. Games

The games are composed of content-relevant questions designed to test the knowledge of students gain from class presentation and team practice. Most games are numbered question on a sheet.

d. Tournament

The tournament is the structure in which the games take place. It is usually held at the end of a week or at the end of a unit, after the teacher has made a class presentation and the teams have had time to practice with the worksheets in their study team. For the tournament, the teacher assigns students to tournamentt tables the highest three students in past performance to table 1, the next three to table 2, and so on. This is an equal competition; make it possible for students of all levels of past performance to contribute 20 maximally to their team scores if they do their best.

e. Team Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria. For example: the third position will get Good Team, the second one will get Very Good Team, and the first position will get a predicate as Super Team.

3. **Steps of the TGT Type Cooperative Learning Model**

a. Formation of Groups

Classes are divided into small groups of 4-5 students. It should be noted that each group must have a heterogeneous nature.

b. Giving Material

The first lesson material is given through class presentations, in the form of direct teaching or discussion of subject matter conducted by the teacher, using audio visual. Teaching material in TGT is specifically designed to support the tournament.

c. Group Study

Each group was given an assignment to work on the LKPD that was available. The main function of the group is to ensure that all group members learn, and more specifically to prepare their members so they can work on the practice questions that will be evaluated through the tournament.

d. Tournaments

The tournament can be held every month or at the end of the subject. This tournament is a match between groups.

e. Rewards

After the tournament, the teacher calculates the value of each group and rewards the group with the highest score. Strengths and Weaknesses of the TGT Type of Cooperative Learning Model

4. **The advantages of the TGT Cooperative Learning Model are**

a. Further increasing the time spent on assignments.

b. Promoting acceptance of individual differences.

c. With a little time can master the material in depth.

5. **The teaching and learning process takes place with the activeness of students.**

a. Educate students to practice socializing with others.

b. Higher learning motivation.

c. Better learning outcomes.

d. Increases kindness, sensitivity and tolerance.

6. **The disadvantages of the TGT Cooperative Learning Model are:**

a. For Teachers

The difficulty of classifying students who have heterogeneous abilities in terms of academics. This weakness can be overcome if the teacher who acts as the holder of control, careful in determining the division of the group. And the time spent on discussion by students is

quite a lot so that it exceeds the allotted time. This difficulty can be overcome if the teacher is able to master the class as a whole.

b. For Students

There are still high-ability students who are less accustomed and find it difficult to explain to other students. To overcome this weakness, the teacher's job is to guide well students who have high academic abilities so that they can and are able to pass on their knowledge to other students.[35]

E. Action Hypothesis

Based on the Theoretical Review above, The researcher formulates the action hypothesis that the use of Team Games Tournament can to improve the student's reading comprehension and their learning activities at SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN in Academic Year 2019/2020.

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[35] Susana, PENERAPAN *TEAMS GAMES TOURNAMENT* (TGT) MELALUI MEDIA KARTU DOMINO PADA MATERI MINYAK BUMI SISWA KELAS XI MAN 4 ACEH BESAR, Lantanida Journal, Vol. 5 No. 2 (2017) 93-196, p 97-98

CHAPTER III

RESEARCH METHOD

A. Research Setting

This research was conducted at SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN. This research was held at the eleventh grade students of SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN. SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN is one of school that has located on Jl. Yanuris no.09 Desa Siraman Kecamatan Pekalongan Kabupaten Lampung Timur.

B. Subject of the Research

The subject of the research was the students of eleventh graders at SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN – in the first semester. The number of the students consists of 30 members. The students were taken as the subject of the study since they had poor ability in Reading Comprehension ability.

Table 3.1
The subject of the research

Class	Sex	
	Female	Male
X	17	9
Total	26	

The writer took one of her classes in which the students had lower average score. Based on the teacher's experience during teaching and learning process and the students' result test in reading comprehension, the teacher

found problems such as incapability of the students in comprehend the text well. After finishing the problems, the writer examined the problem solution. The problem solution was teaching reading comprehension through Team Game Tournament (TGT). In addition, this class must get 75 score to fulfill the Minimum Mastery Criterion-*Kriteria Ketuntasan Minimal (KKM)* in English lesson.

C. The Research Procedure

The design of this research is classroom action research. It is called CAR because the research is aimed at developing a certain instructional technique to solve problems in a class.

According to Glenda Mac, Action research is a cyclical process of 'think –do –think' to research and create change. We think about what we do at present, then we do something to create change, then we think again about what we've done and its effects.[36]

Jean McNiff Also stated that, "Action research is a name given to a particular way of researching your own learning. It is a practical way of looking at your practice in order to check whether it is as you feel it should be."[37]

Based on the statement above, the writer can say that Classroom Action Research is a reflective study done by the teacher in a classroom for getting solution about the problem until it can be solved. In addition,

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[36]Glenda Mac Naughton and Patrick Hughes, *Do Action Research in Early Childhood Studies: A Step by Step Guide,* (New York: Open University Press, 2009), p.1

[37]Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice,* (New York: RoutledgeFalmer, 2002) Second Edition, p.15

classroom action research helps the teacher to solve problem by applying a new method, strategy, or technique as an alternative way leading to innovation.

In this Classroom Action Research (CAR), consisted of the cycle and consisted of four steps, namely planning, acting, Observing and reflecting. The writer describes the cycles through the scheme of action research design by Kurt lewin as follows:
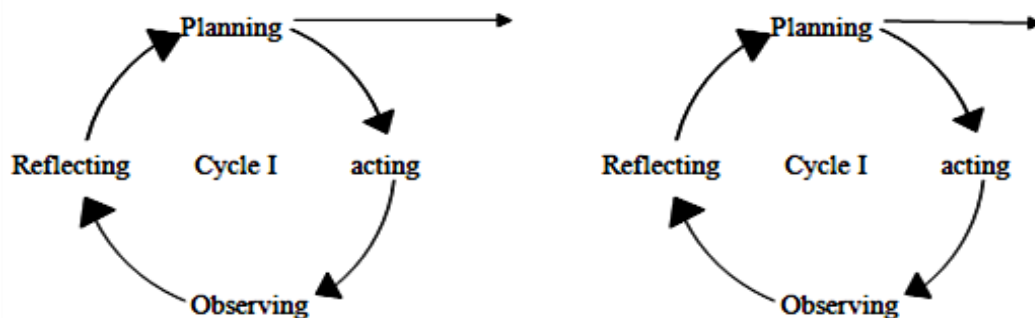
Figure 3.1
Kurt Lewin's Action Research Design
(Adapted from Jean McNiff, 2002)[38]

CAR was applied in this research since it is regarded important to develop reading comprehension ability of the eleventh graders of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan by applying Team Game Tournament (TGT). By applying this Team Accelerated Instruction, it was expected to solve students' problems in teaching-learning process of reading comprehension ability.

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[38] *Ibid*, p.41

The classroom action research design applied in this research is a collaborative classroom action research. In conducting the research, the writer collaborated with the real English teacher of SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN as an observer and collaborator. The writer plays a role as an English teacher who teaches reading comprehension through Team Game Tournament (TGT) to the students, while the real English teacher's role is as an observer who observes the action of the study while teaching-learning. Activities happen in the classroom. Also the real English teacher acts as a collaborator when helps the writer in designing lesson plan, carrying out the reflection, and determining the follow up of the study. Here, the writer is not only as an observer but she also took actions by making lesson plan and giving assessment. Then, she also collecting and analyzes data together with the teacher to know the result of their student reading result.

According to the Kurt Lewin's action research design, the writer wants to describe a plan for Classroom Action Research (CAR) as follows:

1. Cycle 1

    a. Planning

    After interview, observation and conducted test before CAR. The teacher and the observer made instruments, such as: lesson plan, observational notes, observational guidelines, and test after CAR.

b. Acting

In this phase, the writer act as the teacher and the real teacher becomes the observer. The teacher conducted the lesson plan, teaches reading, explains the strategic for reading comprehension ability and applies Team Game Tournament (TGT).

c. Observing

In this phase, for the first, the real teacher observers teaching learning activity in the classroom, such as class situation, teachers did performance, and students' responded. Secondly, indentified the students' achievement in learning reading comprehension by giving the test after CAR in cycle 1. And the last, the writer calculated students' improvement scores from test before CAR to test after CAR in cycle 1 whether improved or not.

d. Reflecting

In this phase, for the first the teacher and the writer have discussed not only about the result of the implementation of CAR, but also students' achievement and the method. And then, the teacher and the writer prepare the lesson plan for the next cycle and for test after CAR in cycle 2 in order to know the improvement of students' score and to solve the problem unfinished yet.

2. Cycle 2

a. Planning

In this phase, the writer revise the lesson plan and modifies the use of Team Game Tournament (TGT) with some modifications.

Then, the teacher and the writer prepare observational guidelines and the test after CAR in cycle 2.

b. Acting

In this phase, the teacher teaches reading with reading material especially comprehending the text according to a new lesson plan. Then, the teacher modified the use of Team Game Tournament (TGT) by ask the student to find the information from text and meaning from the reading text.

c. Observing

In this phase, for the first, the real teacher observed teaching learning activity in the classroom, which includes class situation, teacher's performance, and students' response. Secondly, students are given the test after CAR in cycle 2. And the last, the writer calculate students' improvement scores from test before CAR to test after CAR in cycle 1 to test after CAR in cycle 2.

d. Reflecting

In this phase, for the first, the writer and the teacher discussed about the result of the implementation CAR by modifying a new strategy in action, about students' response with the technique, about improvement students' score in reading and about analyzing the result from test after CAR in cycle 1 to test after CAR in cycle 2. And then, the writer and the teacher made an agreement, if the target is not

achieved, the action would be continued to cycle 3, but if the target is achieved, the action would be stopped.

D. The Data Collecting Technique

There were two types of collecting data: qualitative data and quantitative data. The writer used observation dealing with the qualitative data. On the other side, the writer used the students' final result score of reading as a pre-test and post-test to obtain the quantitative data.

Some instruments were applied to obtain the data in this study. The completely explanation of those instruments as follow:

1. Test

The writer used test to get data result of the students' reading comprehension ability. The result of this test was students' students reading score based on the technique applied. The aim of this test was to measure the students' reading comprehension ability. The writer uses test to get data result of the students' reading comprehension. The type of this test is multiple choices. The tests are *pre-test* and *post-test (based on Team Game Tournament (TGT) applied)*

a. Pre-test

The pre-test is completed before implementing *Team Game Tournament (TGT)* in preparations study.

b. Post-test

The post-test is implemented after using *Game Tournament (TGT)* in teaching reading comprehension ability.

2. **Observation**

   Observation is a mainstay of action research. It enables writer to document and reflect systematically upon classroom interaction and events, as they actually occur rather than as we think

They occur.[39]

   In this case, the writer observed the students directly in the classroom and gets the description about students' activity in learning reading process. The real teacher also observed the writer who teaches in the classroom and the implementation of CAR based on observation notes which already made before. The data was taken based on the students' participants during teaching and learning activity according to lesson plan. The information obtained from this observation is used to as a basis to determine the planning for following cycle.

3. **Documentation**

   Documentation is collection of various documents relevant to the research questions which can include students' reading worksheet, student records and profile, course overviews, lesson plans, classroom materials.[40]

4. **Field Note**

   In this research, the writer used field notes to focus on a particular issue or teaching behavior over a period of time. Moreover, the writer would take field note related to the classroom situation, classroom

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[39] Anne Burns, *Collaborative Action Research for English Language Teachers,* (New York: Cambridge University Press, 1999), p.80

[40] Ibid, p.117

management, classroom interaction between teacher and students or students with students and etc.

E. The Research Instrument

Research instrument is helping tool of method in collecting data. The research instrument that is used by the writer in this research is Instrument Blueprint. Here are the explanations:

1. Test

The researcher used two kinds of test, there are pre-test and post-test. The pre-test instrument was different with the post-test instrument, but has the same difficulty level. In this research, the writer will give a test which contained multiple choices.

Research Variable	Indicators	Kind of Test	Type of Test
Reading Comprehension	The student are able to comprehending the personal letter text	Multiple Choices	Literal Comprehension

The pre-test would done before implementing the teaching and learning process. It is to measure students' reading comprehension at first. Meanwhile, the post-test is implemented after doing Team Game Tournament (TGT) in teaching and learning process.

2. Observation Guidance

The researcher used the observation guidance as the instrument for collecting the data. Therefore, the researcher makes the observation list

to know the students' activity in the classroom directly. There were some indicators of the observation instrument and it were the students' observation guidance as follows:

Observation Sheet

The Students' Activity

NO	NAME	The students activity				
		1	2	3	4	5
	Total					
	Percentage (%)					

Indicators of the student's activities that observed are:

1. Giving attention to the teacher's explanation

2. Giving the respond to the teacher's explanation-question

3. Showing the student creativity to their group.

4. Contributing the active ways to their group.

5. Solving the problem cooperatively with their group.

3. **Documentation Guidance**

The writer used the documentation guidance as the instrument for collecting the data. Instrument which would be used in documentation was documentation guidance, as follows:

a. Documentation about historical background of SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN.

b. Documentation about condition of the teachers and official staff of

c. Documentation about students of SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN.

d. Documentation about facilities of SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN.

e. Documentation about sketch of location SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN.

4. **Field Note**

The writer used field notes to record activities during the teaching and learning or reading comprehension ability through Team Game Tournament (TGT) in the classroom. Those are including classroom atmosphere, students attitude, activity and teachers activity in presenting the material.

F. **The Data Analysis Technique**

The writer would like to analyze the data by the action research. The data was attained from teaching-learning process and evaluation. The data will be analyzed in Statistical Technique.

Data analysis is the processing of information or data that has been gathered in order to draw conclusion. It is a process of organizing the data in order in order to gain regularity of the pattern and form of the research.

Tabulating the result of the test, finding the mean of the pre test and post test. The mean was calculated by applying the following formula:[41]

$$P = \frac{\Sigma x}{N} x 100\%$$

Notes:

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[41] John K. Taylor, *Statistical Techniques for Data Analysis*, (USA: Chapman, 2004) p.49

P   = Percentage of Students Activity

$\sum x$ = Total of Score

N   = Total of Students

The students score is counted with the following formula:[42]

$$\overline{X} = \frac{\sum X}{N}$$

Notes: $\overline{X}$ = Mean

$\sum X$ = The total number of students' scores

N   = Number of students

G.   The Indicator of Success

The indicator of success of this research would be emphasized on the teaching reading comprehension ability process and the result of learning. The students are called success if 75% students get score 78 or above in reading comprehension.

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[42] Donald Ary at all, *Introduction to Research in Education,* (USA: Wadsworth Cengage Learning, 2010) Eighth edition, p.108

CHAPTER IV

RESULT AND DISCUSSION

A. **Description of the Data**

   1. **Research Setting**

      a. **The History of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan**

         SMK Wahid Hasyim Ma'arif NU 05 Pekalongan was founded by the government in 2012.SMK Wahid Hasyim Ma'arif NU 05 Pekalongan is located on Jl. Yanuris No.9 in the village of Siraman East Lampung. District SMK Wahid Hasyim Ma'arif NU 05 Pekalongan was established by the government by 1950 m^2, across geography posisi -5.019, and lengthwise geography posisi 105, 4215. SMK Wahid Hasyim Ma'arif NU 05 Pekalongan began to receive an operating permit on Februari 14th2012 and operational in 2012/2013.

      b. **The Total Students of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan**
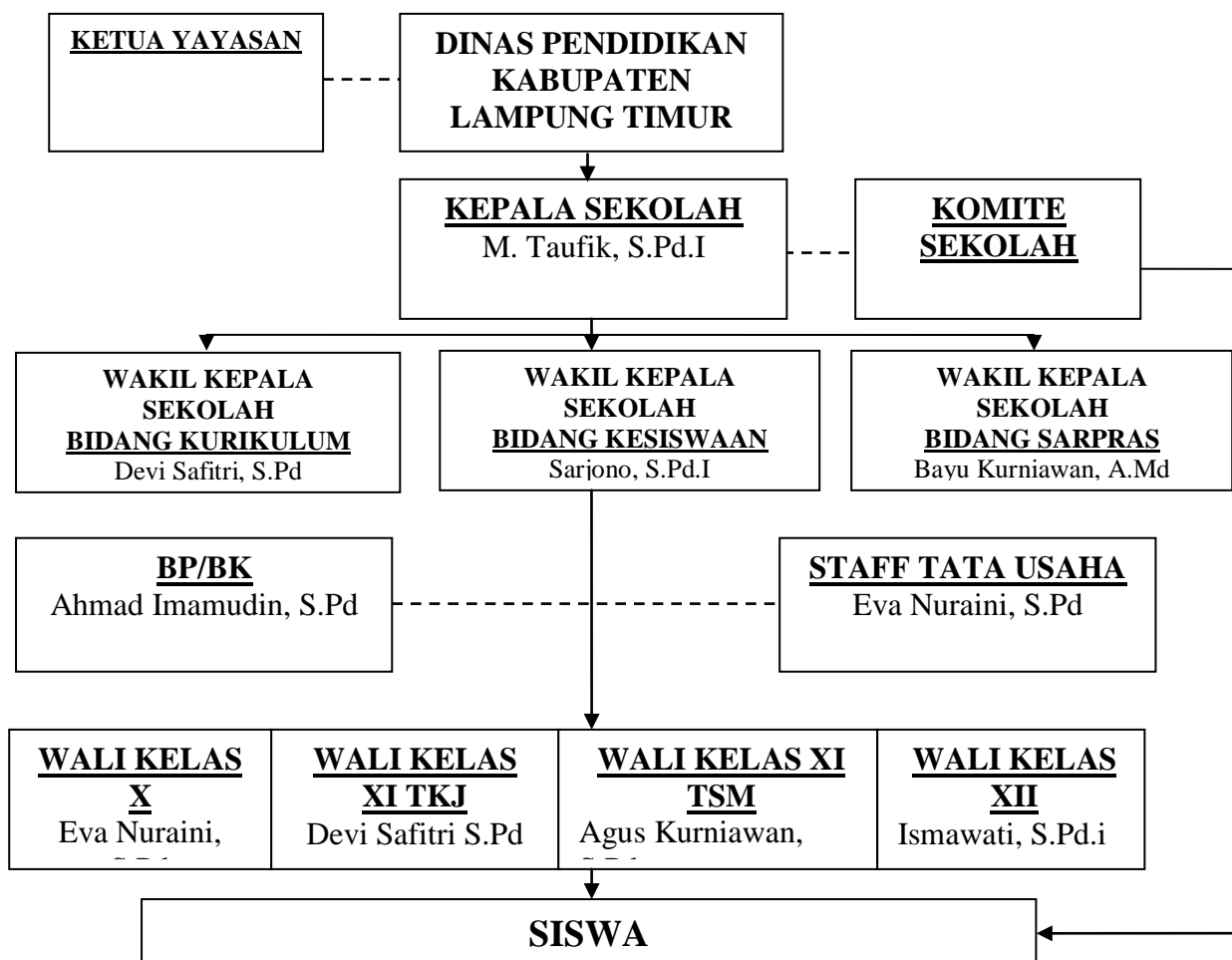
         SMK Wahid Hasyim Ma'arif NU 05 Pekalongan has 17 teachers, staff teachers, and 93 students. The total of the students devided some classes that can be identified as follow :

Table 4
The Total Students of
SMK Wahid Hasyim Ma'arif NU 05 Pekalongan

No	Class	Sex		Amount
		Male	Female	
1	X	16	16	32
2	XI	26	17	43
3	XII	15	10	25
	Total	57	43	100

Source by: Documentation of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan in Academic Year of 2019-2020

c. The Structure Organization of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan

KETUA YAYASAN

DINAS PENDIDIKAN KABUPATEN LAMPUNG TIMUR

KEPALA SEKOLAH
M. Taufik, S.Pd.I

KOMITE SEKOLAH

WAKIL KEPALA SEKOLAH BIDANG KURIKULUM
Devi Safitri, S.Pd

WAKIL KEPALA SEKOLAH BIDANG KESISWAAN
Sarjono, S.Pd.I

WAKIL KEPALA SEKOLAH BIDANG SARPRAS
Bayu Kurniawan, A.Md

BP/BK
Ahmad Imamudin, S.Pd

STAFF TATA USAHA
Eva Nuraini, S.Pd

WALI KELAS X
Eva Nuraini, S.Pd

WALI KELAS XI TKJ
Devi Safitri S.Pd

WALI KELAS XI TSM
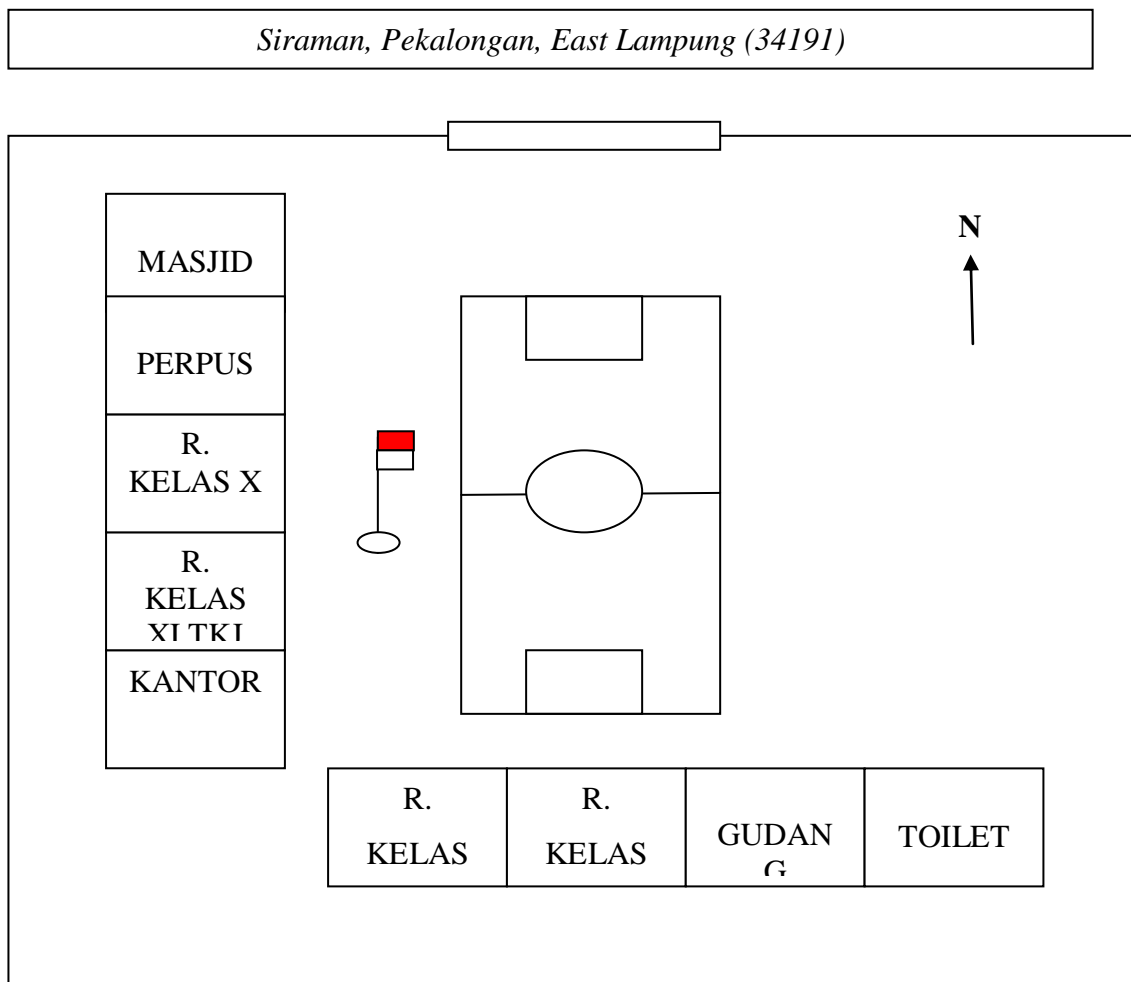Agus Kurniawan, S.Pd

WALI KELAS XII
Ismawati, S.Pd.i

SISWA

→ Garis Komando

- - - - - Garis Koordinasi

d. **The Location Sketch of SMK Wahid Hasyim Ma'arif NU 05 Pekalonga**n

Figure 1

Location Sketch of

SMK Wahid Hasyim Ma'arif NU 05 Pekalongan

Siraman, Pekalongan, East Lampung (34191)

B. Description of the Research Result

In this research, the researcher conducted the pre-test on November1[st] 2019 before the process of cycle one is done. The result of the students' mark could be seen on the table as below:

Table 5
The Students Score at Pre-Test

| No.	Name	Students' Score	Note
1.	ARN	70	Incomplete
2.	ANA	50	Incomplete
3.	AA	80	Complete
4.	AGI	70	Incomplete
5.	AS	70	Incomplete
6.	AF	65	Incomplete
7.	BK	65	Incomplete
8.	CS	45	Incomplete
9.	DSA	70	Incomplete
10.	DM	80	Complete
11.	DH	75	Complete
12.	ER	90	Complete
13.	HN	80	Complete
14.	KDS	60	Incomplete
15.	NM	55	Incomplete
16.	NAA	70	Incomplete
17.	RK	70	Incomplete
18.	RDP	70	Incomplete
19.	RIL	85	Complete
20.	RA	65	Incomplete
21.	SPL	50	Incomplete
22.	SL	85	Complete
23.	TAW	60	Incomplete
24.	VM	80	Complete
25.	YM	60	Incomplete
26.	YP	65	Incomplete
	Min. Score	45	
	Max. Score	90	
	Average	68,65	
	T. Complete	8	
	T. Incomplete	18	

Source: The result of Pre-test on November 1st 2019

Table 6
Percentage Students' Score of Pre-Test

No	Score	Frequency	Percentage	Category
1	≥ 75	8	30,77%	omplete
2	≤ 75	18	69,23%	Incomplete
Total		26	100%	

Source: The result of Pre-test on November 1ˢᵗ 2019

Figure 2
The Percentage of the students' Completness Score on Pre-Test
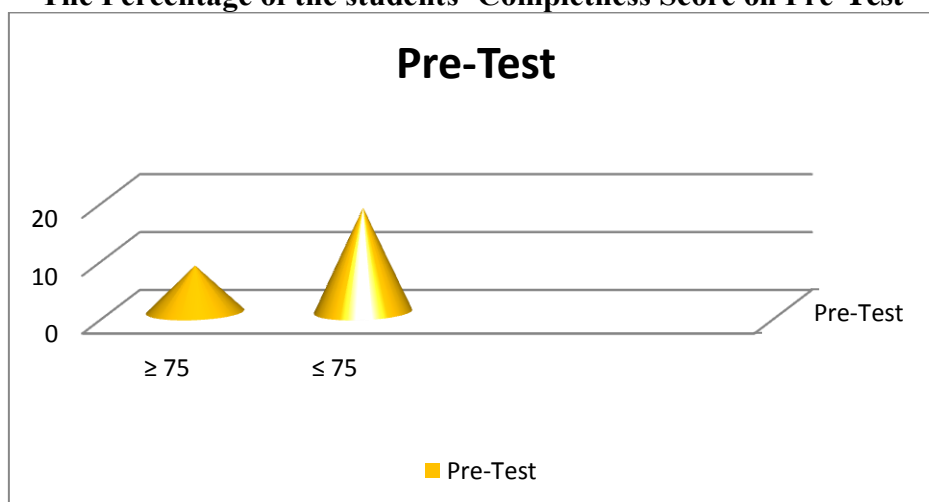
Based on the result above, it can be inferred that 18 students (69,23%) were not succesful and 8 other students (30,77%) were succesful. The successful students were those who got the minimum standart at SMK Wahid Hasyim Ma'arif NU 05 Pekalongan at least 75. The succesful students were fewer than those unsuccesful students.

From the pre-test result the researcher got the average of 68,65. The standard minimum for English subject in SMK Wahid Hasyim Ma'arif NU 05 Pekalongan is at least 75. So, the result was unsatisfactory. Therefore, the researcher used the teams games tournament (TGT) to improve the students'

reading comprehension ability on descriptive text at the tenth grade of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan East Lampung.

1. **Cycle I**

    a. **Identification of the problem**

    Based on the teacher's experience and the result of the test of reading comprehension ability on descriptive text in SMK Wahid Hasyim Ma'arif NU 05 Pekalongan, the researcher concluded that the problem faced by the students is follows: Many students could not understand the descriptive text.

    b. **Alternative of the Problem**.

    1) The teacher explained how to understand be carefully and the structure of descriptive text.

    2) The teacher should apply Teams Games Tournament (TGT) in teaching reading descriptive text skill.

    Based on the cases above, the researcher used Teams Games Tournament (TGT) as the problem solution.

    1) Planning

    In this planning the researcher and the collaborator planned to give material about reading. The researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the material, preparing the text as the media, making the instrument that would be examined as the pre-test and post-test in the cycle I, making observation sheet of the students'

activity to write down the problem and the cause of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure how far the material that has been taught can be accepted by the students.

2) Acting

The action in cycle I consisted of 2 meetings. The explanation of every meeting will be explained bellows:

a) The First Meeting

The first meeting was conducted on Wednesday, November 6th 2019 for 2x45 minutes. Therefore, the first and the second meeting were used as the implementation of the action in cycle I.

The action that was conducted as follow:

(1) The researcher greeted the students and checked the attendance list.

(2) The researcher gave the information about the subject that would study.

(3) The researcher reviewed the material that had studied in the cycle I that was Descriptive Text.

(4) The researcher gave the example of descriptive Text then the students seating arrangement are on their group as the following procedure of Team Game Tournament (TGT).

(5) The students followed the teaching learning carefully, they were enjoy and anthusiasm to study.

(6) The students were asked ro review again about the descriptive Text.

(7) The researcher gave some test to students that should be solved by the group. The students can discuss with their group.

(8) After the task is collected, the researcher and students to study the answer that correct from the tast it. To study the post-test I item that has been done in the end cycle I.

(9) The researcher and the students to review and made the conclusion about the subject material that was studied.

(10) Closing the learning process.

b) The Second Meeting

The second meeting was conducted on Friday, November 8th 2019 for 2x45 minutes.

(1) The researcher greeted the students and checked the attendance list.

(2) The researcher gave the information about material.

(3) The researcher gave instruction based on the procedure of Team game tournament (TGT), so the students divided into group of 5 consist of 5 or 6 students each ogroup.

(4) The researcher gave the material about the Descriptive text.

(5) The researcher gave the example

(6) The researcher asked the students about the material that was related and the students answered with their group discuss with their group.

(7) In the last 45 minutes us as the post-test I, the students did the test by individually, after the students were given the action. The result of the stdents' score in post-test I will be showed in the following table:

Table 7
The Students' Score in the Post-Test 1

No.	Name	Students' Score	Note
1.	ARN	40	Incomplete
2.	ANA	80	Complete
3.	AA	80	Complete
4.	AGI	70	Incomplete
5.	AS	50	Incomplete
6.	AF	80	Complete
7.	BK	45	Incomplete
8.	CS	85	Complete
9.	DSA	80	Complete
10.	DM	85	Complete
11.	DH	75	Complete
12.	ER	80	Complete
13.	HN	80	Complete
14.	KDS	85	Complete
15.	NM	85	Complete
16.	NAA	75	Complete
17.	RK	75	Complete
18.	RDP	65	Incomplete
19.	RIL	70	Incomplete
20.	RA	80	Complete
21.	SPL	75	Complete
22.	SL	80	Complete
23.	TAW	70	Incomplete
24.	VM	60	Incomplete
25.	YM	65	Incomplete

| 26.	YP	75	Complete
	Min. Score	40	
	Max. Score	85	
	Average	73.00	

Source: The result of Post-test1 on November 8th 2019

Table 8
Percentage Students' Score of Post-test I

No	Score	Frequency	Percentage	Category
1	≥75	17	65,38%	Complete
2	≤75	9	34,62%	Incomplete
Total		26	100%	

Source: The result of Post-test1 on November 8th 2019

Figure 3
The Percentage of the students' Completness Score on Post-Test I
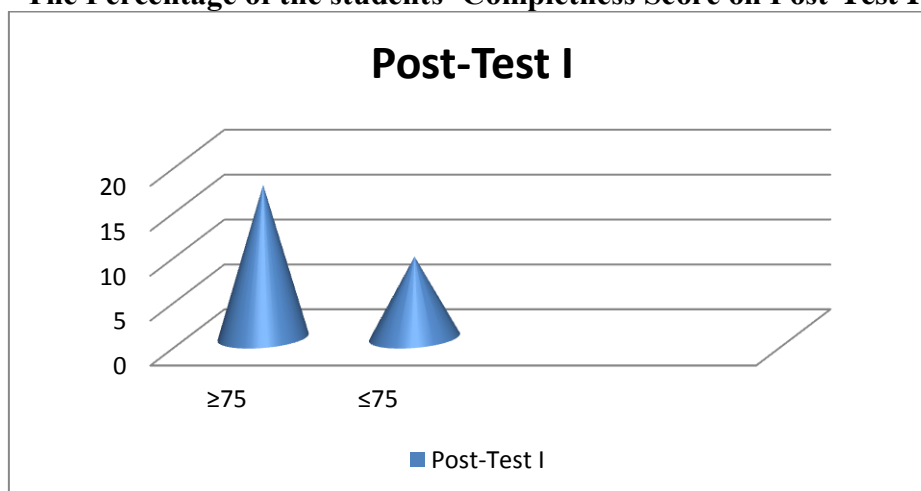
Based on the data above, it could be seen that there were 17 students who belong to complete category and 9 students who belong to incomplete category. It was higher than the result of pre-test. Learning process would be called success if 65.38% of students got the minimum score 75. The fact showed that the result was unsatisfactory.

3) Observing

The researcher conducted 2 meetings to treatment in cycle I. The researcher gave the descriptive text to the students. Some students could active to join the learning. Some of them gave attention to the explanation of teacher about the descriptive text using Small Group Discussion Technique. They could write correctly, but there were also some students who didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

Table 9
The Students' Activities Result in Cycle 1

NO	NAME	1	2	3	4
1	ARN				
2	ANA	√	√	√	√
3	AA	√	√	√	√
4	AGI	√			
5	AS	√			
6	AF		√		√
7	BK		√		
8	CS	√		√	√
9	DSA	√	√		√
10	DM	√	√	√	√
11	DH				√
12	ER	√	√	√	
13	HN	√	√	√	√
14	KDS	√		√	
15	NM	√	√	√	√
16	NAA	√			
17	RK	√		√	√
18	RDP	√	√		
19	RIL	√	√	√	√
20	RA	√	√	√	√
21	SPL	√			√
22	SL	√	√	√	

23	TAW				
24	VM	√		√	
25	YM	√	√		√
26	YP			√	√
	TOTAL	20	14	14	15

Table 10
The Frecuency Students' Activities in Cycle 1

No	Students' Activities	Frecuency	Percentage
A	Pay attention of the teacher explanation	20	77 %
B	The students ask/answer question	14	54 %
C	The student active in the class	14	54 %
D	The student able do the task	15	58 %
	Total Students	**26**	

Source: The Students' activity at XI TKJ class of SMK Wahid Hasyim on November 8th 2019.

Figure 4
The percentage of Students Activities in Cycle I
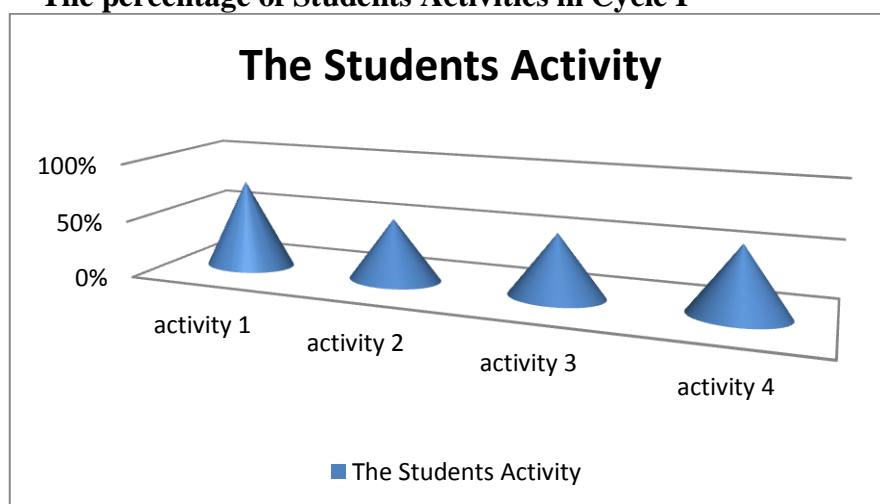
The table showed that no all students active in learning process. There were 20 student (77%) who gave attention to the teacher explanation, 14 students (54%) who understood the material, 14 students (54%) were able to do task and 15 students (57,7%) who active in the class.

4) Reflecting

From the result observation in learning, process in cycle I, it could be concluded in the learning process has not achieved Minimum Mastery Critetia (MMC) of the researcher yet. At the end of this cycle, the researcher analyzed and calculate all the process like students' pre-test score and the result of students' pos-test I score. The comparison between pre-test score and post-test I score was as follow:

Table 11
The Comparison Between Pre-Test and Post-Test I

No.	Name	Pre-Test	Post-Test I	Improving	Explanation
1.	ARN	70	40	-30	Declined
2.	ANA	50	80	30	Improved
3.	AA	80	80	0	Constan
4.	AGI	70	70	0	Constan
5.	AS	70	50	-20	Declined
6.	AF	65	80	15	Improved
7.	BK	65	45	20	Improved
8.	CS	45	85	40	Improved
9.	DSA	70	80	-10	Declined
10.	DM	80	85	5	Improved
11.	DH	75	75	0	Constan
12.	ER	90	80	-10	Declined
13.	HN	80	80	0	Constan
14.	KDS	60	85	25	Improved
15.	NM	55	85	30	Improved

16.	NAA	70	75	5	Improved
17.	RK	70	75	5	Improved
18.	RDP	70	65	-5	Declined
19.	RIL	85	70	-15	Declined
20.	RA	65	80	15	Improved
21.	SPL	50	75	25	Improved
22.	SL	85	80	-5	Declined
23.	TAW	60	70	10	Improved
24.	VM	80	60	-20	Declined
25.	YM	60	65	5	Improved
26.	YP	65	75	10	Improved
	Total	**1785**	**1890**		
	Avarage	**68,65**	**73,00**	**125**	
	High Score	**90**	**85**		

Table 12
The Comparison of Students' Pre-Test and Post-Test I in Cycle I

Interval	Pre-Test	Percentage	Pos-Test I	Percentage	Explanation
≥75	8	30.77%	17	65.38%	Complete
≤75	18	69.23%	9	34.62%	Incomplete
Total	**26**	**100%**	**26**	**100%**	

Then, the graph of comparison students reading ability pre-test and post-test I score in cycle I could be seen as follow:

Figure 5
The complete percentage of the students' Completness Score on Pre-test and Post-Test I
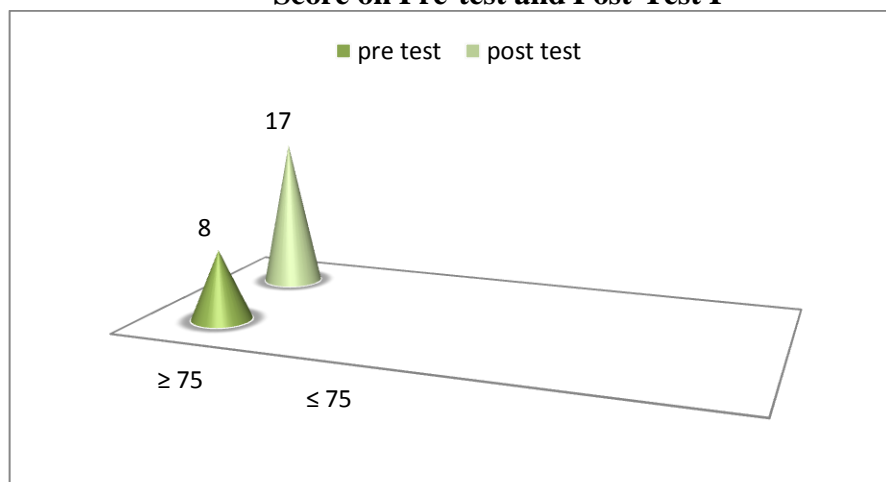
Based on the result of cycle I, it showed that there was an improving of the result of pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some of the students did not focus on the material and they were still confused to read the text.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get solution as follow:

a) The researcher should manage class well.

b) The researcher motivated the students to focus on study and did not make noises.

c) The researcher should give more exercises to students.

Concerning on the result in cycle 1, the average of students' score reading comprehension ability on descriptive text was improving namely from 30,77% in the pretest to 65,38% in the posttest 1. Similarly, the students' activity was also improving. However, the result was unsatisfactory enough since the students who passed the minimum passing grade was only 8 students (30,77%) in the pretest and 17 students (65,38%) in the posttest 1. Therefore, the research must be continued to cycle 2.

2. Cycle II

Cycle II is similar to cycle I, it consisted of planning, acting, observing and reflecting. It would be explained more detail as follow:

a. Planning

In this step, the researcher made the lesson plan. Based on the students' result in cycle I, the researcher concluded that the problem is that the students feel difficult to understand the structure descriptive text because of their exercise low. Therefore, the researcher revised the problems that appeared in cycle I and arranged lesson plan to continue the cycle II. The researcher planned to give them more exercises. The cycle II would be planned different with cycle I. The teacher was active enough in cycle I, but in the cycle II the students were the active ones to do the task.

b. Acting

The action in cycle II consisted of 2 meetings. The explanation of every meeting will be explained bellows:

a) The First Meeting

The first meeting was conducted on Wednesday, November 13th 2019 for 2x45 minutes. Therefore, the first and the second meeting were used as the implementation of the action in cycle II.

The action that was conducted as follow:

(1) The researcher greeted the students and checked the attendance list.

(2) The researcher gave the information about the subject that would study.

(3) The researcher reviewed the material that had studied in the cycle I that was Descriptive Text.

(4) The researcher gave the example of descriptive Text then the students seating arrangement are on their group as the following procedure of Team Game Tournament (TGT).

(5) The students followed the teaching learning carefully, they were enjoy and anthusiasm to study.

(6) The students were asked ro review again about the descriptive Text.

(7) The researcher gave some test to students that should be solved by the group. The students can discuss with their group.

(8) After the task is collected, the researcher and students to study the answer that correct from the tast it. To study the post-test II item that has been done in the end cycle II.

(9) The researcher and the students to review and made the conclusion about the subject material that was studied.

(10) Closing the learning process.

b) The Second Meeting

The second meeting was conducted on Friday, November 10th 2019. This meeting used as the post-test Ii in the end of cycle II for 2x45 minutes the students was given the action. It has been

finished well by the students where they had to comprehend the meaning of text by themselve without their group. The result of the students' score in post-test II can be seen in the following table:

Table 13
The Students' Score of Post-test 2 in Cycle II

No.	Name	Students' Score	Note
1.	ARN	70	Incomplete
2.	ANA	80	Complete
3.	AA	80	Complete
4.	AGI	75	Complete
5.	AS	80	Complete
6.	AF	85	Complete
7.	BK	70	Incomplete
8.	CS	85	Complete
9.	DSA	50	Incomplete
10.	DM	80	Complete
11.	DH	75	Complete
12.	ER	80	Complete
13.	HN	80	Complete
14.	KDS	85	Complete
15.	NM	85	Complete
16.	NAA	75	Complete
17.	RK	85	Complete
18.	RDP	65	Incomplete
19.	RIL	90	Complete
20.	RA	80	Complete
21.	SPL	75	Complete
22.	SL	80	Complete
23.	TAW	40	Incomplete
24.	VM	55	Incomplete
25.	YM	85	Complete
26.	YP	75	Complete
	Min. Score	40	
	Max. Score	90	
	Average	75,57	

Source: The result of Post-test II on November 15th 2019

Table 14
Percentage of Post-test 2in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 75	20	76,93%	Complete
2	<75	6	23,07%	Incomplete
Total		26	100%	

Source: The result of Post-test II on November 15th 2019

Figure 6
The Percentage of Students' Completness Score on Post-test II
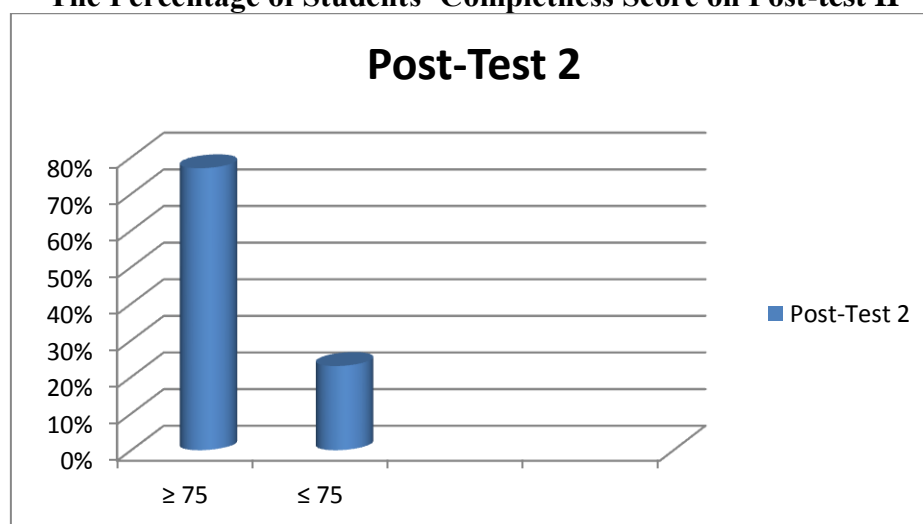
Based on the result above was the result, it could be inferred that 20 students (77%) were successful and 6 other students (20%) were not successful. From the post test 2 result, the researcher got the average of 75,57. It was higher than post test 1.

c. Observing

In cycle II, the researcher was still working with the collaborator to observe the students' activities during the learning process. The result was presented as follow:

Table 15
The Students' Activities Result in Cycle 2

NO	NAME	1	2	3	4
1	ARN	√	√		√
2	ANA	√		√	√
3	AA	√	√	√	√
4	AGI		√		
5	AS	√	√		√
6	AF			√	√
7	BK	√	√	√	
8	CS	√		√	√
9	DSA	√	√	√	√
10	DM	√	√	√	√
11	DH			√	√
12	ER	√	√	√	
13	HN	√	√	√	√
14	KDS	√		√	
15	NM	√	√	√	√
16	NAA	√			
17	RK	√		√	√
18	RDP	√	√		√
19	RIL	√	√	√	√
20	RA	√	√	√	
21	SPL	√	√		√
22	SL	√		√	√
23	TAW	√			
24	VM	√	√	√	
25	YM	√			√
26	YP	√	√	√	√
	TOTAL	23	16	18	20

Table 16
The Frecuency Students' Activities in Cycle II

No	Students' Activities	Frecuency	Percentage
A	Pay attention of the teacher explanation	23	88.45 %
B	The students ask/answer question	16	61.53 %
C	The student active in	18	69.23 %

	the class		
D	The student able do the task	20	77 %
	Total Students	**26**	

Source: The students' activity at XI TKJ class of SMK Wahid hasyim Ma'arif NU 05 Pekalongan November 15th 2019.

Then, the graph of percentage students activities in cycle II, as follow:

Figure 7
The Percentage of students activities in Cycle II
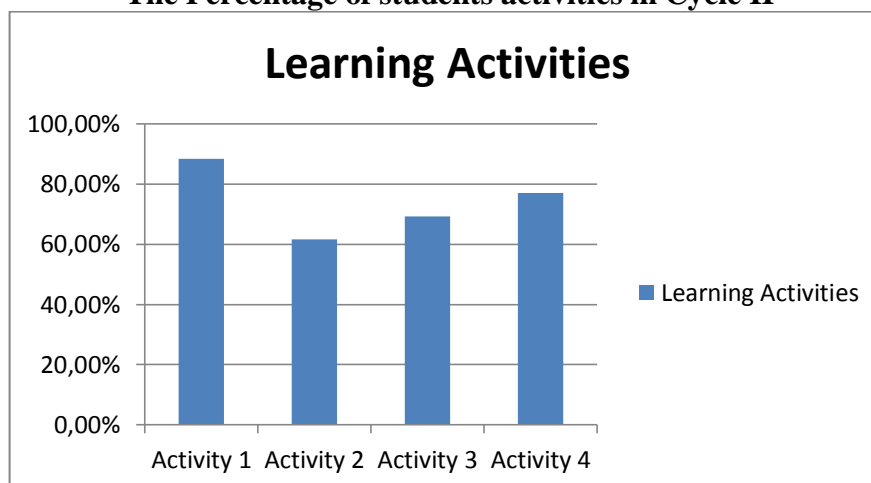
The table above showed that the students' avtivity in cycle II was increase. The students' activity that had high percentage were the students pay attention of the teacher explanation 88,45%, then, the students ask/answer the question from the teacher 61,53%, and the students active in the class 69,23%, and the last the students able to the task 77%. Based on the result above, the researcher indicated that learning process in cycle II was successful because the students' activity got percentage ≥75%.

d. Reflecting

From the result of learning process in cycle II the writer analyzed that generally by using team game tournamnet, the reading ability would improve.

At the end of this cycle, the writer and the collaborator analyzed and calculated all the processes like student's post-test II score and observation of student's learning activities. The comparison between students post test I score and post-test Ii score could be compered on the following table:

Table 17
The comparison between post test I and post test I1 score

NO	NAME	POST TEST I	POST TEST II	IMPROVING	EXPLANATION
1	ARN	40	70	0	CONSTANT
2	ANA	80	80	0	CONSTANT
3	AA	80	80	0	CONSTANT
4	AGI	75	75	0	CONSTANT
5	AS	50	80	30	IMPROVE
6	AF	80	85	5	IMPROVE
7	BK	45	70	25	IMPROVE
8	CS	85	85	0	CONSTANT
9	DSA	80	50	-30	DOWN
10	DM	85	80	0	CONSTANT
11	DH	75	75	0	CONSTANT
12	ER	80	80	0	CONSTANT
13	HN	80	80	0	CONSTANT
14	KDS	85	85	0	CONSTANT
15	NM	85	85	0	CONSTANT
16	NAA	75	75	0	CONSTANT
17	RK	75	85	10	IMPROVE
18	RDP	65	65	0	CONSTANT
19	RIL	70	90	20	IMPROVE
20	RA	80	80	0	CONSTANT
21	SPL	75	75	0	CONSTANT
22	SL	80	80	0	CONSTANT
23	TAW	70	40	-30	DOWN

NO	NAME	POST TEST I	POST TEST II	IMPROVING	EXPLANATION
24	VM	60	55	-5	DOWN
25	YM	65	85	20	IMPROVE
26	YP	75	75	0	CONSTANT
TOTAL		1895	1965	70	
AVERAGE		73,00	75,57	3,31	

Table 18
The Complete of Students Score in Pos-Test I and Post-Test II

No	Score	Post Test 1		Post Test 2		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥75	18	69,23%	20	76,93%	Complete
2	<75	8	30,77%	6	23,07%	Incomplete

Then, the graph of Comparison students reading descriptive text pos-test I and post-test II score in cycle II could be seen as follow:

Figure 8
The complete percentage of Comparison of students' score on Post-Test I and Post-Test II
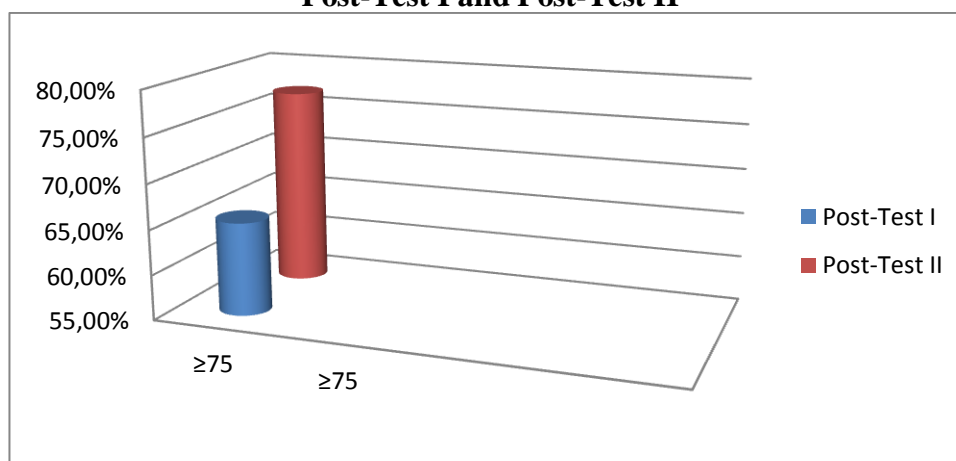
From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 90 and the lowest score is 40.

The average score of post-testII was 75,57%. Beside, the percentages of students' successfulness of post-test II score was 77 % 0r 20 students of the total students passed the minimum standart criteria and 23,07 5 or 6 students did not pass the minimum standart criteria at least 75. It means that the indicator of success of this research had been achieved that was ≥75% students was gotten 75. In indicated that the students reading improved.

Regarding to the result above, it could be inferred that this Classroom action Research (CAR). It was successful and it would not be continue in the next cycle bacause of the learning process and the product of learning entirely passed the indicators of success. It means that team game tournament improve students ability in reading.

C. Interpretation

Reading would be esier to understanding when it supported by the right strategy or technique, because the lesson will take more concerete for students and the students have to complete understanding. During the research, the writer observed that the students were enthusiastic to attention from theacher explanation in learning process.

The writer assumes the teaching reading by using team game tournament can improve students' reading ability. Team game tournamnet is complex activity that requires ability and selection of information and written production process. When team game tournament (TGT) is done corectly, students are encouraged to developed their own creatively,

motivation, and resourcefulness. So, it has proved that team game tournament (TGT) could be one yhe interisting strategy to teaching reading.

From the figure above could be seen that there was an improvement from pre test and post test I. The students' could achieve the target. Most of students got mark ≥75 in the percentage of 69,23% and there is also improvement of students' activity. It means that Team Game Tournament (TGT) can improve the students' reading comprehension ability on descriptive text.

1. **Result of the Learning**

   a. Result of students Pre-test score

      In this phase, the writer presented the pre-test to measure the students ability before implemeting the treatment. The writer obtained the data through test in the from of multiple choise ehich completed for 60 minutes. It was done on Friday, 1st 2019. From the result of pre-test showed that most of the students got difficult for doing the test. Based on the table 5 the students average were 68,65 it showed that most off the students have not passed yet in achieving the Minimum Mastery Criteria at least 75. In this phase, only 8 students out of 26 students passed of MMC.

   b. Result of Students Post-Test I score

      In this research, to know the students reading ability after implementing the treatment the writer conducted the post-test I. It was done on Wednesday, 6th 2019. Based on the table 7 the students

average was 73.00 it shown that most of the students have not passed yet in achieved the MMC at least 75. In this stage there are 9 students out of 26 students passed of the minimum mastery criteria. It can be conclude that most of the students failed in achieving the material.

c. Result of Students Pos-Test II score

In this phase, the researcher continued to cycle II because the score of pos-test I in cycle I did not fulfilled the MMC yet that was only 34,62% passed the MMC. The writer presented the post-test II to measure the students ability after implementing the treatment. The writer obtained the data through test in the from of multiple choise which completed for 60 minutes. It was done on Friday, November 15th 2019. Based on the table 14 students average were 75,57% it showed that most of the students have achieving the MMC at least 75. In this phase, 20 students out of 26 students of 77% students passed the MMC and the reseach was successful.

2. **Comparison of Score in pre-Test, Post-Test I in cycle I, and Post-Test II in cycle II**

English learning process was successfully in cycle I but the students'average score was low. While the score of the students in pos-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following was the table of illustration score in cycle I and Cycle II.

Table 19
The Comparison of reading ability of
Pre-test, Post-test I in Cycle I, and Post-Test II in Cycle II

NO	SCORE		
	PRE TEST	POST TEST I	POST TEST II
1	70	40	70
2	50	80	80
3	80	80	80
4	70	70	75
5	70	50	80
6	65	80	85
7	65	45	70
8	45	85	85
9	70	80	50
10	80	85	80
11	75	75	75
12	90	80	80
13	80	80	80
14	60	85	85
15	55	85	85
16	70	75	75
17	70	75	85
18	70	65	65
19	85	70	90
20	65	80	80
21	50	75	75
22	85	80	80
23	60	70	40
24	80	60	55
25	60	65	85
26	65	75	75
Total	1785	1890	1965
Average	68,65	73,00	75,57
Complete	8	17	20

Table 20
The Comparison of Students' Pre-Test, Post-Test I Score in
cycle I and Post-test II Score in Cycle II

Interval	Pre-Test	Percentage	Post-Test I	Percentage	Post-Tes II	Percentage	explanation
≥ 75	8	30,77%	17	65,38%	20	76,93%	Complete
≤ 75	18	69,23%	9	34,62%	6	23,07%	Uncomplete
Total	26	100%	26	100%	26	100%	

Based on the result of the pre-test, post test I and post-test II, it was know that there was a positive signiticant increasing of students' score it could be seen from the students get score 75 from 8 to 17 become 20. Therefore, the writer concluded that the research was successful because the indicator of success in this research had been achieved.

The researcher show the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 9
The Complete Score of Students Reading Ability in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II
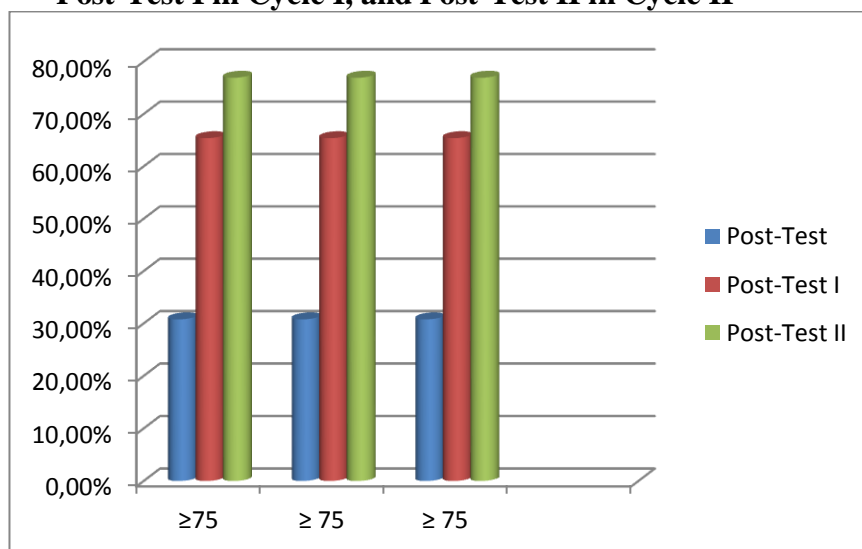
Based on the graph above, it could be inferred that team games tournament could improving the students' ability in reading ability. It is supported by improving score of the students from pre-test to post-test I and from post-test I to post-test II.

D. Discussion

In teaching reading to the SMK Wahid Hasyim Ma'arif NU 05 Pekalongan especially in students of tenth class, base on the pra survey there are some problems like some students difficulties to determine the ideas from the passage and low reading ability. The writer choose team game tournament dtrategy to improve students ability in reading ability.

The writer used this strategy to organize idea student and made students more active in reading ability to learning English. There was appositive improving about students learning activities using team game tournament strategy. Therefore team game tournament strategy hopefully is usefull in the learning activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of team game tournament strategy could improve the students ability in reading. There is progress from the students gets score ≥ 75 from pre-test 30.77% or 8 students, post test I 57.70% or 15 students and post-test II become 77% or 20 students. We can be see that is an imroving on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

The reasercher chose this strstegy because the old strategy are not quite effective. Using this strategy made students felt that studying is more interesting and the result is that their score increased. The students were able to understand more about descriptivetext, and the could conclude the ideas better than before.

Based on discussion above, it can be conclude that by used team game tournament strategy, the students felt more attracted to study and to understand about descriptive text. It is shown in their learnng result which are improving well while using team game tournament strategy in the learning process from cycle I up to cycle II.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

1. Based on the average of the students' score of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan, the result of observation sheet and the students' activity, the implementation of cycle I and cycle II was active. It means that Teams Games Tournament (TGT) to improve the students' reading comprehension ability on descriptive text.

2. There was any improving from pretest, posttest I to posttest II. It could be seen the averrage improve pretest was 68,65 to Posttest I was 72,88 and in the Posttest II was 75,57. It means that there was an improving on students' score from Pretest to cycle I and cycle II.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students

They have to practise to read the text often especially in descriptive text. If they practise it many times, they will be accustomed and they will not be easy enough to be influenced by their skill.

2. The Teacher

   It is suggested for the English teacher to use Teams Games Tournament (TGT) because this method is effective to improve reading comprehension ability on descriptive text.

3. The Headmaster

   The Headmaster is suggested to support the English learning process by preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' reading comprehension ability on descriptive text.

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APPENDICES

SILABUS PEMBELAJARAN

Satuan Pendidikan   : SMK Wahid Hasyim Ma'arif NU 05 Pekalongan

Mata Pelajaran   : BAHASA INGGRIS - WAJIB

Kelas   : X

Kompetensi Inti **:**

KI 1 **:** Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkankan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb. *Struktur text* (1) Penyebutan nama orang, tempat wisata, dan bangunan	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian	9 x 2 JP	• Audio CD/ VCD/DVD • SUARA GURU • Koran/ majalah berbahasa Inggris • www.dailyenglish.com • http://american english.state.gov/files/ae/resource_files • http://learnengli

sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8.Menangkap makna dalam teks deskriptif lisan dan tulis sederhana. 4.9.Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal,	bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.	**Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif	**Unjuk kerja** • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif		sh.britishcouncil.org/en/

	Unsur kebahasaan	**Mengeksplorasi**			
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.	(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata	• Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat	**Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks		

| . | *Topik*

  Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri. | wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari

Mengasosiasi

• Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunanan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.

• Siswa mengelompokkan teks deskripsi sesuai dengan | deskriptif

• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan

• Ketepatan dan kesesuaian menggunakan strategi dalam membaca

Portofolio

• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks | | |

		fungsi sosialnya.	deskriptif.		
		• Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.	• Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi		
		Mengkomunikasikan			
		• Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya	• Kumpulan hasil tes dan latihan.		
		• Siswa menyunting deskripsi yang dibuat teman.	• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya		
		• Siswa menyampaikan			

		deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan 'learning journal'	**Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain		

DOCUMENTATION GUIDANCE

1. Documentation about hictorical background of SMK Wahid Hasim Ma'arif NU 05 Pekalongan.

2. Documentation about condition of the teacher and official employers of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan.

3. Documentation about students of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan.

4. Documentation about structural organization of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan.

5. Documentation about facilities of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan.

6. Documentation about sketch of location SMK Wahid Hasyim Ma'arif NU 05 Pekalongan.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan pendidikan   : SMK Wahid Hasyim Ma'arif NU 05 Pekalongan

Mata Pelajaran   : Bahasa Inggris

Kelas/semester   : X/1

Materi pokok   : Teks deskriptif lisan dan tulis sederhana, tentang tempat wisata

Alokasi waktu   : 8 x 45 menit

A. KOMPETENSI INTI

KI.3   Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

3.4   Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

4.4   Menyajikan teks Descriptive pendek dan sederhana terkait tempat wisata, orang atau daerah secara lisan dan tulis dengan memperhatikan fungsi soisal, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

4.1.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan   unsur

kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat

wisata dan bangunan bersejarah terkenal

4.1.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat

wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial,

struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. TUJUAN PEMBELAJARAN

1. Menunjukkan kesungguhan belajar bahasa inggris terkait teks descriptive sederhana

   tentang tempat wisata dunia atau bangunan terkenal.

2. Menunjukkan perilaku peduli, percaya diri, dan tanggug jawab dalam melaksanakan komunikasi terkait teks describtive tentang tempat wisata terkenal.

3. Mengidentifikasi fungsi sosial, structure tesk dan unsur kebahasaan pada teks

   describtive sederhana tentang tempat wisata atau bangunan terkenal.

4. Merespon makna dalam teks describtive, lisan dan tulis, sederhana, tentang orang

5. Menyusun teks describtive lisan dan tulis sederhana tentang tempat wisata dunia

   atau bangunan terkenal.

D. MATERI PEMBELAJARAN

Struktur Descriptive Text (*generic structure*) adalah :

1. Identification (identifikasi) adalah pendahuluan , berupa gambaran umum tentang suatu topik.

2. Description (deskripsi) adalah berisi ciri-ciri khusus yang dimiliki benda, tempat, atau orang yang dideskripsikan.

Ciri-ciri Descriptive Text :

- Menggunakan simple present tense
- Menggunakan attribute verb, seperti be (am, is, are)
- Hanya fokus pada satu objek tersebut.

  Unsur kebahasaan

  (1) Kata benda yang terkait dengan orang/benda/tempat/binatang

  (2) Kata sifat yang terkait dengan sifat orang/binatang/benda

  (3) Kata kerja bentuk pertama (present tense)

  (4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi

  (5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

  (6) Rujukan kata

Contoh teks descriptive:

The National Monument

The National Monument (or Monument Nasional) is a 132 meters tower in the center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesia's independence. The monument consist of a 117,7 m obelisk on a 45 m square platform at a height of 17 m. The towering monument symbolizes the philosophy of Lingga and Yoni. Lingga resembles, rice pestle (alu) and Yoni resembles a mortar rice (lesung), two important items in Indonesian agricultural tradition. Theconstruction began in 1961 under the direction of President Soekarno and the monument was opened to the public in 1975. It is topped by a flame covered with gold foil. The monument and museum is opened daily from 08.00 – 15.00 every day throughout the week, except for the last Monday of the month themonumentisclosed.

E. METODE PEMBELAJARAN

Teams Game Tournament (TGT)

F. MEDIA, ALAT, DAN SUMBER PEMBELAJARAN

1. Media   : Video dan Power Point Presentation
2. Alat   : Laptop, LCD, dan Speaker Active
3. Sumber Belajar   :

   1. Bahasa Inggris. 2013. Kementrian Pendidikan dan Kebudayaan.
   2. *Pengertian, Tujuan, Struktur, Ciri dan Contoh Deskriptive text.2013*

      http://www.kursusmudahbahasainggris.com/2013/09/pengertian-tujuan-struktur-ciri-dan.html diakses pada 24 Agustus 2016

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Pertemuan 1

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	- Menyiapkan siswa untuk mengikuti proses pembelajaran; - Memotivasi siswa secara kontekstual sesuai manfaat dan aplikasi materi pembelajaran dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan	10 menit
Inti	**1. Observing (Mengamati)**	45 menit

	- Siswa menirukan contoh pengucapan kata dan kalimat yang ada dalam teks descriptive tentang tempat wisata dunia dengan bimbingan guru. - Siswa membaca beberapa deskripsi yang terdapat dalam buku teks tentang tempat wisata dunia dengan bimbingan guru. - Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks yang dibaca. **2. Questioning (Menanya)** - Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris terutama tentang fungsi sosial, struktur teks, dan unsur kebahasaan. - Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif tentang tempat wisata dunia. **3. Collecting data (Mengeksplorasi)** - Siswa mengekplore gambar yang tentang berbagai tempat wisata dunia. - Siswa mendeskripsikan gambar tentang tempat wisata dunia.	

	• Siswa berpasangan menemukan informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dilihat. **4. Associating (Mengasosiasi)** • Dalam kerja kelompok terbimbing siswa menganalisis gambar tempat wisata dunia dengan fokus pada fungsi sosial, struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **5. Communicating (Mengkomunikasikan)** • Menyampaikan hasil kerja kelompok tentang tempat wisata dunia sesuai dengan panduan yang disiapkan guru. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dunia dan termasuk menyebutkan dukungan dan kendala yang dialami (*learning journal*).	
Penutup	1. Siswa menyimpulkan materi pembelajaran yang telah dipelajari. 2. Siswa merefleksi penguasaan materi yang	5 menit

	telah	
	dipelajari dengan membuat catatan	
	penguasaan	
	materi.	
	3. Siswa mengerjakan evaluasi.	
	4. Siswa saling memberikan umpan balik	
	hasil	
	evaluasi pembelajaran yang telah dicapai.	

H. PENILAIAN

1. **Teknik**
   - Tes unjuk kerja

2. **Bentuk**
   - Tes Reading Narrative Skill

3. **Instrumen**
   - Terlampir

4. **Rubrik penilaian**

Explain	Score
Right Answer	5
Wrong Answer	0

The total of score is the right answer x 5

The score maximum is 100

The value of student = **The Result of Score** X 100

               The Score Maximum

Nomor : B-4435 /In.28.1/J/PP.00.9/12/2019   17 Desember 2019
Lamp   : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Ahmad Subhan Roza, M.Pd (Pembimbing II)
Dosen Pembimbing Skripsi
Di –
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama   : Niki Wulansari
NPM   : 13107827
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan   : Tadris Bahasa Inggris
Judul   : The Use Of Teams Games Tournament (TGT) To Improve Students Reading Comprehension Ability On The Desriptive Text In The Tenth Grade Of SMK Wahid Hasyim NU 05 Pekalongan
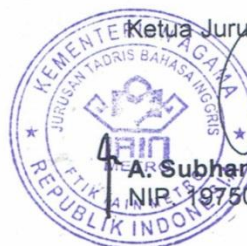
Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
   a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
   a. Pendahuluan $\pm$ 1/6 bagian
   b. Isi $\pm$ 2/3 bagian
   c. Penutup $\pm$ 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

                                                Ketua Jurusan TBI,

                                                A. Subhan Roza, M.Pd
                                                NIP. 19750610 2008011022

ATTENDANCE LIST OF STUDENSTS
PRE-TEST

Class   : XI TKJ
Semester   : 1

Academic Year   : 2019 /2020
Date   : August . 66 2019

No	Student Name	Signature
1	Aleh Ria Ningsih	1.
2	Alifah Nur Azizah	2.
3	Amanatul Azizah	3.
4	Atansyah Genta Ikhwani	4.
5	Astra Ferdiansyah	5
6	Aris Setiawan	6.
7	Beti Kusuma Wati	7.
8	Chintya Sepiana	8.
9	Dea Safira Agustin	9.
10	Dewi Ma'rifatul	10.
11	Dwi Hermanto	11.
12	Ela Rosita	12.
13	Hadijah Nurbaidah	13.
14	Khoirul Dwi Syafei	14.
15	Niswatul Muttaqiyah	15.
16	Noval Anggi Aries	16.
17	Rafi Kurniawan	17.
18	Riska Diah Pitaloka	18.
19	Riska Indri Lestari	19
20	Riski Andiyanto	20.
21	Sastia Putri Lestari	21
22	Sindi Laraswati	22.
23	Tri Agung Wijaya	23
24	Viki Marvianti	24.
25	Yuli Mulyani	25
26	Yuli Pitasari	26.

ATTENDANCE LIST OF STUDENSTS
POST TEST I

Class   : XI TKJ   Academic Year : 2019/2020
Semester   : I   Date   :

No	Student Name	Signature
1	Aleh Ria Ningsih	1.
2	Alifah Nur Azizah	2.
3	Amanatul Azizah	3.
4	Atansyah Genta Ikhwani	4.
5	Astra Ferdiansyah	5.
6	Aris Setiawan	6.
7	Beti Kusuma Wati	7.
8	Chintya Sepiana	8.
9	Dea Safira Agustin	9.
10	Dewi Ma'rifatul	10.
11	Dwi Hermanto	11.
12	Ela Rosita	12.
13	Hadijah Nurbaidah	13.
14	Khoirul Dwi Syafei	14.
15	Niswatul Muttaqiyah	15.
16	Noval Anggi Aries	16.
17	Rafi Kurniawan	17.
18	Riska Diah Pitaloka	18.
19	Riska Indri Lestari	19.
20	Riski Andiyanto	20.
21	Sastia Putri Lestari	21.
22	Sindi Laraswati	22.
23	Tri Agung Wijaya	23.
24	Viki Marvianti	24.
25	Yuli Mulyani	25.
26	Yuli Pitasari	26.

ATTENDANCE LIST OF STUDENSTS
POST TEST II

Class : XI TKJ   Academic Year : 2019 /2020

Semester : 1   Date :

No	Student Name	Signature
1	Aleh Ria Ningsih	1.
2	Alifah Nur Azizah	2.
3	Amanatul Azizah	3.
4	Atansyah Genta Ikhwani	4.
5	Astra Ferdiansyah	5
6	Aris Setiawan	6.
7	Beti Kusuma Wati	7.
8	Chintya Sepiana	8.
9	Dea Safira Agustin	9.
10	Dewi Ma'rifatul	10.
11	Dwi Hermanto	11.
12	Ela Rosita	12.
13	Hadijah Nurbaidah	13.
14	Khoirul Dwi Syafei	14.
15	Niswatul Muttaqiyah	15.
16	Noval Anggi Aries	16.
17	Rafi Kurniawan	17.
18	Riska Diah Pitaloka	18.
19	Riska Indri Lestari	19
20	Riski Andiyanto	20.
21	Sastia Putri Lestari	21
22	Sindi Laraswati	22.
23	Tri Agung Wijaya	23
24	Viki Marvianti	24.
25	Yuli Mulyani	25
26	Yuli Pitasari	26.

Answer sheet of pre test

Name : Aleh. Ria Ningsih

Class : XI. TKJ

(70)

Berilah tanda (x) pada

jawaban yang benar

1	A	B	C	~~D~~
2	~~A~~	B	C	D
3	A	B	C	~~D~~
4	A	B	C	~~D~~
5	A	B	C	~~D~~
6	~~A~~	B	C	D
7	A	~~B~~	C	D
8	A	~~B~~	C	D
9	A	B	~~C~~	D
10	A	~~B~~	C	D

11	~~A~~	B	C	D
12	A	B	~~C~~	D
13	A	B	C	~~D~~
14	A	B	~~C~~	D
15	A	B	C	~~D~~
16	~~A~~	B	C	D
17	A	~~B~~	C	D
18	~~A~~	B	C	D
19	A	B	C	~~D~~
20	A	B	C	~~D~~

Answer sheet of pre test

Name   : Hadijah Nur Baidah

Class   : XI TKJ

(80)

Berilah tanda (x) pada

jawaban yang benar

1	A	B	⊗C	D
2	⊗A	B	C	D
3	A	B	⊗C	D
4	⊗A	B	C	D
5	A	B	⊗C	D
6	A	B	C	⊗D
7	⊗A	B	C	D
8	⊗A	B	C	D
9	A	B	⊗C	D
10	A	⊗B	C	D

11	⊗A	B	C	D
12	A	B	⊗C	D
13	A	⊗B	C	D
14	A	B	⊗C	D
15	A	B	C	⊗D
16	⊗A	B	C	D
17	A	⊗B	C	D
18	⊗A	B	C	D
19	A	B	C	⊗D
20	A	B	C	⊗D

Answer sheet of pre test

Name : Ela . Rosita

Class : XI TKJ

(90)

Berilah tanda (x) pada jawaban yang benar

1	A	B	⊠C	D
2	A	B	C	⊠D
3	A	B	⊠C	D
4	⊠A	B	C	D
5	A	B	⊠C	D
6	A	B	⊠C	D
7	A	⊠B	C	D
8	A	⊠B	C	D
9	A	B	⊠C	D
10	A	B	⊠C	D

11	⊠A	B	C	D
12	A	B	⊠C	D
13	A	B	C	⊠D
14	A	B	⊠C	D
15	A	B	C	⊠D
16	⊠A	B	C	D
17	A	⊠B	C	D
18	⊠A	B	C	D
19	A	B	C	⊠D
20	A	B	C	⊠D

Answer sheet of post test II

Name : Aleh Ria Ningsih

Class : XI. TKJ

(70)

Berilah tanda (x) pada

jawaban yang benar

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Answer sheet of post test II

Name   : Hadijah Nur Baidah

Class   : XI TKJ

(80)

Berilah tanda (x) pada jawaban yang benar

1	A	B	C̶	D
2	A	B	C	D̶
3	A	B	C̶	D
4	A	B	C̶	D
5	A	B	C̶	D
6	A	B	C̶	D
7	A	B	C̶	D
8	A̶	B	C	D
9	A	B	C̶	D
10	A	B	C	D̶

11	A̶	B	C	D
12	A̶	B	C	D
13	A	B	C̶	D
14	A̶	B	C	D
15	A	B̶	C	D
16	A	B	C	D̶
17	A	B	C	D̶
18	A	B̶	C	D
19	A	B̶	C	D
20	A̶	B	C	D

Answer sheet of post test II

Name : Ela Rosita

Class : XI TKJ

Berilah tanda (x) pada jawaban yang benar

1	A	B	C̶	D
2	A	B	C	D̶
3	A	B	C̶	D
4	A	B	C	D̶
5	A	B	C	D̶
6	A	B	C̶	D
7	A	B	C̶	D
8	A	B	C	D̶
9	A	B	C̶	D
10	A	B̶	C	D

11	A	B	C̶	D
12	A̶	B	C	D
13	A	B̶	C	D
14	A	B	C̶	D
15	A	B̶	C	D
16	A̶	B	C	D
17	A	B	C	D̶
18	A	B̶	C	D
19	A	B̶	C	D
20	A̶	B	C	D

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE I

Subject : English
Class : XI
Material : Descriptive Text

No	Student Name	Students' Activities				
		A	B	C	D	E
1	Aleh Ria Ningsih	✓	✓		✓	
2	Alifah Nur Azizah	✓		✓	✓	
3	Amanatul Azizah	✓	✓	✓	✓	
4	Atansyah Genta Ikhwani		✓		✓	
5	Astra Ferdiansyah			✓	✓	
6	Aris Setiawan	✓	✓		✓	
7	Beti Kusuma Wati	✓	✓	✓		
8	Chintya Sepiana	✓		✓	✓	
9	Dea Safira Agustin	✓	✓	✓	✓	
10	Dewi Ma'rifatul	✓	✓	✓	✓	
11	Dwi Hermanto			✓	✓	
12	Ela Rosita	✓	✓	✓	✓	
13	Hadijah Nurbaidah	✓	✓	✓	✓	
14	Khoirul Dwi Syafei	✓		✓		
15	Niswatul Muttaqiyah	✓	✓	✓	✓	
16	Noval Anggi Aries	✓				
17	Rafi Kurniawan	✓		✓	✓	
18	Riska Diah Pitaloka	✓	✓		✓	
19	Riska Indri Lestari	✓	✓	✓	✓	
20	Riski Andiyanto	✓	✓			
21	Sastia Putri Lestari	✓	✓	✓	✓	
22	Sindi Laraswati	✓		✓	✓	
23	Tri Agung Wijaya	✓				
24	Viki Marvianti	✓	✓	✓		
25	Yuli Mulyani	✓			✓	
26	Yuli Pitasari	✓	✓	✓	✓	
	Total	23	16	18	20	
	Presentation (%)	88,46%	61,53%	69,23%	77%	

Colaboration (English Teacher)

Eva Nuraini, S.Pd

Researcher

Niki Wulansari

OBSERVATION SHEET OF STUDENTS' ACTIVITIES IN CYCLE II

Subject   : English
Class   : XI
Material   : Descriptive Text

No	Student Name	Students' Activities				
		A	B	C	D	E
1	Aleh Ria Ningsih					
2	Alifah Nur Azizah	✓	✓	✓	✓	
3	Amanatul Azizah	✓	✓	✓	✓	
4	Atansyah Genta Ikhwani	✓				
5	Astra Ferdiansyah	✓			✓	
6	Aris Setiawan		✓			
7	Beti Kusuma Wati		✓			
8	Chintya Sepiana	✓		✓	✓	
9	Dea Safira Agustin	✓	✓		✓	
10	Dewi Ma'rifatul	✓	✓	✓	✓	
11	Dwi Hermanto				✓	
12	Ela Rosita	✓	✓	✓	✓	
13	Hadijah Nurbaidah	✓	✓	✓	✓	
14	Khoirul Dwi Syafei	✓		✓		
15	Niswatul Muttaqiyah	✓	✓	✓	✓	
16	Noval Anggi Aries	✓				
17	Rafi Kurniawan	✓		✓	✓	
18	Riska Diah Pitaloka	✓	✓			
19	Riska Indri Lestari	✓	✓	✓	✓	
20	Riski Andiyanto	✓	✓	✓	✓	
21	Sastia Putri Lestari	✓			✓	
22	Sindi Laraswati	✓	✓	✓		
23	Tri Agung Wijaya					
24	Viki Marvianti	✓		✓		
25	Yuli Mulyani	✓	✓		✓	
26	Yuli Pitasari			✓	✓	
	Total	20	14	14	15	
	Presentation (%)	77%	54%	54%	58%	

Colaboration (English Teacher)

Eva Nuraini, S.Pd

Researcher

Niki Wulansari

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE I

Researcher Activities	Good	Enough	Low

1. Pre-Teaching
   a. Preparing the lesson
   b. Preparing the material
   c. Class opening ability
	√		

2. While Teaching
   1. The teacher gave the information about the subject that will study.
   2. The teacher teach and give the example of descriptive text.
   3. Student make 4 or 5 group, each group consist 4 or 5 students.
   4. The teacher guided the students to follow the lesson.
   5. The students follow the teaching learning carefully, they are enjoy and antusiasm to study.
   6. The students ast to review again about descriptive text.
		√	

7. Post-Teaching
   a. Concluding the result of learning
   b. Class closing ability
		√	

Tick (√) for each positive effect			

OBSERVATION SHEET OF TEACHER ACTIVITIES

CYCLE II

Researcher Activities	Good	Enough	Low

1. Pre-Teaching
   a. Preparing the lesson
   b. Preparing the material
   c. Class opening ability
	√		

2. While Teaching
   1. The teacher gave the information about the subject that will study.
   2. The teacher teach and give the example of descriptive text.
   3. Student make 4 or 5 group, each group consist 4 or 5 students.
   4. The teacher guided the students to follow the lesson.
   5. The students follow the teaching learning carefully, they are enjoy and antusiasm to study.
   6. The students ast to review again about descriptive text.
		√	

7. Post-Teaching
   a. Concluding the result of learning
   b. Class closing ability
	√		

Tick (√) for each positive effect			

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-2637/In.28.1/J/TL.00/08/2019
Lampiran : -
Perihal : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMK WAHID HASYIM MA`ARIF NU 05 PEKALONGAN
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

Nama : **NIKI WULANSARI**
NPM : 13107827
Semester : 13 (Tiga Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ON DESCRIPTIVE TEXT IN THE TENTH GRADE OF SMK WAHID HASYIM MA`ARIF NU 05 PEKALONGAN

untuk melakukan *pra-survey* di SMK WAHID HASYIM MA`ARIF NU 05 PEKALONGAN.

Kami mengharapkan fasiiitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Agustus 2019
Ketua Jurusan
Tadris Bahasa Inggris

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TIMUR
SEKOLAH MENENGAH KEJURUAN
SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN
LAMPUNG TIMUR
Sekretariat : Jl. Yanuris Desa Siraman Kec. Pekalongan Lampung Timur 34391. Telp
(0725) 7611247. Cp.085658878186

S U R A T K E T E R A N G A N
Nomor: 462/SMK.NU-WH/PKL/II/VIII/2019

Menindaklanjuti surat dari Program Tadris Bahasa Inggris INSTITUT AGAMA ISLAM NEGERI METRO (IAIN), Nomor: B-2637/In.28.1/J/TL.00/08/2019 Tanggal 08 Agustus 2019, Hal izin untuk mengadakan Prasurvey dalam rangka menyelesaikan Tugas Akhir/Skripsi maka Kepala SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur menerangkan bahwa:

Nama	: NIKI WULANSARI
NPM	: 13107827
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

Telah di terima untuk mengadakan Prasurvey di SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur dalam rangka penulisan tugas akhir/skripsi dengan judul, "THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ON DESCRIPTIVE TEXT IN THE TENT GRADE OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN" sebagai syarat menyelesaikan studi.

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Pekalongan, 14 Agustus 2019
Kepala SMK Wahid Hasyim

M. Taufik, S.Pd.I

LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TIMUR
SEKOLAH MENENGAH KEJURUAN
SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN
LAMPUNG TIMUR
Sekretariat : Jl. Yanuris Desa Siraman Kec. Pekalongan Lampung Timur 34391. Telp
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S U R A T K E T E R A N G A N
Nomor: 462/SMK.NU-WH/PKL/II/VIII/2019

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Nama   : NIKI WULANSARI

NPM   : 13107827

Fakultas   : Tarbiyah dan Ilmu Keguruan

Jurusan   : Tadris Bahasa Inggris

Telah melaksanakan Prasurvey di SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur dalam rangka penulisan tugas akhir/skripsi dengan judul, "THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ON DESCRIPTIVE TEXT IN THE TENT GRADE OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN" sebagai syarat menyelesaikan studi.

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Pekalongan, 14 Agustus 2019
Kepala SMK Wahid Hasyim

M. Taufik, S.Pd.I

S U R A T   T U G A S

Nomor: B-0005/In.28/D.1/TL.01/01/2020

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**NIKI WULANSARI**
NPM	:	13107827
Semester	:	13 (Tiga Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMK WAHID HASYIM MA`ARIF NU 05 PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ABILITY ON DESCRIPTIVE TEXT IN THE TENTH GRADE OF SMK WAHID HASYIM MA`ARIF NU O5 PEKALONGAN".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal   : 02 Januari 2020

Mengetahui,
Pejabat Setempat

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor   : B-0006/In.28/D.1/TL.00/01/2020
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMK WAHID HASYIM
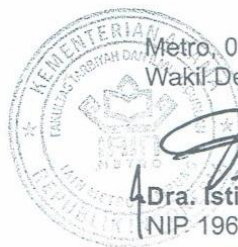MA`ARIF NU 05 PEKALONGAN
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0005/In.28/D.1/TL.01/01/2020, tanggal 02 Januari 2020 atas nama saudara:

Nama	:	**NIKI WULANSARI**
NPM	:	13107827
Semester	:	13 (Tiga Belas)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMK WAHID HASYIM MA`ARIF NU 05 PEKALONGAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ABILITY ON DESCRIPTIVE TEXT IN THE TENTH GRADE OF SMK WAHID HASYIM MA`ARIF NU O5 PEKALONGAN".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 02 Januari 2020
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

S U R A T K E T E R A N G A N
Nomor: 469/SMK.NU-WH/PKL/II/I/2020

Menindaklanjuti surat dari Program Tadris Bahasa Inggris INSTITUT AGAMA ISLAM NEGERI METRO (IAIN), Nomor: B-0005/In.28/D.1/TL.01/01/2020 Tanggal 02 Januari 2020, Hal izin untuk mengadakan Prasurvey dalam rangka menyelesaikan Tugas Akhir/Skripsi maka Kepala SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur menerangkan bahwa:

Nama	: NIKI WULANSARI
NPM	: 13107827
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

Telah di terima untuk mengadakan Research di SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur dalam rangka penulisan tugas akhir/skripsi dengan judul, "THE USE OF TEAMS GAMES TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ON DESCRIPTIVE TEXT IN THE TENT GRADE OF SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN" sebagai syarat menyelesaikan studi.

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Pekalongan, 7 Januari 2020
Kepala SMK Wahid Hasyim

M. Taufik, S.Pd.I

LEMBAGA PENDIDIKAN MA'ARIF NU LAMPUNG TIMUR
SEKOLAH MENENGAH KEJURUAN
SMK WAHID HASYIM MA'ARIF NU 05 PEKALONGAN
LAMPUNG TIMUR
Sekretariat : Jl. Yanuris Desa Siraman Kec. Pekalongan Lampung Timur 34391. Telp
(0725) 7611247. Cp.085658878186

S U R A T K E T E R A N G A N
Nomor: 469/SMK.NU-WH/PKL/II/I/2020

Menindaklanjuti surat dari Program Tadris Bahasa Inggris INSTITUT AGAMA ISLAM NEGERI
METRO (IAIN), Nomor: B-0005/In.28/D.1/TL.01/01/2020 Tanggal 02 Januari 2020, Hal izin
untuk mengadakan Prasurvey dalam rangka menyelesaikan Tugas Akhir/Skripsi maka Kepala
SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung Timur menerangkan bahwa:

Nama	: NIKI WULANSARI
NPM	: 13107827
Fakultas	: Tarbiyah dan Ilmu Keguruan
Jurusan	: Tadris Bahasa Inggris

Telah melaksanakan Research di SMK Wahid Hasyim Ma'arif NU 05 Pekalongan Lampung
Timur dalam rangka penulisan tugas akhir/skripsi dengan judul, "THE USE OF TEAMS GAMES
TOURNAMENT (TGT) TO IMPROVE STUDENTS READING COMPREHENSION ON
DESCRIPTIVE TEXT IN THE TENT GRADE OF SMK WAHID HASYIM MA'ARIF NU 05
PEKALONGAN" sebagai syarat menyelesaikan studi.

Demikian surat ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Pekalongan, 7 Januari 2020
Kepala SMK Wahid Hasyim

M. Taufik, S.Pd.I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-132/In.28/S/U.1/OT.01/01/2020

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: NIKI WULANSARI	
NPM	: 13107827	
Fakultas / Jurusan	:Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris	

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 13107827.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 16 Januari 2020
An. Kepala Perpustakaan

Siti Khotijah, S.IPI.,M.Sy
NIP.196704031989032003

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Niki Wulansari   Jurusan : TBI
NPM : 13107827   Semester : XII / 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	2/10 204	✓		Ravise Postoset Bibliogopy	
2	31/10 204	✓		Ravise chapter T	
3	11/11 204	✓		Revise Chapter II	
4	14/11 204	✓		Acc Saminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Niki Wulansari   Jurusan : TBI
NPM : 13107827   Semester : XII / 2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	04/10 2019		✓	- Revise Footnote - Revise Chapter I - Revise Chapter II - Insert prior research	
2	11/10 2019		✓	- Revise chapter III	
3	18/10 2019		✓	Acc Seminar ke I Ideswar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Niki Wulansari   Jurusan : TBI
NPM : 13107827   Semester : XIII / 2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	$\frac{23}{12}$ 2019	✓		Observation sheet of Teacher Performance. (penamp FGT), Documenc gedrup. Gite	
2	$\frac{26}{12}$ 2019	✓		Acc LPD	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I,

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Niki Wulansari Jurusan : TBI
NPM : 13107827 Semester : XIII / 2019

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
	23/12 2019		✓	Ac 1 – 3 Ac Instruments	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing II,

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Niki Wulansari   Jurusan/Fakultas : TBI
NPM : 13107827   Semester/TA : XIV

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1	15/01 2020	✓		Foto2 di berikan Keterangan. Revise Chapte IV IV	
2	20/01 2020	✓		ACC Munaqosyah	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Niki Wulansari   Jurusan/Fakultas : TBI
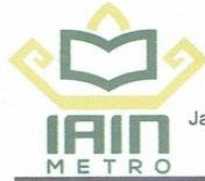NPM : 13107827   Semester/TA   : XIV

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan
1	8/01 2020			*efece.*	
2	10/01 2020			*tujua*	
3	14/01 2020			*la mujoad fee C dosva*	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

Pre-test in control class

Pre-Test in Control Class

Post-Test in Experimental Class

Post-Test in Treatment Class

Post-Test in Treatment Class

CURRICULUM VITAE

The name of the Reseacher is Niki Wulansari. She was born on Tempuran, Februari 24th 1994.she is first child of happy couple Mr. Sarwoto and Mrs. Suparmi.

She enrolled her study at SDN 3 Tempuran trimurjo Lampung Tengah in 2000-2006. Soon after that, she continued to Junior High School at SMPN 1 Trimurjo in 2007-2009. She finished her Senior High School at SMA Muhammadiyan 1 Metro in 2010-2012. Since 2013 she continued her study in State Islamic Institute (IAIN) of Metro as an English Education Department Student.