



The Effect of Team Game Tournament Method on Students' Reading Comprehension at the Eleventh Grade of SMAN 1 Cihara in the Academic Year 2025/2026

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INFO ARTICLE	ABSTRACT
Article History: Received: 27 February 2026 Revised: 24 June 2026 Accepted: 28 July 2026 Available Online: 16 August 2026 Kata Kunci: <i>Narrative Text</i> <i>Reading Comprehension</i> <i>Team Games Tournament</i>	This research aims to investigate the effect of the Team Games Tournament (TGT) method on the reading comprehension skills of eleventh-grade students at SMAN 1 Cihara. The research method used was quantitative with a quasi-experimental design involving two groups, the experimental class and the control class. The population of this study consisted of 134 students from class XI of SMAN 1 Cihara, and the sample size was 64 students (32 students as the experimental class and 32 students as the control class). The research instrument used was a reading comprehension test (pre-test and post-test). The data were analyzed using SPSS version 25.0, including mean, standard deviation, and t-test. The results of the study indicate a significant effect of the TGT method on students' reading comprehension of narrative texts. This is supported by the higher average post-test score in the experimental class compared to the control class, and the t-test results which showed a significance value of $0.000 \leq 0.05$, meaning H_a is accepted and H_o is rejected. In conclusion, the TGT method is effective in improving reading comprehension skills for narrative texts among eleventh-grade students at SMAN 1 Cihara.

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1. Introduction

English functions as a global language for international communication across various sectors. In Indonesia, English is learned as a foreign language where reading serves as a fundamental skill for acquiring academic knowledge and language proficiency. Reading comprehension is an active process wherein readers construct meaning by coordinating word reading, world knowledge, and fluency. However, many eleventh-grade students at SMAN 1 Cihara struggle with reading comprehension, particularly in identifying main ideas, mastering vocabulary, and understanding the generic structure of narrative texts. Preliminary observations indicate that these difficulties stem from conventional, teacher-centered instructional strategies that leave students passive and unmotivated. To address this gap, interactive cooperative learning strategies such as the Teams Games Tournament (TGT) method are required to actively engage students and improve their reading performance.

According to Nunan (2019:68), reading is not merely about decoding words; it is an active process in which readers use their prior experiences and knowledge to construct meaning from



the text. Similarly, Somadayo (2018:4) states that reading is an active process of identifying and understanding the messages or information presented in written form. In addition, Grabe and Stoller (2020:3) emphasize that reading involves comprehending the content of a text and understanding it accurately.

According to Nasution P.S (2019:2), “Vocabulary is key element when learning a foreign language. It is fundamental skill that enables students to learn other skills such as listening, speaking, reading and writing.” Vocabulary cannot be separated from other elements of English language, English language learning ability is especially affected in junior high school. Students can communicate well and express their thoughts, emotions and feelings well with an appropriate number of words stored in their memory. Based on several vocabulary definitions above, the researcher concluded that vocabulary is the most important part of language skills, without vocabulary students will experience difficulties in speaking, writing and vocabulary is a basic competency for students to obtain other competencies such as listening, speaking, reading and writing.

The novelty of this study lies in the integration of the Teams Games Tournament (TGT) cooperative learning method with multimodal-based narrative texts specifically tailored within the framework of the Kurikulum Merdeka at SMAN 1 Cihara. While previous studies largely focus on general cooperative models, this research uniquely combines heterogeneous team structures, academic tournaments, and structured reward systems within eleventh-grade reading classrooms to foster peer teaching and active cognitive engagement.

Several relevant studies explore the implementation of cooperative learning in reading instruction. Rahmawati demonstrates that the TGT technique significantly affects students' reading motivation and reading comprehension. Similarly, Anggraini finds that the TGT method yields positive outcomes in teaching reading comprehension for secondary school students. Furthermore, Aziz, Fahmi, Sutisna, and Suryanti report that utilizing Teams Games Tournament stimulates active student participation and enhances individual reading achievement.

2. Method

This research uses quantitative approach with experimental methods. According to Creswell (2014:247), “A mean for testing objective theories by examining the relationship among variables.” Some of these variables can be measured, usually using instruments so that the numbered data can be analyzed using statistical procedures. Quantitative research seeks theoretical assumptions that can be tested and confirmed. And looking for scientific explanations that involve discovering laws that do more than just govern behaviour. The final written report has a structure consisting of an introduction, literature and theory, methods, results and discussion.

In addition, the design of the research the method using in this research is quasi-experimental with a pre-test and post-test experimental control group design. According to Latipun (2015:82), A quasi-experiment design is an experimental design that controls several non-experimental variables and there is a control group as a comparative group to understand the treatment effect. In this research, there are two variables which are Team game tournament as the independent variable and students reading comprehension as the dependent variable.



There are two kinds of classes that need to conduct the study. The first is the experimental class that will give treatment by using Team game tournament. Then, the control class will give treatment by using jigsaw. For the pre-test and post-test will give to both experimental and control class. In conducting experimental research, the sample will be divided into an experimental group and a control group. This is explained as follows:

Table 1 Research Design

Group	Pre-test	Treatment	Post-test
Experimental	X1	X (Team Game Tournament)	X2
Control	Y1	Y (Jigsaw)	Y2

In which:

X : The Application of Team Game Tournament

Y : The Application of Jigsaw

X1,Y1 : Pre-test in experimental and control class
X2,Y2 : Post-test in experimental and control class

There are some types technique for collecting data

a. Pre-test

Before administering treatment, the researcher offered the students a pre-test. The form of the test is multiple choice of reading comprehension. There are twenty numbers in each test. The researcher distributed tests to identify students' reading comprehension and the students did the test.

b. Treatment

The researcher gave treatment to the experimental class and control class. With different application, the experimental class used Team Game Tournament, while the control class used Jigsaw. Researcher used the Team Game Tournament in the experimental class. The researcher teach students reading comprehension, arranging the letters in a word so that the word has the meaning of the previous words. While the control class also used Jigsaw. The experimental class and control class are though with interesting game, the experimental class uses Team Game Tournament, while the control class uses Jigsaw. Treatment was carried out for fourth meetings.

c. Post-test

The investigator then administered a post-test following the course of treatment. The post-test contains twenty in a multiple choice. The researcher gave four minute for each number, so students had ninety minutes to de the test, giving a post-test to found out the results of applying the Team Game Tournament.

The data's results will be analyzed by the following tests:

1. Normality

Normality testing is a test of establish whether the data collected from a sample adheres to a normal distribution or not.”.The form is adopted from Rahayu (2018: 30. The researcher analysis the normality data in Kolmogorov-Smirnov in SPSS software 29 by comparing p-value with $\alpha = 0.05$.



2. Homogeneity

The purpose of the homogeneity test is to determine if the sample exhibits homogeneity. Rahayu (2018:30)

1. Hypothesis Test

The purpose of a hypothesis test, according to Creswell (2008: 127), “Hypothesis testing is a method used to determine if there is a significant difference or relationship between sample and population scores by comparing them”.

3. Result and Discussion

In this chapter, the researcher presents the findings from the reading comprehension test administered to students in both the experimental and control groups. The data were collected through a multiple-choice test consisting of 20 questions, designed to assess key reading skills, including identifying the main idea, locating specific information, understanding vocabulary, making inferences, and recognizing references. The tests were conducted before and after the treatment was applied. The research focused on eleventh-grade students at SMAN 1 Cihara. The study involved two groups: the experimental group, which was taught using the Team Game Tournament method, and the control group, which received Jigsaw instruction without the use of Team Game Tournament.

The findings are consistent with previous studies on TGT. For example, Sari Rahmawati's research demonstrated that TGT significantly improves both reading motivation and comprehension. Similarly, Mutia Anggraini found that TGT effectively improves reading skills for recount texts, and the study by Aziz et al. reported enhanced student engagement and reading performance using TGT. This current research reinforces the established view that collaborative learning through TGT serves as an effective instructional method for enhancing reading comprehension across different text types.

The results support Slavin's (2008) theory of cooperative learning, highlighting how class presentation, team study, and tournaments foster academic success. The findings also align with Klingner's (2017) model, where reading comprehension is constructed through word knowledge and fluency, facilitated by the peer-assisted environment inherent in the TGT method. The objective was to analyze the test results from both groups to determine whether the use of the Team Game Tournament had a significant impact on students' reading comprehension. Data collection involved administering pre-tests and post-tests to both the experimental class (Class XI-1) and the control class (Class XI-2).

Table 2 Descriptive of the Data Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Pretest Control	32	25	15	40	25.31	6.342	40.222
Posttest Control	32	45	55	100	69.69	10.075	101.512
Pretest Experimental	32	35	15	50	33.59	8.820	77.797
Posttest Experimental	32	25	70	95	82.66	7.404	54.814
Valid N (listwise)	32						

From the table 2 above, the minimum number of points achieved by the experimental class on the pre-test is 15 and maximum experimental pretest class 50, the mean this score 33.59 and the standard deviation is 8.820. Meanwhile, the experimental class post-test requires a minimum score of 70 and a maximum score of 95, the mean this score 82.66 and the standard deviation is 7.404. A minimum score of 15 and a maximum score of 40 were required for the control class pre-test, the mean this score 25.31 and the standard deviation is 6.342. The control class achieved a minimum score of 55 and a maximum score of 100 on the post-test, with a mean of 69.69 and a standard deviation of 10.075.

Table 3 the Result of Normality Test of Normality Kolomogorov-Smirnova Shapiro-Wilk

	Statistics	df	Sig	Statistics	df	Sig
Pre-Test Experiment	.127	32	.200*	.965	32	.376
Post-Test Experiment	.141	32	.105	.955	32	.196
Pre-Test Control	.176	32	.013	.937	32	.061
Post-Test Control	.196	32	.003	.910	32	.011

*. This is a lower bound of the true significance

a. Lilliefors Significance Correction

Based on the data above, it can be seen that the significant of data experimental and control class used Kolmogorov-Smirnov is higher than 5% (>0.05), where for pre-test experimental class is $0.200 > 0.05$ and post-test $0.105 > 0.05$, while pre-test control class is $0.013 > 0.05$ and post-test is $0.003 > 0.05$. As the result, that the score of data each class is in normal distribution.

Table 4 The Result of Homogeneity of Pre-Test Experiment and Control Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	.457	1	62	.501
Experiment	Based on Median	.509	1	62	.478
and Control	Based on Median	.509	1	53.024	.479
	and with adjusted Df				
	Based on trimmed Mean	.454	1	62	.503

Based on the table above, the pre-test data for both the experimental and control classes are homogeneous because the significance value is higher than the significance level. The score is $0.501 > 0.05$. As a result, the pre-tests for the experimental and control classes contain identical variants.

Table 6 Paired Samples Test Paired Samples Test
Paired Differences

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	T	Df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						One-Sided p	Two-Sided p			Lower	Upper
The Result of Students' Reading Test	Equal variances assumed	0.371	0.992	2.965	66	0.000	0.000	4.485	1.512	1.465	7.504
	Equal variances not assumed			2.097	65.998	0.000	0.000	4.485	1.510	1.470	7.500

Based on the output SPSS 29 on table 4.5. Conclusion the significance value (P-Value) = <0.01 at pair. Ha is accepted and Ho is rejected so that there is an influence Team Game Tournament on Reading comprehension.

4. Conclusion

Based on the prove accumulated and the hypothesis put forward within the going before chapter, the researcher would need to draw the taking after conclusion. According to the test results, students' vocabulary acquisition in SMAN 1 Cihara Lebak-Banten, the total score of the experimental class in the pre-test was 1075 points and the total score of the control class in the pre-test was 810 points. The experimental class scored 2645 points in the post-test while the control class scored 2230 points. This shows that the experimental class had better Reading Comprehension than the control class. The researcher treated the classes with Team Game Tournament in the experimental classes and Jigsaw in the control classes use of Team Game Tournament in SMAN 1 Cihara Lebak-Banten in terms of Reading Comprehension, it was shown that the mean score of the experimental class was higher than that of the control class (2645 -2230). The researcher's results using SPSS 25 t-test showed a significance level of 0.00 to 0.05, which means Ho was rejected and Ha was accepted, which shows that the Team Game Tournament has an impact on students' Reading Comprehension.

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