

**IMPROVEMENT ACTIVITIES AND STUDENT LEARNING
OUTCOMES IN READING COMPREHENSION THROUGH
COOPERATIVE LEARNING
TYPE TEAMS-GAMES-TOURNAMENT (TGT) FIFTH GRADE CLASS
ELEMENTARY SCHOOL 8 SOUTH METRO**

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Abstract

This research is motivated by the low activities and student learning outcomes in teaching reading comprehension is lesson. The purpose of this action research to improve the activity and student learning outcomes in reading comprehension through cooperative learning type teams-games-tournament (TGT) in fifth grade class Elementary School 8 South Metro academic year 2011/2012. This study is a Classroom Action Research (CAR). CAR consists of a series of four activities carried out in the cycle, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The data were taken by using observation, test, and documentation. The data analysis of this research is descriptive qualitative and quantitative of the learning process of students from the first cycle to the second cycle. The results of the reading comprehension is lesson in fifth grade class students of Elementary School 8 South Metro through the TGT cooperative learning from cycle to cycle is increase. Student activity in the first cycle obtained 65.90%, in the second cycle it obtained 78.40% or 12.50% increased. Student learning outcomes in the first cycle is 68.33, the second cycle increased 5.21 to 73.54. Based on the findings, reading comprehension activities through cooperative learning tipe TGT is able to improve student learning outcomes. Researcher recommend to teachers to implement cooperative learning TGT as an alternative learning method to teach Indonesian as well as other subjects.

Keywords: *Activities, Learning Outcomes, Reading Comprehension, Teams-Games-Tournament (TGT)*

Introduction

In the *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006* the Indonesian language lesson in primary schools carried out in the framework that consist of four aspects of the formation and development of basic language skills include; listening, speaking, reading, and writing. The four skills are basically a unity, a single chess (Dawson in Tarigan, 2008: 1). Called single chess, because every skill has a close relationship with one another. In the learning process, four

aspects should be presented in a balanced manner. This opinion accordance with the opinion Resmini (2006: 31) that the four aspects should receive equal portions.

Learn to read in elementary school consists of two parts, namely (a) reading beginning in grade 1, 2, and 3 (b) Further reading from grade 4 to grade 6 reading skills with the previous implemented through technical reading or reading aloud so that the student is able to recognize letters, syllables, words, and sentences. While further reading skills is implemented through silent reading or reading comprehension.

On the pre-survey in elementary school 8 South Metro, Indonesian lesson has some problems they are low activities of student learning and outcomes on learning to read the text. The low activities of student learning is characterized as: (1) students pay less attention to the teacher explanation about the material; (2) student is chatting one another during the lesson; (3) the student did not dare to ask or answer of questions; and (4) students have difficulties is doing their task from the teacher. In addition, in language lesson is less attractive to the student caused by teacher's method monotonous learning, less innovative, and less fun. Furthermore, based on empirical data, student learning outcomes in the process of reading comprehension of 33 students only 13 students or (39.4%) who reached the standard criteria for graduation.

Researchers collaborate with teachers to make improvements in Indonesian language lesson specifically on the aspects of reading comprehension through action research. Some learning model that emphasizes active student activity, innovative, and fun in an elementary school is cooperative learning. It is accordance to Parendrarti opinion (2009: 3), one model of learning that involves the participation of all students is cooperative learning. The implementation of cooperative learning by placing students to work in a small groups to help each other in learning the subject matter. The expectation's that cooperative learning is

able helps students to acquire knowledge and to cover gaps in the understanding of each.

Cooperative learning has many types, including the Teams-Games-Tournament (TGT). According to Suwarjo (2008: 114) TGT type of cooperative learning will lead to pleasure. Friends help each of team members to prepare the game by explaining the problem. The team that has the highest score will get a certificate from the other team. Furthermore, TGT of cooperative learning has the following advantages; (1) students are trained specific skills to help his fellow works just as well; (2) there is little recognition or reward to be given to groups that perform well; (3) improve student achievement through the opportunity to work together in a small group games (Diyanto, 2006: 3).

As for the purpose of research actions on elementary education 8 South Metro is to enhance learning activities and student learning outcomes in reading comprehension through of cooperative learning type TGT in Elementary School 8 in South Metro.

In the process of learning activities of students and teachers play an important role in order to create an active and fun learning environment. For example, the activity of the students in reading the book, asking the teacher, doing chores, and answering questions. According to Kunandar (2010: 277), the involvement of student in learning activities in the form of attitudes, thoughts, and activities support the success of the learning process and beneficial. Subsequent, Dimiyati and Mudjiono (2002: 20) state that the result of learning is a learning process peak. The results of the study mainly due to teacher evaluations. The results of the evaluation of teachers are designed to know the changes in the level of mental development of the students to be better than before. Student learning activities are very influential on student learning outcomes in language lesson.

According to Resmini (2006: 94) learning to read should have a clear objectives. Those goals are: 1) enjoy the beauty contained in the readings; 2) read aloud provides the opportunity for students to enjoy reading; 3) the use of certain

strategies for reading comprehension; 4) explore savings knowledge or schemata of students about a topic; 5) connect new knowledge with students schemata; 6) search for information for a report to be presented orally and in writing; 7) strengthening and rejection of the predictions made by the student before committing to read; 8) provides the opportunity for students to do experiments to examine something described in a passage; 9) study the structure of the reading; and 10) answer the questions specifically developed by teachers or deliberately by the author readings.

The purpose of reading is to get information from the text in accordance with the purpose of each reader. Related to reading comprehension, the purpose of reading is very important and will affect the reader so that the readers understand content of reading. According to Resmini (2006: 45) the factors that affect reading comprehension, is the ability to parse the message (decoding), vocabulary knowledge, knowledge of the concepts, and cognitive development.

Learning reading comprehension according to Mulyati (2006: 2.12) can be implemented through activities in the classroom to read as follows: 1) search for a topic sentence, students were asked to read a paragraph in the text, then look for the topic sentence contained in it, 2) retelling, students read a passage of text to find keywords, answering questions, preparing or systematically summarize and retell it to the front of the class, 3) paraphrase, students read poetry given by the teacher and search for the meaning contained in, then recounted the words to be said their own, 4) continuing the story, the teacher gives a piece of paper which contains of story, but there are parts of the story that are removed or commonly called text hiatus, and 5) practice guidance, students are given a book in which there are indications of how to make something or do something in front of the class.

According to Suwarjo (2008: 98) learning model consists of a variety of learning strategies, such as modeling strategy, discovery learning, cooperative learning, sinektik learning, inquiry model, play a role, and so on. Cooperative

learning emphasized on student cooperation in learning and responsible for his teammates. This is in accordance opinion of Slavin (2010: 10) that all cooperative learning methods contribute ideas that students who work together in learning and responsible for his teammates to make themselves learn equally well.

Typology of cooperative learning have various differences, but can be categorized by Slavin (2010: 26) six characteristics of the principle, namely: 1) the purpose of the group, 2) individual responsibility, 3) chance of success together, 4) team competition, 5) spesiasilasi task, and 6) adaptation to the needs of the group. Then added by Davidson and Kroll (in Asthma, 2006: 11) that is cooperative learning activities that take place in the learning environment of students in small groups to share ideas and work collaboratively to solve the problems that exist in their assignments. Subsequent the of cooperative learning TGT consists of five phases or components, namely:

1. The presentation of the class, the teacher focused a presenting the material in class.
2. Learning in groups (teams), students are divided based on academic achievement, gender, race and ethnicity.
3. Games, teachers design the questions that are relevant to the learning material in the classroom.
4. The game in tournament, students are compete in the tournament table that has been designed by the teacher.
5. The group awards (team recognition), the teacher gives the award to a group has the highest points during the tournament (Slavin, 2010: 166).

The implementation of cooperative learning in reading comprehension through the TGT implemented in the fifth grade class 8 Elementary School South Metro, namely: 1) **presentation**, teachers present the objectives of learning and reading comprehension through reading texts, 2) **group study**, students are divided into groups and jointly do their tasks contained in the Student Worksheet. Representative groups collect their work in completing the worksheet and submit

to the teacher, 3) **games tournament**, teacher divides the students to compete in the tournament table. Students representing each group, competing with other groups trying to answer the question. Scores gathered by the members of the group determines the final score, 4) **awarding**, the teacher gives the award to the group that received the highest score as the winner of the tournament consist of a super team, a very good team, a good team, and the less team, and 5) **reading comprehension test**, teacher gives the evaluation of learning outcomes through formative tests about stuffing hiatus and multiple choice to the students at the end of the implementation cycle.

Research Method

The approach used in this study is a qualitative approach, while the selected type of research is Classroom Action Research (CAR). The aim of this research as a process of continuous improvement or repeated measures (cycle), so that from the first cycle, the second and so on in order to obtain better results. According to Arikunto (2007: 74) the classroom action research consists of a series of four activities performed in repeated cycles. The four main activities that exist in every cycle, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.

The subjects were students and teachers in the fifth grade class of 8 Elementary School South Metro academic year 2011/2012. The total number of fifth grade students there is 33 students consisting of 17 male students and 16 female students. The research activities carried out in the second semester for four months from July to In October 2011.

The data in this study is qualitative and quantitative data. Sources of qualitative data in the form of student activities, teacher performance and student outcomes tournament. Quantitative data is the result of the test at the end of the cycle. There was also a collection through the research process class act. The data collection instruments used are: (1) student observation sheet, (2) the performance

of the teacher observation sheet, (3) copies of the results of the implementation of tournament games, (4) achievement test, and (5) documentation.

The data analysis technique is classified into two types, namely in the form of qualitative data, observation of student learning activities, teacher performance, and the results of the tournament is done by providing a checklist and enteris into the tabulation of the data, then convering the data into the established criteria. Quantitative data obtained from the post test students, stuffing the hiatus (closed procedure) and multiple choice (multiple choice) and then count the number of students who obtained scores divided by the maximum score of correct answers.

Subsequent the value of student learning outcomes obtained were compared with mastery learning criteria. Whatever the research defined the indicators of success, if the percentage of students' learning activity increased to good category, and learning outcomes of reading comprehension has increased $\geq 75\%$ of students have been thoroughly studied in each cycle (Depdiknas, 2008: 5).

Research Findings and Discussions

Based on the results of the implementation of the research on teaching reading comprehension through of cooperative learning TGT in in the fifth grade class of 8 Elementary School in South Metro performed qualitative data from student activities, teacher performance, student learning outcomes, and the results of the tournament games. Activities of students in the learning process in reading comprehension through TGT held well for 2 cycles. The Increase student activity in reading comprehension lesson through of cooperative learning TGT is submitted from the opinions to other students or teachers, the activities include the games, work on the problems of the tournament, doing worksheets in groups and reading textbooks. In the first cycle the average student activity increased by 65.90% in the second cycle becomes 78.40%. The Increase of activity of the students from the first cycle to the second cycle of 12.50%. Results of student activity in the second cycle is 78.40% a good category.

Subsequent observations of teacher performance during the reading comprehension lesson through cooperative learning TGT type already performs well. Percentage of teacher performance in the first cycle is 68.33% and the increase to 78.33% in the second cycle. The increase in the percentage of teachers' performance during the execution of reading comprehension lesson through TGT is 10%. Subsequent the percentage of teachers' performance in the second cycle reached 78.33% with the category of good. The results of the implementation of the tournament games on the process of learning to read in the first cycle the average number of group was 313.5 points, while in the second cycle is 317.5. Improved results tournament games are implemented as a whole group at each cycle by 4 points.

The results of the test in reading comprehension obtained an average score of student learning outcomes in the first cycle of 68.33 and the second cycle reached up to 73.54. Average increase of student learning outcomes in the first to the second cycles of 5.21. mastery in the first cycle of students who pass the study is 23 students (69.69%) and increase to to 26 students (78.78%) student learning outcomes completeness cycle in the first to the second cycle is (9.18%). Mastery learning of students in the second cycle reached 78.78% with high success criteria

Discussions

Reading comprehension lesson through cooperative learning type TGT more emphasized on students learning activities. Students are required to be directly involved both in attitude, attention, thought, and other learning activities. Student activities in learning are more visible, for example: (1) students pay attention to the teacher's explanation, (2) the attitude and cooperation in the study group, (3) sharing the knowledge gained, (4) testing the cognitive abilities of the current tournament games, and (5) to answer questions on the formative tests. According to Kunandar (2010: 277) that the learning activity is the involvement of students in the form of attitudes, thoughts, and activities in the learning activities to support the success of the learning process and benefit from such activities.

TGT of cooperative learning has very compatible with constructivism learning theory for teachers to be implemented in the classroom, because the teacher acts as a facilitator and motivator to help students actively participate in learning. The principles of constructivism are; (1) knowledge is actively constructed by the student, (2) the pressure in the process lies in the students' learning, (3) teaching is to help students, (4) the pressure in the process of learning more on the process rather than the result, (5) the curriculum emphasized on the participation students, and (6) the teacher as a facilitator (Suparno in Trianto, 2010: 75).

Furthermore TGT of cooperative learning in reading comprehension learning can improve learning outcomes for research in the first and second cycle. In the first cycle the average reading comprehension student learning outcomes is 68.33 and the second cycle reached up to 73.54. Average increase of student learning outcomes in the first and second cycles is 5.21. The Increase of student learning outcomes can be influenced from the learning activities of students in lesson through cooperative learning type TGT, such as reading activities, listening to the teacher's explanation, discussion groups, working on worksheets, answering questions tournament games. Accordance to the opinion of Slavin (2010: 10) that all of cooperative learning methods contribute ideas that students who work together in learning and responsible for his teammates were able to make themselves learn equally well.

Conslusions's Suggestions

Based on the results TGT of cooperative learning in Indonesian language lesson aspects of reading comprehension in elementary school 8 South Metro and the discussion that has been described, it can be concluded: (1) TGT can enhance students' learning activities, such as reading a text, listening to the teacher's explanation, discussion in groups study, doing worksheets, answering questions on the games, and answering the test. Average increase student activities on the reading comprehension lesson through of TGT in the first cycle reached up to

65.90% and the second cycle increased to 78.40%, (2) TGT also able to improve the mastery of students learning. This is proven by the test results of students' learning during first and second cycle has increased the average score in the first cycle reached up to 68.33 and 73.54 in the second cycle. Furthermore, to the thoroughness of student learning outcomes also increased in the first cycle from 23 students (69.69%) to 26 students (78.78%) in the second cycle.

Based on the research that has been conducted, researchers have several suggestions as follows: (1) for primary school teachers, TGT can be used as an alternative learning method which is suitable to cope the low activities, of the students in the classroom, 3) school can be a place for the dissemination or spread, so that classes can implement TGT, and (3) for further research, TGT should focus on the study material, planned distribution of study groups, activity games in the tournament, awards, and evaluation of learning and the right time management.

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