

**THE EFFECTIVENESS OF TEAMS GAMES TOURNAMENTS  
(TGT) STRATEGY TO TEACH STUDENTS' READING  
COMPREHENSION ON NARRATIVE TEXT**

**(An Experimental Study at Tenth Grade of MAN Gubug  
Grobogan in Academic Year of 2015/2016)**

**THESIS**

Submitted in Partial Fulfillment of the Requirement for Degree of  
Bachelor of Education in English Language Education



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COMPREHENSION ON NARRATIVE TEXT (An Experimental  
Studyat Tenth Grade of MANGubugGrobogan in the Academic  
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is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

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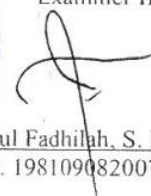
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*Assalamu'alaikum wr. wb*

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Title : The Effectiveness of Teams Games  
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## MOTTO

مَا وَدَّعَكَ رَبُّكَ وَمَا قَلَىٰ ۗ<sup>٣</sup> وَالْآخِرَةُ خَيْرٌ لَّكَ مِنَ الْأُولَىٰ ۗ<sup>٤</sup>

Your Lord (O Muhammad) has neither forsaken you, nor hated you. And indeed the Hereafter is better for you than the present (life of this world). (QS. Ad Duha: 3-4).<sup>1</sup>

- When you focus on what you want, everything else falls away.

---

<sup>1</sup> Kementrian Agama RI, *Berkamus Tematis Ayat Akhlak dan Ibadah*, Jakarta: PT. Widya Cahaya, 2012, p. 596.



## **DEDICATION**

This thesis is dedicated to:

1. My beloved parents (Mr. Tukimin and Mrs. Sukiyem) they are the best supporter for the thesis.
2. My beloved young sister (Alivia Kurnia Isnani), and twin little brothers (Ahmad Farhan Aprilian and Ahmad Farih Aprilian).
3. All of my friends who supported in my research.



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Shalawat and salam for the Prophet Muhammad who brings us from darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention of all them. I wish, however, to give my sincerest gratitude and appreciation to:

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16. Last but not least, those who cannot be mentioned one by one, who have supported the researcher to finish this thesis.

Finally, the researcher realizes that this thesis is far from being perfect; therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher hopes that this thesis would be helpful and beneficial to everyone. Amen

Semarang, 16<sup>th</sup> November 2016

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## ABSTRACT

**Title** : **The Effectiveness of Teams Games Tournaments (TGT) Strategy to Teach Students' Reading Comprehension on Narrative Text (an experimental study at tenth grade of MAN GubugGrobogan in the academic year of 2015/2016)**

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The background of this research is focused on the students' reading comprehension on narrative text. This thesis based on phenomena which happen in school, there were students hard to guess and predict the meaning because of the limitation of vocabulary. Students have difficulty in understanding English word, phrase, and sentence in English, and finding the main idea of the text. Teacher uses conventional method and students usually study individually. This thesis discusses The Effectiveness of Teams Games Tournaments (TGT) Strategy to Teach Students' Reading Comprehension on Narrative Text (an experimental study at tenth grade of MAN Gubug Grobogan in the academic year of 2015/2016). The objective of the research is to know the effectiveness of Teams Games Tournaments (TGT) strategy to teach students' reading comprehension on narrative text. Subjects of this research were 70 students that were divided into two classes, namely experimental class (40) and control class (30). The researcher used bored sampling technique to determine the sample. Experimental design was used as the research design. The instrument used to collect the data was reading comprehension test or multiple choice test because students' tests paper can be easily and quickly scored. The assessment of the test result was focused students' reading comprehension on narrative text. Before gave pre-test for experimental and control class, the researcher gave try-out test to try-out class to get a good instrument test. Then, the researcher gave pre-test and post-test for both classes. Before giving post-test, the researcher gave treatment to the experimental class (the students who were taught using Teams Games Tournaments (TGT) strategy and the

control class (the students who were taught without using TGT). Then, the researcher gave post-test both of control and experimental classes to know the students' reading comprehension result. After collecting the data, it was found that the pre-test average score of experimental class was 71,4 and the control class was 70,9. Meanwhile, the post-test average score of the experimental class was 80,45 and the control class was 65,067. Based on the t test with the standard of significance of 5%, it was found  $t_{\text{count}} 6,695$  and  $t_{\text{table}} 1,67$ . Because of  $t_{\text{count}} > t_{\text{table}}$  ( $6,695 > 1,67$ ). It means that  $H_a$  was accepted and  $H_o$  was rejected. Based on the result, the researcher concluded that the use of *Teams Games Tournaments (TGT) strategy* was effective to teach students' reading comprehension on narrative text at MANGubug Grobogan in the academic year of 2015/2016.

Keywords: Effectiveness, Teams Games Tournaments (TGT) Strategy, Reading Comprehension, Narrative Text and Experimental Research.

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