THE USE OF TEAM GAME TOURNAMENT TO IMPROVE STUDENTS' ELT CLASSROOM INTERACTION AND READING COMPREHENSION IN RELATION TO SELF-EFFICACY

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Abstract
This research is aimed to find out the implementation of Team Game Tournament to improve students' classroom interaction and reading comprehension viewed from self-efficacy. The subject of this study was 30 students at second grade students of SMPN 5 Kopang. Which consists of 14 males and 16 females. This study was classroom action research (CAR) with two cycles, each cycle consists of four steps: planning, acting, observing and reflecting. The first cycle was focused on the students' classroom interaction. Meanwhile, the second cycle was oriented to solve the students' improvement of reading comprehension. The data gathering used reading test, observation sheet, and questionnaires and analyzed by using quantitative and qualitative approach. The result of the questionnaire showed the students score in the first cycle was 16.86 or 56% and the second cycle showed the students' score was 27.10 or 90.3% indicating the target of 75 of the minimum criterion has been achieved, it means that the action was stopped in the cycle 2. In other words, the students' classroom interaction and reading comprehension in relation to self-efficacy was improved by implementing team game tournament (TGT) for the eighth-grade students of SMPN 5 Kopang.

Keywords: *Team Game Tournament, Classroom Interaction, Self-Efficacy, Reading Skill*

INTRODUCTION

English has been the international language and the promising foreign language studied by Indonesian students from schools up to the university level. The teaching of English, particularly at the school level is intended to teach in integrated language learning for the four language skills at once (Haerazi, 2017). Because of this aim, English teachers are suggested to apply effective instructional strategies or methods that are appropriate for their students' characteristics.

In linguistics, there are many obstacles for students to understand the meaning and structure of words and sentences in learning English (Haerazi & Irawan, 2019). There are four skills of English that are listening, speaking, reading and writing. All of these skills are important. Self-efficacy is also a very important thing in learning English because it's beliefe in one's capacity in performing tasks, especially in learning reading.

According to Marzuki (2018), English teachers should be aware of students; needs, self-efficacy, and motivation for reading and the aim of reading activities because learning to read for a variety of purposes is essential to success. Reading activities must be encouraged for students because those make them open their new worlds and attain a bunch of information.

However, in SMPN 5 Kopang the researcher found problems in learning reading, that is most of the students are difficult in understanding reading text and students are not able to understand the

meaning of words, passages, texts and more literature itself. Also, students have a lack of self-efficacy like they feel not confident in being able to deal with obstacles and difficulties.

The teaching of reading skills also needs a good atmosphere and situated learning interaction in reading activities. To create this, the English teachers find out the team game tournament as the instruction method. This method helps students learn in the form of teams through games. The reading materials presented are in line with the students' reading levels. Haerazi et al. (2018) state the appropriate materials in EFL classes are necessary to keep the learning processes going well.

The purpose of this research is to find out the implementation of Team Game Tournament in improving ELT classroom interaction and reading comprehension in relation to students' self-efficacy for the eighth-grade students at SMPN 5 Kopang, Central Lombok.

The result of this research is expected it gives a theoretical contribution to the students, English teacher, and the readers in learning reading in relation to self-efficacy. Also, it could be practiced by the teachers to encourage their students to read through this strategy because this strategy gives more experience or information for students and readers.

Literature Review

The teaching of reading in junior secondary schools has different characteristics and treatments from that in upper secondary schools (Sabri, 2018). Students are directed to acquire vocabulary mastery, grammatical use, and language devices much more (Faradillah, 2018). Moreover, students are involved in active learning in which they learn familiar and difficult words in order that they can understand the reading texts.

Reading refers to the ability to comprehend or make meaning from written text (Brassell & Rasinski, 2008: 15). Reading is a process of understanding written language which needs the readers' abilities to comprehend and to take the meaning of words, sentences, and paragraph as well as sense relationship among the ideas. According to (Chesla, 2002: 24) There are some indicators of reading, as follows: (1) Finding Main Idea, it is important to find main ideas when reading. Main ideas help readers remember the important information; (2) Vocabulary asks you to determine the meaning of a word as it is used in the passage and asks you to identify a synonym for the vocabulary word; (3) Specific Fact or Detail, this kind of question asks you to identify a specific fact or detail mentioned in the passage; (4) Exceptions, asks you to identify which item was not specifically mentioned in the passage; (5) Location of Information, this kind of question asks you to identify the exact place in the passage where specific information is provided; (6) Identifying Word References, reference allows the reader to establish the relationships which exist between two linguistic expressions in a sentence or text; (7) Making Inference, it is just a big word that means a conclusion or judgments.

Self-efficacy is personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances (Bandura, 1997: 203).

According to Bandura, (1997: 42 - 43) there are 5 indicators of self-efficacy refers to Level, Generality and strength dimension, they are: (1) Sure can pass a particular task, individual is convince that

he or she can complete a certain task, which the individual himself is carrying out what tasks to accomplish; (2) Sure can motivate yourself to take the action needed in the completion of task, individuals are able to motivate themselves to choose and take the necessary actions in order to accomplish the task; (3) Sure able to hard, persistent and diligent, the hard effort of the individual to complete the assigned task using all the power possessed; (4) Be confident of being able to deal with obstacles and difficulties, individuals can survive see the difficulties and obstacles that arise and able to rise from failure; (5) Can be tasked with a wide range or narrow, the individual believes that in any of his duties although it can be completed broadly or specifically.

Team Game Tournament is where the students play games with members of other teams to add points to their team scores (Slavin 2005: 256). To use TGT in teaching and learning process, follow these steps: (1) Divide the learners into groups of four or five and give an outline of what they will be learning and why; (2) Give the learners worksheets and give the learners sufficient time to work together; (3) When it is time to check on what the learners have learned, select three at a time for the "tournament", the three learners from different group; (4) Pose a series of questions (perhaps four) to the "contestant" who will be trying to be the first to answer; (5) At the end of the round the winner earns one point for his/her team regardless of how many questions they answered correctly or how difficult the questions were.

RESEARCH METHOD
Research Setting

This study is done at the eighth-grade students of SMPN 5 Kopang, Central Lombok. This school is one of the junior secondary schools in Central Lombok that has various background students socially and economically. Each grade has 5-7 classes. The total numbers of students in academic year 2018/2019 was 150 students. This school is taken as the research location because the instructional problems found are possible to be solved using team game tournament viewed from the level of students' self-efficacy.

Research Design

The design of this research is Classroom Action Research (CAR) with a collaborative design Quantitative and Qualitative approach. Classroom action research is a process of systematic reflection, inquiry and action carried out by individuals about their own professional practice. This research consists of two cycles in which each cycle consists of four steps namely: Planning, action, observation, and reflection (Kemis and Mc Taggart, 1988: 11 in Anne 1999: 33).

Research Subject

The subject of this research is the 8th-grade students of SMPN 5 Kopang. The number of students consists of 30 (thirty) students. There are 14 (fourteen) males and 16 (sixteen) females. The object of this research is Team Game Tournament to improve students' classroom interaction and reading comprehension viewed from self-efficacy in learning reading at second grade students of SMPN 5 Kopang. The data in this research was observed directly to the second grade students of SMPN 5 Kopang.

Research Instruments

The instrument used in this research is test and questionnaire. The instruments have been considered validity and reliability. In doing so, the Cronbach's Alpha formula was applied. In addition, the researcher investigates the interaction process and provides questionnaire for research partners to identify the learning problems. Besides, the researcher utilizes the reading test to meet students' reading comprehension during implementing the team game tournament strategy.

The instrument of the test consists of 25 items and questionnaire consists of 10 items. To analyze qualitative data, the researcher applied some steps that are reduction, display, drawing, and conclusion. Meanwhile, the quantitative data was analyzed using percentage categories. The passing grade standard used by the English teachers at SMPN 5 Kopang is 75.

FINDING AND DISCUSSION
Reconnaissance

In this stage, the researcher investigates learning problems faced by students in reading classes at the 8th-grade students of SMPN 5 Kopang. Thus, the researcher distributes questionnaires and observation sheets dealing with students' difficulties in comprehending various texts. The problems found by the researcher include low interaction, less vocabulary, and grammatical knowledge.

Research Action

This chapter deals with the data obtained during the research. The researcher presented the result to answer the problems of investigation appear as formulated in the previous chapter that "how the implementation of Team Game Tournament in improving students self-efficacy in learning reading at the second grade students of SMPN 5 Kopang.

To know the students response toward the teaching and learning process, the researcher gave questionnaire for all the students and questionnaire consist of 10 items and it was given to the students in each cycle. After giving the questionnaires, the researcher analyzed every number of questions to measure the student's response. After the score calculated it could be known the improvement of students' self-efficacy in learning reading by using Bandura rating scale in this thesis on page 23.

Based on the students' response on the table of qualitative data in cycle 1 showed that the total score questionnaire of the students was 1686 (56%). It means that the students moderately certain can do or their self-efficacy still at medium level. But the researchers target the students highly certain can do or got point 70 - 100. While the total score questionnaire of cycle 2 was 2710 (90.3%). So, it means that the students pass the target and the students highly certain can do or their self-efficacy at high level.

It means that TGT, has improved the students' self-efficacy in learning reading. It was in line with Helmi (2018) and Effendi (2018) who state students with high self-efficacy can learn language skill well and it is able to improve language skills. The result of this data has answered the statement of the problem. So, Team Game Tournament has the advantage to improve students' self-efficacy in learning reading. It because by using Team Game Tournament students are more active during the teaching and learning process, students was better in the mastery of the material provided, and the students being

able to deal with obstacles and difficulties in performing a task. It deals with the theories of self-efficacy, self-efficacy is personal judgments of one's capabilities to organize and execute courses of action to attain designated types of educational performances (Bandura, 1997: 203). While Schunk, (1995: 1), stated that self-efficacy refers to one's belief about accomplishing a task and can influence the choice of activities, effort, persistence, and achievement. It shows by the result of the percentage was reached out for 90% from the students. The conclusion is, Team Game Tournament is effective used in teaching and learning reading to improve the students self-efficacy.

CONCLUSION AND SUGGESTION

The implementation of Team Game Tournament can improve students self-efficacy in learning reading, it was proven by their response is very good, it based on the result of the questionnaire in cycle 2 which showed that 90% of the students are enthusiastic to participate during the teaching-learning process.

By implementing Team Game Tournament viewed from the level of the students' self-efficacy was able to improve EFL classroom interaction and reading comprehension. In the learning process by implementing Team Game Tournament, the students are asked to work together with their team and it makes them confident enough in doing reading activities including giving their opinion to each other. It was proven by the students score in the questionnaire, most of the students get 96 points in accomplishing the learning tasks.

About the students' response to the Team Game Tournament that uses by the researcher in learning reading is all of the students were happy and interested in the use of Team Game Tournament. Most of them pointed out that it was very useful to make them confident. During the teaching and learning process, the students gave good responses towards the implementation of Team Game Tournament. This can be seen from their active participation and enthusiasm in teaching-learning process.

After getting the result of the study in this research, the researcher would like to give some suggestions as follows:

1. For the Teachers: In order to improve the students self-efficacy and to make the teaching-learning process more fun and can be taught well, the researcher suggests for all the English teacher, improving students self-efficacy by using Team Game Tournament was suitable to implement to all students, it aims to avoid the students boredom and improve students self-efficacy in learning reading.

2. For the Students: The students should use the Team Game Tournament in learning reading to improve their self-efficacy.

3. For the Readers: Readers could know that Team Game Tournament can be used in learning about self-efficacy in reading at the second grade students of SMPN 5 Kopang.

4. For the researcher: The researcher would get knowledge in improving students self-efficacy by implementing Team Game Tournament, the researcher would know difficulties faced by the students in learning reading and offer some possible solutions.

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