The Effect Of Team Quiz Method On Students' Reading Comprehension Skill In Narrative Text At SMP Swasta Al-Hikmah

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ABSTRACT

This study aims to determine the effect of the quiz team method on students' reading comprehension skill in narrative texts in the eighth grade of SMP Swasta Al-Hikmah. The method used in this study is a quantitative method. This research design is experimental research. It was carried out into two classes namely the experimental class (VIII-1) which consisted of 30 students was taught using the quiz team method while the control class (VIII-2) consisted of 30 students taught without the team quiz method. The instrument of this research is a multiple choice test consisting of 10 questions. The tests consist of two types, namely pre-test and post-test to collect data. After collecting data, the writer then analyzed the test results using the t-test formula. Based on the analysis of the data obtained, it shows that the t-test is 4.59 and the t-table is 1.67 for α = 0.05. Because the t-test is higher than the t-table (4.59 > 1.67), this means that Ho is rejected and Ha is accepted. Based on the results, it was concluded that using the quiz team method was effective in improving students' reading comprehension skill in narrative text at eight grade of SMP Swasta Al-Hikmah.

INTRODUCTION

English is one of the most important things in communication and is used as a means of communication between nations in the world. In English, four skills must be mastered, namely listening, speaking, reading, and writing. Each of these skills is very important, especially reading because by reading we get all the information. Reading is an activity or process that seeks to find various information contained in writing. Reading comprehension can help students succeed when studying various fields of study by understanding reading.

Based on the experience of researchers when carrying out internships in schools, often in the learning process students feel bored, less motivated in reading activities. This unattractive teaching method occurs due to lack of preparation, lack of mastery of the material being taught and unclear delivery so that students are not interested in taking lessons, especially in reading comprehension, students tend to get bored quickly when reading.

Based on observations made by researchers in SMP Swasta Al-Hikmah, the learning methods used by teachers are still not varied. Learning in the classroom, especially reading skills, still uses conventional methods so that students are not too interested in the

learning atmosphere and do not play an active role in the learning process where the teacher is the center of learning. There are many learning methods that can increase students' learning motivation and are not saturated in the teaching and learning process. One of the learning methods that teachers can choose in attracting students' interest in learning is the team quiz learning method. One of the learning methods that teachers can choose in attracting students' interest in learning is the Team Quiz learning method. Darwanti (2017) in her research says that the quiz team learning method makes students actively seek problem solving that is their responsibility in quiz activities, learning is not boring, and communicating their knowledge to others, so that each student is expected to better understand the concept, master the material, and be able to solve various problems. In this research, the researcher hopes that the use of the team quiz method will create a pleasant learning atmosphere so active learning is expected to affect their reading comprehension skills.

According to Suyana (2019) reading is an activity that exerts several actions including physical or cognitive actions. Reading as a learning skill has been taught from elementary school to university because it is an important educational goal.

Reading comprehension is a process where the students understand the content or the meaning of a text. Students can understand the message by reading a text if they comprehend the text. Therefore, good comprehension is needed in the comprehension meaning of the text especially English texts (Saputra, 2020).

According to Somadayo (2011 : 11) the main purpose of reading comprehension is to gain understanding. If you can read, it is said that you understand reading well. Following :

1. Ability to understand the meaning of words and expressions used writer
2. Ability to grasp implicit and explicit meanings
3. Ability to make conclusions.

According to Hermanto (2018) team quiz is a method where students are trained to learn and group discussion. One group presents to another group, then gives a quiz to the other group. If the group cannot answer, the question is thrown to the next group, and so on until all groups make presentations later give a quiz. It can also be done by the teacher giving quizzes, questions, or problems fight to be answered by each group to fight for the most points.

Lestari (2018) states team quiz is one type in active learning method which serves to turn on the learning atmosphere, enabling students to ask or answer and increase the ability to take responsibility students to what they learn in a fun way and not boring. Parnayathi (2020) arguest that the team quiz method can develop students' social skills and cooperation, with the interaction and cooperation of students it will help students learn more comfortably, be creative, act actively, exchange information, have opinions and others.

Sutisna and Hesya (2019 : 88) the learning procedure using the team quiz type is as follows:

1. The teacher chooses a topic that is usually presented in three segments
1. 2. Students are divided into three large groups.
2. The teacher explains the learning scenario.
3. The teacher presents the subject matter.
4. The teacher asks team A to prepare a short answer quiz, while team B and team C take the time to check their notes.
5. Team A gives a quiz to team B. if team B cannot answer the question, team C immediately answers it,
6. Team A directs the next question to a member of team C, and repeats the process.
7. When the quiz is over, continue with the second segment of the lesson, and ask team B to be the quiz guide.
8. After team B has finished the quiz, continue with the third segment of the lesson, and appoint team C as quiz guide.

The narrative text is a text that tells an imaginative story and aims to entertain the reader. The narrative text is the text of a description of events, examples of narrative texts are such as folklore, legend or fairy tales (Jannah, 2020).

RESEARCH METHOD

This research used the quantitative research method. According to Sugiyono (2019) quantitative methods can be interpreted as research methods based on the philosophy of positivism, used to examine certain populations or samples, data collection using research instruments, statistical data analysis, with the aim of testing predetermined hypotheses. This research used an experimental design. This means that researchers used two groups, namely the control group and the experimental group. The population in this research all is students of class VIII SMP Swasta Al-Hikmah totaling 300 students. The sample of this research is 60 students. The researcher chose 30 students from class VIII-1 as the eksperimental group and 30 students from class VIII-2 as the control group.

In collecting data, the researcher used a multiple-choice reading test as the instrument. Multiple-choice questions consist of 10 questions consisting of 4 choices of items a, b, c, and d. In the multiple-choice test. The researcher used pre-test and post-test. A pre-test was given to both groups, namely the experimental and the control before treatment. The researcher gave the treatment to students in the experimental class by using the team quiz method while control class without team quiz method. After finishing giving treatment.The researcher gave a post-test for experimental class and control class students. After collecting the data from experimental and control groups, the researcher used t-test formula to know the significant effect of the result of this research

RESULT RESEARCH AND DISCUSSION

Result Research

In this section, the data presentation was done to show the result of research that has been carried out to the subjects of the research. The sample of the research was 60 students of VIII 1 and VIII 2 classes at SMP Swasta Al-Hikmah in which each class was 30 students. To obtain the data, the test was administered to that class. The researcher presented and analyzed the pretest scores and posttest scores of experimental group and control group in reading narrative text.

The Students' Reading Comprehension Skill in Narrative Text Without Team Quiz Method in Learning Process

The researcher decided class VIII-2 as the control class. Students in the control class were taught without using the team quiz method, which means that students were taught to read narrative text material using conventional methods. In this study the control class consisted of 30 students.

The researchers have corrected student assignments in the form of pretest and posttest and the results of student scores which have been mentioned in table 1 below:

Table 1.
Students' Score Pretest and Posttest of Control Class

No	Name of Students	Pretest (T1)	Posttest (T2)
1.	AR	60	70
2.	AFR	20	40
3.	AP	30	40
4.	ADS	30	50
5.	APO	10	40
6.	AW	10	40
7.	ASN	30	50
8.	BBPR	60	70
9.	BAP	70	80
10.	CAP	50	70
11.	DS	50	80
12.	DAH	20	30
13.	DF	60	70
14.	DSL	40	50
15.	DMR	30	40
16.	FR	20	30
17.	FMS	60	80
18.	HS	20	50
19.	IM	20	30
20.	IFN	50	70
21.	KA	40	60

22.	KAN	30	50
23.	LZ	40	50
24.	MHS	60	80
25.	MRA	40	60
26.	MDR	30	40
27.	MRO	20	50
28.	MA	60	80
29.	MIS	30	50
30.	MRS	30	50
	∑ TOTAL	1120	1650
	Average	37.3	55

Based on the table above, it is seen that total score of pre-test for control class was 1120, while the highest score 70 and the lowest score 10. Then the total score of post-test for control class was 1650, while the highest score 80 and the lowest score was 30.

The Students' Reading Comprehension Skill in Narrative Text Using Team Quiz Method.

The researcher decided class VIII-1 as the experimental class. Students in the experimental group were taught using the team quiz method which was taught to read narrative text material. In this study, the experimental group consisted of 30 students.

The researchers have corrected student assignments in the form of pretest and posttest and the results of student scores which have been mentioned in table 2 below :

Table 2.
Students' Score in Pre-Test and Post-Test Of Experimental Class

No	Name of Students	Pretest (T1)	Posttest (T2)
1.	AZ	60	80
2.	AR	60	90
3.	AA	30	50
4.	ARE	20	70
5.	AUZ	60	90
6.	ADHN	70	80
7.	BAD	60	70
8.	BA	10	60
9.	CS	10	40
10.	CD	20	70
11.	CA	60	70
12.	DR	70	90
13.	DIZ	60	100
14.	ETD	60	90

15.	FR	40	80
16.	FRM	40	70
17.	FF	70	80
18.	FH	10	60
19.	GDN	70	100
20.	GW	20	50
21.	GSL	60	80
22.	HSI	60	100
23.	IML	60	90
24.	KU	60	100
25.	LN	40	70
26.	MA	60	70
27.	MF	30	70
28.	MSAP	30	70
29.	M	60	70
30.	MA	40	80
	∑ TOTAL	**1400**	**2290**
	Average	**46,7**	**76,3**

Based on the results table of experimental class above, it is seen that total score of pre-test for eksperimental class was 1400, while the highest score 70 and the lowest score 10. Then the total score of post-test for eksperimental class was 2290, while the highest score 100 and the lowest score was 40.

ANALYZING THE DATA

After got the data and results of the test, then data was analyzed by applying test hypothesis by calculating data table 3 below :

Table 3.

The Diffrencess Score Between Pre-Test and Post-Test of The Experimental Class

No	Name of Students	Pretest (T1)	Posttest (T2)	X= T2-T1
1.	AZ	60	80	20
2.	AR	60	90	30
3.	AA	30	50	20
4.	ARE	20	70	50
5.	AUZ	60	90	30
6.	ADHN	70	80	10
7.	BAD	60	70	10
8.	BA	10	60	50
9.	CS	10	40	30
10.	CD	20	70	50

11.	CA	60	70	10
12.	DR	70	90	20
13.	DIZ	60	100	40
14.	ETD	60	90	30
15.	FR	40	80	40
16.	FRM	40	70	30
17.	FF	70	80	10
18.	FH	10	60	50
19.	GDN	70	100	30
20.	GW	20	50	30
21.	GSL	60	80	20
22.	HSI	60	100	40
23.	IML	60	90	30
24.	KU	60	100	40
25.	LN	40	70	30
26.	MA	60	70	10
27.	MF	30	70	40
28.	MSAP	30	70	40
29.	M	60	70	10
30.	MA	40	80	40
	∑ TOTAL			890

Table 4.

The Diffrences Score Between Pre-Test and Post-Test of The Control Class

No	Name of Students	Pretest (T1)	Posttest (T2)	Y= T2-T1
1.	AR	60	70	10
2.	AFR	20	40	20
3.	AP	30	40	10
4.	ADS	30	50	20
5.	APO	10	40	30
6.	AW	10	40	30
7.	ASN	30	50	20
8.	BBPR	60	70	10
9.	BAP	70	80	10
10.	CAP	50	70	20
11.	DS	50	80	30
12.	DAH	20	30	10
13.	DF	60	70	10
14.	DSL	40	50	10

15.	DMR	30	40	10
16.	FR	20	30	10
17.	FMS	60	80	20
18.	HS	20	50	30
19.	IM	20	30	10
20.	IFN	50	70	20
21.	KA	40	60	20
22.	KAN	30	50	20
23.	LZ	40	50	10
24.	MHS	60	80	20
25.	MRA	40	60	20
26.	MDR	30	40	10
27.	MRO	20	50	30
28.	MA	60	80	20
29.	MIS	30	50	20
30.	MRS	30	50	20
	$\sum$ TOTAL			**530**

Based on the table differences score between pre-test and post-test of control class. It can be counted total score of X=T2–T1 was 530.

Table 5.
The Standard Deviation of The Experimental Class

No	X= T2–T1	Dx= (X–29,7)	Dx²
1.	20	-9,7	94,09
2.	30	0,3	0,09
3.	20	-9,7	94,09
4.	50	20,3	412,09
5.	30	0,3	0,09
6.	10	-19,7	388,09
7.	10	-19,7	388,09
8.	50	20,3	412,09
9.	30	0,3	0,09
10.	50	20,3	412,09
11.	10	-19,3	388,09
12.	20	-9,7	94,09
13.	40	10,3	106,09
14.	30	0,3	0,09
15.	40	10,3	106,09

16.	30	0,3	0,09
17.	10	-19,7	388,09
18.	50	20,3	412,09
19.	30	0,3	0,09
20.	30	0,3	0,09
21.	20	-9,7	94,09
22.	40	10,3	106,09
23.	30	0,3	0,09
24.	40	10,3	106,09
25.	30	0,3	0,09
26.	10	-19,7	388,09
27.	40	10,3	106,09
28.	40	10,3	106,09
29.	10	-19,7	388,09
30.	40	10,3	106,09
	TOTAL		5096,7

Table 6.
The Standard Deviation of The Control Class

No	Y= T2–T1	Dy = (Y–17,7)	Dy²
1.	10	-7,7	59,29
2.	20	2,3	5,29
3.	10	-7,7	59,29
4.	20	2,3	5,29
5.	30	12,3	151,29
6.	30	12,3	151,29
7.	20	2,3	5,29
8.	10	-7,7	59,29
9.	10	-7,7	59,29
10.	20	2,3	5,29
11.	30	12,3	151,29
12.	10	-7,7	59,29
13.	10	-7,7	59,29
14.	10	-7,7	59,29
15.	10	-7,7	59,29
16.	10	-7,7	59,29
17.	20	2,3	5,29
18.	30	12,3	151,29
19.	10	-7,7	59,29

20.	20	2,3	5,29
21.	20	2,3	5,29
22.	20	2,3	5,29
23.	10	-7,7	59,29
24.	20	2,3	5,29
25.	20	2,3	5,29
26.	10	-7,7	59,29
27.	30	12,3	151,29
28.	20	2,3	5,29
29.	20	2,3	5,29
30.	20	2,3	5,29
	TOTAL		1536,7

Based on data the calculating above by using t-test score is therefore, the result of research t-test indicated that t-table was greater than t-test in which was t-table (4.59 > 1.67) with Df = 58 at a significant level 0.05. After analyzing the data hyphothesis (Ha) is accepted. It can be concluded that teaching and learning process using team quiz method on reading comprehension skill in narrative text is effective to be implemented. So there is a significant affect of the team quiz method on students' reading comprehension skill in narrative text.

DISCUSSION

Discussion This research was conducted at SMP Swasta Al-Hikmah. The researcher decided to take class VIII-1 as the experimental group and VIII-2 as the control group. This research uses the team quiz method in reading comprehension skills in the classroom suitable for active learning. There are many factors that influence learning outcomes, methods that can applied in the teaching and learning process, one of the factors is the active learning method. where a teacher uses props or methods in accordance with the subject matter. Based on research in the experimental class showed a significant influence in the use of the team quiz method on reading comprehension skills, where the results of data analysis showed that the t-test (4.59) was higher than the t-table (1.67). The research concluded that there was an increase in students' reading comprehension skills by using the team quiz method. In addition, it can help students become more active in the learning process and increase students' interest in reading texts.

Based on the relevant research, from Heni Subagiharti and Putri Nia Sapna (2017) with her research "the effect of using team quiz strategy on reading comprehension at Grade X Students of SMA Negeri 1 Tanjung Balai Asahan academic year 2016/2017. The results of the analysis were taken from two classes, namely the experimental class and the control class. This researcher focuses on recount text of the use Team Quiz strategy on the students' reading comprehension To achieve the goal. This study used Simple Random

Sampling. The instrument of this study was a test. The data was analyzed by using the t-test formula. From this analysis, the writer found that using Team Quiz Strategy had a significant effect on the students' reading comprehension. It can be proved by the result of the analysis, which showed that t- observe was higher than t- table (tt). In conclusion, the result of this research the hypothesis proved that using Team Quiz had a significant affect on the students' achievement in reading comprehension than using the Conventional Method. It meant that the Alternative Hypothesis is accepted.

CONCLUSION

Based on data analysis, the conclusion of the research is that the use of the team quiz method can make students more active in learning seen from the way they read narrative texts and discuss between groups, as well as answer questions in turns when given treatment. This is evidenced by the obtaining of a t-test score. The t-test shows that the t-score of 4.59 is higher than the t-table of 1.67. So there is a significant effect of the team quiz method on students' reading comprehension skills in narrative texts. This means that Ho is rejected and Ha is accepted.

This means that the team quiz method applied to the experimental class has an effect on increasing students' reading comprehension skills in narrative texts. So it can be said that the team quiz method is effective for students' reading comprehension skills in narrative texts at eight grade of SMP Swasta Al-Hikmah.

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