



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two main parts, namely findings and discussion. The findings are divided into four parts; the validity test analysis from the pilot test and questionnaire, the pre-test score analysis, the post-test score analysis, the research findings of questionnaire, and the research findings of interview. The findings are then analyzed and interpreted in the discussion part.

4.1 Findings

The following sub-sections present the findings from the validity test, pre-test, post-test, questionnaire, and interview.

4.1.1 Findings from the Validity Test

The finding of the validity test is divided into the pilot test analysis and the validity test result of the questionnaire.

4.1.1.1 Pilot Test Analysis

A pilot test was conducted before the treatment in order to test the face validity and the content validity of the pre-test and post-test instrument. The participant for the pilot test was the students of XI IPA 3 of the same school. The result shows that the face validity was maintained as all of the participants in the pilot test perceived that the test item contained understandable and clear instruction. The content validity, reliability and the level of difficulty of the test was analyzed using Ms. Office Excel 2007. From the total of 50 questions tested, 7 questions were claimed to be invalid because of the distinguishing characteristic and the statistics item. Therefore, they need to be deleted from the tests (see Appendix C). As a result, 43 valid questions possessed the ability to be used as the pre-test and post-test items.

4.1.1.2 Validity Test Result of the Questionnaire

To investigate the students' responses to the implementation of TGT technique to teach reading comprehension, a closed-ended Likert-Scale questionnaire was distributed to students from the experimental group after the post-test. The questionnaire consisted of 15 questions with four scales for each statement: SA (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree).

The validity test was employed through Ms. Office Excel 2007 using the sample of the experimental group's questionnaire. With $N = 20$ and $\alpha = 0.05$, the r_{crit} is 0.443. The item of the questionnaire is considered to be valid if $r_{obt} > r_{crit}$ (Arikunto, 1998). The result of the validity test is presented below:

Table 4.1
The Result of Validity test of the Questionnaire

Item number	r_{obt}	r_{crit}	Meaning
1	0.446	0.443	Valid
2	0.545	0.443	Valid
3	0.545	0.443	Valid
4	0.445	0.443	Valid
5	0.506	0.443	Valid
6	0.652	0.443	Valid
7	0.600	0.443	Valid
8	0.693	0.443	Valid
9	0.449	0.443	Valid
10	0.629	0.443	Valid
11	0.724	0.443	Valid
12	0.505	0.443	Valid
13	0.495	0.443	Valid
14	0.523	0.443	Valid
15	0.451	0.443	Valid

All the items in the questionnaire were proven to be valid so that all the statements can be used to investigate the students' responses towards the treatment. The detail of the validity test result can be found in Appendix C.

4.1.2 Finding from the Pre-test Score Analysis

The pre-test was conducted to find the initial ability of the participants. Based on the data, the means and standard deviations of the pre-test scores are displayed in the following table:

Table 4.2
The Pretest Scores

Group	N	Mean	Std. Deviation
Experimental	30	69.87	13.336
Control	30	66.97	11.857

The pre-test score data was analyzed using SPSS 16.0 for Windows. The result shows that the mean for the experimental group was 69.87, while the mean for the control group was 66.97. The table shows that the means of pre-test score from both experimental and control group were not similar. Therefore, in order to prove whether or not the two means were not significantly different, independent t-test was performed. However, to perform this t-test, the pre-test scores of both experimental and control group must be normally distributed and homogeneous (Best, 2006). Therefore, the calculation of the normal distribution and homogeneity of variance test was conducted to the two groups' scores.

The computation of the normal distribution test was done using SPSS 16.0 for Windows. Since the total participant of the test was more than 50 students, the normality test was employed using Kolmogorov-Smirnov test. The normality test was aimed to find out whether or not the pre-test scores of both experimental and control group were normally distributed (Best, 2006, p. 416). The result of the analysis is presented in the following table:

Table 4.3
The Result of Normality Test in the Pre-test

group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest experimental	.148	30	.091	.909	30	.014
control	.134	30	.182	.961	30	.328

The data was normally distributed if the significant value is equal or more than 0.05 (Field, 2005). From the table above, the significant value of the experimental group is 0.091, $p > 0.05$, and the significant value of the control group is 0.182, $p > 0.05$. The result of the pre-test score analysis using Kolmogorov-Smirnov test shows that the scores were approximately normally distributed. It means that the null hypothesis which states that the scores of the experimental and the control group are normally distributed was accepted.

The computation of homogeneity of variance test was also done by using SPSS 16.0 for Windows. Levene's test (1960) is used to find whether or not the pre-test scores of both experimental and control group were homogenous (Best, 2006, p. 423). The result of the analysis is presented in the following table:

Table 4.4
The Result of Homogeneity of Variance Test in the Pre-test

Levene Statistic	df1	df2	Sig.
.861	1	58	.357

The data is homogenous if the significant value is equal or more than 0.05 (Field, 2005). The table shows that the significant value is 0.357, $p > 0.05$. The result of the computation shows that the scores were homogenous in terms of variance. It

means that the null hypothesis which states that the variances of the control and experimental groups are homogenous was accepted.

After the pre-test data was proven to be normally distributed and homogenous, the next step to do was calculating the independent t-test to the two groups (Best, 2006). By using SPSS 16.0 for Windows, independent t-test was conducted to find out if there is a significant difference between the experimental and control group pre-test score. The result of the calculation is presented below:

Table 4.5
The Result of the Independent t-test on the Pre-test Scores

		t-test for Equality of Means						
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
pretest	Equal variances assumed	.890	58	.377	2.900	3.258	-3.622	9.422
	Equal variances not assumed	.890	57.217	.377	2.900	3.258	-3.623	9.423

The mean of the experimental group is 69.87 and the mean of the control group is 66.97 (see Table 4.1) is proven to be normally distributed and homogenous. Since the p value = 0.377, $p > 0.05$, with $t_{crit}(58) = 2.00$, it can be concluded that there was no significant difference between the pre-test score or the null hypothesis was accepted and the two groups were accepted to be experimental and control group in the study.

4.1.3 Finding from the Post-test Score Analysis

The post-test scores were analyzed to see whether or not there is an improvement in students' final scores after the treatment. Based on the data, the means and standard deviations of the post-test scores are displayed in the following table:

Table 4.6
The Post-test Scores

Group	N	Mean	Std. Deviation
Experimental	30	80.57	8.253
Control	30	75.17	10.508

The table shows that the mean for the experimental group is 80.57 and the mean for the control group is 75.17. To prove whether or not the two means were significantly different, independent t-test was performed. To perform the t-test, the normality and homogeneity test are required before. Therefore, the calculation of the normal distribution and homogeneity of variance test was performed to the two groups' scores by using SPSS 16 for Windows.

To find out whether or not the pre-test scores of both experimental and control group were normally distributed, Kolmogorov-Smirnov test was conducted. The result of the analysis is presented in the table below:

Table 4.7
The Result of Normality Test in the Post-test

Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
experimental	.143	30	.118	.937	30	.074
Control	.111	30	.200*	.962	30	.346

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table shows that the significant value of the experimental group is 0.118, $p > 0.05$ and the significant value of the control group is 0.200*, $p > 0.05$. The data shows that the data was normally distributed. It can be concluded that the null hypothesis was accepted or the scores of the experimental and the control group are normally distributed.

The homogeneity of variance test was conducted using Levene's test (1960). The result is presented below:

Table 4.8
The Result of Homogeneity of Variance Test in the Post-test

Levene Statistic	df1	df2	Sig.
2.180	1	58	.145

The significant value of the homogeneity of variance test is 0.145, $p > 0.05$. It means that the null hypothesis was accepted or the variances of the control and experimental groups are homogenous.

When the data possessed normal distribution and homogeneity, the next step was calculating the independent t-test. The analysis of post-test scores to both experimental and control group was performed by using independent t-test through SPSS 16.0 for Windows to find out whether there was a significant difference between the experimental and control group post-test scores. The result of the computation is presented below:

Table 4.9
The Result of the Independent t-test on the Post-test Scores

	t-test for Equality of Means						
	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
						Lower	Upper
posttest Equal variances assumed	2.214	58	.031	5.400	2.440	.517	10.283
Equal variances not assumed	2.214	54.917	.031	5.400	2.440	.511	10.289

According to the data (see Table 4.5), the mean of the experimental group was 80.57 and the mean of the control group was 75.17. Because the value of $p(58) = 0.031$, $p < 0.05$, with $t_{crit}(58) = 2.00$, it can be concluded that the null hypothesis was

rejected or there was a significant difference between the post-test means of experimental and control group.

To determine how significant the impact of the treatments was to the experimental groups' scores, the last calculation to do was determining the effect size (r) using the independent t-test data. After calculating manually with $t_{obt} = 2.214$ and $df = 58$ ($N_1 + N_2 - 2$), it was found that $r = 0.279$. According to Coolidge's categorization (2000, p. 151), the size effect in the post-test of this study was said to be medium.

4.1.4 Findings from the Questionnaire Analysis

Questionnaires were used to investigate the students' responses to the implementation of TGT technique to teach reading comprehension. The following sub-sections present the result of the analysis, including the students' statements on the benefits and the weaknesses of the technique.

4.1.4.1 The Students' Responses towards TGT Technique

The students' response towards the application of TGT technique to teach reading comprehension skill is presented in the following result.

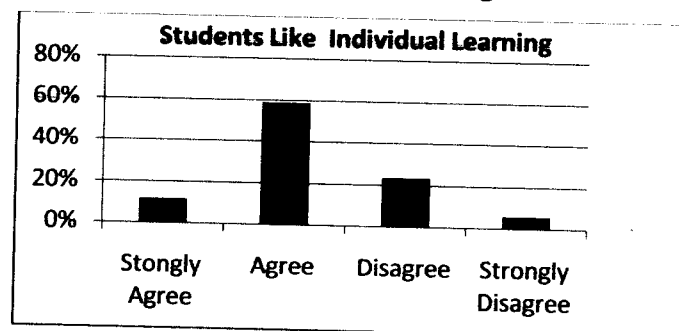


Chart 4.1

The chart above shows the students' liking of individual learning. As the chart indicates, 11.7% of students strongly agreed and 58.8% of students agreed that they liked to study individually. While 23.5% of students disagreed and 5.8% students strongly disagreed to the statement.

The students' positive response towards TGT technique which is a group learning technique is presented by the following chart:

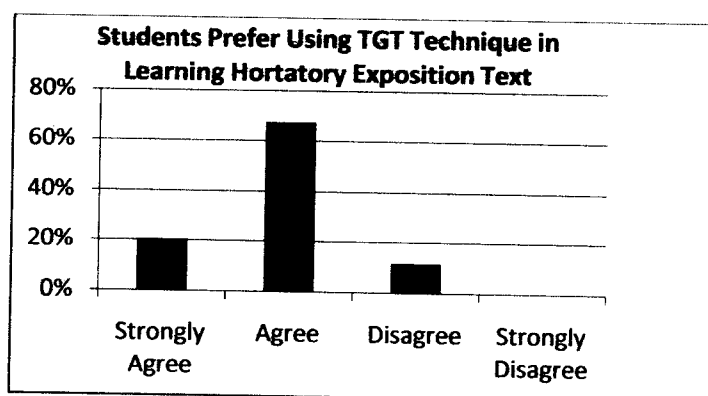


Chart 4.2

As the data presents, 20.5% of students strongly agreed and 67.6% of students agreed that they preferred to use TGT technique to study hortatory exposition text, while 11.7% of students disagreed to the use of TGT technique to study hortatory exposition text.

4.1.4.2 Benefits of the Implementation of TGT Technique

According to questionnaire data, the students claimed to felt three benefits of the implementation of TGT technique. The three benefits are presented below.

4.1.4.2.1 TGT Technique Helped Students Understand the Learning Material Easier

The students found that TGT technique helped them comprehending hortatory exposition text easier and practicing their reading comprehension skill.

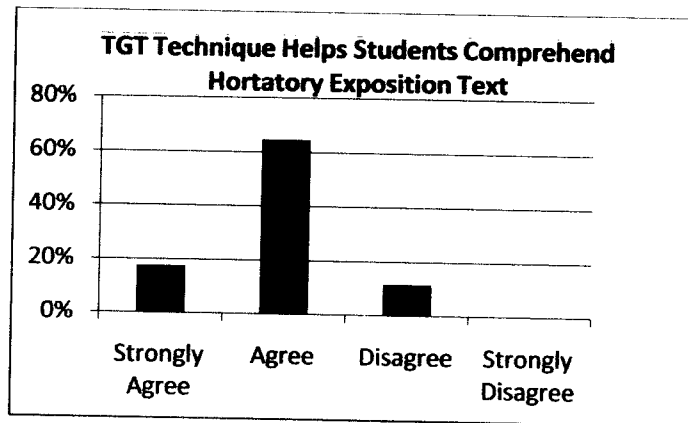


Chart 4.3

The chart shows that 17.6% of students strongly agreed and 64.7% of students agreed that TGT technique helped them comprehend hortatory exposition text, while the other 17.6% of disagreed to the statement.

The students found that team activity feature was helpful to make sure they understand the learning material.

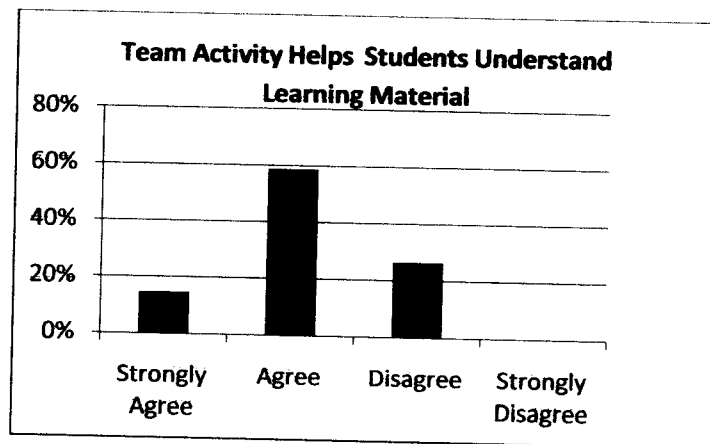


Chart 4.4

There were 26.4% of students disagreed that they feel that team activity helped them preparing for the tournament. There are 14.7% of students strongly agreed and 58.8% of students agreed to the statement.

The tournament feature of TGT technique was intended as an activity for the students to practice their reading comprehension skill of hortatory exposition text.

The students' opinion about doing the tournament as a reading comprehension practice is presented below.

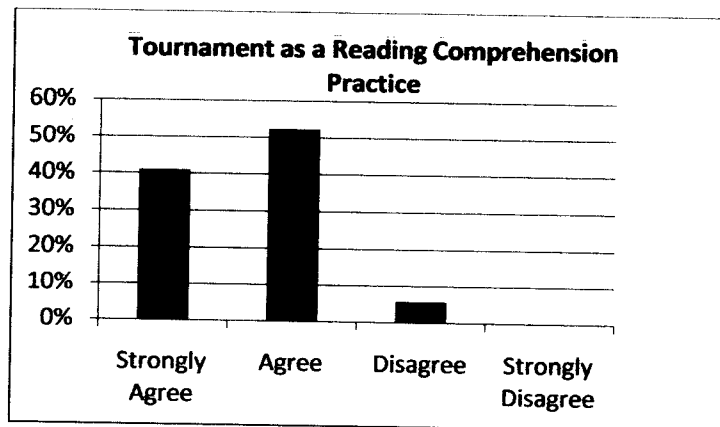


Chart 4.5

There were 41.1% of students strongly agreed and 64.7% of students agreed that doing the tournament is practicing their reading comprehension ability. While another 5.8% of students disagreed to the statement.

4.1.4.2.2 TGT Technique Increased Students' Motivation to Learn

The students' motivation to learn is shown by some statements. First, the students claimed to be motivated to pay more attention to the teacher's presentation than usual as presented in the following chart.

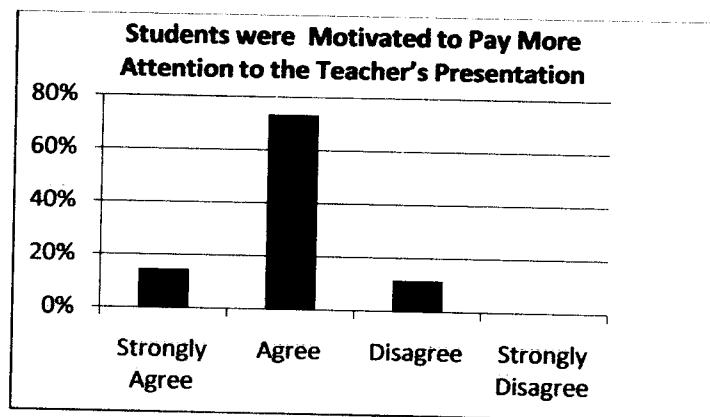


Chart 4.6

According to the chart, 14.7% of students strongly agreed and 64.7% of students agreed that they were motivated to pay more attention to the teacher's presentation increased because the given material was important for the tournament, while another 11.7% of students disagreed to the statement.

Second, students also claimed to be motivated to share knowledge with others. The chart below shows that most of the students were motivated to share their knowledge in their team (see Chart 4.7).

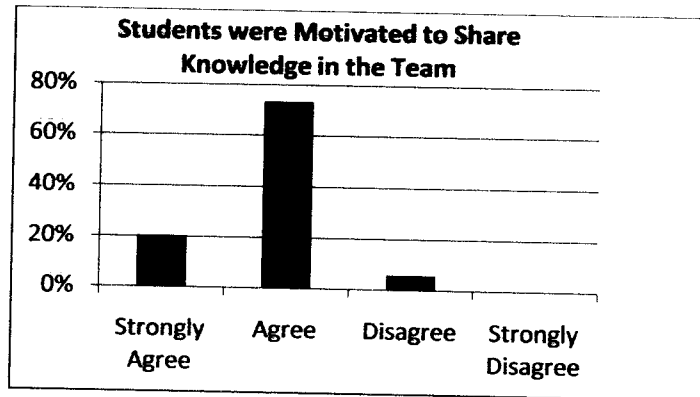


Chart 4.7

The chart shows that 20.5% of students strongly agreed and 73.5% of students agreed that they were motivated to share their knowledge in their small team, while another 5.8% of students disagreed to the statement.

Third, the students claimed to be motivated to help each other solving problems.

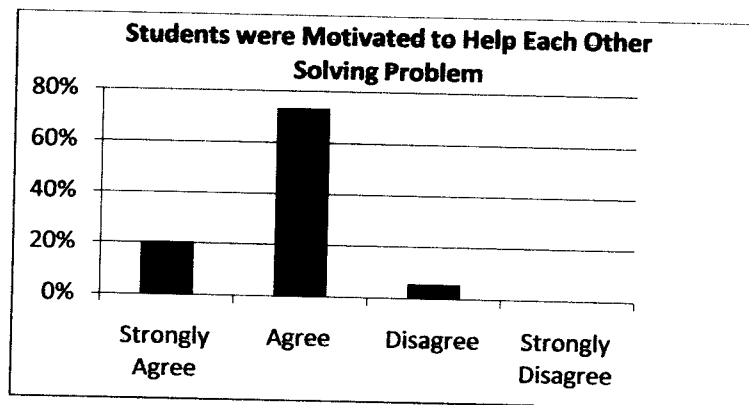


Chart 4.8

As the chart shows, 20.5% of students strongly agreed and 73.5% of students agreed that students in teams motivate each other to practice solving problems from the texts and there are still 5.8% of students who seemed not to feel the same way.

Fourth, students claimed to be motivated to master the learning material because they were responsible for that. Presented below is the students' feeling towards the responsibility sharing.

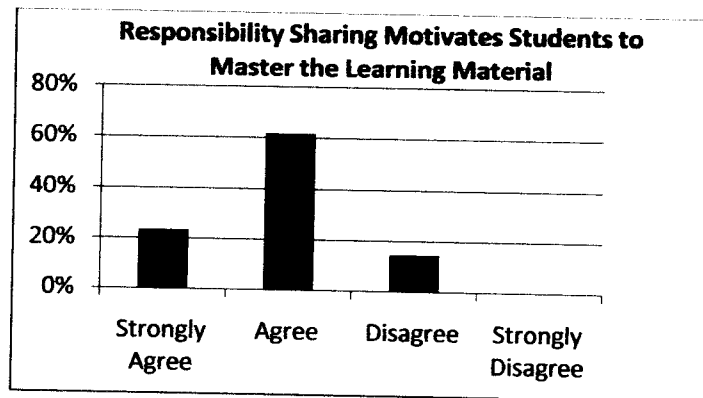


Chart 4.9

The chart above shows that 23.5% of students strongly agreed and 61.7% of students agreed that students were motivated to master the learning material because of their responsibility as a team member. However, there were still 14.7% of students disagreed to the statement.

The students' motivation is also shown by their active participation in the team. The students' feeling of team members' active participation is presented below.

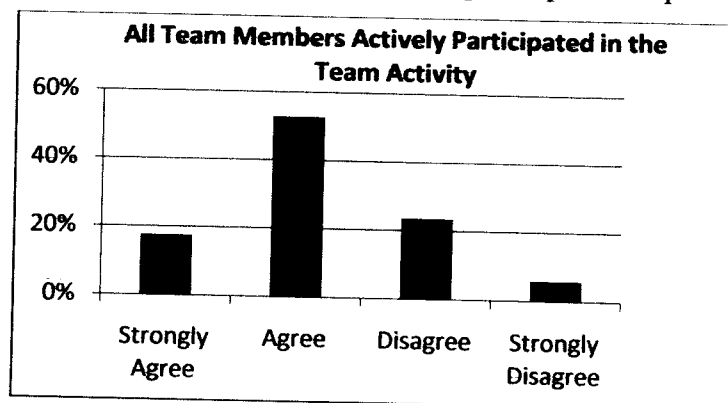


Chart 4.10

There were 17.6% of students strongly agreed and 52.9% of students agreed that all team members actively participated in the team activity, while there are 23.5% of students disagreed and 5.8% of students disagreed to the statement.

4.1.4.2.3 TGT Technique Created Positive Relationship between Students

It was found that students felt that TGT technique create positive relationship with the other students especially their team members (see Chart 4.11).

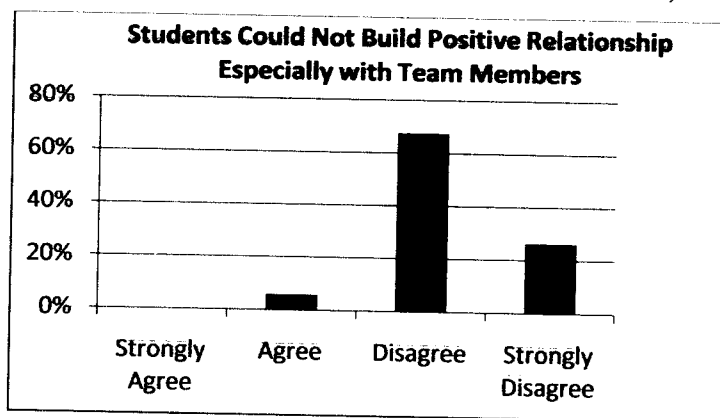


Chart 4.11

There were 5.8% of students agreed that they could not build positive relationship especially with their team members, while 67.6% of students disagreed and 26.4% of students strongly disagreed to the statement.

The students' positive relationship was also shown by their closeness one to another after the implementation of TGT technique as the following chart presents.

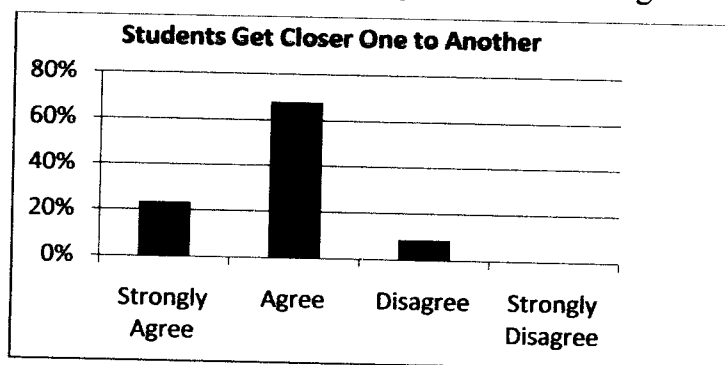


Chart 4.12

As the chart indicates, 23.5% of students strongly agreed and 67.6% of students agreed that they got closer to their team members than they were before. However, there were still another 8.8% of students disagreed with the statement.

It was also found that the students were willing to share their knowledge to others (see Chart 4.13).

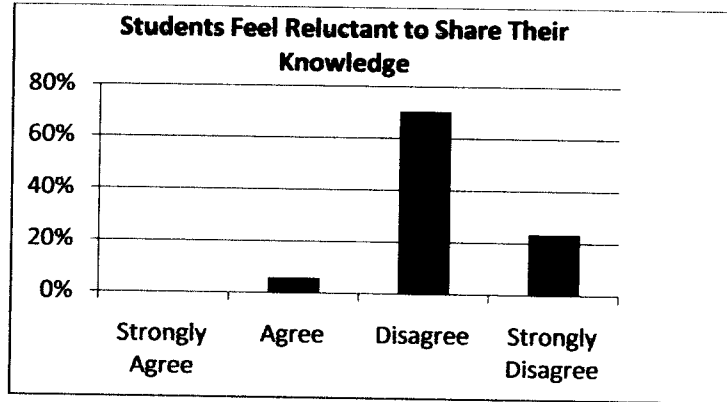


Chart 4.13

There were 5.8% of students agreed that they were still reluctant to share their knowledge with their team members, while 70.5% of students strongly disagreed and 23.5% of students disagreed to the statement.

4.1.4.3 Weaknesses of the Implementation of TGT Technique

The possible weakness of TGT technique was the noise the students might create during team activity and tournament stage (Slavin, 1991, p. 53).

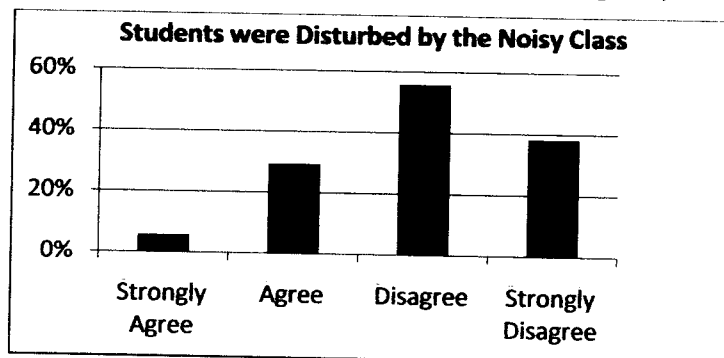


Chart 4.14

The chart shows that there were 5.8% of students strongly agreed and 29.4% of agreed that they were disturbed by the noise the students made in the classroom during TGT technique while another 55.8% of disagreed and 8.82% of students strongly disagreed to the statement.

Another weakness found from the questionnaire was that most students were bored of having the same team members for weeks (see Chart 4.15).

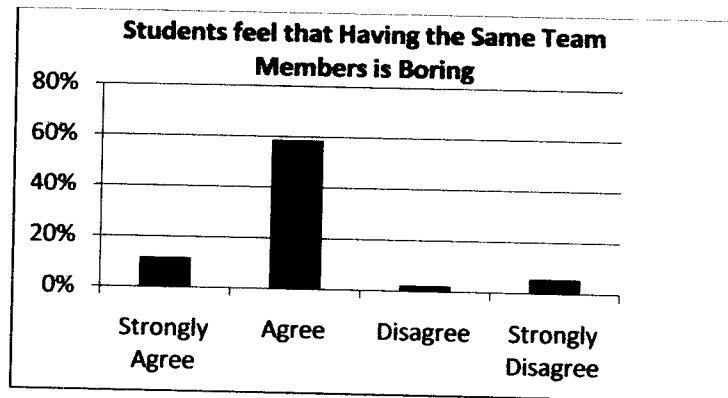


Chart 4.15

As presented on the chart, 11.7% of students strongly agreed and 58.8% of students agreed that they were bored to be having the same team members all the time. Meanwhile, another 23.5% of students disagreed and 5.8% of students strongly disagreed to the statement.

4.1.5 Findings from the Interview Analysis

The interview data was collected by interviewing five students from the experimental group. The students were given three questions to answer related to the implementation of TGT technique. The students were chosen based on their performances during the implementation of the technique. The complete transcription of the interview can be found in Appendix C.

The first question of the interview dealt with the students' opinion towards the implementation of TGT technique to teach reading comprehension hortatory exposition text.

The students felt that implementing TGT technique in the classroom to teach hortatory exposition text was good. The technique was new for them as they were bored of the conventional lecturing. The students were excited to follow various activities during the implementation of TGT technique. It was also found that some students felt that learning hortatory exposition text was easier using TGT technique because the technique provided more time to discuss more texts and made them learn more. The students also liked the reward system of TGT technique. As the winner of the tournament would get an appreciation, the students also become more motivated to learn.

“Variasi Bu. Jadi ada sesuatu yang beda gitu. Tiap minggunya kegiatannya beda-beda. Asik intinya mah.”(S3)

Some students on the other hand felt that using TGT technique was tiring. It was because of the tight schedule of the learning. The tournament was not really exciting because it was as tense as having a quiz.

“Cape Bu. Kerasa banget belajarnya. ga ada refreshingnya istilahnya mah gitu.” (S1)

The second question dealt with the strengths of TGT technique that the students felt during the treatment.

The first strength of TGT technique was a better learning. The students felt that using the technique to learn hortatory exposition text made them understand the learning material better. As the learning was done in the less-formal setting, the students felt a less-tensed atmosphere that made it easier for them to accept the learning material well. The better learning was also provided as the students helped their teammates understand the material by solving problems in the team activity.

“Kalau menurut saya, ya tadi itu Bu. Kita jadi lebih banyak ngebahas soal, banyak teksnya, jadi ga bingung lagi bedanya sama analytical.” (S1)

The second strength was motivation. The students felt well motivated during the implementation of TGT technique. They were motivated to learn as they were responsible to do well in the tournament. Responsibility sharing in the team activity also increased their motivation. They did not want to get in their team's way so they were motivated to learn more. In addition, students were also motivated not to miss a class.

"Bisa dibilang gitu Bu (termotivasi). Kelompok saya perempuan semua sih, jadi pada cerewet (untuk meminta belajar)." (S1)

The third strength was a better perception of their teammates. Some students maybe disappointed of the composition of their team knowing some of them was not really do well in the class. But after the treatment, the students were comfortable or even liking their teammates more.

"Kalau dibandingin sama tim yang lain mah ngerasa persiapannya itu kurang banget. Tapi ternyata menang juga. Ga nyangka. Ternyata temen-temen saya hebat juga." (S2)

The fourth strength was a reading comprehension practice. The tournament feature of TGT technique facilitated students to do more reading comprehension practice with a reward.

"Saya pikir itu (turnamen) lebih ke latihan. Jadi sama-sama belajar gitu." (S4)

Finally, the last question dealt with the weakness of TGT technique that the students felt. Some of the students were not comfortable with responsibility sharing during the learning that they would like to give it a break. Some were beefing about the long learning period with a tight schedule of the technique.

"Belajarnya kayak lama banget. Kan 6 minggu tuh hortatory di ulang-ulang terus." (S4)

But most of students felt that there was no weakness of the implementation of the technique. Instead of disturbing, most of the students found the noise created during team activity and tournament helping them to think. (See Appendix C for details)

4.2 Discussion

The discussion is divided into two parts according to the research question.

4.2.1 Discussion on the Effectiveness of the Implementation of TGT Technique to Improve Students' Reading Comprehension Skill

The aim of this study is to investigate the effectiveness of implementing TGT technique to improve students' reading comprehension skill. To answer the first research question of this study, an independent t-test was conducted using the students' score.

A pre-test was conducted to find out the students' initial ability in reading comprehension hortatory exposition text before the treatment. Before running the independent t-test, a normal distribution test and a homogeneity test were conducted. As Best (2006) states that to perform the independent t-test, the pre-test scores of both experimental and control group must be normally distributed and homogeneous. By using SPSS 16.0 for Windows, the normal distribution test and the homogeneity of variance test were performed. The result of the normality test shows that the significant value of the experimental group is 0.091 (more than 0.05), and the significant value of the control group is 0.182 (more than 0.05). It means that the score of the experimental and control group were normally distributed. The result of the homogeneity test shows that the significant value is 0.357 (more than 0.05). It indicates that the two groups' score was homogeneous. Since the pre-test score was normally distributed and homogeneous, so the independent t-test can be performed.

The independent t-test was conducted to find out whether there is a significant difference between the experimental group's and control group's pre-test score (Best, 2006). By using SPSS 16.0 for Windows, the independent t-test was conducted. The

result shows that with $t_{crit}(58) = 2.00$, the value of $t(58)$ is 0.890 (more than 0.05). It shows that there was no significant difference between the two groups' pre-test score so that the two groups were able to be experimental and control group in the study.

After implementing TGT technique to the experimental group and conventional lecturing to the control group for six meetings, a post test was administered to find out the students' post ability in reading comprehension of hortatory exposition text. The same procedure was performed to test the normality and the homogeneity of the two groups' score. The result of the normality test shows that the significant value of the experimental group is 0.118 (more than 0.05), and the significant value of the control group is 0.200 (more than 0.05). The significant value of the homogeneity of variance test is 0.145 (more than 0.05). The result shows that the data of the experimental and control group were normally distributed and homogeneous and the independent t-test can be performed.

The independent t-test was conducted with the same procedure. The result of the SPSS 16.0 for Windows computation shows that the p value of the post-test data was 0.031 or less than 0.05. It means that there is a significant difference between the post-test means of experimental and control group. To find out how significant the different is, the effect size test was conducted. With $t_{obt} = 2.214$ and $df = 58$, it was found that the effect size of the treatment is 0.279. According to Coolidge's categorization (2000, p. 151), it can be concluded that the implementation of TGT technique gives a medium effect on the students' reading comprehension skill.

As stated by DeVries (1980, p. 15) that TGT technique is potential to increase students' learning. The features in this technique encourage students to improve their reading comprehension skill. The class presentation gives learning input to students in which the students are introduced to material through lecture, class discussion, or some forms of a teacher presentation (Berninger et al., 2006). This stage plays an important role for the students' knowledge about the learning material. The team activity helps students enforcing the understanding they got from the class

presentation for their comprehension development. In the team students also interact with each other to increase their understanding of concepts. The tournament feature helps students practice their ability to answer questions from the text. The questions in the tournament are made simple and relevant to the learning material so that it can be used as an activity for students to practice their reading comprehension skill of hortatory exposition text (Harmer, 1991; DeVries, 1980).

The concept of team learning rather than individual learning makes the students learn more (Slavin, 2005, p. 34). The students' interaction during the team activity increased their understanding about the learning material (Kagan & Kagan, 2009). Since the team consisted of students from different achievement level, the low achiever students can learn from the high achiever without hamper the high-achiever's opportunity to learn. As stated by Webb (cited in Slavin, 2005, p. 40) that students who give elaborative explanation to others is the most beneficial person in learning. Therefore, all students can learn in the team activity in TGT technique.

The finding of the independent t-test score and the discussion above shows that the students' reading comprehension of hortatory exposition text is improving after the implementation of TGT technique. So, it can be concluded that TGT technique is effective to improve students' reading comprehension skill.

4.2.2 Discussion on the Students' Responses to the Implementation of TGT Technique to Teach Reading Comprehension Skill

This study also investigates the students' responses to the implementation of TGT technique to teach reading comprehension skill. To answer this second research question, a questionnaire was distributed and an interview was conducted to the participants of the experimental group after the treatment. The questionnaire consisted of 15 close-ended statements. It was distributed to all students from the experimental group. Meanwhile, the semi-structural interview consisted of three open-ended questions involving five students' of the experimental group who were chosen based on their performance during the implementation of the technique.

According to the questionnaire, it was found that the students showed positive responses to the implementation of TGT technique. Most of students liked to study individually (see Chart 4.1). However, it was also found that students felt that TGT technique which is a group-based learning was more preferable in studying hortatory exposition text (see Chart 4.2). It means that the students were opened to learn through TGT technique. TGT as one technique of cooperative learning method has advantage to be likable to the students because of its concept of group learning. As Kagan and Kagan (2009, p. 4.16) states, students like to work in group as they enjoy working with others, interacting, feeling part of a team, and experience the pleasure of working together to reach a common goal. It indicates that TGT technique was accepted even by students who like to study individually.

TGT technique offers team learning concept that makes it easier for the students to understand the learning material of hortatory exposition text. As stated by DeVries (1980) that team learning increases students' opportunity for peer-tutoring to share their knowledge to achieve a successful learning. Therefore, students like to work in group as they can enjoy the learning as well as develop their comprehension of hortatory exposition text. The learning tasks also become easier as they do it together with their teammates. As stated by Kagan and Kagan's (2009, p. 2.8) that group working creates more efficient and more successful work than individual working.

The findings of students' responses from the questionnaire are also supported by the findings from the interview. The interview result shows that students showed positive responses to the implementation of TGT technique in the classroom. Although there was a statement that this technique was tiring, students admitted that they could understand the learning material better by learning through this technique. It is in line with Slavin (1991)'s statement that TGT technique is more effective to increase the students' learning.

The students felt that TGT technique was exciting since it has various activities to do on each meeting so that the students do not get bored. Using a motivating technique to teach reading comprehension is important since the reading activity can sometimes be boring (Brown, 2001). The students' positive responses showed that students were not bored during the learning. Instead, they were motivated to be involved to the learning activities which indicate the students' engagement to the learning process. As stated by Trowler (2010) that students' interest can be seen by the students' active involvement in learning activity. So, it can be concluded that students showed positive response to the technique.

The students' positive response is also shown by several benefits that the students felt during the implementation of TGT technique. First, according to the questionnaire, the students claimed that TGT technique helped them understand the learning material easier (see Chart 4.3). The students found that TGT technique helped them comprehending hortatory exposition text. As stated by Slavin (1991, p. 12) that TGT as one of cooperative learning method is known to be potential in increasing the students' academic achievement. Its concept of team learning instead of individual learning makes the better comprehension of hortatory exposition text. When the students work together in team, the interaction in team activity allows them to get exposure which is probably different from their initial understanding about a problem. It forces them to re-think about their solution and they can come up with the correct solution of that problem easier (Kagan & Kagan, 2009, p. 3.7).

The team activity feature of TGT technique was aimed to strengthen the students' understanding about hortatory exposition text (see Chart 4.4). To achieve this goal easier, the students work together doing worksheet or discussing the learning material. Instead of doing it individually or discussing with the whole class, the work will be done more effectively in the small group. As (Kagan & Kagan, 2009) states that small group creates more effective learning so that students will get more understanding as the result of the practice and discussion in the group. According to

the questionnaire data, students found that team activity was helpful to make sure they understand the learning material (see Chart 4.4). However, some students stated that team activity was not that helpful. It might be caused by an ineffective use of team practice time (Slavin, 1991, p. 53). Even though the students were guided to solve problem together, there was probability that some of them preferred to work individually and did not really care about others. Moreover, there was probability of students' absenteeism that hamper the team from working efficiently.

The tournament feature also took role in helping the students to comprehend the hortatory exposition text easier. It facilitates students to practice their comprehension about the material and their reading comprehension strategies. In the tournament, students play academic game to practice their reading comprehension skill related to the learning material (Harmer, 2007; Slavin, 1991). As reading comprehension is tested through answering question, students need to practice their ability to answer comprehensive questions. Students can also practice using their reading comprehension strategies such as skimming, scanning, and making inferences. The questionnaire data showed that students agreed that they felt that the tournament was a reading comprehension practice (see Chart 4.5). It shows that the tournament has successfully helped the students comprehend the learning material easier.

The findings from the interview data also show that students felt to understand hortatory exposition text better using TGT technique. As the students learned in the team, the learning becomes more effective. It is in line with Lott and Lott (1965) and Kagan and Kagan (2009)'s statement that small group learning creates more efficient and cohesive learning than larger group. Small group learning allows for peer tutoring (DeVries, 1980, p. 15) that is good to help them understanding the learning material or practicing their reading comprehension strategies. So, it can be concluded that TGT technique helped students understand the learning material easier.

Second, both the questionnaire and interview result shows that students claimed to be motivated to learn as TGT technique was implemented in the classroom.

The winner of the tournament got reward that motivated students to help each other with their academic work (Buckholdt & Wodarski, 1974). Having a tournament to win also motivated students to be more focus and read effectively (Brown, 2001).

The students' motivation to learn is shown by some statements. Firstly, the students stated to be motivated to pay more attention than usual to the teacher's presentation (see Chart 4.6). In TGT technique, students were lectured only on teacher's presentation. They were introduced new concept or presented learning material as their preparation to learn by themselves (Berninger et al., 2006). Thus, they need to pay their full attention. Moreover, in the presentation, the students were frequently assessed by being given comprehension questions (Slavin, 1991, p. 24) so that the students needed to focus on the learning.

Secondly, students felt to be motivated to share their knowledge with others (see Chart 4.7). Sharing knowledge in team activity was very important since it determined the team's successfulness (Slavin, 2005). It also motivates students to help their teammates learning the material of hortatory exposition text. Learning in small groups has been proven to be more efficient and cohesive in learning than learning in the larger group (Lott & Lott, 1965). Therefore, the technique that motivates students to share knowledge with their friends like TGT technique needs to be considered for a successful learning.

Thirdly, the students were motivated to help each other solving problems (see Chart 4.8). Most of the practice in TGT technique in reading comprehension class was about solving problem (DeVries, 1980). Therefore, the students might be bored, tensed, or even pressured. In this situation, the support of the teammates was really important, especially when it comes to problem solving. Solving problem together can make it less-difficult.

Fourthly, it was found that students felt to be motivated to master the learning material because of the responsibility sharing (see Chart 4.9). Responsibility sharing is intended to keep the students involve to the learning. They are given a

responsibility to master the learning material in order to be the best team as each student's contribution determined the team's winning (Slavin, 2005). According to Slavin (2005), responsibility sharing makes students feel that they are as important as the other students especially within their teammates. It increases students' self-esteem and makes them have the perception that they have the equal chance to succeed (Kagan & Kagan, 2009, p. 3.7). Thus, students will be more motivated to learn learning material of hortatory exposition text.

Lastly, the students' motivation is also shown by their active participation in the team activity. For the successfulness of the team, students had a responsibility for their own performance. According to the questionnaire, most of the students felt that their teammates were actively participating in the team (see Chart 4.10). It indicates that students have already got the point of team working. They can work together in order to the successfulness of their team learning. The interview data also shows that students felt that each member's contribution was important, therefore for the sake of the team they did not dare to miss a class. Instead, they put their all to learn the learning material. From the findings and discussion above, it can be concluded that TGT technique motivates the students to study hortatory exposition text.

The third benefit is TGT technique created positive relationship between students. As Chart 4.11 shows, most of the students claimed to have positive relationship between them during the treatment. Doing things together for a certain goal indeed brings the students together (Kagan and Kagan, 2009). This gets them closer one to another (see Chart 4.12). It indicates that most of the students had realized that they worked in team and needed to cooperate for the successfulness of their team (Slavin, 1991, p. 52). It was also found that the students were willing to share their knowledge to others (see Chart 4.13). It shows how most of the students put the team's successfulness first and willingly help one another. The data showed that during the implementation of TGT technique students could build positive

relationship among them and get closer one to another. This positive relationship made them willingly to share their knowledge.

The fourth benefit was found from the interview. The students felt that the tournament helped them to practice answering questions related to hortatory exposition text. As stated by Berninger *et al.* (2006) that reading comprehension practice is important to the students' learning. TGT technique provides more reading comprehension practice to the students by the tournament concept. As stated by Hughes (2007) that to test the students' reading comprehension is to ask them comprehensive questions. By asking the students questions, students can also practice their ability of reading comprehension of hortatory exposition text.

The questionnaire and interview data also found some weaknesses of the implementation of TGT technique. There were two weaknesses found from the questionnaire data. First, there were some students who were disturbed by the noise created by other students during the learning using TGT technique (see Chart 4.14). It is line with Slavin (1991)'s statement that the students might create noise during team activity and tournament stage. However, most of the students disagreed that they were disturbed by the noise the students made in the classroom during TGT technique. It indicates that even tough students can hear each other they tried not to get out of hand. They tried to tolerate their on-task noise (Slavin, 1991, p. 53).

Second, most students stated that they were bored of having the same team members for weeks (see Chart 4.15). Even though students got closer and could cooperate well with their team members, it was found that they needed refreshment on team member assigning. Therefore reassigning students after three weeks may be necessary to avoid the problem (Slavin, 1991, p. 52).

Meanwhile, the interview data shows that there was no significant weakness of the implementation TGT technique. Some students might not get used to the responsibility sharing but they overcome it well. Their self-esteem has increased so that they were motivated to do what they were responsible for. It is in line with Slavin

(2005)'s and Kagan and Kagan (2009)'s statement that responsibility sharing increases the students' self-esteem and make them have the perception that they have the equal chance to succeed.

Another weakness found dealt with time length during the implementation of the technique. Some students thought that using six meeting to learn a text was too much. As stated by Slavin (2005) that using cooperative learning can be sometime time consuming. Therefore, the learning activity in each meeting should be made efficient. For example during the class presentation, it is necessary to move rapidly from concept to concept as soon as students have grasped the main idea (Good & Grouws cited in Cooper & Slavin, 2001, p. 24).

In conclusion, it was found that the students showed positive responses to the implementation of TGT technique to teach reading comprehension skill. The students liked to learn hortatory exposition text through the technique. They also claimed to feel some benefits of the technique. First, TGT technique helped students understand the learning material easier. Second, TGT technique increased students' motivation to learn. Third, TGT technique created positive relationship between students. The students felt that the noise they made during team activity and tournament was not disturbing. However, most of the students were bored to have the same team members for six weeks. Some students were also beefing about the long period of the implementation of TGT technique to teach reading comprehension of hortatory exposition text.

