The Effect of Teams-Games Tournament (TGT) and Student Teams-Achievement Divisions (STAD) Method on Reading Comprehension of Grade Eight Students of SMP N 2 Siantar

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Abstract: This study attempted to find out the effect of Grammar Translation Method on reading comprehension of grade eight students of SMP N 2 Siantar, the effect of Student Teams-Achievement Division (STAD) method on reading comprehension of grade eight students of SMP N 2 Siantar, the effect of Teams Games Tournament (TGT) method on reading comprehension of grade eight students of SMP N 2 Siantar, whether the effect of Teams Games Tournament (TGT) is more significant than the effect of Student Teams- Achievement Division (STAD) or than the effect of Grammar Translation Method on reading comprehension of grade eight students of SMP N 2 Siantar. This research applied quantitative method by using experimental design in which pre test and post test were done. The result revealed that there is an effect of Grammar Translation Method on reading comprehension of grade eight students of SMP N 2 Siantar. It can be proven from the mean score for pretest is 51.8 while the means score in posttest is 61.26. There is an effect of STAD Method on reading comprehension of grade eight students of SMP N 2 Siantar.
Keywords: STAD, TGT, reading comprehension, teaching technique

I. INTRODUCTION

In the structure of curriculum program in Junior High School, English is one of the most important subjects for students in the seventh grade until ninth grade by having four hours lesson every week. English has been identified as the most important parameter in the curriculum development that should be mastered by Indonesian students. It means that students in Junior High School have three years opportunity to learn English and they are expected to master it.

Reading as one of the two receptive skills has an important role in the learning process (Alderson, 1999:88). Reading links the reader, the text, and the interaction between the reader and the text in forming meanings as information. Through reading, students can get much information in or out of the classroom.

Although English has been taught to students in primary school level or even in some kindergarten, students still have difficulties in learning reading skill. As it was found from the result of the observation in the classroom and the discussion with English teachers, the most common problem in teaching and learning reading was when students feel difficulties to read an English text because they did not understand the meaning of words in the text. The teacher did

not apply method that can make them easier to comprehend the text. Conventionally, teachers often apply Grammar Translation Method by asking students to read texts and then answer questions based on the texts. Grammar Translation Method is one of the most traditional methods which focus on learning the rules of grammar and their application in translation passages from one language into the other (Lasrse, 2008:3). In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the source language and their native language. This method is not effective because the students are bored and need much time to be able to master English Reading. Therefore in general, students' score in English is low. It's proven through the writer's observation in SMP N 2 Siantar, the students' mark of English Reading was under the Kriteria Ketuntasan Minimal (KKM). The list of score observed by the researcher in this school can be shown through the table below:

Table 1. English Semester Data of SMP N 2 Siantar

No	Year of Study		The scores Average				Mean	KKM
			Reading	Writing	Listening	Speaking		
1	2012/ 2013	Semester I	60,4	62,8	61,08	63,5	61,9	65
		Semester II	60,8	62,6	62,4	63,2	62,2	65
2	2013/ 2014	Semester I	60,03	63,7	62,5	65,01	62,8	65

(source: Semester data of students result in SMP N 2 Siantar 2012/ 2013)

Based on the table above, the result of the students' achievement in English is not good enough. It is still under the standard score of English which is specified by SMP N 2 Siantar, which is 65. Arikunto (2006: 86) classifies five levels of students' achievement; 0-29 is failed, 30-55 is poor, 56-65 is average, 66-79 is good and 80-100 is excellect.

There are some factors which have been considered as the causes of the difference on the students' assessment in reading as Educational Testing Service says in Guidelines for the Assessment of English Language Learners (2004:6) such as: different background of linguistics (social), educational and cultural. It is not easy to solve these complicated problems. Based on my observation in interviewing the teachers and lesson plan, it can be concluded that English teachers still use the traditional methods such as Grammar Translation Method in teaching at school particularly English is still regarded as foreign language in our state. The teachers always use the ordinary ways of teaching like giving some questions, discussion and homework without any challenges activities that will train their brain to think critically. And of course it will affect much the students' achievement in reading. The students become not interested in learning English. So it is needed to find ways in order to overcome the students' low achievement of reading.

Based on the semester data of final semester, the achievement of the students in reading is also low. The low achievement in reading needs to be increased, because most of test in final

semester examination (UAS) are Reading Comprehension. Actually as mentioned by Brown (2001:121), teachers have important role in helping students optimizing their reading skill in the classroom. Moreover, Brown also points out that teachers have roles as: "controller-who creates or organizes good condition in the classroom to learn; director-who directs students in to the learning process effectively, manager- who manages the learning process, facilitator- who facilitates and helps student in learning process, and resource-who gives advice and counsel when students seek it". From those roles, teachers can support students to improve their reading comprehension through the appropriate strategy. Strategy or technique to comprehend the text is one of the three different elements which impact reading beside the student's background knowledge and student's linguistics knowledge of the target language. The teaching method needed are those able to connect the students' prior knowledge with the new information in given text.

Here are two methods which are selected in this study. They are Teams Games Tournament (TGT) and Students Team-Achievement Division (STAD). TGT is a part of cooperative learning involved group from heterogenic students, group discussion, and tournament/game (Slavin, 2010:94). In TGT, students are divided into 4-6 students from different level of competency, gender, and background. Meanwhile, STAD is a cooperative teaching strategy involving students in a group to discuss the material presented by a teacher before having quiz individually (Slavin, 2008: 74).

Based on the explanation above, the research is conducted to investigate the effect of Teams Games Tournament (TGT) and Student Teams- Achievement Divisions (STAD) on reading comprehension of grade eight students of SMP N 2 Siantar. Teams Games Tournament (TGT) and Student Teams- Achievement Divisions (STAD) are effective to increase the reading comprehension.

II. THEORETICAL REVIEW

2.1 The Definition of Reading

Many definitions of reading come out along the time. Generally, reading is interpreted as the ability to transform the printed words into meaning (Grabe and Stoller, 2002:8). When the reader gets meaning, it is reading. On the other hand, when the reader could not construct meaning, he has not already read yet. From that definition, it is illustrated that the existence of the reader and the texts only do not assure for doing reading.

Reading is not only the activity of understanding written language because it must be a link between the reader and the text (Wallace, 1992:132). Further, Rumelhart (1977:78) states, "Reading involves the reader, the text, and the interaction between the reader and the text". The instruction between the reader and the texts makes communication. By this communication, the reader gets meaning or information from what he had read.

2.2 Reading Comprehension

Comprehension means that a hierarchical relationship which is requiring some skills be taught before other and it is also a complex process in which a reader applies various skills and

knowledge almost simultaneously (Carnine, Silbert and Kameenui, 1990). It is a what is stated by Scarcella (1992:96) in her book.

William (1984:3) states that comprehension is the minds act or power understanding what has been written. From quotation above, it means that is terms of comprehension reader are expecting to understand fully. Thus, it is clear that reading and comprehension are regarded as one activity, which cannot separate each other. Reading is an activity that one does. For example a reader who understands what he has read, he can answer the question about it or he can reproduce the gist what he has read.

Actually, reading comprehension has different level, Quandt, Ivan J. (1977) uttered that there are three level of reading comprehension namely literal comprehension, interpretive comprehension and critical comprehension.

A. Literal Comprehension

Literal comprehension is the most obvious. Comprehension at this level involves surface meanings. At this level, teacher can ask students to find information and ideas that are explicitly stated in the text. Reading for literal comprehension, which involves acquiring information that is directly stated in a selection, is important in and of it and also a prerequisite for higher level understanding. Recognizing stated main ideas details, causes, and effects, and sequences is the basis of literal comprehension, and through understanding of vocabulary, sentences meaning, and paragraph meaning is important.

B. Interpretive Comprehension

Interpretive reading involves reading between the lines or making inference. It is process of driving ideas that are implied rather than directly stated. At his levels, readers go beyond what is said and read for deeper meaning. They must be able to read critically what they have read. Reader need to able to see relationship among ideas, for example ideas go together and also see the implied meanings of these ideas. Interpretive or reverential comprehension includes inferring main ideas of passages in which the main ideas are not directly stated, referents of pronouns, referents of adverbs, omitted words, detecting mood, detecting the author's purpose in writing, and drawing conclusions.

C. Critical Comprehension

Critical reading is evaluating written material-comparing the ideas discovered in the material with known standards drawing conclusions about their accuracy, appropriateness and timelines. The critical reader must be an active reader, questioning, searching for facts, and suspending judgment until he or she considered all the material. Critical reading depends upon literal comprehension and grasping implied ideas is especially important.

Critical comprehension refers to the ability to make judgment about ideas and information a writer offers. Competent reader will measure them against what they already know accepting or rejecting them in whole or part or with holding judgment until confirmation is reached.

At this level, students can be tested on the following way.
    a) The ability to differentiate between facts and opinion.
    b) The ability to recognize persuasive statement.
    c) The ability to judge the accuracy of the information given to the text.

2.3 The Assessment of Reading Comprehension

The assessment of reading comprehension is a test containing some questions related with the information in the text. It is used to measure students' ability in getting general information, finding specific information, finding explicit meaning of main idea, finding detail information, getting implicit information, and interpreting meaning of words, phrase and sentences based on the context. In fact, comprehension is something that cannot be examined directly (Coldwell, 2008:34) because it is a process happened in students' mind. Automatically, the assessor cannot actually see what is occurring in students' head as their comprehension.

To measure students reading comprehension, Weir (1990:56) suggests seven methods: 1) multiple-choice questions, 2) short answer questions, 3) cloze, 4) selective deletion gap filling, 5) C-test, 6) cloze elide, and,7) information transfer.

A multiple choice test is chosen as the test to measure reading comprehension. Multiple choice is the most frequent to be used because it is kind of objective test which is able to show students' comprehension objectively by their choice in the test. That is why this study this study also uses this test as the assessment of reading comprehension.

2.4 The Concept of Cooperative Learning

Andreas (2006:45) clarifies six phases of cooperative learning in Table 2.1.

Table 2.1 Cooperative Learning Phases

No	Phases	Description
1	Giving objectives and motivating students	Teachers give objectives and motivation
2	Explaining material	Teachers explain material
3	Grouping students	Teachers divide students in groups and explain how to do peer teaching
4	Monitoring students in group	Teacher monitors students in peer-teaching and doing students worksheet
5	Giving test	Teacher test students understanding about the material individually and group

No	Phases	Description
6	Rewarding	Teachers give appreciation students achievement

Practically, cooperative learning was divided into various methods. Slavin (2010:5) divides cooperative learning into Students Teams-Achievement Division (STAD), Teams-Games-Tournament (TGT), Team-Assisted Individualization, Cooperative Integrated Reading and Composition (CIRC), and Jigsaw. Kagan (2002:12) also adds some methods as parts of cooperative learning which are Numbered Head Together, Circle the Sage, Team Pair Solo, Round-Robin Brainstorming, and Three-Step Interview. Basically, all methods of cooperative learning emphasize on learning in groups.

A. Teams-Games Tournament (TGT)

As it has been explained before that TGT is one of methods within cooperative learning, TGT is the first learning method as a part of cooperative learning; TGT also puts students into small groups (Slavin, 2010:94). As the words that form its acronym, TGT has three basic elements. The first element is teams. Teams are made at the beginning of the activities. Students are divided into small groups about 4-5. The placement is based on students' achievement level on their initial test score of their score in raport. Ideally, each group consists of one high-achieving student, two average-achieving students, two average-achieving students, and one low-achieving student. This group stays together until the next placement.

The second element of TGT is games. Games are played during weekly tournament. Short-answered questions about what have been taught are given in game to examine students' understanding after group discussion. Many researchers say that games are effective as media of teaching and learning language (Chen 2005:21). Games are offer students comfortable atmosphere to learn and to experience the language. Thus, games here are not only used as the ice-breaker to kill the rest time.

Generally, TGT is arranged in teaching and learning process with series of activities, consists of:

1. Preparation

In this activity, teacher prepares the teaching material, student's worksheet, and all requirements needed in tournament as numbered cards, questions and answers, placement sheet of tournament table, and rewards.

2. Grouping

a. Ranks students' achievement score

Teacher puts the students in right order based on the students' initial achievement level. Teacher then ranks them into the high-achieving, average-achieving, and low-achieving.

b. Determines team member

In this activity, teacher spreads out students into teams in average. Perfectly, each team has four members, so teacher can divide students into four. But if students are in even numbers, there will be team in five, four or three members.

    c. Puts students into team

After making students by their achievement, teacher puts them into a group by the composition of one high-achieving student, two high-achieving students and one low-achieving student. Beside the same number of members, a team has to emphasize on heterogeneity. The composition of team is illustrated in Table 2.2.

    d. Takes note student names into team summary sheet

3.   Giving the material

Teacher gives the material to the students but not comprehensively because after that students should discuss together in teams.

4.   Game

After giving the material, teacher gives worksheet to the students as the guide the discussion time. All curiosity about the material should be solved by their own discussion before asked to the teacher. In this activity, teacher only controls the teams whether they all work together or not and checks if the discussion is running well or not. This activity is completely finished after all members of the teams understand the material. Thus, all members have to take part and learn each other.
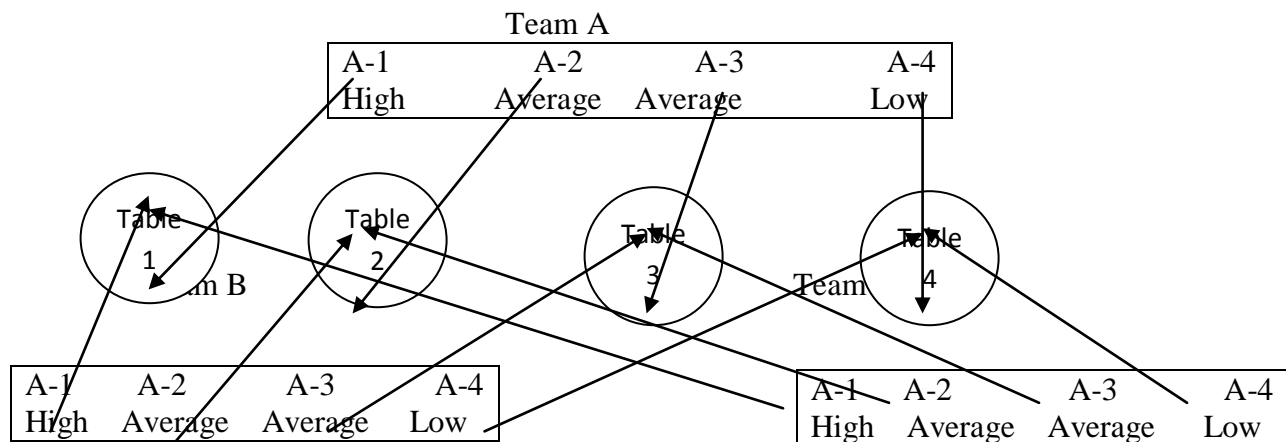
5. Tournament

Here are the steps in tournament activity:

5.1 Placement of Tournament Table

Before starting the tournament, teacher replaces students into tournament table firstly (Slavin, 2010:104). The replacement must be equal, which means that students compete with the same achievement level students from other teams. The high-achieving student from team A meets the high-achieving students from team B, C, and D. The average-achieving student meets other average-achieving students and the low-achieving student meets other low-achieving student. By this rule, all students have their balanced rival in tournament table. The example of placement of tournament table can be seen in table 2.2

Table 2.2 The Placement of Tournament Table

(Slavin, 2010:168)

5.2 Regulation of Tournament Table

Regulation of Tournament Table is the rule of play followed by the students in doing tournament (Slavin, 2010:169).Teacher ask students to sit in the tournament table and give them the equipments like numbers cards, question and answer sheets, and score sheets.. then, teacher explains the tournament rule. All the students have to understand correctly about the rule before starting to keep the tournament on the right path.

After all are prepared, students take one numbered card from box to determine who go first as the reader, the first challenger, the second challenger, and the third challenger (if the tournament consists of four students). Then the first reader starts the tournament by shuffling the cards and takes one on the top. What number he got on the card means that the number of question he have to answer. Next he reads the question aloud complete with the options. He has opportunity to guess if he does not know the answer. If the other challengers have different answer, they can say the answer one by one. The first challenger can give different answer if e wants or passes. If the first challenger passes that opportunity, the second challenger can take the chance the answer if he wants or just gives the chance to the last challenger.

When all challengers already got the chance to answer, the last challenger checks the right answer on the answer sheet. Whoever answered correctly can store the card. When the reader' answer is not correct, he does not get penalty. While if the challengers answer incorrectly, they should return one card they have already had to the box.

For the next round, roles of the all members change but rule of tournament is still same. The first challenger becomes the reader, the second challenger becomes the first challenger, the third challenger becomes the second challenger, and the reader becomes the last challenger. The reader then starts the tournament by shuffling the cards and takes one on the top. After that, the tournament continues until the time is up or the cards in the box are played out.

During this tournament time, teacher walks around the class checking the students' work. 10 minutes before the time is up, teacher should make sure that the tournament is finished and asks students to score their work in score sheet.

6.   Team recognition

As a part of cooperative learning, TGT has two kinds of assessment. The first assessment is individual assessment. This kind of assessment is got from students' own score in test. In cooperative learning, students help each other to make all members in group understand and ready to have a test. Then, they do their test individually without any helps from group mates.

The second assessment is group assessment which is got from every member contribution. The contribution is counted from the difference between students' scores and students' tournament scores. The difference scores from all members in each group then are summed up and averaged to make group score. Therefore, all members feel appreciated not only for high achievement students but also for low achievement students. The high achievement students will not be damaged because they are grouped with low achievement students and the low achievement students will not feel inferior because they also can give contribution to their ability.

At this activity, teams calculate points from each member got in the tournament. All points from members are summed up and averaged get the team score. Then, rewards are given to all teams as the appreciation of all members efforts.

B. Students Teams –Achievement Divisions (STAD)

Students Team-Achievement Division (STAD) is one of cooperative learning method in which students work in a group (Slavin, 2008: 74). The group consists of students from different academic level, sexes, and background ethics. They are responsible for discussing and working in group before answering quiz individually.

The main idea behind STAD is to motivate students, to encourage, and to improve each skill presented by teacher. If the students want their team to get team rewards, they must help their teammates to learn the material, they must encourage their teammates to do their best.

There are some steps in STAD that a teacher has to follow:

1. Class presentation

   Material in STAD is initially introduced in a class participant. This is most often a lecture-discussion conducted by the teacher, but could include audiovisual presentation. Class presentation in STAD differ from usual teaching only in that they must pay careful attention during the class presentation, because doing so will help them to do well on the quizzes, and their quiz scores determine their team score.

2. Teams

   Teams are composed of four or five students who represent a cross section of the class in academic performance, sex, and race or ethnicity. Firstly, the teacher ranks the students from highest level to lowest one then balance the teams so that each team is composed of students whose performance kevels range from low to average to high. The major function of the team is to prepare its member to do well on the quizzes. After the teacher presents the material, the team meets to study worksheet.

3. Quizzes

   After one to two periods of teacher presentation and one to two periods of team practice, the students take individual quizzes. Students are not permitted to help one another during the quizzes. This makes sure that every student is individually responsible for knowing the material.

4. Individual Improvement Score

   The idea behind the individual improvement scores is to give each student a performance goal that the student can reach, but only she or he works harder and performs better than in the past.

5. Team recognition

   Teams may earn certificates or other rewards if their average scores exceed a certain criterion.

2.5 The different effect of Grammar Translation Method, Students Team- Achievement Division (STAD) and Teams-Games Tournament (TGT) on students' Reading Comprehension

In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the source language and their native language. In grammar-translation classes, students learn grammatical rules and then apply those rules by translating sentences between the source language and their native language.

The main idea behind STAD is to motivate students, to encourage, and to improve each skill presented by teacher. If the students want their team to get team rewards, they must help their teammates to learn the material, they must encourage their teammates to do their best. The students take part in all activities in the classroom such as; class presentation, making group, quizzes.

As one of cooperative learning, the use of TGT also has many purposes in teaching and learning process. TGT is effective to warm up class atmosphere because TGT gives opportunity to make all students taking parts in the teaching and learning activities and being successful. The students of Junior high school is a change of Elementary school, most of them are still childish, so game is one of effective ways to increase their interest in English especially in Reading comprehension. As the result of elaboration of theories, the effect of TGT is more significant than the effect of STAD to students' Reading Comprehension.

III. RESEARCH METHODOLOGY

3.1 Research Design

This study was carried out by applying a quantitative approach with an experimental design. There are three independent variables; the first independent variable is Grammar Translation Method, the second method is STAD, and the third method is TGT method. Dependent variable is students' reading comprehension. The design of study can be seen in table 3.1

Table 3.1 Research Design

Group	Method	Class	Pre-Test	Lesson Plan				Post-Test	Performer	Schedule
				1		2				
				Teaching		Teaching				
				1	2	3	4			
Control	Grammar Translation	VIII-5	X1	✓	✓	✓	✓	Y1	English Teacher	3 Weeks
Experimental	STAD	VIII-2	X2	✓	✓	✓	✓	Y2	Researcher	
	TGT	VIII-4	X3	✓	✓	✓	✓	Y3	Researcher	

Notes:
X1   : Pre-test of Grammar Translation Method
X2   : Pre-test of STAD
X3   : Pre-test of TGT
Y1   : Post test of Grammar Translation Method
Y2   : Post test of STAD
Y3   : Post test of TGT

3.2 Population and Sample

The population of this study is the grade eight students of SMP N 2 Siantar which consists 8 classes. Each class consists of 30 students. The sample was chosen in three classes participated for the class VIII-2 which uses STAD Method, class VIII-4 which uses TGT Method, and class VIII-5 as control group which uses Grammar Translation Method. The object of this research is Reading Comprehension analyzed based on there levels of Reading Comprehension such as Literal Comprehension (Main idea, Cause and effects, and Sequences), Interpretive Comprehension (Referents of pronoun/adverb, Omitted words/vocabulary, Writer's intention and Conclusion), and Critical Comprehension (Opinion, Persuasive statement, Accuracy).

3.3 The Instruments of Data Collection

The test consisted of 30 questions with 4 reading comprehension texts with 4 options. The scores that the students got would be processed to get the final scores i.e. the scores in range between 0 -100, by applying the following formula:

$$Score = \frac{obtained\ score}{\max imum\ score\ (30)}\ x\ 100\%$$

3.4 Validity of the test

In order to know the validity of the test, the writer uses the coefficient of correlation product moment formula (Arikunto, 2006:213), namely:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Notes: r_{xy} = the correlation between two variables

$\sum x$ = the total score of the pre-test

$\sum y$ = the total score of the post-test

N   = the number of sample

3.5 Reliability of Reading Comprehension Test

To find out the reliability of the test, the writer used the Spearman-Brown formula (Arikunto, 2006:223):

$$r_{11} = \frac{2\ x\ r\ 1/21/2}{1 + r1/21/2}$$

Notes: r_{11} = Coefficient reability

T $r 1/2 \, 1/2$ = Coefficient between the two tests

Arikunto asserted that the reliability of test can be catagorized as follow :

0.00-0,20   = the reliability is very low
0,21-0,40   = the reliability is low
0,41-0,60   = the reliability is fair
0,61-0,80   = the reliability is high
0,81-above   = the reliability is very high

3.6 Technique for collecting Data

In order to answer the problems of the study, the following is the way of collecting the data:

1. Preparing the Reading Comprehension Test to test the groups
2. Testing the groups, correcting their paper and calculating their mean scores to groups taught by Traditional Grammar Method, STAD, and TGT.
3. Preparing the lesson plan for Traditional Grammar Method, STAD, and TGT activities.
4. Dividing the classes which would be taught by Traditional Grammar Method, STAD, and TGT.
5. The three groups were given posttest to measure the effect of Grammar Method, STAD, and TGT.

3.7 Technique for Analyzing Data

Generally, the research method is done two groups: first experimental group and second is control group. After the research have finished done and then here the steps to be taken in analyzing the data are below:

1. To Determine the mean of each group
2. F_{test} (F_t)

IV. FINDINGS AND DISCUSSION

4.1 Findings

After analyzing the data, the problem statement mentioned in the previous chapter were successfully testified. The findings of research are:

1. There is an effect of Grammar Translation Method on reading comprehension of grade eight students of SMP N 2 Siantar. It can be proven from the mean score for pretest is 51.8 while the means score in posttest is 61.26
2. There is an effect of STAD Method on reading comprehension of grade eight students of SMP N 2 Siantar. It can be proven from the mean score of pretest is 54.76 while the means score of posttest is 69.3.
3. There is an effect of TGT Method on reading comprehension of grade eight students of SMP N 2 Siantar. It can be proven from the mean score of pretest is 55.83 while the mean score of posttest is 70.1.

4. The effect of Teams Games Tournament (TGT) is more significant than the effect of Student Teams- Achievement Division (STAD) or than the effect of Grammar Translation Method on reading comprehension of grade eight students of SMP N 2 Siantar. Based on the calculation of testing hypothesis, the researcher got the critical value of F_{test} = 6.75 in the degree of freedom (2; 87), while the F_{table}, with df (2; 87) F(2;87 ;0.05) = 3.12 and F(2;87 ;0.01) = 4.89. So, the result showed that F_{test} is higher than F_{table} (3.12 <6.75> 4.89).

4.2 Discussion

The application of teaching method is affected by students' motivation. Students' motivation contributes to the effectiveness of methods in the teaching and learning process in the class. As the result, the students having high motivation who were taught using TGT have higher reading competence of others. TGT method is more effective than STAD and conventional method for teaching reading. It means, TGT is suitable and effective for students having high motivation. The teacher has to know which method works well according to the students' motivation in the teaching and learning process. TGT is one of the methods requiring highly motivated students in mastering the learning materials. Peer teaching or sharing knowledge is the main aims in the group activities. TGT method is a form of small group learning with different background of members (academic competence, sex, and ethnicity). The success of the group depends on how far the members can master the learning materials through tournament. In mastering the learning materials, students try to share duties, such as: finding out the meaning of words or vocabularies or translating the text among the members. This method will not only emphasize the students in mastering the academic content but it will also make their relationship more familiar. TGT also requires the students to be more active in their teams with a help of teacher. The teacher is to monitor and assist the activity of the groups and their members. In fact, students become more independent and active in mastering the learning materials because they can share with their mates with different background.

The result of one-way ANOVA (F_{test}) computation by using Microsoft Office Excel program reveals that both Teams Games Tournament (TGT) and Students Teams-Achievement Divisions (STAD) method significantly affect students' reading comprehension. F_{test} was higher than $F_{table.}$ So the result 3.12 <6.75> 4.89. Thus, it is concluded that both TGT and STAD methods are effective to teach reading comprehension. The students taught by TGT method has the highest mean of Grammar Translation method and STAD; 61.2 < 70.1 > 69.3. This is because the students are more enthusiastic in learning process while they are taught by TGT. TGT is effective to warm up class atmosphere because TGT gives opportunity to make all students taking parts in the teaching and learning activities and being successful.

On other side, the using of STAD is also important as the method of teaching. Students Team-Achievement Division (STAD) is one of cooperative learning method in which students work in a group. The group consists of students from different academic level, sexes, and background ethics. They are responsible for discussing and working in group before answering quiz individually. Some of students are also interesting while they were taught by STAD, they work in group while discussing the material. But after implementing both methods and Grammar Translation method in control group, the students are more active in taking part of the learning

activities in the classroom while they were taught by TGT, and it affects their Reading Comprehension.

V. CONCLUSION

After conducting and analyzing the data at grade eight students in SMP N 2 Siantar, the writer gets some conclusions as follows:
1. There is an effect of Grammar Translation Method on reading comprehension of grade eight students of SMP N 2 Siantar.
2. There is an effect of STAD Method on reading comprehension of grade eight students of SMP N 2 Siantar.
3. There is an effect of TGT Method on reading comprehension of grade eight students of SMP N 2 Siantar.
4. The effect of Teams Games Tournament (TGT) is more significant than the effect of Student Teams- Achievement Division (STAD) or than the effect of Grammar Translation Method on reading comprehension of grade eight students of SMP N 2 Siantar.
5. The students understand most in the level of literal comprehension.

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