
**THE IMPLEMENTATION OF QUIZ TEAM METHOD IN TEACHING
RECOUNT TEXT AT SMPN 1 TILANGO**

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Abstrak: Penelitian ini bertujuan untuk mengetahui penggunaan metode quiz team dalam meningkatkan keterampilan membaca teks recount pada siswa kelas VIII di SMPN. 1 Tilango. Secara khusus penelitian ini mencoba menjawab pertanyaan berikut: apakah penerapan metode quiz team dapat meningkatkan keterampilan membaca siswa pada teks recount. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian pra-eksperimental. Sampel penelitian ini adalah 19 siswa kelas VIII-2 di SMP Negeri I Tilango. Pengumpulan data penelitian ini menggunakan tes pemahaman membaca berupa teks recount. Tes tersebut bersifat objektif dan digunakan untuk mengumpulkan data pre-test dan post-test. Kemudian data dianalisis dan diinterpretasikan menggunakan SPSS. Hasil pre-test sebesar 133 dan post-test sebesar 323. Hipotesis menemukan bahwa nilai signifikansi (2-tailed) adalah $p = 0,000 < 0,05$. Ini membuktikan bahwa hipotesis (H_a) diterima. Dengan demikian dapat disimpulkan bahwa metode quiz team dapat meningkatkan keterampilan membaca teks recount pada siswa kelas VIII SMPN.1 Tilango.

Kata Kunci: Metode Tim Kuis, Keterampilan Membaca, Teks Cerita Ulang.

Abstract: This study aims to determine the use of the quiz team method in improving reading skills in recount text in grade VIII students at SMPN. 1 Tilango. Specifically, this study tries to answer the following question: whether the application of the quiz team method can improve students' reading skills in recount texts. This study uses a quantitative method with a pre-experimental research design. The sample of this study is 19 students in grades VIII-2 at SMP Negeri I Tilango. The data collection of this study uses a reading comprehension test in the form of recount text. The test is objective and is used to collect pre-test and post-test data. Then, the data was analyzed and interpreted using SPSS. The results of the pre-test was 133 and the post-test was 323. The hypothesis finds that the significance value (2-tailed) is $p=0.000<0.05$. This proves that the hypothesis (H_a) is accepted. Thus, it can be concluded that the quiz team method can improve reading skills in recount text in grade VIII students at SMPN.1 Tilango.

Keywords: Quiz Team Method, Reading Skills, Recount Text.

INTRODUCTION

Reading is a language skill that must be learned and mastered by students because it plays an important role in learning English. Reading is a means of acquiring language, communication, and sharing information and ideas (Sheeba & Ahmad, 2018) Thus, good reading skills can help students find ideas, content, and main ideas contained in text to students understand the meaning of reading. Reading English competence involves the skills of comprehension and understanding the text as a whole. Research by (Nurainun, 2017) stated based on the result observation, the learning objectives of reading on curriculum of school are to increase students' skill for understanding a text, to help learners establish ideas, structure, and create meaning, communicate information of the text as well as improve knowledge, and to achieve learning goals in reading text. Therefore, students must acquire large amount of large information by text, students must understand and comprehend a text and support students for the learning process. Based on the curriculum at SMPN 1 Tilango, there are several reading materials from some kinds of texts that are taught in eight grade. In this research, researcher focuses in recount text material. According to (Anderson 1997 in Yuliana, 2016) said that recount is a text that tells about events that happened in the past in a time sequence. From the syllabus at SMPN 1 Tilango, recount text is one of the materials taught and must be understand by class VIII students. Students are expected to be able to take messages from a text and must master recount text. However, most students experience difficulty in reading, understanding texts and feel bored reading a text. These problems can have an impact on reading recount. There are several difficulties for eighth-grade students at SMP N 1 Tilango in reading recount text. First, students can not find the main idea. Second, students are confused about finding specific information in the paragraph. Third, students have difficulty finding the generic structure. Then fourth, students have difficulty finding the author's purpose in the recount text. And the last, students have difficulty identifying language features.

From the several problems, Research is needed on the application of appropriate teaching methods. Teaching methods can affect the learning process. Generally, if the teacher use the right method in teaching, students will understand the material easily. Teacher creativity in choosing teaching methods is essential because it can motivate students to learn. Therefore, researcher implement quiz team method. Quiz team method is active learning developed by (Silberman, 2005). (Widi, 2020) stated that quiz team is learning through teamwork which can increase students' sense of responsibility for what student learn in a way that is fun and do not

make students feel afraid. Therefore, quiz team is a suitable method for use this research. In addition, the learning process by using quiz team, all group members study together about the material, give direction, ask questions and answers to each other for understand the material. For that, students have no hesitation to express their ideas (Parnayathi, 2020). Thus, each student is expected to better understand the concepts, master the material, and be able to solve various problems using this method. Furthermore, the quiz team is easy to implement in the classroom.

Using the quiz team method is used to see if there is an improvement in students' reading skills in teaching recount material. Thus, The researcher want to find out whether or not the implementation of quiz team method in teaching recount text can improve student's reading.

RESEARCH METHODS

The research method used is quantitative using pre experimental design. The research design presented in the following table:

Research design pre-experiment one group pre-test and post-test

01	X	02
Pre-test	Treatment	Post-test

01: Pre-test, X: Treatment, 02: Post-test

This research was conducted at SMPN,1 Tilango school. Located in Tilango, Gorontalo Regency, Gorontalo. This research started on Tuesday, 23 April 2024 until Monday, 27 May 2024. Populasi at SMP Negeri 1 Tilango. This research used purposive sampling to take the research sample. The samples of this research took at the graded class VIII 2.

The testing instrument used this research consists of two tests: a pre-test and a post-test. The research instrument used in this study using multiple choice with 25 numbers. The validity of the question sheet has been tested in previous research by (Ervian, 2020).

The blue print of reading recount text

No	Indicators	Number of Question
1	Student are able to find main idea of recount text	5, 8, 12, 16, 22

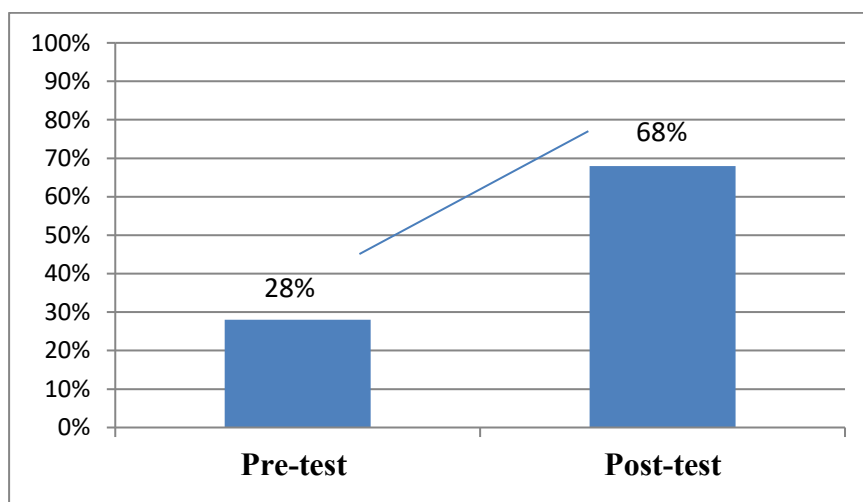
2	Students are able to identify the specific information of recount text	1, 9, 14, 20, 21
3	Students are able to find generic structure of the recount text	3, 10, 13, 19, 23
4	Students are able to find purpose of recount text	4, 6, 15, 17, 25
5	Students are able to find language features of recount text	2, 7, 11, 18, 24

Ervian (2020)

Technique of data collection in this research used pre-test, treatment, post-test. and the technique of data analysis, they are: First, The formula for calculating the number of individuals score. Second, the data analysis of this research used a paired sample t-test using SPSS software, and last, Classification of students reading score.

RESULTS AND DISCUSSION

The Result of The Presentage From Pre-Test And Post-Test



Based on the graphic above. The total that students should obtain for 19 students is 475. However, from pretest result, students obtained the number of correct answers was 133. Which is a percentage of 28% of the total score from students. After that, after giving the treatment of quiz team method. In the post-test, students obtained the number of correct answers, which was 323, with a total score percentage of 68%. Thus, an increase in student achievement by 40%.

Based on the explanation above, then it can be concluded. From the comparison of students' achievement in the pretest and post-test result show that the quiz team method can increase students' reading skills in reading recount text.

Data results from analysis of Paired Sample T Test

Test	N	Deskriptive Statistic	Paired T-test		
		M (Std. D)	T	df	sig.(2-tailed)
Pre-Test	19	28.00	-	18	0.000
Post-Test	19	68.00	17.171		

Based on the result above, The mean of the pretest was 28.00 and the post-test was 68.00, the t-value = -17.171, df = 18 and the significant value was 000.

Hypothesis verification

The criteria hypothesis verification of this research testing are:

Ho: will be reject if *sig. (2 – tailed)* > 0,05

H_a: will be accepted if *sig. (2 – tailed)* < 0,05

In the following data, the researcher must prove whether the hypothesis is accepted or rejected. The researcher found significant value was 000. significant level $\alpha = 0,05$ with criteria $0,000 < 0,05$. Based on the test criteria if the significant value < 0,05 then the decision of Ho is rejected and H_a is accepted. For that the researcher got the result that the hypothesis of the implementation of the quiz team method can increase students' reading skills in recount text

CONCLUSION AND SUGGESTIONS

Based on the post-test results obtained by class 8 2 students, it was 68%, which was higher than the pre-test results which only obtained 28%. Thus, there was an increase in student achievement by 40% . Moreover, From statistical analysis using paired samples t-test, it was found that there was a significant effect using quiz teams in achieving student learning outcomes in reading recount text at Smpn.1 Tilango. Therefore, Teaching reading using the quiz team method, makes learning more fun, makes students active in learning and this can increase students' reading skills. At the end of this thesis. The researcher provide some

suggestions and the researcher hopes that this research can provide benefits. For schools or universities, to be able to apply this quiz team method and be useful for English teachers in teaching and learning activities. Thus, make students active and motivate students in learning process. One of them is by using appropriate and effective media and learning methods for students can play an active role in the learning process and the learning objectives can be achieved. For the next research, it is suggested to develop the topic of reading on students' comprehension by using quiz team method.

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