

The Effectiveness of Teams Games Tournament to Improve Students' confidence on Reading Class

**(An Experimental Study on the Eleventh Grade of Madrasah Aliyah Negeri 1
Purwokerto)**



A THESIS

**Submitted to the English Department as a Particular Fulfillment
Of the Requirement for S.Pd Degree**

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2015

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'The Effectiveness of Teams Games Tournament to Improve Students'

Confidence on Reading Class

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Menyatakan dengan sesungguhnya bahwa skripsi ini adalah hasil karya tulis saya sendiri dan bukan dibuatkan oleh orang lain atau jiplakan atau modifikasi karya orang lain.

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Yang menyatakan,

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DEDICATION

1. Allah SWT, I do believe, You did give me an opportunity to write down this. Thank you!!!
2. Pur'adi,BA and Dra, Liswanti, your pray and supports are PRICELESS and may Allah bless you all.
3. Mr Drs.Bambang Suroso, M. Hum, it is an honour for me to be under your guidance.
4. Mrs Dra. Sri Mardiasih, thanks a lot for all of your supports, time, and advices which really help me for conducting and finishing this thesis.
5. Mrs Suwondo, Thanks for giving me a memorable room to shelter from rain, hot, and cold.
6. English Department '10, being a part inside of it is a big history in my life.
7. Ludarubma FC Cilacap, Mukti, Yudi, Kemal, Fatah, Beni, Anggoro, Agus, Alimin, Gepenk, Rhesa, Arifin, Damar, Putra and the others that I can't mention one by one. All of you are the great jokers, athletes and professional workers that inspire me a lot.
8. Bawah Tower cottage, from the old one Wisnu, Fuad, Jalil, Endi, Ricky and the new comers all of you are awesome.
9. Express crew, Abud and friends may Allah give you His blessing.
10. The Joker, you are my biggest inspiration of all. Your madnesses, gimmicks, quotes, and fashion style influence me in every way in my life.

MOTTOS

“Don't hesitate to cooperate with The Government to assure your success”

–Al Capone

“If you're good at something, never do it for free.”

–The Joker

“If we have too much fun today, we ain't thinking about tomorrow.”

–John Dillinger

*“What is something to you but nothing to anyone else?
Your Mind!”*

–Ed “The Riddler” Nygma

“If everybody else says experience is the best teacher, so I will say being teacher is the best experience.”

–AndryStiadiPratama

PREFACE

All praise to Allah SWT, for his mercy and blessing, so this thesis as a partial fulfilment for requirement of S.Pd degree of English Department, Teacher Training and Education Faculty, Muhammadiyah University of Purwokerto could be finished completely by the writer.

The writer was very grateful to Drs. Bambang Suroso, M.Hum. My big thank for your guidance, advice, suggestion, and correction to the thesis manuscript.

Special thanks to all of lectures in English Department, such as: Mr. Pudiyono, Mr.Furqanul Azies, Mr.Suwartono, Mr.Dodi, Mr.Faisal, Mr.Jangkep, Mr.Saefurrahman, Mr.Dodi, Mr.Feishol Azies, Mr.Arif, Mr. Agus, Mrs.Rini, Mrs.Lutfi, Mrs.Nisa, Mrs.Rina, Mrs.Meilina, Mrs.Titi, Mrs.Diah, and Mrs.Listiani for your dedications in giving me the knowledge.

Further more, for the head master of Madrasah Aliyah Negeri 1 Purwokerto that allowed me to conduct the Study. Thesecond grade of Madrasah Aliyah 1 Purwokerto English Teacher Mrs.Sri Mardiasih, S.Pd.All the students on grade XI IS 1 and XI IS 2 who participated in the Study.The last, for my beloved parents who gave me support and motivation for finishing this thesis.

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ABSTRACT

This Experiment is aimed at finding out whether Teams Games Tournament there is an interaction effect between teaching methods and students' confidence on the students' reading class. The Experiment was carried out at MAN 1 Purwokerto in the academic year of 2014/2015. The Study method used was an Experiment study. The populations were XI Social 1 as the Experimental Class and XI Social 2 as the Control class of MAN 1 Purwokerto in the academic year of 2014/2015. The sample was taken by using cluster stratified sampling. The techniques of collecting the data were the Questionnaires, Observation and Interview. The three instruments were valid and reliable after both were tried-out. The data were analyzed by using multifactor analysis of percentage. It can be proved that, the post questionnaire intended to find the effectiveness of TGT for improving students' confidence percentage of the experimental class (89.52%) was higher than the second questionnaire percentage of control class (86.57 %). Furthermore, to prove the effectiveness of TGT for improving students' confidence, the experimental also used the observations. And the result of the second observations which aimed to find the effectiveness of TGT were 75.4% with the 18.66% improvement for the Experimental class and the effectiveness of conventional method which was given to the Control class is 70.3% with 1% improvement. And from the interview with the English Primary Teacher she also agreed that TGT is also effective to make students to be more confident and can be the solution for applying character education. It means that the hypothesis that TGT is effective for improvingstudents' confidence is accepted.



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