

**THE INFLUENCE OF TEAM QUIZ STRATEGY ON STUDENTS' READING
COMPREHENSION OF EXPLANATION TEXT AT THE ELEVENTH GRADE OF
SMAN 1 SUNGKAI UTARA
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ABSTRACT: Reading is a form of written communication used to obtain information. Reading comprehension is needed to understand sections, texts of books, and references written in English. Team Quiz is a strategy that allows students to work together, discuss and interact to reach a common agreement. This study aims to determine the effect of the Team Quiz Strategy on students' reading comprehension of explanatory texts in grade eleven of SMAN 1 Sungkai Utara. This study uses a quantitative method with an experimental design. The research instrument uses a pre-test and post-test to collect data. Based on the results of the study and discussion, the use of the Team Quiz strategy showed an increase in learning outcomes in English reading comprehension. The average increase in the experimental group was 9.09, higher than the average increase in the control group which was only 5.72. The paired sample t-test showed a significant result (2-tailed) in the experimental group of 0.000, smaller than the significance level (α) = 0.05. The test results showed that H_0 was rejected and H_a was accepted, which means there was a significant difference between the average value before treatment (pre-test) and the average value after treatment (post-test). The research findings show that the Team Quiz Strategy has a significant influence and is considered effective in improving the reading comprehension of explanatory texts of class XI students of SMA N 1 Sungkai Utara.

Keywords: *Reading, Reading Comprehension, Team Quiz, Explanation Text.*

ABSTRAK: Membaca adalah suatu bentuk komunikasi tertulis yang digunakan untuk memperoleh informasi. Pemahaman membaca diperlukan untuk memahami bagian, buku teks, dan referensi yang ditulis dalam bahasa Inggris. Team Quiz merupakan strategi yang memungkinkan siswa bekerja sama, berdiskusi dan berinteraksi untuk mencapai kesepakatan bersama. Penelitian ini bertujuan untuk mengetahui apakah pengaruh Strategi Kuis Tim terhadap pemahaman membaca teks eksplanasi siswa di kelas sebelas SMAN 1 Sungkai Utara. Penelitian ini menggunakan metode kuantitatif dengan desain eksperimen. Instrumen penelitian ini menggunakan pre-test dan post-test untuk mengumpulkan data. Berdasarkan hasil penelitian dan pembahasan, penggunaan strategi Team Quiz menunjukkan adanya peningkatan hasil belajar pemahaman membaca bahasa Inggris. Rata-rata

peningkatan pada kelompok eksperimen sebesar 9,09, lebih tinggi dibandingkan rata-rata peningkatan pada kelompok kontrol yang hanya sebesar 5,72. Uji t sampel berpasangan menunjukkan hasil signifikansi (2-tailed) pada kelompok eksperimen sebesar 0,000 lebih kecil dari taraf signifikansi (α) = 0,05. Hasil pengujian menunjukkan H_0 ditolak dan H_a diterima yang berarti terdapat perbedaan yang signifikan antara nilai rata-rata sebelum perlakuan (pre-test) dengan nilai rata-rata setelah perlakuan (post-test). Temuan penelitian menunjukkan bahwa Strategi Team Quiz mempunyai pengaruh yang signifikan dan dianggap efektif dalam meningkatkan pemahaman membaca teks eksplanasi siswa kelas XI SMA N 1 Sungkai Utara.

Kata Kunci: Membaca, Pemahaman Membaca, Kuis Tim, Teks Eksplanasi.

I. INTRODUCTION

Reading is an important language skill to master. Without having the ability to read, a person will experience difficulty in understanding the meaning conveyed through non-verbal communication, such as written text, when interacting with other people. This can cause misunderstandings when someone is unable to understand the content of a text. From an early age, humans have learned reading skills, starting from teaching in the family environment and then continuing officially through formal education at school. A learning method is a method used in the learning process to achieve predetermined goals (Woolley, 2011). Reading is a type of speech activity with rules for effective reading, focusing on correct and effective reading techniques (Dilnoza, 2021).

At the senior high school, students study texts of increasing complexity

(Wahyudi, 2018). The effectiveness of a learning activity depends on the choice of methods used by the teacher during the teaching and learning process. Thus, the presence of a proactive teacher is needed to create an interesting and conducive reading atmosphere, changing boredom into fun. (Wahyudi, 2018) reading is described as a receptive activity that involves receiving information, understanding content, and interpreting meaning from written communication indirectly. Therefore, the presence of teachers who are active and creative in designing innovations and variations in reading techniques is important. The researcher assumes that there is a need for improvement in English language teaching. Strategy is identified as one of the key components in implementing the teaching and learning process in school classrooms. To increase students' creativity in reading, innovation is needed. In this

context, the team quiz strategy is introduced by the researcher.

The team quiz method is a fun and non-intimidating approach to increase the level of responsibility of participants in the learning process (Silberman, 2016). This strategy is very suitable for the reading learning process, especially at the high school level, because it requires a deeper understanding to analyze or understand texts and sentences that have a level of complexity. This strategy provides students with the opportunity to collaborate, discuss and interact to reach a mutual agreement. Through the implementation of the team quiz strategy, student learning is enhanced with a fun and less intimidating approach to the material studied (Astuti, 2016).

Based on several problems above, researcher can conclude that students need an interesting learning process for them. In this case, teachers must find a good strategy that can make students interested in learning to read. One strategy that is considered to make it easier for students to learn is to use the Team Quiz Strategy is a tool to improve the knowledge and understanding of participants in a shared atmosphere. This means that students are able to develop their abilities in understanding the text. This allows students to share their interpretations of the text.

Therefore, researcher will apply the team quiz strategy to see the effectiveness of this strategy in reading classes.

Therefore, the researcher is interested in conducting a study entitled "The Influence of Quiz Team Strategy on Students' Reading Comprehension of Explanation Text at the Eleventh Grade of SMAN 1 Sungkai Utara Academic Year 2023/2024 "

II. RESEARCH METHOD

In this study, researcher applied quantitative methods using an experimental design. The type of experiment chosen by researcher was quasi-experimental design. Researcher chose the quasi-experimental research method because the sample was taken using purposive sampling technique, where the sample selection was not randomized, so this method was more appropriate. The design used was a nonequivalent control group design, which takes a class that already exists and was assumed to have the same initial conditions as the subject. The research subjects were divided into two groups, namely the experimental group who received treatment by applying the team Quiz strategy in learning English, especially on reading

comprehension, and the control group who used the silent reading strategy in learning.

Data Source

The data source in this study is the results of the pre-test and post-test answered by students regarding reading comprehension of explanatory texts. The students studied were students of class XI SMAN 01 Sungkai Utara. Based on the classes in the school, the researcher took class XI IPS 4 which consisted of 35 students and XI IPS 5 which consisted of 33 students. After comparing each class, in class XI IPS 4, class XI IPS 5 had different levels of activity from other classes, but it turned out that based on the average daily practice of students, classes XI IPS 4 and XI IPS 5 actually obtained lower scores compared to other classes. Therefore, the researcher was curious about the results of the reading test research in classes XI IPS 4 and XI IPS 5, so the researcher took the research subjects in those classes. The researcher conducted a multiple-choice test on explanatory texts on students in classes XI IPS 4 and XI IPS 5. This test aims to determine students' reading comprehension of explanatory texts.

Research Instrument

In this study, to determine the effect of quiz team strategy on students' reading comprehension, the instruments used by the researcher were Pre-Test and Post-Test. According to Brown (2004) the research used a reading evaluation tool called Impromptu Reading Plus Comprehension Questions, which was developed. In this study, the researcher used the results of the Pre-Test and Post-Test as data.

Data Collection Technique

Data collection techniques were a key stage in research because the main goal was to obtain data. Without a good understanding of data collection techniques, a researcher would not be successful in obtaining data that meets the established standards (Sugiyono, 2019).

The data collected in this research was quantitative and comes from pre-test and post-test. This study used a reading assessment called Impromptu Reading Questions Plus Comprehension. These questions were designed in a multiple choice format, where respondents were asked to choose one answer that was considered the most appropriate from the answer options provided.

Data Analysis Technique

In quantitative research, data analysis was a stage carried out after data was collected from respondents or other data sources. Activities in data analysis include: grouping data based on variables and type of respondent, tabulating data based on variables and type of respondent, tabulating data based on variables from all respondents, presenting data for each variable studied, carrying out calculations to answer the problem formulation, and conducting analysis to test the proposed hypothesis.

III . RESEARCH RESULT AND DISCUSSION

Research Result

Researcher discuss the results of their research. First, researcher conducted tryout before the research. The tryout was carried out at SMAN 1 Hulu Sungkai on Thursday 23 May 2024 involving 20 students. This tryout aimed to determine the reliability of the reading comprehension test instrument. The validity of the instrument was determined through expert judgment provided by two lecturers.

After finding the validity and reliability of the instrument, the researcher conducted a pre-test at SMAN 1 Sungkai Utara on

Thursday 4 June 2024, then the researcher conducted research from 7 June to 14 June 2024. The research sample was divided into two class groups, namely the experimental class and control class. The XI IPS 5 experimental class had 33 students, while the XI IPS 4 control class had 35 students, so the total sample was 68 students. This research aimed to determine whether there was a significant influence of the Team Quiz Strategy on reading comprehension in class XI of SMAN 1 Sungkai Utara in the 2023/2024 academic year.

This research was conducted four times in the control class and experimental class. Researcher gave special treatment to the experimental class using the Team Quiz Strategy. At the last meeting, the researcher gave a post-test on the explanation text to measure students' reading comprehension.

Validity of Try Out

Based on the results of the validity of the data from the pre-test, out of 35 items there were 20 items that were valid for testing. A preview of the validity of these questions could be seen in the table below:

TABLE VI

VALIDITY SUMMARY OF TRY OUT

Observation	Total	Numbers
Valid items	20	1,3,7,9,10,12,13,15,18,19,20,21,23,25,26,29,30,31,33,34
Invalid items	15	2,4,5,6,8,11,14,16,17,22,24,27,28,32,35

Reliability of Try Out

After the data on students' reading comprehension skills were obtained, the data were analyzed to determine whether the instrument used was reliable or not using the KR-20 calculation. The results can be seen in the following table:

TABLE VII

THE RELIABILITY TEST RESULT OF TRY OUT TEST

r_{11}	r_{table}	Conclusion
0.902	0.468	Reliable

The reliability results using KR-20 show r_{11} of 0.902 and r_{table} of 0.468. Because $r_{11} > r_{table}$, the test can be said to be reliable.

Discussion

The results of this study show a comparison of the average learning outcomes between the control group (which was not treated) and the experimental group (which was treated with the Team Quiz Strategy). Learning data includes pre-test scores given before treatment or learning, as well as post-test scores taken after treatment or after learning.

The results of this study show that learning with the Team Quiz strategy effectively improves the learning outcomes of reading comprehension of explanation text. The learning outcomes of students who use the Team Quiz strategy were higher than students who use the silent reading strategy. This research was in line with Silberman (2016) opinion which states that the Team Quiz strategy was a fun and non-threatening way to increase participants' accountability for what they learn.

Based on the results of research, the use of the Team Quiz strategy shows an increase in English reading comprehension learning outcomes. The average increase in the experimental group was 9.09, higher than the average increase in the control group which was only 5.72. The average Normality-Gain value in the experimental group was in the medium category ($0.30 \leq g < 0.70$). The

paired sample t test shows a significance result (2-tailed) in the experimental group of 0.000, which was smaller than the significance level (α) = 0.05. The results of this test show that H_0 was rejected and H_a was accepted, which means there was a significant difference between the average value before treatment (pre-test) and the average value after treatment (post-test).

IV. CONCLUSION

Conclusion

According to the results of research and discussion, the quiz team has an influence on improving students' reading comprehension in explanation texts, there was a significant influence on students' reading comprehension of explanation text through team quiz strategy in class XI students of SMAN 1 Sungkai Utara. Because the Paired Sample T-test shows the significance result (2-tailed) in the experimental group of 0.000 was smaller than the significance level (α) = 0.05. The results of this test indicate that H_0 was rejected and H_a was accepted, which means that there was a significant difference between the average pre-test and post-test scores of the experimental group after treatment.

Suggestion

Based on the research results and conclusions above, the researcher provides several useful suggestions and supports English language teaching through the quiz team strategy in improving students' reading comprehension in explanation texts as follows:

1. For Teachers

The researcher recommends the quiz team strategy to teachers to apply in the classroom and to other researcher who were interested in using this strategy to improve reading comprehension in the classroom. However, teachers should provide attention and motivation to students who experience difficulties in the teaching and learning process.

2. For Students

Students must be more focused and active in learning English, especially in learning explanatory texts using the quiz team strategy and students should study hard and practice more in reading texts through quiz team strategies to improve their reading comprehension.

3. For Further Researcher

Researcher believe that this research can be used as a reference for other researcher. For researcher who want to use this strategy,

it was important to allocate time appropriately in presenting the material.

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