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The Influence of the Learning Tournament Strategy on Reading Skills in Observation Results Report Text

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ABSTRACT
The purpose of this study was to determine the effect of the Learning Tournament Strategy on the reading comprehension skills of observational report texts at SMP Negeri 5 Kota Sukabumi in the 2025/2026 Academic Year by paying attention to students' reading comprehension skills before and after the implementation of the Learning Tournament learning strategy. The duration of the study was five months calculated from November 2025 to April 2026 using a true experimental pretest-posttest design. The research target was class VIII at SMP Negeri 5 Kota Sukabumi in the 2025/2026 Academic Year. Researchers used cluster sampling to determine the sample for each group. Class VIII-B as the experimental group and class VIII-C as the control group, while the research instruments used were written pretest and posttest tests. Based on the results of the research conducted by researchers, 36 experimental group data and 30 control group data were obtained, researchers used the Wilcoxon Test in analyzing the research data. The results of the Wilcoxon test show that the initial ability of students shows that the control class has a reading comprehension ability that is superior to the experimental class, meanwhile after the Learning Tournament strategy is applied, the reading comprehension ability of students in the experimental group can be superior to the control class. The Wilcoxon test also proves that the pretest-posttest results of the experimental group have a significant difference obtained with a significance value of 0.001, in contrast to the pretest-posttest results of the control group which show no significant difference with a significance result of 0.440.

Keywords: learning tournament strategy, reading skills, observation report

Pengaruh Strategi *Learning Tournament* dalam Keterampilan Membaca Teks Laporan Hasil Observasi

ABSTRAK
Tujuan penelitian ini untuk mengetahui pengaruh strategi learning tournament dalam keterampilan membaca teks laporan hasil observasi di SMP Negeri 5 Kota Sukabumi Tahun Ajaran 2025/2026 dengan memperhatikan kemampuan membaca pemahaman siswa sebelum dan sesudah diterapkan strategi pembelajaran Learning Tournament. Durasi penelitian lima bulan terhitung dari bulan November 2025 s.d. April 2026 dengan menggunakan desain penelitian true experimental design pretest-posttest. Sasaran penelitian kelas VIII di SMP Negeri 5 Kota Sukabumi Tahun Ajaran 2025/2026. Peneliti menggunakan cluster sampling untuk menentukan sampel setiap kelumpok. Kelas VIII-B sebagai kelompok eksperimen dan kelas VIII-C sebagai kelompok kontrol, Adapun instrumen penelitian yang dilakukan berupa tes tulis pretest dan posttest. Berdasarkan hasil penelitian yang dilakukan oleh peneliti, diperoleh 36 data kelompok eksperimen dan 30 data kelompok kontrol, peneliti menggunakan Uji Wilcoxon dalam menganalisis data penelitian. Hasil Uji Wilcoxon menunjukkan bahwa kemampuan awal siswa menunjukkan kelas kontrol memiliki kemampuan membaca pemahaman lebih unggul daripada kelas eksperimen, sementara itu setelah diterapkan strategi Learning Tournament, kemampuan membaca pemahaman siswa pada kelompok eksperimen dapat lebih unggul daripada kelas kontrol. Uji Wilcoxon juga membuktikan bahwa hasil pretest-posttest kelompok eksperimen memiliki perbedaan yang signifikan diperoleh nilai signifikansi 0.001, berbeda halnya dengan hasil pretest-posttest kelompok kontrol yang menunjukkan tidak terdapat perbedaan signifikan dengan hasil signifikansi 0.440.

Kata kunci: strategi learning tournament, keterampilan membaca, laporan hasil observasi

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INTRODUCTION

Reviewing the results of the 2022 Programme for International Student Assessment (PISA), Indonesia's literacy rate is below the OECD average (Nasrullah et al., 2024). The literacy emphasized in this assessment is reading comprehension. According to Herlinyanto, reading is the process of understanding the meaning of written symbols based on the reader's knowledge and experience (Herlinyanto, 2015). Reading is not only reading sound symbols, but also understanding the meaning conveyed by the author (Putri et al., 2022). In line with Tarigan's statement, reading is a language skill that aims to find information through reading content.

Reading comprehension skills are a higher level, with the following skill aspects: 1) understanding simple identification; 2) understanding meaning; 3) evaluating or assessing; 4) Reading speed that can be adjusted to the situation (Tarigan, 2008). Lasomba et al. (2026), Razak et al. (2020), Harjasujana & Damaianti (2003) also stated that reading comprehension skills are the basis for student learning success.

Researchers conducted observations and interviews with Indonesian language teachers at SMP Negeri 5 Sukabumi City. The average class score for the report text material, which resulted from observations, was less than 50% of the students in each class, with the KKM score being 72. According to Mutmainah et al. (2024), improving reading comprehension skills can improve learning outcomes because reading comprehension enhances students' creativity, critical thinking, and reasoning skills. Rudyanto also stated that reading comprehension can help students understand text content, thus preventing errors in interpretation and facilitating problem-solving (Rudyanto, 2017).

Meanwhile, implementing reading comprehension requires teacher creativity in the learning process. Therefore, significant learning innovation is needed to support the learning process in the classroom, both in terms of learning strategies, learning modes, and learning models used. Learning strategies are a series of plans prepared by teachers to implement learning to achieve learning objectives, and methods are ways to facilitate students' understanding of the material presented (Rasyid et al., 2023). This is different from a learning model, which means a pattern or plan systematically developed by the teacher, including approaches, methods, techniques, media, and strategies to achieve learning objectives (Octavia, 2020).

The Learning Tournament strategy can be an appropriate choice, including in the reading comprehension learning process. According to Rabiati and Mardika, the Learning Tournament strategy is a learning strategy implemented to evaluate student understanding by combining group and individual assessments (Rabiati and Mardika, 2020). Consistent with its originator, Melvin L. Silberman, the Learning Tournament strategy is a development of the Teams Games Tournament method, combining learning competition and group competition (Silberman, 2014).

The following are the learning procedures using the Learning Tournament strategy: 1) divide students into small groups of 2-8. The number of members must be equal. If not, the total score must be averaged; 2) provide material to each team to study; 3) provide questions to evaluate student understanding. The instrument used must be able to assess each individual's abilities; 4) check the students' work and accumulate the scores with one group, then announce the results; 5) do the same with different questions, create several rounds. Rounds can be made according to the assessment needs.

Referring to the previous statement, this study focuses on how students' initial skills, final skills, and the influence of the Learning Tournament strategy on the reading comprehension skills of eighth-grade students at SMP Negeri 5, Sukabumi

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City. The purpose of this study was to determine the effect of the Learning Tournament strategy on the reading comprehension skills of eighth-grade students at SMP Negeri 5, Sukabumi City, in the 2025/2026 academic year, taking into account the initial and final skills of eighth-grade students at SMP Negeri 5, Sukabumi City, in the 2025/2026 academic year. Theoretically, this study can serve as a reference in selecting effective strategies to create an interactive learning environment, so that students can develop good reading comprehension skills. Meanwhile, for teachers, this study can provide additional perspectives in selecting effective learning strategies for the learning process, whether for the same or different material. For students, the Learning Tournament learning strategy studied can help students improve their reading comprehension skills. Furthermore, for schools, this research can serve as a basis for decision-making and the provision of learning support facilities and infrastructure.

Research conducted by Lasomba et al. (2026) showed that reading comprehension is an important aspect that must be considered. Furthermore, Rohim's (2024) research demonstrated that the Learning Tournament strategy was effective in improving learning outcomes in the subject matter of "signs of the end times." Another study by Maharani et al. (2025) demonstrated that the Team Games Tournament model can improve writing skills. Therefore, based on these studies, the researcher tested the effect of the learning tournament strategy on reading comprehension skills in observational report texts.

METHOD

The researcher conducted the research systematically based on quantitative research, encompassing pre-preparation, research preparation, implementation, analysis, and data processing. During the pre-research, observations were conducted at the target school to familiarize themselves with the school environment and identify problems that would be used as research material. The research was conducted at SMP Negeri 5 Kota Sukabumi, located at Jl. Siliwangi No. 57, Sukabumi City, West Java. The study population was all eighth-grade students at SMP Negeri 5 Kota Sukabumi. Cluster random sampling was the researcher's choice in determining the research sample. According to Sugiyono, cluster random sampling is a method of determining samples based on population groups (Sugiyono, 2024).

The research design used was a True Experimental Design (Prtest-Posttest). According to Sugiyono, a True Experimental Design can provide high validity to research results because it can control for external variables that influence (Sugiyono, 2024). Therefore, class VIII-C was selected as the control group and class VIII-B as the experimental group.

Next, in the preparation stage, the researcher prepared the research instruments used to collect data. The test instrument was chosen by the researcher because it could answer the research questions formulated. The text created was descriptive, taking into account the learning outcomes in phase D, namely:

"Students are able to understand information in the form of ideas, thoughts, views, directions, or messages from various types of texts, such as descriptions, narratives, poetry, explanations, and expositions from visual and audiovisual texts, to discover explicit and implicit meanings. Students interpret information to express sympathy, concern, empathy, or pro and con opinions from visual and audiovisual texts. Students use other information sources to assess the accuracy and quality of data and compare information within the texts. Students are able to explore and evaluate various current topics read and viewed" (Gusfitri & Delfia, 2024).

The test instruments used by the researchers were pretests and posttests, with the same cognitive level but different texts. Prior to conducting the research, validity testing was conducted with

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experts to assess the appropriateness of the instruments. After completing the refinement stage, the research was ready to be implemented. In addition, to analyze data collection and student responses, the researcher used an observation sheet. Observation is a systematic way of collecting data through observation (Arifin, 2017). This aligns with Djojosuroto & Sumaryati's definition of observation as a data collection technique by observing reactions found in the field (Djojosuroto & Sumaryati, 2014).

The development of the test instrument included: developing a question outline, an assessment rubric, and expert validation. The outline prepared by the researcher and validated by the experts is as follows.

Learning Outcomes

Students are able to analyze information in the form of ideas, views, directions, and/or messages from various types of visual and/or audiovisual texts to discover explicit and implicit meanings; interpret information to express concerns and/or opinions for and against various types of visual and/or audiovisual texts; and evaluate the credibility of various types of visual and/or audiovisual texts using other information sources.

Learning Objectives

Students can identify information in text and understand the structure of observational report texts.

Main Material

Understanding the Structure of Observation Report Texts, finding the main sentence per text structure, finding supporting sentences per test structure, finding the main idea per text structure, finding supporting ideas per test structure, finding the conclusion of the text.

Question Indicators

The test indicators are the main sentence of the general definition structure, supporting sentence-1 of the general definition structure, supporting sentence-2 of the general definition structure, main sentence of the definition structure part-1, supporting sentence-1 of the definition structure part-1, supporting sentence-2 of the definition structure part-1, main sentence of the definition structure part-2, supporting sentence-2 of the definition structure part-2, supporting sentence-2 of the definition structure part-2, main idea of ??the general definition structure, supporting idea-1 of the general definition structure, supporting idea-2 of the general definition structure, main idea of ??the definition structure part-1, supporting idea-2 of the definition structure part-1, supporting idea-2 of the definition structure part-1, main idea of ??the definition structure part-2, supporting idea-1 of the definition structure part-2, supporting idea-2 of the definition structure part-2, main conclusion, conclusion-1, and conclusion-2.

Question Type

This test examines reading skills in the form of an essay-style observational report.

Question Group Weighting

Questions about sentences are worth 20 points, questions about ideas are worth 40 points, and questions about conclusions are worth 40 points. Therefore, the highest score is 100, and the lowest is 20.

Pre-test and post-test data on observational report text reading skills for both the control and treatment groups were analyzed using descriptive statistical procedures. The descriptive statistical measures used were mean, percentage, and categories (very good, good, sufficient, poor, and very poor).

Data on the effect of the learning tournament strategy on observational report text reading skills

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were analyzed using parametric inferential statistical procedures. The appropriate measure for the research objectives was the paired-sample t-test procedure for observational report text reading skills data with a normal and homogeneous distribution. If the data were not normally distributed, a substitute procedure from the nonparametric inferential statistical group, the Wilcoxon test, was used. All calculation procedures used the Excel application for pre-test and post-test data for all groups, while for inferential statistics the SPSS version 20 application was used.

The requirement test was the normality test. Ho is accepted if sig. > 0.05. Otherwise, Ho is rejected. H0 indicates the data is normally distributed. H1 indicates the data is not normally distributed.

RESULTS

1. Pretest Results per Groups

1.1 Pretest Results for the Control Group

The answer sheets completed by class VIII-C served as the initial skills research data for the control group. The pretest was conducted without any material, simply by distributing questions. The results of the control group's pretest are shown in the following table.

Table 1
Pretest Results for the Control Group

No.	Sample Code	Score	Category
1	8101	95	very good
2	8102	95	very good
3	8119	95	very good
4	8123	95	very good
5	8125	95	very good
6	8109	87	very good
7	8128	85	very good
8	8111	83	very good
9	8112	83	very good
10	8113	83	very good
11	8130	83	very good
12	8104	80	very good
13	8116	78	good
14	8126	78	good
15	8107	76	good
16	8120	76	good
17	8110	76	good
18	8121	74	good
19	8118	73	good
20	8129	73	good
21	8108	69	enough
22	8122	53	enough
23	8106	52	enough
24	8124	63	enough
25	8105	52	enough
26	8114	47	less
27	8115	41	less
28	8127	41	less
29	8103	39	very less
30	8117	34	very less
	Mean	71,80	good

Based on these scores, in the control group, 12 students achieved excellent scores, 7 achieved good scores, 4 achieved enough scores, 4 achieved less scores, and 3 achieved very less scores. This indicates that some students already possess reading comprehension skills, while others are still lacking in reading comprehension skills in observational report texts.

1.2 Pretest Results for the Experimental Group

The answer sheets completed by class VIII-B served as the initial skills research data for the experimental group. The pretest was conducted without any material, simply by distributing questions. The following are the pretest results for the experimental group.

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Table 2
Pretest Results for the Experimental Group

No.	Sample Code	Score	Category
1	8226	93	very good
2	8204	90	very good
3	8205	90	very good
4	8232	90	very good
5	8209	85	very good
6	8212	85	very good
7	8215	85	very good
8	8211	83	very good
9	8217	83	very good
10	8233	82	very good
11	8202	78	good
12	8206	78	good
13	8213	78	good
14	8221	78	good
15	8219	75	good
16	8218	73	good
17	8228	70	good
18	8208	68	enough
19	8222	68	enough
20	8210	66	enough
21	8236	63	enough
22	8220	61	enough
23	8224	61	enough
24	8235	61	enough
25	8207	58	enough
26	8214	56	enough
27	8231	56	enough
28	8201	49	less
29	8229	49	less
30	8223	47	less
31	8230	46	less
32	8234	46	less
33	8216	42	less
34	8225	41	less
35	8203	34	very less
36	8227	26	very less
	Mean	66,50	enough

Based on the scores, in the experimental group, 10 students had very good abilities, 7 students had good abilities, 10 students had enough abilities, 7 students had less abilities, and 2 students received very less abilities. This indicates that some students already have good reading comprehension skills, while others are still not yet good enough in reading comprehension skills for observational report texts.

2. Posttest Results per Groups

2.1 Posttest Results for the Control Group

The posttest results of the control group after learning using conventional methods will be used to determine whether conventional methods have an impact on student learning outcomes. The following are the posttest results for class VIII-C, the control group.

Table 3
Posttest Results of the Control Group

No.	Sample Code	Score	Category
1	8120	100	very good
2	8104	95	very good
3	8113	93	very good
4	8125	92	very good
5	8106	88	very good
6	8116	88	very good
7	8119	88	very good
8	8128	88	very good
9	8101	83	very good
10	8124	83	very good
11	8129	83	very good
12	8109	80	very good
13	8102	78	good

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14	8122	78	good
15	8130	78	good
16	8126	73	good
17	8114	70	good
18	8105	68	enough
19	8107	68	enough
20	8108	68	enough
21	8115	68	enough
22	8117	64	enough
23	8121	62	enough
24	8112	61	enough
25	8123	61	enough
26	8103	58	enough
27	8111	53	less
28	8127	46	less
29	8118	44	less
30	8110	31	very less
	Mean	73,00	good

The control group achieved posttest results with 12 students achieving excellent scores, 5 students achieving good scores, 9 students achieving enough scores, 9 students achieving less scores, and 1 student achieving very lessscores. The test results showed that the control group's improvement was not significant, as some students still had difficulty reading and understanding the observational report text.

2.2 Posttest Results for the Experimental Group

The posttest results of the experimental group after using the learning tournament strategy will be used to assess the influence of the Learning Tournament strategy on reading comprehension skills. The following are the posttest results for class VIII-B, the experimental group.

Table 4
Experimental Group Posttest Results

No.	Sample Code	Score	Category
1	8211	100	very good
2	8213	98	very good
3	8223	93	very good
4	8232	93	very good
5	8234	93	very good
6	8214	91	very good
7	8228	90	very good
8	8201	86	very good
9	8224	85	very good
10	8231	85	very good
11	8202	84	very good
12	8217	84	very good
13	8225	83	very good
14	8205	82	very good
15	8218	81	very good
16	8204	80	very good
17	8221	78	good
18	8226	78	good
19	8229	78	good
20	8236	78	good
21	8206	77	good
22	8212	77	good
23	8227	75	good
24	8207	74	good
25	8210	73	good
26	8219	73	good
27	8230	73	good
28	8233	73	good
29	8203	72	good
30	8208	72	good
31	8209	72	good
32	8215	70	good
33	8216	70	good
34	8220	68	enough
35	8222	68	enough
36	8235	68	enough
	Mean	79,86	good

The posttest scores of the experimental group showed that 16 students achieved excellent scores, 17 achieved good scores, and 3 achieved enough scores. Comparing the pretest scores of the

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experimental group with the posttest scores of the experimental group showed a significant improvement.

3. The Influence of the Learning Tournament Strategy on Reading Skills in Observation Results Report Text

3.1 Normality Test Results

This test is conducted to analyze data from a study; the results influence the hypothesis testing used. The test results are shown in the following table.

Table 5
Normality Test Results

Values							
		Kolmogorov-Smirnova			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Control Group	.176	30	.018	.904	30	.011
	Experimental Group	.131	36	.126	.955	36	.155
Post-test	Control Group	.119	30	.200	.964	30	.397
	Experimental Group	.139	36	.074	.938	36	.044

a. Lilliefors Significance Correction

The test results showed two normally distributed values: the pretest score for the experimental group (sig. 0.155) and the posttest score for the control group (sig. 0.397). Meanwhile, the pretest score for the control group (sig. 0.011) and the posttest score for the experimental group (0.044) were not normally distributed.

Therefore, the results of the normality test indicate that the next hypothesis test will use a nonparametric test because it does not require the fulfillment of prerequisite tests (normality and homogeneity tests). Therefore, the test used by the researcher is the Wilcoxon Rank Test to compare the pretest and posttest scores for each group.

3.2 Results of the Wilcoxon Test for the Control Group

The test results can demonstrate the skills of the control group before and after the conventional method is administered. The following are the results of the Wilcoxon Test for the Control Group.

Table 6
Wilcoxon Rank Test for the Control Group

Test Statisticsa				
		N	Mean Rank	Sum of Rank
Posttest Value - Pretest Value	Negative Ranks	14[a]	13.93	195.00
	Positive Ranks	16[b]	16.88	270.00
	Ties	0[c]		
	Total	30		

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The Rank Test results showed that 14 students experienced a decrease in grades (negative rank) with a mean rank of 13.93, while 16 students experienced an increase in grades (positive rank) with a mean rank of 16.88. The researcher examined the differences in students' initial competencies before and after the conventional method was implemented using the following statistical test.

Table 7
Wilcoxon Rank Test for the Experimental Group

Test Statistics	
	Pretet-Posttest
Z	-772
Asymp. Sig. (2-tailed)	.440

The statistical test above indicates that H0 is accepted because the significance value is 0.440. Therefore, the analysis results indicate that there is no difference between students' initial and final competencies. This indicates that the conventional method does not significantly influence students' reading comprehension skills in observational report texts.

3.3 Results of the Wilcoxon Test for the Experimental Group

The test results show the skills of the experimental group before and after the implementation of the Learning Tournament strategy. The following are the results of the Wilcoxon Test for the Experimental Group.

Table 8
Wilcoxon Rank Test for the Experimental Group

Test Statisticsa				
		N	Mean Rank	Sum of Rank
Posttest Value - Pretest Value	Negative Ranks	9[a]	1339	102.00
	Positive Ranks	25[b]	19.70	492.00
	Ties	2[c]		
	Total	36		

Based on the Rank Test results, 9 students experienced a decrease in grades (negative rank) with a mean rank of 11.39, while 29 students experienced an increase in grades (positive rank) with a mean rank of 19.70. Meanwhile, 2 students had scores that remained unchanged (ties). The researcher observed the differences in students' initial competencies before and after the Learning Tournament learning strategy was implemented using the following statistical test.

Table 9
Wilcoxon Test Statistics for the Experimental Group

Test Statistics	
	Pretet-Posttest
Z	-3.335
Asymp. Sig. (2-tailed)	.001

The results of the statistical test above indicate that H0 is rejected because the significance value is 0.001. Therefore, based on the test results, there is a difference in students' initial and final competencies in the experimental group. This difference indicates the significant influence of the

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Learning Tournament learning strategy on reading comprehension skills.

DISCUSSION

The researcher will discuss the research results based on the research problem formulation. The discussion includes students' reading comprehension skills before the Learning Tournament strategy was implemented, students' reading comprehension skills after the Learning Tournament strategy was implemented, and the effect of the Learning Tournament strategy on reading comprehension skills in observational report texts. The following is the discussion formulated by the researcher.

Reading Skills of Observation Report Texts of Eighth Grade Students at SMP Negeri 5 Sukabumi City, in the 2025/2026 Academic Year Before the Learning Tournament Strategy Was Implemented

Based on the pretest results of the control and experimental groups, the control group obtained a highest score of 95, a lowest score of 20, and an average score of 70.8, categorized as good. Meanwhile, the experimental group obtained a highest score of 93, a lowest score of 26, and an average score of 66.5, categorized as fair. These results indicate that there is not a significant difference in the reading comprehension skills of the control and experimental groups. Some students have quite good reading comprehension skills, while others still struggle. However, it cannot be denied that the reading comprehension skills of the control group are superior to those of the experimental group.

Reading Skills of Observation Report Texts of Eighth Grade Students at SMP Negeri 5, Sukabumi City, in the 2025/2026 Academic Year After Implementing the Learning Tournament Strategy

After implementing the Learning Tournament strategy in the experimental group and the conventional method in the control group, quite good results were obtained for the experimental group. The control group obtained a highest score of 100, a lowest score of 31, and an average score of 73, a good grade. Meanwhile, the experimental group obtained a highest score of 100, a lowest score of 68, and an average score of 79.9, a good grade. These results indicate that both groups improved, but the experimental group outperformed the control group. Therefore, students' reading comprehension skills in the experimental group showed significant improvement.

The Effect of the Learning Tournament Strategy on Reading Comprehension Skills of Observation Report Texts of Eighth Grade Students at SMP Negeri 5, Sukabumi City, in the 2025/2026 Academic Year.

The results of the Wilcoxon test of the control group showed that there were 14 students who experienced a decline and 16 students who experienced an increase in learning, statistically the control group did not have a significant difference between the pretest and posttest results with Asymp. Sig. (2-tailed) 0.440 or > 0.05. So it can be concluded that the conventional method has no effect on the reading comprehension skills of class VIII students at SMP Negeri 5 Kota Sukabumi in the 2025/2026 academic year.

Meanwhile, the Wilcoxon test results for the experimental group showed a decrease in reading comprehension, an increase in reading comprehension, and no change in reading comprehension. Statistically, the experimental group had a significant difference between the pretest and posttest results, with an Asymp. Sig. (2-tailed) of 0.001 or <0.05. Therefore, it can be concluded that the Learning Tournament strategy has an effect on the reading comprehension skills of eighth-grade students at SMP Negeri 5, Sukabumi City, in the 2025/2026 academic year.

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CONCLUSION

Based on the research results and discussion, the Learning Tournament learning strategy has a significant effect on the reading comprehension skills of eighth-grade students at SMP Negeri 5, Sukabumi City, in the 2025/2026 academic year. This conclusion is based on the Wilcoxon test conducted by the researcher, which showed that the control class did not have a significant difference between the pretest and posttest, with an Asymp. Sig. (2-tailed) 0.440 or > 0.05, meanwhile the experimental group had a significant difference between the posttest and pretest with the results of Asymp. Sig. (2-tailed) 0.001 or < 0.05.

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