

CHAPTER I INTRODUCTION

A. The Background of the study

Language consists of four skills, namely: listening, speaking, reading and writing. Each should be achieved by the students who learn English. In this study reading is the focus. Reading is one of the most important skills in learning language. In fact, most students find some difficulties in comprehending a text when they have reading activity. Brown (2000:185) states that reading is argued the most essential skill in all educational context, remain a skill of paramount importance as we create assessment of general language ability. It is emphasized that reading is very important because through reading students can get knowledge. Reading can be challenging, particularly when the material is unfamiliar, technical or complex.

Reading, according to Patel and Jain (2008) is an active process which consists of recognition and comprehension skill, and important skill activity in life with which one can update his/her knowledge, and important tool for academic success.

Based on the writer's experiences during the teaching practice program (Praktek Program Lapangan/PPL), the writer found that in teaching reading, most of students were just asked to read the text then they were asked to answer some question based on the text. When she told them to tell some information from text, most of them did not have any ideas or opinions to clarify the information from

the text. This situation happened because the technique that was used was not suitable.

In PPL, The students scores on reading descriptive text were very low. They just got the mean of the score 5,5. It was very poor, and it needed to be improved.

From the data above, students comprehension in reading descriptive text were very low because the learning method that was adopted by the English teacher was a method that was not appropriate because the method did not attract students' interest and liveliness in the learning process so the students were bored, and they did not want to continue learning as well as possible.

At this present time, there are already implementations learning Revolution in teaching and learning that is learning is so longer centered on teachers. In other words, it is called 'Teacher Centered Learning (TCL)' but it has been centered on students. It is called "Student Centered Learning (SCL)", theoretically SCL is an approach to education focusing on the needs of the students, rather than those of others are involved in the educational process. So the teacher is only as facilitators and a provider of solutions in learning is no longer only as a source of knowledge in the learning process.

Based on the theory above, the researcher offers a method that must be applied in the learning process of reading text. The method that is offered by researcher is the implementation of Students Centered Learning (SCL) and the development of cooperative learning (CL) that according to Robert E. Slavin (1995) Cooperative Learning refers to variety of teaching methods in which students work in small group to help one another learn academic content. In cooperative classrooms, students are expected to help each other to discuss and argue with each

other, to assess each other's current knowledge and fill in gaps in each other's understanding so that the interest and the active of students in the learning process can be improved not only individually but in groups or together. Learning method which the research refers to is Team Games Tournament.

In this study, the researcher focuses on the application of Team Games Tournament (TGT) method because it works best for information that is relatively objective teaching reading descriptive text and can be used teach foreign language and any material with single right answer (Slavin, 1995) Team Games Tournament, in which students play academic games with members of other teams to contribute points for their team scores. The use of games makes Team Games Tournament even more exciting and motivating to students.

With the application of this method is expected to enhance students' skill in reading descriptive text properly and accordance with the existing elements in the reading descriptive text.

According to Admin, Friday 17 February 2012. The research findings show that the students' reading comprehension improved after implementing TGT. The improvement of students reading comprehension includes students could find: (1) general idea of the text; (2) stated detail information of the text; (3) implied information of the text; (4) the meaning of unfamiliar word of the text (5) reference of pronouns of the text; (6) social purpose of recount text; and (7) generic structure of recount text.

Besides, the class situation also increased during TL process. The improvement of class situation includes: (1) students were active in answering teachers questions; (2) students paid attention to the teachers explanation; (3)

students were active in discussing the material; (4) students felt enjoyable during TL process.

The writer comes to the conclusion that TGT is able to improve the students' reading comprehension and the class situation. TGT can create an enjoyable and active class environment. Therefore, teacher can choose TGT to overcome students' Problems in learning reading and to improve class situation. Then, according to me in Team Games Tournament makes the students work in their groups and have a competition in the tournament. In each team, there are students who have different ability in learning English. So the students who have the higher ability can motivate their other friends.

B. The Problem of The Study

The problem of the study is formulated as follows:

"Does the Team Games Tournament technique students' ability in reading comprehension?"

C. The objective of the study

The objective of the study is to investigate whether students' reading comprehension a achievement in descriptive text by Team-Games-Tournament (TGT).

D. The Scope of The Study

There are four competences in learning English: listening, speaking, reading and writing. But this case the writer focused in reading especially descriptive reading.

There are many models of cooperative learning that can be used to improving student 'reading comprehension a achievement descriptive text. This study focused on using TGT model. Especially in reading the description of place.

E. The Significance of the study

Findings of the study are expected to be very useful for:

1. Teacher who want to develop their ability in teaching reading, especially reading descriptive text.
2. Student who want to Improve their achievement on reading comprehension.
3. Readers who are interested in doing the related study.