

CHAPTER I INTRODUCTION

A. The Background of The Study

English has become an aid to international communication, which has shown its role and importance in a lot of international activities i.e. transportation, commerce, banking, tourism, diplomacy, technology, and scientific research.

There are four basic skills that have to be mastered by the learners in studying English; they are listening, speaking, reading and writing.

Reading is one of the four language skills that is very important, because the success of their study depends on their ability to read. Reading is therefore secondary skills. It has been overlooked by its elder sisters, speaking and writing (Nunan, 1999:199). Reading is the ability of understanding the meaning from the printed page and interpret the information appropriately (Grabe and Stoller 2002:9). It means that reading is useless without comprehending and interpreting any ideas of the text.

The main goal of reading is comprehension. Comprehension is a special kind of thinking process. For having better comprehension the reader has to be able to find out and learn as well as organize the information that makes sense to the reader and accept the responsibility for constructing meaning. Improving student's reading comprehension is not easy. It shown when the writer did observation in SMA Negeri 1 Tigalingga, most of the students got difficulties when the teacher asked to read their text book. When they asked to read they were only read without comprehend the text and also they have no self confidence to

read. They only did read by reading the text from the beginning to the end. They focused on the difficult words, phrases, grammar and how to pronounce the words. They did not focus to find what the text about. Consequently, many students failed to comprehend the reading text. It was clear that the teacher's strategy in reading teaching learning process did not lead student's to comprehend the text well. The solution for such problem is make a good strategy in teaching learning process. One of the good strategy in teaching reading is Team Games Tournament (TGT) tehniqe. The purpose of using Team Games Tournament (TGT) tehniqe is to make the students easier to understand the lesson.

It was proven when the writer asked for The List of Students' Score (DKN/DaftarNilaiSiswa) for reading tests in two semesters, many students could not pass The Minimal Completeness Criterion (Kriteria Ketuntasan Minimum/ KKM) applied by the school in English subject. Their DKN in two semesters are, as follows;

Table 1.1 Studen's Accumulated Score of Grade X

Semester	Score	Students	Percentage	Mean
1st Semester 2012/2013	<70	33 Students	68.8 %	64.3
	≥ 70	15 Students	31.2 %	
2nd Semester 2012/2013	<70	28 Students	58.3 %	67.8
	≥ 70	20 Students	31.7%	

The first problem was students didn't have motivation to study English. In students' mind, English is a difficult lesson. Students find it is difficult to give their opinion and point of view. Moreover, they have problem with a lack of

vocabulary, poor grammar and unable in organizing and developing their ideas. Thus, students found many difficulties to reading a good narrative text in English. The second problem was teaching method applied by the teacher. The teacher still used the conventional method in teaching.

Based on the explanation above, this study will be conducted by applying Robert Slavin's cooperative system called Team Games Tournament or TGT technique. Because, it works best for information that is relatively objective teaching reading comprehension and can be used to teach foreign language and any material with single right answers (Slavin, 1995:22). Teams Games Tournament (TGT) need the teacher presentation, team work, weekly tournaments, in which students play academic games with members of other teams to contributed points for their team scores. The advantage of game on Team Games Tournament (TGT) Tehnique is motivating students in learning process activity especially in reading comprehension.

B. The Problem of the Study

Based on the background of the study, the research problem is formulated as follows: "Is there any significant effect of using Team Games Tournament (TGT) on the students' achivement in reading comprehension"?

C. The Objective of the Study

In line with this problem, the objective of the study is to find out how the effect of using Team Games Tournament technique on students' reading comprehension.

D. The Scope of the Study

The study purposes to find of the effect of using Team Games Tournament (TGT) tehniqe on students' achievement in reading comprehension. The study only focused on the students' comprehension in finding out the main idea of the text by collecting and defining the vocabulary first, and then asking questions about the elements by the teacher, and finally the students retell what is they read about by using their own words, make summary and evaluate it.

E. The Significance of the Study

This research findings are expected to be useful for:

1. The teachers, improve their ability in teaching reading by using Team Games Tournament
2. The students, help them in comprehending the text easily and to help students sharing ideas or opinion related to the text.
3. The reader, Team Games Tournament technique is an alternative for motivating and helping their students to improve their English teaching reading in more relaxed