

CHAPTER I

INTRODUCTION

A. The Background of the Study

As one of four important skills of a language, reading can be a gateway to success for the people in the world. Reading has important role for the students to comprehend and get the information from the text. Generally, reading is taught at a very young age, beginning before kindergarten. According to Grabe and Stoller (2002: 9) reading is the ability of understanding the meaning from the printed page and interprets the information appropriately. It means that reading is useless without comprehending and interpreting any ideas of the text. Reading comprehension can also increase students' horizon. Therefore, the teaching reading process should be enjoyable in order to improve students reading comprehension.

In fact, most of students always get difficulties when they are asked to read and comprehend some texts. Based on the writer's observation in SMA HANGTUAH Belawan, student's achievement in reading is still very low especially in understanding several types of text. There are some factors that cause this, they are :(1) Students felt bored when they saw some paragraphs in reading texts,(2) the students are still confused about the mean of the sentences, how to set the main idea systematically, and how to conclude the sentences,(3) the strategy of the teacher who uses contain technique in memorize students to read encourage them to understand them. When reading students should be able to comprehend

the text, such as a report text. Report text referred to a text which describe or given information about something based on facts.

There are some general reasons why some students have difficulty with reading comprehension. Some students have difficulties because they have not truly mastered reading fluently. It was difficult for the students to find a main idea in a text. Not only that, when a student is struggling to read words and focuses so hard on just saying the words correctly, they are not focusing on what they are reading. All of their cognitive ability is being put into calling out the correct words properly and only put a little effort into the meaning of what is being read (Woolley, 2010).

The writer found the same problem with students in SMA HANGTUAH Belawan. The problems are students still feel strange and face some difficulties with English lesson, especially in developing reading comprehension. The problems faced in the class are sometimes the students have difficulties to find out the mean of a sentence in a text. The Minimal Completeness Criteria (KKM) applied for the eleventh grade (XI) by school is 72. Most students get the score under Minimal Completeness Criteria (KKM) of English lesson for Senior High School. The score of reading test from the students can be seen in Table 1.1

Table 1.1 The Second Grade (XI) Students' Score of Reading Test

Semesters	Score	Students	Percentage	Mean
1 st Semester 2014/2015	<72	20	63,57	52,5
	≥72	10	81,17	
2 nd Semester 2014/2015	<72	17	48,66	62,5
	≥72	13	78,66	

From the data above, it can be concluded that the students' ability in reading in that class is still low. It can be seen from the mean of the students' score where the mean is still under the Minimal Completeness Criteria

There are many ways that can be used to solve the problems, such as, CIRC is a comprehensive program of teaching reading and writing in the upper elementary and middle grades. STAD is one of the simplest of all cooperative learning methods and is a good model to begin with for teachers who are new to cooperative approach. TAI as designed to allow each students to progress at his own rate, working on the skills he or she most needs. Jigsaw is a cooperative learning structure applicable to team assignments that call for expertise in several distinct areas. In this study, the writer will use Team Games Tournament technique.

Teams-Games-Tournament is one of the team learning strategies designed by Slavin for review and mastery learning of material (Mahony (2006: 2)). Slavin has found that TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. Team Games Tournament technique is one learning model in cooperative learning which the student will have opportunities to work collaboratively, learn faster and more positive about the learning experience. Besides, the students will work together on academic tasks in small groups to help themselves and their team to learn together.

In Team Games Tournament technique, learning activities combine with the game. That activity can make teaching learning process more interesting.

Besides, this technique will raise students' responsibility, being cooperative, healthy emulation, and learning involvement. Team Games Tournament uses the teacher presentations, team work, weekly tournaments, in which students play academic games with members with other teams to contribute points to their team scores. The use of games makes Team Games Tournament even more exciting and motivating to students.

Based on a research which is conducted by Alfi (2011) in eleventh grade of MAN Malang II Batu, he was success for improving students' reading comprehension using team games tournament. They were enthusiastic to follow this activity. It was proven by the average score of the students that were 87 in the test. The implementation of TGT can improve the students' reading comprehension. Another research which is done by Kamla-Raj (2011) TGT technique is more effective than the lecture method. Results indicated that there were differences in achievement test scores and significantly positive attitude towards economics education. The findings reveal that the TGT is a more effective teaching technique compared to the traditional lecture method in economics education.

Based on the explanation above, the writer will focus on conducting a research to investigate the effect of TGT Technique on students' achievement in reading comprehension.

B. The Problem of the Study

In relation with the background of the study mentioned, the problem was formulated in the form of questions as follows: "Is there any significant effect of

using team games tournament technique on students' reading comprehension achievement?"

C. The Objective of the Study

The objective of the study was to investigate the effect of using team games tournament technique on students' reading comprehension achievement.

D. The Scope of the Study

The study was focused on the effect of team games tournament technique on students' reading comprehension achievement.

E. The Significance of the Study

Finding of the study was expected to be useful and relevant theoretically and practically.

Theoretically, findings of the study are useful to enrich knowledge on theories of language learning. The findings will enhance previous theories on the foreign language learning.

Practically, the findings were useful and relevant to:

1. English teachers; this research provides significant information in their attempt to decide the technique of teaching reading in senior high school,
2. The readers; this research is useful to increase their knowledge about TGT
3. Other researchers; this research can be used as reference
4. The students; this research is useful to motivate them to read more texts