

# **CHAPTER 1**

## **INTRODUCTION**

This chapter highlights some aspects related to the topic of the research. They are background of the research, the problems of the research, the objectives of the research, the operational definition of key terms, the significance of the research and the scope of the research.

### **1.1 Background of the research**

English is an international language that spoken in many countries. In Indonesia, English is known as foreign language that plays an important role. Therefore, it has been taught in elementary school up to university level. In the junior high school, there are four language skills. They are listening, speaking, reading and writing. In teaching and learning a language, there are four aspects that support four language skills above such as : grammar, vocabulary, spelling and pronunciation that are also taught in english teaching learning process. In Indonesia, these skills are learned at the secondary and university levels. Even in elementary school, in an English language learning, reading becomes one of the important skills of english as foreign language (EFL) for students to develop (Ali & Nisa, 2014:31)

According to Prasetyo (2014:509) Based on the results TGT of cooperative learning in Indonesian language lesson aspects of reading comprehension in elementary school 8 South Metro and the discussion that has been described, it

can be concluded that TGT can enhance students' learning activities, such as reading a text, listening to the teacher's explanation, discussion in groups study, doing worksheets, answering questions on the games, and answering the test. TGT also able to improve the mastery of students learning. This is proven by the test results of students' learning during first and second cycle has increased the average score in the first cycle reached up to 68.33 and 73.54 in the second cycle. Furthermore, to the thoroughness of student learning outcomes also increased in the first cycle from 23 students (69.69%) to 26 students (78.78%) in the second cycle standart criteria for graduation.

The preliminary test and an informal interview was conducted with the English teacher in SMP 17 Agustus 1945 Tegaldlimo on the 12<sup>th</sup> March 2018 to get the information about the difficulties faced by the students in reading class. The results of the test and interview showed that the student still had difficulties in reading comprehension compared with seven grade. It could be seen through the students' score of reading taken from preliminary test. In this class, there were only 9 students who got score  $\geq 65$ . It means that, in the eight grade there was only 36 % of students who could reach the standart minimum score of 65. In this class most of student difficulties in reading class. It was caused by the limited vocabulary they had. The English teacher said that it needed a long time for the students to comprehend meaning of every word, sentence, paragraph in the text. After reading the text they could not immediately get any information from the text. He also said that the students often wasted the time just for reading, so they could not fulfill the task very well within the allocated time. The student just look for the meaning of every single world by using the dictionary without considering

understanding the content of the text. This activity made the students misunderstand the text. One of the teaching technique that could be used to solve the students' difficulties in reading class was TGT .

According to Sagor & Cox (2004:137) TGT is useful when teaching basic skills and knowledge level objectives, it is usually used at the elementary school level. TGT also the first of the cooperative team learning models developed by the Johns Hopkins team. Rahayu et.al. (2016:263) states that TGT is one of the fun learning models that match the characteristics of students who love games and can more quickly explore emotional students. González et. al. (2014:8) states that TGT is used to encourage students to learn and achieve learning outcomes if they want their team to be the winner. Given that "higher individual scores = better team scores", students will work harder for their teams to get high scores.

Rahayu et.al. (2016:265) states that TGT learning model makes students more active in learning, they feel challenged to solve problems that occur during the tournament. By the time the students were delighted in the delivery of materials provided, students can easily understand the material described by teachers and improve student learning outcomes. This classroom action research choose TGT to solve the students' problem in learning reading because the students can learn collaboratively with their teams and feel exciting doing a game in the tournament table.

Based on the result of the preliminary test and informal interview above there were some problems which were found. First, there is low effectiveness of student learning and outcomes on learning to read the text. The low effectiveness of students learning are characterized as: students pay less attention to the teacher

explanation about the material, students are chatting one another during the lesson, the students does not dare to ask or answer of questions and students have difficulties doing their task from the teacher. In addition, the language teaching is less attractive to the student because of teacher's method monotonous learning and less fun. It was also known that the English teacher of the eight grade at SMP 17 Agustus 1945 Tegaldlimo never applied TGT technique. The researcher believe that changes are needed in the classroom. That is why the researcher proposes Team Game Tournament Technique (TGT) as a teaching technique in the classroom.

Team game Tournament is a teaching technique in which the completion of the task is done through games. This technique is applied in the class and hopefully improve students' reading comprehension. This technique also help students to develop their social skills, through games they learn how to cooperate and to compete.

Based on the explanation above, the research entitled "Improving Students' Reading Comprehension by Using TGT (TeamGame Tournament)" will be conducted to prove the hypothesis

## **1.2 Problem of the Research**

Based on the research background of the study above, the research problem is formulated as follows:

1. How can the use of TGT technique improve the eight grade students' reading comprehension at SMP 17 Agustus 1945 Tegaldlimo in the 2017/2018 academic year?

2. How can the use of the TGT technique improve the eight grade students' active participation at SMP 17 Agustus 1945 Tegaldlimo in the 2017/2018 academic year?

### **1.3 Objectives of the Research**

Based on the research problem, the objective of the research can be formulated as follows:

1. To know how to improve the eight grade students' reading comprehension at SMP 17 Agustus 1945 Tegaldlimo in the 2017/2018 academic year.
2. To know how to improve the eight grade students' active participation at SMP 17 Agustus 1945 Tegaldlimo in the 2017/2018 academic year.

### **1.4 Operational Definition of the Terms**

It is essential for the researcher to define the terms operationally of this research. This operational definition is needed to avoid misunderstanding or misinterpretation of the terms used in this research.

#### **1.4.1 Teams Games Tournament (TGT)**

TGT is one of enjoyable method to foster students' responsibility, cooperation, and good competition between learner. It contains with teams, games and tournament section. Here, students are assigned to make group consisting of 4 – 5 students. It consists with some activities such as: class presentation, teams, games, tournaments, and team recognition.

### 1.4.2 Reading Comprehension

In this research, reading comprehension means the process of constructing meaning from text. Reading comprehension includes word comprehension, sentences comprehension, paragraph comprehension and text comprehension. A multiple choice test is chosen as the test to measure reading comprehension because it is kind of objective test which is able to show students' comprehension objectively by their choice in the test. That is way this study also uses this test as the assessment of reading comprehension.

### 1.5 Significances of the Research

The results of this research are expected to give some benefits to the following people:

a. For the Students

This research results are expected to give the students a new learning experience in order to improve their reading comprehension by reading activities in groups.

b. For the English Teacher

The results of this research are expected to give an input to the English teacher to apply TGT as the alternative technique in the teaching learning process of reading in order to improve the students' reading comprehension.

c. For the Future Researchers

The results of this classroom action research are expected to give a useful reference for the future researchers to conduct a further research by using TGT in the effort to improve students' reading comprehension done with different research design or to different level of students.

### **1.6 Scope of the Research**

Regarding the background of the study above, this study focuses on the implementation of using TGT technique to improve students' reading comprehension. This study is conducted at the eight grade students of SMP 17 Agustus 1945 Tegaldimo.

