

## CHAPTER I

### INTRODUCTION

This study is about the contribution of team game tournament to improve the reading comprehension of the students at Junior High School. This chapter is divided into four parts, namely background of the study, research question of the study, objective of the study, and significant of the study.

#### 1.1 Background of the study

Indonesia has replaced the previous curriculum to the curriculum of 2013. There are four skills that students need to be good in English those are listening, speaking, reading and writing, however now is not only focusing on four skills. In this curriculum students also need to understand and apply English in their daily need to get the knowledge. The students need to prepare the knowledge to continue the higher education or to face their future. English is one of the most languages to be learned and mastered around the world. As an international communication, English is the dominant language in some fields especially in education, technology, tourism, and science. People use English to open the door of the world because English becomes a foreign language of the subject studies in Indonesia.

In mastering English, students need the knowledge. The quality of their English depends on their knowledge to build, develop, or have communication. To get more knowledge, students need to read. Utomo (2014:59) states that

reading is one of the receptive skills that should be learned by the students in Junior High School level. From reading, students can get a lot of input to acquire the language. Junior High School's students are the basic English learners. In Junior High School there are some kinds of texts that have to be learned by the students. It is very important to teach students read well and comprehend the content of the text. In the proper semester from K-13, in the eighth grade of junior high school, students learn some of Genre texts and how to read and understand well about reading material. It means, reading skill is a skill that need to concentrate and enjoyable during learning process. Adilla (2017:2) states that reading is one of the important components for students in English learning and reading also becomes the gates for the future. By reading, the students will understand all the things that they do not know before. Students successful in learning depends on how deep their comprehensive ability the meaning from the text. If they have low ability in reading, they will fail in the study, but they will success when they have a good ability in reading. Then, it means that reading skill must be learned by the students.

Gilakjani (2017:227) states that reading is an interactive process in which readers construct a meaningful representation of a text using effective reading strategies. Meanwhile, Utomo (2014:59) states that reading is a source and give the information contained in the text or about the language use. So, the teacher needs the responsibility to make students capable in comprehending a text especially to the basic level of the students learning English. In other words,

reading skill has a big role for the students to get information deeply from the text, so that it can increase the students' knowledge.

Therefore, the English teacher should be more creative to increase the students' reading comprehension in teaching learning process. Unfortunately, not all teachers consider acting more creative in teaching reading or improving reading comprehension to the students. There are some problems that the researcher gets in teaching learning English to the students. The problems come from the students and the teacher. Some students feel difficult to comprehend and understand the English reading text, it happens because the students are lack vocabulary, so they cannot get information from the reading texts. For example, after reading a text, the students cannot tell the content of the text and they could not answer the questions related to the text correctly. And some teachers only use a conventional method which monotonous and makes students passive and bored in teaching reading. In addition, it makes the students feel sleepy and get low motivation in learning reading text.

To solve the problem the researcher needs to employ the suitable method so that the researcher employs Team Game Tournament (TGT) strategy. TGT is the learning strategy that designed by Robert Slavin which is suitable to review and students' mastering the material (Utomo, 2014:60). Utomo (2014:60) defines that TGT method is an cooperative learning that focus on a group working which is able to build the students' confidence and ease them to comprehend the text, by using this method the students can discuss certain topic with

English language in their group or other group and also can give opinion or response from other student' opinion. Slavin (2005:163) states that TGT is a method that used in academic tournament and it used to develop the individual score system of the students by giving the quizzes. In other hand, Widhiastuti(2014:50) states that Team Game Tournament (TGT) method is a kind of cooperative learning that used as the alternative to solve the problem for the students.

Based on the previous researchers such as Anggraini, (2017) with the result of significant (2-tailed) is  $0,002 < 0.05$  by using t-test, Utomo, (2014) with the result of last post-test were 64,70% and students got  $> 75$ , Wardani, Syafri, & Delfi (2015) with the results of first post-test 71.11 and incredibly improved to 80.06 in post-test II, Prasetyo, (2014) with the result of the first post-test 5.21 to 73.54 in post-test II, and Sitorus & Surya (2017) showed the  $t_{count} > t_{table}$  or  $7.6081 > 1.69$  then the hypothesis  $H_0$  rejected and  $H_a$  accepted, those results are effective on students' reading comprehension. It can take the conclusion that TGT method can improve the students' comprehension and help students in reading comprehension.

From previous researches above, the researcher believes that Team Game Tournament (TGT) Method can be an effective way to improve the students' reading comprehension.

## 1.2 Research Question of the Study

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

How effective is the Team Game Tournament (TGT) method to improve the students' reading comprehension at eighth grade of SMP N 2 JEPARA in the academic year of 2018/2019?

## 1.3 Objective of the Study

The objective of the research is to find out the effectiveness of Team Game Tournament (TGT) Method to improve the students' reading comprehension at eighth grade of SMP N 2 JEPARA in the academic year of 2018/2019.

## 1.4 Significant of the Study

The significance of the study is divided into two they are:

### 1. Theoretically Significance

Wardani, Syafri, & Delfi (2015:4) define team game tournament (TGT) is highly effective method to build students' motivation to learn and improve their reading skill with the activation and creativity of the students. So, theoretically of this study is expected to give a new strategy in English teaching and learning activity by using team games tournament (TGT) method in improving students' reading comprehension and it is

also expected to support the learning theory of reading as appropriate, effective, and innovative in teaching students reading comprehension, especially in using team games tournament (TGT) method.

## 2. Practical Significance

### a. For the Students

The action hopefully will be useful to the students in practicing and increasing their reading comprehension. By using Team Game Tournament, the students will have high effort while improving the reading English.

### b. For the Teacher

The result of the research is expected to be useful information for the English teacher to use an interesting technique, strategy, method, and media in teaching reading especially in text form.

