CHAPTER I
INTRODUCTION

A. The Background of the Research

Reading is one of four skills which are important. Reading skill also can improve student’s vocabulary. It is needed to get knowledge by reading comprehending.

For Indonesian students, the ability to read English is needed as a bridge to understand the textbooks they need. The reading ability is crucial tool that helps reading process, without it students cannot get the purpose of the reading.

Meanwhile, teaching English is said to be successful teaching learning process when students are active in class. Without student’s activeness, classroom activity especially in reading class will be bored, it is because the pattern of teaching learning process used by the most of the teachers in the world is students centered learning including teaching reading. Therefore, students must be active and take a part in the teaching learning process and give the feedback to the lesson, but it does not mean that teacher will be hands-up. Teacher also has a main role as a motivator especially for the crucial subjects. Teacher should be creative when they are teaching.

Reading is a crucial skill which should be developed well by the students at Junior High School level, especially reading recount text. It happens since through reading, students are able to increase their language
cooperative, improve their vocabulary, and learn grammatical rules. Besides that, the characteristic of the reading itself which is very complex consisting of integrated material, such as: world, sentences, grammar, etc. should be improved. Those things often make students get bored easily processes which make students become passive.

Related to the pre-observation done by the researcher on Saturday 29th of March 2014, the conditions mentioned above also happened in class VIII A of SMP N 1 Kutasari. They did not want to give their contribution, such as asking the question, giving opinion, even they were not willing to answer question given by the teacher. Besides that, technique used in teaching reading made the students bored. To solve this problem the researcher was applied technique. One of the techniques to make students love reading is by using TGT Technique.

Team-Games-Tournament (TGT) was chosen to improve students reading skill on recount text. TGT is one of techniques in many kinds of cooperative learning technique by Robert E. Slavin in his book ‘Cooperative Learning Theory, Research and Practice’. That is not only able to motivate students to study better, but also to make students more interested in joining learning process, because there is a game that is used to measure students ability. Besides that, TGT engages all students’ activity without differentiating the students’ status and engaging students’ character as a peer teaching and contains game element. They share, cooperate, compete, and support each other.
In Team-Games-Tournament (TGT) technique, students played game with the member of the other teams to get additional score for their teams (Trianto, 2009: 83). Nevertheless in TGT students worked together in a team, students would not only have a group score, but also individual score. According to Slavin (2005: 163-165) TGT uses academic tournament, tasks, and also individual progressing score which is students as the representative of their teams, race with the member of the other teams that have the same level with them.

From the explanation above, the writer was concluded that reading is one of important aspect in learning a language, since through reading, students are able to increase their language, improve their vocabulary, and learn grammatical rules. Moreover, the characteristic of the reading itself is very complex consisting of integrated material, such as: word, sentences, grammar, etc. should be improved. In addition, based on the pre-observation in learning process, it was showed that the technique used in teaching reading made the students bored. They only read and not active to answer the teacher questions and some students only copied their friend’s work. In short, the condition the writer purposed TGT technique to improve the students reading skill on recount text.

One of the previous studies had been conducted to examine this technique by Suci Ari Salasa in 2012. The study was implemented to find whether TGT is effective to improve students’ reading skill on report text or not. The result of the study showed that TGT is more effective to improve
students’ reading skill on report text. This study was implemented in Madrasah Aliyah Negeri Purworejo. Based on the result of pre-test and post-test, the mean score of pre-test was 72.44. Meanwhile, the mean score of post-test was 75.66. The result of the computation of t-value (t-test) is 2.59. The computation shows that t-value is higher than t-table that is 2.59 > 2.000. So the hypothesis is successful.

B. Reason for Choosing the Topic

The reasons in choosing the topic were:

1. Reading is a crucial skill which should be developed well by the students at Junior High School. By reading students can improve their knowledge about anything.

2. The students in the class were easily to get bored in learning reading. So they motivation to learn reading should be improved.

3. Team Game Tournament (TGT) is able to make the students work in group but still can get individual score. TGT is an interesting technique to improve student in comprehending the lesson with an interesting academic game. TGT is chosen to improve students’ reading skill because it gives more chances for students interact.
C. **The Problem of the Research**

Based on the explanation described previously, the problem of this research was, “Can Team-Game-Tournament improve the students reading skill on Recount texts?”

D. **The aim of the Research**

The aim of the research was to improve the students’ reading skill on Recount texts through Team Game Tournament.

E. **Clarification of the Terms**

The title of this research was “Improving Students Reading Skill on Recount Text through Team-Games-Tournament (TGT)”. It was made the study cleared that the writer wanted to clarify the term as follows:

1. **Improving**

   Based on Arikunto (2006: 3) stated that improve mean to make something better. In this research improving means that to increase the students’ reading skill on recount text through TGT technique.

2. **Students**

   In this research the writer used all of the students in class VIIIA in SMP N 1 Kutasari.
3. **Reading skill**

   Reading skill is understanding a text that is read, or process of “constructing meaning” from a text.

4. **Recount Text**

   According to Sofyanda, et al (2005:95) states recount is a report of events or activity in the past. Its purpose is either to inform or to entertain the audience.

5. **TGT**

   According to David (1975: iii) Team-Games-Tournament (TGT) is a classroom management technique which uses cooperative students team, instructional games, and team tournaments in a particular combination.

F. **The contribution of Research**

   The writer was hoped this research gave beneficial for other people:

   1. **For the teacher**

      This result of research gave other technique in teaching reading, one of them is using TGT Technique.

   2. **For the students**

      The students would be able to comprehend the text better.

   3. **For the reader**

      Gave knowledge and be an input to the reader especially about the technique of teaching reading.