CHAPTER I
INTRODUCTION

A. Background of The Research

There are four skills in learning English. Those are reading, listening, speaking, writing. Ramelan (1990: 1) and Thordike (1981: 238) define reading as receptive skill. Through reading, we can explore world, countries that have not been visited before, and ideas of great people which enrich our experience, knowledge and also broaden our horizon. Based on the statement above, we know that reading is one of the essential skills. By reading, we can increase our knowledge about science, technology, or other information that are very useful for us. Therefore, it is considered that technique of transferring information is reading.

The cause of students' failure in studying reading comprehension involves various micro skills needed to understand a text. The reading skills are guessing predicting, checking, asking oneself question, and other skill. Grellet (1981: 8) says that reading comprehension should not be separated from the other skills. There are few cases in real life when we do not talk or write, read to something we might have heard. Therefore, it is important to link the different skills through the reading activities chosen.

It is obvious that reading comprehension is always connected with the other skills. Thus, the mastery of them is very important to succeed in learning reading comprehension.
The common problem faced by the teacher in English class deals with the students’ low reading in every activity provided especially in reading comprehension. Students’ role commonly is just to sit on the chair, listen to their teacher, and do the teachers’ instruction. This conditions become problems since students’ reading comprehension can be a good starting point to their language mastery.

Based on the pre-observation and interview with the teacher of the school investigated, the problem also happened at XE grade students of SMA Negeri 1 Kutasari. It was revealed that the students’ in English teaching especially in a reading comprehension is still low. Based on the documentation of remedial test, the students’ reading class of class XE is only 42.10%.

Reading teaching and learning process at XE grade students of SMA Negeri 1 Kutasari showed at least two causes of the low competent at learning achievement in learning process. First, the students were less of having braveness to deliver their ideas to other. It happened because they had less self-confidence and they were afraid of making mistake in giving their opinion. Second, they lacked of cooperation among students in gaining the achievement of learning English.

Those problems made the students’ activity is bad. They seemed lazy to answer the teacher’s question. They were shy to ask their teacher, and they didn’t have a good achievement and learning target. While, according to Arikunto (2003: 75), learning process is said to be successful and qualified if all of the student each at least 75% in teaching learning process.

Besides the factors causing low reading comprehension of students in
teaching learning process stated above, it could also be caused by the teacher herself who perhaps always used a conventional method in her teaching. In this case, the teacher treat the students as a passive receiver of material being taught. It means the teacher does not give any interaction activities during the teaching learning process. Within this method, the students tend to be bored easily because the learning activity was relatively monotonous. Therefore, teaching method has important role in improving students’ reading comprehension.

Based on the situation above, the teacher should give a positive response concretely and objectively which can be used to improve students’ reading comprehension in the class. To overcome these problems, the teacher and the writer considered that Team Game Tournament Method (TGT) is an appropriate technique to improve students’ reading comprehension.

This technique is one of the variations of cooperative learning. Which is developed by Slavin. In this technique, students are assigned to four or five member-learning teams that mixed in performance level, gender, and ethnicity. The teacher presents the lesson, and then the students work within their team to make sure all of the members have mastered the lesson well. Then, all students take individual tournament on the material, at which they may not cooperate with another.

Based on the explanation above, the writer and the teacher used TGT method to improve students’ reading comprehension. The writer and the teacher used Classroom Action Research (CAR) to solve those problems through conducting a research entitled “Implementation of Team Game...” Apriani Nuswantari, FKIP UMP, 2011
Tournament to Improve Student Reading Comprehension of the First Grade Students’ at SMA NEGERI 1 KUTASARI” (A Classroom Action Research).

B. Reason for Choosing the topic

There were some reason of choosing the topic, as follow: Firstly, some of the students at X.E in SMA NEGERI 1 KUTASARI had some problems in reading comprehension. Teacher is less able to create conducive learning atmosphere causing less involved student actively in learning activities. It influenced the students’ achievement especially in reading comprehension of XE class. By using the TGT technique, the researcher wanted to solve the problem faced by the students to improve good achievement in reading through TGT technique.

C. Problem of Research

The problem of this research was “can TGT method improve the student reading comprehension at the first grade of X.E. student of SMA NEGERI 1 KUTASARI?”.

D. Aims of Research

The aim of this research was to improve the students’ reading comprehension through TGT at the first grade of X.E of SMA NEGERI 1 KUTASARI.
E. Clarification of term

The title of this research is IMPLEMENTATION OF TEAM GAME TOURNAMENT TO IMPROVE STUDENTS’ READING COMPREHENSION OF STUDENTS’ THE FIRST GRADE AT SMA NEGERI 1 KUTASARI.

So, to make the study clear writer wants to clarify to key terms as follow:

1. Team Game Tournament (TGT)

   According to Robert E. Slavin (1995: 71-84), Team Game Tournament is the form of cooperative learning which has some components which can make student more active to do cooperation with their friends and do competition such as class presentation, team, game, tournament and team recognition.

2. Reading Comprehension

   a. Reading

      Reading is the act or activity of one that reads. (Leu and Kinzer, 1987: 30-37)

   b. Comprehension

      Comprehension is an ability to understand the meaning or importance of something (or the knowledge acquired as a result).

      Thus, Reading Comprehension is an ability to understand the meaning, nature, or importance of reading activity. (Leu and Kinzer, 1987: 30-37).
F. Scope of the Research

The research will focus on descriptive text. Narrative text was chosen because it is enclosed in the syllabus of the 1st grade of Senior High School.

The consideration is also based on the teacher’s policy.

G. Contribution of Research

Because the topic is a very important implication in the area of teaching learning achievement in English, the writer has deep hope that this research can have contribution toward the improvement of English achievement.

The following are some specific contributions of this research. First, the result of this research will be very useful for students to improve their English achievement through TGT technique that encourages the sense of cooperative to achieve good mastery in English. Second, this research can improve the writer professionalism both in theoretical and practical levels, particularly in the implication of teaching and learning process. Third, this research is expected to be a starting point for the research or teacher to create various learning activities that encourage the cooperative atmosphere among English learners.