

CHAPTER I

INTRODUCTION

This chapter deals with background of the study, statement of the problem, objective of the study, significance of the study, scope and limitation of the study, and definition of terms.

1.1 Background of the Study

Reading as one of four language skills is highly needed for senior high school students thus it has to be mastered first than other skills. Reading involves understanding of written text that needs simultaneous experiences influenced by reader's attitude and exercises which can be facilitated by employing appropriate strategy and technique (Nuttal, 1996: 12).

However, one of the insufficient results in senior high school is on reading comprehension (Nuttal, 1996: 18). As students face a reading text, they often argue that it is difficult for them to pronounce the words, know the meaning of such words, and further understand the reading text. One of the reasons of this failure is on teachers' decision to use appropriate technique (Richards, 2001: 10). Nearly all teachers believe that students are bored when they study English in the conventional classroom-atmosphere which puts them as passive learners rather than active learners (Slavin, 1995: 120). Slavin says in reading class, the students only receive teacher's message rather than actively involved in learning process. Students are only expected to pay attention to teacher's presentation, do the exercises in the classroom and finally do the independent exercises at home.

In addition, Richards (2001: 20) says that in this teacher-centered classroom, students must compete and work individually in order to obtain high score. Some students succeed but others fail. Thus, success depends on beating, defeating, and getting more than other people. Whereas social values like building students' awareness to help other students, cooperate in groups, and trust each other that their friend will do their best in the group are very crucial to be recognized by students because later they will be in real life situation where cooperation is more intended than competition.

There are probably many approaches which can be chosen by the teachers to tackle those problems. One of them is Cooperative Learning. According to Slavin (1995: 150), CL is a learner-centered approach that emphasizes on all students' success, so that not only high-achieving students succeed but also average and low-achieving students. There are three kinds of cooperative learning which are often used. They are Students-Teams Achievement Divisions (STAD), Teams-Games Tournament (TGT), and Jigsaw II. In this study, the writer only focuses on Teams-Games-Tournament (TGT), which places students in group work where in the last phase students must play individually in tournaments. The scores in tournament contribute points to team score and promote students' awareness that they should do maximally if they want their group to become champion. TGT is believed to make the students more active and give more opportunity for them to participate; so it promotes high achieving students (Slavin, 1995: 155).

Therefore the writer is interested to know the effectiveness of TGT in teaching reading by conducting a research entitled "**The Effectiveness of Teams-**

Games-Tournaments (TGT) in Teaching Reading at the Twelfth Grade Students of SMA Negeri 5 Kota Kupang in The Academic Year 2014/2015”.

1.2 Statement of the Problem

Based on the background of the study above, the statement of the problem can be formulated as follows:

- a) Is TGT effective in teaching reading comprehension for the twelfth grade students of SMA Negeri 5 Kota Kupang in the academic year 2014/2015?
- b) To what extent is TGT effective in improving reading comprehension for the twelfth grade students of SMA Negeri 5 Kota Kupang in the academic year 2014/2015?

1.3 Objective of the Study

Based on the statement of the problem above, the objective of the study can be formulated as follows:

- a) To know whether TGT is effective in teaching reading for the twelfth grade students of SMA Negeri 5 Kota Kupang in the academic year 2014/2015.
- b) To know to what extent is TGT effective in improving reading comprehension for the twelfth grade students of SMA Negeri 5 Kota Kupang in the academic year 2014/2015.

1.4 Significance of the Study

In accordance with the reason that encourages the writer to do the study, hopefully the study will be beneficial in the area of teaching learning process. The benefits of the study are:

a) For the Teachers

Teachers can get better insight into TGT and make them realize that it is also worth trying it in teaching reading.

b) For the Students

Students can get different classroom situation which can make them more active in reading and get better in reading comprehension.

c) For the Other Researchers

The other researchers can get better insight into TGT so that he/she can imply it in the different field.

1.5 Scope and Limitation of the Study

Cooperative Learning shows the complexity of the problem which is nearly impossible for the writer to handle. According to Slavin (1995: 150), there are three kinds of cooperative learning which are often used. They are Students-Teams Achievement Divisions (STAD), Teams-Games Tournament (TGT), and Jigsaw II. In this study the writer just focuses on the effectiveness of TGT in teaching narrative reading text and the research subjects are the twelfth grade students of SMA Negeri 5 Kota Kupang in the academic year 2014/2015.

1.6 Definition of Terms

a) Reading

Nuttal (1996: 3) says that reading is the transfer of a message from writer to reader". It is an essential skill for students since it is the core to nearly all subjects.

In this study, reading is the activity of getting the message and understanding to the written symbols that are written by the authors.

b) Reading Comprehension

From some theories, Ashmore (2004: 9) concludes that reading comprehension is the degree to which the reader understand what he/she is reading, resulted from what he/she knows before reading the text (the background knowledge) and how well he/she reads it.

In this study, reading comprehension means how the students understand what he/she is reads, resulted from what he/she knows before reading the text and how well he/she reads the text and answers the questions given.

c) Effectiveness

Effectiveness: successful or achieving the result that you want (Cambridge Advance Learner's Dictionary). In this study, the effectiveness means to measure whether using TGT technique in teaching reading can improve the students' ability in reading comprehension.

d) Teams-Games-Tournament (TGT)

Teams-Games Tournament (TGT) actually, is a learning activity which places the students as the center of teaching and learning process (Slavin, 1995: 154). It means that the cooperation among team member is necessary because they join in tournaments which they play academic games with members of other teams to contribute points to their team

score. In this study, TGT technique is one of the types of cooperative learning model which used to develop the skills and expertise needed to participate effectively in group activities.

e) SMA Negeri 5 Kota Kupang

SMA Negeri 5 Kota Kupang is one of the public senior high schools in Kupang which is located in Jalan Thamrin 7, Kupang.