

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is one of the most important things in communication and it is used as a means of communication among the nations in all over the world. As an international language, English plays an important role and has many interrelationships with various aspects of life owned by human being. In Indonesia, English is considered as the foreign language and taught formally from elementary level up to the university level.

There are four language skills in English that should be learned by students, they are; speaking, writing, listening, and reading. Reading is considered as the most important one and crucial among those skills. Reading is useful in leading students to get as much knowledge as they need to improve their ability in acquiring language. In other words, reading could give much knowledge and information about what had been written on text. Through reading, students are able to gain and enhance various vocabularies, structures, and other English aspects.

Reading cannot be separated from daily activities. People read many kinds of written materials such as newspapers, magazines, novels, academic books and so on. Through reading, people can get a lot of information, knowledge, and enjoyment. Therefore, the ability to read the text in any form will bring great advantages to the readers. All those purposes need reading skill enough. So that is why, when people talk about reading, it might be

automatically related to comprehension or understanding. For instance, a reader who understands what he has read can answer questions about it. It means that understanding something is the main goal of reading.

The act of reading could not be separated from comprehension. The students cannot achieve their academic success without comprehending what they read. In comprehending the text, the students should be monitored by their teachers; hence the way to teach comprehension should be well understood by the teachers. At the senior high school level, the students are expected to master reading comprehension in which they need appropriate method that can help them improving their reading ability about the content of the text in reading class especially handbook and text book.

SMK Taruna Mandiri Pekanbaru is one of the Vocational High School which located in Pekanbaru, Riau Province. This school uses Curriculum 2013 for ten grade as guidance in English teaching and learning process and students' passing grade for English subject is 75. English subject has been taught since in the first grade with one meeting a week with duration 90 minutes.

Based on the researcher preliminary study at SMK Taruna Mandiri Pekanbaru by interviewing the English teacher and the tenth grade students on 07th May 2018 about the process of teaching and learning reading. The researcher found that some of the students in this school had difficulties in reading comprehension. First, the students' participation in reading activity was low. Then, this situation brought the students had difficulties in getting

information from the text. In addition, the students were not attracted and motivated with the teacher's way in conveying material. The teacher has taught reading by using conventional method, for instance, the teacher introduced and explained the materials to the students and then gives the students a text and asked the students to read and translate it into Bahasa Indonesia by using dictionary. After that, the students are assigned to answer the question.

This learning strategy makes the students feel more difficult to comprehend English text. It makes students feel bored and have no motivation in learning English, especially in reading of narrative text. Furthermore, based on researcher preliminary study at the tenth grade of SMK Taruna Mandiri Pekanbaru, the researcher found some problems that faced by students in learning reading. These problems experienced by the students are itemized in the following:

1. Some of the students are not able to find out the main idea of the narrative text.
2. Some of the students are not able to make inference in narrative text.
3. Some of the students are not able to find out meaning of certain words of narrative text.
4. Some of the students are not able to identify the generic structure of narrative text.

5. Some of the students are not able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in narrative text.
6. Some of students do not have any interest in reading narrative text

Based on phenomena above, it is clear that some of the students in SMK Taruna Mandiri Pekanbaru especially in tenth grade still have difficulties in reading comprehension in narrative text. Therefore, to improve students' reading comprehension, the researcher would like to apply a technique of teaching which expected can make students enjoy in learning and can encourage students' motivation in teaching and learning process in reading namely TGT (Teams Games Tournament).

Teams Games Tournament (TGT) is designed by Robert E. Slavin for review and mastery of learning material. The purpose of TGT is to develop an effective classroom environment in which all students are actively involved in the teaching-learning process and consistently receive encouragement for successful performance. In TGT, after the teacher presents a lesson, the students meet in four to five member teams to master a set of worksheet on the lesson. Then, the students play academics games with the members of other teams to add points to their team scores; again, the students must know the material if they want to contribute a high score. By using TGT in teaching English especially in teaching reading, process of the learning will be more competitive, fun, and cooperative.

There are many benefits of applying this technique in the classroom. By this technique, students can improve their self-esteem to participate in learning process. Then, students can improve their responsibility for their part of the work, increase students' retention, reduces classroom and test anxiety. This technique can also develop positive relation among students and teacher, creates an active and involved learning environment, develops students social interaction skills, increase leadership skill, develops students oral communication, stimulates critical thinking and helps students clarify ideas through discussion and debate, and learns to appreciate the differences among the students within group interaction.

Based on the explanation above, the researcher is interested in carrying out a research entitled “ **The Effectiveness of Using Teams Games Tournament (TGT) Technique On Students' Reading Comprehension In Narrative Text at SMK Taruna Mandiri Pekanbaru**“

B. Problem

1. The Identification of the Problem

Based on the problems stated earlier, it is very clear that most of the tenth grade students at SMK Taruna Mandiri Pekanbaru still get problems in comprehending narrative text. Those problems can be identified as follows:

- a. Why are some of the students not able to find out the main idea of narrative text?

- b. Why are some of the students not able to make inference of narrative text?
- c. Why are some of the students not able to find out meaning of certain words of narrative text?
- d. Why are some of the students not able to identify the generic structure and language features of narrative text?
- e. Why are some of the students not able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in narrative text?

2. The Limitation of the Problem

Based on the identification of the problem above, it is clear that there are many problems in this research. But, in this research paper, the researcher focuses on students' reading comprehension of narrative text.

3. The Formulation of the Problem

- a. How is students' reading comprehension in narrative text taught by using Teams Games Tournament (TGT) technique at SMK Taruna Mandiri Pekanbaru?
- b. How is students' reading comprehension in narrative text taught without using Teams Games Tournament (TGT) technique at SMK Taruna Mandiri Pekanbaru?
- c. Is there any significant effect of using Teams Games Tournament (TGT) technique on students' reading comprehension in narrative text at SMK Taruna Mandiri Pekanbaru?

C. Objective and Significance of the Research

1. The Objective of the Research

Related to the formulation of the problem, the researcher has objectives of the research as follows:

- a. To find out how the students' reading comprehension in narrative text before being taught by using Teams Games Tournament technique at the tenth grade of SMK Taruna Mandiri Pekanbaru.
- b. To find out how the students' reading comprehension in narrative text after being taught by using Teams Games Tournament technique at the tenth grade of SMK Taruna Mandiri Pekanbaru.
- c. To find out whether there is any significant effect of students' reading comprehension in narrative text between who are taught without using Teams Games Tournament Technique and taught by using Teams Games Tournament Technique.

2. The Significance of the Research

- a. Hopefully, this research is able to benefit the researcher as a novice researcher, especially in learning how to conduct a research.
- b. Besides, this research finding is also expected to be positive and valuable information, especially for those who are concerned in the world of teaching and learning English as a foreign language.
- c. Finally, this research finding is also expected to be the practical and theoretical information to development of theories on language teaching.

D. Reason for Choosing the Tittle

There are some reason why the researcher is interested in carrying out his research, such as;

1. The title of this research is relevant with the researcher's status as a student of English Education Department.
2. The researcher is very interested in carrying out this research in order to know the effectiveness of using Teams Games Tournament (TGT) on students' reading comprehension in narrative text of the tenth grade students at SMK Taruna Mandiri Pekanbaru.
3. The location of the research facilitates the researcher in conducting the research.

E. The Definition of the Term

There are so many terms involved in this research. To avoid misunderstanding to the terms used in this research, the following terms are necessarily defined as follows:

1. Effectiveness

Effectiveness formed from word "*effective*" and suffix "*-ness*" and can be defined as having an effect, able to having bring about the result intended.

2. Reading Comprehension

Anderson et al, in Klinger (2007, p.2) said that reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world

knowledge and fluency. Reading comprehension is the ability to take information from written text and do something which in a way that demonstrates knowledge or understanding of the information.

3. Teams Games Tournament

TGT is one of the learning strategies designed by Robert Slavin for review and mastery learning of material. Slavin has found that TGT increased basic skills, students' achievement, acceptance of mainstreamed classmates, positive interactions between students, and self-esteem. This technique contains with teams, games, and tournament section. Here, students are assigned to make group consisting of 4-5 students with the different academic level of achievement.

4. Narrative Text

Narrative text is a telling story. According to Allen and Landaker (1950, p.57-58), narrative texts tell the reader a story. There are some kinds of conflict, social problems amusement in narrative text.