

# CHAPTER I

## INTRODUCTION

### A. Research Background

English is the most widely used language in the world. It becomes an international language for communication among different people and countries and it has been a second or foreign language in many countries. In Indonesia, it plays a very important role in many fields such as education, medicine, engineering and business. In education, English has become one of the compulsory subjects in curriculum of schools and universities.

To master English, a student should study four skills: listening, speaking, reading and writing. Listening and reading are known as the receptive skills; while speaking and writing are as the productive skills. These four basic skills are related to each other by two parameters: the mode of communication, oral or written, and the direction of communication, receiving or producing the message.

As one of the two receptive skills, reading plays important roles in the learning process. It can be seen through the fact that reading can develop or improve other students' English skills, such as writing skill, vocabulary mastery, etc. It is because in teaching reading the teachers generally integrate it with other language skills. Besides, through reading, the students can get much information in or out of the classroom (Setiadi, 2011, p. 3). This idea is supported by the fact that reading has become a part

of our daily life. Being able to read English helps the students increase their knowledge because there are many kinds of texts written in English.

Teaching foreign languages, including English, is not as easy as teaching the first language, because students will certainly face many problems. Although English has been taught to the students since they are in primary school or even in some kindergarten levels, most students still have difficulties in reading. In the process of teaching and learning reading, the most common problem is to get the writer's messages because they do not understand the meaning of words in the text.

The teachers do not give strategies for making it easier to comprehend the text. Conventionally, they only ask the students to read and then answer questions based on the texts. Meanwhile, the students have some problems when they read, sometimes they get difficult to understand the meaning of a sentence; so they feel reading is boring. They need some activities that can make them fun with the reading learning process. Therefore, teachers need to find suitable methods, approaches and techniques of teaching to help the learners (Setiadi, 2011, p. 4). They should be more creative and imaginative to develop the students' ability in English teaching learning.

Brown (2001, p. 167) suggests the teachers have important roles as controller, director, manager, facilitator, and resource in helping students optimizing their reading skill in the class. Through those roles, they can support the students to improve their reading comprehension using the appropriate strategy. As mentioned by Peregoy and Boyle (cited in Linse, 2005, p. 69), the technique to comprehend the text is one of the

three different elements which impacts reading besides the students' background and linguistic knowledge.

In the classroom, there are many students with different characteristics and intellectual abilities. Sometimes, it can become barrier for the teaching and learning process. Those differences can make discrepancy among students. To cope with this reality, the teachers have to know the best way to make the variances be a precious thing in the class. The students can use their differences to learn together and support each other.

In line with the statement above, Slavin (2005, p. 163) introduced a learning strategy in language classroom which involves students in working together in small groups with different intellectual abilities. Such a type of learning is technically termed cooperative learning. Cooperative learning is also assessed as an appropriate learning strategy to be conducted because it can make the whole class take part in the activities by giving chances to share and give information for every student (Senel, 2008, p. 1).

One of the techniques containing cooperative learning substance is Teams-Games-Tournament [TGT] (Slavin, 2005, p. 163). TGT is a technique involving groups from heterogenic students, group discussion, and tournament/game. In TGT, the students are divided into 4-5 students from different level of competency, gender, background, etc. By using this technique, the students will be more interested and active in learning because it gives them an opportunity to share what they read. In addition, the class will be more alive because each person has more roles to express their ideas and to help their teammates.

Many researches on TGT have been conducted in many school subjects in Indonesia. Wulandari (2011, p. 48) found that TGT can be useful to improve students' critical thinking in learning chemistry subject. In teaching social science class, TGT can improve students' achievement (Rohmah, 2011, pp. 59-60) and it is also found that TGT can improve students' understanding (Azis, 2013, pp. 83-84). In mathematics, Nurmayasari (2012, pp. 89-90) concluded that TGT can improve students' self-confidence, and Jumilah (2012, pp. 73-74) found that TGT is effective to improve students' motivation.

Other researches on the use of TGT have also been conducted in language class. Sari (2011, pp. 101-102) found that TGT can improve students' vocabulary mastery as good as their enthusiasm for learning together and Indrawati (2014, p. 41) also concluded that TGT can increase eighth graders' achievement in reading. Based on the results of those researches, it can be concluded that TGT has a positive effect to increase students' achievement in some school subjects.

Having analyzed those consideration, the researcher considered that it is important to find out whether a variation in teaching English reading by using TGT technique to the eleventh graders of SMAN 55 Jakarta was effective or not. Therefore, this study was entitled *The Effect of Using Teams-Games-Tournament (TGT) Technique on the Eleventh Graders' Reading Comprehension at SMAN 55 Jakarta.*

## **B. Problem Statement**

Based on the background of the research above, the problem to be addressed in this research was as follows: “Is there a significant effect of using TGT technique on the eleventh graders’ reading comprehension at SMAN 55 Jakarta?”

## **C. Research Objective**

This research was conducted to investigate whether there was a significant effect of using TGT technique on the eleventh graders’ reading comprehension at SMAN 55 Jakarta.

## **D. Research Significances**

The findings of this research could beneficially provide information and contributions to:

1. English teachers, providing an alternative technique in teaching English, especially to improve the students’ reading comprehension.
2. Students, developing their ability in comprehending the texts they are reading.
3. Other researchers, enriching the present theory of teaching reading and might be stimulated to conduct researches on the same or related area and may open the way to the development of a new ELT technique that works to the students’ reading comprehension.

### **E. Research Scope**

Due to the researcher's time and budget constraints, the participants in this research was limited to the eleventh graders of SMAN 55 Jakarta in academic year 2014/2015. The subjects were purposively selected by taking two groups, XI IIS B (33 participants) and XI IIS C (34 participants). The technique used to collect the data was test only. The experiment was conducted from 17<sup>th</sup> March to 21<sup>st</sup> April 2015. The researcher limited the problem only on the effect of using TGT technique on the eleventh graders' reading comprehension in factual report, analytical exposition, and biography text types.