CHAPTER I

INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and definition of key terms.

A. Background of the study

In the world, English as the main alternative communication between countries or it can be said that English is a second language in various countries such as the Netherlands, Sweden, etc. While in Indonesia English is a foreign language and included in the educational curriculum, this is a driving force that being an English teacher is able to help students learn and develop their language skills. And There are four skills integrated in english language, namely listening, speaking, reading, and writing than the most important is speaking however when interacting, vocabulary, structure, and pronunciation are supporting factors without one of them there will be problems when communicating.

One of important skill in studying English is reading comprehension ability. Because reading comprehension is one aspect that is the main goal of teaching reading in elementary schools and is the basis for understanding various fields of study. Reading comprehension is a learning process that requires several abilities, because the ability to read does not only see the material, but also understands it. Likewise in English. One cannot understand what other people mean in their writing, if they do not have good reading skills. Reading comprehension is a multifaceted, highly complex process

involving numerous interactions between readers and what they bring to the text (previous knowledge, strategy use), as well as variables related to the text itself (interest in text, understanding of the text types). It is also a process of comprehending the meaning of text and honing skills in locating ideas in text. Kennedy (1981: 192) states that reading comprehension is a through which a reader becomes aware of an idea, understanding in term of their experimental background and interprets it in relation is not a skill or ability that can be develop once and for all at any level of instruction.

The writer concludes from the definition above that reading comprehension is the process of reading a text in order to obtain information from it. It means that when we read, we must comprehend the information or issue presented in the text. Some texts are taught to students in junior high school. Descriptive text, procedure text, narrative text, analytical exposition text, hortatory exposition text, and so on. Students are expected to be able to comprehend descriptive text based on the English ATP of the seventh grade junior high school in the second semester.

Based on observations in the learning process that has been carried out in class VII C MTsN 3 Kota Kediri, there are many students who think that reading in English is not fun because they do not understand what they are reading, also because of the lack of vocabulary they have so students find it difficult to understand a text. , feel frustrated and do not have the charm to read books or texts in English. In addition, learning English is one of the subjects that is considered difficult because English is not the mother tongue or the national language that is used every day. Not a few students still feel

afraid when they make mistakes in reading and lack the confidence to ask questions/ just giving opinions and suggestions. Even when the teacher conducts questions and answers, sometimes they are still confused about the learning material they are discussing.

From the description as in the paragraph above, students in class VII C MTsN 3 Kediri City face is a lack of interest and ability to read. It can be seen that students who have low learning outcomes are evidenced by daily test scores that are below the KKM. One of the factors that can affect student learning outcomes is the use of inappropriate learning strategies. According to Oemar Hamalik (2014) "the failure and success of learning is very dependent on the learning strategy implemented by the teacher". The existence of appropriate learning methods basically aims to create interesting learning conditions so that students can learn actively and have fun which will have a positive impact on optimal learning outcomes.

One of the alternative learning method that can attract students in the learning process is the cooperative learning model. This learning model is considered appropriate because it is a learning model that is regulated to allow students to work together in small groups so that students can work together to solve problems (Problem Solver). One type of cooperative learning model is the *Team Games Tournament* (TGT).

So the researchers chose to use the *Team Game Tournament* (TGT) method in this study with the aim of improving students' reading skills. Originally this model is a learning developed by David DeVries and Keith Edwards in John Hopkins University. In this model, students are divide into

study teams consist of four to six people with different levels of ability, gender, and ethnic background. The teacher delivers the lesson, then students work in their teams to ensure that all team members have mastered the lesson. Then a tournament is held, in which students play academic games with other team members to contribute points to their team's score. In the *Team Game Tournament* (TGT) model there are dimensions of joy and cooperation that are obtained from the use of games. Team mates will help each other prepare for the game by studying activity sheets and explaining problems to one another, ensuring individual responsibility occurs. With the application of this method it is hoped that students will be more interested, enthusiastic, and easy to understand the material and vocabulary contained in Descriptive text.

Based on the description above, by applying the *Team Game Tournament* (TGT) cooperative learning model, the reading ability of students in class VII C MTsN 3 Kota Kediri will increase because it is one of the learning models that can help students in learning activities that involve student participation, which is This method is one of the methods that can improve learning outcomes. So, that student learning outcomes can be optimally improve, this study will use titles **"Improving Students' Reading Comprehension Using Team Game Tournament Method At Seventh Grade Students Of MTsN 3 Kota Kediri"**

B. Research Question

Based on the background study above, is able to identify "How does *Team Game Tournament* (TGT) improve reading comprehension at seventh grade of MTsN 3 Kota Kediri?"

C. **The Objective of the Study**

Based on the problem above, the object of this study focuses to find out implementation *Team Game Tournament* (TGT) to improve reading comprehension.

D. **The Scope and Limitation**

In this Reseach scope the Researcher focuses on the improvement reading comprehension using *Team Game Tournament* (TGT) bacause these all based on a problem that often encountered students in teaching and learning English.

E. **Significant of the Research**

1. For students, it may be an effort to improve their reading abilities in order to achieve success in English acquisition.

2. For the English teacher: it can be a useful example of a technique that can be used in the reading class to help students improve their reading skills.

3. For the school: it can serve as a reflection and motivation to improve so that the school can continue to improve educational quality.

4. For other researchers: it can be a research reference and it can be a motivation to do the next action research related to it

F. **Definiton of the Key Terms**

1. Improving

Improving is to change to be better or make something be better. The Researcher wants to describe how a Team Game Tournament can help students improve their reading comprehension in English learning skills. She hopes that the students' abilities will improve. She will try to improve

and assist students in learning English skills, particularly Reading Comprehension.

2. Reading Comprehension

   According to Woolley (2011) that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

3. *Team Game Tournament* (TGT)

   TGT is one of the team learning strategies designed for review and mastery learning of material. Organizing the classroom into four or five members for each teams from all achievement. Slavin has found that TGT increased basic skills, students' achievement, positive interactions between students.