CHAPTER I

INTRODUCTION

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

A. Background of the study

English as an international language is spoken in most international events and is used as the medium of information flow on science, technology, and culture. As we know that learning a foreign language is more difficult than learning a national language or learning a mother tongue. It is because the foreign language has completely different aspects and systems, which should be understood by the students or the learners, such as pronunciation, spelling, and the cultural background of the language. As a foreign language, it makes English difficult to learn.

There are four skills in English language, such as listening, speaking, reading and writing. Reading receives a special focus. There are number of reasons for this. Learning English language text means studying the meaning of word and sentences.[1] Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and

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[1] Monica Crabtree and Joyce Power, *Language Files*, (Colombus: Ohio State University Press. 1991), 5th Ed, p. 211

pleasure.[2] In other words, the students have to read English material for their subject. The student often thought that it will be easier to obtain information from written text by reading.

In order to make reading easier for the students, teachers should use the best technique in teaching reading. Cooperative learning is a technique which teacher can use to support student in reading. Cooperative learning has benefits for students because they can learn how to work cooperatively and share information to overcome some problems which they get in reading class activity.

According to Kagan, cooperative learning is a successful teaching strategy in which small teams, each with student of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of team is responsible out only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Student work through the assignment until all group members successfuly understand and complete it.[3]

Therefore, it is important to use cooperative learning technique to support students in mastering reading skills; one of the techniques to do is small group discussion. The use of small group discussion in teaching learning process will play an important role in that: it may arouse students' attention. Monotonous activities or strategies of teacher in teaching will make students bored. To avoid being bored and tired of studying and make teaching of

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[2] Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching, (an anthology of current practiced),* (Cambridge University Press) page. 204

[3] Spencer kagan, *Cooperative Learning*(San Juan Capistrano: Kagan Cooperative Learning, 1993)

reading more effectively and interesting the writer believed that by using small group discussion in teaching reading, the students will be more interested and enthusiastic in learning English and of course the result of study will be satisfactory.

The Problems are as well as at *MTs Abdulloh Mojo Kediri* especially in Reading. More specific, the researcher observed the problems at at *MTs Abdulloh Mojo Kediri. The first;* the students have poor quality of English vocabulary. It makes them confuse to translate a word in the text; *the second*; there is no specific method to teach reading. The English teacher has taught the students based on the students worksheet that was used in that school. The students said that the teacher asked them to read the text and answer the question in the students' worksheet. *The third,* the students' motivation is very low. The students are lazy to open their dictionary. They tend to talk to their friends while doing the work. *The fourth*, reading is still dominated by teacher in the class; consequently, the students are accustomed to wait for their teacher for reading the text to them, then, the students ask the meaning, and answer the questions.

Based on this problem, the writer will implement the strategy to improve the students' reading skill by using *Turn-4-Review Gamebord. Turn-4-Review Gamebord* has chosen because it will give an opportunity for every student for having more intention to read the text. They can get many ideas and information from text.

It is recommended because *turn-4-review game board* allows students to read more the text in group. That is so suitable for beginners who feel shy to read foreign language, English. Sometimes, they will be shy if they have to read in front of public. The students can be confident to read English if they have accustomed for it. Later, they will have a confident to read in front of many people.

Learning a new language should be fun, interactive and exciting. The use of game in a learning environment will not only change the dynamic of the class, but it also makes the students easier and helps the brain to learn more effectively. Game allows student to work cooperatively, compete with each other, strategize, think in different way, compare and shake knowledge, learn from other, and allow people to have fun.[4]

There are many kind of game and the participants are also different. There is individual or team game. One of game is *Turn-4-Review Gamebord* that needs teamwork inside of it. It is used to master the reading skill. Using *Turn-4-Review Gamebord* to solve the boredom is the best solution because the students can keep studying and enjoy.

*Turn-4-*Review *Gamebord* has also chosen because it is one of strategies in cooperative learning. Cooperative learning provides an area for students to interact each other about meaningful content to work cooperatively on presentation and project and to take an active role their own learning.[5]

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[4] Redjeki agoestyawati. 102 English Games (Jakarta: PT. ikrar mandiria abadi, 2007) p.1
[5] Jeanne M. Stone. *Cooperative Learning and Language Arts A-multi Stuctural Approach*
(University of California: San Juan Capistrano, 1990), (1:1)

Cooperative learning has some benefits as presented by Mc. Growthy. They are that:

1. It increases frequency and variety of the second language practice through different types of interaction

2. It provides possibility for development or use the first language in ways that support cognitive development and increased the second language skills

3. It provides opportunities for students to integrate language with content-based instruction

4. It gives opportunities for students to include a greater variety of curricular materials to stimulate language as well as concept learning

5. It gives freedom for teacher to master new professional skills particularly those emphasizing communication

6. It gives opportunities for students to act as resources for each. Thus, assuming a more active role in their learning.

Based on the problem above, this study is conducted to improve the students reading skill. The writer chooses *Turn-4-Review Gamebord* strategy and uses Classroom Action Research (CAR) approach to improve the students' reading skill and this study is conducted at the second grade of the student of MTs Abdulloh Sukoanyar Mojo Kediri.

B. Statement of the problems

Based on the background of the study above, so research problems are as follows:

1. How is the implementation of *Turn-4-Review Gamebord* to teach reading at the eighth year student of MTs Abdulloh Sukoanyar Mojo Kediri?

2. How can *Turn-4-Review Gamebord* improve the reading skill of the students of MTs Abdulloh Sukoanyar Mojo Kediri?

C. Objectives of the Study

According to problems presented on the previous section, this study is intended:

1. *To describe the* implementation of *Turn-4-Review Gameboard* to improve the reading of the eighth year students of MTs Abdulloh Sukoanyar Mojo Kediri.

2. To know how *Turn-4-Review Gameboard* can improve the reading Skill of the Students of MA Abdullah Sukoanyar Mojo Kediri

D. Significance of the study

A research should have significance to this world; at least, it has significance to the researcher itself. The writer hopes that this study can give benefit for:

1. For the readers, it helps in developing their knowledge about the implementation of *Turn-4-Review Gamebord* to teach reading.

2. For the teacher, this paper is supposed to help the teachers to improve the student's quality of reading skill so that they can use their ability better.

3. For society and other researchers, the study can be used for readers and members of society to continue this research and participate actively in improving national education. It also can be reference for further researchers

E. Scope and Limitation of the Study

This study attempts to the using of *Turn-4-Review Gameboard* to improve the reading skill of the students of MTs Abdulloh Sukoanyar Mojo Kediri. The researcher would like to limit his study only in improving reading skill. *Turn-4-Review Gameboard* is teaching and learning strategy that is easy to do by students and teacher. By *Turn-4-Review Gameboard* strategy, the students can learn while playing so they are not bored. The researcher only focused the study at eighth grade of students in MTs Abdulloh. The procees of study is to improve the eighth grade students' reading skill using *Turn-4-Review Gameboard* in the second semester.

F. Definition of Key Terms

To avoid different interpretation between the writer and the readers or to give a clear clarification and to limit misunderstanding, the writer clarifies the term which are used in this study as follows:

Cooperative Learning is generic term for various small group interactive instructional procedures.

Turn-4-Review Gameboard is a game which uses a board medium and contains some cards. Those cards are question card, answer card, checking card, and praise or help card.