CHAPTER I

INTRODUCTION

This chapter is discussing some points include background of the study, formulation of the research problem, significance of the study, definition of key terms of organization of the study.

A. Background of the Research

Reading is one of the ability in studying English. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read (Harmer, 2007: 99). It looks simple, butin reading we have to know the meaning of the sentences. It means that the readers should understand the writer's intention. It is not translated in one word to another word, but we have to understand the sentences. Without reading the people can not understand the word that has been written. By reading, the readers can have many knowledges, how to pronounce something, etc.

According to William in Cahyono and Widiati (2011:49) reading is one of the four language skills which can be classified into two types; initial reading and reading comprehension. Initial reading is an effort made by those who have not been able to read to learn reading (e.g. how to read the alphabet and combination of letters or simple words), whereas reading comprehension is an activity aimed to understand the message of a particular text. The teaching of reading as a foreign language (EFL

reading) in Indonesia can be generally included in the teaching of reading comprehension. This is because it aims to improve the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text. Moreover reading can increase the fluency pronunciation of the students like speaking. Reading skill has some techniques to get fluency in the reading i.e: scanning, skimming, intensive reading, and extensive reading.

Language and meaning cannot be severed from one another (Richard & Anne, 1991:11). So, in teaching and learning English language in reading should be carefully and make the sentences meaningful which can be understood by the readers. According to Harmer (2007: 99) states there are many reason for getting students to read English texts is an important part of the teacher's job. Therefore, the teacher should have good way to make the students understand the readingmaterials.

Teaching reading which can be understood well by the students should be with good way. One of the way is teaching by using Cooperative Learning, it is not new in educational world. According to Slavin (2009: 11) kinds of cooperative learning technique are Student's Achievement Division STAD, jigsaw, Team Games Tournament (TGT), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Composition (CIRC), and so on. To teach reading, the researcher chooses Team Games Tournament as the techique. According to Slavin (2009: 26) TGT is a strategy that placed the students in a team work that consists of

4 to 6 members who have different abilities, sex, race or ethnic. By the heterogeneous members for each team, it is hoped can motivate the students for helping each other, the students who have higher ability can help the other who need more explanation to master the learning. The teacher provides the material, and the students work in their team work to ensure that all of the team members have mastered the material.

In the Senior High School, students were taught some text in learning reading. The text can be difficult or easy, depending on the readers ability. The text can be report text, descriptive text, news item, analytical exposition, narrative text, hortatory exposition text etc. Hortatory exposition text is one kind of texts as a reading media which can improve students' reading comprehension skill.

There are 2 previous studies, the first and the second study talk about the effectiveness of Team Games Tournament (TGT) in vocabulary achievement. The writer in that previous studies use quasi experimental research and the concern is in narrative text. The first previous study is the t score is higher than t table that is 2,678 for t score and 1,668 for t table. The second previous study's score of post test in experimental group was 80,45 and the control group was 65,07. Those results indicate that the score after giving treatment was higher that students' score before giving treatment. So, using Team Games Tournament in both of the previous studies can incresethe ability of the students on vocabulary achievement and reading comprehension achievement in narrative text.

Related to the explanations above, the researcher decided and motivated to conducting research by using Team Games Tournament technique to carry out a research. The previouse research emphasize on vocabulary achievement and reading comprehension achievement. In this research, the researcherwill make the change, that is using team game tournament on students' reading achievement in hortatory text. In this way, the researcher wants to know the result of students' reading achievement in hortatory exposition text. So, in this research, the researcher wants to test that Team Game Tournament has significant effect on students' reading achievement in hortatory text or not, entitled the effectiveness of using Team Game Tournament (TGT) on students' reading achievement in hortatory exposition textat second grade of SMAN 1 TULUNGAGUNG in Academic Year 2017/2018.

B. Formulation of Research Question

Basedon the objective of Quantitative Research is about numbering, having data and counting it. So, the researchers formulated the research problem:

1. How is the students' reading achievement taught by using Team Game Tournament (TGT) strategy?

2. How is the students' reading achievement withouttaught by using Team Game Tournament (TGT) strategy?

3. Is there any significant difference of the students' reading achievement taught by using Team Game Tournament (TGT) strategy and without taught by using Team Game Tournament (TGT) strategy?

C. The Objective of the Research

The purposes of the study are:

1. To find out the students' reading achievement taught by using Team Game Tournament (TGT) strategy.

2. To find out the students' reading achievement without taught by using Team Game Tournament (TGT) strategy.

3. To find out significant difference of the students' reading achievement taught by using Team Game Tournament (TGT) strategy and without taught by using Team Game Tournament (TGT) strategy.

D. Research Hypothesis

The hypothesis of this research will be stated as follows :

1. Null hypothesis (Ho), the subjects who were taught by using Team Game Tournament did not improve students' reading achievement in hortatory exposition text significantly.

2. Alternative hypothesis (H1), the subjects who were taught by using Team Game Tournament improved students' reading achievement in hortatory exposition text significantly than those who were taught without using Team Game Tourament.

E. The Significance of the Study

1. For the Teacher

The writer hopes that this research will increase the teacher's ability in the teaching – learning process, especially in teaching reading. The teacher can use Team Game Tournament(TGT) strategy in teaching reading.

2. For the English Students

The researcher hopes that this research useful for the English students when they teach their students to have a mutual cooperation with another. The teacher can stimulate the students to increase their reading ability in reading, and it can also train and guiding students to read and express their idea.

3. For the next Researcher

The result of this research can be used as a reference for those who want to conduct a research in English teaching – learning process.

F. Scope and Limitation of the Study

The scope of this study conducted at SMAN 1 Tulungagung insecond grade academic year 2017/2018, focused on the process teaching reading using Team Game Tournament strategy. In this research, the researcher focused on students' reading achievement especially in hortatory exposition text.

G. Definition of Key Terms

The key terms here to avoid miss understanding.

1. Reading

    Reading skills are an important part of the curriculum in language teaching. According to Parel and Jain (2008 : 113) state that reading is an important activity in life with which one can update his or her knowledge.

2. Team Game Tournament

    The learning model Team Game Tournament (TGT) focused on competing activities between groups of students so that each student is required to be able to fight well so that the group can win the game. Their dimension's excitement derived from the use of a game in cooperative learning model TGT, students are expected to enjoy the learning process with a pleasant situation and motivated to study hard to achieve optimum result.