CHAPTER 1

INTRODUCTION

This chapter mainly designated the introduction of the study. There are seven parts of discussion as subtitles seemed in this chapter that is: background of the study, Statements of the problem, objective of the study, the scope and limitation, the significance of the study, the assumption and the definition of key terms.

1.1. Background of the study

The ability of students to understand the contents of the book is an important factor in determining learning success. Reading is a process of understanding a thought that is contained in a sentence. "Reading activities are mental activities to understand the writer's thoughts through reading" (Harris, 1977). Understanding of reading involves aspects: understanding language and symbols written, ideas, tone, and style. According to Sari (2016) "Students tend to comprehent the reading text by understanding every single word only", when reading in interpreting a word, students will find it difficult to find the true meaning if students interpret it verbally. Students who can easily understand a reading means they can process readings to explore the information contained in it. The students will understand the material, then the learning achievement increase.

According to Gloria (1998), There are several factors that make the students difficult to comprehend the text. First, they read slowly and word by word. They do not read the words in their group; as a result, the lost the meaning of the sentences and they cannot catch the idea or information brought of the sentence. Second, they lack of vocabulary and they do not skills to guess the meaning of certain words in the text. The last is, they do not have background knowledge about the topics being discussed in the text".

Because of the reasons above, students have low level of reading. To deal with this problem, English teachers should find an effective method in guiding their students to comprehend the narrative text more easily. Nurcahyoko. 2013 " The quality of teachers and well-integrated supports from media and society are essential for education".

Based on these, the researcher offers "Teams Games Tournament" as a method that can be used by the teachers in teaching reading narrative text.

The researcher chose this method because this method is one of the cooperative methods that are easy to apply. It contains elements of the game that can increase student interest in learning as the opinion of a researcher, "The cooperative learning model TGT (Teams Games Tournament) is one type or model of cooperative learning that is easy to apply, involves the activities of all students without any difference in status, involves the role of students as peer tutors and contains elements of

play and reinforcement. Learning activities with games that are designed in the cooperative learning model of the TGT allow students to learn more relaxed while growing responsibility, cooperation, fair competition and learning involvement", Kiranawati (2007).

The researcher wanted to apply and practice this method in one of the high schools. The result of the research is the researcher known how the application of the TGT method in high school students besides that the researcher also wanted to know what are the student response in the implementation of the TGT learning method. Therefore researchers want to apply and practice this method at 11th grade of MA Nurul Huda.

1.2. The statements of the problem

Based on the background of the study, the researcher finds several problems dealing with the Use Cooperative Learning TGT in Teaching Reading Comprehension in 11th grade at MA Nurul Huda as follow:

1. How is the implementation of TGT in teaching reading narrative text to the eleventh grade students of MA Nurul Huda?

2. How are the student's response to the use of TGT in teaching reading narrative text at eleventh grade students of MA Nurul Huda?

1.3. The objective of the study

Based on the statements of the problems, the general objectives of the study in this research are as follows:

1. To describe the implementation TGT in teaching reading narrative text to the eleventh grade students of MA Nurul Huda.

2. To know the student's responds to the use of TGT in teaching reading narrative text at eleventh grade students of MA Nurul Huda.

1.4. The Significances of the Research

The significances of the research are:

1. **The Teacher.** The teacher can find out how to use TGT in teaching reading comprehension. The result of this research is expected to be useful for English teachers in improving their ability, especially in teaching reading by using Teams Games Tournaments (TGT).

2. **The Students.** The students know how to use TGT cooperative learning.

3. **Further Researcher.** The result of this research is also expected to develop all information and knowledge for those who are interested in doing research related to this research.

1.5. Scope and limitation

Based on the above statement of the problems, the researcher described the use of cooperative learning TGT in teaching reading narrative text. In order to be more direct, there are three classes of eleventh grade in MA Nurul Huda that are the eleventh grade of IPA, eleventh grade of IPS 1, and eleventh grade of 11 IPS2. The researcher observed one class from three classes above that is the eleventh grade of IPA, because of the limited time to research.

1.6. The Assumption

In this observation, The researcher assumes that teachers use Team game tournament in teaching reading narrative text.

1.7. The definition of key terms

1.7.1. Teaching Reading

In many reading instruction programs, more emphasis and time may be placed on testing reading comprehension then teaching reader how to comprehend. Monitoring comprehension is essential to successfull reading. Part of that monitoring process includes verifying that the predictions being made are correct and checking that the reader is making necessary adjustment when meaning is not obtained. Cognition can be defined as thinking. Metacognition can be defined as thinking about our thinking. In order to teach for comprehension. It is my belief that readers must monitor their comprehension process and be able to discuss with the reader and fellow reader what strategies they use comprehend. By doing this the reader use both their cognitive and metacognitive skills". Siregar (2013)

1.7.2. Narrative text

Narrative text is text that contains a story both written and unwritten and there is a series of interrelated events. "Narrative text has a structure / arrangement that contains: (1) Orientation, which contains an introduction to the character, place and time of the story

(who or what, when and where); (2) Complication, i.e. problems that arise / begin to occur and develop; and (3) Resolution, which is a matter of being resolved, either "happy ending" or bad "bad ending". In the subject of narrative text, there are four focus skills (focus abilities), namely reading, speaking, listening and writing, which in this study focuses on solving problems in learning listening material" (Kane. 2000).

1.7.3. Teams Games Tournaments (TGT)

Teams Games Tournament (Teams Games Tournament), a teaching and learning model developed by Robert Slavin, is a learning technique that combines group learning with team competition, and can be used to enhance learning of various facts, concepts and skills (Silberman, 2006). Learning with this model will stimulate the activeness of students, because in the Teams Games Tournament, there are no students who do not actively voice their opinions, students with the ability of lower groups or groups to work together to solve the problems given in learning". Widhiastuti ,Fachrurrozie (2014)