

## **CHAPTER I**

### **INTRODUCTION**

This study provides universal draft of this research. It covers the Background of the research, Reasons for Choosing the study, Question of the Study, Objective of the Study, Hypothesis of the Study, Decision Making Significance of the Study, Definition of the Key Term, and Organization of the Research Report.

#### **1.1 Background of the Research**

English is an important language which has to be learned by students in senior high school because English is one of the pre requirements to face globalization. It means that study English has been done since long time ago to communicate across the world successfully. In Indonesia, English has been integrated into senior high schools curriculum since 1980<sup>th</sup>. English skill is a element for approaching managerial level at the resorting organization (Al-Saadi, 2015). It can be concluded that studying English is relevant for all of people in this era. Especially is for students, English is very important for them to develop and expand their literacy in this 21<sup>th</sup> century.

Eventhough students studying English for a long time in Indonesia, but only a little that can be fluent in English. Many students cannot speak English, eventhough they have studied it for some periods of time. There are some reasons that students cannot speak English, for example, because they are not interested in English, seldom speak English, and they assume that English is

problematic to understand and they more enjoy speaking Indonesian in their life.

.As what have been mentioned beforehand, there are many causes that make students not interested and dislike English. Mostly, it is because students do not understand what they are studying, what purpose of they are studying English for, so that. English becomes a frightening lesson for students in senior high school (Poniman, 2017). To overcome the problems, students must practice studying English, because in order to master English students must make it into daily habit since English is not our own language, but still a foreign language to communicate with other people from overseas. In this 21<sup>st</sup> century, when people do not understand English, they will fall behind because they have to compete with other people who has fluent in English when they look for a job. To be fluent in English, students should stop thinking that English is difficult so they can study and practice English joyfully until they master it. However, when the students still do not understand English eventhough they have tried their best, something must be wrong in the process of learning and teaching English at school which is not successful in making students mastering it. It means that teachers have not taught their students well, and their teaching methods is not good enough, eventhough the government has made effort of trainning teachers with newest methods to improve students' understanding. For that problem, the teacher has to change the old teaching method and make improvement and variation in their English classroom.

Therefore, students will be interested and not bored when studying English. Learning English is very complex(Kurniawati), because English has four element. There are listening, speaking, reading and writing. As well as having three addied skills that is to say vocabulary, grammar and pronunciation. And in this study is going to focus in reading ability.

Reading ability is one of the four aspects of learning ability in English. students learn how to understand the contents and context of texts in reading. Yet, reading in English learning still becomes serious problem for students in Indonesia. For example bahasa Indonesia and English have many difference in spelling especially in vocal spelling. This different spelling directly affects pronunciation which is also totally different between Bahasa and English.. Therefore, the learners are not really responsive in English. In addition, they cannot understand the meaning, because they only have limited vocabulary.

From those causes, teachers must make improvement and variation in learning English, which able to make learners more responsive in studying English, especially for reading skill ability. Therefore, the teachers must teach with a strategy which makes students happy as well as involve the participation of all students in the class. An alternative that can be used is Cooperative Learning method, and one of Cooperative learning method is TGT (Teams Games Tournament) learning model strategy which can make students being active. Based on the reason above, this study will try to explore the use of TGT

(Teams Games Tournament) model strategy on learners' reading comprehension of recount text at eight graders of MTS Miftahul Falah Puncel Dukuhseti Pati academic year 2019/2020. From that explanation, this study would be very interested.

## **1.2 Reason for Choosing the Topic**

Teaching foreign language specifically English is not easy because English is something new for students of junior high school specifically in rural schools. Learners is able to face many difficulties in their study.

There are some considerable reasons for choosing this topic as go next:

1. Most of learners still think that English is not really important for them, so that the teacher must have a strategy to make them happy and enjoy in studying English especially in Reading skill.
2. Most of students still shy when reading English in front of their friends because they do not understand the meaning and how to correctly pronounce the sentence.
3. Playing game in learning English gives the students an interesting way on how to improve their reading ability.

So, teams games tournament (TGT) learning model strategy is very effecient to develop learners' understanding in English.

### **1.3 Question of the Study**

Based on the qualification of the research above, this research tries to give solution a question of : Is the use of TGT (Teams Games Tournament) learning model strategy effective to make better eight graders' reading comprehension of recount text at MTS Miftahul Falah Puncel Dukuhseti Pati academic year 2019/2020?

### **1.4 Objective of the Study**

Based on the description of the question above, for the objective of this research is to know alternative or not TGT (Teams Games Tournament) learning model Strategy is efficient to develop learners' reading comprehension of recount text at MTS Miftahul Falah Puncel Dukuhseti Pati academic year 2019/2020.

### **1.5 Hypotheses of the Study**

According to (Kabir, 2016), the hypothesis (plural hypotheses) is a tentative solution of a problem. Hypothesis is able to be divided into two main types research null hypothesis ( $H_0$ ) and alternate hypothesis. Alternate hypothesis ( $H_A$ ) is a representatives in the middle of the accurate of the general public. The crucial function of an alternate hypothesis is to certainly determine the connection that is going to be examined valid in problem the null research

hypothesis show to be untrue. We able to examine that in a technique, alternate technique hypothesis is the completely different of research null hypothesis.

Based on the explanation above, the hypotheses of this research are :

H<sub>0</sub>: There is no significant difference on the mean score in recount text reading ability among learners who are explained by using TGT (Teams Games Tournament) learning model strategy and those who are not taught by applying teams games tournament (TGT) model strategy at the eight graders' of MTS Miftahul Falah Puncel Dukuhseti Pati academic year 2019/2020.

H<sub>A</sub>: There is a significant difference on the mean score in recount text reading ability between students who are taught by using TGT (Teams Games Tournament) and those who are not taught by using teams games tournament (TGT) model strategy at the eight graders' of MTS Miftahul Falah Puncel Dukuhseti Pati academic year 2019/2020.

### **1.6 Decision Making**

- a) If the value of Sig. (2-tailed)  $< 0.05$ , there is a valid dissimilarity among studying result in pre-test data and post-test data.
- b) If the Sig. (2-tailed)  $> 0.05$ , there is no a valid dissimilarity among studying result in the pre-test and post-test data.

### **1.7 Limitation of the Study**

This research is going to focus on students in the eightgrade as the research class for one shot case studying pre-experimental action research at MTS Miftahul Falah Puncel Dukuhseti Pati in the academic year 2019/2020. The

genre of text in this study is going to be focused on recount text and the focused skill will be on reading comprehension especially on the social function, generic structure, some linguistic, features and explicit meaning.

### **1.8 Significance of the Study**

It is belief that the development of this research is able to be the implication for the more research and teacher in education especially for English Education Department of Sultan Agung Islamic University.

There are two explanations of the study as follows :

#### a) Practical Significances

There are 2 significances :

- a. Students : It is expectation that after doing this research the learners will get many positive effects from this research, which is improving their reading ability.
- b. Teacher : This study hopefully will give alternative teaching method to the teacher, especially English teacher to improve their learners reading skill ability by practicing TGT (Teams Games Tournament) learning model.

#### b) Pedagogical significances.

There are 3 significances :

- a) Students : Hopefully, students will get an interesting lesson and enjoy learning English so they effectively can increas their reading skill.

- b) Teacher : The teacher may use this research as method variation to improve students' skill ability in their English learning process especially for reading.
- c) Shool : Hopefully, the school will be able to be aware of the important of variation of learning plan to develop educating learning ability in which it is going to also improve the school's quality in English.

### 1.9 Definition of key Term

To prevent this understanding of certain terms, therefore herewith given some definition of related guideline:

#### 2. Reading comprehension

Reading is a talkative technique of readers interrelated knowledge from an idea and for grounding the intellegency to develop explanation and the target of reading is realization (Nunan, 2003). Reading is centrally a comprehending step. One concentration to point out that reading believ that comprehension is to be absolute that a cognitive transforming approach towards defining reading comprehension (Cyril Weir, 2008). The duty of reading is comprehension. Than, the students is able to develop their English ability.

#### 3. TGT (Teams Games Tournament) Learning Model Strategy.

TGT (Teams Games Tournament) learning model strategy is an instructional model strategy which is consist of 4-6 students in a group which has different ability, gender, races (Muhammad Taufiqi Kurniawan, 2017).



#### 4. Recount Text

Recount text is a part of text retelling of an incident, actions, or situation that have happen in the over and done. Recount situation text has its own social situation. The social sof this text is a retelling of events, actions that aim only informational or entertainment only to the reader or listener (Anggraini, 2017).

#### **1.10 Organization of the Study**

This final project is organized into 3 chapters.

1. Chapter I is Introduction which consists of Background, Reason for Choosing the Topic, Statement of Prolem, Objectives of the Study, Hypothesis of the Study, Limitation of the Study, Definition of the Key Terms, and Organization of the Study.
2. Chapter II is Literature reviews which covers theoretical frameworks and literature reviews which will be used or support the research. They are : general concept of Reading Comprehension, the definition of Reading, (ini Purpose of Reading, Technique of Reading Comprehension, the definition of Cooperative Learning Method, The Definition of Teams Games Tournament Model Strategy, Technique of Teaching Reading Using Teams Games Tournament Model Strategy, Advantages of Teams Games Tournment Model Strategy, Teaching Reading using Teams Games Tournament Model Strategy, Recount Text, Social Function of Recount Text, Generic Structure of Recount text, Linguistic Features of Recount Text, Example of Recount Text, and Previous Related Study.

3. Chapter III is Research method which explains about method and technique used in this research. The research method of this study consists of Research Design, Subject of the Study, Variable of the Study, Instrument of the Study, Validity and Reliability of the Instrument, Scoring Technique, Procedure for Collecting Data and Technique of Data Analysis.
4. Chapter IV is Research Finding and Discussion which consists of data description, The Pre-Test Scores, The Post-Test Scores, The Comparison of the Test Results, The Analysis of the Data, and Discussion.
5. Chapter IV This Chapter is Presents The Conclusion and the Suggestion of TheResearch. The Conclusion is Based on the Presentation and Description of the Findings Discussion and Analysis the Data.