

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

There are four skills that must be mastered in language learning, those are listening, speaking, writing, and reading. Listening is probably the hardest discipline to master; it is interpreting disciplines like reading but there is no time to re-read the words and looks them up. Speaking is the most used aspect of language for most people. Unfortunately, it is also pretty tricky to master. Meanwhile the writing is where language learners began to really make a written text in their own language.<sup>1</sup> Whereas reading is considered the most important skill among the four language skills. By reading, students can absorb a lot of information and knowledge because much information can be gained from books, magazines, newspapers, and bulletins. Simply, reading gives students many advantages.

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ( ١ )

“Recite in the name of your Lord who created.” (QS. Al Alaq: 1)

From the verse above, Allah commands us to read, so we know how important reading is.

As one of skills in English subject, reading is important for students because reading helps them understand many English

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<sup>1</sup> Marianne Celce –Murcia, *Teaching English as a Second or Foreign Language*, (London: Thomson Learning, 2001), 3<sup>rd</sup>ed.p.207.

books. They need reading skill not only for learning something (lesson), but also getting experiences, knowledge and everything that can support their study in higher education. By reading, students will increase their vocabularies and idioms. Students also can improves their structures and pronunciations and get much crucial information from reading. Mastery in reading is important because students are faced by the fact that most of the world's scientific literature is in English.

Comprehension is the goal of reading activity.<sup>2</sup> By reading comprehension, students would get the information, knowledge, and for the next they would be easier to answer questions relating to the material. To understand, the reader needs to master the vocabulary, motivation and different types of knowledge. At this time, most of students only read without comprehend the materials. Whereas, reading without comprehension is vain.

The same condition also can be found in MTs N Keling Jepara. Most of students only read without comprehend the material, especially at the seventh grade. After having interview with the English teacher, we knew that the problem they face in English was concerning reading competence. It was shown from their test scores in English which is under minimum passing test required by the curriculum. Almost all students got wrong in questions based on the text. Students were unable to comprehend

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<sup>2</sup>LulutWidyaningrum, “*Mapping Readability of the Texts and Reading Abilities of the Users*”, (Semarang: LP2M, 2010), P.23.

the reading materials in the text. Consequently their answers were wrong.

English teachers have responsibility to make reading lesson effectively. Teachers are responsible for providing of teaching to students, because the teachers are required to be skilled in mastering science and technology.<sup>3</sup> The ability to create a conducive atmosphere in the classroom in order to create a fun learning process is the demand for teachers in classroom management.<sup>4</sup> One of the ways is making the students actively in the class and reading become fun activity, so they will enjoy learning and improve their reading skills. It means students should get something which makes them interested in reading. To get the expected situation, teacher should give the students more activities that can entice their attention to participate in the lesson actively.

Currently, teachers are confronted with the demands of innovation that should be applied in teaching, both with regard to language, critical thinking, and authentic assessment. Some teachers are even bored with the various models of education which always changing, because they think the continuous

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<sup>3</sup>Rusman, "*Model- Model Pembelajaran: Mengembangkan Profesionalisme Guru.*", (Jakarta: Rajawali Pers, 2010), p. 74.

<sup>4</sup>Rusman, "*Model- Model Pembelajaran: Mengembangkan Profesionalisme Guru, ...p.77.*

changes will only drain energy and their time in studying and practicing.<sup>5</sup>

Based on the information above, the researcher wants to help the teachers to create fun teaching and learning process. There are many learning models that can be used by teachers. One of interesting learning model is Teams Games Tournament. By using Teams Games Tournament as a model of learning in the aspect of reading, students will be more enthusiasm in learning and practicing cooperation between members of the group. In this learning model, the teacher acts as a facilitator who serves as a connecting bridge toward a higher understanding with the knowledge of students.

This study presents a reading learning model to junior high school students. In which it is going to be very pleasant and interesting for them. The learning model is about the use of Teams Games Tournament to teach reading of descriptive text to junior high school students conducted within a set of rules in the objectives.

This learning model was developed by David De Vries and Keath Edward (1995).<sup>6</sup> The researcher uses this learning model because it is rarely used as a learning model in junior high school. By TGT, students will enjoy how the atmosphere of the

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<sup>5</sup>Miftahul Huda, *Cooperative Learning: Metode, Teknik, Struktur dan Model Terapan*, (Yogyakarta: Pustaka Pelajar, 2011), p. 61.

<sup>6</sup>Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*, (Jakarta: Kencana Prenada Media Group, 2009), p. 83.

tournament, because they compete with groups that have a composition similar capability, the competition in the TGT was fairer than traditional learning competition in general.<sup>7</sup>

The researcher chose descriptive text material for adjusting the curriculum used by the school. Teams games tournament learning model can be used to the other material.

In this research the researcher used Teams Games Tournament to teach reading of descriptive text at the seventh grade of MTs N Keling Jepara in the academic year of 2015/2016. The researcher chose the seventh grade of MTs N Keling Jepara because the teacher still used conventional method when he teaches the students. It can make the students very bored in learning of English because they just hear what the teacher said.

Teams Games Tournament is a one of cooperative learning model. It can help the students to comprehend the material can improve their reading comprehensions. Teams Games Tournament enables students to learn more relaxed in addition to foster responsibility, teamwork, healthy competition and learning involvement.<sup>8</sup> By Teams Games Tournament learning model the students can learn English more enjoyable during the English learning process especially in reading descriptive text.

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<sup>7</sup>Miftahul Huda, *Cooperative Learning: Metode, Teknik, Struktur dan Model Terapan*,... p. 117.

<sup>8</sup>Hasan Fauzi Maufur, *Sejuta Jurus Mengajar Mengasyikkan*, (Semarang: PT. Sindur Press, 2009), p. 158.

Cooperative learning is seen as a powerful tool to motivate learning and has a positive effect on the classroom climate which leads to encourage greater achievement, to foster positive attitudes and higher self-esteem, to develop collaborative skills and to promote greater social support.<sup>9</sup>

## **B. Reasons for Choosing the Topic**

1. Reading is one of the important skill in Learning English
2. Students have difficulties in understanding text type's especially descriptive text. Many students think that reading descriptive text is very boring, and they have difficulty to understand it.
3. Teams Games Tournament is the interesting learning model for students to be active in learning English process.

## **C. Question of the Research**

I intend to focus on answering the question: How is the Effectiveness of Using Teams Games Tournament Learning Model to Teach Reading of Descriptive Text?

## **D. Objective of the Research**

The objective of the research is to find out the effectiveness of using Teams Games Tournament learning model

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<sup>9</sup>Miftahul Huda, *Cooperative Learning: Metode, Teknik, Struktur dan Model Terapan*, ... p. 65.

to teach reading of descriptive text of MTs N Keling in the academic year of 2015/2016.

### **E. Significances of the Research**

The result of the study is expected to give advantages as follows:

1. The students

The use of Teams Games Tournament learning model was a great way to teach Reading of Descriptive Text that they could enjoy following the lesson without taking it too seriously.

2. The teacher

The teacher can use the result of the study as a feedback on teaching activities and he will increase his performance in teaching program well.