

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Reading is one of the basic skills in English which is not simply translated word by word but need to acquire during language course. Reading is easy enough, but reading English text with comprehending the content is difficult, especially for students. Reading is making sense from words, but reading with comprehension is understanding the meaning and information that the writer want to convey to the reader. Comprehension needs ability, and concentration. Often they find out the new vocabulary that they don't know. They are forced to face the new vocabulary and grammar that are definitely different from their daily language. It is hard for them to guess and predict the meaning because of the limitation of vocabulary. The need to build a large vocabulary is developed by reading to students, by having students read extensively, and by focusing attention on key vocabulary. Some part of rapid word recognition skills come from reading extensively and learn new word by reading.<sup>1</sup> The importance of reading is also stated in Quran:

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<sup>1</sup> Marianne Celce Murcia, *Teaching English as A Second Language 3<sup>rd</sup>Ed*, (Boston, Thomson Learning, Inc, 2001), p. 192

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ٢ أَلْقُرْءَ وَرَبُّكَ الْكَرِيمُ ٣ الَّذِي عَلَّمَ  
بِالْقَلَمِ ٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ٥

“Read (Prophet Muhammad) in the Name of Your Lord who created, created the human from a (blood) clot, Read! Your Lord is the Most Generous, Who taught by the pen, taught the human what he did not know.”<sup>2</sup> (QS. Al-Alaq: 1-5)

This verses tells about the command of Allah to read. Allah created the human from blood in order to read. The human who were taught by the pen, and he taught the human what he did not know. It can be said that reading is important thing that should be learnt by human, because by reading people get knowledge that they don't know before.

Reading for comprehension is the primary purpose for reading, raising student awareness of main ideas in a text and exploring the organisation of a text are essential for good comprehension. Teacher should make the students to be good reader. Fluency in reading rate is established by having students reading extensively and by practice with a combination of timed readings, paced reading, rapid recognition exercises, and rereading

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<sup>2</sup> Departemen Agama RI, *Al Quran & Tafsirnya Jilid X Juz 30*, (Jakarta: Lentera Abadi, 2010), 719

techniques.<sup>3</sup> 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, etc. Narrative text is one kind of texts as a reading media which can improve students' reading comprehension skill.

Narrative text is story telling text that students learned in their school. It usually tells about legend, folk tale, myth which popular in their life. It can be boring activity if the students don't have motivation to follow the activity. In reading narrative text, students still have any difficulties in reading comprehension narrative text such as the students have difficulty in understanding English word, phrase, and sentence in English. They have difficulty in finding the main idea of the text that they read.

Reading narrative text can be easy and fun but also get information when we know the method or technique in reading. The technique or method of teaching can influence the students' motivation and making students actively, so they can improve their reading skill. Students usually study individually, so in this case, the writer choose to use cooperative learning method for teaching reading comprehension especially on narrative text.

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<sup>3</sup> Wolfgang Klein, *Second Language Acquisition*, (New York: Cambridge University Press, 1990), p. 3

Cooperative learning provides a viable, and in many contexts, a more effective alternative to the competitive ethic which dominates much educational thinking today. Cooperative learning is defined as small groups of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.<sup>4</sup> This method demands the students in senior high school, the students should have responsibility to contribute maximally for their own teams.

One of the cooperative learning methods is Teams Games Tournaments. Teams Games Tournaments is a strategy that divides students into small groups. Each group consists of five or six heterogeneous students with different academic achievements, genders, races, and ethnics.<sup>5</sup> This strategy is easy to be applied in a class because it contains game and reinforcement. It helps the students to study with pleasure and relax. On the other hands, it can improve responsibility, honesty, teamworking, and competitive skill. So, the students enjoy to do this activity.

Based on the reason above, the writer wants to conduct an experimental research in reading comprehension in narrative text entitled: The Effectiveness of Teams Games Tournaments (TGT)

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<sup>4</sup> David Nunan, *Collaborative Language Learning and Teaching*, (New York: Cambridge University Press, 1992), p. 10

<sup>5</sup> Rusman, *Model-Model Pembelajaran: Mengembangkan Profesionalisme Guru*, (Jakarta: PT. Raja Grafindo Persada, 2010), p. 24

Strategy to Teach Students' Reading Comprehension on Narrative Text (An Experimental Study at Tenth Grade of MAN Gubug Grobogan in Academic Year of 2015/2016).

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

Some reasons why the researcher took this topic to study:

1. Most of students get difficulties to comprehend the reading text.
2. TGT makes students interest in following the lesson and the students will enjoy with this method.
3. Students motivated to study with the team but they can also show their individual skill to contribute point or score for their teams.
4. To improve the students' enthusiasm for english learning especially in reading comprehension on narrative text by cooperative learning method.

## **C. The Research Question:**

How is the effectiveness of Teams Games Tournaments (TGT) strategy to teach students' reading comprehension on narrative text at tenth grade of MAN Gubug Grobogan in the academic year of 2015/2016?

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

The objective of study is to find out the effectiveness of Teams Games Tournaments (TGT) strategy to teach students' reading comprehension on narrative text at tenth grade of MAN Gubug Grobogan in the academic year of 2015/2016.

#### **E. Significance of Research:**

##### 1. Theoretically

The results of research is expected to give larger knowledge and positive contributions to the the English learning in reading comprehension that will be able to improve students' reading comprehension especially on narrative text.

##### 2. Practically

The results of this study hopefully were useful to provide input for:

##### a. English Teachers

This research can be used as a reference for the teachers to get more variation method/strategy in teaching English especially in reading comprehension. So, the students will get better achievement. This strategy can motivate students to be more active and interesting with the material.

##### b. The Students

This research helps students to understand about the material easily. The students can be more cooperative and enthusiastic in learning reading. This strategy demands the students to study with teamwork.

c. The Readers

By reading this research, the readers will get more information and alternative to teach reading comprehension especially on narrative text.

**F. Limitation of The Research:**

In order to get focus in conducting this study, the writer limited the scope of the study as follows:

1. The research was only conducted in MAN Gubug Grobogan in the year of 2015/2016, and the participants were the students at tenth grade.
2. The instruments of the study were documentation, and test.
3. Teams Games Tournaments (TGT) was chosen as the employed strategy and text that was used in the research focused on narrative text.
4. The researcher tried to find out the effectiveness of TGT in teaching reading students' comprehension on narrative text.