



CHAPTER I

INTRODUCTION

This chapter provides the background of study, research questions, purposes of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

1.1 Background of Study

The purpose of students' reading in senior high school level is to develop the students' ability to get information comprehensively from particular reading texts (Kemendiknas, no. 23/2006). Comprehending a text is a process of deriving meaning from connected text involving prior knowledge, vocabulary, and reasoning or what so called reading comprehension (Ashmore, 2001, p. 4). Reading Comprehension is important for students' successful participation at school (Sadoski, 2004, p. 46). However, as *The Jakarta Post* daily newspaper mentioned, Indonesian students' reading ability goes to the second lowest in the league table of PISA 2013 result (*The Jakarta Post*, 2013). It indicates that the reading comprehension skill of Indonesian students is still low.

One learning method that is potential in developing students' reading comprehension is cooperative learning (Slavin, 2005). According to Knapp and Watkins (2005), cooperative learning has additional benefits due to group learning system. In cooperative learning, students learn in small groups consisting of students with different level of achievement, in which the group members help one another to develop their language skill (Rahvard, 2010). As stated by Lott and Lott (1965) small face to face groups create more efficient and cohesive learning than larger group. Dividing the class into small groups is important as most classes in senior high school in Indonesia consist of a large number of students.

There are various techniques in cooperative learning method such as Jigsaw, Students Team Achievement Division (STAD), Cooperative Integrated Reading and

Composition (CIRC) and Team Game Tournament or TGT (Slavin, 2005). One technique that can be applied in teaching reading comprehension is TGT technique.

TGT technique is a learning technique created by Slavin which has been influential in creating “effective classroom environment in which all students are actively involved in the learning process and consistently receive encouragement for successful performance” (DeVries, 1980, p. 3). TGT technique is conducted in three stages; class presentation, team activity and tournament that can help increasing students’ reading comprehension skill. This technique is well-known to be potential to increase students’ learning skill (Slavin, 1991). This technique is also potential to create a good relationship between students of different level of achievement (Palmer, 1998, p. 1). In addition, TGT also contributes to the motivational nature of instructional games. Moreover, the tournament system in TGT technique supports the students’ competitive spirit without abandoning students’ cooperation (DeVries, 1980, p. 5).

Many studies have been conducted in relation to this technique. Most of the study investigated the effectiveness of TGT technique to increase students’ achievement. The results show that TGT technique gives positive outcome in students’ basic skills, positive interactions, acceptance of mainstreamed classmates and self-esteem (Prasetyo, 2012, p. 3). However, research on the implementation of TGT technique to improve students’ reading comprehension skill is rare especially in the research site. Thus, in order to fill the gap in the study about this technique, this study aims to find out the effectiveness of TGT technique to improve students’ reading comprehension skill through a quasi-experimental study. Hortatory exposition is chosen as the learning material in this study because it is appropriate with the curriculum for the XI grade students as participants of the study. In addition, this study also investigates the students’ response to provide a complete picture of the implementation of this technique.

1.2 Research Question

This study attempts to answer:

1. Is TGT technique effective to improve students' reading comprehension skill?
2. What are the students' responses to the implementation of TGT technique to teach reading comprehension skill?

1.3 Aims of the Study

This study aims to:

1. Find out the effectiveness of TGT technique to improve students' reading comprehension skill.
2. Investigate the students' responses to the implementation of TGT technique to teach reading comprehension skill.

1.4 Scope of the Study

Team Game Tournament technique can be used in teaching reading of any kind of texts. However, this study focused on the effectiveness of implementing TGT technique to teach reading comprehension hortatory exposition text to students in eleventh grade of high school level.

1.5 Significance of the Study

The study is likely to have implications to improve teaching technique carried out in English classroom. The result of the study is expected to provide useful information for the reader especially English teacher about Team Game Tournament (TGT) technique that can be used in teaching reading comprehension specifically and teaching English generally.

This study can also be a useful source for teachers in teaching reading comprehension through TGT technique in his/her classroom. In addition, this study may provide additional informative input for the other researcher who intends to carry on research in the same field with certain interest.

1.6 Clarification of Terms

- **Reading Comprehension** in this study refers to reading as a thinking process to grasp information through the written characters (Laing, cited in Taylor & Pearson, 2002, p. 28)
- **Hortatory Exposition Text** is a type of text that functions to persuade readers that something should or should not be the case (Gerrot & Wignell, 1995, p. 209)
- **Cooperative Learning** in this study is an instructional program in which the students work in the small groups to help one another master academic content” (Slavin, 2001, p. 2)
- **Team Game Tournament** in this study is one teaching technique of cooperative learning method to increase students’ basic skills, students’ achievement, positive interactions, acceptance of mainstreamed classmates and self-esteem (O’Mahony, 2006)

1.7 Paper Organization

The organization of paper is as followed:

Chapter I : The introduction of the paper. It includes research background, research questions, research purposes, scope of the study, significance of the study, clarification of terms, and organization of the paper.

Chapter II : The literature review and theoretical foundation related to the study. The points presented in this chapter are reading comprehension, TGT technique and hortatory exposition text theories.

Chapter III: Research methodology. It provides four main parts of the investigation. They are research design, data collection technique, research procedure, and data analysis procedure.

Chapter IV: Findings and Discussion. It explains the findings of the research and the discussion about the result.

Chapter V : Conclusion and Suggestion. This chapter contains the conclusion of the study and suggestion from researcher related to the field.