

# CHAPTER I

## INTRODUCTION

This chapter presents a general description of the paper. It covers the background, the statement of the problems, the aims of the research, the scope of the research, the significance of the research, the hypothesis, the research methodology, the clarification of terms, and the organization of the paper.

### 1.1 Background

Learning a language is a comprehensive process. In a hierarchy, it takes time started from the easiest thing to the more complex one, from words recognition to organizing the sentence. It is also similar across the languages that listening, speaking, reading, and writing are the four basic language skills everyone should master for the purpose of communication. To be master in reading, a reader should pronounce well and learn how to write. He also learns not only the meaning of words but also the grammatical of a new language.

Reading as one of the two receptive skills has an important role in the learning process (Anderson, 1999). Reading links the reader, the text, and the interaction between the reader and the text (as stated by Rumelhart, 1977 in Singhal, 1998) in forming meanings as information. Through reading, students can get much information in or out of the classroom. As a set of skills that involves making sense and deriving meaning from the printed words (Linse, 2005), reading gives some advantages to reader. According to Grabe and Stoller

(2002: 13) reading has seven purposes in general, i.e. “to search for simple information, to skim quickly, to learn from texts, to integrate information, to make a written text, to critique texts, and to get general comprehension. In the next level, reading helps teaching and learning process become more effective”.

In Indonesia, English becomes one of the languages needed to be learned in schools or institutions because it is neither their first nor second language. Cameron (2001) states that for being able to read texts in English, learners should already have literacy knowledge and skill in reading their first language. Despite of the similarity between reading in the first language (L1) and in the foreign language (L2), there are also some differences. Grabe (in Singhal, 1998) notes that there are the knowledge base differences in reading between L2 and L1. These differences are because L1 reader had already known thousands of words and vocabulary base, the variance between L1 grammatical and L2, and the variance of socio cultural information in both languages (Singhal, 1998).

Although English has been taught to students in primary school level or even in some kindergarten, students still have difficulties in learning reading skill. As it was found from the result of the observation in the classroom and the discussion with English teachers, the most common problem in teaching and learning reading was when students feel difficult to read an English text because they did not understand the meaning of words in the text. The teacher did not give strategies that can make them easier to comprehend the text. Conventionally, teachers only ask students to read texts and then answer questions based on the texts (Tusriyanto, 2009).

Actually as mentioned by Brown (2001), teachers have important role in helping students optimizing their reading skill in the classroom. Moreover, Brown also points out that teachers have roles as: “controller – who creates or organizes good condition in the classroom to learn; director – who directs students in to the learning process effectively, manager – who manages the learning process, facilitator – who facilitates and helps students in learning process, and resource – who gives advice and counsel when students seek it”. From those roles, teachers can support students to improve their reading comprehension through the appropriate strategy. As mentioned by Peregoy and Boyle (Linse, 2005), strategy or technique to comprehend the text is one of the three different elements which impact reading beside the student’s background knowledge and student’s linguistic knowledge of the target language.

In the classroom, there are many students with different characteristics and intellectual abilities. Sometimes, it can become problems for the teaching and learning process. Those differences can make discrepancy among students. To face this reality, teachers have to know the best way to make the variances to be a precious thing in the classroom. They can use their differences to learn together and support each other.

In line with the statement above, Slavin (2008) introduces a learning strategy in language classroom which involves students to work together in small groups with different intellectual abilities. This kind of learning is called cooperative learning. Cooperative learning is also assessed as an appropriate learning strategy to be conducted because it can make the whole class take part in

the activities by giving chances to share and give information for every student (Senel, 2008).

One of the methods containing cooperative learning substance is team-games-tournament (TGT) (Slavin, 2008). TGT is a part of cooperative learning involved group from heterogenic students, group discussion, and tournament/game. In TGT, students are divided into 4-6 students from different level of competency, gender, and background.

Many researches about TGT were also conducted in many school subjects in Bandung. Parendrarti (2009) found that TGT can be useful to improve students' motivation and cognitive percentage in teaching and learning process in a Biology class. In teaching social science class, it is also found that TGT can improve students' achievement beside from making students become more active, enthusiastic, and responsible in learning together (Tusriyanto, 2009). Another research about the use of TGT had also been conducted in a language class. Wikanengsih (2005) also concludes that TGT can increase sixth graders' achievement in reading Indonesian classroom as good as their enthusiasm for learning together. In conclusion, TGT has positive effect to increase not only students' achievement, but also motivation to take part in the classroom activities.

Having analyzed those considerations, the research was conducted to investigate the use of TGT method in reading classroom to improve students' reading comprehension in the second grade on a private secondary school in Bandung. Thus, this research entitled *Teaching Narrative Text through*

*Cooperative Learning: Teams-Games Tournament (TGT) to Improve Students' Reading Comprehension in English Classroom.*

### **1.2 Statement of the Problem**

This research was conducted to answer the following questions:

1. Can TGT increase students' reading comprehension?
2. What are the responses of students about the use of TGT in reading activity?

### **1.3 The Aims of The Research**

This research was aimed as the following:

1. To find out whether TGT can increase students' reading comprehension.
2. To find out students' responses about the use of TGT in reading activity.

### **1.4 Significance of the Research**

This research was conducted to give a significant contribution not only to English teachers but also to the institutions concerned about teaching English. The researcher also expects that TGT as a part of cooperative learning can be used as one of the method in teaching reading. Moreover, the researcher hopes that this method can be investigated further to develop knowledge and ability in using appropriate method in language teaching and learning.

### **1.5 Scope of the Research**

This research focused on the technique of teaching reading in English classroom and the students' responses toward the technique related to reading comprehension. The research used narrative text as the instrument as it refers to the school curriculum of the second semester of eighth grade secondary school.

### **1.6 Hypothesis**

According to Hatch and Farhady (1982: 3), a hypothesis is a tentative statement about outcome of the research. In this research, the hypotheses are:

H<sub>0</sub>: there is no difference in reading comprehension between students who use TGT and students who do not use TGT.

### **1.7 Method of the Study**

This research used quasi-experimental design (non equivalent controlled group design), in consideration that it is an appropriate way to investigate language learning or language behavior which is impossible to control all variables we have (Hatch and Farhady, 1982). The quantitative method was used to answer the first problem, while the second one was answered qualitatively.

Data were collected through reading comprehension test, field notes, and questionnaire. The reading comprehension test which was divided into pretest and posttest was used to explore the effect of TGT method in reading comprehension. Meanwhile, the field notes and questionnaire were used to explore students' responses toward the use of TGT in reading.

Furthermore, the data from reading comprehension were analyzed statistically by using Mann-Whitney U test application with the assistance of SPSS 17. More explanation about research method is presented in the chapter III.

### **1.8 Clarification of Terms**

As the effort to have the same perception about what was investigated in this research, it is important to clarify the terms highly concern. The terms are:

1. Cooperative learning is a learning strategy in which students with different intellectual abilities learn together in small group.
2. Teams Games Tournament (TGT) is a learning method as a part of cooperative learning involved group from heterogenic students, group discussion, and tournament/ game.
3. Reading comprehension is the capacity to perceive and understand the meanings communicated by the texts.

### **1.9 Organization of the Paper**

In the next development, this research was completed into five chapters, as follows:

#### **CHAPTER I INTRODUCTION**

This chapter consists of the introduction of background, statement of the problem, the aims of the research, significance of the research, scope of the research, hypothesis, research method, clarification of main terms, and organization of the paper.

## CHAPTER II THEORETICAL FOUNDATION

This chapter covers the foundation of the research theoretically.

## CHAPTER III RESEACH METHODOLOGY

This chapter explains the method of the research; including the participant, data collection and data analysis.

## CHAPTER IV FINDINGS AND DISCUSSION

This chapter discusses and analyzes the findings of the research.

## CHAPTER V CONCLUSIONS AND SUGGESTIONS

This last chapter contains the conclusion of the research and the researcher's suggestion related to this research.

