CHAPTER I
INTRODUCTION

A. Background of the Study

Reading is one of the most important skills in daily life. People deal with reading in almost of their activities. It is because reading serves many different purposes. Reading for information, for instance, is done by many people every day. Newspaper is read by many people who want to get the latest update of the information in every single day. Another purpose of reading is reading for pleasures. Many people have declared reading as their hobby. They love reading novels, short stories, even comic books, and etc. That is why reading cannot be separated from most people’s daily life.

In relation to teaching and learning process at schools, reading is done by students in almost all of their subjects, such as biology, history, and especially in English language subject. As argued by Nunan (2003: 69) reading is the most important skill to master in order to ensure success not only in learning English, but also in learning any content class where reading is required. By having a good reading ability, students are expected to make greater progress and development in all other areas of learning.

Most of the teaching reading at schools is focused on teaching reading comprehension. As argued by Richards and Renandya (2002: 227), reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts by their teacher. In order to do that, students must have the skills and the motivation in doing reading for comprehension. In term of skills, for instance, they must be able to find the main idea of the paragraph, to understand the supporting details of the paragraph, and finally the must be able to build a comprehension about that paragraph. But that’s not enough. Students are also need to be motivated and be focused in reading.
They need to pay attention to the paragraph. They have to set up their mind to comprehend the paragraph and text in general.

However, students are not motivated in reading. It can be seen in the teaching and learning of reading. Usually, students do not follow the reading lesson because they feel bored and unmotivated to read. They tend to discuss another topic in the teaching and learning of reading instead of comprehending the text. It is because during the process of reading, the students sometimes do not focus on the text. They are not motivated enough to read the text. Moreover, sometimes the topic of the text is not interesting for some of the students. It will affects to the students in comprehending the text.

Unfortunately, most of the teachers do not realize these problems. They do not make any treatment in making change of the teaching and learning of reading. Students are sometime asked to comprehend the reading texts from the textbooks. They are sometimes asked to comprehend the texts by answering the question provided. In this reading activity, students are not given the responsibility to comprehend the texts deeply. It will limit the students’ attention in comprehending the reading text. By this, students will not comprehend the text optimally.

Since students often feel bored in teaching and learning of reading, it seems that they need new learning methods which are more challenging and interesting. Many research studies have been done in order to solve this problem. Many reading methods have been used to make the students active in teaching and learning of reading. Team-Game-Tournament method is one of the methods which offer challenging activities which are applicable in teaching reading comprehension.

In the Team-Game-Tournament method, students are given another way of comprehending a reading text. Here, the students are expected to work in groups. What they need to do is not answering the question based on the reading
texts as what they usually have in common reading activities. However, students are expected to make some questions based on the reading text which is provided. Then, there will be a tournament between the groups. The group that makes the most difficult questions and the fastest in answering the other groups’ questions will be the winner.

TGT method has been used by many teachers in the foreign country. Most of them give positive attitudes towards TGT method. Wansley (in Slavin, 1995: 85), the eighth grade teacher in Caloosa Middle School of Cape Coral Florida, said that TGT method was one of the best method she had ever used in her classroom. Furthermore, she said that TGT method allowed her as a teacher to use competition in a constructive/positive atmosphere. By this, TGT method is important to be applied in the class.

However, most Indonesian teachers use Direct Instruction Method in their teaching. Most of them are not familiar with Team-Game-Tournament method. They do not know the benefits of using the TGT method. Therefore, in this research, the researcher try to apply the Team Game Tournament and Direct Instruction Method to teach reading

B. Identification of the Problem

Based on the explanation in the background of the study, there are several problems which can be identified such as:

1. Why do many students still get difficulties in reading?
2. What makes reading difficult?
3. What are the strengths and the weaknesses of TGT method and IDM method
4. How is the students’ achievement taught by using TGT method and IDM method?
5. Which method is better applied to get better achievement?
6. Do the students taught using TGT method have higher achievement in reading?

C. Limitation of the Problem

Since students often feel bored in teaching and learning of reading, it seems that they need new learning methods which are more challenging and interesting. Team-Game-Tournament method offers activities which are applicable in the teaching reading comprehension and meet the students’ needs.

Based on the discussion in the background of the study and the identification of the problem, the researcher limits the broad problem areas into a more specific one. The researcher will focus on the problem related to the teaching method. This study tries to compare the effectiveness of using Team Game Tournament and Direct Instruction Method to teach Reading.

D. Formulation of the Problem

On the basis of what has been limited above, the problem of the study can be formulated as follows:

1. Is there any difference in the students’ reading skill between grade X students of SMA N SBBS Sragen who are taught by using the TGT method and those who are taught by using DIM?
2. Is TGT method more effective than DIM to teach reading to grade X student of SMA N SBBS Sragen?

E. The Objective of the Study

The objective of this study is to find out whether or not:

1. There is a significant difference in the students’ reading skill between grade X students of SMA N SBBS Sragen who are taught by using the Team-
Game-Tournament method and those who are taught by using Direct Instruction Method?

2. TGT method is better than DIM in teaching reading skill of grade X students of SMA N SBBS Sragen?

F. Significance of the Study

This study is expected to give some contributions to the teachers, students and other researchers. The expected contributions are as follows:

1. The result of this study can give information to the English teachers about the effect of Team-Game-Tournament method and Direct Instruction Method in teaching reading skill.

2. This study is expected to improve the students’ motivation in learning English, especially in reading.

3. The researcher hopes this research will give some information for other researchers who want to conduct a research about Team-Game-Tournament method and Direct Instruction Method as an alternative reading method in teaching reading skill.