

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

There are four language competencies English, namely: reading, listening, speaking, and writing. Reading has an important role for students, for example: reading help student to obtain knowledge and information. As am after of fact, teaching reading often falls especially difficult in understanding English text so that it affects the student's understanding to get the meaning of a text that is read. As frequently, some students have poor comprehension, lack of understanding the meaning of words, and poor pronunciation. After reading a text, students were unable to determine the meaning of the text or accurately answer text-related questions, because it is not accustomed to reading in English. As a result, the learners are unable to enhance their reading comprehension to comprehend the materials. Especially, if a text has many paragraph or longer. It will make reading as tired and difficulty activity in teaching reading processes at the classroom.

Based on the observations and interviews at SMPN 10 Kota Serang conducted by the writer on the ninth grade English teacher, it was obtained information that he had never used the Teams Games Tournament (TGT) method in teaching narrative text to improve reading

comprehension. In teaching reading in narrative text material, the teacher only provides the text in the guidebook or package book as reference material for teaching and asks one of the selected students to read the text. If students just open a book and see that there are only pages full of small and uninteresting writings, the lesson will be very monotonous and boring. Therefore, students need interesting and fun teaching methods that will make students more interested and easy to understand the material, one of which is playing a team game.

From the interview that the writer conducted with the ninth grade English teacher at SMPN 10 Kota Serang, it can be found that teaching narrative texts to improve reading comprehension teachers experience several problems, such as: First, students have difficulty understanding reading texts, this is because some of the nine-grade students are less enthusiastic about reading English texts and there are also some students when elementary school does not learn English. Second, is the lack of vocabulary so they don't know the meaning of what they read. Third, some students are ashamed and afraid to make mistakes when reading English texts because students are less accustomed so intonation and pronunciation when reading are still weak. Fourth, boring learning because it is monotonous, maybe if learning is done or brought fun will make students interested.

In the teaching and learning process, various methods can be used for language teaching, especially in English. From this explanation, the writer was encouraged to use the Teams Games Tournament (TGT) method in teaching narrative text to improve reading comprehension because teaching using the Teams Games Tournament method will provide opportunities for students to be more active in using team games to get the highest score related to the material, even smart students can help students who are less able in their groups so that the atmosphere does not look monotonous. Teaching reading through the Teams Games Tournament method is expected to make these students motivated to learn and improve their reading comprehension.

Based on the explanation above and to improve the students' reading comprehension, the writer is interested to conduct a research on **“Teaching Narrative Text through Teams Games Tournament Method to Improve Reading Comprehension”**.

## **B. Identification of Problem**

The problems of the study can be identified as follows:

1. There are still many students who have not been able to understand the content or meaning of a story in a narrative text.
2. Students need interesting methods of teaching.

### **C. Scopes and Limitations of Research**

Based on the research background, the writer intends to develop students' reading comprehension in narrative texts by experimenting with quantitative methods. This research problem is limited to focusing only to learn to investigate reading comprehension on narrative text by using Teams Games Tournament (TGT) at ninth grade of SMPN 10 Kota Serang in Academic Year 2022/2023.

### **D. Statement of the Problem**

Based on the explanation above, the writer formulated in the form of the following research question:

1. How is the students' reading comprehension before using the TGT method?
2. How is the implementation of teaching narrative text through TGT method to improve the student reading comprehension at the ninth grade student of SMP Negeri 10 Kota Serang?
3. How is the students' reading comprehension after using the TGT method?

### **E. Objectives of the Study**

From the statement problem above, this research is conducted with purposes as follows:

1. To observe the implementation of teaching narrative text through TGT method to improve the student reading comprehension at the ninth grade student of SMP Negeri 10 Kota Serang.
2. To observe the students' reading comprehension before and after using the TGT method.

#### **F. Significance of the Study**

Theoretically, this study has two significance's namely: theoretically and practically. On one hand, Theoretically, this study will add the treasure of knowledge related to reading method. On the other hand, Practically this study will provide some benefits for some parties such as: Teacher, it is hoped that this can motivate and support other teachers to create new things or ideas in the teaching and learning process so that learning activities are not monotonous. Students are expected to be able to develop students reading comprehension in narrative texts using the Teams Games Tournament method. Other researcher, this study can be used as a reference for those who want to conduct research on the English teaching-learning process.

#### **G. The Previous Study**

So far, the writer found what were related to this study and took some of them as references. It can be explained as follow:

Firstly, “*Teaching Narrative Text By Using Preview, Question, Read, State, And Test (PQRST) Technique*”. The author of this research is Nurul Latifa and Abdul Manan from Syiah Kuala University, Banda Aceh.<sup>1</sup> The findings of this study revealed that some students became more active in the ongoing activities. Associated with student achievement in different classes, experimental classes, and control classes. The experimental class that used the PQRST technique had a higher score than the control class that did not use the PQRST technique. Thus it reveals that the PQRST technique is effective for improving students' reading skills and provides many benefits for students.

Secondly, “*Cooperative Learning Strategy In Critical Reading English Text Through Team Game Tournament (TGT) And Jenga*”. The author of this research is Fuzi Fauziyah, Siti Gina Meilani, and Salsabila from Suryakencana University.<sup>2</sup> The findings of this research are cooperative learning allows students to do learning activities together, exchange critical thoughts about their ideas, and express their different points of view. Using TGT can make an advantage for students in

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<sup>1</sup> Nurul Latifa and Abdul Manan, “Teaching Narrative Text By Usiing Preview, Question, Read, State, And Test (PQRST) Technique”, *English Educational Journal (EEJ)*, Vol. 9, No. 2, (April, 2018), 243-260.

<sup>2</sup> Fuzi Fauziyah, Siti Gina Meilani, and Salsabila, “*Cooperative Learning Strategy in Critical Reading English Text Through Teams Games Tournament (TGT) and Jenga*”, *Journal JOEPALLT*, Vol. 9, No. 01, (March, 2021), 44-61.

improving students reading ability. Jenga games can also facilitate students in 3 important aspects, namely critical, fast, and accurate.

However, unfortunately, there is no single study from the previous study who concern to observe the implementation of Teams Games Tournament in teaching narrative text at the ninth grade of SMPN 10 kota Serang. Therefore, the researcher feels this study must be observed comprehensively.