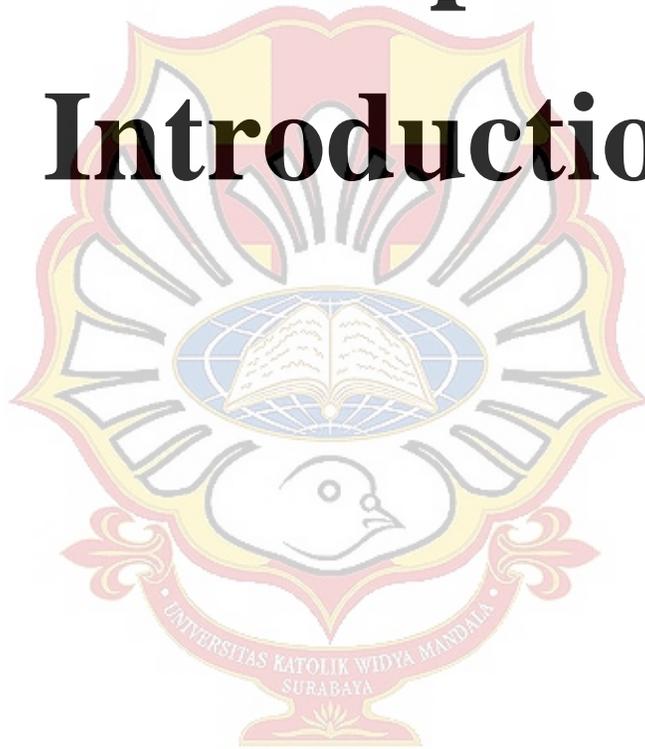


# Chapter I

# Introduction



# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

English nowadays takes a more important role in the world since it is as the international language. According to Crystal (1995) English has an official or special status in at least 75 countries with a total population of over two billions; about 1.500.000.000 people in the world speak English. Almost all international conferences and competitions are conducted in English, for examples the Miss Universe Contest and the Olympics games. English is also used in many aspects such as in business, communication, education, computer, political fields, etc. In Indonesia, it also takes an important role. Ngadiman (1990) states that English, in Indonesia, mostly functions as a vehicle of a body of scientific and technology information needed for developing the country.

The key of learning English as a foreign language is that the learners can master the four language skills – listening, speaking, reading and writing. Among these four skills, reading is the major goal of teaching English in Indonesia. Dubin (1992) points out in her article that reading would seem to be the most achievable skill for students in countries where English is not widely spoken. Moreover, by learning reading, learners will also learn to write, and at the same time learners will also speak and listen to their teacher and their friends during the discussion of the reading passage. Besides, reading

is also good for language acquisition. As noted by Williamson (1988), reading is good for language acquisition because it promotes better spelling, better writing, higher reading comprehension, and a more advanced vocabulary. Similarly, Hua-Shang's (1983) as quoted by Kurnia states that "Reading even sharpens insight and vision, and it enables readers to expand their knowledge, to find recreation and enjoyment, and to improve technique in many different ways". Although reading is in the third place of the hierarchy of the language skills, it does not mean that it is less important than the other three skills. We can also learn the other three skills of language through reading. Therefore, reading is the basic skill in learning a foreign language.

Even though teaching English at senior or junior high schools in Indonesia emphasizes on the importance of reading just like the other three skills, the reality shows that most senior high school students often get difficulties in comprehending English passages. They are not able to comprehend the contents of the reading passages and they feel bored in the class during the lesson. Having the same idea, Alderson (1969) points out that it is the common experience of EFL teachers that most students fail to learn to read effectively in the foreign language. It happens because there is a gap between the content of the reading material and the process of instruction or the way of teaching reading.

Mackay and Mountford (1976) state that reading is a process comprising a complex set of interrelated skills involving recognition

of basic as well as technical vocabulary as needed by the text, the ability to see the structures of the sentences, paragraphs and longer passages that constitute the main points of the passages, the intelligence to follow the train of thoughts in the passages so as to make relevant deductions, inferences or critical evaluations.

Teachers, sometimes find difficulties in applying certain techniques in teaching reading. TGT, which stands for Teams-Games-Tournament, is one of the teaching techniques in Cooperative Learning that is believed be able to help students in learning English especially improving their reading achievement. Therefore, the writer would like to see the effect the TGT techniques on students' reading achievement. TGT is a classroom management technique in which students are placed in mixed ability teams to compete in a game based style of learning. The purpose of TGT is to create an effective classroom environment in which students are actively involved in the teaching process and are consistently receiving encouragement for successful performance. The TGT structure encourages competition and cooperation in a way that promotes peer group rewards for academic achievement. ([http://www.utschools.ca/TGT-NABT\\_06\\_2.pdf](http://www.utschools.ca/TGT-NABT_06_2.pdf))

The other technique which is usually used in teaching reading is Translation Technique. Diane Larsen (1983) states that translation technique is a teaching technique which has been used for many years in teaching reading. Earlier in this century, this method was used for the purpose of helping students read and understand foreign

language literature.

Interested to find the effects of these two techniques of teaching reading on students' reading achievement, the writer conducts this to compare the effects of using TGT and effects of using translation on the students' reading achievement.

## **1.2 Statement of the Problems**

Based on the background of the study above, the study is proposed with the following research questions:

- "Does TGT affect students' achievement in reading comprehension?"
- "Does Translation technique affect students' achievement in reading comprehension?"
- "Is there any significance difference between the reading achievements of the tenth graders of senior high school students taught using TGT and those taught using translation technique?"

## **1.3 The objective of the Study**

This study is conducted to find the answers to the problem statements above that is:

1. To see whether TGT affect students' achievement in reading comprehension
2. To see whether Translation affect students' achievement in reading comprehension

3. To see whether there is a significant difference between reading achievements of the first grade of junior high school students taught using TGT and those taught using translation technique.

#### **1.4 The Significance of the Study**

The results of this study are expected to help teachers in giving variations in their teaching learning activities to create a new atmosphere to make their classes more interesting. Besides, this study is expected to supply some empirical evidence showing that the use of TGT technique helps to develop students' reading achievement.

#### **1.5 Scope and Limitation of Study**

This study is conducted to tenth grade of senior high school students in the academic year of 2010-2011 with time allocation of 45 minutes for each meeting. The discussion focuses on the two teaching techniques that are TGT technique and translation technique in teaching reading comprehension to senior high school students.

#### **1.6 Theoretical Framework**

This study is based on the cognitive theory of learning such as cooperative learning theory. The cognitive view takes the learners to be an active processor of information. Cognitive theory states that learning is a process in which the learners actively try to make sense

of data and learning can be said to take place when the learner has managed to impose some sort of meaningful interpretation or pattern on the data. It means that learners learn by thinking about and trying to make sense of what they see, feel and hear. (<http://www.scribd.com/doc/48998128/Theories-of-Learning.htm>).

The cooperative learning theory states that cooperative learning refers to instructional methods in which students work together in small groups to help each other learn (Slavin, 1978). In the cooperative learning classroom, students and teacher are in a state of dynamic cooperation and they build up an intimate learning and social atmosphere in the classroom together (Bejarnno, 1987:485). The teacher is no longer a transmitter of material, but rather a facilitator of learning who focuses on the learning process by encouraging cooperation among the students; the students are no longer trying to impress their teacher but are busy learning actively. So, the process of teaching learning activity can be more alive and the students can be more active in receiving the materials or information.

### **1.7 Hypotheses**

On the basis of the problem mentioned above, the hypotheses to be tested are formulated as follows:

- Alternative hypotheses ( $H_a$ ): There is a significant difference between the reading achievement of the students taught by

using TGT and those taught using translation technique.

- Null hypotheses (Ho): There is no significant difference between the reading achievement of the students taught by using TGT and those taught using translation technique.

### **1.8 Definition of Key Terms**

To avoid misunderstanding in learning this study, it is necessary to define some key terms used in this study:

#### **1. Cooperative Learning**

According to Beth Lewis (1998) Cooperative Learning is a form of active learning where students work together to perform specific tasks in a small group.

#### **2. TGT (Teams-Games-Tournament)**

Teams-Games-Tournament is a classroom management technique in which students are placed in mixed ability teams to compete in a game based style of learning. The purpose of TGT is to create an effective classroom environment in which students are actively involved in the teaching process and are consistently receiving encouragement for successful performance. (Slavin, 1985)

#### **3. Translation**

According to Sameer A. Haq (1999:12), translation is basically a process of establishing a particular type of correspondence between the source text and the target text.

#### 4. Translation Technique

According to Diane Larsen (1983), translation technique is a teaching technique which has been used for many years in teaching reading with the purpose of helping students read and appreciate foreign language literature.

#### 5. Reading

According to Anderson et al. (1985), reading is the process of constructing meaning from written texts.

#### 6. Reading Comprehension

Reading comprehension means reading with full understanding to obtain maximum comprehension of a text. To show an understanding, the readers should be able to re-express and give response to the content of the text. (Smith and Robinson, 1980: 205)

### **1.9 The Organization of the Thesis's Report**

This study consists of five chapters. Chapter I deals with the introduction that provides clear description about the background of the study, the statement of the problems, the objectives of the study, the significance of the study, the limitation of the study, the definition of key terms, the theoretical framework, assumption, hypotheses and the organization of the study. Chapter II presents the review of related theories which covers supported theories of this study and the previous study. Chapter III describes the research method used in this study. It describes the research design, the

variables, the treatments, time allocation, instructional materials, population and sample, research instrument, the try out, the reliability of the test, the difficulty index, the discrimination power, the validity of the test, the procedure of data collection, and the data analysis technique. Chapter IV presents the analysis of the data to get the findings of this study. Chapter V as the last chapter is the conclusion and suggestion.

