

CHAPTER I

INTRODUCTION

1.1 Background of the study

Reading comprehension is an essential language ability in English language teaching (ELT) because it allows students to successfully comprehend, interpret, assess, and create meaning from written materials. Effective reading comprehension includes not just the capacity to decode words but also higher-order cognitive abilities, including recognizing major concepts, generating inferences, understanding suggested meanings, and using critical thinking throughout the reading process (Paige et al., 2024). Reading comprehension is essential to academic success for students learning English as a foreign language (EFL) and helps them build other language abilities including speaking, writing, and vocabulary acquisition. However, many Indonesian EFL learners continue to experience difficulties in understanding English texts due to limited vocabulary knowledge, low learning motivation, inadequate background knowledge, and teacher-centered instructional practices that provide insufficient opportunities for students to actively engage with reading activities (Nanda & Azmy, 2020)(Ramadhianti & Somba, 2023)

Collaborative learning has been widely acknowledged as an effective instructional method for enhancing students' reading comprehension by promoting meaningful interaction, active participation, and collaboration among learners. Teams Games Tournament (TGT) is one cooperative learning model that has attracted a lot of attention. It increases students' motivation and engagement during the learning process by combining academic games and friendly competition with collaborative learning. In the TGT model, students collaborate in diverse teams to deliberate on learning materials prior to participating in academic tournaments. This approach enables them to enhance their cooperative abilities and content comprehension. Previous research have repeatedly demonstrated that the deployment of TGT favorably improves students' classroom involvement and reading comprehension success. For instance, (Septiana, 2023) discovered that pupils taught with TGT considerably outperformed those who received traditional teaching in reading comprehension. Similarly, (S. Rahmawati, 2021) found that

TGT increased both students' reading motivation and comprehension,. These results imply that TGT offers an interesting and collaborative learning environment that aids students in acquiring improved reading comprehension abilities.

Despite the good outcomes documented in prior research, some limitations remain evident in the current literature about the application of Teams Games Tournament (TGT) in English reading education. Prior research has repeatedly shown that TGT significantly enhances students' reading comprehension, learning motivation, classroom engagement, and collaborative learning. (S. Rahmawati, 2021) discovered that pupils instructed with the TGT technique exhibited notable enhancements in reading enthusiasm and comprehension relative to those educated through traditional methods. Similarly, (Septiana, 2023) indicated that TGT effectively improved students' understanding of narrative texts by fostering active engagement and collaboration among group members. (Suhaeni, 2023) highlighted that the use of TGT fostered a more dynamic and collaborative classroom atmosphere, enabling students to engage more actively in the learning process.

While these studies offer significant data for the efficacy of TGT, the majority utilized quasi-experimental or practitioner inquiry methodologies that primarily concentrated on assessing students' learning outcomes post-implementation of the technique. Thus, these research offer insufficient insights into how educators might perpetually enhance the execution of TGT through methodical preparation, classroom observation, reflection, and instructional modification depending on students' learning advancement. Moreover, prior research predominantly concentrated on certain reading materials or diverse educational environments, necessitating deeper exploration of the application of TGT in senior high school English classes with varying features.

Classroom Action Research (CAR) is a reflective and iterative methodology that allows educators to identify classroom issues, introduce instructional enhancements, monitor student reactions, and constantly assess the efficacy of each intervention throughout the teaching process. Consequently, undertaking Classroom Action Research on the implementation of TGT aims to evaluate its

efficacy in enhancing students' reading comprehension performance while also offering pragmatic insights for the ongoing refinement of the strategy to meet students' learning requirements in genuine classroom environments. This project aims to address this gap by employing TGT through Classroom Action Research cycles in an eleventh-grade English classroom at SMA Muhammadiyah 1 Ponorogo.

Furthermore, additional research is required to investigate the potential of cooperative learning strategies to enhance students' reading comprehension in authentic classroom environments through Classroom Action Research (CAR), despite the favorable results of previously conducted studies. Prior research indicates that cooperative learning strategies significantly enhance students' reading comprehension, motivation, and classroom engagement; however, most studies predominantly concentrated on assessing learning outcomes rather than exploring how educators can systematically enhance instructional practices through iterative cycles of planning, acting, observing, and reflecting (Pratolo et al., 2025)

In addition, recent research has highlighted those collaborative instructional settings provide students enhanced possibilities to engage actively in classroom discussions, share ideas with peers, and develop understanding via significant engagement. These learning environments augment students' motivation, confidence, and reading comprehension by fostering collaboration, scaffolding, and ongoing feedback during the educational process (I Gede Ludira Putra et al., 2023)

Based on the researcher's teaching practicum experience at SMA Muhammadiyah 1 Ponorogo, particularly in teaching English to Class XI-7, several challenges related to students' reading comprehension were identified. Many students were able to read English texts fluently; however, they experienced difficulties in identifying the main ideas, making inferences, interpreting vocabulary in context, and answering comprehension questions accurately. Classroom observations further revealed that students tended to rely heavily on the teacher's explanations rather than actively constructing meaning from the

texts. These classroom conditions highlighted the need for a more engaging instructional strategy to improve students' reading comprehension achievement.

This study aims to analyze the effectiveness of the Teams Games Tournament (TGT) model, implemented through Classroom Action Research (CAR) cycles, in enhancing the reading comprehension performance of students in Class XI-7 at SMA Muhammadiyah 1 Ponorogo. The study's findings are anticipated to offer practical insights for English educators in employing engaging cooperative learning practices to improve students' reading comprehension and foster increased involvement in EFL courses.

1.2 Identification of the Problems

Based on the researcher's preliminary observation conducted during the teaching practice at SMA Muhammadiyah 1 Ponorogo, several problems related to students' reading comprehension were identified as follows:

1. Students have limited understanding of English vocabulary.
2. Students have difficulty in finding important information in the text.
3. Students have difficulty in determining references in reading passages.
4. Students have difficulty in making inferences from the text.

In addition, several external factors, such as the teaching methods and learning media used by the teacher, also influence students' reading comprehension. The learning process still tends to be teacher-centered, which results in low student participation during reading activities.

1.3 Statement of the Problem

Based on the background above, the researcher formulates the research questions as follows:

1. How was the Teams Games Tournament (TGT) Strategy on Procedure Text implemented to improve the Students' Reading Comprehension of XI-7 at SMA Muhammadiyah 1 Ponorogo in the academic year 2025/2026?

1.4 Purpose of the study

1. To describe how the Teams Games Tournament (TGT) strategy was implemented in teaching Procedure Text to improve the reading comprehension achievement of the eleventh-grade students of Class XI-7 at SMA Muhammadiyah 1 Ponorogo in the academic year 2025/2026

2. To examine the improvement in students' reading comprehension achievement after the implementation of the Teams Games Tournament (TGT) strategy.

1.5 The Benefit of the Study

1. For Teachers

English instructors, particularly teachers who teach at the senior high school level, might use this study as a useful guide for putting interactive, student-centered teaching methods for reading comprehension into practice. By encouraging motivation, teamwork, and active engagement, the TGT approach provides an alternative to traditional teaching techniques.

2. For Students

Students' reading comprehension abilities can be enhanced by using the TGT technique, especially when it comes to recognizing main concepts, comprehending details, drawing conclusions, and evaluating words in context. Additionally, it helps students become more confident and engaged learners.

3. For Schools

By using cooperative learning techniques that are in line with curricular objectives and students' learning demands, this study may help schools enhance their English teaching methods.

1.6 Scope and Limitation

This study This study focuses on improving students' reading comprehension achievement through the implementation of the Teams Games Tournament (TGT) strategy in English language learning. The participants of this study are the eleventh-grade students of Class XI-7 at SMA Muhammadiyah 1 Ponorogo in the academic year 2025/2026. The reading comprehension components assessed in this study include identifying the main idea, identifying detailed information, making inferences, and understanding vocabulary in context, as measured through reading comprehension tests administered during the Classroom Action Research (CAR) cycles.

This study is limited to the implementation of the Teams Games Tournament (TGT) strategy through two cycles of Classroom Action Research (CAR). The primary focus of the study is to examine the improvement of students'

reading comprehension achievement based on the results of reading comprehension tests and classroom observations. This study does not examine other English language skills, such as speaking, listening, or writing, nor does it investigate changes in students' motivation or attitudes toward learning.

To complement the research findings, a questionnaire was administered after the completion of Cycle II to collect students' responses toward the implementation of the Teams Games Tournament (TGT) strategy. The questionnaire data were used as supplementary information to support the interpretation of the findings and were not intended to measure changes in students' motivation or attitudes

1.7 Definition of Key-term

1. Reading Comprehension

Reading comprehension meaning from written texts by synthesizing textual information with the reader's existing knowledge, linguistic proficiency, and cognitive functions. It encompasses more than only identifying words or phrases; readers must discern primary concepts, comprehend particular material, draw conclusions, interpret language within context, and critically assess the meaning of a work (Kusumarasdyati, 2023; Paige et al., 2024). Effective reading comprehension is an active and dynamic process wherein readers consistently integrate textual material with their prior knowledge to get a comprehensive grasp of the text. This study defines reading comprehension achievement as the students' proficiency in comprehending English texts, evaluated through their performance in identifying main ideas, locating detailed information, making inferences, and ascertaining vocabulary meanings in context, via reading comprehension assessments conducted during each Classroom Action Research (CAR) cycle.

2. Teams Games Tournament (TGT)

The Teams Games Tournament (TGT) is a cooperative learning framework established by Slavin (1995) that integrates group discussions, academic competitions, and tournaments to promote collaborative learning among students. This methodology involves students collaborating in diverse teams to review learning materials prior to engaging in academic tournaments, fostering positive interdependence, individual accountability, and active involvement. Recent

research indicate that TGT enhances students' classroom engagement, motivation, and reading comprehension performance (Fauziyah et al., 2021). This study examines TGT as a cooperative learning technique applied via Classroom Action Research (CAR) cycles to enhance the reading comprehension performance of XI-7 students at SMA Muhammadiyah 1 Ponorogo.

