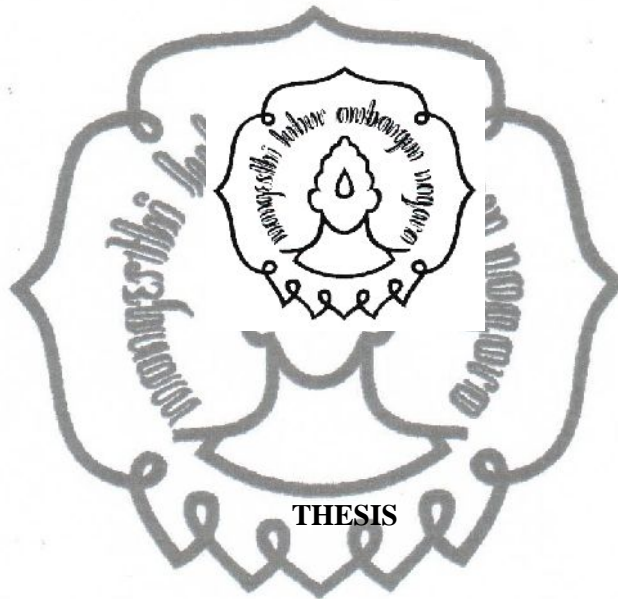


**ENHANCING STUDENTS' READING SKILL THROUGH
TEAMS-GAMES-TOURNAMENT (TGT)**
(AN ACTION RESEARCH AT THE SECOND GRADE OF SMP NEGERI 1
KARANGPANDAN IN THE ACADEMIC YEAR 2013/2014)



THESIS

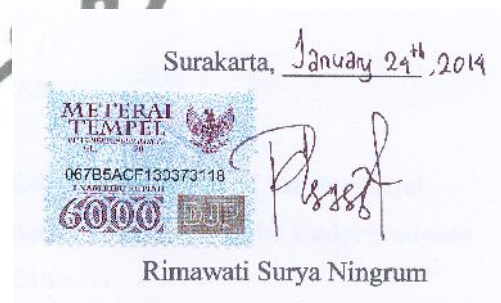
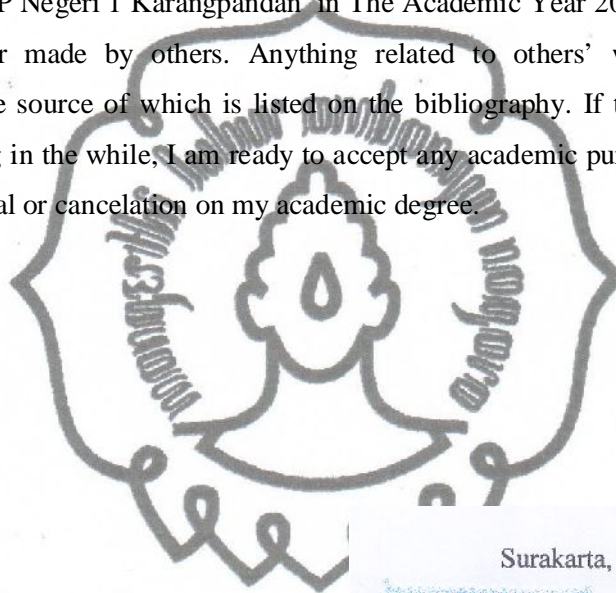
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PRONOUNCEMENT

This is to certify that I write this thesis entitled “Enhancing Students’ Reading Skill Through Teams-Games-Tournament (TGT) (An Action Research at The Second Grade of SMP Negeri 1 Karangpandan in The Academic Year 2013/2014)”. It is not plagiarism or made by others. Anything related to others’ work is written in quotation, the source of which is listed on the bibliography. If this pronouncement proves wrong in the while, I am ready to accept any academic punishment, including the withdrawal or cancelation on my academic degree.



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TEAMS-GAMES-TOURNAMNET (TGT)**
(AN ACTION RESEARCH AT THE SECOND GRADE OF SMP NEGERI 1
KARANGPANDAN IN THE ACADEMIC YEAR 2013/2014)



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THESIS

**Submitted to Teacher Training and Education Faculty of SebelasMaret
University to Fulfill One of the Requirements for Achieving the Undergraduate
Degree of Education**

**ENGLISH DEPARTMENT
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THE APPROVAL OF THE CONSULTANTS

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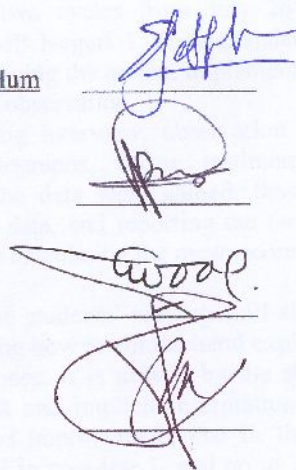
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ABSTRACT

Rimawati Surya Ningrum. X2211039. **“ENHANCING STUDENTS’ READING SKILL THROUGH TEAMS-GAMES-TOURNAMENT (TGT)” (ACTION RESEARCH AT THE SECOND GRADE OF SMP NEGERI 1 KARANGPANDAN IN THE ACADEMIC YEAR 2013/2014)”**. A Thesis. Surakarta. Teacher Training and Education Faculty, SebelasMaret University, 2014.

This thesis is written 1) to show to what extent TGT improves the students’ motivation to read, 2) to show to what extent TGT improves the students’ reading skill, and 3) to show to what extent the strengths and weaknesses of TGT emerge in reading classes.

This action research was conducted in two cycles from July 26th until September 26th 2013 on the second grade of SMP Negeri 1 Karangpandan. This research consisted of several stages, including: planning the action, implementing the action, observing the action, reflecting the result of observation.

The research data were collected by doing interview, observation, taking questionnaire, making field note, taking photographs, taking testimony, and conducting tests (pre-test and post-test). After the data were gained, those were analyzed through organizing the data, coding the data, and reporting the outcomes. Meanwhile, the quantitative data were analyzed by calculating the mean score of pre-test and post-test by using descriptive statistics.

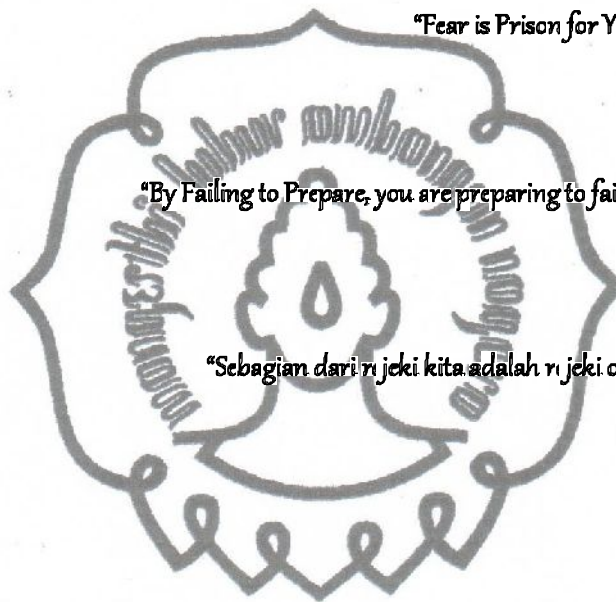
This research finds that TGT improves the students’ reading skill since the students learn more than once, especially in learning how to comprehend explicit and implicit information, words meaning, and references. It is proven by the students’ comprehension ability on identifying the explicit and implicit information, words meaning and reference. The result of tests shows improvement, that is, the mean score increases from 50.16 in pre-test up to 70.39 in post-test 1, and up to 77.89 in post-test 2. Not only TGT improves that students’ reading skill, but also motivates the students to read. It is proven by the students pay attention when the teacher explains and they enjoy the game during TGT; and when TGT is applied there are strengths and weaknesses, including students became noisy, they tend to expresses their feeling when they are in tournament, but through that activity they become active and confident. Besides, when TGT was time consuming, so that the teacher need to have an extra time got by exchanging schedule to another teacher.

MOTTO

"Fear is Prison for Your Mind" (Unknown)

"By Failing to Prepare, you are preparing to fail" (Benjamin Franklin)

"Sebagian dari rejeki kita adalah rejeki orang lain" (The writer)



DEDICATION



With love, this thesis is dedicated to:

My beloved mother and father, Sularno, S.Pd

and Sri Endyah Susilowati

ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin. Praise and thank to Allah SWT the Almighty for His mercy to the writer so that she is able to complete this thesis. In this occasion the writer would like to express her deepest gratitude and appreciation to the following:

1. The Dean of Teacher Training and Education Faculty of SebelasMaret University who have approved this thesis.
2. The Head of Language and Art Departement who gave his permission to write the thesis.
3. The Head of English Department for her wisdom during the writer's study in English Department.
4. Drs. A. Dahlan Rais, M. Hum the first consultant and Drs. Suparno, M.Pd the second consultant, who patiently gave their guidance, support, and time from beginning up to the completion of writing this thesis.
5. All Lecturers of English Department for the precious knowledge transferred to the writer.
6. Drs. Suwarso M.Pd, as the Headmaster of SMP Negari 1 Karangpandan, Karanganyar for permission to conduct a research at the school.
7. Retno Wiryansari HD, S.Pd. as the collaborative English teacher for the opportunity given, knowledge, and advice.

8. The students of VIII A of SMP Negeri 1 Karangpandan, Karanganyar who participated well in the action research.
9. Her beloved family: her parents, brother, sister for the love, support and prayer.
10. Her beloved cousin, Zolla for supporting and helping her to have a document in this research.
11. Oki Rahardiyanto, Festi Ariyanti, and Isnanto Sektio Utomo for their times, smiles, and tears.
12. Rizki, Anisa, Umi, Aulia, and Agos for their endless friendship and support.
13. Hengky Novian Ferdinando for the encouragement and care.
14. Her beloved pals in **English Department KG of year 2011** who cannot be mentioned one by one for the wonderful friendship.
15. Her friends in Sekartaji Bording House, for keeping her comfort and warm.

The writer realizes that this thesis is still far from being perfect. It is expected that this thesis can enrich the reference of teaching and learning English.

Surakarta, January 8nd 2014

The writer

Rimawati Surya Ningrum

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CHAPTER I

A. Background of the study

Reading is important; through reading people know many things. Through reading also, readers can actively operate their mind by identifying every symbol or word that they find. Lois (2008) argues that, reading is a habit of creative reader. It develops character, improves critical thinking, and allows the readers to have inner reflection. That idea supports that reading helps the readers to cooperate their eye and mind to analyze what actually written is on paper, wall, street, et cetera.

From the same article, most of Indonesian students are expected to excel in academic achievement. This includes English as a foreign language. However, Indonesian has not done enough to nurture the joy of reading among students. The same idea has been stated by UNESCO in Kumala (2013) states that in 2012, UNESCO surveyed that there is only one of one thousand Indonesian people who has reading interest. It shows that Indonesian has to increase their reading interest. Based on those ideas, Indonesian has low reading interest, especially in reading for foreign language; it becomes harder to encourage the students to read.

Regarding those ideas, the reading interest should be increased since the early age. In this case, Indonesian government designs an education curriculum which includes reading as one of skills that has to be improved. Unfortunately, the students' reading interest is still low, especially in reading in English text. Even the activities in school have been designed to increase the students' reading interest; it does not show a significant progress.

Similar to that idea, Suaramerdeka.com on October 30th 2013, posted that *minat baca anak-anak di Indonesia, dinilai sangat rendah bila dibandingkan dengan negara-negara tetangga di Asean lainnya*. From that article, Indonesian children have low reading interest. It may be caused by the development of