



**IMPROVING THE X-6 GRADE STUDENTS' READING COMPREHENSION
ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING
TEAMS GAMES TOURNAMENT (TGT) TECHNIQUE
AT SMAN 1 BANYUWANGI**

THESIS

By

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
THE FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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Composed to Fulfill One of the Requirements to Obtain the Degree of S1
at the English Education Program, Language & Arts Department,
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2013

DEDICATION

This thesis is honorably dedicated to the following people:

My beloved parents, Abdul Kadir, SE and Fitria Indahati, thanks for your love and sacrifice. You are giving your best to take care of me. This thesis is proudly dedicated to you for your everlasting love;

My dearest grandmother, Hj. Siti Maryami, thanks for your mental support and suggestions. You always pray for me and I truly hope that this will be the answer to your prayers;

My little brother, Nuari Wahyu Af'al Firdausi, thanks for your support. You always make me smile when I was down.

MOTTO

“Education is not filling of a pail, but the lighting of a fire.”

“To read without reflecting is like eating without digesting.”

*) Yeats, W., B.2011. William Butler Quotes. Available at <http://www.goodreads.com> retrieved on 2011.

***) Burke, E.2012. Brainy Quote. Available at [www.http://www.brainyquote.com](http://www.brainyquote.com) retrieved on 2012.

LETTER OF STATEMENT AUTHENCITY

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State that the thesis entitled “**Improving Class X-6 Students’ Reading Comprehension Achievement and Their Active Participation by Using Teams Games Tournament (TGT) Technique at SMAN 1 Banyuwangi in the 2012-2013 Academic Year**” is truly my own writing, and it has not been proposed to any institutions, and it is not a work of piracy. I am solely responsible for everything written in this thesis. That is my statement, and this is made with a sincere intention without pressure from anyone and I am willing to receive any punishment if in the future this statement is not right.

Jember, June 27th, 2013
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IMPROVING THE X-6 GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING TEAMS GAMES TOURNAMENT (TGT) TECHNIQUE AT SMAN 1 BANYUWANGI

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SUMMARY

Improving the X-6 Students' Reading Comprehension Achievement and Their Active Participation by Using Teams Game Tournament (TGT) Technique at SMAN 1 Banyuwangi in the 2012/2013 Academic Year; Septina Fika Maulida Amaliya, 080210491013; 2008; 162 pages; English Education Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

Key words: reading comprehension, TGT technique, classroom action research

This research is a classroom action research that was conducted collaboratively by the researcher with the English teacher. It applied TGT technique to improve the tenth grade students' reading comprehension achievement at SMAN 1 Banyuwangi in the 2012/2013 academic year.

This research was begun by conducting an informal interview as the preliminary study with the English teacher of the tenth grade students of SMAN 1 Banyuwangi. It was revealed that the tenth grade students of SMAN 1 Banyuwangi, especially X-6 class, still faced some problems with reading comprehension. The teacher stated that only 29.40% of students could reach the standard score of *Standar Kompetensi Minimum* (SKM) of 75. It means that the students' reading comprehension achievement was still low.

To overcome the problem above, applying an appropriate technique in teaching reading became important. The teaching technique that was used in this research was Teams Games Tournament (TGT). It was used because TGT technique is one of cooperative learning types that could help the students to improve their achievement and active participation.

The data in this research were collected by administering reading comprehension achievement test after the actions and by having observation in the class in each cycle during the implementation of the action. The research design was Classroom Action Research (CAR) with cycle model. Each cyclical consisted of four

stages of activity: the planning of the action, the implementation of the action, observation and evaluation, and data analysis and reflection of the action.

This research was conducted at SMAN 1 Banyuwangi. The tenth grade students of SMAN 1 Banyuwangi, especially X-6 class in the 2012/2013 academic year, were the research subjects of this research.

Based on the results of the data analysis and discussion, it could be concluded that teaching reading by using TGT technique in two cycles was able to improve the tenth grade students' reading comprehension achievement at SMAN 1 Banyuwangi in the 2012/2013 academic year. The improvement was from 61.76% in the first cycle to 76.47% of students who got score of 75 or higher in the second cycle.

It also showed that the TGT technique was applicable to the tenth grade students in improving the students' active participation. It was supported by the improvement of the results of observation that was from 71.42% in Cycle 1 to 80.55% of the students who actively participated in the teaching learning process of reading comprehension.

Finally, the result findings in Cycle 2 indicated that TGT technique was able to improve the students' reading comprehension achievement and their active participation. Therefore, the English teacher is suggested to apply the TGT technique as an alternative technique in teaching the reading skill.

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Thank to Allah S.W.T., the Almighty, who gives me His guidance and blessing, so, I can finish this thesis entitled “Improving the X-6 Grade Students’ Reading Comprehension Achievement and Their Active Participation by Using Teams Games Tournament (TGT) at SMAN 1 Banyuwangi In the 2012-2013 Academic Year”.

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2. The Chairperson of The Language & Arts Department.
3. The Chairperson of English Language Education Study Programs.
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5. The examination committee.
6. The principal and the English teachers of SMAN 1 Banyuwangi for giving me an opportunity, help, and support to conduct this research.
7. My entire friends in English Education Program 2008, in English Students association (ESA).

Finally, I feel indebted to all of those who gave positive comments for the improvement of this thesis.

Jember, June 2012

The writer

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