

CHAPTER I

INTRODUCTION

A. Background

Reading skill is a basic skill that we learn from an early age, but in the ability to read English texts properly and correctly is still a challenge for all students, specifically at the junior high school level. We often neglect reading English texts correctly and normalize the assumption that English is a difficult subject, even though there are several important factors that support reading skills, such as the type of reading text, learning system patterns, learning methods, and students' abilities in understanding various concepts in reading materials evenly.

The Indonesian Ministry of Education and Culture (2020), reading literacy essentially focuses on the ability to understand, evaluate, and apply written texts in various aspects of students real life. However, the results of a survey at 2022 conducted by the PISA (Programme for International Student Assessment) reveal surprising data. Indonesia's literacy scores have continued to decline; the 2022 PISA data shows a score of 366, lower than the 2018 PISA data, which recorded a score of 379.

The Indonesian government has made every possible effort to improve literacy through various programs and

policies across different sectors. Unfortunately, Indonesia's literacy scores remain very low. In stark contrast to other countries that show significant annual improvements, the 2022 PISA survey revealed that Indonesia ranked 74th out of 79 participating countries. Indonesia's PISA score is not only the lowest in the world but also the lowest in Southeast Asia. Singapore ranked first with a score of 573, while Indonesia, with a score of 378, still trails Vietnam, which ranked 13th with a score of 487. This is a critical concern that must be addressed immediately within Indonesia's education system. (Thalib et al., 2026)

The government is working to improve students' reading literacy by making changes to the Merdeka Curriculum to align it with the goal of improving students' reading literacy. Quoted from the English subject guidebook: Throughout the history of the Curriculum Merdeka in Indonesia, there have been many changes; one of the most significant occurred in 2004, when English language instruction which initially used a communicative approach shifted to text-based learning. Since then, English language instruction, particularly at the junior high school level, has focused on text-based learning. The text-based learning process involves several stages, such as building subject-specific knowledge, modeling, collaborative text composition,

and step independent text composition. (Penelitian & Pendidikan, 2019)

English reading skills are certainly required, because by reading English, students will become accustomed to drawing conclusions from reading texts, discovering new vocabulary, practicing pronunciation, and other skills. According to Lasut in her research, she states the importance of English reading skills for junior high school students because almost all material on the internet uses English, including lesson texts and other materials. The main objective of English reading skills is to be able to grasp both explicit and implicit information. However, some students still face difficulties in developing these skills. (Lanjut, n.d.)

The phenomenon of difficulties in reading English in Indonesia is also evident in the city of Bengkulu, based on data regarding English reading proficiency. According to Ari Sutisyana, in general, the implementation of English language instruction for children at the Class II Special Child Development Center for elementary school students in the city of Bengkulu is proceeding well. However, the community service team faces several challenges, such as participants coming from diverse educational backgrounds (some of whom have minimal or no prior education), a tight schedule with other tutoring programs, and many teenagers starting the

program with low self-confidence and a lack of belief in their ability to learn.(Sutisyana et al., 2025).

Every student learns in different ways, but conventional teaching methods affect the quality of student learning. Students feel bored and are less active, so it is important to ensure that educators take responsibility for meeting students' needs by mastering various learning strategies that can be applied in the classroom, such as During the researchers' observation and internship at MTs Roudlotur Rosmani in Kota Bengkulu for approximately three months, the researchers found several problems experienced by MTs students who had difficulty understanding reading texts and reading English texts, as well as finding reading activities boring. Learning to read English from textbooks, storybooks, and other materials is considered difficult for students to do individually because they get bored reading alone and their abilities to grasp the main ideas from the reading material are uneven.

Previous research conducted by Sutisyana in Kota Bengkulu aimed to improve students' reading skills; however, it was deemed not fully effective because conventional teaching methods were considered boring. Therefore, the researcher will refine the approach by using a more active learning method that involves peer interaction and utilizes appropriate media to maximize its impact. The researcher

employs the cooperative learning method known as Team Games Tournament (TGT), utilizing game-based media as a catalyst to ensure the TGT method is effectively implemented.

Game-based learning methods have proven effective and have been used to enhance various skills (speaking, listening, writing, and reading). TGT, a group-based teaching method designed to improve learning quality through games, is particularly suitable as it addresses various learning difficulties, especially students' reading skills. Through the group system, students feel comfortable because they collaborate with their peers, which can also lead to an even distribution of learning absorption. Additionally, TGT designed using games makes students enjoy the learning process so they do not get bored, become active, and competitive in their understanding of English reading.

To control the game and TGT method, guidance is needed. There are various types of experimental research designs, namely pre-experiments, true experiments, quasi-experiments, and action research. One experimental research design relevant to this study is the quasi-experimental design. Discussion the quasi-experimental design is considered appropriate because it essentially yields more accurate data, such as that from a natural population, through the use of two groups.

Learning outcome improvements are also more transparent using this design because they are presented directly through data, making it suitable for measuring improvements in students' reading skills. The pre-test post-test control group design of quasi-experimental research is very suitable for application in various types of learning, including TGT. There are many teaching methods that use TGT. However, very few apply TGT to improve reading skills. Therefore, this study focuses on: “The Effectiveness Of TGT (Team Game Tournament) Cooperative Learning Model Using A Monopoly Game On The English Reading Skills Of Eighth Grade Students At MT's Roudlotur Rosmani Kota Bengkulu”.

B. Identification of the Problem

Based on the issues outlined above, the following problems have been identified:

1. Students have difficulties in understanding English reading texts, resulting in low reading skills.
2. The effectiveness of the TGT (Team Game Tournament) cooperative learning model using a Monopoly Game in improving students' English reading skills has not been investigated at MTs Roudlotur Rosmani Kota Bengkulu. Students find it difficult to improve their English reading skills independently.

C. Limitation of the Research

The researchers limited the discussion to “The Effectiveness Of TGT (Team Game Tournament) Cooperative Learning Model Using A Monopoly Game On The English Reading Skills Of Eighth Grade Students At MT's Roudlotur Rosmani Kota Bengkulu” to ensure that the discussion remained objective.

D. Research Questions

Based on the background above, it can be concluded that:

1. Is there a significant effect of TGT (Team Game Tournament) cooperative learning model using a Monopoly Game on the English reading skills of the eighth grade students at MTs Roudlotur Rosmani Kota Bengkulu?

E. The Objectives and Benefit of The Research

1. Objectives Of The Research

To determine The Effectiveness Of TGT (Team Game Tournament) Cooperative Learning Model Using A Monopoly Game On The English Reading Skills Of Eighth Grade Students At MT's Roudlotur Rosmani Kota Bengkulu.

2. Benefits of The Research

The objective of this study is to demonstrate how eighth-grade students at MT's Roudlotur Rosmani Kota Bengkulu are using the cooperative learning technique Team Game Tournament (TGT) to effectiveness improve their English Reading skills. Following the completion of this study, the researcher anticipates the following several advantages:

a) Theoretical Benefits

1. Contribution to Educational Theory:

This study enriches existing knowledge regarding the application of the TGT cooperative learning model as a teaching method and provides insights into its effectiveness in improving students' overall English reading proficiency. It also offers a theoretical framework for understanding how to identify teaching methods that differ from traditional approaches.

2. Understanding Skill Integration:

By examining the impact of implementing cooperative learning using the TGT (Team Game Tournament) method with the Monopoly game on improving English reading skills. This study also contributes to the theoretical understanding of integrated language skills development, which is

relevant to teaching practices in settings without a standardized curriculum.

b) Practical Benefits

- For students

Students get a new way of learning with the method of learning together (group) makes students comfortable without feeling inferior or embarrassed with classmates whose English is more mastered. Students will indirectly learn to be brave, dare to ask questions, answer or give opinions because they are in groups. This is also expected to result in comprehensive mastery of all students.

- For the Teacher

Teachers can find additional resources on English teaching methods aimed at improving English language skills. The use of cooperative learning approaches is also beneficial for students when they later undertake internships or enter the workforce.

- For Other Research

This study presents findings that can be further developed or compared across various educational institutions, thereby serving as a foundation for further research on the impact of

TGT-style cooperative learning on improving students' reading skills.

The findings of this study can be utilized by other researchers to investigate how various learning models are applied in settings without a formal curriculum, particularly in junior high schools.

