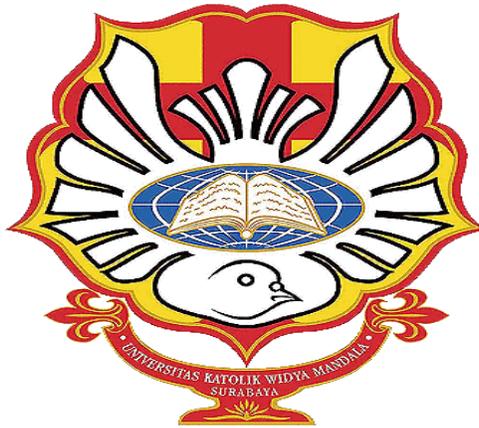


**THE EFFECTS OF USING TEAMS-GAME-TOURNAMENT
(TGT) AND TRANSLATION ON THE TENTH GRADE OF
SENIOR HIGH SCHOOL STUDENTS' READING
COMPREHENSION ACHIEVEMENT**

A THESIS

*As a Partial Fulfillment of the Requirement
for The "Sarjana Pendidikan" Degree in English Language Teaching
Department*



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JUNE 2011

APPROVAL SHEET (1)

This thesis entitled “**The Effect of Using Teams-Game-Tournament (TGT) and Translation on the Tenth Grade of Senior High School Students’ Reading Achievement**” which is prepared and submitted by **Maria Roswita W. de Castro** has been approved and accepted as a partial fulfillment and requirements for the “Sarjana Pendidikan” Degree in the English Language Teaching Department by the following advisors:

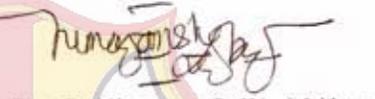


APPROVAL SHEET (2)

This thesis has been examined by the committee of an Oral Examination with the grade of _____ on July, 12th 2011.


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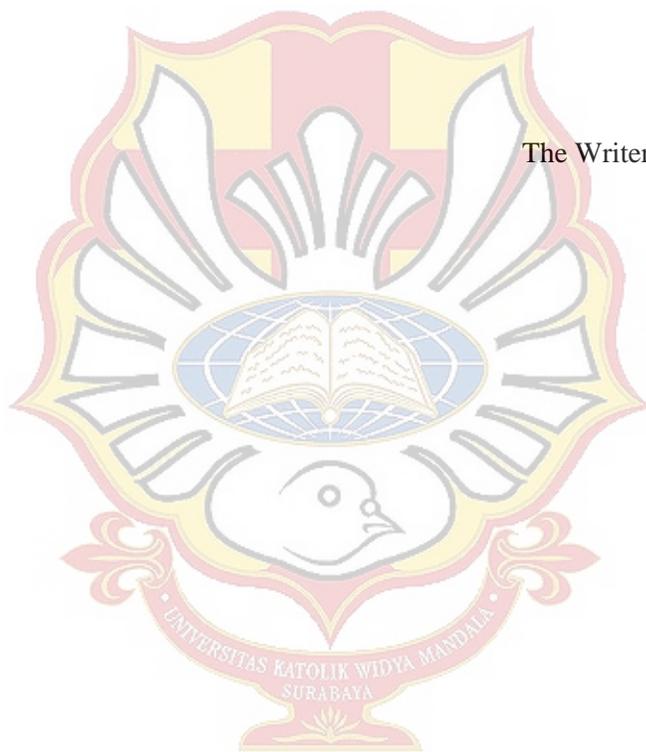
Having completed this report, the writer would like to give her greatest thank to the almighty God for having blessed and loved her especially during the process of accomplish this thesis. Besides, the writer would also like to express her deepest gratitude and appreciation to the following people who have helped and guided her in finishing this thesis.

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The Writer

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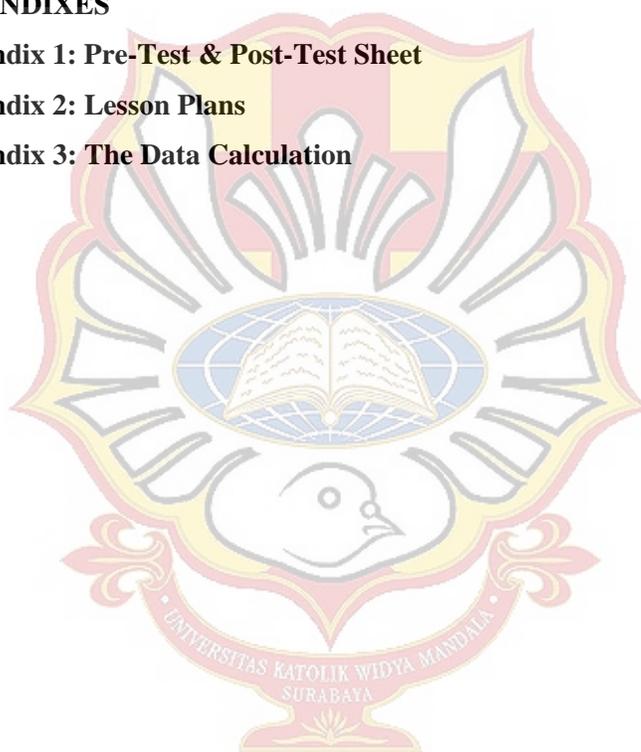
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ABSTRACT

de Castro, Maria Roswita W., 2010, The Effect of Using Teams-Game-Tournament (TGT) and Translation on the First grade of Senior High School students' Reading Comprehension Achievement. S1 Thesis. Faculty of Teacher Training and Pedagogy at Widya Mandala Catholic University Surabaya, 2010.

Advisors: Dra. Susana Teopilus, M.Pd & M.G. Retno Palupi, M.Pd

Key Words: Teams-Game-Tournament and Reading Comprehension

The key goal 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. As students are getting adult, in their Senior High School time, they are more focusing on learning English in reading skill since at the university they have to read lots of reference books in English. In learning English, students are expected to understand the application of reading given in the real situation of life.

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. 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.

Teachers, sometimes find difficulties in applying certain techniques in teaching reading. On the other hand, sometimes, without giving the appropriate teaching technique, learning reading can be very boring. That is way the writer is very interested to find

out how reading can be taught in more attractive way. Teams-Games-Tournament (TGT) and Translation are two of the teaching techniques that are used in teaching reading. The writer wanted to know which one had better positive effects on students' reading achievement of the tenth grade students of YPPI 1 Senior High School.

In conducting this experiment, the writer took the tenth grade students of YPPI 1 students as the subject of this study. While for the sample, the writer took two classes from the subjects as the experimental and control groups. Students in the experimental group are taught using TGT and students in the control group are taught using Translation technique.

From the statistical calculation of the pretest and posttest of the two groups (experimental and control), it shows that both TGT and Translation techniques can affect students' reading comprehension achievement. The analysis of the posttest between the experimental and control group, the writer found out that there was a significant difference between the two groups. The students in the experimental group who were taught using TGT got higher achievement than the students in the control group who were taught using Translation techniques. Thus, the students in the experimental group could develop their reading achievement by working together and be responsible for their teammates' learning to achieve the success of their groups.

