

CHAPTER II

REVIEW OF RELATED LITERATURE AND HYPOTHESIS

There are four parts discussed in this chapter. They are previous studies, theoretical review, conceptual framework, and hypothesis. In the previous studies, the researcher discusses about the previous research that has been done by other researcher which related to the theory. In the theoretical review, the researcher discusses some theories and research studies which are relevant with the topic. In the conceptual framework, the researcher shows the schema's concept of the method. In the hypothesis, the researcher shows the formula of the study.

2.1 Previous Studies

In conducting this research, the writer takes some references from the previous research. The first previous research, the writer takes the research from Anggraini, (2017) entitled "The Effect of Teams Games Tournament (TGT) Method on Students' Reading Comprehension of Recount Text". The aim of this study is to examine the effectiveness of TGT Method in teaching reading of recount text for eight graders' at SMP Negeri 22 Kota Jambi. The result of this study shows that the value of significant (2-tailed) is $0,002 < 0.05$ by using t-test. Therefore, it can be inferred that TGT method gives the positive effect. In conclusion that TGT can help students in reading comprehension.

The second research is from Utomo, (2014) entitled “The Implementation of Team Game Tournament (TGT) Strategy for Teaching Reading Narrative Text”. The aim intended to solve the students’ problems of 8th grade at MTs. KHA. Wahid Hasyim, Bangil in reading comprehension. The result of the post test at the end of the first cycle showed that there were 64,70% students got > 75 . The average score gained by all students were 73,67. It improved the students’ ability in reading narrative text. Through cooperative learning, the students enhanced the social skill and they also had practiced their collaborative skills to work with others to get mutual benefit for everyone.

In the third research is from Wardani, Syafri, & Delfi (2015) entitled “The Use of Team Game Tournament (TGT) to Improve Students’ Reading Skill in Narrative Text on the First Grade at SMA N 4 Pekanbaru” were intended to know whether the use of Team Game Tournament (TGT) could improve students’ reading skill in narrative text on the first grade at SMA N 4 Pekanbaru. It was proven by the average score of pre-test was 63.05. Then in post-test I, it improved to 71.11 and incredibly improved to 80.06 in post-test II.

The next research is from Prasetyo, (2014) entitled “Improvement Activities and Student Learning Outcomes in Reading Comprehension Through Cooperative Learning Type Teams-Games-Tournament (TGT) Fifth Grade Class Elementary School 8 South Metro. That aimed to improve the activity and student learning outcomes in reading comprehension through cooperative

learning type teams-games-tournament (TGT) in fifth grade class Elementary School. The result of the reading comprehension in fifth grade class students of Elementary School 8 South Metro through the TGT cooperative learning from cycle to cycle is increase. Student activity in the first cycle obtained 65.90%, in the second cycle it obtained 78.40% or 12.50% increased. Student learning outcomes in the first cycle is 68.33, the second cycle increased 5.21 to 73.54.

The last previous research is from Sitorus & Surya (2017) entitled "The Influence of Teams Games Tournament Cooperative Learning Model on Students' Creativity Learning Mathematics" that aimed to know whether the influence of Times Games Tournament cooperative learning model on students' creativity learning mathematics. Problem in this research is student's creativity in learning mathematics. The results showed that cooperative learning model type Teams Games Tournament has an influence on Student Creativity in Learning Mathematics is 63.71% while the remainder 36.29 influenced by other factors. Thus $t_{count} > t_{table}$ or $7.6081 > 1.69$ then the hypothesis H_0 rejected and H_a accepted then concluded there is a meaningful relationship on the model of cooperative learning TGT type of student learning creativity of mathematics.

From the previous researches above, the researcher focuses on using Team Games Tournament (TGT) method to improve students' reading comprehension in recount text. The similarity in this research is that Team Games Tournament (TGT) as the method used and students as the concern. The

differences in this study with previous researches are the focus participants, location, school, time and material.

2.2 Theoretical Review

2.2.1 Definition of Reading

Reading is one of four skills that take important role in English teaching and learning. Reading is the way to get information from written media. Students will get knowledge by reading activities to motivate their learning, not only in formal education, but also in informal education (Wardani, Syafri, & Delfi, 2015: 3). Hastuti & Issy (2015:47) state reading is an activity to get the written information. It has many advantages such as boarding the knowledge and finding the solution to a problem. It is one of the language skills that should be acquired by the learners. It plays an important role in learning English. By reading the students can understand the material well (Hastuti & Issy, 2015:47).

Mradipta (2013:9) says that reading is one of the four skills which take an important role in English teaching and learning. Reading is the activity which involves two aspects: pronouncing the words and comprehending the content of the text. However, even though the different aspects exist in reading, the main point is getting the

information from the readable source by comprehending the content (Rosnija, Wijaya, & Widyati, 2012:2).

2.2.2 Purpose of Reading

One possible way of establishing a purpose for reading is by focusing the learner's attention on particular cognitive skill. Cognitive skill includes most of the following abilities:

- a. To anticipate both the form and the content.
- b. To identify the main ideas.
- c. To recognize and recall specific details.
- d. To recognize the relationship between the main idea and their expression.
- e. To follow a sequence.
- f. To infer from the text.
- g. To draw conclusion.
- h. To recognize the writer's purpose and attitude.

2.2.3 Concept of Reading Comprehension

Djufri (2015:4) defines that reading is the process of recognition, interpretation, and perception of written or printed material while comprehension is the understanding of the meaning of the written material that covers the conscious strategies that lead to understanding.

Adilla (2017:10) states that comprehension is at the heart of what it means to really read while reading is thinking and understanding and getting at the meaning behind a text.

Adilla (2017:10) states that reading comprehension is a process to understanding the meaning of text and to develop skills in finding ideas in text. The purpose of reading comprehension is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers' previous knowledge (Sabouri, 2016:230). Reading comprehension is one of skills that required for foreign language learners because it has relationship with other skills and by reading comprehension students to be more familiar with vocabulary (Anggraini, 2017: 1).

Reading comprehension is a complex interaction among automatic and strategic cognitive processes that enable the reader to create a mental representation of the text (Van Den Broek & Espin, 2012). On the other hand, Torres, (2009: 56) defines Reading comprehension is a much more complex psychological process which includes phonological, morphological, syntactic, and semantic elements, as well as cognitive and emotional factors. Reading

comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written, and reading comprehension also as a complex process needs strategies to be implemented in teaching students (Astuti, 2014: 4). McNamara & Magliano, (2009: 300) emphasizes that reading comprehension is a task of both reader and text factors that happen within a larger social context. Therefore, (Keenan, Betjemann, & Olson, 2008: 290) states that reading comprehension needs the successful expansion and arrangement of a lot of lower and higher level processes and skills. Accordingly, there are many sources for possible comprehension break and these sources are different based on the skill levels and age of readers.

Reading comprehension refers to the ability to understand information presented in written form. While this process usually entails understanding textbook assignment, reading comprehension skills also may affect one's interpretation of direction on examination, homework and completion of job applications or questionnaires (Phantharakphong & Pothitha, 2014:498).

From the discussion above, it can conclude that reading comprehension is one of the urgent skills that should be mastered and

obtained by the students for their success education and it also increases the knowledge in understanding the meaning of text for students.

2.2.4 Technique of Reading Comprehension

Implementing the reading comprehension is not easy, so students need techniques in improving the reading comprehension, there are some techniques in implementing the reading comprehension. Here are the following techniques which can enhance the students' reading comprehension (Anggraini, 2017:2) such as identify the purpose in reading, grapheme and patterns in bottom-up decoding, silent reading techniques for rapid comprehension, skimming, scanning, semantic mapping or clustering, guessing, vocabulary analysis, literal and implied meanings, and capitalizing on discourse markers.

Based on Nuttall, (1982: 34) there are four technique of reading comprehension. They are:

a. Scanning

Scanning means glancing rapidly through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purpose. It means that

scanning is fast reading to get the information without read another sentence.

b. Skimming

Skimming involves allowing the eyes to move quickly across and done the page, not reading every group of words or even every line. It means skimming is a technique of reading with high speed to look for the important things in text.

c. Intensive reading

Intensive reading involves approaching the text under the close guidance of the teacher. It means that intensive reading the reader should give the text accordance with the wishes. Text will be able to increase their motivation to reading. It is also intended that they show deeper curiosity in finding information in the text because the text is read and the topic are things that they like and know.

d. Extensive Reading

It means must be developed by the use of longer texts, including complete books stated. It means that the reader should be given the appropriate text with their language skills. This text is too hard for the reader will make them struggle with the meaning, so the information becomes not incomprehensible. Therefore, in extensive reading, the reading material should be chosen for the stratified according to their language skills.

2.2.5 Definition of Team Game Tournament

A lot of expert states that The Team Games Tournament is very simple to apply and it is also fun and challenging. Slavin (2005:163)state that TGT model is one type or model of cooperative learning that is easy to apply, involving the activities of all students seems to have no status difference, involving the role of students as peer tutors and contain elements of game and reinforcement.

Sitorus & Surya, (2017:17)states that cooperative learning itself is a practice strategy where students learn in small groups that have different levels of qualification. While, Rusman, (2011:202) defines cooperative learning is learning process which the students learn and work in a small group as collaborative that consist of four or six members homogeneous. Prasetyo, (2012:2) arguesCooperative learning is derived from foreign words "cooperate" which means working together. Accordingly, Cooperative Learning is the way to get the common goal by learning together. Students have to work together to get success and responsible for the success of individual in their group. Cooperative learning is a teaching method where students of mixed levels of ability are arranged into groups and rewarded according to the group's success, rather than the success of an individual member (Anggraini, 2017:3).

Team Games Tournament is a technique which demands the students to learn on group with 4-5 students' members who have heterogeneous ability and then ask them to work with their teams to make sure all team members have mastered the lesson being discussed (Sitorus & Surya, 2017:18). Based on Suwarjo, (2008: 114) defines that TGT is a type of cooperative learning that will lead to pleasure. Friends help each of team members to prepare the game by explaining the problem. The team that has the highest score will get a certificate from the other team. TGT is one of the cooperative learning that use academic tournament, quiz and the system of the students' development where the students compete with other groups (Utomo, 2014: 1).

The main idea behind TGT is to motivate students to encourage and help each other master skills presented by teacher (Elvilla at all, 2014:2). Meanwhile, Prasetyo (2012:1) states that Teams-Games-Tournament is one of the team learning strategies, it increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. TGT focuses on a group working that is able to build the students' confidence and ease them to comprehend the text by using this method the students can discuss certain topic with English language in their group or other group and also can give opinion or response from other student' opinion (Utomo, 2014:60).

Based on the definition above, the researcher concludes that the team game tournament (TGT) method is a cooperative learning that answering quizzes by playing tournament and game in a group in order to develop the students' understanding about the material. Cooperative learning model of Teams Games Tournament type is expected to increase students' activity so they can construct their own knowledge in learning.

2.2.6 Procedure of Team Game Tournament Method

In conducting and applying the TGT method, teacher and researcher should consider the procedure of TGT method. Samianto (2012:44) determines some steps in conducting TGT method, such as the following explanation:

1. The teacher determines the material and makes questions and answers.
2. The establishment of the groups and lead by a student who has duty to do manage the answer result of students.
3. Supply every team some of cards which are contained the questions and the answers.

4. One of the students reads the question in the card and the other students in a group answer the questions in the small papers which has been ready.
5. Then the student who reads the question examining the answers from the friends, and the student who gives the right answer should be given checklist on the column.
6. And take the return till all of question cards have answered by the students.
7. The leader of the group enters all of the notes during the learning process and hand over to the teacher.
8. The teacher makes the recapitulate the result and determines the score every student and then input the score into the assessment.

While, based on Soetjipto, (2013) the procedure of team game tournament as follows:

1. Teachers divide students into groups of 4-5 heterogeneous students.
2. In the tournament table, students are grouped according to the respective ability level.
3. Students occupy the tournament table guided judges and auxiliary judges.

4. Carry out the tournament.

5. Scoring.

2.2.7 Components of Team Game Tournament

Slavin in Adilla, (2017:50) describes that there are some components of Teams Games Tournament (TGT), such as: class presentation, teams, games, tournament, and team recognition.

a. Class Presentation

Teachers commonly deliver the material at the beginning of the class, exactly in class presentation. This is most often direct instruction or a lecture-discussion. The students must keep their attention intentionally in order to give the best performance in the tournaments. During the class presentation, students should have gathered with their own groups.

b. Teams

The teacher assigns the students to four or five members" teams. Each team should be heterogeneous. The main point of this team arrangement is to make the members can study together cooperatively, do the games together and prepare for the tournament.

c. Games

The games are composed of content-relevant questions designed to test the knowledge of students gain from class presentation and team practice. Most games are numbered question on a sheet.

d. Tournament

The tournament is the structure in which the games take place. It is usually held at the end of a week or at the end of a unit, after the teacher has made a class presentation and the teams have had time to practice with the worksheets in their study team. For the tournament, the teacher assigns students to tournament tables-the highest three students in past performance to table 1, the next three to table 2, and so on. This equal competition; make it possible for students of all levels of past performance to contribute maximally to their team scores if they do their best.

e. Team Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria. For example: the third position will get Good Team, the second one will get very Good Team, and the first position will get a predicate as Super Team.

2.2.8 Advantage and Disadvantages

Every student and classroom has different situation, condition, and ability. So that in using TGT method teacher should consider the

situation and condition of the students. In TGT strategy has advantages and disadvantages. Here are the advantages by Shoimin (2014:207)as following:

1. Team Games Tournament (TGT) method not only make students have high ability, the students also are capable of academic lower will push to active and have an important role in group.
2. The learning method is able to develop a sense of cooperation and mutual respect between students in her group members.
3. The method makes the students enthusiastic more about the material because the teacher makes an agreement about the rewards for the best group of students.
4. The students become more active and interested in the class because they have learning activity in the form of tournament games as the method.

Those are the advantages of Team Games Tournament (TGT) method, here there are several disadvantages of TGT method by Shoimin (2014:207)such as:

1. The method takes a long time because the educators must establish conditions prescribed in the TGT application.
2. The teacher is required to be good at choosing the suitable subject matter for this method.

3. The teacher must prepare before it is applied such as, creating the questions for each table tournaments or competitions, and the teacher needs to know the learners' capacity and who are academically highest to lowest.

2.2.9 Teaching Reading Comprehension by Using Team Game Tournament (TGT) Method.

Prasetyo (2017:505) states that there are some components in cooperative learning for Teams Game Tournament method. **The first component** is Class Presentation, here Class presentation in cooperative learning for Teams Game Tournament is not different with usual teaching or classical teaching. In this method, teaching process is focused on the material that being discussed. **The second** is team, the teams are divided with the 4 – 5 members. In the team, students are divided based on academic achievement, gender, race and ethnicity. Main purpose of the team is to ensure that all of the team members study well and specially to prepare the members able to finish the quiz well. **The third** is the game, the games mean the teachers design the question from the relevant material in the class that has been provided to examine the students' knowledge from each group. **The fourth** is tournament, the tournament is a structure from some games which have been compete. Usually it is applied in the end of week or unit after the teacher gives the

class presentation and teams have been done the group assignment on the sheet of the task. **The last** is team recognition, in team recognition, the teacher gives the group an award who has won or has the highest points during the tournament.

The implementation of cooperative learning in reading comprehension through Team Game Tournament (TGT) namely: 1) presentation, teachers present the objectives of learning and reading comprehension through reading texts, 2) group study, students are divided into groups and jointly do their tasks contained in the Student Worksheet. Representative groups collect their work in completing the worksheet and submit to the teacher, 3) games tournament, teacher divides the students to compete in the tournament table. Students represent each group, competing with other groups trying to answer the question. Scores gathered by the members of the group determines the final score, 4) awarding, the teacher gives the award to the group that received the highest score as the winner of the tournament consist of a super team, a very good team, a good team, and the less team, and 5) reading comprehension test, teacher gives the evaluation of learning outcomes through formative tests about stuffing hiatus and multiple choice to the students at the end of the implementation cycle (Prasetyo, 2017:505-506).

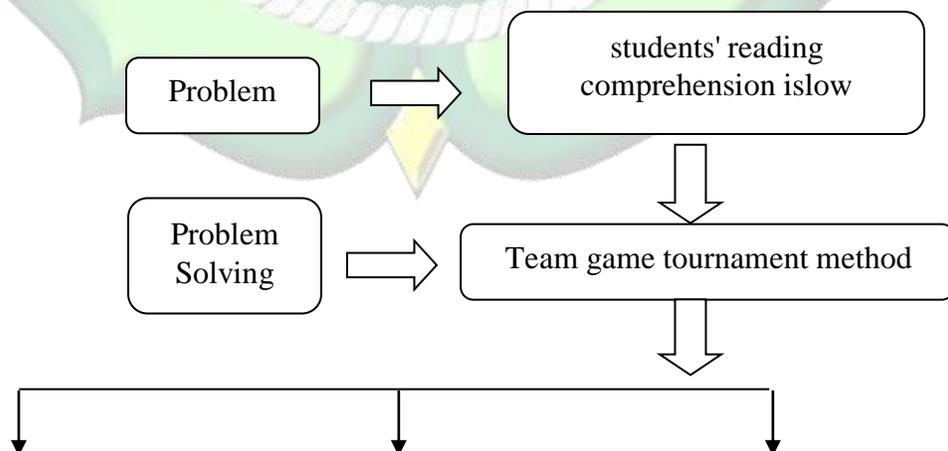
2.3 Conceptual Framework

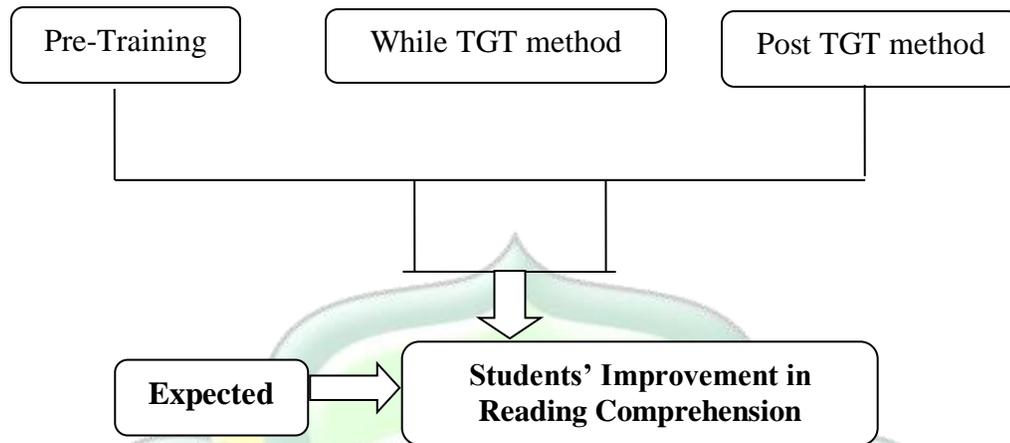
Based on the discussion are presented in the previous section, it can be seen that the condition of the students' reading comprehension in junior high school is not ideal. So many students are low in reading comprehension of a text, less motivated and feel bored in learning reading English in the classroom. These make the students do not learn reading optimally.

Therefore, to build students' participation and activeness in learning reading, students should discuss and share their ideas and opinion with their friends to create communication. This will help learning process to be more active. One of the learning strategies which can be used by teacher to build communication in the class is Teams Games Tournament strategy. Here the writer would like to show the schema of conceptual framework.

Figure 2.1.

Conceptual Framework for the research on TGT method.





2.4 Hypothesis

Sugiyono (2016:96) states that hypothesis is a temporary answer to the formulation of the research problem which the research formulation of the problem has been expected in the form of a question sentences. The hypothesis is a logical assumption relationship between two or more variables expressed in the form of a testable statement. The assumption on the basis associations established in the theoretical framework formulated for the research study.

On the basis problem of the study, the hypothesis of this study is formulated as follow:

1. H_a : Team Game Tournament (TGT) is effective in improving the students' reading comprehension.
2. H_0 : Team Game Tournament (TGT) is not effective in improving the students' reading comprehension.



