CHAPTER II
LITERATURE REVIEW

A. Reading

1. The Definition of Reading

Based on Cline et. al (2006: 5), stated that reading is the process of deriving meaning from text. For the majority of readers, this process involves decoding written text. Some individuals require adaptations such as Braille or auditorization to support the decoding process for reading, the context, the nature of the text, and the readers’ strategies and knowledge (Cline et. al, 2006:5).

Meanwhile, according to Alyousef (2006 : 2) reading can be seen as an “interaction” between a reader an a text which leads to automaticity. In this process, the reader interacts dynamically with the text as he/ she tries to elicit the meaning and where various kinds of knowledge are being used. In addition, reading is a process to understand the message available in the text.

2. The Function of Reading

Reading has some very important functions. According to Squidoo (2011: 1-2), there are four functions of reading. The functions are as follow:

a. Reading can make the students smarter.
Reading forces the brain cells of the students to think about the content of reading or other cases that are found in reading. Finally, reading can rehearse the brain cells to always process the information smartly.

b. Reading can improve vocabulary and language skill.

The knowledge of different literary style can be getting by reading many literatures. Commonly, vocabulary and language skill can be developed by learning and reading different style.

c. Reading makes knowledgeable.

The valuable pieces of knowledge can be got easily by reading some different literatures or other sources of reading.

d. Reading boots creativity.

Reading saves much knowledge that can make creativity. The creativity that is gained by reading can be used in whatever area of life.

Based on the functions above, it can be concluded that reading makes smarter, improves student’s vocabulary and language skill, makes knowledgeable and creates critical thinking.

3. The Purpose of Reading

The purpose of reading is looking for and getting information from the books or text. In reading the students have to understand the idea, the context, and the meaning of the text in the passages. According to Anderson in Falasifah (2010: 9), there are some purposes of reading.
a. Reading for Detail or Fact

The students read the text to get or know the inversion that have been done by the writer or solve the problems the writer.

b. Reading for the Main Idea

The students read the text (books) to know “why the topic is good or interesting” then the problems on the passage, and make summaries of the passage.

c. Reading for sequence or Organization

The students read the text to know, “what is happening in each part of the passage in every episode and solving the problems of the text.”

d. Reading to Classify

Students read the text to classify some information or action of the writer in the text or paragraph.

e. Reading for Inference

The students read the text in order to find out the conclusion from the actions or idea in the text.

f. Reading to Compare or Contrast

The students read to compare the plot of the text or context whether having similarity with the readers or even contrast.

4. Recount Text

Actually, the material that will be used for teaching reading is Recount Text. Recount is a story which happens in the past.
**Definition of Recount**

According Sofyanda, et al (2005:95) states recount is a report of events or activity in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

a. **Generic Structure of Recount**

   As kind of text recount also has generic structure, they are;

   1) **Orientation**: Introducing the participants, place and time
   2) **Events**: Describing series of event that happened in the past
   3) **Reorientation**: it is optional. Starting personal comment of the writer the story.

b. **Language Feature of Recount**

   There are some language features in recount text, they are;

   1) **Introducing personal participant**: I, my group, etc.
   2) **Using chronological connection**: then, first, etc.
   3) **Using linking verb**: was, were, saw, heard, etc.
   4) **Using action verb**: look, go, change, etc.
   5) **Using simple past tense**.

**B. Cooperative Learning**

1. **The definition of Cooperative Learning**

   Cooperative learning comes from word “cooperative” which has a meaning doing something collectively with helping each others as a
team (Isjoni, 2011: 15). According to Wichadee (2005: 2), Cooperative learning is a pedagogical approach that promotes student-student interaction through working in small groups to minimize their learning and reach their shared goal.

Cooperative learning is references to many kinds of learning method where the students are working (studying) in a small team in order to help each other in understanding the material. In cooperative class, every student is hoped to help each other, makes a discussion and give an argumentation. Sharpen their comprehension, and close the asymmetry in understanding the material among them. Cooperative learning is a method used in teaching learning process that requires students to work cooperatively.

According to Robert E. Slavin (2010: 11) in his book “cooperative Learning Theory, Research, and Practice”, there are many kinds of cooperative learning types, such as: Students Team Achievement Division (STAD), Team-Games-Tournament (TGT), jigsaw II, Team Accelerated (CIRC), Group Investigation, Learning Together, Complex Instruction, and Structure Dyadic Method.

In addition, based on Solihatin & Raharjo (2008: 4) they said that cooperative learning is a collective in activity or helping each other in structure activity that consist of two people or more which the success of the activity depend on the involvement of each members.
2. **The Element of Cooperative Learning**

Cooperative learning has some element that is able to make it different with other methods. According to Wichadee (2005: 3) stated element of cooperative learning have five basic element of cooperative learning, those are:

a. **Positive interdependence**

Cooperative occurs only when students perceive that the success one depend on the success of the other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for the group’s success. Students have to learn to work together in order to accomplish task (Wichadee, 2005: 3)

b. **Face-to-face Interaction**

In cooperative learning, interaction that is happened in discussion the subject and exercises given by teacher is direct and open end (Wicahdee, 2005: 3)

c. **Individual and Accountability**

The purpose of cooperative learning is to make each member a stronger individual. Accountability exists when the performance of each individual student is assessed, and the results are given to the groups. Therefore knows who needs more assistance, support, and encouragement in completing the job. (Wichadee, 2005: 3)
d. Interpersonal and Small-Group Skill

In cooperative learning, social skill is needed. It happened since cooperative learning requires to be able to work in a team and have a good communication with each member.

e. Group Processing

According to Wichadee, (2005: 3) stated Member should think about how well they have cooperated as a team and how to enhance their future cooperation. Some of the keys to successful processing are following sufficient time for it to take place, emphasizing positive feedback, maintaining students involvement in processing etc. to be cooperative, group members must promote each other’s learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the intrapersonal and small group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together.

In short, the element of cooperative learning teaches to students how to motivate their self and also teach them cooperation.

C. Team-Game-Tournament (TGT)

1. The Definition of Team-Game-Tournament (TGT)

Team-Game-Tournament is a kind of type of cooperative learning that puts students into a team consist of five to six students that
have different ability, sex, and ethnic (Rusman, 2011: 224). According to Robert E. Slavin (2010: 165-166) stated that Team-Game-Tournament is an academic tournament which uses quiz and individual improvement score system, here students compete as a representative from their team with another team.

TGT uses an academic tournament and also uses some quizzes or exercise, the scores are got through the individual progression where the students, as the representative of their team, compete with the other members of the other groups that have the similar level of academic ability (Slavin, 2005:163-165)

TGT can be use for teaching various subject, such as science, social, and language, from elementary level until university level. TGT is most appropriate for teaching subject that the learning objectives are acute with one right answer (Trianto, 2009: 83)

In conclusion, TGT is one of technique from cooperative learning type can be used for teaching various subject and level study.

2. The component of TGT

In this technique, the instruction Robert E Slavin (2010: 166) says that the prime components in TGT are: class presentation, team, game, and tournament.

Here are the explanations of each following term.

a. Class Presentation
Class presentation is used by teacher to introduce the purpose of learning, a short explanation about what should students do with the text and give them a time to understand about it.

During the class presentation, students must be pay attention and understand the material from teacher because it will help them work in a team and in a game.

b. Team

In TGT, students are put in team consist of four or five students that have different ability, sex, and ethnic. Teacher prepares the materials, and then students work in their teams to make sure that all members of their groups have understood about the material. Through heterogeneities team members, it is hoped it will motivate them to help each other between students who has more capability with students who have lack of capability in understanding the material. It will grow the awareness in themselves that study in cooperative is fun.

c. Game

The game in TGT is consist of some questions that are relevant with the material. The questions are designed to examine students knowledge that is got from the class presentation.

The game can be some questions that are written in some cards that have been given numbers. Each student will take a card and try to answer the question.
d. Tournament

Tournament is the structure where the games take place. It is usually held at the end of week or unit, after teacher give the presentation in the class and the teams have done their practice about the worksheet. In the first tournament, teacher assigns students to be in tournament tables-the highest student students in each group are in table number 1, the lower students are table number 2 and so on. The equal competition will make it possible for students of all levels to contribute maximally for their score teams (Slavin, 2005: 166).

The illustration of the relationship heterogeneous teams and homogeneous tournament table is:

**Table 1**

*Assignment to Tournament Tables*

<table>
<thead>
<tr>
<th>TEAM A</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>A1</td>
<td>A2</td>
<td>A3</td>
<td>A4</td>
</tr>
</tbody>
</table>

**TEAM B**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>B1</td>
<td>B2</td>
<td>B3</td>
<td>B4</td>
</tr>
</tbody>
</table>

**TEAM C**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>Medium</td>
<td>Medium</td>
<td>Low</td>
</tr>
<tr>
<td>B1</td>
<td>B2</td>
<td>B3</td>
<td>B4</td>
</tr>
</tbody>
</table>

(Shlavin, 2005: 168)
The illustration above show that students’ placement in the tournament table is based on their scores on team. The first tournament table is a table for students who get the highest score in the quiz, and also as the highest level than other tournament tables.

In short, the component of TGT is not only to make the students understand the material, but also motivate them to compete fairly.

3. The Preparation of TGT

According Slavin (2005: 169) explained the preparations before teaching by using TGT:

a. Material Preparation

Material preparation is design in order to be able to present in class, in cooperation, and in tournament. The plan is packed in a set of learning consist of lesson plan, teachers’ instruction book, students’ book, students’ worksheet, and tournament completeness (for example: provide card from 1-30).

b. Students’ Placement in a team

Every team consists of 4-5 students which consist of smart students, medium students, and low students. Besides that teacher must consider the other criteria such as sex, race, ethnic, capability, and social background and do not let them chose the group of their team by themselves. The students’ placement in a team is based on
their cleverness, who is the smartest is in first table, other smart
students are in second table till the low students.

c. Students’ Placement in Tournament table

Teacher must list from top to bottom in past performance in
tournament table assignment sheet, using the same ranking teacher
used to from teams, count the number of students in the class. If the
number devisable by three, all tournament tables will have three
members. Just assign the first three students in the list to table 1, the
next three to table 2, and so on. If there is a remainder to the
division, one or two the top tournament tables will have four
members.

<table>
<thead>
<tr>
<th>Student</th>
<th>Team</th>
<th>Tournament Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wili</td>
<td>A</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>Sara</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Ali</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Budi</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Ayu</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Dimas</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Gina</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Saras</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Dita</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>Fany</td>
<td>B</td>
<td></td>
</tr>
<tr>
<td>Krisna</td>
<td>B</td>
<td></td>
</tr>
</tbody>
</table>

The tournament tables’ numbers is only in a teachers’ note,
and the tournament table will change into another name when is
given to the students such as: red table, blue table, green table, etc.
4. The Advantages and Disadvantages of Team-Game-Tournament

The advantages of TGT technique is fun. Besides that, friend in a team will help each other, prepare themselves for game with the material as a clue for all questions in that game and explain the problem each other, but when the game begin they are not allowed to help their friend, and it will build individual responsibility.

Those are the explained some advantages of TGT:

a. Improving students’ confident,

b. Improving students’ motivation in learning,

c. Understanding the material well,

d. Improving students’ kindness, sensitivity and tolerance,

e. Easily to apply and cheap.

Besides that, TGT also have some disadvantages, those are:

a. It makes a noisy class,

b. Some of students are often not following to give their ideas or opinion,

c. It takes much time in teaching learning process.

The characteristic of TGT to the other cooperative learning method is on the tournament and the function of tournament is to compare between the teams.

5. The Teaching Reading Recount of Using Team-Game-Tournament

The following steps are teaching reading recount Through TGT as follows:
a. The teacher determines the serial number of students and places the students at the table tournament (3 or more students, the equivalent ability).

b. The teacher asks the students the date of today, and the number of the date will be the lucky number to the students who have the same presence number to be the first reader.

c. The first reader takes envelope which consists of one question and one key answer the question and gives a chance to the reader’s team. The reader is not allowed to answer the question. If the answer is true, the card is given to that team as represents score in which the students can answer the question correctly.

d. If the other challengers have another answer, they are permitted to show the answer (clockwise direction)

e. The game will be continued with the same procedure until all the questions in each envelope and answered.

f. When tournament is over, students count their card and accumulate the score.

g. For the next tournament, teacher is able to make a movement of students’ placement based on their achievement in tournament table.

h. Appreciation certificate for the super team (the highest score), the best team (the middle score), and the best team (the low score).
D. Basic Assumption

The writer assumed that through reading students will get a lot of knowledge and information easily. In fact, the teacher gives uninteresting teaching technique so the student feel bored to study English. So that, the solution is the teacher should have the appropriate technique to teach the student. Through Team-Game-Tournament (TGT) the student could cooperate, and they did not think individually because they could share their ideas with other student. TGT is a cooperative learning that is expected to be able to help students to understand text easily because in TGT there is a tournament that requires students compete each other. In addition, in TGT there is recognition, giving achievement to the three top teams that is able to motivate students to study hard.