CHAPTER II
THEORETICAL REVIEW

A. Reading

1. Definition of Reading

Reading is something crucial and has main role in human being by reading, we can get information about science and technology of the world. Therefore, the most important technique in transferring the information is reading.

The definition of reading is propose by several experts. Among them are Hornby (2002: 1053), Nunan (1991: 70), and Leu (1997: 8). They define reading as getting meaning from the printed or written material which is done through a dynamic case most particularly with the readers’ knowledge of the experimental content of the text.

Moreover, Leu and Kinzer (1987: 9) propose that reading is a developmental, interactive, and global process involving learned skill. The process involving specially incorporates and negatively influenced by non-linguistic internal and external variable of factors”.

It means that that reading is regarded as complex activity that involves various activities, such as: knowing each symbol and analyzing the words into a meaning. Reading comprehension needs an active thinking process in main to comprehend and understand what has been read.
2. The Important of Reading

There are many references and instruction written in English. Therefore, the students who lack of reading skill have difficulty in comprehending all those references. The students who only confine from his or her teacher at class without having an effort to read many references will not pass in time and succeed. More reading means more knowledge.

Related to Ramelan (1990: 45), reading is a good activity for the learners. Reading is also something crucial and dispensable since success of their study depends for the greater parts on their ability to read. Romans in Tarigan (1986: 87) stated that:

Reading plays very important parts in our life. Through reading we can explore places or countries that have never visited before, and minds or ideas of great people in the part. All of which will enrich our experience and knowledge and broaden our horizon. They are very likely to fail in their study or at least, they will have difficulty in making progress. On the other hand, if their reading is good they will have a better chance to succeed in their study.

As the students who get English lesson, reading is very important to English as a target language to build vocabulary. It is realized that reading skill or reading activity open knowledge and widely give more vocabularies and more information.
3. The Aims of Reading

Reading has important aims in the teaching and learning process. Tarigan (1987: 45) says that there are several aims of reading. First, reading for understanding: it means the students read in order to understand the students read to get detail information of. Second, reading for detail of facts: it means the students read to get detail information of the text. Third, reading of memorization: it means the students read the text to fix association and to serve immediate recall. Fourth, rapid reading: in this reading demand the students to expand their general knowledge. Fifth, reading for enjoyment: this reading is just for fun. The materials such as fiction short stories and poems.

B. Reading Comprehension

1. The Definition of Reading Comprehension

Reading comprehension is reading with understand or silent reading. The aim is to get information, to understand and to draw something from the text. The primary purpose of reading comprehension is to improve the students’ ability to understand English as it is used in written material.

Nuttal defines reading comprehension just as it quoted in Anton (1995: 24) as follows:

“Reading comprehension means reading comprehension lesson that have traditionally centered on a passage of the text followed by questions. Good question are the ones which help readers to contribute actively to the
process of making sense of it, rather than expecting understanding just to happen”.

Reading comprehension is the process of understanding and construction meaning from a piece of text.

2. **The Components of Reading Comprehension**

According to Leu and Kinzer (1987: 30-37), there are six major components of reading comprehension:

a. **Decoding Knowledge**

Knowledge is used to determine the oral equivalent of written word.

b. **Vocabulary Knowledge**

The knowledge one has about word meaning is used to determine the appropriate meaning for a word in particular context.

c. **Discourse knowledge**

It is the knowledge of language organization at units beyond the single sentence level. It includes knowledge of structural organization of different type of writing.

d. **Readingness Aspect**

Traditionally, it refers to the students’ ability to benefit from initial reading instruction. It also refers to the students’ ability real and understands a particular selection.
e. Affective Aspect

In reading comprehension, affective aspects include a readers’ and interest. These increase motivation and facilitate reading comprehension.

f. Syntactic Knowledge

The knowledge of the word order rules that determine the grammatical function and sometimes the meaning pronunciation of words. The major components of reading influenced someone in comprehending the text. The readers have different interpretation based on their understanding the text. The readers will comprehend the text perfectly (it means that the reader understand what the writer means in the text) if they understand well of the major component of reading.

C. Teams Game Tournament (TGT) Technique

Team Game Tournament, originally developed by David de Varies and Keith Edwards, is the first of the Johns Hopkins cooperative learning methods. In this technique, the teacher presents a lesson, and then students work within their teams to make sure all team members have mastered the lesson.

Then students do weekly tournaments, in which students play academic games with members of other teams to contribute point to their team scores.

According to Slavin (1995: 71-84), Team Game Tournaments the form of cooperative learning which has some components, such as class presentation, teams, games, tournaments and team recognition.
1. The Component of TGT (Team Game Tournaments)

According to Slavin (1992: 71-88), there are five components of TGT, they are:

a. Class Presentation

In this presentation, the material is initially introduced in a class presentation. This is most often direct instruction or a lecture-discussion conducted by the teacher but will include audiovisual.

The class presentation is only focused to the main material and the technique of this learning method, when the presentation is being done, students must be in their teams, so that they will be attentive. After this, they should do the academic games well.

b. Teams

A team is composed of four or five students who represent a cross-section of the class in terms of academic performance, sex and race or ethnicity. The major function of the team is to make sure that all team members are learning, and more specially to prepare its members to dowel on the tournaments. After the teacher presents the material. The teams meet to study worksheets or other material. Most often the studying involves students discussing problems together, comparing answer, and correcting any misconceptions if teams members make mistake.

The team is the most important feature of TGT, at very point, emphasis is placed on team members doing their best for the team and
on the team doing its best to help its members. The team provides the peer support for academic performance that is important for learning and it provides the mutual concern and respect that are important for such outcomes as inter group relation, self-esteem, and an acceptance of main streamed students.

c. Games

The games are composed of content-relevant question designed to test the knowledge student gain from class presentation and team practice. Games are played at tables of three students, each of whom represents a different team. Most game are simply numbered question on a ditto sheet. A student picks a member card and attempts to answer the question corresponding to the number. A challenge rule permits players to challenge one another’s answers.

d. Tournaments

The tournament is the structure in which the games take place. It is as usually held at the end of a week or a unit, after the teacher has made a class presentation and the teams have had time to practice it the worksheet. For the first tournament, the teacher assigns students to tournament tables, the highest three students in past performance to table 1, the next three to table 3 and so on. The equal competition makes it possible for students of all levels of past performance to contribute maximally to their team scores if they do their best. Slavin illustration the relationship between heterogeneous teams and homogenous tournaments table using picture.
After the first tournament, students change table depending on their own performance in the most recent tournament. The winner at each table is “bumped up” to the next higher table (for example, from table 6 to table 5); the second scorer stays at the same table and low scorer is “bumped down” in this way, if students have been impassioned at first, they will eventually be moved up or down until they reach their true level of performance.

e. Team recognition

Team may earn certificate or other reward if their average scores exceed a certain criterion.
2. Preparation of Learning

According to Slavin (1995: 88) the cooperative learning TGT type has some learning preparation. They are:

a. The Preparation of Material

The material is made to be used in the class presentation, discussion and tournament. The planning of material can be made into lesson plan, the worksheet of students, which will be studied in their team, and tournament and the learning result test.

b. Assigning Students To Teams

Teams are composed of four or five students who represent a cross-section of the class in term of academic performance, sex, and race or ethnicity.

c. Assigning Students To Tournament Tables

List students 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 is devisable by three, all tournament tables will have three members; just assign the first three students on 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. for example, a class of twenty-nine students would have nine tournament tables, two of which would have four members. the first four students on the ranked list all be assigned to table one.
The next four to table and three each to the other table. These table number are only for teacher’s records; in announcing table assignment to children. Call them table blue, red, green, etc, in random order, so that students will not know exactly how table are assigned.

Table 2.

TOURNAMENT TABLE ASSIGNMENT SHEET  TGT

<table>
<thead>
<tr>
<th>Student</th>
<th>Team</th>
<th>Tournament Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>Orioles</td>
<td>1</td>
</tr>
<tr>
<td>Sarah</td>
<td>Cougars</td>
<td>1</td>
</tr>
<tr>
<td>Lyrone</td>
<td>Whiz kids</td>
<td>1</td>
</tr>
<tr>
<td>Maria</td>
<td>Geniuses</td>
<td>1</td>
</tr>
<tr>
<td>Liz</td>
<td>Orioles</td>
<td>2</td>
</tr>
<tr>
<td>John T</td>
<td>Cougars</td>
<td>2</td>
</tr>
<tr>
<td>Silvia</td>
<td>Geniuses</td>
<td>2</td>
</tr>
<tr>
<td>Tom</td>
<td>Whiz kids</td>
<td>2</td>
</tr>
<tr>
<td>John F</td>
<td>Orioles</td>
<td>3</td>
</tr>
<tr>
<td>Lanya</td>
<td>Whiz kids</td>
<td>3</td>
</tr>
<tr>
<td>Carla</td>
<td>Orioles</td>
<td>3</td>
</tr>
<tr>
<td>Kim</td>
<td>Cougars</td>
<td>4</td>
</tr>
<tr>
<td>Carlos</td>
<td>Geniuses</td>
<td>4</td>
</tr>
<tr>
<td>Shirley</td>
<td>Whiz kids</td>
<td>4</td>
</tr>
<tr>
<td>Ralp</td>
<td>Cougars</td>
<td>5</td>
</tr>
<tr>
<td>Ratih</td>
<td>Geniuses</td>
<td>5</td>
</tr>
<tr>
<td>Zoe</td>
<td>Whiz kids</td>
<td>5</td>
</tr>
</tbody>
</table>

3. Activities of TGT (Team Game Tournament)

TGT consists of a regular cycle of instructional activities, as follows:

a. Teach

Present the lesson about Narrative text.
b. Team study

Students work on worksheet in their teams to narrative text.

c. Tournament and figuring team score

The students play academic games in ability homogeneous. At the beginning of the tournament, the teacher announces students’ tournament table appointment and have them move desks together or go to tables serving as tournament tables. Scramble the number. Have selected students help distribute one game sheet, one answer sheet, one box of number cards and one game score sheet to each table.

To start the game, the students draw cards to determine the first reader-the students drawing the highest number. Play proceeds clockwise from the first reader.

The first reader shuffles the cards and picks the top one. He or she then reads aloud the question about narrative text which is corresponding o the number on the card, including the possible answers if the question is multiple choice. For example, a student who picks card 21 reads and answer question 21. A reader who is not sure of the answer is allowed to guess without penalty. If the content of the games involve problem, all students (not just the reader) should work the problem so that they will be ready the challenge. After the reader gives an answer, the students to his or her left (first challenger) has the option of challenging and giving a different answer. If he or she passes, or if the second challenger has
an answer different from the first two, the second challenger my challenge. Challengers have to be careful, however, because they must return a previously won card to the desk if they are wrong. When everyone has an checks the answer sheet and reads the correct answer aloud. The player who gave the correct answer keeps the card. If either challenger gave a wrong answer, her or she must return a previously won card (if any) to the deck. If no one gave a correct answer, the card return to the deck.

Reader:
1) Picks a number card and finds the corresponding question on the game sheet
2) Read the question out loud
3) Tries to answer

1st challenger
Challenge if he or she want to ( and gives a diferent answer ) or passes. 2nd challenger Challenges if 1st challenger passes, if the or she wants to. When all have challenged or passed. 2nd challeger checks the answer sheet. Whoever is wrong there is no penalty but if either challenger was wrong he or she must put a previously won card, if only best in the deck.

Figure 2 Games Rules (TGT)
For the next round, everything moves one position to the left: the first challenger becomes the reader, the second challenger becomes the first challenger, and the reader becomes the second challenger. Play continuous as determined by the teacher, until the period ends or the deck is exhausted. When the game is over, player second the number of cards they won on the game score sheet in the column for game I. If there is time, students reshuffle the deck and play a second game until the end of the period, recording the number of cards won under “Games 2” on the score sheet. This is an example of the game score sheet.

Table 3

Game Score Sheet (TGT)

<table>
<thead>
<tr>
<th>Player</th>
<th>Team</th>
<th>Game I</th>
<th>Game II</th>
<th>Game III</th>
<th>Days Total</th>
<th>Tournament Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric</td>
<td>Giants</td>
<td>5</td>
<td>7</td>
<td></td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Lisa A</td>
<td>Geniuse</td>
<td>14</td>
<td>10</td>
<td></td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>Darryl</td>
<td>B. Bombs</td>
<td>11</td>
<td>12</td>
<td></td>
<td>23</td>
<td>30</td>
</tr>
</tbody>
</table>

(Slavin, 1995: 88)

All students should play the game at the same time. While they are playing, move from group to group to answer questions and be sure that everyone understands the game procedure. Ten minutes before the end of the period, call “time” and have students stop and count their cards. They should then fill in their names, teams, and scores on the game score.
Have students add up the scores, they earned in each game (if they played more than one) and fill in their days total. At a three-person table with no ties the top scorer receives sixty points, the second. Score forty points, and the third scorer twenty points. If there are more or less than three players or if there are any ties, use the table 2 to determine points for each student like that:

Table 4
Determining-Tournament Points for Four Player Game

<table>
<thead>
<tr>
<th>Player</th>
<th>No ties</th>
<th>Tie for top</th>
<th>Tie for middle</th>
<th>Tie for low</th>
<th>3-way tie for top</th>
<th>3-way tie for low</th>
<th>4-way tie</th>
<th>Tie for low and high</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top scorer</td>
<td>60 point</td>
<td>50</td>
<td>60</td>
<td>60</td>
<td>50</td>
<td>60</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>High middle score</td>
<td>40 point</td>
<td>50</td>
<td>40</td>
<td>40</td>
<td>50</td>
<td>30</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Low middle score</td>
<td>30 point</td>
<td>30</td>
<td>40</td>
<td>30</td>
<td>50</td>
<td>30</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Low scorer</td>
<td>20 point</td>
<td>20</td>
<td>20</td>
<td>30</td>
<td>20</td>
<td>30</td>
<td>40</td>
<td>30</td>
</tr>
</tbody>
</table>

Three-Player Game

<table>
<thead>
<tr>
<th>Player</th>
<th>No ties</th>
<th>Tie for top score</th>
<th>Tie for low score</th>
<th>3-way tie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top scorer</td>
<td>60 points</td>
<td>50</td>
<td>60</td>
<td>40</td>
</tr>
<tr>
<td>Middle scorer</td>
<td>40 points</td>
<td>50</td>
<td>30</td>
<td>40</td>
</tr>
<tr>
<td>Low scorer</td>
<td>20 points</td>
<td>20</td>
<td>30</td>
<td>40</td>
</tr>
</tbody>
</table>

For – Player Games

<table>
<thead>
<tr>
<th>Player</th>
<th>No ties</th>
<th>Tied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Top scorer</td>
<td>60 points</td>
<td>40</td>
</tr>
<tr>
<td>Low scorer</td>
<td>40 points</td>
<td>40</td>
</tr>
</tbody>
</table>
4. Team Recognition

Team scores are computed based on team members’ tournament scores, and teams are recognized if they exceed pre-test criteria.

As soon as possible after the tournament, figure team scores and prepare team certification to recognize high scoring teams. To do this first click the tournament points on the game score sheets. Then, simply transfer each student’s tournament points to the summary sheet for his or her team, add all the team members’ scores and divide by the number of team member present.

<table>
<thead>
<tr>
<th>Criteria (Team Average)</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Good team</td>
</tr>
<tr>
<td>45</td>
<td>Great team</td>
</tr>
<tr>
<td>50</td>
<td>Super team</td>
</tr>
</tbody>
</table>

Table 5
Criteria Score

Teacher gives certificates to team that meet great team or super team criteria. Good team should just be congratulated in class. Instead of or in addition to team certificates, the teacher may wish to display each week’s successful teams on a bulletin board, posting their pictures or team names in a place of honor. However teacher recognize team accomplishments. It is important to communicate that team success (not just individual success) is important, as this is what motivates students.
5. Bumping

According to Slavin (1995: 91), Bumping or reassigning students to new tournament tables, must be done prepare for the next tournament. It is easiest to do the bumping when teacher are figuring team scores.
The teacher can use these following steps to bump students:

a. Use the game score sheets to identify the high and low scorers at each tournament table. One the tournament table assignment sheet, circle the table assignments of all students who were high scorers at their tables. If there is a tie for high score at any table, flip a coin to decide which number to circle. The table winners in the first tournaments should be circled in the first columns, the high scorers in the second tournament should be circled in the second column.

b. Underline the tale numbers of students who were low scores. If there is a tie for low score at any table, flip a coin to decide which to underline, do not underline more than one number per table.

c. Leave all other table assignments as they were. Including number if the number for absent students.

d. In the column for the next tournament, transfer the number if the number is circled, reduce it by one ( 4 become 3 ). This means that following week at table 3-a table where the competition will be more difficult. The only exception is that 1 remains 1, because table 1 is the highest table. If the number is underlined, increase it by one ( 4 becomes 5 ). Except at the lowest table, where the low scorer stays at the same table ( for example, 10 remain 10 ). This means that the low scorer out each table will compete the next week at a table where the competition will be less changes it for the next tournament, transfer the same number.
6. Changing teams

After five or six weeks of TGT, or at the end of a marking period or unit, assign students to new teams.

D. The Advantages and Disadvantages of TGT (Team Game Tournament)

a. The Advantages of TGT

1) TGT can make student active in teaching learning processes.
2) TGT can improve the achievement of student with social interaction between students.
3) TGT can increase the self confidence of the students in teaching learning process.
4) The student understanding about lesson can increase using TGT.
5) TGT motivate the student to follow English class.

b. The Disadvantages of TGT

1) If the teacher can not manage the class, the class will be noisy.
2) Not all students do the activity or give their opinion in teaching learning process when use TGT technique.
3) TGT needs more time.

H. Basic Assumption

Reading is one of the important skills in learning English especially reading comprehension. Reading itself is an process for getting information in a text. For getting information we have to comprehend all of the meaning of
the text. Thus, reading comprehension is much needed for all readers, especially students to increase their achievement in study. To teach reading, the teacher should be creative in using method to motivate the students because not all the methods can be applied in a material.

One of the effective methods is cooperative learning method. It makes students active; improve their achievement with emphasizing in social interaction among them. There are many kinds of cooperative learning methods that can be used in a class. TGT is one of cooperative learning model that is the simple for teacher who uses cooperative learning method in the beginning. In this model, teacher encourages students to cooperate each others in improving their ability. The students also have responsibility to themselves and their team to reach the best score.

I. Hypothesis

The writer assumes that TGT technique can improve students’ reading comprehension at X.E Grade Students of SMA NEGERI 1 KUTASARI in Academic year 2010/2011.