

CHAPTER II

LITERATURE REVIEW

A. Reading

1. Definition of Reading

As we know that Reading is very important skill that must be mastered by learners. It will be helpful for them in understanding the meaning of text learnt at school. According to Tarigan (2008: 7), and Anderson in Cahyani (2007: 99) reading is a process for getting and understanding delivered inputs from the writer through words or written languages. While Leu (1987: 9) states that reading is a developmental, interactive and global process involving learned skills. The process specifically incorporates an individual's linguistic knowledge, and can be both positively and negatively influenced by non linguistic internal and external variables or factors. Finnochiaro in Cahyani (2007: 99) also states that, reading means bringing meaning to and getting meaning from printed or written material.

Based on the definition above, it can be concluded that reading is an activity or a process to understand meaning, message, and purpose from printed or written material that connect reader to writer's idea.

2. The Objective of Reading

Someone's goals in reading will determine the success of reading comprehension and reading speed or reading material. Without a clear purpose, the ability of understanding would also be unclear. The following is the purpose of reading by Anderson in Cahyani (2007: 99-100):

- a. Reading for gaining detail facts

The Reader tries to know the discoveries that have been done by a character or to solve the problems created.

b. Reading to get the main ideas

Reading activities in order to find what the main topic of reading passage is.

c. Reading for making inference

Reading activities to conclude the contents contained in the reading passage.

d. Reading for classifying

Reading activities aimed to classify the content in text.

e. Reading to evaluate

Reading activities aimed at evaluating the contents of the text.

f. Reading to compare or contrast

Reading activities aimed at comparing between phenomenon on the text and real life.

3. The Advantages of Reading

Reading is an activity that got several advantages, such as to find inputs from text, books, magazines, newspaper. There are at least 8 outlined advantages of reading according to Dewi (2013) as follows:

a. Reading as Active Process of Mental Work

When reading, students are forced to think about things not yet known. In this process, students would find out information that would build students' critical thinking.

b. Improving Students' Vocabulary Mastery

Students can learn new words and the meaning (as yet unknown) for reading and understanding the text content.

c. Improving Concentration and Focus

Students need to focus on books or texts which are being read for a long time. Unlike magazines, Internet or e-mail that only contains small pieces of information, a book would tell the whole story. Therefore, it is necessary concentrating to read so that of the students would concentrate much better.

d. Building Self-Confidence

The more someone read, the more knowledge gained. Increasing knowledge, would further build confidence. It is a chain reaction.

e. Improving Memory

Reading is one of the activities that train the memorising skill. Reading helps stretching the muscle memory because reading requires memory to detail, facts and figures on a piece of literature, plot, theme or character of the story. Reading would make someone's memory would increase.

f. Improving Discipline

Adding book reading activities into students' daily schedule and stick to the schedule would improve discipline.

g. Increasing Creativity

Read about the diversity of life and open up to the idea and the new information helps the development of students' creative side of the brain.

B. Confidence

1. Definitions

According to Thursan Hakim (2004: 6), "Confidence is a person's beliefs on any aspect of surplus assets and beliefs make him be able to achieve various goals in life".

In the opinion of Daniel Goleman (2005: 83), "Confidence is the courage that comes from certainty about abilities, values, and our goals". From the opinions above it can be concluded that confidence is one of in the ability to achieve the goals in life.

Confidence literally also means a person's valuing of himself or herself. It is thus the evaluative dimension of the self-concept. This may include both thoughts and feelings.

2. The Importance of Confidence for Students

a. Confidence is often seen as one of the keys to success.

Someone who is confident is more likely to assert themselves in beneficial ways.

b. Confidence plays important role in the classroom.

Students who are more confident are more likely to ask questions they need the answers to, because there isn't such a fear of embarrassment should their question appear "stupid" to others around them.

- c. Confidence helps students to be better and better.

Students with high confidence will keep trying and keep learning no matter what the obstacles and result will be. If students show great confidence, at least the Teacher will recognize their problems in learning and will take action for them.

- d. Confidence helps the students to communicate better.

Some Students with low confidence often have problems in communicating with the Teacher and fellow students. It will be so hard for them to associate with their friends and express their idea when Teaching Learning Process. With high confidence, they can solve this kind of problem.

3. Factors Which May Influence Confidence

- a. Internal Factors:

- a) The Self Concept

The formation of self-confidence in one's self-concept begins with the development of acquired in the association of a group. Self-concept is the idea of himself. Someone who has low self-esteem usually have a negative self-concept, otherwise people who have self-confidence will have a positive self-concept.

- b) Pride

It is the judgment done to you. A person who has high confidence will judge rationally and correctly for himself and easy to make relation with another individual.

c) Bad Experiences

Confidence gained from disappointing experience is most often a source of incidence of low self-esteem. Moreover if basically a person feels insecure, has less affection and less attention.

d) Ability

It can affect a student's self-confidence. Anthony (1992) further revealed that the low capability tend to make people feel inferior, otherwise the individual whose capacity is higher tend to be self-sufficient and do not need to rely on other students.

b. External Factor:

a) Support

Support also influences the confidence. Receiving supports from family will brings comfortness as well as the high confidence.

4. Characteristics of Students Having Confidence

According to Thursan Hakim (2004: 24), students with high confidence have some characteristics as follow:

- a. Students with confidence will Always react positively in facing various problems. Because they believe that positive thought and action created by them will make the problems to be easy to be solved.
- b. Being able to neutralize the tensions that arise in various situations. Students face the stress during the Teaching and Learning process. This kind of situation may come from the teacher's way of teaching or the bully

from fellow students. By having confidence, students can solve the negative situations for example by creating fun situations like using jokes during their performance.

- c. Able to adapt and communicate in a variety of situations. Ability to adapt and communicate are important for students during Teaching and Learning process and outside it. If students can't adapt and communicate well, they will face many problems like being excommunicated and difficulties in study, too. That is why the ability to adapt and communicate play the important role for the students.
- d. Having the ability to express their idea. Students with high confidence must have mastered how to express their idea. Eventhough their idea is not always appropriate, but when all of the students in a class know how to express their idea and they really use it the teacher will be easy to know the good students and give them reward and the less to be given another subjects enrichment.

And the goal of Confidence According to Scafer (1989: 72), states that "the purpose of confidence is to be able to organize itself, directing his feelings, without any influence from others". According to Bambang Hartayo (1997: 3), "that the purpose of self-confidence is that individuals to have the skills for expressing feelings". From the explanations above, it can be concluded that the purpose of confidence are:

- a. Individuals can set themselves.
- b. Can express feeling without the influence of others.
- c. To keep the individual having the skills to express feelings

5. Confidence – related Reading Problems and Their Solutions.

One of the most annoying problems of teaching and learning reading is about the students' confidence. This kind of problem may arise because of some reasons. The reasons are described below:

a. Willingness and efforts

Actually, students want to express their idea especially in oral way. But they often hesitate to express their own idea. They are still afraid of answering question wrongly, false pronunciation, even they are still afraid to be booed by their classmates. By the proper way of teaching (especially reading) experimenter believes these kind of problem related to students' confidence will be solved (Kharolina, 2006). Confidence problem also creates Answering Questions Problem which is related to Students' Autonomous. Students are also still difficult to answer questions which are given by the teacher in oral way. This problem is caused because teacher tries to explore their ideas by improper way. Students still feel like their brains is being squeezed by the backward methods that are used by the teacher. Based on the experimenter's experience and the undercover interview between experimenter and these kinds of students, experimenter can conclude that they require special way to study reading at school.

b. The Reluctant of Students to be active

Lack of confidence may turn students to be reluctant. They avoid challenges, don't complete tasks, and only be satisfied to 'get by'. Actually they have potential to excel but they don't care about achieving in school. They may think that it is safer not to try and risk failure and embarrassment. Some may choose to appear "cool" to their mates by not trying to learn. Some may have

learning problems and may find it difficult to keep pace with peers and simply give up in frustration. Those kind of students need to be both challenged and supported if they are to develop the self-capability they need to risk and succeed.

c. Team Working Problem (Having and Using Skill in Team)

Teacher can solve this kind of problem by applying Cooperative Learning. By applying it, the students are required to cooperate with their classmate. They can discuss and solved the questions together. This is easier than when they have to answer questions without any cooperation. Even though the grouping will be done by their grouping-test score that means students will be divided into groups with the heterogeneous level, with cooperation they will struggle to find the best answer in order to try winning the competition.

C. The Character Education

Character education has become a concern to many countries in order to prepare the next generation of quality, not only for the benefit of individual citizens, but also for the community as a whole. Character education can be defined as the deliberate us of all dimensions of school life to foster optimal character development. We deliberately create effort of all dimensions of school to create the formation of character optimally. These are the explanation of Character Building:

1. Character

Character is connected and interchangeable with the term ethics, the moral, and or value and are associated with moral strength, positive connotation, not neutral. Meanwhile, according to of Kamus Besar Bahasa Indonesia (2008) character is a

psychological traits, morals or manners that distinguish one person from another. Thus the character has unique values which are inscribed inside and translated into behavior.

2. Education

According to Sisdiknas (2003), Education is a deliberate conscious effort being made to create an atmosphere of learning and the learning process so that learners can actively develop their potential to have a religious spiritual strength, self-control, personality, intelligence, noble character, and also the skills necessary for himself and citizens. Meanwhile, the education system may be changed in accordance with the development of society and the transfer of cultural values. It is intended to prepare the present generation to be ready for facing the upcoming challenges which are getting heavier.

3. The Character Education Definition

Simply put, character education can be defined as any business that can be done to influence the character of students. But to know the proper sense, it can be argued here that the definition of character education delivered by Thomas Lickona. Lickona stated that the definition of character education is a deliberate attempt to help someone so that he can understand, pay attention, and do the ethical values that point. Whereas Suyanto (2009) defines the character as a way of thinking and behaving that is characteristic of each individual to live and work together, both within the family, community, nation, and state.

4. The Values in Character Education

Generally there are 18 point values of character education. They are Religiosity, Honesty, Confidence, Discipline, Hard Working, Creativity,

Independence, Sense of Democratic, Curiosity, Spirit of Nationality, Homeland Loving, Appreciate achievement, Friendly / Communicative, Love Peace, Joy reading, Caring for the environment, social Caring, Responsibility. Those points play the important roles for making the better generation. Meanwhile, this thesis emphasizes more in the confidence value as a point to observe.

D.Methods for Teaching English

1. Cooperative Learning

a. Definition

Generally, cooperative learning has been used since long time ago in classroom in Indonesia and has been widely known as group working (Shimazoe and Aldrich, 2010). According to Mohammed (2011), cooperative learning is a variety of concepts and techniques for improving the value of student-to-student interaction. It refers to the instructional use of small groups in which students work together to achieve meaningful school tasks.

b. Purpose

However, some experts define cooperative learning in other ways which are visible to know the benefit of cooperative learning than common groupworking. Clevenger, et al. (2008) define cooperative learning as a method that uses cooperation in the student groups to involve all of the students, increase the interactions between the students, and promote collaboration in the solution of given tasks. From those definitions, cooperative learning is not automatically the same with common group working. Just putting some students in a group is not always mean cooperative learning because in cooperative learning there is a mutual

interaction among members in group. There is a give and share action because all students learn by teaching each other.

2. Conventional Technique for Teaching Reading

Based on Scherman in Puspitasari (2008), conventional technique categorized as the common technique of teaching used by most teachers in their daily teaching. When implementing the conventional technique, the experimenter only used the textbook. The students in control group asked to do the task in the book.

The teachers also mostly used the lecturing method when they explain the materials in the teaching learning process. In conventional method, the teacher works as an informant to explain the material without considering students' participation.

It causes problems during following the lesson.

For example:

- a. When the teacher comes to the classroom, teacher just greets the students without giving impression.
- b. The teacher tells and asks about the student's assignment.
- c. If there is no question from the student, it means that the teacher thinks that the students have already understood about the material and the teacher continues the students' material based on the book.
- d. The teacher never gives chance the students who want to share their ideas, because the teacher always speaks in front of the classroom although it is connected to the material or not.
- e. After the teacher delivers the material, the teacher gives the students assignment in form of the questions based on the text, the students

might find difficult words from the text, find the meaning of some words based on the text, until the time is over.

In this method, the teacher has no variation in presenting the material. It is only focuses on the result but not on the process.

E. The Teams Games Tournament Method

1. Definition

Teams Games Tournament is one of the effective evaluating procedures of Cooperative Learning. It requires home or base groups that consistently having function in the class for a period of time (Prema Gaikwad, 2012). Whereas Kurniasari (2006) states that TGT learning model is a model of cooperative learning by forming small groups in class consisting of 3-6 students which are heterogeneous, both in terms of academic, gender, race, or ethnicity. The core of this model is the presence of academic games and tournaments. The Teams Games Tournament also offers the new way of teaching Reading which can also solve the students' problems like less motivation and boredom.

2. The Basic Processes

First is to complete cooperatively, second to revise a unit or substantial portion of content. After that, teacher motivates those with test-fear to be at ease. And the last is to learn and to reinforce what has been learned.

3. The Teacher Preparations

Teacher should prepare things to carry Teams Games Tournament. The Things are:

- a. A list of teams, each from a different home group (post two three copies of the list in the room.
- b. A set of question and answer sheets for each team.

- c. A set of number cards (numbers corresponding to the number of questions) for each team.
- d. A score sheet for each team.

4. The Teams Games Tournament Process

These are the process of Teams Games Tournament

- a. Students their names at the team list, members form teams and sit together.
- b. One students from each team picks up the materials for the team.
- c. Students write the names of team members and home group names on the score sheets.
- d. Number cards are shuffled and members pick up cards. The one with the highest number is to begin the game.
- e. Number cards are put back and shuffled again.
- f. The first person begins the game by picking a card. He/she reads the correspond question from the question paper.
- g. He/she will answer the question while others listen. If correct, the person gets to
- h. keep the card. If wrong, any member may challenge and answer it, then that person gets to keep the cards. If nobody knows the answer, the answer sheet is checked for the right answer. Then must verify the answer from the answer sheet, just to be sure.
- i. The game will go on in this manner, with one person getting one turn at a time.
- j. The game is more fun when it is crisp and fast.
- k. When all the cards are won, points are counted (may count two points for each card) and written in the score sheet under round.
- l. If time remains, subsequent round may be played, during each subsequent round, the items are reinforced, and the game goes faster too.

- m. When an allotted time is complete (30 minutes or so), the teacher stops the game. Material managers bring the tabulated score sheets (along with the rest of the materials) to the teacher.
- n. The teacher writes the scores on the board for each home group and totals the score.
- o. The team with high score are adjusted the winners. All are winners really, as all would have learned something.

5. The Advantages Learning of Model TGT

- a. Students are more active during the learning process
- b. Students will get better mastery in the material provided
- c. Improve the student communication skill to each other
- d. Learning process will be more attractive
- e. Improving the teaching quality

6. The Disadvantages of TGT

- a. It is difficult to know whether students can solve problems in intellectual work
- b. It takes a long time during the process

(Prema Gaikwad, 2011)

F. Basic Assumption

It is agreed that by teaching reading by Teams Games Tournament is able to make students improve their reading skill as well as their confidence. Miftahul Huda (2013). It is because teaching Teams Games Tournament demands the students to compete during the lesson. Then, since Teams Games Tournament demands the students to compete, it also makes students to build their mental to be used to have competition, to answer the questions quick and right, and also to be confident at least during running the

tournament held by the experimenter/teacher. Students will get many advantages related to their hard and soft skills.

Furthermore, a research about the use of TGT have been conducted by Nirna Nirmalaon 2013 entitled “The Effectiveness of Teaching Reading by TGT for Elementary School Students Viewed From Students’ Confidence” who have proved that teaching reading by using TGT methods can improve students’ confidence.

For pedagogical implication, it is believed that by using Teams Games Tournament to teach reading is applied to avoid monotonous and less-motivating teaching. Huda (2013) also states that for eliminating boredom in classroom, teachers should be able to make some fresh application of certain teaching method. Through the teachers’ creativity, it will create different style of teaching and learning process. In addition, it will appear fun and fresh condition in running teaching and learning process. In fact, as stated above Teams Games Tournament builds the students’ mental for having competition. If it can be collaborated successfully by the teacher, the students will be smarter, having good confidence, and they will be so attracted during follow reading class.

By using Teams Games Tournament as a method of teaching reading hopefully the students will have a better confidence and they can be more enthusiastic.

G. Hypothesis

Based on the basic assumption above it can be formulated that the hypothesis of this study. Is whether or not “The Using Teams Games Tournament on Reading Class to

Students' Confidence in Eleventh Grade of Madrasah Aliyah Negeri 1 Purwokerto will be effective?"

In studying the topic, there are two hypotheses. The two hypotheses are as follows:

1. Alternative Hypothesis (H_a): the use of Cooperative Learning Type Teams Games Tournaments can improve students' confidence.
2. The Null Hypothesis (H_0): the use of Cooperative Learning Type Teams Games Tournaments cannot improve students' confidence.

