CHAPTER II

REVIEW OF RELATED LITERATURES

This chapter explains more detail about concept of reading, purpose of reading, kinds of reading, reading comprehension, the application of team games tournament technique in reading comprehension.

A. Reading

1. The General Overview of Reading

There are four skills in English language that known by common people such as speaking, listening, reading and writing. All of those skills are very important to be mastered. Absolutely, each skill has purpose and function in English. The term of reading may not strange in our life; everywhere we can get information from reading, even less in school every day we can not separate with these activities. Teacher always asks the student to read and understand the text. Rarely, most of them don not know what reading means.

According to Mikulecky (1989 : 5) reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

According to Nunan (2003:68) reading is a fluent process ofreaders combining information from a text and theirown background knowledge to build meaning. The goal of reading is comprehension.

From those definition, the writer can says that reading is some activities that involves a thinking to catch the information that given. An activity in reading shows the interaction between a thinking and text, not only the prior knowledge can help students to understand reading but also strategies the way they do are important too.

Reading is a mental process. Although the eyes are involved in sending information about print to the brain, the brain performs the real act of reading. The mental process we call "reading" has two parts: word recognition and comprehension Gough, Hoover, & Peterson (in Collin, 2005:13) they can share what they know to their friend. So, cooperative learning have a good feedback to improve the student's knowledge.

Reading is one of the skills of language learning. It is correlated with another skills, those are writing, speaking, and listening. Those skills must be learned all by English language learners. Reading skill helps the learners to improve other language skills. It can lead to develop comprehension, enrich vocabulary, etc.

According to Harmer (2007: 99) reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. Based on Grellet (1992:7) reading is a constant process of guessing, and what one brings to the next is

often more important than what one finds in it. In reading, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words.

Reading is a process whereby one looks and understands what has been written (Williams, 1996:2). It means that reading is a process of obtaining meaning from written text. Reading is what happens when people look at a text and assign meaning to the written symbols in that text.

According to Spratt et al. (2005:22) when people read, there are some activities involved in the brain such as understanding the text at the level of letters, words and sentence, understanding cohesion and coherence, understanding various kinds of text, relating the text to the knowledge of the world, making sense of the text and using appropriate sub skill. From this explanation, it is clear that reading is an active activity rather than a passive activity.

Reading is the way of easiest to get information. Besides that, the research also can conclude that the basic of reading one of communication that we use between a writer as a senders message and a reader as a receiver through written text or the reader catches the idea.

2. Purpose of Reading

Reading purpose.This concept has been used to refer to the reasons a person chooses to read.These have typically included recreation,

understanding life, understanding others, and understanding one's self (Thomas, 2001)

Another statement is from Tarigan (1990:90); he classifies the main purposes of the reading into three groups. The first, reading is to find out and gain some information from the reading passage. The seconds is to cover the content of the reading passage. The finally, it is to understand the main ideas of reading passage.

Grabe and Stoller (2002: 13-15) believe that purposes for reading can be classified into 7 concepts: reading to search for simple information, reading to skim quickly, reading to learn from the text, reading to integrate information, reading to write (or search for information needed for writing), reading to critique texts, and reading for general comprehension.

From the explanation, the researcher concludes that some objectives of reading are to get information of the text, to recognize the meaning of the words, and to get specific information from the text. Reading may help the students to enrich their vocabulary and then the finally reading can enlarge the student" s knowledge about everything in the world.

3. **Types of Reading**

According to Brown (2004:189-216) stated that there are 4 types of reading performance and various assessment task: *perceptive reading, selective reading, interactive reading and extensive reading.*

a. Perceptive Reading

In this type of reading performance, the process of reading focuses on buttom-up processing. Start from recognition of alphabetic symbols, capitalized and lowercase letters, punctuation, words and grapheme-phoneme correspondences. Kinds of assessment tasks on perceptive reading are such as Reading Aloud, Written Response, Multiple Choice, Picture-Cued Items. The overall assessment tasks will be explained one by one in this part:

1) Reading Aloud

In this assessment, the test takers get separate letters, words and short sentence, and they should read aloud one by one. This assessment commonly used in the classroom especially for basic level.

2) Written Response

In this assessment, the test taker's task is to reproduce the result of letters, word and short sentence that they read before in writing.

3) Multiple Choice

In this assessment, usually the test taker should choose one of three or four possible answer. The teacher can use new format such as true/false, circle the answer and matching.

4) Picture-Cued Items

In this assessment, the test taker shown a picture and they should circle part of the picture based on the instruction beside the picture.

b. Selective Reading

In this type of reading performance, the process of reading is combination between buttom up and top down processing. This assessment focuses on vocabulary and grammatical structure. Kinds of assessment tasks on selective reading are such as Multiple Choice, Matching Tasks, Editing Tasks, Picture Cued Tasks, Gap Filling Tasks. The overall assessment tasks will be explained one by one in this part:

1) Multiple Choice (for Form Focused Criteria)

In this assessment, the test taker should choose one of three or four possible answer. This task commonly used to test a reading knowledge of vocabulary and grammar.

2) Matching Tasks

In this assessment, the test taker's task is commonly to respond the answer correctly especially in vocabulary.

3) Editing Tasks

In this assessment, the test takers should choose the letter of the underlined word that is not correct. This task focused to test about grammatical structure.

4) Picture Cued Tasks

In the previous types explain about Picture Cued Tasks for perceptive is combination symbols and words. In this part, Picture Cued Tasks more complex because not only combination of picture and words, but try to describe the picture or diagram. So, the different aspect in the Picture 14 Tasks in perceptive and selective types is the complexity of the language.

5) Gap Filling Tasks

In this assessment, the test takers should write correct word or phrase. Gap Filling Tasks commonly called as Fill in the blank items.

c. Interactive Reading

In this type of reading performance, the process of reading is mostly top down processing. This type of reading focuses on Form-focused and Meaning-focused, but more emphasis on meaning comprehension. Kinds of assessment tasks on Interactive reading such as Cloze Tasks, Impromptu Reading Plus Comprehension Questions, Short Answer, Editing, Scanning, Ordering Tasks, Information Transfer. The overall assessment tasks will be explained one by one in this part:

1) Cloze Tasks

In this assessment, the test takers should fill in gaps in an incomplete sentence.

2) Impromptu Reading Plus Comprehension Question

In this assessment, the test takers should read the passage and answer some questions related the passage. The test takers choose one of three or four possible answer. This assessment commonly used to test reading comprehension. The ques usually ask about main idea, supporting ideas, vocabulary in context, unstated details and grammatical features.

3) Short Answer

In this assessment, the test takers should read the passage and answer some questions related the passage in a sentence or two sentences.

4) Editing

In the previous types explain about Editing tasks for selective is not correct words. In this part, editing tasks more complex because not only choose the letter of the underlined word that is not correct. The context in interactive type more complex than selective type such as modal auxiliaries, verb complements, noun clauses, adverb clauses, adjective clauses etc.

5) Scanning

In this assessment, the test takers should read a text and requiring rapid identification of relevant bits of information.

6) Ordering Tasks

In this assessment, the test takers should arrange the jumbled sentence of little story.

7) Information Transfer

In this assessment, the test takers should comprehend charts, maps, graphs, diagrams, etc. So, to comprehend information in this medium, the test takers must be able to comprehend specific conventions of the various types of graphics, comprehend labels, headings, numbers and symbols, comprehend the possible relationship among elements of the graphic and make inferences that are not presented overtly.

d. Extensive Reading

In this type of reading performance, the process of reading is top down processing. Kinds of assessment tasks on Extensive reading are such as Skimming Tasks, Summarizing and Responding, Note Taking and Outlining. The overall assessment tasks will be explained one by one in this part:

1) Skimming Tasks

In this assessment, the test takers skim a text and answers question such as main idea, author purpose, etc.

2) Summarizing and Responding

In this assessment, the test takers should write the summary of the text. The instruction usually asked the test takers to write summary one paragraph in length 100-150 words include main idea and supporting ideas.

3) Note Taking and Outlining.

In this assessment, the test takers should write key information include main idea and supporting details.

B. Text Type

According to Bannet *et al* (2013: 5) stated that there are 13 genres in English. Bennet arranges them from the simple to complex.

Complexity	Genre	Purpose
Simple	Procedure	To explain how to undertake a task
	Recount	To retell events in the past
	Information Report	To inform about a topic.
	Narrative	To tell a story in an entertaining way. Often such stories also aim to present specific values.
	Explanation	A sequential explanation explains how something occurs. A casual explanation explains how and why something occurs.
	Personal Response	To present a personal response *Continued*
	Review	To describe and evaluate a text (e.g. film, book, painting, webpage)
	Interpretation	To interpret what a text(s) is presenting, providing evidence from the text(s) to support the interpretation.
	Exposition(Analytical Argument)	To provide one line of reasoning. The author presents one interpretation of an issue and uses supporting material to try to convince others of their point of view.
	HortatoryExposition	To provide one point of view on an issue

	(argument urging the audience to act)	and to make the audience take action. Often these texts are very emotive. Some examples could include letters to the editor, speeches, articles and advertisements.
	Discussion	To present all arguments on a complex topic, as well as the supporting evidence for those arguments. The conclusion contains a recommendation based on the evidence for all sides that have been presented.
	Directed Investigation Reports	To undertake a mathematical investigation, analyze results and evaluate the outcomes.
Complex	Practical Report (e.g. write up of a practical experiment, field trip, investigation)	To explain how an experiment/practical was conducted, analyze the results and evaluate the outcomes.

Gerot and Wignell (1995:197-198) states that "the social function of hortatory exposition is to persuade the reader or listener that something should or should not be the case". From those definitions, we can conclude that a hortatory exposition text is a text to persuade the readers. It tells us about many arguments and in the end of the text, the writer gives the recommendation about the text.

C. Team Games Tournament (TGT)

1. Definition of TGT

TGT is one of techniques in cooperative learning method. O'Mahony (2006:1) states that Slavin has found TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem. TGT is kind of

cooperative learning. Teams Games Tournaments were originally developed by David DeVries and Keith Edwards at the University of Johns Hopkins as a cooperative learning method.

TGT teaching learning activity enable students to more interest to learn. Besides, it also can foster a responsible, collaboration, competition and learning engagement. In completing the group task, each member cooperates and assists each other in understanding the material. According to Sasmito, TGT was very easy to be implemented, because its implementation did not require support facilities should be available as special equipment. In addition TGT also involve all students in its activities to obtain the desired concept.

Many experts said that The Team Games Tournament is very simple to apply, fun and challenging. 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.

Team Games Tournament is one of the team learning strategies designed by Robert Slavin for review and mastery learning of material. Organizing the classroom into four or five member for each teams for all levels of achievement. Slavin has found TGT increased basic skills, students' achievement, positive interactions between students, acceptance of mainstreamed classmates and self-esteem.

The main idea behind TGT is to motivate students to encourage and help each other master skills presented by teacher. This technique was chosen because it is pledge to provide the opportunities for the students to be involved actively in teaching learning process. They had chances to discuss the difficulties of the vocabularies that they had faced with their group members which make the learning process successful. Therefore, the researcher decided to use this technique because the researcher was curious to find out whether this technique was "really" effective or not to teach reading hortatory text.

2. **Components of Teams Games Tournaments Procedures**

In Rusman's book, Slavin describes that there are some components of 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, student should have gathered with their own groups (Tukiran Taniredja : 2011).

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 mak the members can study together cooperatively, do the games together an prepare for the tournament. (Tukiran Taniredja : 2011).

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 (Robert E. Slavin : 2009).

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 tournamentt tables the highest three students in past performance to table 1, the next three to table 2, and so on. This is an 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 (Robert E. Slavin: 2009).

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 (Tukiran Taniredja : 2011).

Teams-Games-Tournament (Slavin, 1994) uses the same teacher presentations and teamwork as in STAD, but replaces the quizzes with weekly tournaments. In these, students compete with members of other teams to contribute points to their team score. Students compete at three-person tournament tables against others with a similar past record in mathematics. Table assignments rotate to keep the competition fair. The winner at each tournament table brings the same number of points to his or her team, regardless of which table it is; this means that low achievers (competing with other low achievers) and high achievers (competing with other high achievers) have equal opportunity for success. As in STAD, high performing teams earn certificates or other forms of team rewards. TGT is appropriate for the same types of objectives as STAD. Several studies of TGT have found positive effects on achievement in math, science, and language arts (Slavin, 1995).

3. Procedure of Team Game Tournament (TGT)

Shoimin (2014: 204-205) also used the model of TGT and make it specific, there are:

1. Group the students with each group consisting of three to five people.The member made the heterogeneous group includes the characteristics of

intelligence, beginning math skills, learning motivation, gender, or different ethnic backgrounds.

2. Learning activity begins with the presentation of teachers in explaining the lessons of exposure to the problem, providing data, giving example. Presented a goal is to introduce concepts andencourage student curiosity.

3. Understanding of concept was done by students are given group tasks. They may do these tasks simultaneously or alternately with each other to ask the others or discuss the issue in a group or whatever it takes to master the subject matter. The students not required to fill out an answer sheet but also to learn the concept. Members of the group were told that they were considered not finished studying the matter until all group members understands the subject matter.

4. Students play academic games in the tournament weekly and friend group should not help each other. The game is intended to identify individual level mastery students to a concept in a way that students are given problem can be solved by applying the concept of a previously owned.

5. The result of the next game as compared with the previous average and the points will be awarded based on the level of success students achieve to exceed previous performance. Points are then added together to form a group score.

6. After that the teacher gives awards to the best group performance or who have met certain criteria. The award here can be a gift, certificates, and others.

The model of TGT is aimed to motivate students to encourage and assist one another to master the skills that are presented by the teacher. If students wish to gain appreciation of their group, they must help a group of friends to learn the materials provided. They should encourage friends to do the best and declare a norm that learning is an important, valuable and fun.

4. **The Advantages and Disadvantages of using TGT**

Like other learning methods TGT also has advantages and disadvantages.

Advantages TGT include:

1. Involvement of students in the learning process

2. Students into the spirit of learning

3. The knowledge obtained by the students not only from teachers, but also through the construction by the students themselves.

4. Can foster a positive attitude in itself such as cooperation, tolerance and can accept the opinions of others.

Disadvantages TGT include:

1. For teaching beginners, this model fosters a lot of time.

2. Need adequate facilities and infrastructure as a matter of preparation tournament.

3. Students used to learn with their prizes.

4. Model of team game tornament (TGT) procedures

D. Hortatory Exposition Text

Hortatory Exposition is the one of the exposition text. Gerot and Wignell say that the social function of the hortatory exposition te xt is "to persuade the reader or listener that something should or should not be the case". In the Senior High School, this text is taught in the XI graders in the second semester.

Hortatory exposition has some generic structures and significancelexicogrammatical features. The generic structures of hortatory exposition text are:

(1) Thesis is the announcement of issue of concern.

(2) The arguments are the reasons for concern, leading to recommendations.

(3) The last is recommendation. It is the statement of what should or should not to happen.

The significant lexicogrammatical features of hortatory exposition are:

(1) The hortatory exposition focuses on generic human and non human participant, except for the speakers or the writers referring to them.

(2) The hortatory exposition uses mental process, material processes and relational processes. The use of mental processes is to state what the

writer thinks or feels about issue. For example: realize, feel, and appreciate. The material process is used to state what happens. For example: is polluting, drive, travel, spend, and should be treated. The last is the relational processes. It is used to state what is or should be. For example: does not seem to have been, and is.

(3) The hortatory exposition text uses simple present tense. Gerot and Wignell state that "Hortatory exposition differs from analytical exposition in that the latter argues that X is the case. Hortatory exposition argues that X ought or ought not to be or should or should not to be the case". T he hortatory exposition text has the recommendations and the analytical exposition text does not have recommendations.Based on the explanation, I can conclude that hortatory exposition text is a piece of text that persuades the readers to believe something. Hortatory exposition text also has recommendation.

E. Previous Study

There are may previous studies related to this research. The researcher decided to find 2 previous studies.Many previous studies that is relevant to this research. The writer has found the research done from annisa nurfatin adilla with the title "The Effectiveness Of Teams Games Tournament (TGT) Technique In Teaching Reading At The Tenth Grade Of SMAN 1 Wonosari In Academic Year 2015/2016". The result of her

research is the students 'Vocabulary Achievement can be improved by Team Game Tournament (TGT).

The second is from the   effectiveness   of   Teams Games Tournaments (TGT) strategy to teach students' reading comprehension on narrative text at tenth grade of MAN GubugGrobogan in the academic year of 2015/2016. The result of this research is effective.

This new research has some similarities and differences between previous studies. The similarity both of them is they are use same technique Team Game Tournament (TGT) in teaching English. While, the differences are they use Team Game Tournament (TGT) technique in different education level, school, research design. So, the writer will be conduct the present research with entitled "The Effectiveness Of Using Team Game Tournament On Reading Comprehension's Achievement At Second Grade Of SMAN 1 Tulungagung".