CHAPTER II
REVIEW OF RELATED LITERATURE

A. Previous Research

1. A thesis written by Umaro Hasan Izza (2010)*"Improving Students' Understanding on Simple Present Tense by Using Teams-Games-Tournaments (TGT)".* Bachelor Program of English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies Semarang. The results of this study showed that the implementation of TGT was successful. It can be seen from the result of students' average score from the pre-test was 55. 25, the first cycle was 61.50; the average of students' test result in the second cycle was 70. 25, the average of students' test result in the third cycle was 85. 50. So that, there is an improvement before and after students get the teaching by using TGT. [1]

The similarity of this research and the previous research is on learning strategy. While the differences between this research and the previous are on the focus research and research design. This research focused on descriptive text, but in the previous research focused on simple present tense.

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[1]Umaro Hasan Izza (063411015), Improving Students' Understanding on Simple Present Tense by Using Teams-Games-Tournaments (TGT) (A classroom action research with (8th A) grade students of SMP Islam Al-Khoiriyah Pemalang in the Academic Year of 2010/2011), 2010, (Semarang: English Department of Tarbiyah Faculty of Walisongo State Institute for Islamic Studies), p.vii.

The writer declares that there is something new on this research. In previous research, the researcher focused on simple present tense (focused on sentence patterns) whiles this research, researcher focused on descriptive text (focused on how to get information from the text) the discussion. Whereas in my thesis, the discussion focused on how to get information from the text.It can be concluded that Teams Games Tournament can be a learning model not only to teach simple present tense, but also descriptive text.

2. A thesis written by Suci Kumala Sari (2012), entitled "*The* Effectiveness *of Using Semantic Mapping Strategy in Teaching Reading Comprehension of Narrative Text"*.English Language and Literature Department Facultyof Languages and Arts Semarang State University. The thesis tells that the calculation revealed that the hypothesis about a significant difference on reading comprehension between students who are taught narrative text by using semantic mapping strategy and those who are taught by using quick reading method was accepted. Based on the research conducted, it was proved that the use of semantic mapping strategy is effective as a strategy to improve teaching reading achievement of narrative text to the eighth year students of SMPN 6 Semarang.[2]

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[2]Suci Kumala Sari (2201409008), The Effectiveness Of Using Semantic Mapping Strategy In Teaching Reading Comprehension Of Narrative Text (A Case Of The Eighth Grade Students Of Smp Negeri 6 Semarang In The Academic Year Of 2012/2013), 2012, (Semarang : UNNES, English Language and Literature Department Faculty Of Languages and Arts Semarang State University), p. vii.

The similarities of this research and previous research are on learning skill and research design. The learning skill in this research and the previous is reading. While the differences between this research and the previous research was on the focus research, and the strategy. This research focused on improving students' mastery in reading descriptive text using teams games tournament, but in the previous research focused on teaching reading comprehension of narrative textusing semantic mapping strategy.

The writer states that there is something new on this research.The previous research uses semantic mapping strategy in teaching reading, while this research uses teams games tournament to teach reading. It can be concluded that the researcher used a new strategy to teach reading.

B. Theoretical Framework

1. General Concept of Reading

   a. Definition of Reading

   Reading is an interactive, sociocognitive process, involving a text, a reader, and a social context within which the activity of reading takes place (Bernhardt in Celce-Murcia: 2001).[3]In reading, an individual arranges meaning through a transaction with written text. The

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[3]Marianne Celce –Murcia, *Teaching English as a Second or Foreign Language,* (London: Thomson Learning, 2001), 3rd*ed.*p.154.

transaction involves the readers interpret the text, and the interpretation is influenced the reader's experience, language background, and cultural framework, as the reader's purpose for reading.[4]

Reading is the process results from a negotiation of meaning between the text and its reader. Most texts are understood in different ways by different readers. The knowledge, expectations, and strategies that use by a reader are to uncover textual meaning in written text.

Reading is a skill to get a message from the text. Reading also as an ''interactive'' process between a reader and a text which leads to automaticity or (reading fluency). [5] In this process, the reader interacts dynamically with the text as he/she tries to gain the meaning and where various kinds of knowledge are being used: linguistic or systemic knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing). The reader uses knowledge to determine what that meaning is. Linguistic knowledge is to recognize the elements of the writing system.

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[4]Marianne Celce –Murcia, *Teaching English as a Second or Foreign Language,* (London: Thomson Learning, 2001), 3rd*ed.*p.154.

[5]Hesham Suleiman Alyousef, *"The Reading Matrix", (*Vol. V, No. 2, September /2005), p. 144.

Reading is a complex activity that involves both perception and thought.[6] Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.[7] Identify the words in a text or reader's ability to recognize words individually is a process called word recognition. Construct an understanding from them is a process called comprehension. Having a sufficient vocabulary or knowing the meanings of enough words is a part of comprehension. Readers who have strong comprehension are able to make conclusions about what they read.

Shen (2009: 89) argues that reading may serves as a stimulus that makes readers arousing feeling and generating ideas as response to the text read.[8] Readers can criticize an author's text based on their own knowledge or views.

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[6]http://www.e-osnova.ru/PDF/osnova_10_0_696 accessed on 14th of February 2016

[7]http://www.e-osnova.ru/PDF/osnova_10_0_696 accessed on 14th of February 2016

[8]LulutWidyaningrum, "*Mapping Readability of the Texts and Reading Abilities of the Users",* (Semarang: LP2M, 2010), p. 11.

Based on the definition of reading above, it can be concluded that reading is an activity that involves text and the reader to obtain information or a message that would be delivered by the author. To get the information, the readers must understand the content of the reading passage.

b. Definition of Reading Comprehention

Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound "pieces" in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

There are two elements that make up the process of reading comprehension: vocabulary knowledge and text comprehension. In order to understand a text the reader must be able to comprehend the vocabulary used in the piece of writing. If the individual words don't make the sense then the overall story will not either. Children can

draw on their prior knowledge of vocabulary, but they also need to continually be taught new words. The best vocabulary instruction occurs at the point of need. Parents and teachers should pre-teach new words that a child will encounter in a text or aid her in understanding unfamiliar words as she comes upon them in the writing. In addition to being able to understand each distinct word in a text, the child also has to be able to put them together to develop an overall conception of what it is trying to say. This is text comprehension. Text comprehension is much more complex and varied that vocabulary knowledge. Readers use many different text comprehension strategies to develop reading comprehension. These include monitoring for understanding, answering and generating questions, summarizing and being aware of and using a text's structure to aid comprehension.[9]

c. Ways of Reading

Grellet (1998: 4) mentions the main ways of reading, as follows:

1) Skimming: quickly running one's eyes over a text to get the gist for it. Quickly going through a text to find a particular piece of information.

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[9] http://www.k12reader.com, accessed on 20th of December 2016

2) Intensive reading: reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail.

3) Extensive reading: reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Extensive reading is the practice of reading large amounts of text for extended periods of time (Celce-Murcia: 2001).[10]

Those methods can be used according to the need of each individual. For example, to find the main idea in descriptive text or the other text, it can use skimming method, if the purpose is to master the material; it can use intensive reading method, and for pleasure can use the extensive reading method.

d. General Steps to Read

Skilful reading is an important part of becoming a skilful writer. Following are four steps that will make you a better reader both of the selections here in your reading at large.[11]

1) Concentrate as You Read

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[10] Marianne Celce –Murcia, *Teaching English as a Second or Foreign Language,* ... p.198.

[11] John Langan, *English Skills with Readings,* (New York: McGraw Hill,1988), p. 588.

To improve your concentration, there are some tips. First, read in a place where you can a quiet and alone. Next, sit in an upright position when you read. If your body is in a completely relax position, sprawled across a bed or nestled in an easy chair, your mind is also going to be completely relaxed. Finally, consider using your index finger (or a pen) as a pacer while you read.

2) Skim Material Before You Read

In skimming you spend about two minutes rapidly surveying a selection, looking for important points and skipping secondary material. The sequence when skimming:

a) Begin by reading the overview that precedes the selection.

b) Study the title of the selection for a few moments.

c) Form a basic question (or questions) out of the title.

d) Read the first two or three paragraphs and the last two or three paragraphs in the selection. Very often a writer's main idea, if it is directly stated, will appear in one of these paragraphs and will relate to the title.

e) Finally, look quickly at the rest of the selection for other clues to important points.

3) Read the selection straight through with a pen nearby

Don't slow down or turn back, just aim to understand as much as you can the first time through. Place a check or star beside answers to basic questions you formed from the title, and beside other ideas that seem important. Circle words you don't understand. Put question marks in the margin next to passages that are unclear and that you will want to reread.

4) Work with the material

Go back and reread passages that were not clear the first time through. Look up words that block your understanding of ideas and write their meanings in the margin.[12]

2. General Concept of Genre of Text

a. Genre of Text

Genre much deals with kinds of texts.[13] It has communicative purpose or social function, generic

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[12] John Langan, *English Skills with Readings,* ... p. 589.

[13]E-book: Rusmanhaji, *Simple Genre for Students of Junior High School*, (Bekasi: ESS, 2013), p. 1.

structure or text organization, and linguistic features. Texts consist of spoken or written words that have the purpose of conveying a message.

1) Recount

Recount has communicative purpose to retell events for the purpose of informing or entertaining. The generic structures are: Orientation, events, and re-orientation. Orientation provides the setting and introduces participants. Events tell what happened, in what sequence. Re-orientation is closure of events.

The linguistic features are using: past tense, focus on specific participants, focus on temporal sequence, nouns, pronouns, action verbs, past tense, conjunctions, time connectives, adverbs, and adjectives.[14]

2) Descriptive text

Descriptive text is type of genre that is describe something (place, person, or thing) that is purpose to give information about something by giving information clearly.[15]

3) News item

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[14]Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,* (Sydney: GerdStabler, 1994), p. 194.

[15] Alexander Mongot Jaya, *et.all., English Revolution, (*Jepara: MAWAS PRESS, 2008*), 3rd Ed. P. 9.*

The social function of news item is to inform readers, listeners or viewers about events of the day which are considered newsworthy or important. The generic structures are: newsworthy event(s), background events, and sources. A newsworthy event is recount the event in summary form. Background events elaborate what happened, to whom, in what circumstances. Sources are comments by participants in, witnesses to and authorities' expert on the event.

The linguistic features are using: short informationcontained in theheadline, action verbs, saying verbs, and adverbials.[16]

4) Procedure

Procedure has a social function to describe how something is accomplished through a sequence of actions or steps. The generic structures are: goal, materials, and steps.

The linguistic features are using: imperativesentence patterns, action verbs, connectives, and adverbials.[17]

5) Narrative

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[16] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar, ...* p. 200.

[17] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar, ...* p. 206

Narrative has a social function to amuse, entertain, and to deal with actual or vicarious experience in different ways.The generic structures are: orientation, complication, resolution, and re-orientation.

The linguistic features are using:nouns, adjectives, time connectives, conjunctions, adverbs, adverbial phrases, action verbs, saying verbs.[18]

6) Report

Report has a social function to describe the way things are, with reference to a range of natural, man-made, and social phenomena in our environment. The generic structures are: general classification, and description.

The linguistic features are using: relational processes, focus on generic participants, simple present tense, and no temporal sequences.[19]

7) Analytical *exposition*

The communicative purpose of analytical exposition is to persuade the reader or listener that something is the case. The generic structures are: thesis, arguments, and reiteration.

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[18] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,* ... p. 204.

[19] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,* ... p. 196.

The linguistic features are using: simple present tense, relational processes, internal conjunction, and focus on generic human and non-human participants.[20]

3. General Concept of Descriptive Text

Descriptive is writing technique which aims to make the reader as though in some place that is portrayed through writing, come to feel, seeing and hearing an event that is on descriptive writing. [21] writing descriptive is more interesting than other writing, because you can describe the place, character or the other you describe and the reader as though can feeling, seeing and hearing when the reader is read the descriptive writing. The purpose of descriptive writing is to describe someone, place or thing that details to the reader in form writing as though the reader can be feel, seeing and hearing through in writing.

a. Descriptive text

Descriptive text is type of genre that is describe something (place, person, or thing) that is purpose to give

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[20] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar, ...* p. 198.

[21] Kusdianto Kusuma Rahman**, "***Definition and Characteristic of Writing Descriptive Text" http://www.idwrite.com/2015/04/definition-and-characteristic-of.html,* accessed October 20th 2016

information about something by giving information clearly.[22]

According to Gerot and Wignell, descriptive text is a kind of text which is aimed to describe a particular person, place or thing.

Generic structure of Descriptive text

1) Identification

Identifies phenomenon to be describes.

2) Description

It includes: describes parts, qualities, and characteristics of the object. [23]

Language feature of descriptive text

a) Focus on specific participant or noun (e. g. Classroom, door, table, window, etc.)

b) Use of attributive and identifying process. They are used to describe the characteristic of the topic and the parts. The characteristic can be the size, colour, or the quality. (e g. Big, blue, clean, etc.)

c) Noun phrase. They are combination of adjectives and nouns. (e.g. a big and clean classroom, two brown doors)

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[22] Alexander Mongot Jaya, *et.all., English Revolution, (*Jepara: MAWAS PRESS, 2008*), 3rd Ed. P.* 9.

[23] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar,* ... p. 208.

d) Verbs. The verbs usually used in a description are "have" (have, has) and "to be" (am, is, are).

e) The tense is simple present tense.[24]

<div align="center">My Classroom</div>

Identification ⟶ I want to tell you about my classroom.

Description(s) ⟶ My classroom is next to the school library. It is a big and clean classroom. It has two white doors and six brown windows. The walls are green and there are some pictures on them. There are twenty tables and forty chairs.

4. General Concept of Cooperative Learning Model

Cooperative learning refers to a model of learning where students work together in small groups and help each other in learning.[25]

a. Definition of cooperative learning model

Roger, and his friends (1992) define that cooperative learning is group learning activity

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[24]Mukarto, et.all., *English On SKY 1 for Junior High School Students Year VII*, (Jakarta: Erlangga, 2007), p. 140-141.

[25] Miftahul Huda, *Cooperative Learning: Metode, Teknik, Struktur dan Model Terapan*, (Yogyakarta: Pustaka Pelajar, 2011), p. 32.

organized in such a way that learning is based on the socially structure change for information between learners ingroup in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.[26]

Parker (1994) defines small cooperative groups as a learning atmosphere which students interact in small groups to work on academic work towards a common goal. Meanwhile Davidson (1995) defines cooperative learning terminologically. According to him, the cooperative learning is a concept that actually has been around a long time ago in everyday life. This concept is known to be very important for improving the performance of groups, organizations, and human societies.

The learning model is a series of group learning activities conducted by students in certain groups to achieve learning objectives have been formulated. There are four important elements in the learning cooperative model; they are (1) the participants in the group; (2) the rules of the group; (3) their efforts to learn; (4) the goals that should be achieved.[27]

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[26]Miftahul Huda, *Cooperative Learning: Metode, Teknik, Struktur dan Model Terapan,* (Yogyakarta: Pustaka Pelajar, 2011), p. 29.

[27]Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatif dan Berkarakter,* (Bogor: Ghalia Indonesia, 2014), p. 63.

Participants are students who do the learning process in each study group. Grouping students can be determined by a number of approaches, including grouping based on students' interests and talents, grouping based on the background of ability, grouping based on the mixture, both mix in terms of interests and abilities. Whatever approach is used, learning objectives should be the primary consideration.

Rules of the group are everything is agreed by all participants involved, both students as learners and students as members of the group, timeandplace of execution, etc.[28]

b. Kind of Cooperative Learning Model

1. Learning Together and Alone

This learning model was developed by Johnson and Johnson (1960).[29]

2. Teams Games Tournament

This learning model was developed by David De Vries and Keath Edward (1995).[30]

3. Group Investigation

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[28]Jumanta Hamdayama, *Model dan Metode Pembelajaran Kreatifdan Berkarakter, ...* p. 63.

[29]Warsono and Hariyanto, *Pembelajaran Aktif,* (Bandung: PT. Remaja Rosdakarya, 2012), p. 176.

[30]Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif,* (Jakarta: Kencana Prenada Media Group, 2009), p. 83

This learning model was developed by Sharan and Sharan (1970).[31]

4. Constructive Controversion

This learning model was developed by Johnson and Johnson (1970).[32]

5. Jigsaw

This learning model was developed by Aronson (1970).[33]

6. Student Teams Achievement Division

This learning model was developed by Slavin and his friends (1970).[34]

7. Complex Instruction

This learning model was developed by Cohen (1980).[35]

8. Team Accelerated Instruction

This learning model was developed by Slavin and his friends (1980).[36]

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[31]Warsono and Hariyanto, *Pembelajaran Aktif,* (Bandung: PT. Remaja Rosdakarya, 2012), p. 176.

[32]Warsono and Hariyanto, *Pembelajaran Aktif,* (Bandung: PT. Remaja Rosdakarya, 2012), p. 176.

[33]Warsono and Hariyanto, *Pembelajaran Aktif,* (Bandung: PT. Remaja Rosdakarya, 2012), p. 176.

[34]Warsono and Hariyanto, *Pembelajaran Aktif,* (Bandung: PT. Remaja Rosdakarya, 2012), p. 176.

[35]Warsono and Hariyanto, *Pembelajaran Aktif,* (Bandung: PT. Remaja Rosdakarya, 2012), p. 176.

9. Cooperative Learning Structures

This learning model was developed by Kagan (1980).[37]

10. Cooperative Integrated Reading and Composition

This learning model was developed by Stevens, Slavin, and their friends (1980).[38]

c. The Purpose of Cooperative Learning Model

Cooperative learning model is a learning model that enables teachers can encourage students to achieve the learning objectives in the form of academic objectives, acceptance of diversity, or as a media to develop social skills.

1) Academic Purposes

Many studies have shown that cooperative learning model is very effective for achieving academic learning goals.

Through cooperative learning students can be facilitated to understand difficult concepts and practice critical thinking.

2) The diversity acceptance

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[36]Warsono and Hariyanto, *Pembelajaran Aktif,* (Bandung: PT. Remaja Rosdakarya, 2012), p. 176.

[37]Warsono and Hariyanto, *Pembelajaran Aktif,* (Bandung: PT. Remaja Rosdakarya, 2012), p. 176.

[38]Warsono and Hariyanto, *Pembelajaran Aktif,* (Bandung: PT. Remaja Rosdakarya, 2012), p. 176.

Cooperative learning model require students to always be in a condition mutually depend on each other among the members of the group consisting of a variety of characters such as the level of intelligence of students, gender, race(tribe), culture, economic status, etc. This allows each student to learn to accept the existing diversity of each member of the group.

3) Developing of Social Skills

There are a lot of social skills that can be trained to be mastered by students through cooperative learning model, for example: sharing the task with the whole group (teamwork), actively ask, active listening, respect the opinions of others, stimulate their friend to ask or answer questions, helping a friend, etc.[39]

d. The benefits of cooperative learning

Sadker and Sadker (1997) mention some of the benefits of cooperative learning. According to them, in addition to improve students' cognitive skills and effective, cooperative learning also provides substantial benefits such as follows.[40]

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[39]Suhadi, *Karakteristik dan Tujuan Model Pembelajaran Kooperatif*, (e-book:Alifa Alternative Media, 2010)
[40]Miftahul Huda, *Cooperative Learning, ...* p. 66

1) Students who taught by cooperative structures will get higher learning results.

2) Students who participate in cooperative learning will have a higher self-esteem and greater motivation to learn.

3) With cooperative learning, students become more concerned about this friends, and among them will be formed a positive sense of dependency on their learning process later.

4) Cooperative learning increases students' sense of acceptance of his friends who are from different racial and ethnic backgrounds.

5. Teams Games Tournament as a cooperative learning model

Teams games tournament is one of cooperative learning model. This learning model was developed by David De Vries and Keath Edward (1995).[41] TGT can be used in a variety of subjects, from the exact, social sciences and language from the basic education (elementary / junior high school) to university. In TGT, students learn the material in the classroom. Students are placed in groups with different capabilities. Each member is assigned to study the

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[41]Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif,* (Jakarta: Kencana Prenada Media Group, 2009), p. 83

material with the members, and then they are tested individually.

The Procedure of Teams Games Tournament

a. Preparing the class

At the beginning the teacher delivers learning materials in the classroom presentation, usually done by direct teaching or by lectures, discussions led by teachers. At the time of presentation of this class, students should really pay attention and understand the material presented by the teachers. It helps students perform better at work in their group and during the game because the game score will determine the score of the group.

b. Group

The group usually consists of 4 to 5 students which members are heterogeneous of academic achievement. The function of the group is to further explore the material with friends and more specific to prepare group members in order to work properly and optimally during the game.

c. Game

Game consists of questions which are designed to test students' knowledge gained of classroom presentation and study groups. Most of the game consists of simple questions numbered. Students

choose a numbered card and try to answer the questions according to the number. Students who correctly answer that question will get a score. These scores will be collected students to the tournament.

d. Tournament

The tournament is conducted on each unit after the teacher does class presentations and the group is already working on a worksheet. The three highest student achievements grouped in table I, three more students on table II and so on.

e. Recognize Team

Teachers then announce the winning group; each team will receive a gift when the average score meets the specified criteria.[42]

Reading is an activity that involves text and reader to obtain information or a message that would be delivered by the author. There are some Ways of Reading: skimming, intensive reading, and extensive reading.

Genre much deals with kinds of texts. It has communicative purpose or social function, generic structure or text organization, and linguistic features. Texts consist of spoken or written words that have the purpose of conveying a message.

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[42]Hasan Fauzi Maufur, *SejutaJuru Mengajar Mengasyikkan,* (Semarang: PT. Sindur Press, 2009), p. 158-160.

Descriptive text is a kind of text which is aimed to describe a particular person, place or thing. Generic structures of descriptive text are: identification and description. Language feature of descriptive text are: focus on specific participant or noun, use of attributive and identifying process, noun phrase, verbs, and the tense is simple present tense.

Cooperative learning is group learning activity organized in such a way that learning is based on the socially structure change for information between learners ingroup in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. There are a lot of social skills that can be trained to be mastered by students through cooperative learning model, for example: sharing the task with the whole group (teamwork), actively ask, active listening, respect the opinions of others, stimulate their friend to ask or answer questions, helping a friend, etc.

C. Hypothesis

The hypothesis is the assumption that possibly true or possibly also wrong. It is the provisional answer to the problems of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by

researcher that should be tested and proved.[43] Because the hypothesis is the provisional answer, it is carrying out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received.

Hypothesis of this study is using Teams Games Tournament is effective learning model to teach reading of descriptive text.

[43]Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), 13th Ed., p. 116.