

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Research

In this research, the writer summarizes the relevant previous researches to prove the originality of the research. The first research has been conducted by Farida Arroyani (063411003). The thesis entitled “*The Effectiveness of Teaching Using Comic Strips to Facilitate Students’ Reading Comprehension Skill on Narrative Text (an experimental research in with the eight grade of SMP N 2 Tanggunharjo Grobogan in the academic year of 2010/2011)*.” The result of the study showed that using comic strips can improve the students’ reading comprehension skill on narrative text, and there were significant improvement of students’ achievement in experimental group.<sup>1</sup> There are similarities between her research and the writer’s research. The similarities are in teaching skill, genre of the text, and method of research. The differences between her research and the writer’s research are participants, grade of students, and the teaching technique/method. Her research used comic strips as a

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<sup>1</sup> Farida Arroyani(063411003), *The Effectiveness of teaching Using Comic Strips to Facilitate Students’ Reading Comprehension Skill on Narrative Text(an experimental research in with the eight grade of SMP N 2 Tanggunharjo Grobogan in the academic year of 2010/2011)*, thesis, (Semarang: UIN Walisongo, 2011).

teaching technique of the research while the writer's research used TGT as a teaching strategy of the research.

The second has been conducted by Ummaro Hasan Izza (063411015). The thesis entitled "*Improving Students' Understanding on Simple Present Tense by Using Teams Games Tournaments (TGT) (A classroom action research with eight A grade students of SMP Islam Al Khoiriyah Pemalang in academic year of 2010/2011).*" The result of the study showed that using TGT could increase the students' understanding on simple present tense.<sup>2</sup> The similarity between his research and the writer's research is teaching strategy, both of the research used TGT. The difference between his research and the writer's research is the method of the research. His research used classroom action research and the writer's research used experimental research. And then his research focused on simple present tense while the writer's research focused on narrative text. And the other differences are participants, and grade of the research.

The third thesis is "*The Effectiveness of Using Team Word-Webbing to Increase Students' Reading Comprehension in News Item Text (An experimental research at tenth grade of*

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<sup>2</sup> Ummaro Hasan Izza (063411015), *Improving Students' Understanding on Simple Present Tense by Using Teams Games Tournaments (TGT) (A classroom action research with eight A grade students of SMP Islam Al Khoiriyah Pemalang in academic year of 2010/2011)*, thesis, (Semarang: UIN Walisongo, 2010).

*MA Darul Amanah Sukorejo Kendal in academic year of 2010/2011*) by Muhammad Mufti Haris (073411029). He concluded that using team word webbing to increase students' reading comprehension in news item text is more effective than using of non team word webbing.<sup>3</sup> The similarities are in teaching skill and method of the research. And the differences are in teaching strategy and genre of text. His research used team word webbing as a method of the research and the writer's research used TGT as a strategy. In the genre of the text, he used news item text for his research while the writer's research used narrative text for her research.

## **B. Theoretical Review**

### **1. General Concept of Reading**

#### **a. Definition of Reading**

Reading is one the skill which should be mastered by people. Reading receives a special focus. It is useful skill for people. This skill is more important than speaking and writing. It is also an important tool for academic success. By reading we can expands knowledge of a language. According to

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<sup>3</sup> Muhammad Mufti Haris(073411029), *The Effectiveness of Using Team Word-Webbing toIncrease Students' Reading Comprehension in News Item*(An experimental research at tenth grade of MA Darul Amanah Sukorejo Kendal in academic year of 2010/2011), thesis, (Semarang: UIN Walisongo, 2011).

Jack Richards reading is perceiving a written text in order to understand its contents.<sup>4</sup>

Reading does not mean that only understands the words or grammar. It is not just translating. Reading is thinking, in order to read well in English, you must think in English. Good reading keeps students regular in reading which provide him both pleasure and profit.

W.S. Gray notes “reading is form of experience. Reading brings us in contact with the mind of great authors, with the written account of their experiences. Their recorded lines and the advancement made by them in various fields.”<sup>5</sup>

Based on the definition above, the researcher can conclude that reading is the important skill in teaching learning. It is an easy activity to do but has many benefits for us and provides knowledge. By reading it can be a key to achieve the goal of teaching learning especially in English language learning.

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<sup>4</sup> Jack Richards, John Platt, and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (England: Longman Group UK Limited, 1990), p.238

<sup>5</sup> M.F. Patel and Praveen M. Jain, *English Language Teaching Method, Tools & Techniques*, (Jaipur: Sunrise Publisher & Distributors, 2008), p. 114

## **b. Types of Reading**

Generally reading divides into two types, there are intensive, and extensive reading. Every type has different definition and characteristics. The definition of each type is defined as follows:

### 1) Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of intensive reading is to carry out to get specific information and to acquire knowledge.

Intensive reading has several characteristic. The characteristics of intensive reading are stated below:

- a) This reading helps learner to develop vocabulary
- b) Teacher play main role in this reading
- c) Linguistics items are developed
- d) Intensive reading is reading aloud

e) In intensive reading speech habit are emphasized and accent, stress, intonation, and rhythm can be corrected.<sup>6</sup>

According to explanations above, we can conclude that intensive reading is reading a text, study it line by line, and refer at very moment to the dictionary about the grammar of the text itself. It is reading shorter texts that extract specific information. This is more accuracy activity involving reading for detail.

## 2) Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

The characteristics of extensive reading are:

- a) It helps learner to develop vocabulary
- b) Extensive reading is silent reading

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<sup>6</sup> M.F. Patel and Praveen M. Jain, *English Language Teaching Method, Tools & Techniques*,..., p. 117-119

- c) In the extensive reading the learners play main role
- d) In extensive reading the idea can be developed
- e) Through extensive reading the good reading habit can be developed<sup>7</sup>

From explanations above, the researcher concludes that extensive reading is reading longer texts for pleasure reading. The aims of extensive reading are to build reader confidence and enjoyment. This is fluency activity that mainly involving global understanding. It is always done for the comprehension of the main ideas, not the specific details.

### **c. Purpose of Reading**

Reading can not separated from our activity. People reading text definites have purpose of reading. Readers not only looking at the printed page and deciphering marks. The readers is presummably thinking what they are reading, how useful, unless, entertaining, boring text is. They may find some difficulties and ways of overcoming those or continuing the pleasure. Many different things can be

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<sup>7</sup> M.F. Patel and Praveen M. Jain, *English Langage Teaching Method, Tools & Techniques*),..., p. 119-120

going on when a reader reads with a different purpose of reading. There are two broad categories of purpose reading, they are:

- 1) Instrumental: a large amount of reading takes place because it will help us to achieve some clear aim. The example, we read the instructions on a ticket machine because we need to know how to operate it. In other words, we read because we have some kind of utilitarian or instrumental purpose in mind.
- 2) Pleasurable: another kind of reading takes place largely for pleasure. Thus people read magazines or spend hours buried in the Sunday paper. It means that reading is just fills the time and driving out bored but by using the usefull activity.<sup>8</sup>

From the explanation above, the writer concludes that every reader has the purpose of reading. The readers can get information or just reading for pleasure. But at least by reading they increase their knowledge that they do not know before.

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<sup>8</sup> Jeremy Harmer, *The Practice of English Language Teaching 3<sup>rd</sup> Ed*, (Harlow: Pearson Education Ltd, 2001), p. 200

#### d. Reading Comprehension

Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions. Reading needs comprehension. Reading comprehension is the process of understanding the message that the author is trying to convey. Very simply, it making meaning from the text at hand.<sup>9</sup> It means extracting the required information from it as efficiently as possible. Reading comprehension should not be separated from other skills. There are few cases in real life when we do not talk or write about what we have read or what we do not relate what we have read to something we might have heard.<sup>10</sup> This skill involves higher order thinking skills and much more complex than merely decoding specific words.

From explanations above, the researcher concludes that reading comprehension can not be separated from reading. It means that comprehension is understand meaning of the text. The level

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<sup>9</sup> McGraw Hill, *Teaching Reading: A Balanced Approach For Today's Classrooms*, (New York: McGraw Hill Companies, inc., 2004), p. 321

<sup>10</sup> Francois Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise*, (New York: Cabridge University Press, 2001), p. 8

comprehension every person is different one to another according to the level of intelligence, reading habits, knowledge or the way how to read. All of them depend on the personality of every individu.

## **2. General Concept of Text**

### **a. Definition of Text**

Text is usually we meet all the time. Text is main printed part of book or magazine, any form of written material: a computer that can process, written form of speech, play, article, etc.<sup>11</sup> Given the texts are entirely intermeshed with the social context in which they are produced, all aspects of total context have their effect on the language of the a text.<sup>12</sup>

Another definition “Text is a piece of spoken or written language. A text may be considered from the point of view of its structure or its function. A full understanding of a text is often impossible without reference to the context in which it occurs.”<sup>13</sup> To the

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<sup>11</sup>AS Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1948), p.446

<sup>12</sup> Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignments)*, (Semarang: IKIP PGRI Semarang, 2010), p.6

<sup>13</sup> Jack Richards, John Platt, and Heidi Weber, *Longman Dictionary of Applied Linguistics*, (England: Longman Group Ltd, 1990), p. 292

student almost face a text in a lesson book that they learned everyday. On the other hand, the content of the text can attract the attention the reader to read the text.

According to Entika Fani Prastikawati, she defines text as a unit of meaning which is coherent and appropriate for its context.

Based on definition above, the researcher concludes that a text is any written form or article we often read. The content influences the reader, as many the reader who read as good the content of the text. And the differences from one text to another is the structure and the function of the text. So, the text is our necessary in our daily life to increase our knowledge.

#### **b. Kinds of Genre**

Texts are determined by genre. The French word “genre” means text type or kind of text. Genre is a term of grouping text together, representing how written typically use language to respond to recurring situation.<sup>14</sup> Genre can be recognized from three rhetorical structures. They are social function, schemmatic structure, and language features. There are two different kinds of genres: they are story

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<sup>14</sup> Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignments)*,..., p.7

genres and factual genres. The classification of the genres as below:

Story Genres	Factual Genres
<ol style="list-style-type: none"> <li>1. Narrative Text</li> <li>2. News Story</li> <li>3. Anecdote</li> <li>4. Recount Text</li> <li>5. Spoof</li> </ol>	<ol style="list-style-type: none"> <li>1. Procedure Text</li> <li>2. Explanation Text</li> <li>3. Report Text</li> <li>4. Exposition Text</li> <li>5. Discussion Text</li> <li>6. Description Text</li> <li>7. Review Text</li> <li>8. News Item</li> </ol>

### 3. Concept of Narrative Text

#### a. Definition of Narrative Text

Narrative text is a telling story. According to Longman dictionary, narrative text is the written or oral account a real or fictional story.<sup>15</sup> Narrative text has problematic event which be one of the dominant characteristics of the narrative text. It makes narrative text more interesting than the other kinds of text.<sup>16</sup> Narrative text is dominantly constructed in past tenses. It is logic because the story happened in the past time.

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<sup>15</sup> Jack C. Richards and Richard Schmidt, Longman Dictionary of Language Teaching & Applied Linguistics 3<sup>rd</sup> Ed, (UK: Pearson Education Limited, 2002), P. 349

<sup>16</sup> Suhanto Kastaredja, Kristiawan and Eka Purnama, *The Bridge English Competence 3*, (Surabaya: PT. Ghalia Indonesia, 2007), p. 3

To be interesting, a good story must have interesting content. As we know that narrative text is easy to be understood and the story can attract the reader to read it. The readers often feel satisfied with the content of story after reading the text , and they find good lessons for their life. So, narative text always has moral values in the content of the story.

**b. The Social Function of Narrative Text**

The social function of narrative text is to amuse, to entertain, and to deal with actual or various experience in different ways. Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds resolution.<sup>17</sup>

**c. The Generic Structures of Narrative Text**

The generic structures of narrative text are:

1) Orientation

It introduces the participants and informing the time and place.

2) Complication

It describes the rising crises which the participants have to do with.

3) Resolution

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<sup>17</sup> Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignments)*,..., p. 15

It shows the way of participants to solve the crises, for better or worse.<sup>18</sup>

#### **d. Language Features of Narrative Text**

The language features of narrative text are:

- 1) Focus on specific and usually individually participants
- 2) Use of material (action) processes
- 3) Use of relational and mental processes
- 4) Use of temporal conjunctions and temporal circumstances
- 5) Use of past tense (V<sub>2</sub>)
- 6) Telegraphic information about story summarized in one sentence headline.<sup>19</sup>

### **4. General Concept of Method**

#### **a. Definition of Cooperative Learning Method**

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is

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<sup>18</sup> Tri Indriyarti, *English Alive (Senior High School)*, (Surabaya: PT. Ghalia Indonesia, 2010), p.46

<sup>19</sup> Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignments)*,..., p. 15-16

motivated to increase the learning of others.<sup>20</sup> Cooperative learning is a small group of learners working together as a team to solve a problem, complete a task, or accomplish a common goal.<sup>21</sup>

Cooperative learning can be characterized by the following features: 1) students work in teams to master learning goals, 2) teams are made up of high, average, and low achieving students, 3) whenever possible, teams include a racial, cultural, and gender mix, 4) reward systems are oriented to the group as well as the individual.<sup>22</sup>

From definition above, the researcher concludes that cooperative learning is small team working. It is cooperative learning method which was developed to achieve at least three important instructional goals, they are: academic achievement, tolerance, and acceptance of diversity, and social skill development.

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<sup>20</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching 3<sup>rd</sup> Ed*, (Cambridge: Cambridge University Press, 2014), p. 244

<sup>21</sup> Miftahul Huda, *Cooperative Learning (Metode, Teknik, Struktur, and Model Penerapan)*, (Yogyakarta: Pustaka Pelajar, 2012), p.32

<sup>22</sup> Richard I. Arends, *Learning to Teach*, (New York: McGraw hill Companis Inc, 2007), p. 345

## **b. The Advantages and Disadvantages of Cooperative Learning Method**

There are advantages of cooperative learning method, they are:

- 1) The students are not too dependent upon the teacher, they can increase themselves confidence, study to find out the information from many sources, and learn with other students.
- 2) Help the students to be more responsible in the study, respect each other, and be aware of the limitation of themselves.
- 3) Increase the academic achievement and social skill, such as developing the interpersonal relationship, the time management, and the positive attitude to their school.
- 4) Developing the skill to examine the ideas and the comprehension of the students and get feedback. So, the students can solve the problems without afraid to make a mistake, because the decision which is made is the team responsibility.<sup>23</sup>

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<sup>23</sup> Hamruni, *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan*, (Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijogo, 2009), p. 170-171

Disadvantages of cooperative learning method are:

- 1) Depending on individual's motivation and interest on the material that would determine how well they would learn
- 2) This method shows that in groups of mixed ability, low achieving students become passive, and do not focus on the task.
- 3) The assessment depends on the result study of teamwork.<sup>24</sup>

From the definition above, the writer concludes that cooperative learning has some advantages and disadvantages for the students and the teacher. This method drills the students study with pleasure, develop the social skill. But all of them are depending on every individu, how they face and solve the problems, students' interest influence the learning activity. So, the teacher have to guide the students to do the activity and the students are demanded to think.

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<sup>24</sup> Hamruni, *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan*, (Yogyakarta: Fakultas Tarbiyah UIN Sunan Kalijogo, 2009), p.171

## 5. The Concept of Teams Games Tournaments

### a. Definition of Teams Games Tournaments

Teams Games Tournaments is one of cooperative learning method with small groups in the class that consist of five or six heterogeneous students in the academic achievement, gender, ethnic, and race.<sup>25</sup> In the tournament session, the representative of each group or team will compete with homogeneous students. To classified the homogeneous students, the teacher look the past academic performance. The important thing is that students help each other to be successful. TGT gives ideas that students have to make good cooperation in learning and responsibility to their friends in one group with as good as in the result of learning.

The writer concludes that Teams Games Tournaments make all of students who have high and low ability to be active and have important role in their teamworks. The heterogeneous team motivates the students to help each other how to study and understand the material, the students who have high ability can share and give information to the students

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<sup>25</sup> Rusman, *Model-Model Pembelajaran: Mengembangkan Professionalisme Guru 1<sup>st</sup> Ed.*, (Jakarta: PT. Raja Grafindo Persada, 2010), p. 24

who have low ability, so, they can study from their teamworks. So, All of member of each team will compete to get the high score and be the best team in the tournament.

#### **b. The Procedural Steps of Teams Games Tournaments**

TGT consists of five major components: class presentation, teams, games, tournaments, and team recognition.<sup>26</sup>

##### 1) Class presentation

The first presentation is material. Students have to pay attention during class presentation because it can help them to do quiz well and their score of quiz determine the team scores.

##### 2) Teams

Teacher forms a group consisting of four or five students with heterogeneous academic achievement, sex, race or ethnic and each team should discuss the given materials from the teacher's presentation. Here, they have to do discuss problems together and share their insights related to the topic. Every team emphasise is placed on team members doing their best for the

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<sup>26</sup>Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, (Massachusetts: Simon&Schuster Company, 1995), p.71

team, and on the team doing its best to help its members.

### 3) Games

Games contain the relevant questions to the material discussed in team to test their individual understanding. Games are played at table of three or four students who become the representatives from the different teams. Most of games are simply numbered questions with the questions on it. A student picks a numbered card and attempts to answer the question corresponding to the number. A challenge rule permits players to challenge one's another answer.<sup>27</sup> The rules can be seen as follow: a) 1st student (reader) picks a numbered card and finds the corresponding question on the game sheet, read question out loud, and tries to answer. b) 2nd student challenges if he or she wants to (and gives a different answer), or passes. c) 3rd student 1 challenger passes if he or she wants to, when all have challenged or passed, 2nd challenger checks the answer sheet. Student who answers correctly, can keeps the card. If the reader is wrong, there is

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<sup>27</sup> Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, ... , p.84

no penalty, but if either challenger is wrong, he/she must put a previously won card, if any, back in the deck.<sup>28</sup>

#### 4) Tournaments

A tournament is the structure where the games take place. It is conducted after the teacher gave presentation, and the teams have discuss and share the ideas about the material. The students are assigned to tournament tables in which the tournaments are composed of homogenous students. The high achievement score will compete with student who have high score in the same table, and the low score will compete with the students who have low score too and in the same table too.

#### 5) Teams Recognition

The teams will receive the reward if the total score of team has fulfilled the certain criterion. Team score will be calculated based on the score gained by each member in tournament.<sup>29</sup>

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<sup>28</sup> Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, ..., p.88-89

<sup>29</sup> Robert E. Slavin, *Cooperative Learning: Theory, Research, and Practice*, ..., p.73

It can be concluded that TGT can be used almost in all over the level grade of school. In this method, there is a game and tournament that attract students' motivations in English learning. It can challenge the students to be more active, get best score and to be best teamwork. It presents opportunities for students of varying backgrounds and conditions to work independently on common tasks, and through the use of cooperative reward structures to learn to appreciate each other. So, TGT can be the cooperative learning method that can improve the reading comprehension achievement in English learning.

### **C. Hypothesis**

Hypothesis is a temporary answer of problems in research until proved from the data which collected. So, hypothesis can define a weak truth statement towards problems on research and need to prove the truth after collecting data<sup>30</sup>. The hypothesis of this research is: Teams Games Tournaments (TGT) strategy is effective to teach students' reading comprehension on narrative text.

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<sup>30</sup>Suharsimi Arikunto, *Prosedure Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT. Rineka Cipta, 2010), p. 71