

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Reading

1. The Definition of Reading

Several experts have proposed definitions of reading. Reading, according to Leu and Kinzer (1987: 9), is a developmental, interactive, and global activity that involves learnt skills. Nonlinguistic internal and external variables or elements are particularly incorporated into the process and can influence it both favorably and negatively.

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. According to Woolley (2011) that reading comprehension is the process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences.

Furthermore, Tarigan (2008: 7) as well defines reading as a process carried out and used by a reader to acquire a message that is conveyed by a writer through words and can be seen and known by the reader. In a nutshell, reading is the activity of deriving meaning from printed words or symbols, as well as how this capacity is applied to recognize, understand, and interpret in words. Reading is the process of looking at and comprehending what has been written (Williams, 1996: 2). Because reading is the most convenient way to obtain information. All of the definitions above imply that a general knowledge of reading can be

obtained as an active process of meaning acquisition. This is accomplished by knowledge and is influenced by nonlinguistic internal and external circumstances. Aside from that, the researcher can conclude that the fundamental of reading is one of the modes of communication that we use between a writer as a sender of message and a reader as a receiver via written text or the reader catches the idea of the writer and reading generally serves as a source of information and enjoyment too.

2. The Importance of Reading

In our lives reading is very important because reading can enhance our experience and knowledge. Reading allows us to expand our understanding about anything knowledge like as social, science, politic, and technology while also providing an easy approach to obtain a large amount of information that is helpful to us.

Reading is a fundamental skill in language learning. It cannot be separated from other language learning skills such as writing, speaking, and listening. English language learners must learn all of these skills because each skill is related to one another. Reading is generally developed in societies with literary tastes because it can lead to the development of comprehension and the enrichment of vocabulary. Reading, like any other skill, is more enjoyable to practice.

In the world of english education, reading is a necessary ability for academic achivement. Inderectly, when students read some book it will broaden knowledge and provide additional vocabularies and information. Students who only focus on what their teacher says in class without

making an effort to read widely will not pass in the time and success. Therefore, more reading equals greater get knowledge as well as increase the literacy of students.

3. Types of Reading

Types of reading by some expert:

a. Types of reading by Brown

There will be some clues during the reading activity that will inform the learners' reading performance. Brown has suggested some reading performances (2001:312)

1) Oral and silent reading

The learners' first performance is oral reading. This is intended to be an evaluation check on bottom-up processing skills, as well as a pronunciation check, and to add some extra student participation if teachers want to highlight a specific short segment of a reading passage. In practice, however, learners will struggle to comprehend texts if they read aloud. They must read silently so that readers can rehearse the next paragraph and so that other readers do not lose interest in other readers who are reading aloud.

2) Intensive and extensive reading

Intensive reading tries to concentrate on linguistic or semantic details. Learners will focus more on surface structure details to understand literal meanings, implications, rhetorical relationships, and so on. This type of reading is also known as content-related reading because it focuses on short texts.

Extensive reading allows for greater focus on the overall understanding of a longer text. Extensive reading is defined as reading more than one page of text, which can include essays, articles, technical reports, short stories, and books (Brown, 2004: 189). Although the students read longer texts, the main goal of reading is for them to comprehend the text. Teachers encourage their students to read for this reason.

b. Types of reading by Patel and Praven

Reading can be classified into four types, according to Patel and Praveen (2008): intensive reading, extensive reading, aloud reading, and silent reading.

- 1) Intensive reading is a type of reading that focuses on idioms and vocabulary taught by the teacher in the classroom, and that idioms and vocabulary can be found in poems, novels, or other sources. For example, students may concentrate on linguistic or semantic details of a reading rather than structure details such as grammar.
- 2) Extensive Reading is a type of reading in which students read texts for enjoyment and to improve their general reading skills. For example, students should read as many different types of books as they can, such as journals, newspapers, and magazines, especially if they are reading for pleasure and only need a general understanding of the contents.

- 3) Aloud reading is defined as reading aloud and clearly. Reading poetry, dialogue, and other types of text, for example.
- 4) The silent reading activity is intended to train students to read without using their voices so that they can concentrate their attention or thought to comprehend the texts. As an example, consider the students who are memorizing a text.

4. Purpose of Reading

According to Grabe (2009: 9), the following are the purposes of reading:

- a. Reading to learn

Reading to learn is frequently practiced in academic and professional settings. It also increases the reader's processing demands because the reader is expected to remember the main ideas as well as many supporting ideas and be able to recall this information as needed.

- b. Reading for information (skimming and scanning).

Skimming and scanning reading are methods of searching for information that can be practiced through high speed reading training.

- c. Reading to integrate information.

Reading to integrate information necessitates the reader synthesizing and learning information from several texts or bringing together information from various parts of a long text, such as a long and difficult chapter in a text book. When there are multiple texts that refer to related information and the reader must decide how to create his or her own organizing frame for the information because none is

provided by the combined set of texts, the effort to build a strong organizing frame in reading to learn increases significantly.

d. Reading to evaluate, critique, and use information.

Reading to analyze, critique, and use information requires more effort and a more intricate interaction of reading processes. Readers in academic and professional settings are occasionally expected to analyze and criticize information from numerous texts or from a single long document, asking them to make judgements about whether aspects of the text are most significant, most convincing, least compelling, or most contentious.

e. Reading for general comprehension.

When performed by a professional fluent reader, it necessitates very rapid and automated word processing, strong competence in generating a broad meaning representation of important ideas, and efficient coordination of multiple processes under very tight time limitations.

5. Reading Techniques

There are numerous ways we can employ to make reading easier. Reading, according to Mikulecky and Jeffries in Rahmad (2008), can benefit us lot more if we can read well. The techniques are as follows:

- a. Scanning is a technique that is commonly used while looking up a term in a phone book or dictionary. You look for essential words or concepts. Scanning includes the following steps:

- 1) Indicate the specific information you seek.
 - 2) Try to predict how the answer will appear and what clues you may use to assist you find it. For example, if you were seeking for a specific date, you would scan the text for numbers exclusively.
 - 3) Use headings and any other assistance to help you identify which sections may contain the information you want.
 - 4) Read and skip through sections of the passage selectively.
- b. Skimming is a technique for quickly identifying the essential points of a text. Skimming procedures are as follows:
- 1) Rapidly summarize the major points of the text Take a look at the title.
 - 2) Read the opening paragraph or the introduction.
 - 3) Every other paragraph's initial sentence should be read.
 - 4) Read all of the headers and subheadings.
 - 5) Read the summary or the final paragraph.

B. Reading Comprehension

1. Definition of Reading Comprehension

Reading comprehension, according to Klingner et al. (2007:2), is "the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency." It refers to the ability to understand the meaning and links between concepts communicated in a text by interpreting the words. "Reading comprehension is defined as the process of simultaneously extracting and constructing meaning through interaction and involvement

with written language," writes Snow (2002:11). The process of creating meaning is the process by which a reader integrates past knowledge with new information from a text, draws the meaning of words, and connects it to attain a clear understanding of the written text.

Reading, according to Alderson (2000: 28), is a pleasurable, intense, solitary activity in which readers obtain a lot of pleasure and may completely absorb the reading. Pang et al. (2003:14) define comprehension as "the process of making sense of words, sentences, and connected text." According to him, comprehension is the process of determining the meaning of one word from another in a text. Background knowledge, vocabulary, grammatical understanding, expertise with a text, and other tactics are commonly used by readers to assist them grasp written content.

Reading comprehension according to the definitions above, is the capacity to locate the expressed or unspoken writer's idea in the text. The essence of reading comprehension is comprehending all of the information presented by the writer. It also refers to the ability to make connections between words in a text, as well as to comprehend the ideas and interconnections between ideas expressed in a text.

2. Kinds of Reading Comprehension

Reading comprehension ability was classified by Pearson and Nicholson into four categories: literal reading comprehension ability, interpretation reading comprehension ability, critical reading comprehension ability, and creative reading comprehension ability.

a. Literal Reading Comprehension Ability

The cognitive skills are not included in the first group. Teachers do not require any particular assistance with this. It is defined as the ability to determine the primary, literal meaning of a word, idea, or statement in context. This type of reading has no depth. For instance, consider the following forms of meaning questions: "What did little brother want to eat?" The answer requires little thought because the precise phrases are provided in the book.

b. Interpretative Reading Comprehension Ability

Interpretative thinking skills are a particularly useful category of thinking skills that should be stressed in reading. This phrase could be applied in a wide sense to encompass all thinking abilities. In general, interpretation searches for greater depth than mere comprehension.

c. Critical Reading Comprehension Ability

The critical reading skill category is the one most in desperate need of development in American life right now. Critical reading, according to Smith, incorporates literal understanding and interpretation as previously defined, but it goes beyond either of these in that the reader evaluates, passing personal judgment on the quality, value, accuracy, and truthfulness of what is read.

d. Creative Reading Comprehension Ability

The phrase "creative reading" is frequently used in the same wide sense as "inferences," "critical reading," and other current popular terms

that many have adopted as a single label--to include all mental processes in reading. Creative reading complements and develops from literal comprehension, interpretation, or critical reading, but it is distinct from all of these. In its highest form, creative reading begins with a question or inquiry that arises in the reader's mind personally, and is usually carried forward with high motivation, often a sense of urgency.

3. Strategies for Reading Comprehension

We provide strategies to students to assist them in organizing and constructing meaning while they read. A strategy is a plan designed to attain a specific goal.

According to Brown (2000:306) that there are ten reading comprehension tactics that can be practically applied to your teaching technique. The strategies are to identify the reading purpose, to use rules and patterns of grapheme, to use silent reading technique efficiently for a relative rapid comprehension, to skim the main idea within the text, to scan specific information within the text, to perform semantic mapping or clustering guessing when the readers are unsure, to examine vocabulary, to differentiate between literal and implied meaning, and to capitalize on discourse creator to process relationship. Furthermore, the strategies are explained as follows:

a. Identity reading purpose

Efficient reading is clearly recognized for determining the purpose of reading something. As a result, the readers know what is being searched for and can eliminate potentially distracting content.

b. Using Grapheme rules and patterns

Most students have been exposed to oral language and are having difficulty learning English spelling pronunciation. They require hints and descriptions of certain norms and quirks of English spelling. Whereas it is commonly assumed that one-to-one grapheme-phoneme correspondences will be easily acquired, other relationships may indicate difficulty.

c. Using efficient silent reading technique for relatively rapid comprehension

Students at the intermediate to advanced level do not need to be fast readers, but it is suggested that they improve their efficiency by teaching the following silent reading rules:

- 1) It is not necessary for the readers to enunciate each word to the teacher.
- 2) Practice visualizing more than one word at a time, if possible.
- 3) Unless a word is absolutely necessary to grasp worldwide, pass over it and try to guess the meaning based on context.

d. Skimming the text for main idea

Skimming entails swiftly scanning a large text, such as an essay, article, or chapter, for the primary concept. Skimming gives readers the advantage of being able to predict the goal of the piece.

e. Scanning the text for specific information

Scanning is the process of fast searching for a specific piece(s) of information in a text. The goal of scanning is to retrieve specific information without reading the entire document.

f. Using semantic mapping or clustering

The semantic mapping approach, often known as clustering that assists the reader in bringing order to the chaos. Such semantic maps can be created individually, but they also provide for a fruitful group work technique since students collectively impose order.

g. Guessing when the reader aren't certain

Teachers can assist students in using successful comprehension methods that fill gaps in their competency through clever experimentation to use if indications are given to them in order to enable them to be correct guessers.

h. Analyzing vocabulary

When learners do not know what to do, they can review the term, looking for prefixes (co-inter-, etc.) that may give clues, suffixes (-tion, -ally, etc.) that may indicate what part of speech it is, roots that are familiar, grammatical contexts that may signal information, or looking at the semantic context (topic) for clues of what they know about it.

i. Distinguishing between literal implied meanings

Processing pragmatic information frequently yields implicit meaning. This necessitates the employment of skilled to-down processing abilities. However, the fact is that not all language can be

precisely translated by paying attention to its literal, syntactic surface structure has a special effect on readers.

j. Capitalizing on discourse makers to process relationship

Many discourse markers in English signal the relationship between ideas expressed through phrases, clauses, and sentences. A clear comprehension of such signals will boost a learner's reading efficiency. Discourse markers can be enumerative (for example, first, secondly, finally, etc), additive (again, then again, moreover, well, etc), logical sequence (so far, as a result, consequently, etc), explicative (namely, in order words, namely, etc), illustrative (for example, for example), contrastive (by contrast, for all that, yet, etc).

Most students have been exposed to oral language and are having difficulty learning English spelling pronunciation. They require hints and descriptions of certain norms and quirks of English spelling. Whereas it is commonly assumed that one-to-one grapheme-phoneme correspondences will be easily acquired, other relationships may indicate difficulty.

C. The Concept of Descriptive Text

1. The Definition of Descriptive Text

A descriptive text is one that describes a person or thing. Its objective is to describe and reveal a certain person, place, or item. When we want to explain something or someone, we use descriptive text (Edwin, 2000:211). Descriptive text is also writing that describes or describes something that the author will reveal, so that the reader or listener seems to see for himself the object being discussed, even though the reader or

listener has never witnessed it himself. In writing activities, many students are unable to understand the form or structure of descriptive text and understand the linguistic elements of descriptive text.

According to Peter (2005:97) Describing is also utilized extensively in various text kinds, such as information reports, literary descriptions, and descriptive recounts, and in the introductory paragraphs of most explanations, there is no need to classify and/or describe a process before explaining it. Describing is also an essential component of narrative texts, since it allows for the development of characters, feeling of location, and key themes. Students describe situations in which they are:

a. Talking or writing about a picture:

This is the beach. There are several umbrellas on it, as well as boats on the sea.'

b. Writing about a character or place in a story:

Theo is a fascinating character in James Valentine's novel Jump Man. He has spiky hair that constantly changes color and wears a garment that speaks'

c. Reporting on animal:

A platypus is a type of monotreme. It possesses a sharp bill and claws. It lives in and around the stream and is rarely observed by humans.'

Based on the information above, the writer believes that a descriptive text is one that describes how anything, person, place, or object works. It indicates that a description text in a story gives the reader a clear mental image of the text's subject.

2. The Grammatical Features of Describing

Based on Peter (2005:98) Describe has some grammatical properties such as:

- a. The present tense is commonly employed when describing things from a technical or factual standpoint, for example: Has eats, sings, and lays, swim.
- b. Although the present tense can be used in literary descriptions, the past tense is more common, as in: had, was, relished, seemed, glittered.
- c. Relational verbs (is, are, has, have) are used to classify and describe the appearance/qualities and parts/functions of phenomena.
- d. Action verbs are employed to describe behaviors or uses, such as:

An ant has three body parts

Some ants have wings

The queen ant *lays* the eggs

Ants *live* in colonies
- e. Action verbs are employed metaphorically to create affect in literary and everyday descriptions; for example, Mia *bubbled* with enthusiasm. Declan *smashed* the record.
- f. In literary descriptions, mental verbs are employed to describe feelings; for example:

She *felt* unhappy. He *liked* dancing.

- g. Adjectives are used to supplement nouns with additional information and can be technical, everyday, or literary depending on the context; for example,

Possums are <i>nocturnal</i>	Technical
It is <i>grey</i> and <i>brown</i>	Everyday
Her appearance was <i>majestic</i>	Literary

Adjectives can be used alone, as shown above, or as part of a noungroup, as shown below:

Turtles are covered with a <u>hard box-like</u> shell	Technical
He has a <u>cool</u> hairstyle	Everyday
His <u>luminous, dark</u> coat gave him an <u>eerie</u> quality	Literary

Adjectives employed in literary descriptions are frequently deemed affective due to the emotional impact they have on readers. This can also be said about how some verbs and adverbs are utilized.

- h. Adverbs are used to supplement verbs with additional information to create a more complete description; for example,

Turtles swim **slowly**

She was **always** hassling her mother

He could think **clearly**

- i. Adverbial phrases are employed in descriptions to provide additional information about a person, location, or period; for example,

Walruses have hair on their lips .	Place Time
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The students only worked diligently just before exams .	
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Literary descriptions employ a variety of strategies to achieve effects, including similes, metaphors, personification, and alliteration.

3. The Generic Structure of Descriptive

Furthermore, to make writing a good descriptive text easier, writers should be familiar with its general format. Some writers frequently employ two generic structures of descriptive text:

- a. Identification (introduction to the subject): it includes an introduction to the people, the thing, the animal, or the location in general.
- b. Description (describing): it contains information about the subject's (people, item, animal, or place) appearance, quality, behavior, or other specific traits that are prominently displayed.

D. Cooperative Learning

1. The Definition of Cooperative Learning

Experts have presented numerous definitions of cooperative learning. According to Slavin (1994), cooperative learning refers to instructional strategies in which students work together in small groups to assist one another in learning. There are several techniques to cooperative learning; most of them place students in groups of four with varying intellect levels, while some utilize a different number of group members. Students were usually expected to cooperate with their group members and to stay for a set amount of time. They generally have a task to complete jointly.

Cooperative learning, according to Lyman and Foyle (1998: 53), is a teaching technique that involves students participating in small group learning activities that foster positive interaction among individuals. Furthermore, they indicate that in cooperative learning, students worked in mixed-ability groups. Furthermore, a number of learning activities are employed to deepen their grasp of a specific subject. Each team member is responsible not just for learning what is taught, but also for assisting team members. Students work through the assignment until all groups understand and complete it properly.

On the other hand Jon E Pederson (1995:341), cooperative learning occurs when pupils learn in groups of four or five. They are instructed to collaborate in order to attain a common group aim. Each member of the group is held accountable and must demonstrate mastery of the learning subject. Students must have interpersonal and small group abilities in order to cooperate. These abilities are related to students' ability to study together, talk, share ideas, and prepare as a group to achieve a common objective.

Based on the definition above, cooperative learning is a teaching style that stresses teamwork. It varies from other teaching methods in that students collaborate. It varies from conventional teaching methods in that students collaborate rather than finish the job alone.

E. Team Game Tournament (TGT)

1. The Definition of Team Game Tournament

The Teams Games Tournament (TGT) is an intergroup collaboration strategy that emphasizes interpersonal interaction. Gaming strategies are used in this learning style. David De Vries and Keith Edward were the first to establish the *Teams Games Tournament* (TGT) learning approach. This game features competition based on predetermined rules. Each group is supposed to apply their knowledge and talents to compete for a victory in the game.

According to Frianto (2016:74-81), *Team Game Tournament* (TGT) is an efficient cooperative learning strategy that creates groups that perform cooperative functions in the classroom for a length of time. Cooperative learning with the TGT substitutes quizzes with tournaments or competitions in which students participate in games or academic activities with team members or other groups in order to contribute points to team or group scores. A teammate or group will assist each other in preparing for the game by reviewing activity sheets and discussing difficulties with one another, but while students are engaging in games, other friends should not assist, and teachers must ensure that they are responsible answer independently Slavin (2005:163).

According to Safwandi, the TGT is a form of cooperative learning strategy that places students in study groups of 5 to 6 individuals with a variety of skills, genders, and cultures. On other hand of (Slavin, 2008: 25) has argued, the TGT technique is made up of five parts: class presentation,

teams, games, tournaments, and team recognition. (Slavin, 2008: 165)

TGT approach employs academic games, quizzes, and an incentive scoring system in which students act as team representatives with another team member in the learning process. The TGT system is separated into three parts: teams, games, and tournaments. The TGT approach combines these three components in providing the resources and calculating the score. It is utilized to form a group with the students and the leader as a group spokesperson who assists their group members in understanding the materials presented.

Furthermore, Conclusion of the description above that Teams Games Tournament (TGT) is a learning experience that focuses on students grouping with varied academic level achievements into small groups of 5-6 students with diverse members. Teams Games Tournament (TGT) is a system that places students in teams with varying abilities, gender, color, ethnicity and as well as learning experiences that focus on grouping students with different levels of academic achievement. It is intended that the diverse members of each team will drive students to support each other, and that students with greater ability will assist those who need more explanation to master the material.

2. The Component of Team Game Tournament

Slavin discusses various TGT components in Rusman's book (2011:65), including: class presentation, teams, games, tournament, and team recognition.

a. Class Presentation

(Slavin, 2008: 144) First, the material is presented in the class directly and it is headed by the teacher. In most case, this is a lecture /discussion, but it can include an audiovisual presentation. Class presentation is focused on the unit of TGT, During the class presentation, student should have gathered with their own groups. Thereby the students will attend seriously, because they know that it will help them to answer the quiz, and the questions are given.

b. Teams

Slavin (2008: 144) The team consists of four to six students who represent the entire division class in academic work, gender, color, and ethnicity. The primary goal of the team is to ensure that all team members study properly and, in particular, that members are prepared to complete the quiz well. Following the presentation of the material by the teacher, the team meets to study worksheets or other material. Worksheets can be downloaded from the internet or created by the teacher. Most often, the study takes the form of students quizzing one another to be sure that they understand the content, or working problems together and correcting any misconceptions if teammates make mistakes.

TGT's most crucial feature is its crew. The emphasis is on the members giving their best for the team and the team doing its best for its members at all times. The team provides academic performance peer support, which is crucial for impacts on learning; it also provides

mutual concern and respect, which is important for effects on outcomes such as intergroup relations, self-esteem, and acceptance of mainstreamed students.

c. Games

The game is made up of questions on the material, and it is intended to test the students' knowledge gained from the class presentation and teamwork implementation (Slavin, 2008:166). The game is played by the team leaders, who represent their own team. Games are played at five-student tables, with each student representing a different team. The majority of games consist of numbered questions on a paper sheet. A student selects a number card and attempts to answer the question associated with that number. A challenge rule allows players to question each other's replies.

d. Tournament

The tournament is the framework under which the games are played. It is typically held at the end of a week or unit, after the teacher has given a class presentation and the teams have had time to practice with the worksheets in their study group. The teacher assigns students to tournament tables in the following order: the top three students in previous performance to table 1, the next three to table 2, and so on. This is an egalitarian competition; let pupils of all levels of previous performance to contribute 20 percent of their team scores if they do their best.

e. Team Recognition

According to (Slavin, 2008: 159) The basic idea behind team recognition is to track individual and team progress and provide certificates or other forms of acknowledgment. For example, the third position will get a decent team, the second will get a very good team, and the first will get a fantastic team predicate.

3. Phase of Teams Games Tournament Method

When TGT is used in the classroom as a way of learning, the following issues must be addressed:

a. Preparation

The teacher should prepare the study material that will be delivered in class as learning material. Materials can be available in the text book, or the teacher can create their own. In addition, the teacher should produce a number card for each kid in the class. The TGT technique is prepared as follows:

1. Form groups of students. Each team is made up of 4-6 children who differ in terms of achievement, race, or ethnicity. Students must learn how to collaborate with their group work and not be the student who stands out from their peers.
2. Set up the first competition table for the pupils. Make multiple copies of the tournament table placement document. Make a list of pupils based on their work on that sheet. The student with the highest achievement in each team is assigned to the first table; the student with the second highest achievement is sent to the second

table, and so on until the final team member is assigned to the last table.

b. How to begin Teams Games Tournament method

Begin by distributing materials to the pupils. After presenting the materials in class, inform the students about the team division and ask them to arrange the tables to form a team table.

c. Activity schedule

The TGT technique is made up of a regular cycle of learning activities, as follows:

- 1) Extend material knowledge by teaching. It will take 1-2 class periods.
- 2) Teamwork; students complete the activity sheet in groups to grasp the content.
- 3) Tournament, in which students compete in an academic game with the tournament table.
- 4) Team recognition, the team score is calculated based on the tournament score of each team member, and the team will be recognized if they meet the requirements that were agreed upon jointly.

d. Giving score

Check the tournament points on the game score sheet. the points of each team member are added up to one score, where the score is represented by their team.

4. The Advantages of TGT Cooperative Learning Model

Every method has benefits and drawbacks. TGT offers certain advantages and cons as part of cooperative learning. According to Sdayu (2014), the following are the benefits of a Teams Games Tournament:

- a. Students can work in small groups.
- b. Providing opportunities for students to solve problems together
- c. Students will have positive attitudes because, in addition to being responsible for themselves, they are also responsible for the team
- d. Increasing students' desire to learn
- e. Motivating students to compete
- f. Providing a positive atmosphere in the classroom
- g. Increasing students' self-esteem, motivation, and respect for others

5. The Disadvantages of the TGT Cooperative Learning Model

Meanwhile, the following are the disadvantages of the Teams Games Tournament:

- a. Wasting time, as the tournament will be lengthy.
- b. Student absences during the tournament period will jeopardize the event's success.
- c. It is difficult to raise students' understanding of the necessity of team learning. It may lead brilliant kids to believe that her or his companion is beneath him as a burden.

F. Previous Study

There are some studies that used similar *Team Game Tournaent* (TGT) for teaching reading comprehension. Here are some previous studies which will be a guideline for the researcher in conducting the research.

The first study is conducted by Dedek Ruslaini (2022), entitled “The Analysis of Team Gmae Tournaments (TGT) Method in Learning Reading at MAN 4 Aceh Besar”. The purpose of this study is investigate the students and teacher activities as well as the strengths and weaknesses in learning reading by using the Teams Game Tournaments (TGT) method. The finding showed succesfull of the the researcher purpose with evidence the detail process students edvance when learning with Team Game Tournament (TGT). forthemore, the researcher also write down the beneficial and the weaknesse of the method cearly. There are several similarities and differences between Dedek Ruslaini's research and this research, among other things: variable of the research, the learning method, the place, the research object, and the research design.

The second study is from Agus Hartawan (2020) entitled “The Use of Team Game Tournamet (TGT) in Teaching English Reading of Narative Text at Eighth Grade Students' of MTs Miftahul Maarif Plambik in Academic Year 2019/2020”. The research is aimed to find out the effect of aplying Team Game Tournament (TGT) in teaching english reading of narrative text at the eight grade students of MTs Miftahul Maarif Plambik in Academic Year 2019/2020. The result of the study is Team Game Tournament has significant effect in teaching English reading of narrative text at the eighth grade

students of MTs Miftahul Maarif Plambik in academic year 2019/2020. Then, The differences of Agus's research and this research is between the object, place and the research design. the object and the place of Agus's research is eighth grade students' of MTs Miftahul Maarif Plambik whereas in this research, the researcher object and place is seventh grade of MTsN 3 Kota Kediri. the last difference is research design, Agus uses Experimental research design while in this research, the researcher uses Classroom Action Research (CAR). In the similarity of research is about the purpose, it's little bit similar.

The third study is from Ade Miranda (2019) entitled "Using Team Games Tournament to Teach Vocabulary at The Eighth Grade Students of SMPN 08 Palopo". The research is aimed to find out whether the use of team games tournament (TGT) method had a better score in teaching vocabulary to the eighth grade students of SMP 8 Palopo. The result of the study is Team Game Tournament can improve the students' vocabulary. Then, The differences of Ade's research and this research is between the object, place and the research design. the object and the place of Ade's research is eighth grade students' of SMPN 8 Palopo. whereas in this research, the researcher object and place is seventh grade of MTsN 3 Kota Kediri. the last differences in the research design and the variable, Ade uses Quasi-Experimental research design and the variable is vocabulary. While in this research, the researcher uses Classroom Action Research (CAR) and the variable is Reading comprehension.

The fourth study is journal from Vera, Viator, and Jontra (2018) entitled “Improving the Eighth Grade Students' Reading Comprehension Through Team Game Tournament Technique at SMP Negeri 2 Parapat”. The research is aimed find out whether Team Game Tournament Technique works effectively on improving students' reading comprehension and to know what the students' responses after being taught by using Team Game Tournament Technique. This study has been succeeded based on the result of those study be concluded that using Team Game Tournament Technique gives the improvement to students' reading comprehension. Than, The differences of Vera's study and this researcher study is between the object, and the place. the object and the place of Vera's study is egihth grade students' of SMPN 2 Parapat. whereas in this research, the researcher object and place is seventh grade of MTsN 3 Kota Kediri. This study has a similarity of research design, that is using Classroom Action Reseach.

The fifth study is thesis from Wulansari Niki (2020) entitled “The Use of Team Games Tournament (TGT) to Improve Students Reading Comprehension Ability on The Descriptive Text in The Tenth Grade of SMK Wahid Hasyim Ma'arif NU 05 Pekalongan”. The main goal of this research is analyze students' difficulties in english reading teks. This study used Qualitative Research design to analyze the purpose study and collecting dataof research, a researcher used Documentation, and Questionnaire Instrument. This study has been succeeded, the researcher found ismost of the StudentsDifficult in answering main idea, identifying the topic. The meaning of context, identifying Inference, generic, structure of english text an the

students difficult in comprehending of Reading text in State Institute for Islamic Studies Metroin the Academic Year 2019/2020l.