

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Kinds of Teaching Method in Cooperative

TGT is one number of forms of cooperative learning. This is called cooperative learning. In the mini mala, researcher will discuss cooperative learning which will be explained as follows.

Learning is a process of interaction between students and educators and learning resources in a learning environment, the assistance provided by educators so that there is a process of obtaining knowledge and knowledge mastery of skills and character, as well as the formation of attitudes and beliefs in students. Quality learning is highly dependent on student motivation and teacher creativity. Learning that has this motivation will lead to the achievement of learning targets. Learning targets can be measured through changes in students' attitudes and abilities throughout the learning process. Good quality learning requires all components of learning to be good and integrated into a system.¹ In an education system, the learning subsystem includes the following components: learners, teachers, materials and materials, methods, strategies and approaches, media, facilities and infrastructure, costs, and hidden curricula. The components interact with each other, complementary and integrated, and not separately, stand-alone, and not interdependent components. As integrated components, all of these components must be fulfilled properly.²

The learning components are as follows:

a. Students

The student component is one of the most important components because the integrity of the learners is what triggers a learning process.

b. Teacher

Teachers have a strategic role in the learning process because of their function as resource persons and facilitators in the learning process.

c. Teaching Materials

Learning materials play an important role in the educational process aimed at improving the knowledge

¹ Kokom Komalasari, Pembelajaran Kontekstual Konsep dan Aplikasi, 231

² Kokom Komalasari, Pembelajaran Kontekstual Konsep dan Aplikasi, 232

and skills of students, fostering a positive attitude towards the environment and the world in which they live, and behaving by community norms.

d. Media

Media serves to assist students and teachers in creating an effective learning process.

e. Infrastructure

The learning process will not be able to take place properly without the availability of adequate facilities and infrastructure to support an effective learning process

f. Availability Fees

Costs that can support the needs of each subsystem are the determining elements of achieving the quality of learning.

g. Curriculum

In the learning process, one thing that is also important is the existence of a hidden curriculum. Students do not only learn from the materials and teaching materials delivered by the teacher in class. The entire school environment, interactions between students and between teachers and students, school culture, and even the environment where students live greatly influence the learning process.

Thus, a learning innovation should be synergistic in all components of the learning system. The success of learning innovation is largely determined by the support of all components of the learning system.³

Cooperative learning is a learning strategy in which students learn and work in small collaborative groups of 2 to 5 members, with a heterogeneous group structure.

2. Team Game Tournament (TGT)

a. The Definition of TGT

Team Games Tournament (TGT) type cooperative learning was originally developed by David Devries and Keith Edwards, this was the first learning method from Johns Hopkins.⁴ In this method, the students are divided into learning teams of 4 to 5 people with different ability levels,

³ Kokom Komalasari, *Pembelajaran Kontekstual Konsep dan Aplikasi*, 232

⁴ Robert E. Salvin, *Cooperative Learning Teori Riset dan Praktik*, (Bandung: Nusa Media, 2008), 13

genders, and ethnic backgrounds. The teacher delivers the lesson, and then the students work in their teams to ensure that all team members have mastered the lesson. Furthermore, tournaments are held, where students play academic games with other team members to contribute points to their team's score. TGT adds a dimension of excitement gained from the use of the game. Teammates will help each other prepare for the game by studying the activity sheets and explaining each other's problems, making sure there has been an individual response. TGT-type Cooperative Learning is one type or model of cooperative learning that is easy to implement, involving all students without having to be a difference in status. This type involves the role of students as peer tutors, containing elements of games that can excite the spirit of learning with games designed in TGT-type cooperative learning allowing students to learn more relaxed in addition to fostering responsibility, honesty, cooperation, healthy competition, and student engagement.⁵

Slavin in Miftahul Huda suggested that TGT be applied weekly. With TGT students will enjoy how the atmosphere of the tournament, and their arena competes with groups that have an equal composition of abilities, the competition in TGT feels fairer than the competition in traditional learning in general.⁶

b. The component of TGT

Teams Games Tournament type cooperative learning consists of 5 main components, namely: classroom presentations, team (group), games (games), tournaments (matches), and team recognition (group awards).⁷

⁵ Amanah, Model Pembelajaran Kooperatif Tipe Teams Games Tournament, <http://amanahtp.wordpress.com/2011/11/20/model-pembelajaran-kooperatif-tipe-tgtteams-games-tournament/> accessed on 25 December 2022, 14:00 WIB

⁶ Miftahul Huda, *Cooperative Learning*, (yogyakarta: Pustaka Pelajar, 2011)cet , hal. 117

⁷ Slavin, *Cooperative Learning Teori, Riset, dan Praktik*, hal. 166-167

1) Class Presentation

At the beginning of learning the teacher delivers the material in the presentation of the class, usually done through direct instruction or lectures, or teacher-led discussions. At the time of presenting this class, students must pay attention and understand the material that the teacher gives because it will help students work better at the time of group work and at the time of the game because the game score will determine the group score

2) Team

Groups usually consist of four to five students. The function of the group is to go deeper into the material with their group friends and more specifically to prepare the group members to work well and optimally during the game. At this stage, each student is given an assignment sheet as material to be studied. In group work students share assignments, help each other provide completion so that all group members can understand the material covered, and one sheet is collected as a result of group work.

3) Game

Games consist of content-relevant questions designed to test the knowledge students gain from classroom presentations and teamwork. The most game consists of simple numbered questions. The student chooses a numbered card and tries to answer the question corresponding to that number. The student who answers the question correctly will get a score. The game in TGT can be questions written on a card with numbers. A student takes a numbered card and must answer the question according to the number on the card.

4) Tournament

A tournament is a structure in which a game takes place. It usually takes place at the end of the week or the end of the unit, after the teacher has given a

presentation in class and the team has carried out group work against the activity sheet.

5) Team Recognition

The award is given to the team that wins or gets the highest score, the score will eventually be used as an addition to the student's assignment score. In addition, it is given prizes (rewards) as motivation to learn.

c. The steps of TGT

The steps of the TGT type of cooperative learning are arranged in two stages, namely pre-learning activities and details of learning activities. Pre-learning activities describe things that need to be prepared and activity plans. Some of the steps for cooperative learning type TGT in detail will be described below:⁸

1) Pre-activity of TGT

a) Preparation

(1) Material

The material in the TGT model cooperative learning is designed in such a way for group learning, therefore, the teacher must prepare a worksheet, namely the material to be studied during group study, and the answer sheet from the worksheet. In addition, teachers must also prepare tournament questions

(2) Divide students into groups

The teacher must group students in one class into 4-5 groups whose abilities are heterogeneous. The way of group formation is carried out by sorting students from top to bottom and from bottom to top based on their academic ability, from the list of students who have been sorted is divided into five parts, namely high, medium 1, medium 2, and low groups. The groups formed are tried to be balanced both in terms of academic

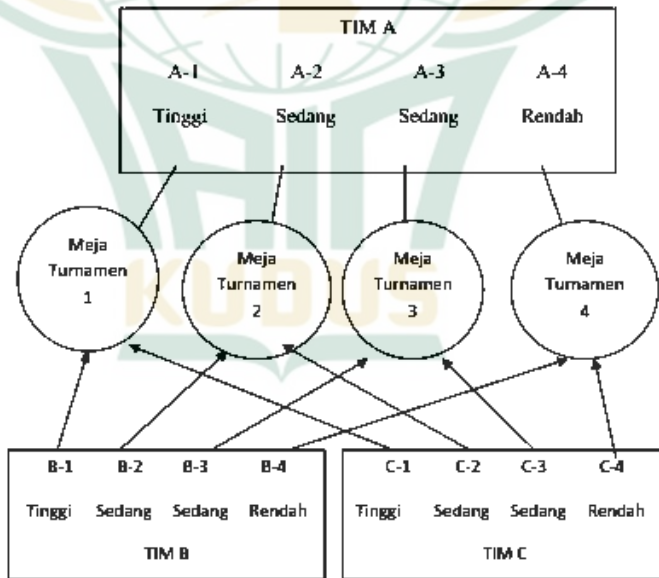
⁸ Slavin, Cooperative Learning Teori, Riset, dan Praktik, hal. 168.

ability and gender and race, in this group work the teacher serves as a facilitator, namely going around if there is a group that wants to ask about the worksheet. In such group work, it takes 40 minutes, Then class validation is held, meaning that the results of group work are matched together from the worksheet questions.

(3) Dividing students into tournaments

In cooperative learning, the TGT model of each tournament table consists of 4-5 students who have homogeneities and come from different groups. An overview of the division of students in the tournament table can be seen in the diagram image below:

Picture 2. 1 TGT Type Cooperative Learning Tournament Table Design in General



Notes

A-1: High-skilled members of group A

A-2: Members of group A who have medium ability 1

- A-3: Members of group A who have medium ability 2
- A-4: Members of group A who have low abilities
- B-1: High-skilled members of group B
- B-2: Members of group B who have moderate ability 1
- B-3: Members of group B who have medium ability 2
- B-4: Members of group B who have low abilities
- C-1: A highly capable member of group C
- C-2: A member of group C who has medium ability 1
- C-3: Members of group C who have medium ability 2
- C-4: Low-ability members of group C

2) Details of Team Games Tournament (TGT) type cooperative learning activities

a) Class Presentation

(1) Opening

At the beginning of learning the teacher delivers the material to be studied, and the learning objectives and provides motivation (prerequisites for learning). During learning, the teacher must have prepared worksheets and tournament questions.

(2) Development

The teacher explains the material in an outline

(3) Group Study

The teacher reads out the group members and asks the students to gather according to their respective groups. A group usually consists of 4 or 5 students whose members are heterogeneous, judging by academic presentation, gender, and race or ethnicity. The teacher instructs the students to study in groups (groups of origin). The function of the group is to further explore the material with its group friends and more specifically to prepare members to work well and optimally during the game. Usually, this group studies discussing problems together, comparing answers, and correcting erroneous understanding of the material. Groups are a major part of TGT.

In all respects, attention is placed on the members of the group to do their best for the group to do their best to help fellow members. If there is one member who cannot do the question or has a question related to the question, then his group of friends has the responsibility to explain the question or questions. If in one group no one can do it then the student can ask the teacher for guidance. After the group study is over the teacher asks the group representative to present the results of the group work. In TGT learning, the teacher serves as a facilitator to go around in a group if there is a group that is experiencing difficulties.

(4) Class Validity

This means that the teacher asks each group to answer the questions that have been discussed by his fellow group and the teacher submits answers from each group to discuss together.

(5) Tournament

Before the tournament, teachers divide students into tournament tables. After each student is in the tournament table based on their respective seeds, then the teacher hands out a set of tournaments. A set of tournaments consists of tournament questions, question cards, answer sheets, smile pictures, and tournament score sheets. All sets of questions for each table are the same.

3. Advantages and Disadvantages of TGT

The advantages of cooperative learning Team Games Tournament (TGT) type, as well as other learning models, TGT has advantages including:⁹

- a. Student involvement in teaching and learning
- b. Students become enthusiastic about learning

⁹ Kelebihan dan kekurangan TGT , accessed on 26 December 2022, 15.00 WIB <http://lib.uin-malang.ac.id/thesis/fullchapter/07140073-nuril-milati>

- c. The knowledge gained by students is not solely from the teacher, but also through construction by the students themselves
- d. Can cultivate a positive attitude in oneself such as cooperation, tolerance, and being able to accept the opinions of others.

Slavin implicitly reveals advantages and disadvantages of the TGT type cooperative learning model. The advantages of the TGT type cooperative learning model include are:

- a. Made significantly more friends
- b. Increase students' perception of their results learning depends on work, not luck.
- c. TGT increases social self-esteem in students
- d. TGT increases cooperation with others
- e. Higher student involvement in learning
- f. TGT increases student attendance at school

The disadvantages of TGT type cooperative learning are:

- a. It is difficult to group students who have
- b. diverse academic abilities.
- c. Many students have academic abilities
- d. high are not used to it and find it difficult to give explanations to other students.

4. Speaking

- a. The definition of speaking

In Oxford Advanced Dictionary the definition of speaking is “to express or communicate opinions, feelings, ideas, etc, by or as talking and it involves the activities in the part of the speaker as psychological, physiological (articulator) and physical (acoustic) stages”.¹⁰

According to Chaney, speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts.”¹¹

While another expert, Theodore Huebner said “Language is essentially speech, and speech is basically communication by sounds”. According to him, speaking is a

¹⁰ Oxford Adnaced Dictionary, 13

¹¹ A. L. Chaney and T. L. Burke, Teaching Oral Communication in Grades K-8, (Boston: Allyn & Bacon, 1998), 13.

skill used by someone in daily life communication whether at school or outside. The skill is acquired by much repetition; it is primarily a neuromuscular and not an intellectual process. It consists of competence in sending and receiving messages.¹²

From the above definition, it can be inferred that speaking is expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, to persuade, and to entertain that can be learnt by using some teaching-learning methodologies.

b. Teaching Speaking

Speaking is a crucial part of second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills, because, only in that way, students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

What is meant by teaching speaking is to teach English language learners to:

- 1) Reduce the English speech sounds and sounds patterns.
- 2) Use words and sentence stress, intonation patterns and the rhythm of the second language.
- 3) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- 4) Organize their thoughts in a meaningful and logical sequence.
- 5) Use language as a means of expressing values and judgments.

¹² Theodore Huebner, *Audio Visual Technique in Teaching Foreign Language*, (New York: Cambridge University Press, 1960), 5.

- 6) Use the language quickly and confidently with few unnatural pauses, which is called fluency.¹³

When teaching young learners we constantly have to keep in mind the fact that what we have in front of us is a mixed class with varied abilities, expectations, motivation level, knowledge and last but not least, different learning styles. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow.¹⁴

Young learners are like sponges, they soak up everything we say and how we say it. Thus clear and correct pronunciation is of vital importance, since young learners repeat exactly what they hear. What has been learned at an early stage is difficult to change later on. One rule that applied here is slowly and steadily through constant revision and recycling. With the help of mixed activities, such as dialogues, choral revision, chants, songs, poems and rhymes, students speaking abilities grow, their pronunciation gets better and their awareness of the language improves. When applying the above-mentioned tools into the teaching practice, what should be kept in mind is that interaction is an important way of learning. Therefore, increased oral emphasis should be included in our teaching to give the students as much speaking time as possible.¹⁵

Now many linguistics and English as second language (ESL) teachers agree on that students learn to speak in the second language by "interacting". Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes,

¹³ Hayriye Kayi, Teaching Speaking: Activities to Promote Speaking in a Second Language, The Internet TESL Journal, Vol. XII, No. 11, November 2006. <http://iteslj.org/Articles/Kayi-TeachingSpeaking.html>, 1 - 2

¹⁴ Natasa Intihar Klancar, Developing Speaking Skills in the Young Learners Classroom, Internet TESL Journal, Vol. XII, No. 11, November 2006. <http://iteslj.org/Techniques/Klancar-SpeakingSkills.html>, 1

¹⁵ Natasa Intihar Klancar, Developing Speaking Skills, 1

students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

There are some guidance of teaching speaking that will be explained as follows:

- 1) Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
- 2) Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
- 3) Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
- 4) Indicate positive signs when commenting on a student's response.
- 5) Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
- 6) Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice
- 7) Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
- 8) Involve speaking activities not only in class but also out of class; contact parents and other people who can help.

- 9) Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.
- 10) Provide the vocabulary beforehand that students need in speaking activities.
- 11) Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.¹⁶

5. Curriculum

a. Curriculum of senior high school

Based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 59 of 2014 concerning the 2013 Curriculum for Senior High Schools / Madrasah Aliyah. The regulation states in article 1 that the curriculum in high schools/madrasah aliyah has been implemented since the 2013/2014 school year called Curriculum 2013 Senior High School/Madrasah Aliyah. The 2013 High School/Madrasah Aliyah curriculum as referred to in paragraph (1) consists of the basic curriculum framework, curriculum structure, syllabus, and subject guidelines. Then in chapter 2, The regulation states that the basic framework of the curriculum as referred to in Article 1 paragraph (2) letter a contains philosophical, sociological, psycho pedagogical, and juridical foundations in accordance with national education standards.¹⁷

Then in article 3, the statement states that the Curriculum Structure as referred to in Article 1 paragraph (2) of the second letter is the organization of Core Competencies, Basic Competencies, learning content, subjects, and learning load. Furthermore, the Core

¹⁶ Natasa Intihar Klancar, Developing Speaking Skills, 5-6.

¹⁷ PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA NOMOR 59 TAHUN 2014 TENTANG KURIKULUM 2013 SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

Competency in the 2013 Curriculum of Senior High School/Madrasah Aliyah as referred to in paragraph (1) is the level of ability to achieve the Graduate Competency Standards that must be possessed by a student of Senior High School/Madrasah Aliyah on every grade level. Core Competencies as referred to in paragraph (1) consist of:

- 1) Core Competencies of spiritual attitudes
- 2) Core Competencies of social attitudes
- 3) Core competencies of knowledge
- 4) Core Competencies skills.

Basic Competencies in the 2013 Curriculum of Senior High School/Madrasah Aliyah as referred to in paragraph (1) contain learning abilities and content for a subject in Senior High School/Madrasah Aliyah which refers to Core Competencies. The Basic Competencies referred to in the paragraph are the description of the Core Competencies and consist of:¹⁸

- 1) Basic Competencies of spiritual attitudes
- 2) Basic Competencies of Social Attitudes
- 3) Competency Knowledge base
- 4) Basic Competency skills.

Furthermore, in article 4, this regulation states that the basic framework of the curriculum and curriculum structure of junior high schools/tsanawiyah madrasahs as referred to in articles 2 and 3 are listed in annex i which is an integral part of this ministerial regulation.

Furthermore, in article 5, this regulation regulates the subjects of Senior High School/Madrasah Aliyah as referred to in Article 3 paragraph (1) are grouped into:

- 1) General subjects of Group A
- 2) General subjects of Group B
- 3) Group C academic specialization subjects.

General subjects Group A as referred to in paragraph (1) letter a is a curricular program that aims to

¹⁸ PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA NOMOR 59 TAHUN 2014 TENTANG KURIKULUM 2013 SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

develop attitude competencies, knowledge competencies, and skill competencies of students as a basis and strengthening abilities in the life of society, nation, and State. General subjects of Group B as referred to in paragraph (1) letter b is a curricular program that aims to develop the competence of attitudes, knowledge competencies, and skills competencies of students related to the environment in the social, cultural, and artistic fields. Group C academic specialization subjects as referred to in paragraph (1) The letter C is a curricular program that aims to develop the competence of attitudes, knowledge competencies, and skill competencies of students in various choices of scientific disciplines.¹⁹

6. Facilities and Infrastructure

a. The Definition of Facilities and Infrastructure

In Indonesian great dictionary it is said that means are everything that is used as a means in achieving a goal or end. While infrastructure is a support for the implementation of a process (business, development, project, etc.)²⁰

Educational facilities and facilities are all moving and immovable objects, which are needed to support the implementation of the teaching-learning process, both directly and indirectly. Infrastructure is the entire process of procurement, utilization, and supervision of infrastructure and equipment used to support education so that educational purposes have been determined to be achieved effectively and efficiently.²¹

Educational facilities and infrastructure are very supportive of achieving a goal of education, as an educational person we are required to master and understand the administration of facilities and infrastructure, to increase

¹⁹ PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA NOMOR 59 TAHUN 2014 TENTANG KURIKULUM 2013 SEKOLAH MENENGAH ATAS/MADRASAH ALIYAH

²⁰ Tim Penyusun Kamus *Pusat Pembinaan dan Pengembangan Bahasa*. H.7

²¹ Soetjipto, Rafilis Kosasi. *Profesi Keguruan*, (Jakarta: Rineka Cipta, 2009) Cet, 4, 170.

effective and efficient work power and be able to respect the work ethics of fellow educational personnel, so as to create harmony, comfort that can cause pride and a sense of belonging from both school residents and residents of the surrounding community.

While educational infrastructure is all basic equipment that indirectly supports the implementation of educational processes in schools²²

While according to E. Mulyasa, what is meant by educational facilities is Equipment and equipment that are directly used and supporting the educational process, especially the teaching and learning process, such as buildings, classrooms, tables, chairs, and teaching tools and media. The meaning of educational infrastructure is "facilities that indirectly support the course of the educational or teaching process".²³

Meanwhile, according to "Suharsimi Arikunto stated: Educational facilities are supporting facilities for the teaching-learning process and everything that can facilitate the implementation of certain activities. According to the formula of the Guidelines for Standardizing Educational Media of the Ministry of Education and Culture, what is meant by means is Educational facilities are all facilities needed in the teaching process, both moving and immobile so that the achievement of educational goals can run smoothly, regularly, effectively, efficiently.²⁴

More extensive facilities can be interpreted as everything that can facilitate and smooth the implementation of a business. What can facilitate and smooth this business can be in the form of objects or money.²⁵

²² Ibrahim Bafadal, *Manajemen perlengkapan Sekolah Teori dan Aplikasinya*, (Jakarta : Bumi Aksara, 2003), 2.

²³ E. Mulyasa, *Manajemen Berbasis Sekolah*, (Bandung : PT. Remaja Rosdakarya, 2002). Cet Ke-2, h. 49

²⁴ Suharsimi Arikunto, *Organisasi dan Administrasi Pendidikan Teknologi dan Kehuruan*, (Jakarta: Raja Grafindo Persada, 1993), 81-82

²⁵ Arikunto, *Organisasi dan Administrasi*, 81-82

Meanwhile, according to the decree of the Minister of P and K No. 079/1975. Educational facilities consist of three major groups, namely:

- 1) School buildings and furniture.
- 2) Composed learning tools, bookkeeping and teaching aids and laboratories.
- 3) Educational media that can be grouped into audio visual that uses a viewer tool and media that does not use a viewer tool.

Meanwhile, those responsible for the problem of educational facilities are the managers or parts of the education administration. Micro (narrowly) then the principal is responsible in this matter.²⁶

b. Types of Educational Infrastructure

Judging from the type, educational facilities can be divided into physical facilities and non-physical facilities. Physical facilities or material facilities are everything in the form of inanimate or dammed objects that have a role to facilitate or launch a business, such as vehicles, writing machines, computers, furniture, props, models, media, and so on. Non-physical facilities are something that is not inanimate, or less can be called a thing or thing, which has the role of facilitating or launching a business such as people, services, money.²⁷

From various factors in education in terms of its form, it can be divided into two parts:

- 1) that are used to assist the implementation of special education in schools are called educational facilities or teaching facilities, such as: school buildings or study rooms, study chair tables, blackboards, books, maps and other teaching aids and tools.

²⁶ Yusak Burhanudin, *Administrasi Pendidikan*, (Bandung: Pustaka Setia, 1998) cet.1, 76.

²⁷ Gunawan, *Administrasi Sekolah Administrasi Pendidikan mikro*, (Jakarta : Rineka Cipta, 1996), 115.

- 2) The actions of educators, can be in the form of actions or situations such as: teaching, advice, example, order, discipline, orders, prohibitions, threats, punishments and rewards or rewards. Educational actions by creating situations, for example: the walls of a house or school are painted with clean white paint so that children can easily see dirt on the wall, with the aim of accustoming children to learn clean.

The type of equipment and equipment provided in schools and the ways in which they are administered have a major influence on teaching and learning programs. Insufficient and inadequate supplies will hinder the course of the teaching and learning process. The role of supporting facilities in the teaching and learning process. There are two types of physical means namely blackboards and chairs. Both are included in physical facilities. In short, it can be said that facilities are everything that can facilitate and smooth the implementation of a business. What can facilitate and smooth this business can be in the form of objects and money. So this facility can be equated with a means.²⁸

B. Theoretical Framework

Teaching english in must have a good strategy to teach the appropriate way so that the teaching will run well. It can not deny that using the traditional method is quite easy, but there are still some disadvantages that must be corrected. In this research, the researcher comes closer to the teacher and students by asking some questions to gain informations, especially in the implementation of TGT method in teaching reading comprehension.

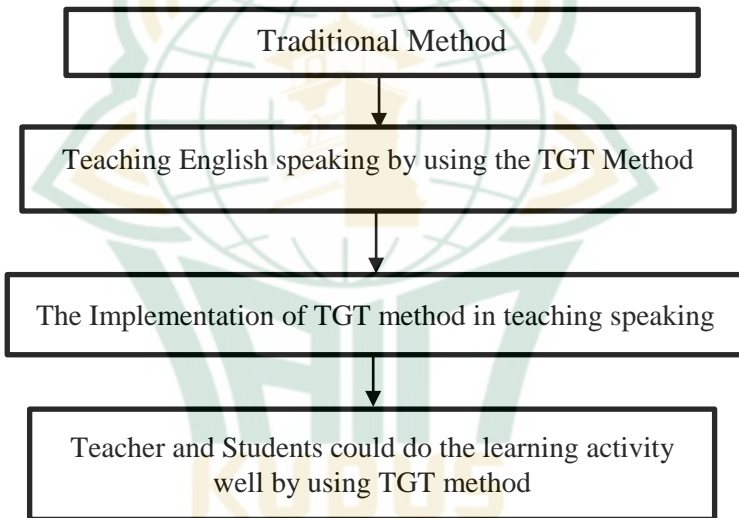
As we know learning is a process of changing behavior, knowledge, attitude, and positive values of human life. And the definition of learning according to Ruhimat is a change, and this change is due to the activity of responding to the

²⁸ Arikunto. *Pengelolaan Materil*. (Jakarta : PT. Prima Karya, 1987), 6-7.

environment. Ruhimat also stated that from the many discussions regarding learning, there are some similarities in the substance of learning, i.e. basically a change in behavior that includes knowledge, attitudes, and skills as a result of interaction between learners and the learning environment.

Learning method should be chosen in a good way, especially for teacher who has a good dream in order to make their learning process become meaningful. Based on that statement, researcher made the framework as follows:

Picture 2.2 Theoretical Framework



C. Review of Previous Studies

1. Yuhartati (2017) entitled “PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TGT INTIK MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS XI IPA 2 SMAN 9 PEKANBARU”. The authors found symptoms in the learning process subjects in English as follows: Low ability skills of English speaking students of class XI IPA 2 SMAN 9 Pekanbaru, as seen from the average value of students who have not reached

the KKM of the school is 65. Some students are still reluctant and even to shut up when they were spoken to by the teacher or anyone else in English. In fact, judging from the mastery of vocabulary, the student should be able to speak English even though a series of very simple sentences. Based on the survey results revealed that the ability speaking English students before action classical gained an average of 58.5, an increase in the first cycle to 67.3, while the increase also occurred in the second cycle with an average of 87.6 classical.

2. Yulita Pratiwi, et al. (2018) entitled “Pengaruh Model Pembelajaran Teams Games Tournament (Tgt) Terhadap Penguasaan Kosakata Bahasa Inggris Siswa Kelas Iv Sd Gugus Iv Kecamatan Tabanan” This study was a quasi experiment. The test result was analyzed by using data descriptive analysis and inferential statistics technique t-test. Based on the result of students’ English vocabulary mastery, it found that (1) the post test result of the control group is on the level ‘average’ with $Mo < Md < 16,66 Md > M (22,18 > 21,30 > 20,60)$, (3) t_{count} is 2.82 and t_{table} (with 5% of significance level) is 1,99.²⁹ The difference between the researcher topic is in the subject of the research where this research is in Elementary school, while the researcher is in senior high school, in the method, this research is use quantitative while the researcher is use qualitative research.
3. Ulfa Agustiana et al (2018) entitled “Analisis Pembelajaran Kooperatif Model Team Game Tournament (TGT) pada Mata Pelajaran Bahasa Inggris Materi Asking for and Giving Opinion di kelas XI MIPA SMAN 15 Semarang”. The method used in this research was descriptive qualitative method, while the data from this research was obtained from observation, interview, and test. The sample used were students of XI MIPA 3 of SMA N 15 Semarang. The result of the study showed that TGT

²⁹ Yulita Pratiwi et al, “Pengaruh Model Pembelajaran Teams Games Tournament (Tgt) Terhadap Penguasaan Kosakata Bahasa Inggris Siswa Kelas Iv Sd Gugus Iv Kecamatan Tabanan”, Journal Universitas Pendidikan Ganesha.

type in cooperative learning model could increase students' activeness and achievement of students of XI MIPA 3 in Asking for and Giving Opinion, viewed from the increasing of students learning result when they are not to do the treatment with average 65,20 than increase to 83,75.

