

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. So, a person reads the reading materials depend on her or his goal.

Reading is one of the language skill that should be mastered by the students when studying English. Reading is needed to get information in written language. Moreover, reading is very important to students because it has some influence on the other skills. Reading gives positive impact on vocabulary, spelling, and writing (Harmer, 2007 p.11). It is because when people read they get more vocabulary, if students read new text it means that they also add new vocabulary. Reading a lot also train students to pronounce word correctly. Moreover, by reading a text people get information or idea to write.

According to Fiprinita (2013, p.1-2), reading is one of the subjects to get information and knowledge about everything readers need from written form. It is very important and it is one of four language skills that should be mastered by the students for all level. By reading, the students are enable to acquire knowledge and obtain information from the text. In

addition, Klingner (2007, p.104) says reading is an activity that has a purpose. People may read in order to get information or increase their knowledge and sometimes to critique a writer's idea or writing style.

Reading is a receptive skill. Even though, it does not mean that reading is a passive skill. Reading involves a complex process. According to Spratt et al. (2005, p.22) when people read, there are some activities involved in the brain such as understanding cohesion and coherence, understanding various kinds of text, relating the text to the knowledge of the world, making sense of the text and using appropriate sub skill. From this explanation, it is clear that reading is an active activity rather than a passive activity.

Moreover, reading is not simple. Reading is an active process that requires a great deal of practice and skill. It is supported by Stone (2009, p.172), reading is a complex process that must be modeled, taught, practiced, and evaluated on a daily basis. According to Nunan (2003, p.68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Then, Harrison and Salinger (1998, p.89) says, reading is a complex activity and accomplished readers to operate a number of levels simultaneously. They are decoding and establishing meaning at the same time as they are responding to what they read, selecting particular aspects for considering and evaluating effects.

Based on the definition above, the researcher can conclude that reading is the active process of grasp meaning from the content of the writer's idea about the topic in a text. 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.

2. The Purpose of Reading

The general purpose of reading is to get information. Furthermore, when people read, they have different purposes; there are some purposes of reading. Grabe and Stoler (2002, p.6) divided the purpose of reading as:

- a. Reading to search for simple information.
- b. Reading to skim quickly.
- c. Reading to learn from text.
- d. Reading to integrate information.
- e. Reading to write.
- f. Reading to criticize text.
- g. Reading for general comprehension.

Based on the purposes above, we can see that many people have different purposes when they are reading. There are students that read book in order to learn from their exam beside that there are writers that read a book in order to get idea for his/her book and many others.

According to Harmer (1991, p.191), the purposes of reading are:

- a. Reading to confirm expectation.
- b. Reading to extract specific information
- c. Reading for communicative task.
- d. Reading for general understanding.
- e. Reading for detailed comprehension, and information.
- f. Reading for detail comprehension, function, and discourse.

3. The Nature of Reading Comprehension

The major goal of teaching reading for high school students is comprehension. Readers' ability to understand the author's message is influenced by their background knowledge to the topic given in the text.

According to Westwood (2008, p.31), reading comprehension can be defined as an active thinking process through which a reader intentionally constructs meaning to form a deeper understanding of concepts and information presented in a text. To comprehend the text, readers must use information they already possess to filter, interpret, organize and reflect upon the incoming from the page. Furthermore, Snow (2002, p.11), says reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It means that the primary activity of reading is to comprehend what the text about. It is because they do not know the exact meaning of the words that writer uses. That is why, reading comprehension section always be given along with vocabulary section. Snow (2002, p.11) also mentioned that comprehension entails three elements such as:

- a. The reader who is doing the comprehending.
- b. The text is to be comprehended
- c. The activity in which comprehension is a part.

Based on the explanation above, it can be concluded that reading comprehension is an active thinking process of grasp meaning from the

content of the writer's idea about the topic in a text by coordinating a number of skills related to decoding, word reading, and fluency and the integration of background knowledge, vocabulary, and previous experiences.

4. The Components of Reading Comprehension

In reading comprehension, the students sometimes get difficulties to comprehend the reading material, often find themselves confused and disinterested to get the meaning and receive the message from a paragraph in reading materials. To get success in teaching and learning reading the students must be able to comprehend the reading materials by mastering the components of reading. According to King and Stanley cited in Nurdiana (2016, p.37), there are five components of reading, they are as follows:

a. Finding the Detail Information

Detail information requires readers to scanning the specific information. Scanning can be done by reading questions that give and find the content words-synonyms or the same words. The detail information is generally prepared for the students and the following questions of the reading are started

b. Finding Main Idea

Recognition of the main idea of the paragraph is very important, because it helps the readers not only understand the paragraph on the first reading, but also helps you to remember the content later. An

efficient reader understand not only the ideas but also the relative significance as expressed by the author, in other words, some of the ideas are super ordinates while another is subordinate.

c. Finding the Meaning of Vocabulary In Context

It means that the reader could develop his or her guessing ability to the word which is not familiar with him or her, by relating the close meaning of unfamiliar words to the text and the topic of the text that is read. The words have nearly equivalent meaning when it has it or nearly the same meaning as another word.

d. Identifying References

In English, as in other language, it would be clumsy and boring to have and repeat the same word or phrase every time you use it. For this purpose, we use reference words. Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. References words are usually short and very frequently pronoun, such as; it, she, he, they, this etc.

e. Making Inference

Inference is skill where the reader has to be able to read between lines. King and Stanley divide into two main attentions: draw logical inferences and make accurate prediction. Prediction can be made by correctly interpreting the signs writer gives.

5. The Levels of Reading Comprehension

Comprehension is ability that can be differentiated into the levels. Brassel and Rasinski (2008, p.16) described three levels of comprehension that are important and needed to be fostered, they are:

a. Literal or Factual Comprehension.

This level refers to the simple understanding of the information that is explicitly stated in the text. For example: in the sentence, the dog chased the three children across the field, the literal comprehension involves knowing that was chasing, that the dog was chasing three children, and that the chase occurred in a field.

Applying the definition of comprehension presented earlier in this chapter, literal comprehension is heavily reliant on the information presented in the text.

b. Inferential Comprehension

Inferential comprehension is comprehension that involves using reasoning – drawing conclusions about the relationships between or among bits of information that are not explicitly stated. It requires relating background knowledge to what is read or applying knowledge about text structure to aid comprehension. It refers to the ability of a reader to take the information that is inferred or implied within the text.

c. Critical or Evaluative Comprehension

Critical comprehension requires readers to make judgements about what they are reading based on an evaluation of several text-

grounded factors, the determination is fact not opinion, the objectivity of the author, and whether or not the text is believable.

From statements above, it can be noted that in teaching reading comprehension the materials should be suitable for the level of students themselves. The teacher has to know students' ability in comprehending the text by considering this level.

6. Factors Influencing Students' Reading Comprehension

There are some factors that influence students' reading comprehension; according to Shehu (2015), those are internal factors and external factors. It will be explained as follow:

a. Internal Factors

Internal factor is defined as the factor which comes from the reader itself. This factor usually known as personal factor, because the factor has existed inside the reader. This factor deals mostly with self-motivation and interest.

1) Motivation

Motivation is regarded very important when analyzing a text. According to Brown (2002, p.17), the students will be motivated to read when they felt that they need something from the text. There are two kinds of motivation: internal motivation and external motivation. Internal motivation means that the readers are doing something because they want to do it or because they have made their own choice to do it. Meanwhile, the external motivation

is when the other influence, such as the teachers or school requirements.

2) Interest

Interest is being one of the important factors that influences in increasing the students' reading comprehension. If the students have interest to read, it means they will get a good comprehension. But, if the students have no any interest to read, it can influence their comprehension.

b. External Factors

The external factor is another factor that has great influence on reading comprehension. It can be seen as follows:

1) Reading Material

The students' comprehension in reading depends on the level of the difficulty of the text. Some texts are considered to be more difficult such as texts which lack organization, have plenty of new words, scientific text, etc. thus, it can influence students' achievement if the text given is not at the right level of the difficulty of the students.

2) Teacher of Reading

Another thing considered of a great importance is the teacher of reading. The teacher should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension.

7. The Nature of Narrative Text

There are many kinds of text which are commonly used in reading, such as narrative text, descriptive text, recount text, procedural text, and etc. The students may be familiar with those types of text, especially narrative text. Narrative text is type of written language which tells story or statement of phenomenon, it can be based on the true story or imaginary story. Narrative text is not only a tool to amuse the readers, but also a media for changing social opinion and attitudes. Narrative text usually reveals conflict among the characters. This is what makes narrative text interesting. It usually makes the readers think about an issue or teach the readers about something such as life lesson.

According to Allen and Landaker (2005, p.57-58), narrative texts tell the reader a story and it can take many forms; poetry, drama, novel, short story, or narrative nonfiction. There are some kinds of conflict, social problems amusement in narrative text. So readers would be amused or tense when reading them. Narrative text can be found in form: fable (stories about animals behave like humans picture), fairy stories (the story is fantastic, full of wonders), mysteries, science fiction, romance, horror stories, legends, historical narratives, personal experience (personal experience written).

The generic structures of narrative text are as follows:

a. Orientation

It is the first stage that sets the scene and introduces the participants involved of the story such as characteristic, time, place of the story.

b. Complication

Refers to the problem that appear in the story. It can be distinguished:

1) Natural Conflict

Namely the problems that arise because of the perpetrator stories dealing with the forces of nature.

2) Social Conflict

Namely the problems that arise because the perpetrators were facing each other. They met at the same time with different interests.

3) Psychological Conflict

Namely the problems that arise when dealing with the perpetrators of the story itself. The contradiction between the good and bad, between greed and tolerance.

c. Resolution

Refers to the problem or the complication resolved or attempted is to be clear. It means that the characters find out the problem solving.

Narrative text basically has five common components. It can be seen as follows.

1) **Characters**, means that the people or animals of a story.

2) **Settings**, means that setting of a story taking place.

3) **Plot**, means that the plot of the story is the sequence of events. It takes readers' through events building to a climax or turning point of the story.

4) **Theme**, it means that a theme is the central idea of the story.

Furthermore, narrative text can be identified with some language features such as use an action verbs, use past tense, and use of temporal conjunctions.

Based on the idea above, the researcher can conclude that narrative text is one of type text that has purpose to entertain the reader. Narrative text has three generic structure such as; orientation, complication and resolution.

8. The Nature of Teams Games Tournament (TGT)

a. The Understanding of Teams Games Tournament (TGT)

Teams Games Tournament is one of the oldest technique of cooperative learning which was developed by David Devries and Keith Edwards. It is a technique that asks students to cooperate with their friends. Cooperating with other students gives chance students to teach and study together with their friends. TGT can be used in a variety of subjects, from the exact, social sciences and language, from the basic education (elementary/junior high school) to university. It helps students become more interested in a subject, develops positive relationship among them, between teacher and students. It also reduce nervous, build confidence, and motivates them to practice.

A lot of experts said that Teams Games Tournament is very simple to apply and it is also fun and challenging. According to Rusman (2011, p.224), Teams Games Tournament is a kind of type of cooperative learning that puts students into a team consist of five to six students that have different ability, sex, and gender. Huda (2013, p.197) states that TGT is one of the team learning strategies. It increased basic skills, students' achievement, acceptance of mainstreamed classmate, positive interactions between students, and self-esteem.

Teams Games Tournament consists of five steps, namely class presentation stage, learning in groups (teams), games, tournaments, and awards (team recognition). It means that TGT technique is started by introducing the material to students in class presentation, assigning students into some groups with different level ability in order to give students opportunity to study with their friends that have high level ability. Then, to make sure all team members have understood the material, teacher will guide students to play academic game to show their individual mastery of the subject matter. Students play these game in weekly tournaments in which they compete with member of other teams who are comparable in past performance. The competition takes place at tournament table of three students. Then, at the end of tournament the best group receives a recognition or other award from the teacher.

According to Huda (2013, p.197), the purpose of TGT is to create an effective classroom environment in which students are actively involved in the teaching process and consistently receiving encouragement for successful performance. TGT structure encourages competition and cooperation in a way that promotes peer group rewards for academic achievement.

From the theory above, the researcher concludes that both of experts have the same idea that team's games tournament technique is a kind of cooperative learning in which students work together in a small group and help each other to understand the material well.

b. The Components of Teams Games Tournament

According to Rusman (2012, p.225), there are some components of TGT, such as: class presentation, teams, games, tournament, and team recognition.

1) Class Presentation

First, the material is presented in the class directly and it is headed by the teacher. Material in TGT is initially introduced in a class presentation. This is most often direct instruction or a lecture or discussion conducted by the teacher.

During the class presentation, students must be pay attention and understand the material from teacher because it will help them do well on the quizzes and their quiz scores determine their team scores.

2) Teams

Team is consisted of four until five students who represented entire of class division in the academic work, sex, race, and ethnic. The main purpose of the team is to ensure that all of the team members study well especially to prepare the members to be able to finish the quiz well.

Teacher prepare the materials, and then students work in their teams to make sure that all members of their groups have understood about the material. Through heterogeneities team members, it is hoped it will motivate them to help each other between students who has more capability with students who have lack of capability in understanding the material. It will grow the awareness in themselves that study in cooperative is fun.

3) Games

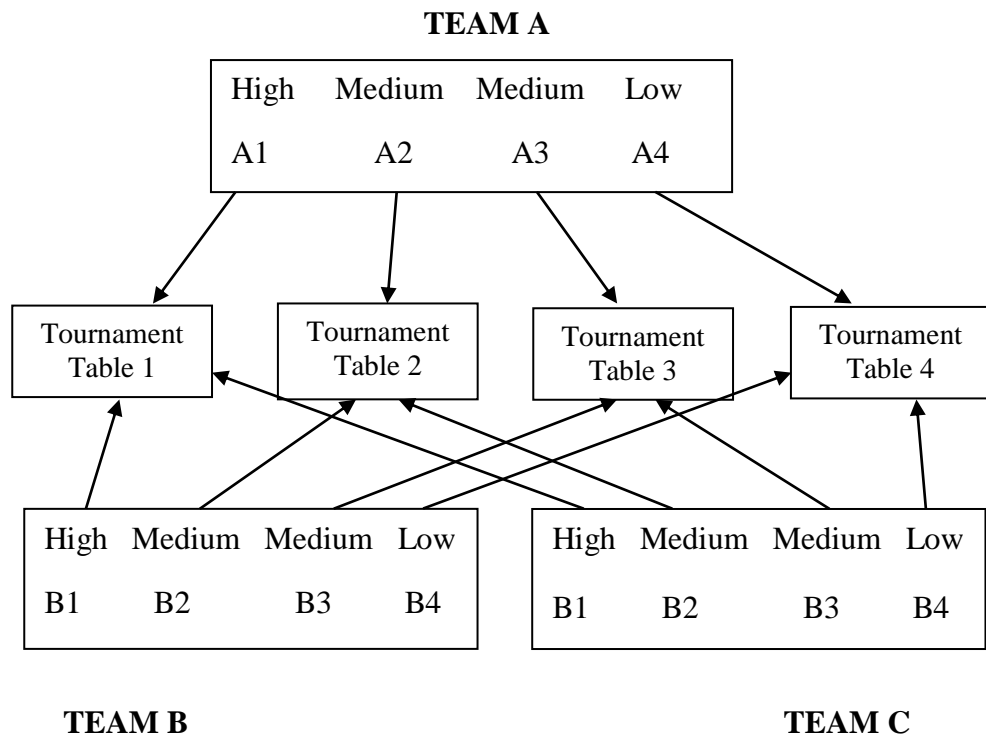
The game in TGT is consist of some questions that are relevant with the material. The questions are designed to examine student's knowledge that is got from the presentation class. Games are played at tables of three students, each of whom represents a different team (Slavin, 2009 p.166).

The game can be some questions that are written in some cards that have been given numbers. Each student will take a card and try to answer the question.

4) Tournament

The tournament is the structure in which the games take place. It is usually held at the end of a week or at the end of a unit, after the teacher has made a class presentation and the teams have had time to practice with the worksheets in their study team. For the tournament, the teacher assigns students to tournament tables- the highest three students in past performance to table 1, the next three to table 2, and so on. This is an equal competition; make it possible for students of all levels of past performance to contribute maximally to their team scores if they do their best.

Table II.1
Assignment to Tournament Table



(Slavin, 2005 p.168)

5) Team Recognition

According to Slavin (2005, p.159) states that main concept of team recognition is to count individual's and team's progression and give a certificate or another type of recognition. The teams will receive the reward or certificate 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.

Last, teacher announces the winner; each team will receive a certificate or a gift based on the criteria which have pointed by teachers (Slavin, 2005 p.174). The reward will be given to the team with certain criterion as below:

Table II.2
Team Appreciation Levels

Average Score's Team	Reward
15	Good Team
16	Great Team
17	Super Team

(Slavin, 2005 p. 160)

c. Advantages and Disadvantages of Teams Games Tournament

(TGT) Technique

As one of the teaching technique, teams games tournament have some advantages, they are as follows:

- 1) By learning model TGT (Teams Games Tournaments) can increase students' motivation and learning outcomes. Students can foster responsibility, honesty, learning engagement, healthy competition, and teamwork.

- 2) TGT has a dimension of excitement derive from the use of the game. Students will become more active during the lesson process.
- 3) TGT is increase the sensitivity, tolerance, and social sense among students to one another.
- 4) The learning process takes place with the liveliness of the students and will be more attractive.
- 5) TGT can improve the student communication skill to each other in the group discussion.
- 6) TGT will increase the students' desire and motivation in learning process.
- 7) The interactions in the classroom makes learning come alive and not boring because there is a discussion or sharing among group members.
- 8) TGT trains students to express or convey any ideas and their opinions in the group.
- 9) Students can explore the materials and actualize themselves with all the potential that exists.
- 10) TGT will create a deeper understanding of the subject matter and giving the opportunities for the students to solve problems together.
- 11) Giving the opportunities to the students to solve problems together.

- 12) Students will have good attitudes because beside they are responsible for their own selves, they are also responsible for the team.

TGT has some disadvantages in teaching and learning process because of some reasons:

- 1) It is difficult for teachers to grouping students who have heterogeneous in terms of academic ability.
- 2) It is wasting the time, because the games and tournament will take a long time during the process.
- 3) The absence of the students during the tournament period will disturb the success of the tournament.
- 4) It requires adequate facilities and infrastructure for prepare the material, games and tournament
- 5) It can grow the rowdy and crowded atmosphere in the classroom during the learning process.

9. Teaching Reading by using Teams Games Tournament (TGT) Technique

In teaching reading, teacher can use various teaching techniques and one of them is Teams Games Tournament (TGT). This technique has been applied in reading activities. Slavin (1991, p.76) states that in studies of method such as TGT, effects on achievement have been consistently positive. 37 out of 44 such studies (84percent) found significant positive achievement effects, including students' reading comprehension increased significantly.

Gaikwad P (2010) cited in Nina Elvia (2011) also defines, teams games tournament is one of the effective evaluating procedures of cooperative learning. It requires home group or base groups that consistently function in the class for a period time. It means that in teaching reading, teams games tournament technique is the best way to make students understand the topic to learn and make student's consistently in the class. This technique can be done through the procedures:

- a. The teacher divides the students into the groups.
- b. The teacher give the learners an outline what they will be learning.
- c. Present new academic information to students either verbally.
- d. The teacher ask students to read the text.
- e. Give the students worksheet or other study devices to help them master the academic materials and show them how they can help one other learn through tutoring, quizzing one another, or team discussing.
- f. Give the students sufficient time to work together and discuss the answer from the worksheet.
- g. While the students are learning in their groups, review your records of their learning progress over the past few lesson so that you can classify each student as a low, medium, or high achiever.
- h. The teacher gives tournament to students three times.
- i. The teacher gives question related with students' category.

- j. At the end of the tournament, the winner earn one point for his or her team regardless of how many question they answered correctly or how difficult the questions are.
- k. Appreciation certificate for super team (the highest score), the best team (the middle score), and good team (the low score).

B. Relevant Research

To avoid the same title as others in the research, so the researcher shows the relevant researches done by previous researchers. According to Syafi'i (2014, p.102), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research being conducted. It has purpose to avoid the plagiarism toward the designs and finding of the previous researchers.

The first relevant research was conducted by Agung Sdayu entitled "The Effectiveness of Using Teams Games Tournament Technique in Teaching Narrative of Text (A Quasi Experimental Study) at the Second Year Students of SMPN1 Pakuhaji. In this research, students who worked in teams games tournament technique groups is effective to be used in learning reading of narrative text. The result of this research showed that the experimental class' mean of gain score is 9.0, and the controlled class's mean of gain score is 5.13. Moreover, based on the result of analysis data, the value of t-obtained is 38.7. Therefore, it can be inferred that teams games tournament technique is effective to be used in teaching reading.

The second relevant research was conducted by Sunardi entitled “The Effect of Using Team Games Tournament (TGT) Strategy on The Eight Grade Students Reading Comprehension at MTs Zainal Abidin Academic Year 2014/2015. Based on the calculation of t-test formula from the score of pre-test and post-test on reading comprehension test, the value result of t-test is 1.83. And the result of the degree of freedom (df) is 34 compare with t-table by using significance 5% and gives the result 2. It is clear that the value t-test is lower than the t-table ($1.83 < 2$).

The third relevant research was conducted by Floris Wardani entitled “The Use of Team Games Tournament (TGT) To Improve Students’ Reading Skill in Narrative Text on The First Grade at SMAN 4 Pekanbaru”. In this research, to collect the quantitative data, the writer used a test consisted of 40 multiple questions in pre-test, post-test I, and post-test II. It was proven by the average score of pre-test was 63.05. Then in post-test I, it improved to 71.11 and incredibly improved to 80.06 in post-test II. The factors which cause the improvement are as follows: (1) it can improve their high motivation in learning reading; (2) the students used to answer the questions; (3) the students could have a chance to help the member of the group who didn’t understand about the material. Therefore, it can be concluded that the use of Team Games Tournament (TGT) can improve students’ reading skill.

The fourth relevant research was conducted by Desi Yusnanda Sari and Sri Minda Murni entitled “Improving Students’ Reading Comprehension Achievement in Descriptive Text through Team Games Tournament.” This

research was conducted by using classroom action research which conducted in two cycles. First cycle consisted of four meetings, the second cycle consisted of two meetings. Based on reading scores, students' score kept improving in every evaluation. In the test I the mean was 65.33, in the test II the mean was 71.72, and in the test III the mean was 84.54. The result of the research showed that Team Games Tournament (TGT) method significantly improved students' achievement in reading comprehension especially in reading descriptive text.

The fifth relevant research was conducted by Nurfaidah Lestari entitled "The Use of Teams Games Tournament (TGT) to Develop Students' Reading Skill at the First Grade of SMA Negeri 4 Bone." This research was quasi experimental research which used non-equivalent control group that involving two groups of classes. Based on the reading test, the result of the data indicated that there was a significant difference between students' post-test in both experimental and control class. In experimental class, the total mean score of post-test was 72.02 was greater than the total mean score in control class which was 61.62. From the t-test, the researcher found that the value the t-test in the post-test was greater than the t-table ($5.94 > 2.000$). Based on the result, the researcher concluded that using TGT method could motivate students engage in language learning especially to improve their ability in reading a text.

The sixth relevant research was conducted by Imaroh entitled "The Effectiveness of Team Game Tournament (TGT) to Teach Reading

Comprehension Viewed from Students' Reading Habit at MTsN 2 Paron Ngawi in the Academic Year 2009/ 2010.” The method used is experimental study. There are two classes used in her research: experimental class, and control class. After analyzing the data collected from both control class, and experimental class, she found that this method is more effective than Direct Instruction method to teach reading for the seventh year students. She also found that after implementing this method, the students who had high reading habits had better reading comprehension than those who have low reading habits, and the last she found that there is a significant change from the use of TGT towards the students achievement on the two variables. From these research findings, it can be concluded that TGT is proved as a method which is effective to teach reading for the seventh year students.

The seventh relevant research was conducted by Salasa entitled The Effectiveness of Team Game Tournament (TGT) to Improve Students' Reading Skill in Report Text on the Second Grade at Madrasah Aliyah Negeri Purworejo in the Academic Year 2012/ 2013.” There are two classes used in her research: experimental class, and control class. After analyzing the data from the two classes given different treatment, the result of the score comparison of control group and experimental group is quite significant. There is no change of score in control group which received no treatment. On the other hand, the experimental group which received treatment got a better change. It shows that the mean of posttest in the control group (67.81) was lower than the mean of post-test in experimental group (76.56). It can be

concluded that there is significant effect of using Team Game Tournament as a strategy in teaching reading to improve students reading skill of the second grade students of MAN Purworejo.

Based on the explanation above, the researcher found the similarity and differences between previous research and the researcher. The similarity from previous research is use the same strategy. Meanwhile the differences between previous research and the researcher are focus of the text, skill, and research design.

C. Operational Concept

Operational concept is used to give limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. Operational concept is a concept consists of some indicators that guide the researcher to measure some related aspects of variables. As mentioned by Syafi'i (2014, p.103), an operational concept is delivered from related theoretical concept on all of the variables that should be practically and empirically operated in academic writing- a research paper. In order to avoid misunderstanding in carrying out the research, it is necessary to clarify the variables used in analyzing data. In this research, the researcher uses two variables. First, "Teams Games Tournament (TGT) Technique" as an independent variable (X) second, "Students' Reading Comprehension in Narrative Text" as dependent variable (Y).

1. Variable X is independent variable. According to Robert E. Slavin, the indicators of Teams Games Tournament are:

- a. Teacher explains the material in a class presentation.
 - b. Teacher divides students in a class presentation.
 - c. Teacher asks the students to sit based on their groups.
 - d. Teacher gives students time to discuss and prepare the material for the tournament together.
 - e. Teacher assigns one member of study team to do competition with other member from other team.
 - f. Teacher explains the role of tournament.
 - g. Teacher leads the students to start the game.
 - h. Teacher ask the students to collect the score.
2. Variable y is the dependent variable. The indicators of reading comprehension, are as follows:
- a. Students are able to identify the main idea of narrative text.
 - b. Students are able to make inference of narrative text.
 - c. Students are able to find out meaning of certain words of narrative text.
 - d. The students are able to identify the generic structure of narrative text.
 - e. The students are able to locate or identify general or specific information such as names of characters, the time of the story or the place of the story in narrative text.

D. The Assumption and Hypothesis

1. Assumption

In this research, the researcher assumes that the students who are treated with Teams Games Tournament (TGT) strategy will achieve better

in reading comprehension than the students who are not taught by using Teams Games Tournament (TGT) technique.

2. Hypothesis

H_a : there is any significant effect by using and without using teams games tournament (TGT) technique on students' reading comprehension in narrative text of the tenth grade students at SMK Taruna Mandiri Pekanbaru.

H_0 : there is no significant effect by using and without using teams games tournament (TGT) technique on students' reading comprehension in narrative text of the tenth grade students at SMK Taruna Mandiri Pekanbaru.