

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The Nature Of English Reading Comprehension**

One type of receptive written language skill is Reading Skills, According Anisa (2023). All the knowledge gained from reading enables a person to improve their thinking skills, sharpen their insight, and broaden their horizons. Therefore, reading is a very important activity for anyone who wants to develop and improve themselves. The cooperative learning model aims to improve students' academic achievement, provide opportunities for students to accept the diversity of their friends, and improve their social skills (Surur, M., 2020). According to Anisa (2023), students' success in the learning process greatly depends on their reading skills. Students who cannot read or are still poor readers will have difficulty participating in learning activities in every subject. They will also have difficulty understanding and grasping the information contained in various textbooks.(Abditama et al., 2023). In the world of education and academia, reading skills are extremely important because they serve as the primary source of information, especially in today's globalized world. Furthermore, reading skills encourage students not only to read but also to think critically.(Siswa et al., 2022)

Researchers conclude from the above definition of English reading ability that English reading ability includes comprehension of written text, including understanding comprehension, sentence structure, and overall meaning. A person with good reading skills can discover new knowledge by using the context of sentences. To understand the message thoroughly, compare information from several parts of the text. Overall, English reading skills help students understand information make to well, think critically about the content of the text, and improve their overall language skills.

#### **B. Indicator Of English Reading Comprehension**

In the ability to understand reading skills, there are indicators that make a learning practice successful or improved. Indicators are a set of crucial factors that influence the effectiveness of learning process outcomes. Indicators are used to assess the extent to which classroom management is running well and appropriately.(Keguruan et al., 2025). According to Frans (2023), It is important to note that there are four basic indicators of reading comprehension: creative comprehension, literal comprehension, and inferential comprehension. These levels provide an overview of the comprehension skills that must be achieved in reading comprehension, especially in English. (Frans et al., 2023).

In an academic environment, achievement is broad, yet it is based on reading. Reading skills are crucial, especially in English, because they encompass all components of a text, including the ability to analyze its content. Furthermore, reading provides a clear indicator of students' cognitive development, as it is the first activity undertaken in the learning process. (J. Multidisiplin et al., 2026)

Another theory mentions this according to Mondolalo (2022) in Razak (2020). It explains that intermediate-level reading comprehension skills in a paragraph contain indicators of concrete details, abstract details, and universal abstracts. Intermediate-level reading comprehension indicators are divided into seven parts

1. The ability to understand main sentences
2. The ability to understand supporting sentences
3. The ability to determine main ideas
4. The ability to group supporting ideas
5. The ability to make main points
6. The ability to determine supporting points
7. And the ability to make main conclusions. (J. Pembelajaran et al., 2022)

The seven indicators above reflect students' English reading proficiency; the more of these skills a student

possesses, the higher their English reading proficiency will be.

### **C. English Reading Comprehension Technique**

In junior high school, English reading is done using three methods: sensitizing, skimming, and scanning. According to Yuliana (2025), skimming and scanning are very important strategies for improving reading comprehension, especially for learners of foreign languages such as English. Sensitization is a technique that helps students recognize clues in the text. These techniques enable students to become easier readers, improve their comprehension, and become more confident readers. They also support active and reflective reading, which allows students to control their learning process and understand the material better. (Ilmu & Naratif, 2025)

#### **1. Sensitizing (Recognizing clues in the text) Purpose:**

to enable readers to understand meaning by recognizing linguistic clues found in the text. Focus on keywords, synonyms and antonyms, pronouns (he, she, it, their, this, that), connecting words (however, because, thought, first, then), and word forms (prefixes, suffixes: un-, re-, -ful, -less). This strategy is used when students have difficulty understanding the content of a sentence or

paragraph due to comprehension or structure. As in the example question

*“Mia was exhausted because she had worked all day. However, she still finished her homework”.*

Students learn that:

because = reason

however = contrast

she = Mia

## 2. Skimming (reading quickly for main ideas):

Skimming is an effective method for improving reading speed. According to Ismulyani and Jayanti (2025), this technique teaches students to focus on key textual elements, including titles, subtitles, main sentences, and keywords. As a result, students can quickly identify key concepts and information in a book (Mulyadi & Rosyid, 2021). Students can quickly identify key concepts and information in a book (Mulyadi & Rosyid, 2021). This technique is essentially used to quickly gain a general understanding or grasp of the main points in a reading text.

Example question: What is the main idea of the reading text?

Title? General information. The skimming technique is used to find the main ideas, not to read the details.(Jayanti & Selatan, 2025)

### 3. Scanning (Searching for specific information):

Scanning is one strategy for reading English. According to M. Rizky A.P. (2025), scanning is a reading method used to quickly identify important information in a text, whereas skimming is used to obtain general information from a text. such as "When...?" "Where...?" "How many...?" "Who...?" Example question: *When did the event occur?* The eyes immediately scan the text for dates and times. Methods like this can help readers better understand the text.(Palu, 2025)

## D. Reading Comprehension At Junior High School

In accordance with the policy written in Number 23 of 2006 by the Indonesian Minister of National Education, which stipulates to strive for standards for junior high school students graduating in English. Publicly, the goal of teaching English from junior high school level in Indonesia is to enable students to understand and improve their competencies such as the ability to listen to English speakers, read English texts, write in English, and speak in English. Therefore, English is taught as a local content subject, as stated by Arifin in Kamgar, N., and Jadidi, E.(Smp & Ilmu, 2026).

According to Ria (2023) in the study by Rohmah and Saputro (2025) Reading comprehension At Junior High

School is a measure of how well students can grasp or understand the texts they read. According to Rohmah and Saputro, the competencies that junior high school students must possess in this digital age to be considered proficient in reading are: able to understand the meaning of each word, understand the meaning of sentences in a text, and find and identify the main idea of the text.(Dan et al., 2025).

a) Learning to Understand the Meaning of Words

The meaning of a word is based on the context of the text or sentence. A word based on the context of the text or sentence. Example sentence: The test was difficult, so many students felt nervous. Word meanings:  
difficult = hard / not easy  
nervous = anxious or worried

b) Learning the Meaning of Words

A message or intention intended to be communicated directly through a single sentence. Example sentence: Rina studies every night to get good grades.

Sentence Meaning: Rina studies regularly because she .wants good academic results

c) Learning the Main Idea of the text

Mean idea is important in reading skill, The central component of the main idea is the main focus of a paragraph or text, making it interesting to read.

Example sentence: Many students expressed comfort in online learning at home because it was considered flexible and practical to do. Main idea: Students are comfortable with online learning because it is flexible and practical.

Based on the researcher's observations of students at MTs Roudlotur Rosmani Kota Bengkulu, the students are already familiar with various components of reading comprehension (narrative texts, descriptive texts, and so on). The material taught in the second semester of eighth grade includes the simple past tense, continuous tenses, and the topics mentioned above; however, the learning outcomes have not yet reached a stage of full comprehension, such as understanding the main idea, word meanings, or sentence meanings.

There are still many students who do not fully grasp certain aspects of reading comprehension. Therefore, efforts to improve reading comprehension and the use of appropriate teaching methods are urgently needed so that students can understand all the sub-concepts within reading skills.

#### **E. Factors English Reading Comprehension At Junior High School**

At this stage, reading English well and accurately is no easy task; there are many aspects that must be mastered.

According to According to Sayfullah et al. (2025) A student's level of English reading comprehension is basically influenced by two main factors: internal factors (students, laziness, and intentions) and external factors (including the environment, facilities, teachers, and teaching methods).

#### 1. Internal factors

That affect reading comprehension include initial reading ability, mastery of text structure, attitudes and interest in reading, vocabulary size, the ability to retain information that has been read, the ability to concentrate, and mood or emotions while reading.

#### 2. External factors

Factors that apparently influence the ability of reading, especially the characteristics of reading materials, especially the use of sentences that are too short or too complex, the methods that teachers teach in the classroom also cannot escape crucial influence, because reading is not only monitored. In addition, all the existence of adequate facilities plays an important role in making students interested in reading activities, therefore every school should have a variety of reading books and a complete and comfortable library. (P. Multidisiplin, 2025)

The Problems that cause students to struggle with comprehension and improve their reading skills also occur at 8th grade students at MTs Roudlotur Rosmani. During

observations through an internship program, researchers summarized several student difficulties in English reading skills and their causes, including:

1. Limited Vocabulary

This is due to the fact that many students do not understand the reading passages because of their limited command of English vocabulary. When a teacher presents a descriptive text during class, students often ask about the meanings of simple words such as “place,” “height,” and “near.” Some students simply read without understanding the content because they are not yet accustomed to the abundance of new English vocabulary.

2. Difficulty Understanding Sentence Structure

Students have difficulty understanding sentences due to differences in English and Indonesian grammar. When reading the sentence "My brother who lives in Jakarta is a teacher," students are confused about determining the subject and meaning of the sentence, resulting in incorrect answers to reading comprehension questions.

3. Low Interest in Reading

Students lack motivation to read English texts. During the reading process, some students are seen talking to themselves, feeling sleepy, or simply copying

their classmates' answers without actually reading the text.

#### 4. Difficulty Determining the Main Idea

Students do not have difficulty when instructed to identify the main idea of a paragraph in a reading passage. However, when faced with this task, they often simply write down the first sentence or frequently occurring words without understanding what the main idea of the text actually is.

#### 5. Inability to Answer Comprehension Questions.

Students have difficulty answering questions based on the reading text. After reading a recount text, students are only able to answer questions with clearly stated answers, but are unable to answer inference questions such as "Why did the writer feel happy?"

#### 6. Reliance on Word-for-Word Translation

Students read by translating word for word, slowing down the reading process. During reading tests, students consult dictionaries or ask the teacher for the meaning of each word, so time runs out before they can complete all the questions.

#### 7. Lack of Use of Reading Strategies

Students do not use effective reading strategies. When asked to search for specific information

(scanning), students read the text from beginning to end, rather than searching for keywords, which is inefficient.

## **F. Cooperative Learning Method**

### **1. Definition Cooperative Learning**

Cooperative is when people work together to achieve a common goal. Cooperative learning comes from the word "Cooperative Learning" in the English-Indonesian dictionary, where "collaborative" means cooperation, and "learning" means knowledge or lesson. The term "cooperative learning" is used to describe cooperative learning as it relates to the teaching and learning process. Cooperative learning, according to Kiki Barkiah Mursid (2021), is a way to democratize the learning process using the concept of mutual cooperation. Cooperative learning is a student-centered educational method in which students are given the opportunity to work together with their peers on structured tasks or group assignments.

According to Wahyuni (2022), the TGT model focuses on group formation, making it unique. In addition, TGT also instructs tournaments where prizes are awarded at the end of the game, making the academic learning atmosphere a positive competitive vehicle.(Saepuloh et al., 2026)

As a large group of cooperative learning, this learning has quite similar steps to each other. For example, educators begin learning by planning a learning system that includes forming heterogeneous groups. After that, they are instructed to do tasks in the form of discussions among groups to solve problems and at the end of the activity, presentations are made as a form of learning outcomes. Not to forget, educators also evaluate each lesson to see developments and improvements according to Bahar (2026). These steps are evenly applied to all types of cooperative learning such as Jigsaw, NHT (Number Headset Together), STAD (Students Team Archive Division), TGT (Team Game Tournament) and TAI (Team Accelerated Instructions).(Wacana & Nusantara, 2026).

Team learning is another term for cooperative learning; the term “cooperative learning” is more commonly used in academic settings. However, the goal of cooperative learning goes beyond simply working in groups or completing tasks as a group. This can be attributed to a structured framework designed to foster collaboration, with tasks specifically designed to promote cooperation. This allows group members to interact openly, build effective relationships, and rely on one another, ultimately ensuring that understanding is evenly

distributed among all group members.(Mursid et al., 2021)

## **2. The Benefit Implementation of cooperative learning**

A particularly interesting and frequently encountered model in academic settings is cooperative learning. This model is one of the most effective ways to improve cognitive abilities and higher-order thinking skills, particularly analytical skills, during the learning process because it is group-based. This approach, besides focusing on group learning, also aims to develop students' social interactions. Through group learning, students will be more open to their peers. In this paradigm, students participate in open-ended tasks that encourage group problem-solving, discussion, and exploration. One common method is to provide opportunities for students to explore the subject matter both individually and in groups.

By using a cooperative learning design, students will coordinate together where everyone will be responsible for understanding the material and solving problems together as a group because this learning aims for students' understanding to be even. This study offers significant benefits to various stakeholders involved in the junior high school education context. For teachers, this study offers new insights and practical strategies to

make learning more effective, innovative, and student-centered.

By using a collaborative learning model, teachers can create an engaging and dynamic learning environment that not only encourages students to participate more actively but also fosters social interaction between students and teachers. In addition, cooperative learning also makes a significant contribution to understanding the effectiveness of cooperative learning models in improving the quality of the learning process at the junior high school level. (Afriani et al., 2025)

### **3. Type of Cooperative Learning**

According to Safaat (2026), cooperative learning has a wide range of methods, starting from group-based learning such as NHT (Number Headset Together), STAD (Students Team Arrangement Division), game-based methods such as Jigsaw, TGT (Team Game Tournament), and methods that focus on group instruction such as TAI (Team Accelerated Instructions) and Think Pair Share. (Safaat, 2026)

Researchers have concluded that cooperative learning offers numerous benefits, including improved learning outcomes, enhanced social skills, and the development of critical thinking skills. Cooperative learning also creates a more positive and enjoyable

learning environment and provides opportunities for students to learn from and with their peers.

### **G. Team Game Tournament (TGT) Model**

The TGT (Team Games Tournament) learning model is a teaching approach designed to enhance student motivation and active engagement through structured teamwork. According to Melindawati and Oktavianti (2021), this learning model is a form of cooperative learning aimed at ensuring that every group member can participate.(Amalia et al., 2025). The Teams Games Tournament aligns with the implementation of the Merdeka Curriculum, as evidenced by its student-centered learning approach, in which TGT encourages students to collaborate as a team and fosters a sense of camaraderie.(Krisna & Pandiangan, 2026).

According to Suarningsih (2026), the TGT (Teams Games Tournament) cooperative approach is considered capable of being developed as an effective system to achieve this. It enables instructional design that facilitates knowledge construction through structured social interaction oriented toward academic-style competitive activities. TGT is suitable because it is highly effective in creating a learning model where students are guided to actively work in groups, solve problems together, and conclude with an evaluation that incorporates rewards.(Inovasi et al., 2026) .

From the above explanation, it can be concluded that TGT is a learning model that combines student engagement with games while still providing educational value, fostering teamwork, and encouraging active participation both inside and outside the classroom.

## **H. Monopoly Games**

In 1904, Elizabeth Magie created the game Monopoly, which was originally used as a medium to demonstrate opposition to monopolies in the United States. However, it was Charles Darrow who popularized the game in 1935. In 2022, Ayu's (2022) research utilized a modified and well-designed version of the Monopoly game so that it could be used in Japanese language education. According to her, the Japanese version of Monopoly has been used to teach Japanese vocabulary. The objectives and requirements for creating Monopoly game materials vary depending on the design. (Teknologi et al., 2025)

In a study conducted by Ayu on the use of the Japanese-language version of Monopoly, the aim was to improve reading skills and recognition of characters such as Katakana, Hiragana, and basic Kanji writing, as well as other fundamental Japanese language skills. The study was conducted at YLPI Junior High School with a group of 29 eighth-grade students. Of the 29 students, 6 received an A

(excellent), 11 received a B (good), 11 received a C (fair), and 1 received a D. The average scores indicate an improvement following the implementation of the Japanese Monopoly game.

According to Aryani and Ahsanudin (2025), Monopoly is a popular board game featuring images of various countries. The objective is to control all the tiles on the board through purchasing, renting, and exchanging property within a simplified economic system. Monopoly has been widely adapted as a learning tool because it is familiar among children, encouraging active participation and cooperation. Research conducted by Aryani and Ahsanudin modified Monopoly into an Arabic language learning tool for Reading learning. This was achieved by modifying Monopoly with images of various countries into Arabic vocabulary cards. (Ramadhan, 2025)

The study was conducted in Class VII G at MTs Darul Taqwa in Pasuruan, Central Java. The results of the study showed improvements, starting with the classroom atmosphere becoming more lively, conducive, and responsive. Students also felt more comfortable and free to express themselves through the Monopoly game, which directly contributed to an increase in their confidence in speaking, asking questions, and answering in Arabic. This game-based medium provides students with the opportunity

to repeat Arabic vocabulary, sentence structures, and idiomatic expressions repeatedly through game activities, without them realizing that they are actually engaged in an intensive learning process.

The two studies above describe the development and feasibility of a modified Monopoly game in Arabic to increase student engagement, as well as a Monopoly game in Japanese to improve vocabulary, reading, and writing skills. In addition to adapting Monopoly as a tool for improving foreign language vocabulary, the results of previous research offer alternative methods for game-based learning at the junior high school level.

By observing these two modified versions of Monopoly as learning media, the researcher was inspired to adapt the Monopoly game for English language learning to improve students' English reading skills. The selection of the Monopoly game as a medium to improve English reading skills is not a new discovery or idea, as the adaptation of Monopoly for foreign language learning has been implemented by previous researchers. However, this study will employ the TGT (team-based group task) model approach, which introduces a fresh perspective. The researcher has also updated several Monopoly components to ensure they remain relevant to the foundational material for

English reading comprehension and has designed in-game challenges that align with the reading texts used as guides.

**Figure 2.1 Monopoly Games**



## **I. Relevant Research Results**

Previous studies have applied the TGT model, which has been shown to enhance the learning process. A study conducted by Reina in 2025, titled “The Effectiveness of the Team Tournament Learning Model with Word Trace Media in Improving Reading Comprehension,” was motivated by students’ lack of understanding of reading texts, particularly when answering questions. As a result, students had difficulty receiving information from reading texts, understanding teacher instructions, and completing assignments. The main objective of this study was to disseminate how the TGT model using word trail games could improve students' reading skills. The sample was taken from Cluster 09 Pamulang in 2025, consisting of 40 fourth-grade students at Al Inayah Integrated Islamic Elementary School.

The researcher used a pretest-posttest experimental design in a single class. In this study, reading passages, essay questions, and keyword cards were used. Data collection was conducted through a written test, and in the data analysis stage, a parametric statistical test was used. The test conducted was a paired t-test, which yielded a Sig. value of 0.000, indicating acceptance of  $H_a$  and rejection of  $H_0$ . The pretest and posttest learning outcomes showed a significant difference in mean scores, as indicated by statistical data processing. The results of data processing by the researcher indicate that the team game tournament model with the help of word trail games can help students learn to read better. (Setiyadi, 2025)

Previous research on the TGT model was conducted by Iffah (2024) in a study titled "The Effectiveness of Implementing the Team Tournament Learning Model on the Literacy Skills of 8th-Grade Junior High School Students." The study emphasized that effective education depends not only on the curriculum and learning methods, but also on learning models such as the Tournament Game Tournament (TGT) to improve students' literacy skills. Experiments are a type of research conducted. Using a single-group pre-experimental-post-experimental design model, this study was conducted on one group without a control or comparison group.

A pre-test will be administered to the students before the intervention is implemented, and a post-test will be administered after the intervention is implemented. Tests and observations were used to obtain data. This study involved 26 fifth-grade students. The results showed that the tournament team learning model was quite effective, according to the Ngainpersen test score of 62%. In addition, based on the researchers' data analysis of the paired-sample t-test results comparing pre-test and post-test data, this TGT model significantly improved students' literacy skills.(Tanjung et al., 2024).

Findings from previous research indicate a significant increase in the use of the TGT cooperative learning method; consequently, the researchers believe that the implementation of TGT is effective in introducing a fresh approach to the learning model and in enhancing teamwork, student engagement, and the learning material.

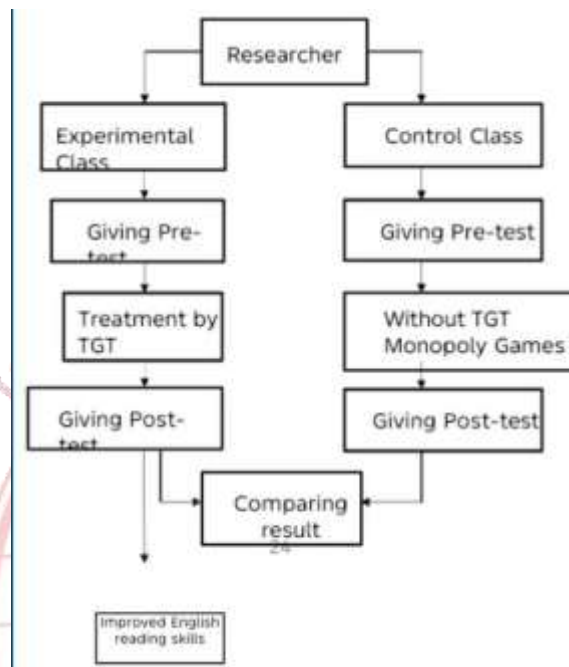
## **J. Theoretical Framework**

Based on theoretical studies, a framework for cooperative learning using the TGT model using monopoly games can be developed to increasing the English reading skill of VIII grade students at MT's Roudlotur Rosmani kota Bengkulu. The framework for this study can be illustrated in the following diagram: Students' difficulty in understanding

English reading skill presented by teachers is one of the factors contributing to low English grades. The method used by teachers to deliver material can also affect students' English grades. When teachers only use (traditional) lectures, question-and-answer sessions, and memorization methods in teaching, these methods discourage students from participating in the learning process.

This results in low English scores. In this context, the researcher implemented a learning model that can significantly improve the reading skills of eighth-grade students. This model is a TGT (Team Game Tournament)-type cooperative learning model that uses the Monopoly game as a teaching aid. This TGT learning model is expected to have a significant impact on efforts to improve students' English reading comprehension skills. By implementing this learning model, students will also be engaged in a group game that encourages them to be more active and competitive in the classroom learning process, and facilitates their understanding of text meaning so that it does not feel difficult or boring.

**Tabel 2.1 Theoretical Framework**



### **K. Hypothesis Of Action**

Based on relevant research and the conceptual framework above, the following action hypothesis is formulated: If learning is implemented using the TGT (Team Games Tournament) cooperative learning model using Monopoly games, it can improve English Reading skill in English lessons in grade VIII of MT's Roudlotur Rosmani.