

CHAPTER II

THEORETICAL FOUNDATION

This chapter presents theories that are relevant to this study. Specifically, this chapter explains about reading comprehension, Team Game Tournament technique, and hortatory exposition text.

2.1 Reading Comprehension

Reading comprehension is the central of reading in which readers understand something rather than saying something (Sadoski, 2004). It is very important as the main reason of why readers read is to get meaning of a written text. As for students, reading comprehension is important for learning and to become successful in school (Greany & Neuman, cited in Sadoski, 2004). The following sub-sections discuss the nature and principles of reading comprehension and approaches to teach reading comprehension.

2.1.1 The Nature of Reading Comprehension

Reading comprehension is defined as “the ability of understanding and interpreting information in a text” (Grabe & Stoller, 2002, p. 17). It is a process in which the reader uses the mental facilities to obtain meanings from a written material or a process of reconstructing the author’s message by “producing thought analog of printed language” (Weiner, 1985; Sadoski, 2004, p. 67).

There are three levels of reading comprehension; literal level, inferential or interpretive level, and critical level (Hillerich, cited in Antoni, 2010, p. 41). These levels are used as an orientation to determine in which level a reader comprehend a text. Literal level deals only with the textually explicit information from the text without counting any interpretation the reader may have. For example, “the reader may be called on to recall or locate precisely stated details, directions, or sequences of events” (Berninger et al., 2006, p. 174). Inferential or interpretive level

comprehension “goes beyond the determination of word meanings” (Sadoksi, 2004, p. 70). It requires foundation from reader’s intuition, experience, or personal knowledge to take an implicit meaning stated by the writer (Berninger et al., 2006, p. 174; Sadoski, 2004, p. 69). A reader may be asked to find main ideas, determine word meanings from context, draw conclusions, or infer cause-and-effect relationships (Berninger et al., 2006, p. 174). Meanwhile, critical level involves the process of assessing and judging the value of the written text (Sadoski, 2004, p. 72).

2.1.2 Principles in Teaching Reading Comprehension

In teaching reading comprehension, there are several principles that need to be considered to decide the teaching technique used. The teaching reading principles created by Brown (2001, p. 313) are described below.

The first principle is using technique that is intrinsically motivating. Focusing on the reading goal can sometimes be boring when it comes to reading activity. Teacher must consider teaching technique that is interesting to attract the students’ attention as well as increasing their motivation. Students’ motivation is shown by their engagement to the learning. Engagement refers to “the extent of students’ active involvement in learning activity” (Reeve, 2012, p. 150). It indicates students’ interest to something they are about to do (Trowler, 2010, p. 5). Students’ involvement can be increased by giving them responsibility (Rocca, 2010, p. 194). Therefore, it is better for the teacher to choose learning technique that motivates students and gives the students opportunity to be responsible for their own learning.

The second principle is encouraging the development of reading strategies. Reading strategies that the students need to acquire are identifying the topic, scanning, skimming, guessing, and interpreting text (Harmer, 2001, p. 201).

The third principle is dividing the technique into pre-reading, while-reading and post-reading process. Pre-reading process includes introducing a topic or brainstorming to create many ideas about the topic (Wallace, 1992, p. 91). In while-reading process, students are given various texts to read silently. In post-reading

process, teacher evaluates the students' comprehension in some particular tasks (Antoni, 2010, p. 42).

2.1.3 Approaches in Teaching Reading Comprehension

In general, there are three major approaches to teach reading comprehension.

2.1.3.1 Bottom-up Approach

This approach is also known as skills-based approach or basal reader approach. It tends “to help students move from the part to the whole by prescribing the acquisition of competencies in a systematic order” (Berninger et al., 2006, p. 164). Reading in this approach is basically a matter of decoding a series of written symbols into their aural equivalents in order to get meaning. The process neglects many other contextual factors that may contribute to the meaning of the text.

The reading process in this approach is divided into smaller to larger sub-skill that is taught in a rigid order. According to Brown (2001, p. 358), in bottom-up approach, readers must first identify linguistic signals such as “letters, morphemes, syllables, words, phrases, grammatical cues, or discourse markers”. After that they use their mental data-processing to put the signals in order. It is important to the readers to know the complexities of the language system. Abbot (2010) calls this approach as a data-driven approach.

In bottom-up approach, the immediate goal for teachers is to make the students understand the meanings of sentences with lexical and grammatical knowledge, meanwhile the ultimate goal is to enable the students to gain linguistic knowledge such as lexicon and grammar and to apply them to other context. The teacher explains the whole text, sentence by sentence, analyzing difficult grammar structures, and rhetoric. Meanwhile, the students listen, take notes and answer questions.

During the application of bottom-up approach, students may be asked to identify meaning of unknown words, analyze sentences grammatically, or pay a careful attention to the body of the text that requires them to use bottom-up strategies.

Johnson (1992) believes that this kind of teaching lead to word to word translation instead of comprehension of the text.

2.1.3.2 Top-down Approach

Top-down approach is a conceptually-driven approach in which readers draw their own intelligence and experience to understand a text (Brown, 2001, p. 358). Readers in this approach depend on their previous knowledge to interpret a text. Their background knowledge plays a significant role in creating meaning of a text (Goodman, 1982). Readers need to combine different pieces of information (Abbot, 2010). This process could include skimming the entire text to locate important points to comprehend the text. This could also include an analysis to the author's motives by asking about the structure of the text as well as included and excluded information.

Abbot (2006) calls this approach as a conceptually or hypothesis-driven approach because readers make hypothesis of what they are about to read. Readers in top-down approach do not use every single piece of information in the text (Goodman cited in Carrell & Eisterhold, 1983). Reading is a process of reconstructing meaning rather than decoding written language from each symbol. The readers begin with a set of predictions about the meaning of the text he or she about to read.

Goodman (1982) believes that the process of reading the text in a word by word manner is not called reading comprehension. He (Goodman, 1967) states that instead of result from precise decoding, efficient reading result from using the most productive necessary cues to produce meaning. In addition, as Beaugrande (cited in Goodman, 1982) stated that what readers need to comprehend is not sentences but conceptual content.

The stand point of this approach holds that comprehension begins with the more global aspects such as the title, main idea of each paragraph, etc. and goes to the smaller linguistics aspects. To understand the text, readers start from the meaning of each paragraph then turn to the sentences and words that make the meaning. Doff (1990) argues that when readers read for meaning, they do not need to read every



word in each sentence because they can guess much of what it says as they read the text.

2.1.3.3 Interactive Approach

This approach is also called balanced approach that combines bottom-up and top-down approach. It proposes a balance between explicit teacher-directed instruction and student-center discovery learning (Harp & Brewer, 2005) that “views reading as an interaction between the reader and the text” (Berninger et al., 2006, p. 170). Grabe (1991), states that reading process in this approach is not simply a matter of extracting information from the text. It is also activating a range of knowledge in the reader’s mind that may be refined and extended by the new information provided in the text.

In this approach, “skills are taught both directly and indirectly” (Berninger et al., 2006, p. 169). The reading instruction involves word identification, vocabulary, and comprehension. Interactive approach is recommended as a primary ingredient in successful reading because it is assumed that “students are simultaneously processing information from the materials they are reading (i.e., the bottom-up model) and information from their background knowledge (i.e., top-down model)” (Berninger et al., 2006, p. 170). For example, when a student read, he/she “continually shifts from one focus to another” from predicting meaning to check whether the achieved interpretation is correct (Nuttal, cited in Brown, 2001, p. 299).

This study employs top-down approach in which readers focus on using hypothesis rather than decoding a series of written symbols to get meaning of a text. As stated by Goodman (1967) top-down approach creates more efficient work in reading since readers use necessary cues to make hypothesis than decoding as bottom-up approach proposed.

2.2 Team Game Tournament

Team Game Tournament (TGT) technique belongs to cooperative learning method. Alongside with Student Team Achievement Division (STAD) and Cooperative Integrated Reading and Composition (CIRC), TGT technique is used as an alternative teaching technique (Kagan & Kagan, 2009). Cooperative learning method as a group based learning method has been well known to be beneficial to language teaching since it focuses on discussion that stimulates the students' language skill (Knapp & Watkins, 2005). The following sub-sections discuss the nature and potential benefits of TGT technique.

2.2.1 The Nature of Team Game Tournament

Team Game Tournament is one teaching technique of cooperative learning created by Slavin which has been influential in creating “effective classroom environment in which all students are actively involved in the learning process and consistently receive encouragement for successful performance” (DeVries, 1980, p. 3). TGT technique has four main components; class presentation, teams of heterogeneous students, tournament games of equal-ability students, and team recognition that embodies both competition and cooperation that promotes peer group rewards for academic achievement. This structure creates interdependency among students and make it possible for them to have equal chance to succeed at academic task regardless different learning rates (DeVries, 1980, p. 3).

TGT technique belongs to top-down approach. In TGT technique, students as readers need to focus on the meaning rather than recitation (Slavin, 2005, p. 153). Readers eventually make hypothesis of what they are about to read instead of decoding the written code. It is in line with the main point of top-down approach. Reading process using this approach is intended to grasp the meaning by the necessary cues provided in the text (Goodman, 1967). Reading is viewed as being conceptually driven by the higher order stages rather than by low-level stimulus. The readers only sample text information in order to verify their prediction or hypothesis

as the top-down approach proposes. They need to be active to draw their own intelligence and experience to understand a text (Brown, 2001, p. 358).

Any learning materials which possess one right answer test can be taught using TGT technique (Slavin, 1991, p. 20) because of its tournament concept. The tournament concept is the main point of TGT technique. The using of game rather than quiz makes TGT technique exciting and motivating. Equal competition makes it possible for students of all levels to contribute maximum points to their teams if they do their best (Slavin, 1991, p. 10). Tournament also helps students practicing their reading comprehension skill because the students are required to answer questions related to the certain material.

2.2.2 The Potential Benefits Gained Through TGT Technique

TGT provides some potential benefits to the learning process especially in reading comprehension. Firstly, it increases the students' achievement level (DeVries, 1980, p. 15). Compared to the conventional lecturing, technique in team learning method like TGT technique has been proven to be more effective to increase students' learning achievement (Slavin, 1991, p. 12). The features in this technique encourage students to improve their reading comprehension skill. The class presentation gives learning input to students in which the students are introduced to material through lecture, class discussion, or some forms of a teacher presentation (Berninger et al., 2006). The team activity provides opportunities for students to learn by themselves and by teaching others in small learning groups. As stated by Lott and Lott (1965) that small face to face groups create more efficient and cohesive learning than larger group. Kagan and Kagan (2009, p. 2.8) also find out that group learning creates more efficient and productive work. During team activity, group members can be free discussing the material presented by the teacher in the class presentation stage to strengthen their understanding while quizzing one another as the preparation for the tournament. When the students work together in team, the interaction in team activity allows the students get exposure which is probably different from their initial

understanding about a problem. It forces them to re-think about their solution and they can come up with the correct solution (Kagan & Kagan, 2009, p. 3.7). In addition, the tournament feature helps students practice their ability to answer questions from the text since the questions are made simple and relevant to the learning material (DeVries, 1980).

Secondly, it creates good relationship between students. Team concept offered by TGT technique is a heterogeneous team in which each team consists of mixed students that represents the class (Kagan & Kagan, 2009, p. 5.4) in terms of ability. In TGT technique, students are able to “gain respect and liking for one another” because they need to work together for the tournament (Slavin, 1991, p. 15). The advantage of heterogeneous team is that students can learn from each other since their ability level is different. It increases opportunity for peer tutoring (DeVries, 1980, p. 15) that is good to help them understanding the learning material or practicing their reading comprehension strategies by answering question. Kagan and Kagan (2009) add that if all group members have exactly the same skills and knowledge, they will have nothing to learn from each other.

Thirdly, it motivates students to learn. The reward system in TGT technique motivates students to help each other with their academic work in order to win the tournament (Buckholdt & Wodarski, 1974). The winner of the tournament will be given a reward so that the students will be motivated to learn well (Slavin, 2005). The students’ lack of performance may hamper the team successfulness in getting the biggest score. Therefore, students are given individual responsibility for his/her own performance to be accumulated for team performance (DeVries, 1980, p. 16). The responsibility sharing is intended to motivate students to learn and make them feel that they are as important as the other students (Slavin, 2005). This can increase the students’ self-esteem and make them have the perception that they have the equal chance to succeed (Kagan & Kagan, 2009, p. 3.7) so that the students will think that their participation is important.

2.3 Hortatory Exposition Text

Hortatory exposition text is one of the texts that senior high school students need to acknowledge. According to the competence standard and basic competence, this text is taught to eleven graders. The other texts that eleven grade students need to know are narrative, spoof, and analytical exposition. The following sub-sections discuss the nature, structure and language features of hortatory exposition text.

2.3.1 The Nature of Hortatory Exposition Text

Hortatory exposition text is the heart of a matter (Johns, 2001, p. 277). This text functions to persuade readers that something should or should not be the case (Gerrot & Wignell, 1995, p. 209). It is designed “to persuade people to do something” (Martin, 1985a, p. 39). It presents arguments in favor of proposals about how something should be (Martin, cited in Johns, 2001, p. 276). Thus, hortatory exposition text is made when a “status quo” is challenged (Zhang, 2007, p. 297).

Hortatory exposition text focuses on generic human and non-human participants except the author self. It can be found in the educational journal, newspaper and letter. However, not all texts in the mentioned sources are hortatory exposition texts; it depends on the functional purpose instead of form (Gerrot & Wignell, 1995, p. 210).

Standing against the current situation is the uniqueness of hortatory exposition text. To identify a hortatory exposition text, readers need to look at the title first (Zhang, 2007, p. 299) because title shows what inside the text. Readers can also spot the stance of the writer by the text feature, recommendation (Zhang, 2007, p. 298). Recommendation indicates the disagreement between the point of view of the writer and the current situation.

2.3.2 Schematic Structure of Hortatory Exposition Text

In persuading the readers, in a hortatory exposition text, there should be a certain schematic structure. It refers to the structure of the text (Martin, 1985, p. 505).

It is an obligatory element to recognize a text. In hortatory exposition text, the schematic structure or mostly known as generic structure is thesis statement, arguments, and recommendation (Gerrot & Wignell, 1995, p. 210).

- Thesis: announcement of the issue concern. In this stage, writer states his/her concern about the issue presented to let the readers know.
- Arguments: reasons for concern that leads to recommendation. In this stage, writer gives arguments regarding his/her point of view. To strongly persuade the reader, writer usually gives more than one argument including relevant data.
- Recommendation: statement of what should or should not be. In this last stage, writer states his/her recommendation or suggestion based on the arguments given before.

2.3.3 Language Features of Hortatory Exposition Text

Hortatory exposition text has some language features that are similar to another argumentative text. First, hortatory exposition is written in is simple present tense (Gerot & Wignell, 1995). Simple present tense is used as directives such as orders and suggestion to get people to do things (Huddleston & Pullum, 2005). In addition, simple present tense is used to presents factual information or general truth in the text. The example of the use of simple present tense in hortatory exposition text is presented below.

- It is important for women to get higher education in this modern era
- Educated women are richer both emotionally and financially

Second, it uses connective words to connect one idea to another (Emilia, 2010, p. 105). Connective is the semantic system to relate temporal sequence, comparison or addition (Gerot & Wignell, 1995, p. 180). The connectives that are usually used in the text are temporal connectives (First, second, etc.), comparative connectives (However, On the other hand, etc.), and connectives in concluding statement

(Therefore, Thus, etc.). The temporal connective used in a hortatory exposition text is different from procedure text. Instead of connecting clauses depending on sequence, temporal connectives used in a hortatory exposition text connects writer's idea for logical meaning of what he/she wants to say (Huddleston & Pullum, 2005). For example:

Diazinon and Dursband should be banned for several good reasons:

- First, they cause nausea, dizziness, burning sensations and an inability to concentrate
- Second, they cause human and animal birth defects in many areas of the human body
- Third, these chemical also seeps into the nearby water

Comparative is used to pick out contrasts between clauses. For example:

- However, an educated woman not only makes a better wife but also contributes something to the society
- On the other hand, parents still think that women are supposed to be a housewife

Conclusive connective is used in the concluding statement for example:

- Therefore, Diazinon and Dursband should be banned
- Thus, parents must not be reluctant to send their daughter to school

Third, it uses modality (Emilia, 2010, p. 105). Modality indicates the writer's judgment of the obligations involved in what he/she is saying (Huddleston & Pullum, 2005). The modal word is used to state causal effect or to express suggestion or recommendation.

- Parents *should* not think that girls should receive less education just because they will get married one day
- Parents *must* not feel afraid to send their children to boarding schools

Presented below is an example of a hortatory exposition text.

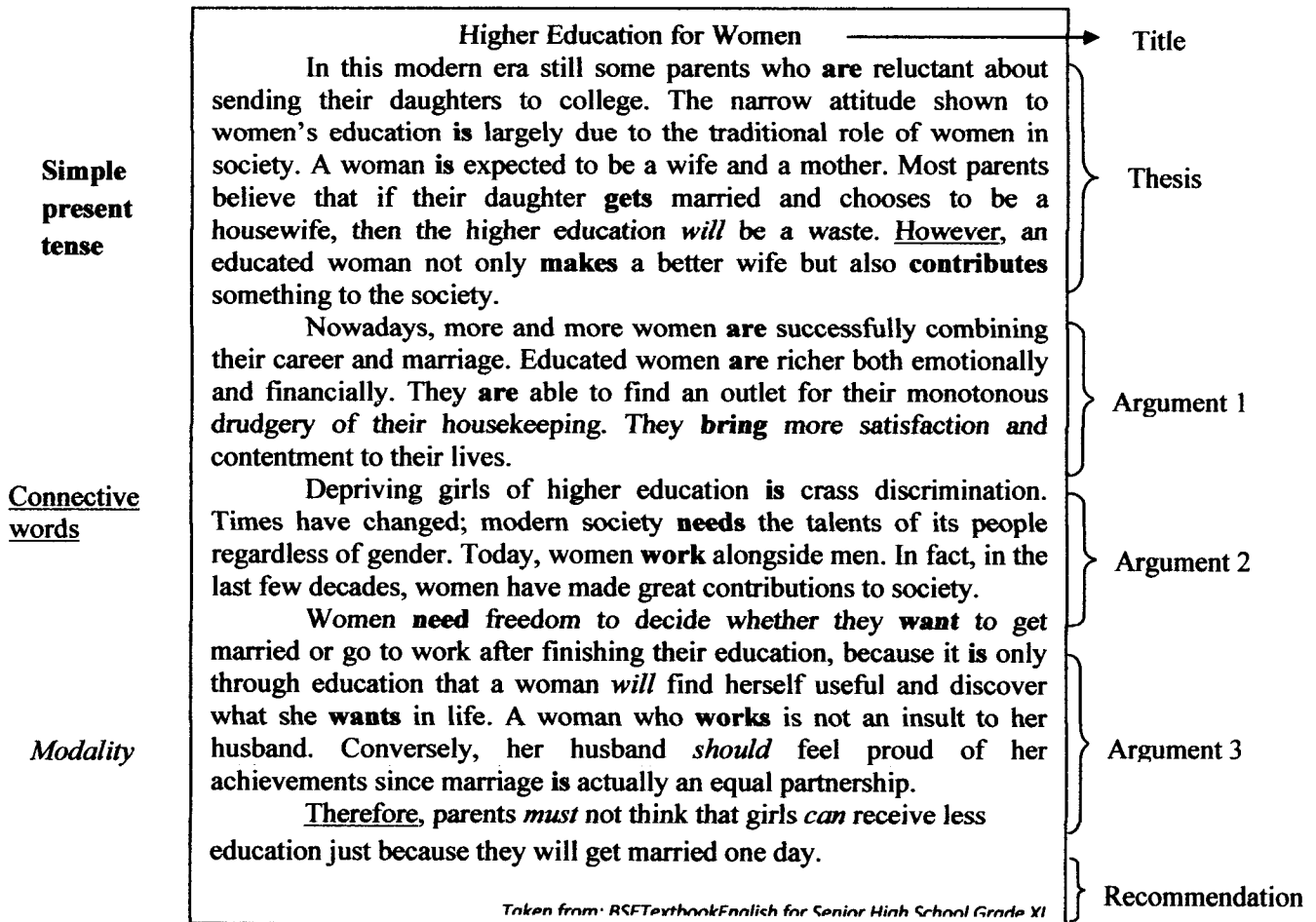


Figure 2.1 Example of Hortatory Exposition text

2.4 Implementing TGT Technique to Teach Reading Comprehension of Hortatory Exposition Text in Senior High School in Indonesia

In Indonesian context, the purpose of teaching reading is based on the Competence Standard and Basic Competence (Kemendiknas, no. 23/2006). Competence Standard and Basic Competence consist of statements of what the students need to master in order to pass the passing grade of a certain subject. According to the Competence Standard and Basic Competence, reading in senior high

school level is on informational level to prepare students continues their study to university level.

For informational level, students are required to be able to access and obtain information from some particular texts. Obtaining information from a text covers getting general information and specific information from the text (William, 1980). In addition, to fully comprehend the text, students are also required to make inference. Therefore, the reading comprehension level for senior high school students goes for literal and inferential level. It affects the questions asked during the learning, so that students may be called on to locate the detail information from the text or sequences of event. Students may also be called on to find main idea, determine word meaning, draw conclusion or infer cause and effect relationship to comprehend the text. For example, “What is the main idea of the first paragraph?”

For reading skill, the texts that the senior high school students in EFL classroom need to acknowledge are interpersonal and transactional text in the form of recount, narrative, procedure, descriptive, news item, report, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review text. Each text has its own characteristics in which students need to get familiar with the texts in order to comprehend them. Meanwhile, this study focuses on hortatory exposition text as it fits the curriculum for the XI grade students as participants of the study.

According to the principle of teaching reading, it is important to apply the three-step stage to teach reading (Brown, 2001). The first stage is pre-reading process. Pre-reading refers to any kind of activities the readers do before reading. In this stage, readers prepare for the reading and make themselves familiar with the topic. The pre-reading process is intended to make the students familiar with the learning material of hortatory exposition text. Therefore, the activity in the pre-reading activity needs to be relevant to the material. Pre-reading activity covers a range of possibilities to help the students engage with the form and content of the text. The popular activity to be done in this process is brainstorming, discussing or any kind of input that are relevant

to the type of text being read to prepare readers to read by themselves (Wallace, 1992, p. 91; Slavin, 1991a, p. 34). Teacher can also assess the students' background knowledge of the topic and give them necessary information about the topic. Generating text type or text structure is also the activities that can be done in this process. The amount of guided pre-reading activity can be reduced as the students become more proficient in reading.

In the implementation of TGT technique, the activity during the pre-reading process is made suitable to the activity being done in the while-reading process. It is especially because the activity in the while-reading process needs to cover TGT technique. For example, teacher can do brainstorming to attract the students' attention to the topic in the pre-reading activity before the class presentation in the while-reading activity (Slavin, 2005, p. 153). Short discussion before team activity and tournament is also necessary to prepare the students for the activities.

The second stage of teaching reading is while-reading process in which teacher can generate appropriate technique to help students in comprehending the material (Antoni, 2010). The teachers can apply TGT technique to teach hortatory exposition text in this process. TGT technique requires three meetings to complete its components.

To implement this technique to teach reading comprehension, the while-reading process in the first meeting covers class presentation stage of TGT technique. During the class presentation, teacher delivers the material in order to build students' knowledge (Slavin, 2005). In this stage, students are introduced to new material through lecture, class discussion, or some forms of a teacher presentation (Berninger *et al.*, 2006). Teacher explains about the functions, structure, and language features of hortatory exposition text. Class presentation plays an important role as the information input for the students' knowledge. Therefore, teacher is required to stick close to the objectives that will be tested, frequently assess student comprehension by asking many questions, and give them feedback to their answers. In addition, due to

limited time, it is necessary to move rapidly from concept to concept as soon as students have grasped the main idea (Good & Grouws cited in Cooper & Slavin, 2001, p. 24).

The while-reading process in the second meeting of TGT technique is team activity stage. Before the team activity, teacher makes “team groups consist of four or five heterogeneous team members” (Slavin, 2005, p. 11). Team is an “important feature in TGT technique which emphasizes on doing the best for the team to help each other in achieving their study” (Slavin, 2005, p. 144).

The procedure in selecting the groups is adapted from Slavin (2005, p. 152) as presented in the table 2.1 below. The students’ achievement level can be acquired by looking at the students’ pre-test score and the data from the teacher in charge.

Table 2.1
The Procedure in Selecting the Groups

Student Achievement Level	Name of the Team	
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 10px;">High Achiever</div> <div style="margin-bottom: 10px;">↓</div> <div style="margin-top: 10px;">Lower Achiever</div> </div>	1	A
	2	B
	3	C
	4	D
	5	E
	6	E
	7	D
	8	C
	9	B
	10	A
	11	A
	12	B
	13	C
	14	D
	15	E
	16	E
	17	D
	18	C
	19	B
	20	A

During team activity, using a discussion guideline, students do a discussion about learning material they get from class presentation. This interaction helps the students to understand the learning material of hortatory exposition text given. Students need to be told that they have not finished studying until they are sure their teammates will make 100% on the tournament by explaining answers to each other instead of just checking each other.

In team activity stage, students help each other to master the learning material such as purpose, structure and language feature of hortatory exposition text by doing worksheet together or practice their reading comprehension skill by quizzing each other. When students have questions, have them ask their teammate before asking the teacher (Cooper & Slavin, 2001, p. 26). Students can also develop their ability in reading strategies such as scanning, skimming, and making inferences by discussing a problem related to the text. It is in line with Brown (2001)'s teaching reading principles that a good technique needs to encourage the development of reading strategies.

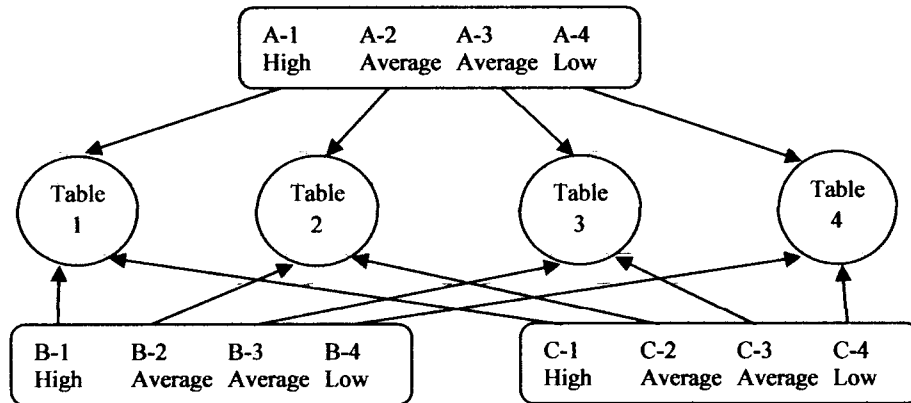
The while-reading process in the third meeting covers tournament stage of TGT technique. The tournament system is believed to be motivating as the students play a game rather than have a quiz (Slavin, 2005). The winner of the tournament is also given a reward to motivate them giving their best performance. It is in line with Brown (2001)'s teaching reading principle of using technique that is intrinsically motivating.

In the tournament, the students show their individual mastery of hortatory exposition text by answering comprehensive questions. Students with similar achievement level from different teams compete one another answering questions "to contribute to their team score" (Slavin, 1985, p. 49) to win the tournament and become "the star" of the classroom (Slavin, 2005, p. 13). The game in the tournament is made simple with course-content relevant questions that the students should answer

(Slavin, 1991a, p. 34). The questions focus on the objectives being taught by the teacher (DeVries, 1980, p. 4).

The procedure of assigning students to tournament table is adapted from (Slavin, 2005, p. 169).

Table 2.2
The Procedure in Assigning Students to Tournament Table



To start the game, the students draw cards to determine the first reader. The game proceeds in a clockwise direction from the first reader. The first reader picks a number from a shuffle deck and is responsible to answer the question. A reader who is not sure of the answer is allowed to guess without penalty. After the reader gives an answer, the student to his or her left (first challenger) has the option of challenging and giving a different answer. If he or she passes, or if the second challenger has a different answer from that of the first two, the second challenger may challenge. But challengers are given penalty if their answer is incorrect. For the next round, everything moves one position to the left; the first challenger becomes the reader, the second challenger becomes the first challenger, and the reader becomes the second challenger. Students earn points from the tournament. The scoring procedure is as follow:

Table 2.3

The Scoring Procedure for Four Players

Player	No Ties	Tie For Top	Tie For Middle	Tie For Low	3-way Tie for Top	3-way Tie for Low	4-way Tie	Tie for Low and High
Top Scorer	6	5	6	6	5	6	4	5
High Middle Scorer	4	5	4	4	5	3	4	5
Low Middle Scorer	3	3	4	3	5	3	4	3
Low Scorer	2	2	2	3	2	3	4	3

Table 2.4

The Scoring Procedure for Three Players

Player	No Ties	Tie For Top	Tie For Low	3-way Tie
Top Scorer	6	5	6	4
Middle Scorer	4	5	3	4
Low Scorer	2	2	3	4

Table 2.5

The Scoring Procedure for Two Players

Player	No Ties	Ties
Top Scorer	6	4
Low Scorer	2	4

Each team member's point earned from the tournament is accumulated with the other members'. Team that gets the highest score gets reward as the appreciation of their performance.

Table 2.6

The Team Summary Sheet

Team Name

Members	Tournament 1	Tournament 2
A		
B		
C		
D		
Total Team Score		
Average		
Team Standing this Week		

The third stage of teaching reading is post-reading process. In this phase, teacher evaluates the students' comprehension in particular task which is relevant to the previous activity (Gibbons, cited in Antoni, 2010). Teacher can conduct activity such as scanning questions, summarizing or doing a follow-up activity (Wallace, 1992). Especially in the third meeting of TGT technique, teacher can give a reward to the winner of the tournament.