

CHAPTER I

INTRODUCTION

A. Background of the Study

Learning English have been taught since in Elementary school. But most of the students feel difficult to learn English. There are so many difficulties faced by the students when they are learning English. One of those problems is learning grammar. Most of the students get difficult to learn grammar. What makes learning grammar so hard? According to Karen Willis grammar follows concrete rules, it's not like literature class, where the meaning is up for interpretation, but learning how the language works take a whole a lot of effort for anyone.¹

Karen Willis also stated "I see students every day working very hard to understand grammatical concept, some people need a lot of explanation before they finally get it".² It means that learning grammar is so difficult and need a lot of time to understand it. The students will meet difficulty when they learn English without mastering grammar. It because of grammar is important aspect in learning English language. Knowing the problem above, it can become the solutions to make the students easier to understand about learning grammar by using technique.

¹ Karen Willis. "Why is grammar so hard to learn?" *Fall*
(<http://www.wou.edu/~hargred/hargreaves/willis.htm>, 2007)

² *ibid*

The researcher conducted the research in MTs. Jawahirul Ulum. According to researcher observation³ MTs. Jawahirul Ulum also has some problem. Many students feel difficult when they are learning grammar. Besides that, the English teacher there said the school lack of facility, it makes the students lazy and bored when learning grammar.

To overcome the students feel difficult and lazy in English class anymore, a teacher must have a new technique to make students happy and enjoy in the process of teaching learning activities. When study in the class, a teacher must be able to choose the right learning technique. Because of the teachers' way deliver the subject can influence the success of the learning process and students' interest in the subject. It will influence to students' ability can easy to understand the subject.

One of the techniques that can be used to reach the goal of study is cooperative learning. Cooperative learning is right technique to be implemented as an alternative technique in teaching learning English. In cooperative learning, the students will work together in groups. The teachers also have to monitor the students' activities when the students work together in their groups, how the students go about the task and whether they seem to understand the target language well or not.⁴

One of cooperative learning technique which is chosen by the researcher to be implemented is TGT (Teams games tournament). TGT is cooperative learning strategy where students work together in groups and are responsible for their team-

³ It was conducted on May, 13rd-14th 2013

⁴ Steven G. McCafferty. *Cooperative Learning and Second Language Teaching*. (USA: Cambridge University Press, 2006), 39.

mates learning as well as their own and compete in tournaments against other teams to test for learning.⁵

According to Slavin the activities of TGT in teaching grammar are: (1) Teach, here teacher present the lesson, (2) Team study: is students work on worksheets in their teams to master the material, (3) Tournaments: students play academic games, (4) Team recognition: team scores are computed based on team members' tournament scores.⁶

Teams games tournament makes the students work in their group and have a competition in the tournament. In each team, there are students who have different ability in learning English. So, the students who have the higher ability can motivate their other friends and share their knowledge so that each member of the group can understand the material. And games, it makes students fun and interest in English class especially in grammar.

Other advantages of TGT are first, it gives positive effect on students, for instance: teamwork and tolerance with their friends. Second, it can give the students to interact and cooperate with their friends. This technique makes the students do activities in group, so that they can more motivate in teaching learning in the class. Third, games can make students fun in teaching learning process. It can make

⁵ Todd Bingham - Christine Rivera, *STAD & TGT cooperative learning techniques* (www.clt.astate.edu/gmeeks/3033/PPT/CooperativeLearning.ppt)

⁶ Robert E Slavin, *Cooperative Learning, Second Edition*. (USA: Chuster Company, 1995), 87-88.

students interested in learning the material. These reasons will motivate the students in learning grammar and will influence in their grammar understanding.

According to the description above, TGT is technique will be implemented to get learning that more active and fun. Here, the researcher wants to know the improvement of students' understanding about simple present tense using Teams games tournaments in the first graders at MTs.Jawahirul Ulum Jabon. This research is expected to simplify the students learning English especially in grammar. And they can master their grammar especially simple present tense. That is the reason why the teacher needs a technique which is fun, interesting and understandable the material so that the students can easier to learn. Besides that, TGT is very easy to be implemented, because the tools are simple and simple to apply. So that, TGT can be a facilitator to relate the researcher to be understand grammar easily.

The researcher chooses simple present tense, because simple present tense is the basic lesson was taught in seventh graders which is still very difficult to be understood by the students. Here, researcher expects to overcome the difficulties in learning grammar immediately.

Many researches were using TGT to their research. For instance, a research by Nuril Milaty, with the title 'implementation of cooperative TGT to improve the achievement mathematics in fifth grade in elementary school of Ar Rahmah Jabung Malang', from this research showed that TGT can improve students' achievement in mathematics. Other research did by Rama Nur Imama, with the title 'the effects of TGT on the teaching of vocabulary for the fourth graders of SDN 1 Menganti', the

research showed that the score from experiment group was increased and higher than the control group, it's mean the research was successful too.

From some research above, the researcher is sure that the research will be successful. Besides have some fun activity for the students, TGT is also very easy to be implemented, so the researcher was interested using this technique and expected it can be alternative technique to solve this problem.

B. Research Problems

Related to the background of the study, this research is trying to answer the following problems:

1. Can TGT improve students' understanding about simple present tense in MTs. Jawahirul Ulum?
2. How are the students' responses about the implementation of TGT in their class?

C. Hypothesis

The hypothesis in this research as stated:

H_a there are students' score improvements in understanding about simple present tense by using TGT

H_o there are not students' score improvements in understanding about simple present tense by using TGT

D. Objectives of the study

The purpose of the study includes:

1. To know whether TGT can improve students' understanding about simple present tense in MTs. Jawahirul Ulum.
2. To describe the students' responses about the implementation of TGT in their class

E. Significance of the Study

This research was expected to be useful for:

1. The Researcher: can add knowledge about learning model which can be applied in teaching learning process and can be developed right now.
2. The teacher : To know the technique that can be used to teach simple present tense use TGT
3. The students : To give more motivation to the students in learning English and give new models of learning English
4. The students of English Department : add the reference for them to face the same condition

F. Scope and Limitations

This study was limited in implementation of TGT to improve students understanding about simple present tense in the first grade at MTs.Jawahirul Ulum.

G. Definition of Key Terms

To avoid misunderstanding of terms found in this study, the researcher tried to define the key terms as follow:

1. Improving: Students' score after getting implementation of TGT is higher than before.
2. TGT (Teams Games Tournament): Part of Cooperative Learning which is developed by David DeVries and Keith Edwards. TGT has three basic elements, teams: are made at the beginning of the activities, games: played during tournament and tournament: is held after teacher presentation about the material and group discussion.
3. Simple Present Tense: indicate the action is present, now and generally it is used to describe actions that are factual or habitual. Included verbal sentence, nominal sentences and adverb.