

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the researcher would like to review some relevant theories and studies related to this study. The researcher presented some theoretical frameworks and previous studies. Theoretical frameworks include definition of TGT (Teams games tournament), the procedure of TGT to teach simple present tense, grammar, simple present tense and response.

#### **A. Theoretical Frameworks**

##### **1. TGT (Teams Games Tournaments)**

###### **A. Definition of TGT**

Teams games tournament is kind of cooperative learning. Teams-Games-Tournaments were originally developed by David DeVries and Keith Edwards at the University of Johns Hopkins as a cooperative learning method (DeVries, Mescon & Shackman, 1975).<sup>1</sup>

Students are placed in diversified teams and prepare for an academic tournament by studying and quizzing each other. Based on previous academic performance, students are then assigned to tournament tables and

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<sup>1</sup> Khusnul Hidayah, *“Perbedaan Prestasi Belajar Antara Siswa yang Diajar menggunakan Pembelajaran kooperatif Model TGT dan Siswa yang Diajar Menggunakan Ekspository Pada Pokok Bahasan Toerema Phytagoras di MTSN II Malang”*, Malang: UM Malang, 2005, 15.

compete in games that test knowledge of material presented in class. The purpose of the different levels of tournament tables is to give every participant an equal chance to earn points for their team, regardless of their previous academic performance.<sup>2</sup>

TGT teaching learning activity enable students to more interest to learn. Besides, it also can foster a responsible, collaboration, competition and learning engagement. In completing the group task, each member cooperates and assists each other in understanding the material<sup>3</sup>

According to Sasmito, TGT was very easy to be implemented, because its implementation did not require support facilities should be available as special equipment. In addition TGT also involve all students in its activities to obtain the desired concept<sup>4</sup>

From some definition above, TGT is an activity which fun and easy to be implemented. This technique makes students active and learns to be good teamwork. So, TGT is appropriate to be implemented in grammar class in the first grade at MTs.Jawahirul Ulum.

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<sup>2</sup> Kathryn Hopkins. "What is cooperative learning and how its applied" ([http://Itls.usu.edu:8080/groups/6505\\_knowledgebase/wiki/4912d/](http://Itls.usu.edu:8080/groups/6505_knowledgebase/wiki/4912d/) accessed Nov 2<sup>nd</sup> 2010)

<sup>3</sup> Anton Noornia, "Penerapan pembelajaran cooperative dengan STAD pada pengajaran persen kelas V SD Islam Maarif 02 Singosari" (Malang: UM Malang 2005), 4.

<sup>4</sup> Heri Sasmito, "Perbedaan Eektivitas Pembelajaran Matematika yang menggunakan pendekatan kooperatif" (Malang: UM Malang, 2005), 22.

## B. The Components of TGT

TGT consists of four major components: class presentation, teamwork, games tournaments and team recognition.

First components are class Presentation involves direct instruction in the form of a lecture – discussion and can also include audiovisual presentations. Material in TGT is initially introduced in a class presentation.

The second components (teamwork), it is involves working in heterogeneous teams based on academic achievement, gender, or ethnicity in order to study or complete worksheet, discuss problems together and make sure that all members learn the material. Teams are composed of four or five students who represent a cross section of the class in terms of academic performance, sex, and race or ethnicity. The major function of the team is to make sure that all team members are learning, and more specifically, to prepare its members to do well on tournaments.

Third components (games). The games are composed of content-relevant questions designed to test the knowledge students' gain from class presentation and team practice. Games are played at tables of three students, each of whom represents a different team. Most games are simply numbered questions on a ditto sheet. A student picks a numbered card and attempts to answer the question corresponding to the number. A challenge rule permits players to challenge one another's answers.

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

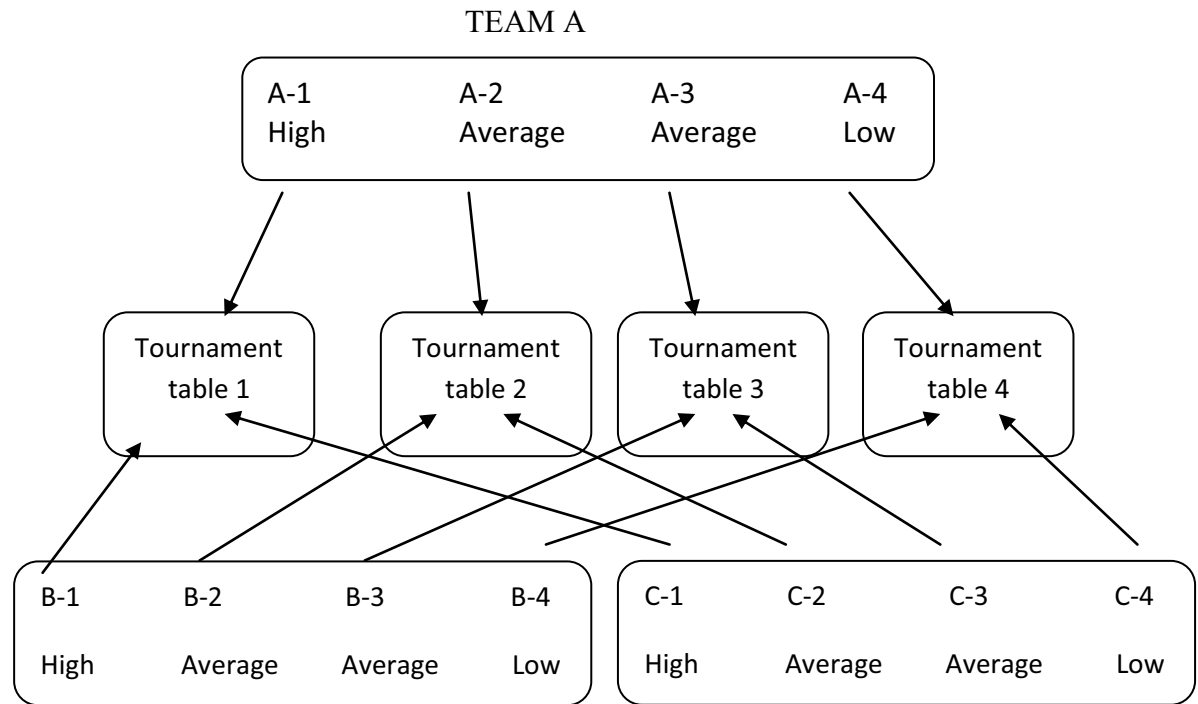
After the first tournament, students change table depending on their own performance in the most recent tournament. The winner at each table is ‘bumped up’ to the next higher table, the second scorer stays at the same table, and the low scorer is ‘bumped down’. In this way, if students have been misassigned at first, they will eventually be moved up or down until they reach their true level of performance.<sup>5</sup>

Team recognition. The team recognition involves giving certificates or other rewards to team if their average improvement scores exceed a certain criterion.

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<sup>5</sup> Robert E Slavin, *Cooperative Learning, second edition*.....84-85

### Assignment to tournament tables



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## 2. The Procedure of TGT to Teach Simple Present Tense

TGT consists of a regular cycle of instructional activities, as follows:

### Teach

Time : 1-2 class periods

Main idea : present the lesson

Materials needed : your lesson plan

<sup>6</sup> Robert E Slavin, *Cooperative Learning, second edition*.....86

### Team study

Time : 1-2 class periods

Main idea: students study worksheets in their teams

Material needed: Two worksheets for every team

Two answer sheets for every team

### Tournaments

Time: one class period

Main idea : competition at three member, ability-homogeneous tournament tables

Materials needed:-Tournament table assignment sheet, filled in one copy of game sheet and game answer for each tournament table

-One game score sheet for each tournament table

-One deck of numbered cards, corresponding to the number of questions on the game sheet, for each tournament table

At the beginning of the tournament period, announce students' tournament-table assignments and have them move desks together or go to tables serving as tournament tables. Scramble the numbers so that students won't know which are the 'top' and 'bottom' tables.

To start the game, the students draw cards to determine the first reader-the student drawing the highest number. Play proceeds clockwise from the first reader.

The first reader shuffles the cards and picks the top one. He or she then reads aloud the question corresponding to the number on the card. Including the possible answers if the question is multiple choices. For example, a student who picks card 21 read and answers question 21. A reader who is not sure of the answer is allowed to guess without penalty. If the content of the game involves problems, all students (not just the reader) should work the problems so that they will be ready to challenge. After the reader gives an answer, the student to his or her left (first challenge) has the option of challenging and giving a different answer. If he or she passes, or if the second challenger has an answer different from the first two, the second challenger may challenge. Challengers have to be careful, however, because they must return a previously won card to the deck if they are wrong. When everyone has answered, challenged, or passed, the second challenger (or the player to the reader's right) checks the answer sheet and reads the correct answer aloud. The player who gave the correct answer keeps the card. If either challenger gave a wrong answer, he or she must return a previously won card to the deck. If no one gave a correct answer, the card returns to the deck.

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. Play continues, as determined by the teacher, until the period ends or the deck is exhausted. When the game is over, players record the number of cards they won on the game score sheet. If there is time, students reshuffle the deck and play a second game until the end of the period.<sup>7</sup>

### Team recognition

Main idea: figuring team scores and preparing certificates or other rewards

Figuring team scores

As soon as possible after the tournaments, figure team scores and prepare team certificates to recognize high scoring teams.

Recognizing team accomplishments

Three levels of awards are given, based on average team scores:

Team Average	Award
40	Goodteam
45	Greatteam
>50	Superteam

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<sup>7</sup> Robert E Slavin, *Cooperative Learning, second edition*.....88-89



The teacher give certificates to greattem or superteam criteria. Goodteams should just be congratulated in class.<sup>8</sup>

Team average will obtain from:

$$\text{Team average} = \frac{\text{Total team score}}{\text{Team members}}$$

### 3. Advantages and Disadvantages of TGT

As well as other technique, TGT have advantages and disadvantages too, the advantages of TGT are:<sup>9</sup>

1. Students' participation in teaching learning process
2. Students' enthusiasm in learning
3. Students get the knowledge not only from the teacher, but also by the students themselves
4. Students have positive attitudes such as cooperation, tolerance and learn to accept opinion from other people

Whereas disadvantages of TGT are:

1. Need much time
2. Students familiar with the prize

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<sup>8</sup> Robert E Slavin, *Cooperative Learning, second edition*....90

<sup>9</sup> Nuril Milati, "Penerapan Pembelajaran Kooperatif Tipe TGT (Teams games tournament) untuk Meningkatkan Prestasi Belajar Matematika Siswa Kelas V Madrasah Ibtidaiyah Ar-Rahmah Jabung Malang" Malang: UIN Malang, 2009.

#### 4. Grammar

Different experts define the term grammar differently.

Leech defined grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people.<sup>10</sup> Gerot & Wignell (1994) stated that grammar is a theory of a language, of how language is put together and how it works. Harmer (2001) states that grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Grammar deals with the structure of languages, English grammar with the structure of English.<sup>11</sup>

So, grammar is central to the language teaching and learning. It is also one of the most difficult aspects of language to be taught well.

#### 5. Simple Present Tense

Azar says ‘the simple present expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future. For instance, I watch television every day.’<sup>12</sup>

Before we use simple present patterns, we have to understand some kinds of sentence first. There are nominal and verbal sentences. Nominal

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<sup>10</sup> Geoffrey Leech, *English grammar for today*. (London: the Macmillan press Ltd, 1982)

<sup>11</sup> Otto Jespersen. *Essentials of English Grammar*. (Alabama: University of Alabama Press, 1964), 15.

<sup>12</sup> Betty Schramper Azar, *Understanding and Using: English Grammar*. (New Jersey: Prentice Hall, 1989), 24.

nominal sentence is a sentence that it does not use verb within a sentence. Whereas verbal sentence is a sentence that using verb within the sentence.

Nominal sentence of simple present pattern in the following:

Positive:

I	→	am
He / She / It /	→	is
You / They / We	→	are

Negative:

I	→	am not
He / She / It /	→	is not (isn't)
You / They / We	→	are not (aren't)

Interrogative:

am	→	I
is	→	He? / She?, It? /
are	→	You? / They? / We?

From above charts, the pattern of nominal sentence in the following:

Positive: Subject + am/is/are + object/adjective

Negative: Subject + am not/isn't/aren't + object/adjective

Interrogative: am/is/are + Subject + object/adjective?

Verbal sentence of simple present pattern in the following:

Positive:

(I/You/They/We)	→	V1
(He/She/It)	→	V1+s/es

Negative:

(I/You/They/We)	→	do not (don't)
(He/She/It)	→	does not (doesn't)

Interrogative:

Do	→	(You?/They?/We?)
Does	→	(He?/She?/It?)

The pattern of verbal sentence in the following:

Positive: Subject + V1 (+s/es) + object/ adverb

Negative: Subject + do/does + not + V1 + object/adverb

Interrogative: do/does + Subject + V1 + object + adverb?

The use of Simple Present Tense is usually completed by adverb.

There are two kinds of adverb, adverb of frequency and adverb of time.

Adverb of Frequency	Adverb of Time
Always, usually, often, sometimes, frequently, habitually	Every day, every week, once a week, twice a day, weekly, monthly

## 6. Response

According to Hornby response is a spoken or written answer.<sup>13</sup> In this case, response is used by the researcher to know the students' written answer toward improving students' understanding about simple present tense using TGT.

There are two kinds of response:<sup>14</sup>

<sup>13</sup> AS Hornby. *oxford advanced learner's dictionary. Fifth edition.* (Great Britain: Richard Clay.Ltd.1995), 1000.

<sup>14</sup> "Research Methods" *Instrumentation: Questionnaires* (www.csulb.edu/~msaintg/ppa696/696qstin.htm)

A. Closed-ended response options provide respondents with a limited set of response choices, such as Yes or No; low, medium or high; high school, bachelor, masters; etc.

Closed-ended response categories are useful for gathering quantitative, easily coded and analyzed data. They are most suitable for mass surveys, especially for mailed or telephone surveys. The reliability and validity of closed-ended response categories depends on the completeness of the response categories provided.

Example 1: "Why did you leave your last job?" (Check the one most important reason)

- ☐ Better pay
- ☐ Better opportunities
- ☐ Fired
- ☐ Personal reasons.

Example 2: "How satisfied are you with your job?" (Circle the number that represents your response)

Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied
1	2	3	4	5

B. Open-ended response options provide respondents with the opportunity to respond to the question in whatever way they see fit.

Open-ended response categories are useful for gathering qualitative data. They are most suitable for elite or expert surveys, especially for mailed or in-person surveys. The reliability and validity of open-ended response categories depends on whether all the respondents interpret and respond to the question in the same way as the researcher(s) intended

For example, "Why did you leave your last job?"

(Followed by blank space for the respondent to write in the response)

## **B. Review of Previous Study**

In this chapter, some related theories are explained.

The first previous research was done by Eko Bagus Yustanto (2010) 'The Implementation Of Cooperative TGT Through Situational Pictures in Teaching Writing Descriptive Text to the Eleventh Grade Students of SMAN 1 Kesambi Jombang'. In this research, he used a descriptive qualitative. The objectives of the study are to find does cooperative TGT can be implemented in teaching writing descriptive text through situational pictures as the media and to know students' writing result in describing picture by using cooperative TGT. The result showed that TGT was improved the students' writing ability. The

students were more enthusiastic in learning writing descriptive text by using TGT.<sup>15</sup>

The second previous research was done by Amru Hidayah “Studi tentang pembelajaran kooperatif dengan menerapkan TGT pada pokok bahasan Gaya dan Percepatan di SLTPN 1 Jabon”. The result of this thesis shows that TGT technique can improve Students’ achievement. He used classroom action research in his research. The result was obtained from the cycle 1 50,00%, cycle 2 65,79%, and the last cycle increase 86,8%.<sup>16</sup>

The third previous research was done by Fachrurrozie and Indah Anisyukurillah. The objective of this study is to measure and obtain the empirical proof that concerned to the effectiveness and significance in applying Teams games tournament learning model that was presented in teaching learning process in Economics Mathematics subject in improving the students’ learning ability. This study used 3 cycles and involved 67 students from the 1<sup>st</sup> semester of regular class, Accounting Education Program, S1 Degree on Accounting Department, Economics Faculty, Semarang State University. Result of this study was to apply Economics Mathematics through Teams games tournament model learning in Quadrant Function Topic with the sub topics were Demand Function, Supply Function, Market Equilibrium, Tax and Subsidy

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<sup>15</sup> Eko Bagus Yustanto. “*The implementation of cooperative TGT through situational pictures in teaching writing descriptive text to the eleventh grade students of SMAN 1 Kesamben Jombang*” (unpublished.2010)

<sup>16</sup> Amru Hidayah, “*Studi tentang pembelajaran kooperatif dengan menerapkan TGT pada pokok bahasan gaya dan percepatan di SLTPN 1 Jabon*” Surabaya: UNESA.2007



Influences to improve the students' ability and skill in teaching learning process. It was seen that score average from 11 teams from Cycle I, II and III was getting increased about 60,11%; 87% and 96,88%. Therefore, that result has obtained the target because the students who got the score higher than 70 were more than 80 %, thus this teaching method can be said successful.<sup>17</sup>

The last previous research was done by Nuril Milaty (2009) "Implementation of TGT to improve student achievement in mathematic at MI Ar Rahmah Jabung Malang". She used CAR in her research. The result from this study show that TGT can improve students achievement in mathematic subject. the first result of the class was obtained 32,43% students success, while after the researcher implemented the technique, there was improvement. The researcher has two cycle, cycle 1 and cycle 2. In cycle 1, the result was 80% students success then in cycle 2 the result increased be 97,14% students success.<sup>18</sup>

Based on the explanation of previous study above, there were many research used TGT to their research. In previous research by Eko Bagus Yustanto used TGT to teach writing, by Amru Hidayah used TGT to improve students achievement of physic, by Fahrurrozi and Anisyukurillah used TGT to

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<sup>17</sup> Fachrurrozie and Indah Anisyukurillah, *Teams games tournament Sebagai Upaya Peningkatan Kemampuan Belajar Mahasiswa Pada Mata Kuliah Matematika Ekonomi*, Semarang: Unnes Semarang (<http://journal.unnes.ac.id/index.php/DP/article/view/363>, accessed on 27 Mei 2011)

<sup>18</sup> Nuril Milati, "Penerapan Pembelajaran Kooperatif Tipe TGT (Teams games tournament) untuk Meningkatkan Prestasi Belajar Matematika Siswa Kelas V Madrasah Ibtidaiyah Ar-Rahmah Jabung Malang", Malang: UIN Malang, 2009

improve Mathematic of Economy, and last bu Nuril Milaty used TGT to improve mathematic, while in this research the researcher used TGT to improve grammar.

As the explanation above, TGT was proved effective in various subject of study. Even in the difficult subject, TGT could demonstrate its abilities to increase the student's skills. In beginner, advanced or elementary school. As my knowledge, Economics Mathematics is the difficult and boring subject. If in those subjects TGT was work and effective, so TGT can be effective in grammar too. Even, TGT will be able to improve students' understanding in simple present tense.