

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

In the efforts to increase the education quality, teacher's quality is one of the components that have the important role. One of the efforts to increase the education quality in school is by developing learning teaching or learning process. Kinds of concept and new insight about learning in the school had appeared and amend as the rapid growth of knowledge and technology. Teacher as educator, who occupies strategic position in development human resource, is demanded to stay up to date with the development of new concepts in education world.<sup>1</sup>

The purpose of education is something that needs to be achieved by education activities. National education has a purpose to evolve students' potential in order to become human that have belief and god-fearing to Allah, have noble attitude, healthy, bookish, capable, and creative, independent and become democratic citizen and responsible.<sup>2</sup>

The phenomenon in the reality had shown that in learning process, there are still many problems. From the result of observation in the class and discussion with teacher, in the English learning process at Junior High School in the academic years 2010/2011 there are many weaknesses that influence the result of study and based on diagnosis, it is found several weaknesses, such as: 1) Low students participation in learning activity, 2) Certain students domination in learning activity, 3) Students are not attracted with the teacher's way in conveying material (monotonous method), 4) Most of students are not motivated to study.

Based on notion above, good solution needs to develop the learning process at Junior High School the academic years 2010/2011 i.e. it is

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<sup>1</sup>Suryosubroto, *Proses Belajar Mengajar di Sekolah*, (Jakarta: Rineka Cipta, 1997), 1<sup>st</sup> Ed., p. 28.

<sup>2</sup>Wiji Suwarno, *Dasar-Dasar Ilmu Pendidikan*, (Yogyakarta: Ar-Ruzz Media, 2009), 3<sup>rd</sup> Ed., p. 32.

necessary to increase learning process in quality aspect of changing action in teaching learning process. Based on this reason, so classroom action research can be done to improve learning process.

Classroom action research is a research that has been done reflectively and systematically about various action or steps that have be done by teacher, start from planning until assessing about real action in the class such as teaching learning activity to improve learning condition.<sup>3</sup>

Classroom action research can be applied by using learning model that makes students active and creative. Active learning is a learning that invites students to learn affectively. Active learning dominate the learning activities until students actively use brain potential, in the case of finding the main idea, problem solving, or applying what they get in the lesson. With learning actively, students can follow the learning process so that they can enjoy happier atmosphere and the result of study can be maximal. Method that can be developed from active learning also has to consider students condition and ability at VIII A grade Islam Al-Khoiriyah in academic years 2010/2011 that is heterogeneous with high, medium, and low academic ability and the differences background of students. So that enables students to interact and communicate knowledge in learning process.

One of the learning models that involves all students is cooperative learning model. The implementation of cooperative learning is by placing students to work in small groups to help each others in learning the lesson. By cooperative learning students are expected to be able to discuss and talk their argument to help each other in improving the knowledge they master and close the gap in their own understanding.<sup>4</sup> Basically, cooperative learning corresponds to Islamic teaching which is stated in Qur'an Surah al-Maidah in verse 2.

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<sup>3</sup>Subyantoro, *Penelitian Tindakan Kelas*, (Semarang: CV. Widya Karya, 2009), p. 8.

<sup>4</sup>Etin Solihatin & Raharjo, *Cooperative Learning: Analisis Model Pembelajaran IPS*, (Jakarta: Bumi Aksara, 2008), 1<sup>st</sup> Ed., Cet. 3, p. 5



“Help you one another in righteousness and piety, but help you not one another in sin and rancour”.<sup>5</sup>

Command to help each other in doing good and godly, is including the main points of social guidance in the Qur'an. Therefore, it obliges the people to provide mutual assistance to each other, both personal and group, both in matters of religion and the world, also in performing any act of piety, by which they prevent the damage and dangers that threaten their safety.<sup>6</sup>

The verse above explains that cooperation is very suggested in every goodness, in this point is English language learning. We may put this verse into language teaching learning context by connecting it with the cooperative learning. In cooperative learning, there is mutual relationship among students which enable them to reach the goal of teaching learning.

Teams-Games-Tournament (TGT) is one of the cooperative learning models that makes small groups within the class consisting of four or five heterogeneous students whether in academic achievement, genders, races, and ethnics.<sup>7</sup> TGT uses an academic tournament which allows a representative of teams to compete with the other team's representative in order to achieve certain outputs or achievements.

Based on the notion above, the writer decided to choose “Improving Students' Understanding on Simple Present Tense by Using Teams-Games-Tournaments (TGT): (a classroom action research with (8<sup>th</sup> a) grade students of SMP Islam Al-Khoiriyah Pemalang in the academic year of 2010/2011)

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<sup>5</sup><http://www.harunyahya.com/quran-translation30.php> accessed on September 20<sup>th</sup> 2010.

<sup>6</sup>Ahmad Mushthafa Al-Maraghi, *Terjemahan Tafsir Al-Maraghi Juz 6*, (Semarang: PT. Karya Toha Putra, 1993), p. 86.

<sup>7</sup>Isjoni, *Pembelajaran Kooperatife: Meningkatkan Kecerdasan Komunikasi antar Peserta Didik*, (Yogyakarta: Pustaka Pelajar, 2010), 2<sup>nd</sup> Ed., p. 83-84.

## **B. Reasons for Choosing the Topic**

Some reasons why the researcher took this topic to study.

1. Language is very important to learn. Inside there is some skill that must be mastered including reading, speaking, listening, and writing. In this study the authors focus on writing skills. There are several genres of writing skills including descriptive text that includes discussing the simple present tense.
2. The English teacher still uses conventional methods and has never used the media in teaching process.
3. Cooperative learning of TGT was chosen to improve students' ability in teaching grammar (simple present tense) because it can help students cooperate, support and employ some games in small group to acquire knowledge in problems solving that related to the material (simple present).

## **C. Research Questions**

This research is aimed to find the answer to the following research questions.

1. How does the implementation of Teams-Games-Tournaments (TGT) improve students' understanding on simple present tense?
2. How good is students' understanding on simple present tense after being taught by using TGT?

## **D. Objectives of Study**

The objectives of the study based on the statement of the problem above are as follows:

1. To explain how the implementation of TGT (Teams – Games - Tournaments) can improve students' understanding on simple present tense.

2. To identify the improvement students' understanding on simple present tense after being taught by using TGT.

#### **E. Significance of the Study**

This study is hoped can give some positive contributions to the English language learning context and will be beneficial for many sides such as for; students, teacher, and school.

##### 1. Students

The use of TGT is a great way to improve the students' understanding on simple present tense that they can enjoy following the lesson and work together with other students. Moreover, by having such situation, they are expected to have an improvement in their understanding on simple present tense, which appears in their result of the study.

##### 2. Teachers

The use of TGT can be a good alternative or technique in teaching grammar and give her/his a description about how to teach and to motivate students in the classroom, where it will make the students enjoy following the lesson.

##### 3. School

As information to motivate educators in order to implicate creative and innovative learning methods.

#### **F. Scope of the Study**

In order to get focus in conducting this study, the writer limited the scope of the study as follows:

1. Grammar which refers to the structure of language is extremely complex. In this study, the material to teach is specified on simple present tense
2. The research subjects of this study are the learners of 8<sup>th</sup> A graders of SMP Islam Al-Khoiriyah Pematang in academic year 2010/2011.
3. Cooperative learning of TGT was chosen to be employed because it may gives new atmosphere in English teaching learning process that can accommodate the various students in English classroom.

## G. Definition of key terms

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

Team-Game-Tournament is one of the methods that are developed from cooperative learning. Teams where students are assigned to make group consisting of 4-5 students in each team to discuss the given materials, Games where contains the relevant questions to the material discussed in team to test their individual understanding and tournaments is the structure where the games are take place.<sup>8</sup>

### 2. Improving

“Improving is changing thing to be better or perfect by effort”.<sup>9</sup> In this case the writer uses TGT in teaching and learning to improve the students’ understanding on simple present.

### 3. Simple Present Tense

The present tense is used to expresses habitual or everyday activity. In general, the simple present expresses events or situations that exist always, usually, habitually.<sup>10</sup>

### 4. Classroom Action Research

Action research is one of problem solving strategies which provides real action in the form of innovative development process that “tried while continue” or “on-going job” to detect and to solve problem.<sup>11</sup>

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<sup>8</sup>Robert E. Slavin, *Cooperative Learning: Theory, Research and Practice*, (New York: Prentice Hall, 2002), 2<sup>nd</sup> Ed., p. 6.

<sup>9</sup><http://www.answers.com/improve&r=67/> accessed on September 20<sup>th</sup> 2010.

<sup>10</sup>Betty Schramper Azar, *Understanding and Using English Grammar*, (United States of America: Prentice Hall Regents, 1989), 2<sup>nd</sup> Ed., p. 11.

<sup>11</sup>Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 82.

