

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Models of Cooperative Learning

##### 1. Definitions of Cooperative Learning Method

Learning model has a big contribution during learning process. The capability that is expected to be acquired by students is determined by the relevance in the use of learning models which are appropriate with the purpose so that, the aim of learning will be achieved with the precise of using the models, appropriate with standard of success in learning objective.<sup>1</sup> In learning process, students have different backgrounds such as: social environment, culture environment, learning style, economic condition, and intelligence level. Those facts become consideration in arranging a precise learning strategy.

In English language learning, many different kinds of approaches and methods in teaching are used by language teacher. The teachers try to use them depending on their assumption about how students learn and what methodology that can support the teaching learning. Recently, teaching learning process which emphasizes the involvement of the students becomes the favor. Student-centered learning considerably will give students big opportunities in learning where the teacher should not take the turn of giving instruction dominantly.

Cooperative learning is one strategy for group instruction which is under the learner-centred approach. Many educators give the definitions of cooperative learning as follow:

“Cooperative learning is an instructional program in which students work in small groups to help one another master academic content.”<sup>2</sup>

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<sup>1</sup>Syaiful Bahri Djamarah & Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta. 2006), 3<sup>rd</sup> Ed., p. 46.

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

“Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange on information between learners in groups and in which each learner is held accountable for this or her own learning and is motivated to increase the learning of others”.<sup>3</sup>

Anita Lie says that there are three choices of learning models i.e. competition, individual, and cooperative learning.<sup>4</sup> Cooperative learning models are teaching systems that give opportunities for students to cooperate with other students in structured assignments called “cooperative learning system”. In this system, teacher has role as a facilitator. Cooperative learning models is not only learning in group. There are components of basic learning which differentiate it from unstructured group division. Application of cooperative learning models procedure correctly enable teacher to manage the class more effectively.

According to Robert E. Slavin, cooperative learning is learning that is conducted in group. Students in a class become resource person to other friend to understand concept which is facilitated by the teacher.<sup>5</sup> Cooperative learning model gives priority to teamwork among students to achieve learning objective. Cooperative learning models have characteristic as below: 1) to finish learning material, students learn in group cooperatively, 2) group is formed from students with high, medium, and low ability, 3) if in the class there are students consists of several race, tribe, culture, gender which are formed to small groups consists of 4-5 students concerning the diversity students as a place to solve some problems, 4) reward is more to be a priority to teamwork instead of individual. Anita Lie said that there are three important things which

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<sup>3</sup>Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, (United States: Cambridge University Press: 2003), 2<sup>nd</sup> Ed., p. 192.

<sup>4</sup>Anita Lie, *Cooperative Learning: Mempraktekkan Cooperative Learning di Ruang-Ruang Kelas*, (Jakarta: Grasindo, 2010), p. 23.

<sup>5</sup>Robert E. Slavin, *op. cit.*, p. 2.

should be concerned in managing class with cooperative learning models, i.e. grouping, cooperative motivation, and classroom arrangement.<sup>6</sup>

According to Johnson, cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk with each other as they do their individual assignments as well. It is not having students do a task individually with instructions that the ones who finish first are to help the slower students. On the contrary, cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is being taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.<sup>7</sup>

From description above, cooperative learning methods share the following characteristics.

- a. Student work together on common tasks or learning activities that are best handled through group work.
- b. Students work together in small groups containing two to five members.
- c. Students use cooperative, pro-social behaviour to accomplish their common tasks or learning activities.
- d. Students are positively interdependent. Activities are structured so that students need each other to accomplish their common tasks or learning activities.
- e. Students are individually accountable or responsible for their work or learning.

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<sup>6</sup>Anita Lie, *op. cit.*, p. 38-39.

<sup>7</sup>David W Johnson and Roger T Johnson, *Learning Together and Alone: Cooperative, Competitive and Individualistic Learning*, (Massachusetts: A Paramount Communications Company, 1994), p. 5.

The writer concludes that in teaching learning process, a teacher cannot use only one method for all level, he should use variation of model to create student's interest and fun. Cooperative learning model is one of the strategies for teaching. Cooperative learning is an instructional method in which students work together in small groups so that each member of the group can participate in a clearly assigned collective task.

## 2. Basic Principles of Cooperative Learning

The teachers in cooperative learning function as a facilitator, moderator, organizer and mediator. He can control the involvement of all students to create activeness and learning atmosphere impressed democratic, and each student had a role and will provide learning experiences to other students.

According to Roger and David Johnson said that not all teamwork can be called *cooperative learning*. To get success in learning process by using cooperative learning has to apply five basic principles of cooperative learning as follow:

### a. Positive Interdependence

In this positive interdependence shown that in cooperative learning there are two groups of responsibility. *First*, learn the material that assignment to group. *Second*, assure all that member of group individually learn the materials that are assignment.<sup>8</sup>

### b. Personal Responsibility

Individual Accountability exists when the performance of each individual member is assessed, the result given back to the individual and the group to compare against a standard of performance, and the member is held responsible by group mates for contributing his or her

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<sup>8</sup>Agus Suprijono, *Cooperative Learning, Teori & Aplikasi Paikem*, (Yogyakarta: Pustaka Pelajar, 2010), p. 58-59.

fair share to the group's success.<sup>9</sup> Students must feel that they are accountable for helping to complete a task and for mastering materials.

c. Face to Face Promotive Interaction

By using face to face promotive interaction, learning becomes active rather than passive. Group members need to do real work together.<sup>10</sup> Teams encourage discussion of ideas and oral summarization. Cooperative teams help students learn to value individual differences and promote more elaborative thinking.

d. Interpersonal and Small Group Skills

In cooperative learning groups students are required to learn academic subject matter (task work) and also to learn the interpersonal and small group skills required to function as part of group.<sup>11</sup> These include skill for working together effectively (staying on task, summarizing, recording ideas as well as group maintenance skills, encourage each other).

e. Group Processing of Interaction

The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals.<sup>12</sup> Group processing can be individual, team wide, or at the whole collaborative skills.

3. Teams-Games-Tournaments as One of Cooperative Learning Type

a. Illustration of Teams-Games-Tournaments

Teams-Games-Tournaments is one of cooperative learning models with small groups in the class that consist 3-5 heterogeneous students in the academic achievement, gender, race or ethnic. In this occasion TGT is used academic tournaments, in which students compete as representatives of their group with members of other

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<sup>9</sup>David W Johnson and Roger T Johnson, *op. cit.*, p. 86.

<sup>10</sup>*Ibid*, p. 89.

<sup>11</sup>*Ibid*, p. 90.

<sup>12</sup>*Ibid*, p. 91.

group who are like them in past academic performance.<sup>13</sup> The important thing is that students help each other to be successful. TGT gives ideas that students have to make good cooperation in learning and responsibility to their friend in one group with as good as in the result of learning.

b. The Characteristic of Approaches of Small Group in TGT

Approach used in Teams-Games-Tournaments is group approach which forms small groups in learning. The formations of small group will make students more active in learning. The characteristics of approaches as grouping can be observed from variations aspect:<sup>14</sup>

a) Learning purpose in small group

Learning purposes in small group are: (a) giving the students opportunities to develop ability to problem solving rationally, (b) developing social attitude and spirit of teamwork (c) building team activity in study until each group have responsibility and (d) developing ability of leadership in the group.

b) Students in learning small group

In order that small group can play constructive and productive role in learning, it is expected that; (a) member of group should be aware to become member of the group, (b) students as member of group have sense of responsibility, (c) each member of group build a good relation and encourage enthusiasm of the team, and (d) the group create a cohesive team work.

c) Teacher in group learning

Teacher's roles in group learning are: (a) formation of group (c) planning of group task, (d) implementation, and (d) evaluation of result group study.

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<sup>13</sup>Robert E. Slavin, *op. cit.*, p. 84.

<sup>14</sup><http://www.scribd.com/doc/31253549/Team-Game-Tournament> accessed on October 11<sup>th</sup> 2010.

c. The Implementation Teams-Games-Tournaments in Learning

According to Robert E. Slavin, the implementations in TGT are class presentation, teams, games, tournaments and team recognition.<sup>15</sup>

1) Class presentation.

The first presentation is material. Students have to pay attention during class presentation because it can help them to do quiz well and their score of quiz determine the group score.

2) Teams.

Students are assigned to make group consisting of 4-5 students with heterogeneous academic achievement, race or ethnic and each team should discuss the given materials from the teacher's presentation. Here, they have to do the worksheet and discuss it together and share their insights related to the topic.

3) Games.

Games contain the relevant questions to the material discussed in team to test their individual understanding. It takes place in a table consisting of three students who become the representatives from the different teams. The rules can be seen as follow.

(a) 1<sup>st</sup> student picks a numbered card and finds the corresponding question on the game sheet, read question out loud, and tries to answer.

(b) 2<sup>nd</sup> student challenges if he or she wants to (and gives a different answer), or passes.

(c) 3<sup>rd</sup> student 1 challenger passes if he or she wants to, when all have challenged or passed, 2<sup>nd</sup> challenger checks the answer sheet. Student who answers correctly, can keeps the card. If the reader is wrong, there is no penalty, but if either challenger is

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<sup>15</sup>Robert E. Slavin, *op. cit.*, p. 84-85.





Table 2.1  
The scoring of criterion.<sup>17</sup>

Average Score's Team	The Reward
40	Good team
45	Great team
50	Super great team

It can be concluded that TGT can be applied in all the four skills: reading, writing, listening and speaking. TGT are useful in all the stages of teaching - that is presentation and practice. It can also be designed to suit various levels: primary, secondary or tertiary.

## B. Teaching English Grammar

### 1. Teaching Grammar

Grammar is the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning.<sup>18</sup> It is also one of the more difficult aspects of language to teach well.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

According to Scott Thornbury that Grammar is a process for making meaning clearly when contextual information is lacking.<sup>19</sup> It means the simple words are not enough to express complete meaning, language learners need to study grammar to express and understand a greater variety of meaning because grammar distinguish sentence in

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<sup>17</sup>*Ibid*, p. 90.

<sup>18</sup>Penny Ur, *Grammar Practice Activities: A Practical Guide for Teacher*, (United Kingdom: Cambridge University press, 2002), p. 4

<sup>19</sup>Scott Thornbury, *How to Teach Grammar*, (Malaysia: Person Education Limited. 2006), p. 4.

different context. Beside grammar is a tool for making meaning, grammar also has an important function depend on the sentences. One sentence may express different meaning and express variety of time in different tenses, it is important to study grammar because when we use uncorrected sentences, it can make misunderstanding between speaker and listener, it is the reason why people should study grammar.

In learning certain language, grammar is a part of language components that must be learned by the students. Study of a language grammar is difficult but don't be desperate to learn grammar continuously. Many students felt that learn English grammar is difficult whereas grammar is the key of learning language. By studying grammar of the target language without neglecting to other components, the learners will understand the language either oral or written. In teaching English grammar for junior high school, grammar is one of language components to be taken and learned. Grammar is a centre to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.

Related to the objective above, generally English grammar rules are often confusing and difficult for students to grasp. Traditional teaching methods can be boring. An effective way to capture the attention of your students is by making a game of learning grammar. So the Teams games Tournament (TGT) as the alternative method for teaching the eighth graders which help the learning process, teacher can make the explanation more enjoy full and attract the students' motivation by an interesting activity. To help the learners in learning foreign language Marry Slaterry and Jane Willis suggest some ways to teach them:<sup>20</sup>

- a. Make learning English enjoyable and fun
- b. Don't worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part.

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<sup>20</sup>Marry Slaterry and Jane Willis, *English for Primary Teachers: A Handbook of Activities and Class Room Language*, (Oxford New York: Oxford University Press, 2003), p. 4.

- c. Use a lot of action to demonstrate what you mean.
- d. Talk a lot to them use English
- e. Play game together.
- f. Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving.

From the statement above the writer concluded that grammar is the main components that must be learned, by knowing the grammatical rules will help students in mastering a language.

## 2. Approaches in Teaching Grammar

In general, there are two basic approaches to teaching grammar; that are deductively and inductively.

### a. Deductive Approach

Deductive approach is the teacher presents the grammar rules and then gives students exercises in which they should apply the rules.<sup>21</sup> According to Ruth Wajnryb said that in deductive approach is learners are taught rules and given specific information about the language, and then the students are expected to apply when they use the language.<sup>22</sup> The writer concluded that deductive approach is the conventional method which commonly used by teacher and in deductive approach teacher should explain first the rules clearly because he as the learning centre.

As shown by Thornbury, the advantages of deductive approach are as follows:<sup>23</sup>

- 1) It gets straight to the point and can be time-saving because many rules are more quickly explained thereby allowing more time for practice and application.

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<sup>21</sup>David Nunan, *Practical English Language Teaching: Grammar*, (Boston: Mc Graw Hill, 2004), p. 158.

<sup>22</sup>Ruth Wajnryb, *classroom observation tasks: A resource book for language teachers and trainers*, (United Kingdom: Cambridge University Press, 1992), p. 85.

<sup>23</sup>Scott Thornbury, *op.cit.*, p.30.

- 2) It confirms students' expectations about classroom learning, particularly for those with an analytical learning style.
- 3) It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

On the other hand, the deductive approach has also disadvantages that are as follows.

- 1) It may be frustrating for some students, especially younger one to memorize the explanation.
- 2) Most of students less active because teacher as learning centre.
- 3) Explanation is seldom as memorable as other forms of presentation, such as demonstration.

In other words, this approach will be beneficial for the students whose analytical ability are high and give much opportunity for students to do more practice rather than the teachers' rules explanation. In contrary, it will be a hindrance for young learner to study grammar because they have not had the analytical ability yet.

b. Inductive approach

Inductive approach is the teacher presents sample of language, and the students have to infer understanding from the rule.<sup>24</sup> Ruth Wajnryb states that inductive approach is such as communication one, learners are not taught grammatical rules directly, but are left to induce the rules from their use of the language.<sup>25</sup> In other hand scott Thornburrye explains that inductive approach starts with some examples from which a rule is inferred, learners can study grammar without having met the rule, they study examples and from these examples derives an understanding of the rule.<sup>26</sup> From the statement above, the writer concludes that inductive approach is improvement of

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<sup>24</sup>David David Nunan, *op.cit.*, p. 15.

<sup>25</sup>Ruth Wajnryb, *op.cit.*, p. 85.

<sup>26</sup>Scott Thornbury, *op.cit.*, p. 49.

the deductive approach; English teacher used some methods to improve the teaching strategy.

This second approach to the grammar teaching learning has many advantages and disadvantages as well. Here may be its advantages.

- 1) The rules learners discover for themselves are more likely to fit their existing mental structure than rules they have been presented and will make the rules more memorable and meaningful.
- 2) Students are more actively involved in learning process, rather than being simply passive recipients.

Besides, this approach has also its advantages. Here are the following.

- 1) This approach frustrates students who, because of personal learning style or past learning experience, would prefer simply to be told the rule.
- 2) Students may hypothesize the wrong rules or their version of the rule may be either too broad or too narrow.<sup>27</sup>

It can be said that students will understand easily what the grammar point is actually taught without telling them the rule directly because they are given opportunities to think more and infer the rule from the given examples. However, not all students will enjoy when they are taught by using this approach because of their different learning styles.

Regardless those two approaches, teacher actually can use either deductive or inductive approach based on the teaching learning context which may includes student learning style because there is no single approach will appropriate for all grammar items and for all learners.

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<sup>27</sup>*Ibid*, p. 54.

### 3. Methods Involving Grammar Aspect

Many methods have been proposed for the teaching of foreign language. And they have met with varying degrees of success and failure.

Because of many viewpoints stating that grammar is an important language aspect should be possessed and mastered. It would be better to review some methods includes the grammar aspects in language teaching and learning. Following are some of them.

#### a. Grammar Translation Method

This method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.<sup>28</sup>

#### b. Communicative Language Learning

This method has main objective in language teaching and learning; that is students' communication ability. However the grammar aspect is given in quite proportion as the pre communicative activities.<sup>29</sup>

#### c. Audio-lingual Method

The goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.<sup>30</sup>

#### d. Direct Method

The objective of learning to make the learners communicate in target language. Thus, the proportion of grammatical rules to be taught is relatively just little. It tends to be taught inductively, that learners are

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<sup>28</sup>Diane Larsen-Freeman, *Techniques and Principles in Language Teaching*, (English: Oxford University Press, 1986), 9<sup>th</sup> Ed., p. 9.

<sup>29</sup>*Ibid*, p. 123.

<sup>30</sup>*Ibid*, p. 43.

provided with examples and they figure out the rule or generalization from the examples.<sup>31</sup>

e. Cooperative Learning Team Game Tournament Type

Cooperative or collaborative learning essentially involves students learning from each other in group. But it not the group configuration that makes cooperative learning distinctive; it is the *way* that students and teacher work together that is important. As we just seen, with learning strategy training, the teacher helps students learn how to learn more effectively.<sup>32</sup> Teams-Games-Tournaments is one of cooperative learning models with small groups in the class that consist 4-5 heterogeneous students in the academic achievement, gender, race or ethnic.

Those methods might point out how grammar is seen as the aspect in language learning that cannot be ignored at all. Each of them includes grammar to be taught in language learning either in deductive or inductive approach although it might just be taught in a little portion.

4. Descriptive Text

One of the texts that are taught in the level of SMP is descriptive. As Gerot states that descriptive is a kind of text which is aimed to describe a particular person, place, or thing.<sup>33</sup> It also has the generic structure which is summarized as follows:

- a. Identification which identifies phenomenon to be described, and
- b. Description which describes parts, qualities, characteristics.
- c. The linguistic feature occurs in this text is focused on specific participants, the use of attributive and identifying process, and the use of simple present tense.

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<sup>31</sup>*Ibid*, p. 25

<sup>32</sup>*Ibid*, p. 164

<sup>33</sup>Gerot and P Wignell, *Making Sense of Functional Grammar*, (Sydney: Gerd Stabler, 1995), p. 208

In this study, the writer does not explain what is about descriptive but rather to explain grammar, especially simple present tense.

## 5. General Concept of Simple Present Tense

Tense is a systematic structure to describe different form of verbs that show the time action. Meanwhile, simple present tense expresses daily habits or usual activities. Basically the simple present tense is used for events or situations that exist always, usually, habitually in the past, present and future.<sup>34</sup>

### a. The Uses of Simple Present Tense

Tense represents some forms of a verb which refers to when the action happens. Moreover simple present tense is used to expresses habitual or everyday activity. In general, the simple present expresses events, actions and situations that are happening all the time, or exist now. For example, I study two hours every night.<sup>35</sup> Moreover Fuad Mas'ud said that the usages of simple present are as follows:

- 1) The present tense used to express habitual action.

Example :

*Ali goes to school every morning.*

*We usually study at night.*

- 2) The present tense used to general action and truth.

Example :

*The sun rises in the east and sets in the west.*

*A year has twelve months.*

- 3) The present tense used to express events, actions, or conditions that are happening or exist a moment

Example :

*I work hard at home.*

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<sup>34</sup>Betty S. Azar, *Fundamentals of English Grammar*, (New Jersey: Prentice-Hall, 1992), p. 3.

<sup>35</sup>Betty S. Azar, *Understanding and Using English Grammar*, (New Jersey: Prentice-Hall, 1981), p. 11.



*She seems to be very tired today.*

- 4) The present tense used to express the meaning of present continuous tense by using certain verb in simple present tense, such as agree, consider, expect, like, know, prefer, remember, wish, want . etc

Example :

*I love you.....not I am loving you.*

*They agree with you.....not they agreeing with you*

- 5) The present tense used to express that will be happen in the future.

Example :

*The plane leaves tomorrow morning*

*We leave for Jakarta on Tuesday, our train arrives at 9.05.*

Based on the explanation above, the writer concluded that simple present tense indicates activities that happen of moment of speaking or state being in the present about things in general, something happening all the time or repeatedly, or something that is general truth.

#### b. The Form of Simple Present Tense

##### 1) Verbal Sentence

Verbal sentence is sentence that has predicate as verb.<sup>36</sup>

There are three forms of verbal sentence. They are positive, negative, and interrogative sentences. They can be put into the pattern as follows:

(+)	Subject + verb I (s/es)
(-)	Subject + do/does + not + Verb I + object
(?)	Do/does + Subject + Verb I + object?

In the affirmative, the simple present tense uses infinitive.

For the third person singular, the verb or the infinitive or sibilant

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<sup>36</sup><http://www.chiquitita.co.cc/2009/11/simple-present-tense.html> accessed on October 11<sup>th</sup> 2010.

sound spelled as *s, z, ch, sh, o, x* (passes, buzzes, catches, pushes, goes, mixes) it is added by “*es*”. After *y* preceded by a consonant, the *y* is changed to *i* and ‘*es*’ is added (carries, tries but plays).<sup>37</sup> Meanwhile if the last letter of verb is consonant, it is added by ‘*s*’

For example: *I/you/we/they work*

*She/he/it works*

The negative is formed by *do not/ does not* + the infinitive without *to* (of the main verb). Auxiliary ‘*do*’ is used for the subjects as *I, you, we, they*, while auxiliary ‘*does*’ is used for the third person singular and pronoun for thing (*it*).

For example: *You do not study English*

*She does not speak English*

The interrogative form of simple present tense is *do/does* + subject + the infinitive without *to* (of the main). Auxiliary ‘*do*’ is used for the subjects as *I, you, we, they* while auxiliary ‘*does*’ is used for the third singular person.

For example: *Do you eat fried chicken?*

*Does he go to Jakarta this morning?*

## 2) Non Verbal Sentence

Non verbal sentence does not have continuous or progressive form. Every non verbal sentence always uses *to be*. The pattern of non verbal sentences as follow:<sup>38</sup>

(+)	Subject + <i>to be</i> (am, are, is) + Predicate
(-)	Subject + <i>to be</i> (am, are, is) not + Predicate
(?)	Am/is/are + Subject + Predicate?

<sup>37</sup>Marcella Frank, *Modern English A practical Reference Guide*, (New Jersey: Prentice-Hall, 972), p. 55.

<sup>38</sup><http://daily-english.co.cc/?p=14> accessed on October 11<sup>th</sup> 2010.

To be is used based on subject. Look at the lists below:

Subject	To be	Construction
I	Am	I'm
You	Are	You're
They	Are	They're
We	Are	We're
She	Is	She's
He	Is	He's
It	Is	It's

Form the positive of non verbal sentence by using to be that has forms in the present tense as lists of *to be* above.

For example:

*You are smart students in the class*

*She is a beautiful girl in her office*

Form negative of non verbal sentence by putting “not” after the to be. The construction aren't and isn't.

For example:

*We are not a pilot*

*I am not teacher in your School*

Form the interrogative of non verbal sentence by placing to be before the subject.

For example:

*Is it your motorcycle?*

*Are they good servants?*

## 6. Teaching Simple Present Tense Using TGT

Before conducting the teaching by means of TGT method, there are many things to be prepared by the teacher in order to make the teaching

learning process well-prepared and more systematic. Here are the things should be prepared in advance.

- a. Students' pre-test score. This score becomes the guidance for teacher to determine the student groups in different ability.
- b. The arrangement of team list consisting of 4-5 students in each team.
- c. Teacher plans the Lesson Plan before teaching.
- d. Worksheets containing the given material. These worksheets are used for studying to be discussed in team work.
- e. Teacher gives Test in every cycle, it containing the given material to be completed in tournament.

Having prepared things stated above, the teaching procedures in English classroom by means of TGT might be sequenced as follows.

- a. Teacher delivers the chosen lesson at this point is simple present tense, to the students.
- b. Teacher divides some groups students to the heterogeneous team and manage their seats, so that they can work collaboratively.
- c. Teacher distributes the worksheets containing simple present tense questions.
- d. Teacher suggests students to work in pairs within their groups and have them check their work among students.
- e. Teacher suggests students to teach each other when one of them find difficulties in understanding the given material.
- f. Teacher discusses the worksheets, so that they can check their own works.
- g. If there is a student questioning about the topic, teacher suggest them first to ask in their peer within the team. If other students in team cannot answer the question, teacher answers it.
- h. Teacher walks around the class to control the students' works.
- i. Team leader report the successfulness or the obstacle of the team they have experienced in doing worksheets

- j. Team leader has to ensure that all members of the team understand the given material and are able to do the given worksheets.
- k. Teacher's role is as a source or a facilitator if needed.
- l. Having worked on the worksheets, teacher assigns students to participate in tournament. Here, they have to work individually and compete to do the worksheets in tournament table with the other member from other team. After completing the tournament, they are assigned to check their works.
- m. Teacher appreciates their work by giving reward to the team for their work in tournament.
- n. Teacher can disperses the team and the students can sit back to their own desks.

### C. Previous Research

There have been many researchers which attempt to study the topic related to the method in many classrooms and the teaching learning. Here are some studies in line with the researcher's.

1. Siti Ulinnikmah (3104056) Tarbiyah Faculty, in her thesis "The Effectiveness Of Using TGT (Teams-Games-Tournaments) to Improve The Students' Understanding In Passive Voice; An Experimental Study to the Tenth Graders of MA NU Banat Kudus" in academic year 2008/2009. the researcher conclude that the using of TGT technique is more effective to improve the students' understanding on English passive voice than non TGT. <sup>39</sup> The difference was caused by activities and learning efforts between the experimental group (class X7) and the control one (class X6). The teaching technique used (TGT) in experimental group supported more to the result of student's achievement rather than technique used (non-TGT) in control group.

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<sup>39</sup>Siti Ulinnikmah (3104056) Tarbiyah Faculty, *The Effectiveness Of Using TGT (Teams-Games-Tournaments) to Improve The Students' Understanding In Passive Voice*, (Semarang: IAIN Walisongo, 2008), unpublished thesis.

2. Septa Nur Afiani (5311063) Tarbiyah Faculty, in her thesis “Improving Students’ Writing Organization of Descriptive Text Trough The Use of Team Games Tournament (a classroom action research with seventh year students of MTS Sudirman Magelang in the academic year 2009/2010).<sup>40</sup> The researcher concludes that the use of TGT in teaching writing organization of descriptive text as follows: class presentation work in groups, games, tournaments, and team recognition. This method made students enjoy learning writing in the class. In the result of first cycle were 2.75. It means that the total score of students’ writing result was unsuccessful; in the result of second cycle were 3.24. It means that the total value of students’ writing result was near of good, and the results of third cycle were 4.05. It means that the total value of students’ writing result was good. So the use of TGT in this research was success.

The similarity with this research is that this research gives possible teaching strategies that teacher can apply in teaching grammar especially simple present tense. Students sometime feel bored when they are taught with some methods in some meetings. So, this method can give them motivation to have more enthusiasm to study English.

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<sup>40</sup>Septa Nur Afiani (5311063) Tarbiyah Faculty, *Improving Students’ Writing Organization of Descriptive Text Trough The Use of Team Games Tournament*, (Semarang: IAIN Walisongo, 2010), unpublished thesis.