# THE EFFECTIVENESS OF USING
# TEAMS GAMES TOURNAMENT (TGT)TECHNIQUE
# ON STUDENTS' MASTERY OF SIMPLE PRESENT

(*A Quasi Experimental Study in the Tenth Grade of MAN Ciawigebang Kuningan*)

**A Thesis**

**Submitted to the English Language Teaching Department, *Tarbiyah* and
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# ABSTRACT

**MUHAMAD FAIZ AYATULLAH RUKMANA, 14111320115:** The Effectiveness of Using Teams Games Tournament (TGT) Technique on Students' Mastery of Simple Present. (*A Quasi Experimental Study in the Tenth Grade of Man Ciawigebang Kuningan*)

Grammar is the basic component to language. In English grammar learning, simple past tense takes an important role to build a language that makes people easier in communication. In fact, the majority of students at MAN Ciawigebang Kuningan have perspective that learning about grammar rules is difficult to be understood. On this research, the researcher focuses on how to solve students' problems in mastering simple present by using TGT technique.

The use of TGT technique gives students an opportunity to work together in group with other students and help each other in learning process in order to master the subject material. The objective of this research is to know the effectiveness of TGT technique on students' mastery of simple present between students who are taught using TGT technique and students who are taught using conventional teaching.

The method of this research is quasi experimental research. The population of this research is the whole students of MAN Ciawigebang Kuningan which contains at least 850 students. While the sample of this research is $10^{th}$ grade science-1 and $10^{th}$ grade science-2 that consists of 28 students for each class. The $10^{th}$ grade science-1 was chosen as the experimental group which is taught by using TGT technique and the $10^{th}$ grade science-2 was chosen as the control group which is taught by using conventional teaching. The technique of collecting the data is using achievement test. For the technique of data analysis, the researcher uses the independent sample t-test which is calculated by SPSS application v.21.0.

The result of the data analysis shows the mean score of experimental group which is taught by using TGT technique in post-test is 79.89, and the mean score of control group which is taught without TGT technique is 70.96. And the result of independent sample t-test which is calculated using SPSS application v.21.0 shows that the value of $t_0$ is 3.628 with the degree of freedom is 54, $t_{table}$ is 1.673, and the significance value is 0.002. It means that the $t_0 > t_{table}$ ($t_0$ is higher than $t_{table}$) and the significance value < 0.05 (the significance value is lower than 0.05). So the alternative hypothesis ($H_a$) is accepted and the use of TGT technique in teaching simple present is better to improve students' mastery of simple present rather than using conventional teaching. It can be concluded that the use of TGT technique is effective to improve students' mastery of simple present.

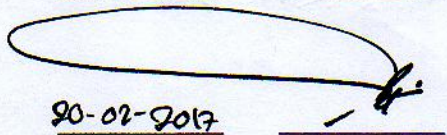**Key Words: Students, Mastery, Simple Present, Cooperative Learning, TGT**
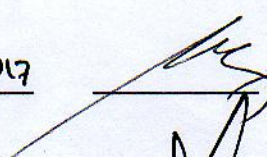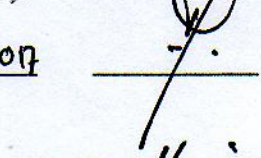
# RATIFICATION

The thesis which is entitled **"THE EFFECTIVENESS OF USING TEAMS GAMES TOURNAMENT (TGT) TECHNIQUE ON STUDENTS' MASTERY OF SIMPLE PRESENT (*A Quasi Experimental Study in the Tenth Grade of MAN Ciawigebang Kuningan*)"** written by **MUHAMAD FAIZ AYATULLAH RUKMANA**, with registration number **14111320115**, has been examined on February 13th, 2017. It has been recognized as one of the requirements for Undergraduate Degree in English Education Department of The Faculty of *Tarbiyah* and Teaching Science *Syekh Nurjati* State Institute for Islamic Studies (IAIN) Cirebon.

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vi

**TABLE OF CONTENT**

CHAPTER V: CONCLUSION AND SUGGESTION

APPENDICES

xiv

# CHAPTER I
# INTRODUCTION

This chapter talks about the research background, identification of the problem, delimitation of the problem, formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research.

## 1.1 Research Background

Grammar is the basic component to language. Language does not exist without grammar. In the field of language pedagogy, nothing has been as controversial as the role of grammar teaching (Hossein Nassaji & Sandra S. Fotos, 2011: 1). Many language learners are certainly fully aware of the importance of the grammar rules. According to L. G. Alexander (1998: 1), he states that "grammar is the support system of communication and we learn it to communicate better." By using the grammar rules we will be helped in conveying what we mean in every conversation. It can also avoid misunderstanding in communication.

Barbara Dykes (2007: 5) defines grammar as "a language to talk about language". It means that grammar is a media to discuss about a language. Someone cannot explore the function of words and the part they play in forming meaningful language without a naming procedure. For example, to offer a meaningful explanation for why we say 'did it well' rather than 'did it good' if there is no shared understanding of the language for talking about language – to explain that 'good' being an adjective qualifies a noun, e.g. 'He did a good job,' but 'well', an adverb, is used for adding meaning to a verb, e.g. 'He did it well.'

Since long ago, language teaching has been correlated with grammar teaching. Basically, language is mainly composed of grammar rules and knowing those rules will be enough for learners to acquire the language (Hossein Nassaji & Sandra S. Fotos, 2011: 2). Language acquisition will be acquired with the touch of

teaching grammar itself. Because, teaching grammar is one of the important components in English learning for students (Wang, 2010: 78).

But, teaching is not easy as looks like, especially about linguistics. H. DouglasBrown (2007: 8) defines teaching as "…showing or helping someone to learnhow to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand…." It means that teachers have to be conscious of the duty as teachers to make students understand what they provide.

There have been many researches in grammar area. Start from the essential of grammar to the implication of grammar in language learning. The aim of those researches is essentially to assist people to learn grammar effectively or reinforce their grammar skill. From several researches that have been performed by various experts, learning grammar can be implemented with several methods that are proven to be effectively able to provide positive goals in language learning, such as learning grammar using cooperative learning method (Assma (2010) and Belmekki & Kebiri (2014)) and using game (Pathan & Aldersi: 2014). Other researches show that the ability of teacher about grammar takes an important place for students understanding. For example, the profile of good grammar teacher (Baleghizadeh & Mozaheb: 2011) and the level of teachers' beliefs in teaching grammar (Ezzi: 2012). Even, there are researches about how to solve problems in teaching grammar. For example, the necessity of grammar teaching (Wang: 2010) and difficulties in teaching and learning grammar in an EFL context (Al-Mekhlafi: 2011). From these clusters, the researcher is interested to prove the effectiveness of teaching grammar using method.

In any case, using method in language learning is more comfortable for learning process and gives materials more successful. For example, the researcher takes one of method that has been believed as a proper method for language learner, it is cooperative learning method. With cooperative group works, students will be more motivated and effective to learn Assma (2010: 71). At least, there are some similar studies related to cooperative learning. As did by Chen (2005), Yan Zhang (2010), (Assma: 2010) and Belmekki & Kebiri (2014).

Learning language is not a set of simple steps that can be designed in a short time (H. D. Brown, 2007: 12). It needs more effort and study harder than others. After all, it comes some students' views on learning grammar. In fact, most of students in MAN Ciawigebang Kuningan have perspectives that learning grammar is a horrible thing to be learnt, and some of them just ignore the grammar rules itself because they assume the grammar rules are extremely difficult to be understood, plus students' knowledge in simple present is lack.

Teachers also need an appropriate technique to face large size of class in the most school in Indonesia, including in MAN Ciawigebang Kuningan. The size of class is too crowded to make an effective learning. So, the right choice of applying a technique also takes a contribution to make students more enthusiasm following a learning process. As far as the researcher has observed at MAN Ciawigebang Kuningan, the learning process of English did not work effectively. Therefore, future English teachers should be smart choosing the right method of teaching so that students do not feel difficult and boredom in capturing every lesson that teachers provide, especially in providing an understanding of the grammar rules effectively.

The researcher is interested of this problem. Students of teacher training certainly have been familiar with the method of teaching. The success in achieving a goal of learning depends on how teachers deal with the students when giving a lesson. According to Larsen-Freeman (2003), there are many methods of teaching which can assist teacher in learning process. There are Grammar-Translation Method, Direct Method, Audio-Lingual Method, Silent Way, Desuggestopedia, Community Language Learning, Total Physical Response, Communicative Language Teaching, Content-Based, Task-Based, Participatory Approaches, Learning Strategy Training, Cooperative Learning, and Multiple Intelligences. Each method put into practice will be shaped at least by the teacher, the students, the conditions of instruction, and the broader socio-cultural context. But particular method cannot be suitable with several students (Larsen-Freeman, 2003: 182).

At this opportunity, the researcher offers a method which has been believed by many experts as a proper method for language learners. The method is cooperative learning method. Cooperative learning is learning use of small groups where students learn together to maximize their comprehensions in learning process (Johnson & Johnson, 1999: 73). This method is believed will be suitable and effective to Indonesian students. Robyn Gillies and Adrian Ashman (2003: 5) explain that students in the cooperative groups work together more frequently, more highly coordinated, and ensure that tasks are divided. They are also more attentive to what others had to say, communicated more effectively, more motivated to achieve, and more productive in their achievements than their peers in the competitive groups.

Robert E. Slavin (2009: 11) explains that there are some techniques in Cooperative Learning, such as Students' Team Achievement Division (STAD), Jigsaw, Teams Games Tournament (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC), and so on. To teach Simple Present Tense, the researcher offers Teams Games Tournament (TGT) as the technique. TGT is offered because it has a unique thing inside it, that is tournament. The concept of tournament for reviewing the material is considered will be helpful in learning Simple Present.

Teams Games Tournament is originally created by David DeVries and Keith Edwards at the John Hopkins University to review and mastery learning of material (Kagan, 2009: 17.21). Basically, the implementation of TGT is similar with STAD. But, TGT has tournament whereas STAD does not have (Miftahul Huda, 2011: 116-117). Rusman (2011: 224) states that TGT organizes the classroom into five to six members for each team from all levels of achievement, different gender and race. Slavin has found that TGT increased basic skills, students' achievement, and positive interaction between students.

Teams Games Tournament optimizes content mastery through both competition and cooperation. In TGT, students at different ability level work together in study teams to review key content and help each other in solving the problem in their learning. Students then leave their study teams to compete in an

academic tournament with students from other study teams. During the tournament, students gain points for their study teams by answering questions challenging other players' answer. Thus, the study teams which are most cooperative that does the best job of preparing all members to succeed in competition and earn the most points (Rusman, 2011: 224).

Based on the explanation above, the researcher is interested in applying Teams Games Tournament (TGT) as a technique of cooperative learning method that can improve students' cooperation and competition with other students in order to improve students' achievements in learning. TGT as one of the cooperative learning technique requires student-centered. The role of teacher in this learning process is just as a facilitator, not as a main-source of knowledge. The researcher assumes that TGT technique will help students in learning Simple Present. Therefore, the researcher would like to do a research in teaching Simple Present by using Teams Games Tournament technique in MAN Ciawigebang Kuningan. The title of this research is "The Effectiveness of Using Teams Games Tournament (TGT) Technique on Students' Mastery of Simple Present".

## 1.2 Identification of the Problem

In learning grammar especially simple present, students face many problems. Such as:

1.2.1 The students are lack of knowledge in simple present.

1.2.2 Students feel difficult to understand what teacher provides in learning grammar especially simple present

1.2.3 The teacher uses inappropriate technique in teaching grammar especially simple present.

1.2.4 The size of the class is too crowded.

## 1.3 Delimitation of the Problem

There are some limitations defined by the researcher in this study. These limitations restrict the domain of study taken and applied in order the discussion on this research does not widen to the other aspects and also intended that it does not take a lot of time. First, the object that will be delivered by using Teams

Games Tournament (TGT) technique on this research is about simple present. Second, the research is focused on $10^{th}$ grade in MAN Ciawigebang Kuningan. Third, the variables of the research are Simple Present, teaching Simple Present by using Teams Games Tournament (TGT) technique, and teaching Simple Present by using conventional teaching.

**1.4 Formulation of the Problem**

1.4.1 How is students' mastery of simple present on experimental group which is taught by using Teams Games Tournament (TGT) technique?

1.4.2 How is students' mastery of simple present on control group which is taught without using Teams Games Tournament (TGT) technique?

1.4.3 Does the Teams Games Tournament (TGT) technique make the learning process of simple present more effective rather than using conventional teaching?

**1.5 Aims of the Research**

1.5.1 To know students' mastery of simple present on experimental group which is taught by using Teams Games Tournament (TGT) technique.

1.5.2 To know students' mastery of simple present on control group which is taught without using Teams Games Tournament (TGT) technique.

1.5.3 To know the empirical evidence of the differences of students' mastery of simple present achievement between students who are taught using Teams Games Tournament (TGT) technique and students who are taught without TGT and to help students to master simple present effectively.

**1.6 Significance of the Research**

Theoretically, Teams Games Tournament (TGT) should help the teacher to provide an understanding of Simple Present more effective than using conventional teaching. This is due the process of student learning will be helped by a system of teamwork. Students will work together to comprehend materials provided by the teacher. Then, students who have more ability to understand the material will assist students who have deficiencies in understanding the material. This teamwork can give students comfort when they comprehend the material.

Practically, the results of this research are expected can provide insights for students of English Department of IAIN Syekh Nurjati Cirebon, about effectiveness teaching simple present by using Teams Games Tournament (TGT) technique and comparison between Teams Games Tournament and conventional learning.

**1.7 Writing System of the Research**

Writing system of this research is arranged as follows:

1.7.1 CHAPTER I: INTRODUCTION

This chapter talks about the research background, identification of the problem, delimitation of the problem, formulation of the problem (research question), aims of the research, significance of the research, and writing system of the research.

1.7.2 CHAPTER II: THEORETICAL FOUNDATION

This chapter presents the theoretical such us; definition of simple present tense including the form of simple present tense and the use of simple present tense, the understanding of cooperative learning including basic elements of cooperative learning, and the understanding of Teams Games Tournament (TGT) including components and procedures of TGT. This chapter also explains the preview study of the research and frame of thought.

### 1.7.3  CHAPTER III: THE METHOD OF THE RESEARCH

On this chapter, the researcher would like to discuss the method of the research that based on research question and aims of the research, the objective of the research, research design, variable of the research, population and sample, technique of collecting the data, instrument of the research test, technique of data analysis, and statistic hypothesis.

### 1.7.4  CHAPTER IV: THE RESEARCH FINDINGS AND DISCUSSION

This chapter is aimed to answer the research questions in chapter I which consists of research findings and discussion. In research findings, there are the data that show the learning result of experimental group which is taught by using Teams Games Tournament (TGT) technique and control group which is taught by using conventional teaching, and the improvement of mastering simple present that found on both groups.

### 1.7.5  CHAPTER V: CONCLUSION AND SUGGESTION

This chapter is presented to describe the last chapter of the research including conclusion and suggestion. Conclusion is sample statements and gives the answer to the research question directly. The simple statements can be formed as essay or number. The suggestion is interpreted as the submission and recommendation related to the research findings that needed to inform the reader.

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59

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