

CHAPTER I

INTRODUCTION

A. Research Background

In English there are sub-skills that very important to be learnt, but not only about that, need the students to master language components, such as vocabulary, pronunciation and grammar. By mastering English grammar, the students are expected to be able to make a good sentence in descriptive text in the right order whether in speaking or written form.

In grammar learning, there are some learning topics that need to be learned by the students, and one of them is tense. Tense is the learning material which tells us about the time usage. In tense itself, there are several kinds of tense that need to be understood by the learners, and one of them is simple present tense which is talk about the basic form of verb that should be used in making sentences.

Based on the syllabus of curriculum of KTSP for the senior high school, the simple present tense is a learning material which is integrated in descriptive text learning. It means that the simple present tense is being taught indirectly when the students learn about the descriptive text. In its practice, simple present tense is a study about the fundamental form of time. It means that simple present tense's content tells about the basic form of verb that needs to be used based on the subject verb agreement when the students want to produce a sentence in make a descriptive text.

In the other hand, the goal of learning simple present tense in Senior High School is to develop students' writing ability in making sentences that using simple present tense as the feature of the text so that they are able to write English sentences by using simple present tense in the right form in descriptive text. This good condition should be achieved by the students in tense learning especially in simple present tense learning.

Based on the discussions the researcher with the English teacher, the researcher found the problem that students face in learning English, especially in writing a sentence using simple present tense in descriptive text. The students cannot write well because students difficult in how to construct simple present tense in writing descriptive text, and also the students have less understanding of it.

According to the problem above, it needs to find a proper teaching that appropriate to be applied to make students can using simple present tense correctly. One of the methods that can be applied TGT. Through this method, the students will be actively involved in the learning process and can possess their activeness by themselves, because the students need to work together in small group with their friends in the learning process which aimed to create a good competition between groups. Based on the previous study which was done by Izza (2010: 60) who applied this method to teach simple present tense, it was proven that by using TGT in teaching Simple present tense, it had significant effect at eight grades students in their simple present tense learning and achievement. It means that the TGT effective to teach students'

simple present tense. The difference of this research, the researcher used Pre-Experimental One Sample Pretest-Posttest to conduct Teams Games Tournament method in teaching Simple Present Tense while the previous research used Classroom Action Research (CAR) to conduct Teams Games Tournament method in teaching Simple Present Tense.

Based on the explanation above, the researcher was interested in applying TGT method in teaching simple present tense in SMA N 1 Sepauk. The researcher hoped this method could be effective for teaching students' simple present tense to make a sentence correctly and make the good condition of learning process were more active and made the students' confidence increased. These reasons brought the researcher to did a research entitled "*The use of Teams Games Tournament (TGT) in Teaching Simple Present Tense Material (Pre-Experimental Research Design to The Tenth Grade Students of SMAN 1 Sepauk*".

B. Research Problem

The General problem of this research whether the use of Teams Games Tournament (TGT) effective or not to teach Simple Present Tense in SMAN 1 Sepauk?

C. Research Purpose

The purpose of this research is to find out the use of Teams Game Tournament (TGT) is effective to teach Simple Present Tense in SMAN 1 Sepauk.

D. Benefit of Research

1. Theoretical Benefit

The result of this research is expected to be beneficial development of knowledge of the English language especially those related to the implementation of Teams Games Tournament (TGT) method in teaching Simple Present Tense so that the process of the learning can be successfully and optimally.

2. Practical Benefit

a. For The School

This research is expected to be an alternative learning method that can be applied by the English teacher.

b. For the Students.

For the students, through this research, they can improve their ability with their friends in learning process especially their achievement in English Simple Present Tense material.

c. For the Teacher

For the teacher, if they want to use Teams Games Tournament method in learning to teach the students' achievement in simple present tense mastery.

d. For the institution of IKIP-PGRI Pontianak

For the institution of IKIP-PGRI Pontianak, can be the important information for the reader to be an investigation material in

term of the experiment in English learning, especially about simple present tense in English.

E. Scope of Research

1. Research variables

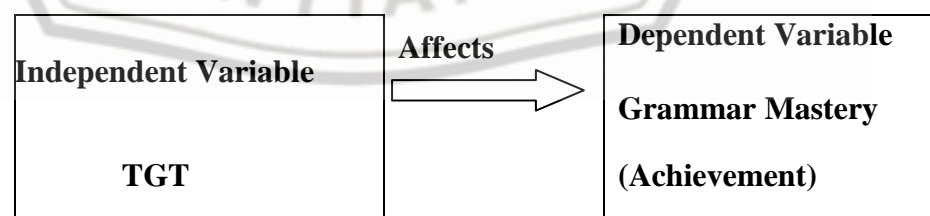
Research variables can be defined as the elements, characteristics or condition that can be manipulated and observed in doing the research that become the focus of the research. According to Fraenkel, (2012: 80) the two of the variables in this research as following:

a. Independent variable.

Independent variable is a variable that presumed to affect (at least partly cause) or somehow influence at least one other variable, which Independent variable in this research is the use of Teams Games Tournament.

b. Dependent variable

Meanwhile dependent variable is the independent variable presumed to affect, which dependent variable is the students' achievement on simple present tense.



Fraenkel (2012:80).

Figure 1.1
the relationship between Independent variable – Dependent variable

2. Terminology

a. Teams Games tournament (TGT)

Teams Games Tournament is a structure for reorganizing the classroom into four or five member teams, each having members from all levels of achievement.

b. Simple Present tense

Simple present is referred to tenses, it also encodes certain information about aspect in addition present time.

F. Research Hypothesis

Research Hypothesis is a predicted answer of research problem. The research hypothesis is a predictive statement that relates an independent variable to a dependent variable. According to Kothari (2004:34) says that the research hypothesis must contain at least one dependent variable and one independent variable. So, the researcher tries to determine the hypothesis of this research. The hypothesis of this research is divided into two:

1. Null Hypothesis (H₀)

Sometimes the result of the research could be difference with the aims of the researcher, such as there is no effect of the treatment which is applied in the research. Null hypothesis refers to a general statement or default position that there is no relationship between two measured phenomena. According to Kothari (1990:186) states that Null hypothesis is the one which one wishes to disprove thus Null Hypothesis represents the hypothesis we are trying to reject. So, the Null hypothesis in this

research is “team games tournament is not effective toward students’ understanding about simple present tense”.

2. Alternative Hypothesis (Ha)

Alternative hypothesis (Ha) is the hypothesis that the existence of a relationship or the influence of variables with other variables. Sometimes the result of the research could be same with the aims of the researcher. Also according to Kothari (1990:186) says that alternative hypothesis is usually the one which one wishes to prove thus alternative hypothesis represents all other possibilities. So, the researcher concludes that the alternative hypothesis of this research is “team games tournament is not effective toward students’ understanding about simple present tense”.

