

## CHAPTER I INTRODUCTION

### 1.1 The Background of the Study

Language is an important device and very beneficial means for human being to communicate with other people. By using language, people can talk and understand each other. English is also one of important language in the world, because English is an international language. Many people use English for communication in the world. In Indonesia, English is the foreign language. Many people in Indonesia learn about it. English lessons can be obtained starting from pre-school, kindergarten, elementary school, junior high school and university. The students in Indonesia must master English, because English includes in the final examination subject. It means that the government considered that English is really important language for communication.

The way to master English is by mastering the four language skills. The four language skills are speaking, writing, reading and listening. Besides that, there are sub skills that must be mastered by the learner who learn about English language. The sub skills are grammar, vocabulary, pronunciation and spelling. Grammar is one of the important components in English language.

Grammar is the support system of communication and we learn it to communicate better. Grammar explains the *why* and *how* of language. We learn it because we just cannot do without it (Alexander, 1990). According to Nassaji and Fotos (2011), grammar is fundamental to language. Without grammar, language does not exist.

Grammar is very important in spoken and written language (Albab, 2014). As a result, students are not supposed to understand only the theories and knowledge about grammar, but also in practically. The students have to know how to use grammar in spoken and written.

Grammar is the important sub skill when the students study English subject, because by using grammar the students are be able to produce good

sentences and express their ideas for communication. In the junior high school level there were some grammar tenses that must be mastered by the students. One of grammar is Simple Past Tense.

According to Azar (1998), the simple past indicates that an activity or situation began and ended at a particular time in the past. Simple past tense is included in the tenses that are often used to communicate in spoken or written, because simple past tense is used to tell or express something that happened in the past.

Based on the observation that was conducted by the researcher, there were some problems that were found during the learning and teaching process. First, some students thought that learning grammar is a difficult subject. They thought that there were many rules in understanding about grammar, because the English language it was really different than their own language. The students must understand about the form of grammar.

Second, the students had difficulty in memorizing regular and irregular verbs. In simple past tense there is a different thing with simple present tense. In simple past tense there was an alteration of verb, from the infinitive verb (v1) change into past verb (v2). They felt difficult for memorizing because in regular and irregular verbs had different forms. If they want to make good sentences in simple past they must know and memorize the regular and irregular verbs.

The last problem is teaching strategy that was used by the teacher. Teaching strategy is an important thing in the learning process. The good strategy that is applied can make the students enjoy the learning process and easy to understand the material. In teaching grammar, the teachers usually used the direct explanation method. The teacher just explained the material and makes the students to do some assignment.

In teaching learning activities, the teacher needs strategy and technique which is suitable to be applied in the classroom (Hasanah, 2015). In teaching, the teacher does not just prepare good material but also prepare

the good method or technique. One of techniques that can be used in teaching simple past tense is Teams Games Tournament.

Teams Games Tournament is one of technique that belongs to cooperative learning. Cooperative learning is not new idea in educational world. Cooperative learning is a term refers to instructional methods in which students of all levels of performance work together in small groups toward a common goal. The essential feature of cooperative learning is that the success of one student helps other students to be successful (Slavin, 1982). Using cooperative learning, the teacher was not as a mediator anymore but the teachers are only as facilitators in learning activities.

TGT learning model is one of cooperative learning model which is easy to be applied. It involves the students without difference of status (Lestari, Widiyatmoko, Alimah, & Juliyani, 2015). Based on the name, TGT had three main point of the technique, the main points were learning in group, games and tournament. Learning activities with games designed in cooperative learning of the TGT model enable students to learn more relaxation while fostering responsibility, confidence, respect for each other, discipline, competitive, healthy competition, cooperation and student learning involvement (Yudianto, Sumardi, & Berman, 2014).

TGT not only help students to improve their academic achievement, but can also give a positive outcome in their social life (Safwandi, 2016). TGT technique focus in learning in group, the students in group will learn together to get high score than other group.

Based on the explanation above, the researcher is interested in applying Teams Games Tournament as a technique of cooperative learning method that can improve the student' cooperation and competition with other students although they had heterogeneous ability. TGT as one of the Cooperative Learning technique requires student-centered and the teacher will be a facilitator. The researcher assumes that Teams Games Tournament (TGT) technique will help the students in learning simple past tense. Therefore, the researcher would like to do a research in teaching simple past tense by using

Teams Games Tournament (TGT) technique in SMPN 01 Batealit Jepara. The title of this research is “The Effectiveness of Teams Games Tournament (TGT) Technique to Improve Students’ Mastery of Simple Past Tense (A Quasi-Experimental Research at the Eighth Grade Students of SMPN 1 Batealit Jepara).”.

### 1.2 The Statement of Problem

Based on the background of the study which is described above, some problem can be identified: “How is the effectiveness of teams-games tournament (TGT) technique to improve student’s mastery of simple past tense at the eighth grade of SMPN 1 Batealit Jepara in the academic year of 2018/2019?”

### 1.3 The Objective of the Study

The objective of the study is to find out the effectiveness of teams games tournament (TGT) technique to improve students mastery of simple past tense to the eighth grade of SMPN 1 Batealit Jepara in the academic year 2018/2019.

### 1.4 The Significance of the Study

The researcher hopes the research would be useful theoretically and also practically to English language teaching and learning:

#### 1. Theoretically

The result of this study is expected to give a new experience and new knowledge in learning process especially to improve students’ mastery of simple past tense.

#### 2. Practically

The result of this study hopefully are useful to provide input for:

##### a. The Students

The researcher hopes it will help the students to easy understand about Simple Past Tense by using TGT technique.

##### b. The English Teachers

The researcher hopes it will help the teachers to find a good technique for teaching Simple Past Tense.

c. The Researcher

The researcher hopes it will be useful for her to know that using this technique can help the students to master the simple past.

### 1.5 The Research Hypothesis

There were two kinds of hypothesizes, those were the null hypothesis (Ho) and the alternative hypothesis (Ha). The hypothesis of this research describes as follows:

#### 1. The Null Hypothesis (Ho)

Teams Games Tournament (TGT) was not effective to improve students' mastery of simple past tense at the eighth grades students of SMPN 1 Batealit Jepara.

#### 2. The Alternative Hypothesis (Ha)

Teams Games Tournament (TGT) was effective to improve students' mastery of simple past tense at the eighth grades students of SMPN 1 Batealit Jepara.

### 1.6 The Thesis organization

This research consist of five chapters which can be described as follows:

**Chapter I** presents indtroduction which consists of background of study, the statement of problem, the objective of study, the significance of study and thesis organization.

**Chapter II** elaborate review of related literature. It explained about the review of previous study, the simple past tense as the material, the teams games tournament as the learning strategy and the theoretical framework.

**Chapter III** deals with research method that consist of research design, research variable, the research instruments, the technique of collecting data, the techique of data analysisand the stastical hypothesis.

**Chapter IV** describes the general description and detail results of the research followed by the discussion and findings.

**Chapter V** presents the conclusison and suggestions of the research finding.