

## **CHAPTER I**

### **INTRODUCTION**

This chapter provides a synopsis of the entire research project's contents. This chapter goes into the research's background, research question, research aims, research importance, reasoning, and preceding studies in great detail.

#### **A. Background**

The purpose of this study is to determine the efficacy of employing the Team Games Tournament (TGT) approach to improve students' grasp of the basic present tense. It is investigated whether the TGT method can assist the students in resolving their challenges with English grammar.

English is a world language that is widely spoken and studied all over the world. As we all know, language is utilized as a medium of communication not just in writing but also in speaking. It is not enough for students to simply master the grammar; they must also practice all of the common patterns, forms, and words until they can employ them instinctively in the right position (Ulfah, 2011). The TGT cooperative learning paradigm not only assists students in learning academic skills, but also in practicing social skills. This learning strategy will foster a better attitude of reliance on students as well as skills in group collaboration groups (Anita Lie, 2008 cited in Yulfia & Ma'ruf, n.d.). Nur & Wikandari 2000 (in Annurwanda, 2018) explained that TGT has already been used in a variety of subjects. The subject with the most effectiveness was one in which the learning purpose was stated succinctly with only one correct response. TGT's major goal is to urge students to support and assist one another in mastering skills provided by the teacher (Laili, Fardhani, Santihastuti, & Kalimantan, 2014). Simple Present Tense is one of the most crucial tenses for students to master. Students' ability to write or interpret Simple Present Tense sentences will be harmed if they have an incorrect sense of the tense. The simple present tense is a tense that denotes an action that is taking place right now. This tense is used to discuss general topics. We are not only considering the present, but it is also used to state that something is true in general (Hinkel, 2002 cited in Taslim, 2016). Over a comparatively long period of time, the

employment of the simple present and simple past verb forms in scientific journal articles (Banks, 2006).

According to preliminary research at SMP IT Insan Teladan, students struggle to understand English grammatical content, particularly when it comes to tenses. Furthermore, the students have difficulty in understanding and constructing a simple present tense sentence. It is caused the learning method which the teacher uses is conventional.

Several studies have been conducted on the Team Games Tournament (TGT) and grammar skills (simple present tense). A research by Inayati & Damayanti (2016) indicates the Team Games Tournament (TGT) method pushed EG students to improve their speaking abilities, and the EG students thought it was a highly effective technique that helped them do so. According to Ainun Elvilla (2014), students in the experimental group who were taught vocabulary through Team Games Tournament (TGT) had greater vocabulary mastery than students in the control group who were taught vocabulary using the question and answer approach. According to Hery Fitriyanto (2014), TGT has a positive impact on students.

## **B. Research Questions**

The problems in the background are formulated into the following questions:

1. What is students' understanding of simple present tense before being taught by using TGT method?
2. What is the student' understanding of simple present tense after being taught by using TGT method?
3. How significant is the difference between students' understanding of simple present tense before and after using TGT method?

## **C. Research Purposes**

1. To find out the students' understanding of simple present tense before being taught by TGT method

2. To find out the student' understanding of simple present tense after being taught by using TGT method
3. To find out the significant difference between students' understanding of simple present tense before and after using TGT method

#### **D. Research Significances**

The study is expected to provide information about how to improve students' understanding of simple present tense using the Team Games Tournament (TGT) method, as well as give English teachers some insight into the importance and utility of the TGT method in teaching English grammar, particularly simple present tense. In terms of application, this study is significant because it:

1. Students

The findings of this study are expected to aid students in improving their grasp of the simple present tense utilizing the TGT approach.

2. Teachers

This study could help all teachers examine their students' comprehension of the simple present tense and choose the ideal teaching technique to close the gap between them and their potential in learning English, particularly in grammar.

Theoretically, this research can provide useful information to curriculum planners as an evaluation for improving student grammar comprehension.

#### **E. Rationale**

**The research is supported by several rationale and supporting theories which can be seen in the following paragraph.**

Grammar is an important part of a language about which learners and teachers have differing viewpoints. It is necessary in every sentence that is read, written, spoken, or heard. The term "grammar" simply refers to the norms that people adhere to when using a language. Grammar is important in general since it is the language that allows

us to discourse about the language; yet, for many language teachers and learners, the value of grammar is linked to the correct use of language for efficient communication (Ahangari and Barghi, 2012).

The simple present tense is one of the most commonly used tenses in English. It's most typically used to discuss events or circumstances over a long period of time or to make general comments. As a result, it is critical for students to comprehend this tense. According to Azar (1989:2), the simple present tense denotes an event or condition that occurs frequently, generally, or routinely; they exist now, have occurred in the past, and may exist in the future. The simple present tense can be used to communicate general truths, habitual acts, and other universal statements, as demonstrated by this sentence.

According to Saptono, 2008 (in Judge, 2009), cooperative learning focuses on arranging students of varying academic abilities into cooperative small groups of 4-6 persons with a heterogeneous group structure. Students will actively converse, think more deeply, and learn more relaxedly with the TGT technique, which also fosters responsibility, teamwork, healthy competition, and learning participation (Shoimin, 2014). This learning method has several advantages, including enhanced student learning motivation and improved learning results (Taniredja, 2011). According to Slavin (Santoso, 2011), a cooperative learning category team games tournament has five components: class presentations, team, game, tournament, and team recognition. TGT employs a game that may be tailored to the subject. This game is frequently preferable to individual games because it allows students to care about one another while avoiding the difficulty of solo play. When all students work together as a team, they have a good chance of succeeding (Slavin, 2005).

According to this explanation, the teacher can help students improve their grammatical skills, particularly in the simple present tense, by employing the team games tournament (TGT) approach.

## **F. Previous Studies**

Several researchers have investigated the team games tournament (TGT) technique. First, Linda Juwita, et al., (2017) conducted the study. The goal of the study was to see how effective TGT was in improving learning motivation and achievement among nursing students studying neurological system anatomy and physiology. Nursing students from two institutions in Surabaya participated in this study. This study found that using a team games tournament (TGT) app to teach neurology system architecture and physiology could improve nursing students' learning motivation and achievement. Further implementation might be comprehensive, with other nursing courses as the aim, with tough subjects being highlighted.

Second, Safwandi (2016) conducted the research. The goal of this study was to see if students' mastery of speaking increased after they practiced speaking using the team games tournament (TGT) approach. The research was carried out at MAN Beureunuen in Aceh Province's Pidie District. According to the findings, the team games tournament (TGT) method encouraged students to improve their speaking abilities, and the students thought it was a highly beneficial tool for doing so.

Third, Ainun et al. conducted the research (2014). The goal of this research was to see how the Team Games Tournament (TGT) technique affected vocabulary knowledge in eighth grade students at SMPN 13 Jember during the 2013/2014 academic year. Students in the experimental group who were taught vocabulary using the Team Games Tournament (TGT) had superior vocabulary mastery than students in the control group who were taught vocabulary using the question and answer approach. The use of the Team Games Tournament (TGT) Technique had a substantial influence on vocabulary acquisition of eighth grade students at SMPN 13 Jember in the 2013/2014 academic year, according to this study.

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The last, Arsaythamby Veloo (2013) conducted the research. The objective of the research is to determine the effects of cooperative learning Teams-Games-Tournaments (TGT) in probability attitude and achievement of students. The results show significant differences in the improved attitude and achievement towards probability. In addition, cooperative learning TGT also creates an active learning environmental in solving exercise. This study provides evidence that learning probability with TGT benefits students.

