



**IMPROVING THE SEVENTH GRADE STUDENTS' TENSE ACHIEVEMENT  
BY USING TEAMS GAMES TOURNAMENT (TGT) TECHNIQUE  
AT SMPN 1 MANGARAN IN THE 2012-2013 ACADEMIC YEAR**

**THESIS**

**By**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
LANGUAGE AND ARTS DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
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## **DEDICATION**

This thesis is honorably dedicated to the following people:

1. My beloved parents, (the late) Rasimo and Sri Umiyati, thanks for your love and sacrifice. You have been giving your best to take care of me. This thesis is proudly dedicated to you for your everlasting love;
2. My dear brother and sister, Irzad Indra Wahyudi and Khusnul Khotimah.  
Thank you so much for your love and care that encourage me to finish this thesis.

## **MOTTO**

Sticks in a bundle are unbreakable.<sup>\*)</sup>

Coming together is a beginning.

Keeping together is progress.

Working together is success.<sup>\*\*)</sup>

## **CONSULTANT APPROVAL**

### **IMPROVING THE SEVENTH GRADE STUDENTS' TENSE ACHIEVEMENT BY USING TEAMS GAMES TOURNAMENT (TGT) TECHNIQUE AT SMPN 1 MANGARAN IN THE 2012-2013 ACADEMIC YEAR**

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## SUMMARY

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This research was a classroom action research that was conducted collaboratively by the researcher with the English teacher. It used Teams Games Tournament (TGT) technique to improve the seventh grade students' tense achievement of SMPN 1 Mangaran.

This research was begun by conducting an interview with the English teacher of the seventh grade students of SMPN 1 Mangaran. It revealed that the seventh grade students of SMPN 1 Mangaran still experienced difficulties in learning tenses. They could not differentiate between simple present tense and present continuous tense in writing sentences. The teacher stated that only 37.5% of the students could reach the standard score of *Standar Kompetensi Minimum (SKM)* of 70. It means that the students' tense achievement was still low. Besides, the students were also lack of participation in the classroom during the teaching and learning process. It could be seen from the students' interaction while they responded the teacher' explanation and questions. The teacher stated that only a few students paid attention to the teacher's explanation and answered the questions.

To overcome the above problems, the researcher applied Teams Games Tournament (TGT) technique in teaching tenses. This technique was chosen because it was an effective technique for improving the students' tense achievement and active participation since it involved all the students actively in the teaching learning process through discussion and competition among groups. As stated by Devries (1980:5) that TGT is a teaching technique that can make important and widespread changes in students' attitudes and achievement. He also stated that the purpose of

TGT is to create an effective classroom environment in which all the students are actively involved in the teaching learning process and consistently receive encouragements for successful performance (Devries, 1980:3).

The research design was Classroom Action Research (CAR) with cycle model. Each cycle consisted of four stages of activity namely, the planning of the action, implementation of the action, classroom observation and evaluation, and data analysis and reflection of the action. This research was conducted at SMPN 1 Mangaran. The seventh grade students of SMPN 1 Mangaran were the research subjects of this research. The data in this research were gathered by administering tense achievement test and by having observation in the class in each cycle.

In cycle 1, the results of the tense test showed that there was only 54.2% of the total students could achieve the target score, that was at least 70. In other words, the percentage of the students' tense achievement that got scores at least 70 below 70%. Then, based on the classroom observation it was revealed that the average percentage of students' active participation in the first cycle was 62.5%. It means that the result of the observation had not achieved the target criteria of observation, that was at least 70% of the students did at least three from four indicators being observed. There were some factors that influenced the result of the students' tense achievement and their active participation in Cycle 1. First, it was the first time for the students to learn tense by using TGT technique so they had problems in following the procedures. Second, some students did not feel comfortable to work with their group since the members of their group were determined by the researcher. Third, the students still got difficulty in differentiating between simple present tense and present continuous tense. Therefore, the actions were continued to the second cycle by revising some necessary aspects. In Cycle 2, the researcher explained more about the procedures of TGT and repeated the instructions of TGT technique in each stage to the students. Besides, the researcher gave more explanation about the characteristic of each tense and gave more examples.

In Cycle 2, the results of tense test showed improvement. The improvement was from 54.2% in the first cycle to 75% of students who got score of 70 or higher in the second cycle. Then, based on the classroom observation it was revealed that the average percentage of students' active participation in the second cycle was 83.3%. It means that the result of the observation had achieved the requirement of the research, that was at least 70% of the students did at least three from four indicators being observed. These results indicated that this research had fulfilled the criteria of the success of this action research.

Finally, the findings in Cycle 2 led to the conclusion that TGT technique could improve the students' tense achievement and their active participation. Therefore, the English teacher is suggested to use TGT technique as an alternative in teaching tenses to improve the students' tense achievement.



## CHAPTER 1. INTRODUCTION

This chapter presents some aspects supporting the topic of the study. They include background of the research, problems of the research, objectives of the research, and the significance of the research.

### 1.1 Background of the Research

As an international language, English has an important role as a means of the world communication. English makes people around the world communicate with other people to share information, knowledge, ideas, and feeling. Moreover, since there are many books written in English, this language is becoming a key that people can use to open the door of knowledge.

In Indonesia, English has been taught formally from the elementary up to the university level. In the *Basic Course Outline of 2006 Curriculum (KTSP)* for Junior High School, it is stated that the objective of teaching English is to develop students' skills in listening, speaking, reading and writing, as well as three language components: grammar, vocabulary and pronunciation. Both language skills and language components should be taught integratedly to the students in the teaching learning process.

Grammar as one of the language components is very important to be learnt by the students. It is supported by Ur (1988:4) that knowledge of grammatical rules is definitely essential for the mastery of the language. She believes that it is impossible for us to use words unless we know how they should be put together. Meanwhile, Hodge (1981:102) states that a speaker and a listener could communicate because they know and share the structure in which their ideas and experiences are encoded. As a part of English grammar, tenses are also important to be taught. Farbrain and Winch (1996:110) say that mastering tenses is also significant in order to be able to communicate in an acceptable Standard English. Moreover, Rusli et al. (1998:2) state that the achievement of tenses will be useful in reading sentences or written texts in