

**TEACHING SIMPLE PRESENT TENSE BY USING  
TEAM-GAME-TOURNAMENT (TGT)**

**THESIS**



**Submitted by**

**NADIAL FAJRI**

NIM. 231222659

Student of Faculty of Education and Teacher Training  
Department of English Language Education

**FACULTY OF EDUCATION AND TEACHER TRAINING  
AR-RANIRY STATE ISLAMIC UNIVERSITY  
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# THESIS

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On Teacher Education

By:

**NADIAL FAJRI**

NIM. 231222659

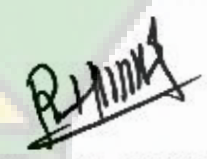
Student of Faculty of Education and Teacher Training  
Department of English Language Education

Approved by:

Main Supervisor,

Co-Supervisor

  
Yuni Setia Ningsih, M.Ag

  
Rita Hermida, M.Pd

**It has been defended in Sidang Munaqasyah in front of the Council  
of Examiners for Working Paper and has been Accepted  
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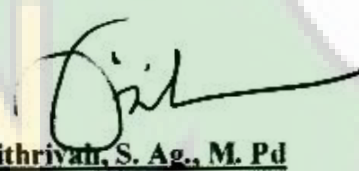
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**Darussalam – Banda Aceh**

**Chairman,**

  
**Yuni Setia Ningsih, M. Ag**

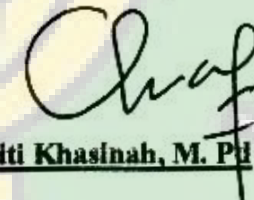
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**Fithriyah, S. Ag., M. Pd**

**Member,**

  
**Rita Hermida, M. Pd**

**Member,**

  
**Siti Khasinah, M. Pd**

**Certified by:**



**The Dean of Faculty of Education and Teacher Training  
Ar-Raniry State Islamic University**

  
**Dr. Muslim Razali, SH., M. Ag**

**NIP. 195903091989031001**

## SURAT PERNYATAAN

Saya yang bertanda tangan dibawah ini,

Nama : Nadial Fajri

NIM : 231222659

Tempat Tanggal Lahir : Banda Aceh, 30 Desember 1994

Alamat : Desa Lamtimpeung, kec. Darussalam

Menyatakan bahwa sesungguhnya skripsi yang berjudul “**Teaching Simple Present Tense by Using Team-Game-Tournament (TGT)**” adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya sepenuhnya menjadi tanggung jawab saya.

Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 25 January 2019  
Yang Menyatakan,



Nadial Fajri

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The researcher,

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## ABSTRACT

Name : Nadial Fajri  
NIM : 231222659  
Faculty / Major : Faculty of Education and Teacher Training / Department of English Language Education  
Title : Teaching Simple Present Tense by Using TGT  
Main Supervisor : Yuni Setia Ningsih, M. Ag  
Co- Supervisor : Rita Hermida, M. Pd  
Keywords : Simple Present Tense, Team- Game- Tournament

The aims of the study are to find out if the use of TGT can improve the first year students' ability of MTsN 7 Aceh Besar in mastering simple present tense and to find out how are students of MTsN 7 Aceh Besar responses about Team Game Tournament (TGT) in improving simple present tense. This study is conducted by using quantitative research in case of experimental teaching. The result of the study shows that the score of post-test of experimental group (72.5) and control group is (53.7), since the post-test of experimental group higher the post-test of control groupso the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means that the students of MTsN 7 Aceh Besar who are taught simple present tense by using TGT get better result than those who are taught simple present tense without using TGT. Based the result of the study, the teachers should apply TGT in teaching simple present tense because it can improve the students' ability in mastering simple present tense and it is more effective than common ways.

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In order to master English, students must be proficient in the four language skills; listening, speaking, reading and writing. Beside these skills, students also have to master the sub-skills, which include: vocabulary, pronunciation, spelling and grammar. Grammar is taught at junior high school level as one of the language components of the subject of English. In mastering grammar, students are expected to be able to produce good sentences and express their ideas correctly in communication activities.

Based on a 2013 curriculum (2013), junior high school students should master a number of tenses in English grammar, including Simple Present Tense. Simple Present Tense is used in oral as well written language. It can be used in many kinds of texts like descriptive texts. Azar (1989) describes the function of Simple Present Tense as expressing habitual or everyday activity. In general, the simple present expresses events or situations that exist always, usually, or habitually.

There are a number of factors which affect success or failure in teaching and learning grammar. First, grammar is different from that of the students' mother tongue, *Bahasa Indonesia*. For example, the sentences "*Saya mengerjakan tugas saya semalam*" and "*saya selalu mengerjakan tugas saya*" have the same verb form, that is "*mengerjakan*". In English, each sentences has different verb

form. The sentence “*Saya mengerjakan tugas saya semalam*” would be “I did my assignment last night” and “*Saya selalu mengerjakan tugas saya*” would be “I always do my assignment”. There are no different verb forms in Bahasa Indonesia to indicate whether the activity is done in the past or in the present. Conversely, in English the different time at which the action takes place requires a different verb form. Difficulties in sentences like this maybe also caused by the students’ lack of knowledge in simple present tense.

Another difficulty comes from the size of the class. In Indonesia, most classes are set up to accommodate a large number of students. It is slightly difficult for teachers to make direct contact with every student during the teaching and learning process. It is also quite difficult for students to ask for and receive individual attention in big classes. This idea is supported by Meng (2010) who stated that organizing dynamic and creative teaching and learning sessions in big classes is almost impossible. This case causes the students to get less practice in English.

The next factor is the method of teaching that teachers apply in the classroom. During the teaching and learning process, teaching methods play an important role. Teacher must know and master many methods in order to make the teaching and learning process become more effective.

One of the teaching techniques that can be used in the teaching and learning process is Cooperative Learning. Cooperative Learning is not a new idea in the educational world. According to Campbell et al. (2000), Cooperative Learning is effective in increasing learning and improving students’ achievement.

In using Cooperative Learning, students will be more active in developing their language skill. They will not depend on their teacher, because teachers are only as facilitators in Cooperative Learning.

According to Slavin (2009), there are many techniques that incorporate 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 the grammar of Simple Past Tense to heterogeneous student of different background and cultures, the researcher chooses Teams Games Tournament as a technique. TGT is chosen because it features a unique concept. The concept of a tournament for reviewing the material is considered helpful in learning simple present tense.

According to Huda (2011), Teams Games Tournaments is designed by Robert Slavin for the review and mastery learning of material. Basically, the implementation of TGT is similar to STAD. However, TGT incorporates the concept of tournament, whereas STAD does not. As Rusman (2011) states TGT organize the classroom into teams, with five to six members for each team, from all levels of achievement as well as members of both sexes, and diverse ethnicities. Taniredja et al. (2011) mentions that each group contains 4 to 6 members, who are set to work cooperatively. Slavin has found that TGT increased basic skills, students' achievement, and positive interactions between students.

Teams Games Tournaments optimizes content mastery through both competition and cooperation. In Team Games Tournaments, 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 question challenging other players' answer. Thus, Rusman (2011) said that the study teams that are most cooperative and do the best job of preparing all members to succeed in competition and earn the most points.

Based on the explanation above, the researcher is interested in applying Teams Games Tournaments as a technique of cooperative learning method that can improve students' cooperation and competition with other students, even though students learning English may have heterogeneous abilities, ethnicities and culture backgrounds. As a Cooperative Learning technique, TGT must be student-centered. The role of the teacher in this learning process is one of a facilitator, not as a main-source of knowledge. The researcher assumes that Teams Games Tournament (TGT) technique will help students in learning simple present tense. Therefore, the researcher would like to conduct a study in teaching simple present tense by using Teams Games Tournament (TGT) technique in MTsN 7 Aceh Besar.

## **B. Research Question**

Based on the background information, the researcher focuses on two research questions:

1. Does the use of Team Game Tournament (TGT) improve the ability of the first year students of MTsN 7 Aceh Besar to master simple present tense?

2. How are students of MTsN 7 Aceh Besar responses about Team Game Tournament (TGT) in improving simple present tense ?

### **C. The Hypothesis**

Based on the problems outlined in the introduction the hypothesis of this study is as follows: the first year students of MTsN 7 Aceh Besar who are taught present tense using TGT will get better result than those who are taught present tense without using TGT.

### **D. The Aim of Study**

The aims of this study are:

1. To find out if the use of Teams Games Tournament (TGT) can improve the ability of first year students' at MTsN 7 Aceh Besar to master simple present tense.
2. To find out how are students of MTsN 7 Aceh Besar responses about Team Game Tournament (TGT) in improving simple present tense.

### **E. Terminology**

There are some terms used in this study that need further description in order to avoid readers' confusion.

1. Teams-Games-Tournaments (TGT)
  - a. Teams

According to Taniredja et al. (2011) the teacher assigns the students to four or five-member teams. Each teams should be heterogeneous. The main point of this team arrangement is to make the members can study together cooperatively, play the games together and prepare for the tournament.

#### b. Games

Based on Taniredja et al. (2011) the games are composed of content-relevant questions designed to test the knowledge students have gained from class presentations and team practice. Most games are numbered question on a sheet.

#### c. Tournament

The tournament in Taniredja et al. (2011) is the structure in which the games take place. It is usually held at the end of a week or at the end of a unit, after the teacher has made a class presentation and the teams have had time to practice with the worksheets in their study team. For the tournament, the teacher assigns students to tournament tables the highest three students in past performances go to Table 1, the next three to Table 2, and so on. This is an equal competition, which; makes it possible for students of all levels of past performance to contribute maximally to their team scores if they do their best.

Team-Game-Tournament are a technique developed from cooperative learning. Slavin (2002) states that Teams where students are assigned to make groups consisting of 4-5 students in each team to discuss the given materials, Games that contain the relevant questions to the material are discussed in teams to test their individual understanding and tournaments form the structure where the games are take place.

#### d. Improving

Improving is changing some thing to be better or perfect by effort. In this case the researcher hope to use TGT in teaching and learning to improve the students' understanding of simple present.

#### e. Simple Present Tense

According to the Oxford Dictionary (1983), simple is easily understood; not difficult. And in Oxford (1983), present is defined as existing happening now. Then, tense (1983) is verb form that shows the time of the action or state. Azar (1989) said The present tense is used to expresses habitual or everyday activity. In general, the simple present expresses events or situations that exist always, usually, habitually.

#### F. Significance of Study

The researcher hopes that this study will give some positive contributions to the context of English language learning and that it will be beneficial for many parties, such as for students, teachers, and schools.

##### 1. Students

The use of TGT is a great way to improve the students' understanding of simple present tense, which can help them enjoy following lessons and working together with other students. Moreover, by experiencing such a technique, they are expected to show improvements in their understanding of simple present tense, which appears in their result of the study.

##### 2. Teachers

TGT can be a good alternative or technique in teaching grammar and give the teacher a description about how to teach and to motivate students in the classroom. Thus, it will help the students enjoy following the lesson.

### 3. School

The school can compare the advantages of pair work to other techniques in learning English. Thus, the school can be more selective in determining the best technique for teaching simple present tense. Rubrics can be used for the school to increase the quality of its output. Therefore, the school may be able to get a better reputation from government or within society.



## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. The General Concept of Cooperative Learning**

##### **1. Definition of Cooperative Learning**

According to Orlich (1989) Cooperative learning is the term used to describe instructional procedures where by learners work together in small groups and are rewarded for their collective accomplishments. In cooperative learning students learn together in the groups share the material which taught in order to achieve the goals of teaching and learning process. Killen (2007) said that Cooperative learning is an instructional technique in which learners work together in small groups to help one other achieve a common learning goal. It means in cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members.

Arends (2007) states cooperative learning enhances students' enthusiasm for learning in order to get academic success. Slavin (2002), one of the founders of cooperative learning, believes that the group focus of cooperative learning can change the norm of youth culture and make it more acceptable to excel in academic learning tasks.

In addition, cooperative learning encouraged the students to work together and responsible for all comprehension of the groups' members. Metcalf, et al. (1992) stated that members of groups in Cooperative Learning technique consist of various background ability. It is conducted to make the students feel

better and accept the others. Moreover, students with lower abilities will improve their achievement because they will learn with the students of higher abilities in the same group.

## **2. Characteristic of Cooperative Learning**

Cooperative learning has some characteristics. According to Kessler (1992) the characteristics of Cooperative Learning are: positive independence, team formation, accountability and structuring.

## **3. Benefits of Cooperative Learning**

Based on Orlich (2010) statement, cooperative learning has many benefits. He stated the benefits of cooperative learning as follows:

- a. Improves comprehension of basic academic content.
- b. Reinforces social skill.
- c. Allows student decision making.
- d. Creates active learning environment.
- e. Boosts student self-esteem.
- f. Celebrates diverse learning styles.
- g. Promotes student responsibility.
- h. Focuses on success for everyone.

In addition, Kessler said that (1992) identifies six primary benefits of Cooperative Learning students acquiring English. Cooperative learning offers:

- a. Increased frequency and variety of second language practice through different types of interaction.

- b. Possibility for development or use of the first language in ways that support cognitive development and increased second language skills.
- c. Opportunities to integrate language with content-based instruction.
- d. Opportunities to include a greater variety of curricular materials to stimulate language as well as concept learning.
- e. Freedom for teachers to master new professional skills, particularly those emphasizing communication: and
- f. Opportunities for students to act as resources for each other, thus assuming a more active role and their learning.

## **B. Teaching English Grammar**

### **1. Teaching Grammar**

According to Ur (2002) Grammar is the way a language manipulates and combines words (orbits of words) in order to form longer units of meaning. It is also one of the more difficult aspects of language to teach well.

Language teachers who adopt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

According to Thornbury (2006) grammar is a process for making meaning clearly when contextual information is lacking. It means the simple words are not enough to express complete meaning. Language learners need to study grammar

to express and understand a greater variety of meaning because grammar distinguish sentence in different context. Beside grammar is a tool for making meaning, grammar also has an important function depend on the sentences. One sentence may express different meaning and express variety of time in different tenses. It is important to study grammar because when students use incorreced sentences, it can make misunderstanding between speaker and listener. It is the reason why people should study grammar.

In learning certain language, grammar is a part of language components that must be learned by the students. Study of a language grammar is difficult but never be desperated to learn grammar continuously. Many students felt that learn English grammar is difficult whereas grammar is the key of learning language. By studying grammar of the target language without neglecting to other components, the learners will understand the language either oral or written. In teaching English grammar for junior high school, grammar is one of language components to be taken and learned. Grammar is a centre to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well.

Related to the objective above, generally English grammar rules are often confusing and difficult for students to grasp. Traditional teaching methods can be boring. An effective way to capture the attention of the students is by making a game of learning grammar. So the Teams games Tournament (TGT) as the alternative technique for teaching the seventh grades which help the learning process, teacher can make the explanation more enjoy full and attract the students' motivation by an interesting activity. To help the learners in learning foreign

language Slaterry and Willis (2003) suggest some ways to teach them; Make learning English enjoyable and fun. Do not worry about mistake, be encouraging; make sure children feel comfortable and not afraid to take part. Use a lot of action to demonstrate what teacher mean. Talk a lot to students use English. Play game together. Plan lesson with varied activities, some quiet, some noisy, some sitting, some standing and moving.

From the statement above the researcher concluded that grammar is the main components that must be learned. Knowing the grammatical rules will help students in mastering a language.

## **2. Approaches in Teaching Grammar**

In general, there are two basic approaches to teaching grammar; that are deductively and inductively.

### **a. Deductive Approach**

Nunan (2004) stated deductive approach is the teacher presents the grammar rules and then gives students exercises in which they should apply the rules. According to Wajnryb (1992), in deductive approach, learners are taught rules and given specific information about the language, and then the students are expected to apply when they use the language. The researcher concluded that deductive approach is the conventional method which commonly used by teacher and in deductive approach teacher should explain first the rules clearly because he is as the learning centre.

As shown by Thornburry (2006) the advantages of deductive approach areas follows:

1. It gets straight to the point and can be time-saving because many rules are more quickly explained there by allowing more time for practice and application.
2. It confirms students' expectations about classroom learning, particularly for those with an analytical learning style.
3. It allows the teacher to deal with language points as they come up, rather than having to anticipate them and prepare for them in advance.

On the other hand, the deductive approach has also disadvantages that are as follows.

1. It may be frustrating for some students, especially younger one to memorize the explanation.
2. Most of students less active because teacher as learning centre.
3. Explanation is seldom as memorable as other forms of presentation, such as demonstration.

In other words, this approach will be beneficial for the students whose analytical ability are high and give much opportunity for students to do more practice rather than the teachers' rules explanation. In contrary, it will be a hindrance for young learner to study grammar because they have not had the analytical ability yet.

#### b. Inductive approach

Nunan (2004) said inductive approach is the teacher presents sample of language, and the students have to infer understanding from the rule. Wajnryb (1992) states that inductive approach is such as communication one, learners are

not taught grammatical rules directly, but are left to induce the rules from their use of the language. In other hand Thornburrye (2006) explains that inductive approach starts with some examples from which a rule is inferred, learners can study grammar without having met the rule, they study examples and from these examples derives an understanding of the rule. From the statement above, the researcher concludes that inductive approach is improvement of the deductive approach; English teacher used some methods to improve the teaching strategy.

This second approach to the grammar teaching learning has many advantages and disadvantages as well. Here may be its advantages.

1. The rules learners discover for themselves are more likely to fit their existing mental structure than rules they have been presented and will make the rules more memorable and meaningful.
2. Students are more actively involved in learning process, rather than being simply passive recipients.

Besides, this approach has also its advantages. Here are the following.

1. This approach frustrates students who, because of personal learning style or past learning experience, would prefer simply to be told the rule.
2. Students may hypothesize the wrong rules or their version of the rule may be either too broad or too narrow.

It can be said that students will understand easily what the grammar point is actually taught without telling them the rule directly because they are given opportunities to think more and infer the rule from the given examples. However,

not all students will enjoy when they are taught by using this approach because of their different learning styles.

Regardless those two approaches, teacher actually can use either deductive or inductive approach based on the teaching learning context which may include student learning style. There is no single approach will appropriate for all grammar items and for all learners.

### **3. Methods Involving Grammar Aspect**

Many methods have been proposed for the teaching of foreign language. They have met with varying degrees of success and failure. View points state that grammar is an important language aspect, that should be possessed and mastered. It would be better to review some techniques include the grammar aspects in language teaching and learning. Here are some of them.

#### **a. Grammar Translation Method**

According to Freeman (1986), this method emphasizes grammar component to be taught, grammatical rules are given in quite large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.

#### **b. Communicative Language Learning**

Freeman (1986) stated this method has main objective in language teaching and learning; that is students' communication ability. However the grammar aspect is given in quite proportion as the pre communicative activities.

c. Audio-lingual Method

Freeman (1986), said the goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.

d. Direct Method

Freeman (1986) said the objective of learning to make the learners communicate in target language. Thus, the proportion of grammatical rules to be taught is relatively just little. It tends to be taught inductively, that learners are provided with examples and they figure out the rule or generalization from the examples.

e. Cooperative Learning Team Game Tournament Technique

Freeman (1986) stated cooperative or collaborative learning essentially involves students learning from each other in group. But it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teacher work together that is important. As seen, with learning strategy training, the teacher helps students learn how to learn more effectively. Teams-Games-Tournaments is one of cooperative learning models with small groups in the class that consist 4-5 heterogeneous students in the academic achievement, gender, race or ethnic.

Those techniques might point out how grammar is seen as the aspect in language learning that cannot be ignored at all. Each of them includes grammar to

be taught in language learning either in deductive or inductive approach although it might just be taught in a little portion.

#### **4. General Concept of Simple Present Tense**

Tense is a systematic structure to describe different form of verbs that show the time action. Meanwhile, Azar (1992) said that simple present tense expresses daily habits or usual activities. Basically the simple present tense is used for events or situations that exist always, usually, habitually in the past, present and future.

##### **a. The Uses of Simple Present Tense**

Tense represents some forms of a verb which refers to when the action happens. Moreover simple present tense is used to express habitual or everyday activity. In general, the simple present expresses events, actions and situations that are happening all the time, or exist now. For example, I study two hours every night. Moreover Fuad Mas'ud said that the usages of simple present are as follows:

1. The present tense used to express habitual action.

Example :

- a) Ali goes to school every morning.
- b) We usually study at night.

2. The present tense used to general action and truth.

Example :

- a) The sun rises in the east and sets in the west.
- b) A year has twelve months.

3. The present tense used to express events, actions, or conditions that are happening or exist a moment

Example :

- a) I work hard at home.
- b) She seems to be very tired today.

4. The present tense used to express the meaning of present continuous tense by using certain verb in simple present tense, such as agree, consider, expect, like, know, prefer, remember, wish, want . etc

Example :

- a) I love you (not I am loving you).
- b) They agree with you (not they agreeing with you)

5. The present tense used to express that will be happen in the future.

Example :

- a) The plane leaves tomorrow morning
- b) We leave for Jakarta on Tuesday, our train arrives at 9.05.

Based on the explanation above, the researcher concluded that simple present tense indicates activities that happen of moment of speaking or state being in the present about things in general, something happening all the time or repeatedly, or something that is general truth.

## b. The Form of Simple Present Tense

### 1. Verbal Sentence

Verbal sentence is sentence that has predicate as verb. There are three forms of verbal sentence. They are positive, negative, and interrogative sentences.

They can be put into the pattern as follows:

(+)	Subject + verb I (s/es)
(-)	Subject + do/does + not + Verb I + object
(?)	Do/does + Subject + Verb I + object

Frank (1972) said that in the affirmative, the simple present tense uses infinitive. For the third person singular, the verb or the infinitive or sibilant sound spelled as s, z, ch, sh, o, x (passes, buzzes, catches, pushes, goes, mixes) it is added by "es". After y preceded by a consonant, the y is changed to i and 'es' is added (carries, tries but plays). Meanwhile if the last letter of verb is consonant, it is added by 's'

For example: I/you/we/they work

She/he/it works

The negative is formed by do not/ does not + the infinitive without to (of the main verb). Auxiliary 'do' is used for the subjects as I, you, we, they, while auxiliary 'does' is used for the third person singular and pronoun for thing (it).

For example: You do not study English

She does not speak English

The interrogative form of simple present tense is do/does +subject + the infinitive without to (of the main). Auxiliary 'do' is used for the subjects as I, you, we, they while auxiliary 'does' is used for the third singular person.

For example: Do you eat fried chicken?

Does he go to Jakarta this morning?

## 2. Non Verbal Sentence

Non verbal sentence does not have continuous or progressive form. Every non verbal sentence always uses to be. The pattern of non verbal sentences as follow:

(+)	Subject + to be(am, are, is) + Predicate
(-)	Subject + to be(am, are, is) not + Predicate
(?)	Am/is/are + Subject + Predicate?

To be is used based on subject. Look at the lists below:

Subject	To be	Construction
I	Am	I'm
You	Are	You're
They	Are	They're
We	Are	We're
She	Is	She's
He	Is	He's
It	Is	It's

Form the positive of non verbal sentence by using to be that has forms in the present tense as lists of to be above.

For example: You are smart students in the class

She is a beautiful girl in her office

Form negative of non verbal sentence by putting “not” after the to be. The construction aren’t and isn’t.

For example: We are not a pilot

I am not teacher in your School

Form the interrogative of non verbal sentence by placing to be before the subject.

For example: Is it your motorcycle?

Are they good servants?

### **C. The General Concept of Teams Games Tournaments (TGT)**

#### **1. The Understanding of Teams Games Tournaments (TGT)**

According to Killen, (2007) TGT was Slavin’s original version of cooperative learning. It is similar to STAD in that teachers present information to learners and then they have one another learn. The difference is the quizzes are replaced with tournaments in which learners compete with members of other teams in order to gain points for their home team. So, based on the Roy Killen definition, Teams Games Tournaments (TGT) has similarity with STAD but clearly the quizzes that used in STAD are replaced with tournaments in TGT.

In addition, Slavin (1995) stated that TGT is the same as STAD in every aspect but one: instead of the quizzes and the individual improvement score system, TGT uses academic tournament, in which students compete as representatives of their teams with members of other teams who are like them in past academic performance. In other word, TGT and STAD have the same several elements but different in using quizzes, STAD uses the common quizzes, while TGT uses academic tournament.

## **2. The Principles of Teams Games Tournaments (TGT)**

According to Slavin (1995) TGT has five principles as follows:

- a. Class presentation. Class presentation in TGT is the same as class presentation in STAD. Materials are introduced here. Slavin said that this is often the direct instruction or a lecture discussion conducted by the teacher.
- b. Teams. Teams in TGT is also the same as teams in STAD. Teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, and race or ethnicity, the major function of the team is to make sure that all team members are learning, and, major specifically, to prepare its members to do well on the quizzes. After the teacher present the material, the team meet to study worksheets or other material. Most often, the study involves students discussing problems together, comparing answer, and correcting any misconceptions if team mates make mistakes.

- c. Games. The games are composed of content-relevant questions designed to test the knowledge students gain from class presentations and team practice. Games are played at tables of three students, each of whom represents of different team. Most games are simply numbered questions on sheet. A numbered card for one student and attempts to answer the question corresponding to the number. A challenge rule permits players to challenge one another's answer.
- d. Tournaments. The tournament is the structure in which the games take place. It is usually held of the end of a week or a unit, after the teacher has made the class-presentation and the team has had time to practice with their worksheet. Thus, the teams have a good preparation in participation the tournament.
- e. Team Recognition. Team scores are computed based on teams' members improvement scores, and individual certificated, a class news letter, or a bulletin broad recognize high-scoring team.

### **3. The Procedures of Teams Games Tournaments (TGT)**

Killen (2007) stated to use TGT in teaching and learning process, follow these steps:

- a. Divide the learners into groups of four or five.
- b. Give the learners an outline of what they will be learning and why.
- c. Present new academic information to learners either verbally, in writing, or through other means such as videotape.

- d. Give the learners worksheets or other study devices to help them master the academic materials. These worksheets should guide them through the materials and show them how they can help one other learn through tutoring, quizzing one another, or team discussing.
- e. Give the learners sufficient time to work together to understand the ideas you have presented-several periods if necessary.
- f. While the learners are learning in their groups, review your records of their learning progress over the past few lessons so that you can classify each learner as a low, medium, or high achiever at this time and for their aspect of their learning.
- g. When it is time to check on what the learners have learned, select three at a time for the tournament, the three learners should be from some category (low, medium, or high achiever), but from different group.
- h. Pose a series of questions (perhaps four) to the contestant who will be trying to be the first to answer.
- i. At the end of the round the winner earns one points for his/her team regardless of how many questions they answered correctly or how difficult the questions were.

From the explanation above, it is known that for the first section teachers should present the material, and then, divide the students into several groups based on their ability. Students can be classified as low students achiever,

medium students' achiever, and high students' achiever. When conducting the tournament, students will compete with the students who have the same level ability. After dividing students into groups, give them several periods to learn together. The last, conducting the tournament and the scoring.

#### **4. The Advantages of Teams Games Tournaments (TGT)**

Killen (2007) said that as one of the teaching technique in teaching and learning process, Teams Games Tournament (TGT) has some advantages as follow:

- a. Students can interact in the small group.
- b. Giving the opportunities for the students to solve problems together.
- c. Students will have good attitudes because beside they are responsible of their own selves, they also responsible of the team.
- d. Increase the students' desire in learning.
- e. Motivating the students to compete.
- f. Provides the teachers to use new variation in teaching.
- g. Provides the teachers to make good assessment.
- h. Provides the good atmosphere in the class.

#### **5. The Disadvantages of Teams Games Tournaments (TGT)**

Killen (2007) stated that Teams Games Tournament also has some disadvantages for some side in teaching and learning, such as:

- a. Wasting the time, the tournament will take a long time.
- b. The absences of the students during tournament period will disturb the successful of the tournament.

#### **D. Teaching Simple Present Tense Using TGT**

Before conducting the teaching by means of TGT method, there are many things to be prepared by the teacher in order to make the teaching learning process well-prepared and more systematic. Here are the things should be prepared in advance.

- a. Students' pre-test score. This score becomes the guidance for teacher to determine the student groups in different ability.
- b. The arrangement of team list consisting of 4-5 students in each team.
- c. Teacher plans the Lesson Plan before teaching.
- d. Worksheets containing the given material. These worksheets are used for studying to be discussed in team work.
- e. Teacher gives Test in every meeting, it containing the given material to be completed in tournament.

Having prepared things stated above, the teaching procedures in English classroom by means of TGT might be sequenced as follows.

- a. Teacher delivers the chosen lesson at this point is simple present tense, to the students.
- b. Teacher divides some groups students to the heterogeneous team and manage their seats, so that they can work collaboratively.
- c. Teacher distributes the worksheets containing simple present tense questions.
- d. Teacher suggests students to work in pairs within their groups and have them check their work among students.

- e. Teacher suggests students to teach each other when one of them find difficulties in understanding the given material.
- f. Teacher discusses the worksheets, so that they can check their ownworks.
- g. If there is a student questioning about the topic, teacher suggest them first to ask in their peer within the team. If other students in team cannot answer the question, teacher answers it.
- h. Teacher walks around the class to control the students' works.
- i. Team leader report the successfulness or the obstacle of the team they have experienced in doing worksheets
- j. Team leader has to ensure that all members of the team understand the given material and are able to do the given worksheets.
- k. Teacher's role is as a source or a facilitator if needed.
- l. Having worked on the worksheets, teacher assigns students to participate in tournament. Here, they have to work individually and compete to do the worksheets in tournament table with the other member from other team. After completing the tournament, they are assigned to check their works.
- m. Teacher appreciates their work by giving reward to the team for their work in tournament.
- n. Teacher can disperse the team and the students can sit back to their own desks.

### E. Relevant Study

There have been many researchers which attempt to study the topic related to the technique in many classrooms and the teaching learning. Here are some studies in line with the researcher's.

1. Siti Ulinnikmah (3104056) Tarbiyah Faculty, in her thesis "The Effectiveness Of Using TGT (Teams-Games-Tournaments) to Improve The Students' Understanding In Passive Voice; An Experimental Study to the Tenth Graders of MA NU Banat Kudus" in academic year 2008/2009. The researcher concluded that the using of TGT technique is more effective to improve the students' understanding on English passive voice than non TGT.

The difference was caused by activities and learning efforts between the experimental group (class X7) and the control one (class X6). The teaching technique used (TGT) in experimental group supported more to the result of student's achievement rather than technique used (non TGT) in control group.

2. Septa Nur Afiani (5311063) Tarbiyah Faculty, in her thesis "Improving Students' Writing Organization of Descriptive Text Trough The Use of Team Games Tournament (a classroom action research with seventh year students of MTS Sudirman Magelang in the academic year 2009/2010). The researcher concludes that the use of TGT in teaching writing organization of descriptive text as follows: class presentation work in groups, games, tournaments, and team recognition. This technique made students enjoy learning writing in the class. In the result of first cycle were 2.75. It means that the total score of

students' writing result was unsuccessful; in the result of second cycle were 3.24. It means that the total value of students' writing result was near of good, and the results of third cycle were 4.05. It means that the total value of students' writing result was good. So the use of TGT in this research was success.

3. There was a study which has been conducted by Hery Fitriyanto in 2014 which entitled "The Effectiveness of Teams Games Tournament (TGT) Technique on Students' Mastery of Simple Past Tense". The difference between the previous study and this study is shown at the variable that researched is past simple. This study was focused on past simple as the variable while the previous researcher conducted the research through past simple.

The similarity with this research is that this research gives possible teaching strategies that teacher can apply in teaching grammar especially simple present tense. Students sometime feel bored when they are taught with some techniques in some meetings. So, this technique can give them motivation to have more enthusiasm to study English.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Population and Sample**

##### **1. Population**

According to Suharsimi (2002), Population is the whole units of research. And Anderson in Suharsimi states that a population is a set (or collection) of all elements possessing one or more attributes of interest. In this study, the population is all first grade students of MTsN 7 Aceh Besar. The total number of students are 150 students which is divided into five classes.

##### **2. Sample**

Arikunto (2010) stated that sample is a limited number of elements from a population to be representative of the population. Since there are two classes of the first year thus the students of two classes are taken as sample of this research. The technique of choosing the sample was purposive sampling. One class is taken as experimental group and the other one is taken as control group. In this research, the students of class VII<sup>4</sup> are taken as experimental group and the students of class VII<sup>3</sup> are taken as control group. Every group consists of 30 students. Thus the total of sample of this research is 60. Choosing class as experimental and control group is done randomly.

#### **B. Research Design**

Research method is concerned with how the design is implemented and how the research is carried out. The method is often used to determine the quality

of data set generated. In doing this study, an experimental research is used which requires the careful collection, analysis, and interpretation of quantitative data. In this study, one group pretest and posttest design was used to collect the data. This study was measured by pretest before giving the treatment and posttest after giving the treatment. The following phase is procedure in pre-experiments one group pretest-posttest design, Evelyn (2001):

Participant selection → Pretest → Treatment → Posttest

Quantitative method was used in this study. Quantitative methode suggest investigation involving numbers. This method collects numerical data through evaluation sheet that administrated by the researcher. It involves to answer questions concerning the current status of the subjects of the study. Questionnaire sheets use to find out the students' responses toward using TGT.

### **C. Techniques of Collecting Data**

To support this study, the researcher needs to collect data. To carry out the data needed, the researcher applied one technique which is considered appropriate, namely test. To support the data, the researcher tries to find the form of theoretical foundation with support this study. In this case, the researcher is going to read books, magazines, newspapers, articles and other materials which are related to topic. Besides, the researcher conducted observation and experimental teaching.

In conducting experimental teaching, the researcher taught for four meetings with allocated time 80 minutes for each meeting. In teaching simple present tense, the experimental class is conducted by implementing Team-Game

Tournamen (TGT) and to find out their ability in mastering simple present tense. While the control is not given treatment. At the first meeting, the researcher gave pre-test only. At the second meeting and the third meeting, the researcher teach them with implementing Team-Game-Tournamen (TGT). At the last meeting, the researcher gave them test in order to find out their ability in mastering simple present tense after implementing Team-Game-Tournamen (TGT) in teaching.

Next, the test is used in order to find out the students' ability in mastering simple present tense after applying the technique. The researcher identified the effectiveness of Team-Game-Tournamen (TGT) used in improving their ability in mastering simple present tense. Consisting of experimental group and control group in this sense, the test was given to the both groups. There are two kinds of test; pre-test and post-test. Pre-test is given in order to know the condition of the students before treatment and post-test is given to know the effect of the technique.

To get additional data, the researcher also distributed questionnaire for students. Kervin et al. (2006) stated questionnaire is a method of gathering data that everyone experiences on the near daily basis. It is simply a tool for collecting and recording information about a particular issue of interest. It is mainly made up of a list of questions, but should also include clear instructions and space for answers or administrative details. It was given to gain students' opinion. It consists of 10 questions. The questionnaire given for students in the last meeting and they had 20 minutes to answer all questions. The result of this test will be analyzed and discussed in the next chapter.

## D. Technique of Data Analysis

### 1. Test

In analyzing the data of pretest and posttest, the researcher used the statistical formula by following the steps below:

- a. To find out the range of the data

Range is the difference between the highest and the lowest scores. Sudjana (2002) stated the range of pretest and posttest scores would be determined by using the formula below:

$$R = H - L$$

Where:

R : the range of the score

H : the highest score

L : the lowest score

- b. The number of interval class

The number of interval class can be determined by using the following formula:

$$I = 1 + (3,3) \log n$$

Where:

I : the amount of interval class

n : the amount of sample

- c. To find out the space of interval

The range of interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where:

P : interval space

R : the range of scores

I : the amount of interval class

d. To make a table of frequency distribution

Class Interval	Fi	Xi	Fixi
Total			

Where:

fi : refers to frequency

xi : refers to the middle score interval class

fixi : the amount of multiplication between the frequencies and the middle scores of interval class

e. To find out the mean score

The mean of students' score was calculated by using the formula as follow:

$$X = \frac{\sum fixi}{\sum fi}$$

Where:

fi : refers to frequency

xi : refers to the middle score interval class

fixi : the amount of multiplication between the frequencies and  
the middle scores of interval class

## 2. Questionnaire

Sudjana (1987) stated the questionnaires would be analyzed by using the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where:

$P$  : percentage

$F$  : frequency

$N$  : the number of sample

## E. Research Writing Guide Book

The book that is used as a guide in this study was “Panduan Penulisan Skripsi Mahasiswa Fakultas Tarbiyah UIN Ar-Raniry 2016” published by Tarbiyah Faculty, UIN Ar-Raniry.



## **CHAPTER IV**

### **THE RESULT OF THE STUDY**

#### **A. The Process of Teaching Simple Present Tense by Using Team Game Tournament (TGT)**

##### **1. Preparation**

Before conducting teaching learning process, the researcher prepared some steps. First of all, when the researcher came to the school, the researcher met the headmaster and gave the headmaster a recommendation letter signed by the Dean of Teacher training and Educational College of Ar-Raniry State Islamic University. And then, after telling the head master the purpose of the researcher coming there, the researcher was introduced to the English teacher of the first year students. Then the researcher explained that the aims of doing research were to find out the data dealing with the English teaching learning process in this school, especially in simple present tense instruction. To conduct the research in the class, the headmaster was allowed to come in 4 meetings with allocated of time was 2 x 40 minutes for each meeting.

##### **2. Application**

Based on the letter of recommendation of doing research work from Teacher Training and Educational College of Ar-Raniry State Islamic University and the reference of doing research work from MTsN 7 Aceh Besar, the researcher conducted the research on 8<sup>th</sup> Jan, 2018 until 22<sup>th</sup> Jan, 2018. The researcher spent 4 meetings in teaching simple present tense by using TGT.

#### a. The First Meeting

At the first meeting, the researcher introduced herself to the students and explained the students the reason of the researcher entering to the class, asked the students to be cooperative in doing research and other useful things related to teaching-learning process of simple present tense. The researcher also asked the students about their name, address, hobby and their ambition one by one. And then the researcher explained the importance of studying English, all of the students responded enthusiastically, the students asked some questions to the researcher. In this meeting, the researcher conducted pre-test to the both class; experimental class and control class, the researcher asked the students to read a text and comprehend in order to know their ability in simple present tense skill.

#### b. The Second Meeting

At the second meeting, the researcher asked them to read their homework and then started to apply TGT in teaching simple present tense skill. The researcher explained the technique of using TGT in simple present tense and explained it into a text and everything about it. The researcher gave the students the way how to master simple present tense skill. The researcher gave the students several minutes for asking some questions of problem they faced and who still did not understand yet. Finally, the researcher asked the students to answer some questions based on the text distributed.

#### c. The Third Meeting

At the third meeting, the researcher distributed texts and started teaching them by using TGT. It was like the second meeting activities. Next, the students

asked to learn and comprehend the text distributed to them. Finally, the researcher asked the students to practice simple present tense based on the text distributed.

#### d. The Forth Meeting

At the forth meeting, the researcher gave the simple present tense test. The researcher gave simple present tense test to the both class; experimental and control class. This test was given to know the effectiveness of the technique used by the researcher.

### **B. Data Finding**

For the need of achieving the aim of this research, the researcher intends to present some collected data which gotten through pre-test and post-test. In teaching learning process, a test is needed to obtain result of teaching. Besides, it is useful to find out how far the students understand the materials that have been taught by the teacher. The test should also help the teacher to as certain which part of the language programs enable the teacher have been found difficulty by the class. In this way, teacher can evaluate to effectiveness of the syllabus as well as methods and materials the teacher is used.

Because of that, the researcher gave the test to the students. The data about teaching simple present tense skill by using TGT. In this study, the researcher presented two kinds of tests, they are pre-test and post-test. Pre-test was given to the students before the teaching learning process, and post-test was given at the last meeting after the teaching learning process.

To be much clearer, it is better to see the data collected (students' scores) in the following tables.

**Table 4.1 The Pre-test Score of the Experimental Class and Control Class**

No	Students' Number		Pre-test	
	(Control Class)	(Experimental Class)	Control Class	Experimental Class
1	0401	0461	20	20
2	0402	0462	18	30
3	0403	0463	32	58
4	0404	0464	40	18
5	0405	0465	54	17
6	0406	0466	17	20
7	0407	0467	45	17
8	0408	0468	57	42
9	0409	0469	32	52
10	0410	0470	50	46
11	0411	0471	40	45
12	0412	0472	20	54
13	0413	0473	18	37
14	0414	0474	32	18
15	0415	0475	35	17
16	0416	0476	20	57
17	0417	0477	48	57
18	0418	0478	20	58
19	0419	0479	30	50
20	0420	0480	40	42
21	0421	0481	58	56
22	0422	0482	50	20
23	0423	0483	42	25
24	0424	0484	30	31
25	0425	0485	58	42
26	0426	0486	32	17
27	0427	0487	40	18
28	0428	0488	41	17
29	0429	0489	45	20
30	0430	0490	54	17

**Table 4.2 The Post-test Score of The Experimental Class and Control Class**

No	Students' Number		Post-test	
	(Control Class)	(Experiment Class)	(Control Class)	(Experiment Class)
1	0401	0461	80	58
2	0402	0462	83	41
3	0403	0463	22	60
4	0404	0464	19	74
5	0405	0465	40	48
6	0406	0466	19	87
7	0407	0467	30	94
8	0408	0468	48	90
9	0409	0469	55	50
10	0410	0470	83	75
11	0411	0471	70	94
12	0412	0472	78	70
13	0413	0473	60	41
14	0414	0474	40	80
15	0415	0475	42	80
16	0416	0476	60	82
17	0417	0477	57	44
18	0418	0478	83	48
19	0419	0479	83	94
20	0420	0480	60	80
21	0421	0481	56	80
22	0422	0482	30	97
23	0423	0483	28	69
24	0424	0484	35	86
25	0425	0485	47	94
26	0426	0486	70	80
27	0427	0487	61	65
28	0428	0488	36	86
29	0429	0489	70	76
30	0430	0490	49	93

The post-test score was gotten after the experiment was conducted. The test was aimed to know the effectiveness of teaching simple present tense by using TGT.

### C. Data Analyzing

The scores of experimental class and the control class are arranged in frequency distribution tables. It is necessary to do, so in order to find out the range of the data (R), interval (I), and class interval of data (K). According to Sudjana (2001) the range of data can be obtained by applying the formula.

$$R = H - L$$

Where :

R = Refers to the range of scores or data

H = Refers to highest scores

L = Refers to the lowest score

The range of the pre-test of the experimental class and class group:

$$\begin{aligned} R &= H - L \\ &= 58 - 17 \\ &= 41 \end{aligned}$$

The amount of the interval class of the pre-test of the experimental class is:

$$\begin{aligned} K &= 1 + (3.322) \log n \\ &= 1 + (3.322) \log 30 \\ &= 1 + (3.3) (1.477) \\ &= 1 + 4.906 \\ &= 5.906 \text{ (K-5 or 6)} \end{aligned}$$

$$= 6$$

To determine the group frequency distribution of the test result, it is needed to count on interval class first by utilizing the formula:

$$I = \frac{R}{K}$$

The interval of the pre-test of the experimental class is:

$$I = \frac{R}{K}$$

$$I = \frac{41}{6}$$

$$= 6.833$$

$$I = 7$$

Since the purpose of the students to compare the mean of each class it is important to find out the mean ( $\bar{x}$ ) and stated at the following formula is

$$\bar{X} = \frac{\sum f_i x_i}{\sum f_i} \text{ (Sudjana, 2001)}$$

**Table 4.3 Distribution of Pre-Test Scores of Experimental Class**

	<b>Experimental Class</b>				
<b>Data</b>	<b>Fi</b>	<b>Xi</b>	<b>FiXi</b>	<b>Xi<sup>2</sup></b>	<b>FiXi<sup>2</sup></b>
17 – 23	13	20.5	266.5	420.25	5463.25
24 – 30	3	28.5	85.5	812.25	2436.75
31 – 37	1	36.5	36.5	1332.25	1332.25
38 – 44	5	44.5	222.5	1980.25	9901.25
45 – 51	4	52.5	210	2756.25	11025
52– 58	4	60.5	242	3660.25	14641
	30	-	1063		44799.5

**Table 4.4 Distribution of Pre-Test Scores of Control Class**

	<b>Control Group</b>				
<b>Data</b>	<b>Fi</b>	<b>Xi</b>	<b>FiXi</b>	<b>Xi<sup>2</sup></b>	<b>FiXi<sup>2</sup></b>
17 – 23	7	20.5	143.5	420.25	2941.75
24 – 30	6	28.5	171	812.25	4873.5
31 – 37	5	36.5	182.5	1332.25	6661.25
38 – 44	5	44.5	222.5	1980.25	9901.25
45 – 51	5	52.5	262.5	2756.25	13781.25
52– 58	2	60.5	121	3660.25	7320.5
	30	-	1103		45479.5

$$\begin{aligned}
 X_1 &= \frac{\sum f_1 x_1}{\sum f_1} \\
 &= \frac{1063}{30} \\
 &= 35.43
 \end{aligned}$$

$$\begin{aligned}
 X_2 &= \frac{\sum f_2 x_2}{\sum f_2} \\
 &= \frac{1103}{30} \\
 &= 36.76
 \end{aligned}$$

$n_1 = 30$  and

$n_2 = 30$

$$S_1^2 = \frac{n \sum f_1 x_1^2 - (\sum f_1 x_1)^2}{n(n-1)}$$

$$= \frac{30(44799.5) - (1063)^2}{30(30-1)}$$

$$= \frac{1343985 - 1129969}{870}$$

$$= \frac{214016}{870}$$

$$S_1^2 = 245.995$$

$$S_1 = \sqrt{245.995}$$

$$S_1 = 15.684$$

$$S_2^2 = \frac{n \sum f_2 x_2 - (\sum f_2 x_2)^2}{n_2(n_2 - 1)}$$

$$= \frac{30(45479.5) - (1103)^2}{30(30-1)}$$

$$= \frac{1364385 - 1216609}{870}$$

$$= \frac{147776}{870}$$

$$S_2^2 = 169.875$$

$$S_2 = \sqrt{169.875}$$

$$S_2 = 13.0336$$

$$S^2 = \frac{(n-1)S^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(30-1)245.995 + (30-1)169.875}{30 + 30 - 2}$$

$$= \frac{(29)245.995 + (29)169.875}{30 + 30 - 2}$$

$$= \frac{7133.855 + 4926.375}{58}$$

$$= \frac{12060.23}{58}$$

$$= 207.935$$

$$S^2 = \sqrt{207.935}$$

$$S_c = 14.419$$

After getting standard deviation of both groups, it is needed to calculate t-test as follow.

$$\begin{aligned} t &= \frac{\overline{X}_1 - \overline{X}_2}{S_c \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \\ &= \frac{35.43 - 36.76}{14.419 \sqrt{\frac{1}{30} + \frac{1}{30}}} \\ &= \frac{1.33}{14.419 \sqrt{0.06}} \\ &= \frac{1.33}{14.419(0.24)} \\ &= \frac{1.33}{3.460} \end{aligned}$$

$$t = 0.38$$

The t-score of pre-test of experimental and control group is 0.38. The t-test is smaller than critical value of t-test for the degree freedom of  $60 - 2 = 58$  sample

which is 1.67 at the level of significant 0.05 between two class are significant. It means that there is no a difference between control class and experimental class because t-table (1.67) t-test (0.38) is smaller than t-table (1.67). Therefore, there is no a significant difference between the students' of the both class. It is normal because the students of experimental class have not given treatment yet.

Next, the range of the post-test of the experimental class must be analyzed as follows:

$$\begin{aligned} RS &= HS - LS \\ &= 97-41 \\ &= 56 \end{aligned}$$

Furthermore, the amount of the interval class of the post-test of the experimental class is:

$$\begin{aligned} K &= 1 (3.322) \text{ Log } n \\ &= 1 + (3.322) \text{ Log } 30 \\ &= 1 + (3.3) (1.477) \\ &= 1 + 4.906 \\ &= 5.906 \text{ (K-5 or 6)} \\ &= 6 \end{aligned}$$

To determine the group frequency distribution of the test result, it is needed to count on interval class first by utilizing the formula:

$$I = \frac{R}{K}$$

The interval of the pre-test of the experimental class is:

$$I = \frac{R}{K}$$

$$I = \frac{56}{6}$$

$$= 9.33$$

$$I = 10$$

While the highest score of control class is 83 and the lowest score is 19.

Thus the range of the post-test of the control class:

$$RS = HS - LS$$

$$= 83 - 19$$

$$= 64$$

$$I = \frac{R}{K}$$

$$I = \frac{64}{6}$$

$$= 10.66$$

$$I = 11$$

Since the purpose of the students to compare the mean of each group it is important to find out the mean ( $\bar{x}$ ) and standard deviation of the score (S) and

stated at the following formula is  $\bar{X} = \frac{\sum f_{ixi}}{\sum f_i}$  (Sudjana, 2001).

The comparison of the Post-test scores of the two class of the experimental class and control class can be seen in the following table:

**Table 4.5 Distribution of Post-test Scores of Experimental Class**

	<b>Experimental Class</b>				
<b>Data</b>	<b>Fi</b>	<b>Xi</b>	<b>FiXi</b>	<b>Xi<sup>2</sup></b>	<b>FiXi<sup>2</sup></b>
41 – 50	6	45.5	273	2070.25	12421.5
51 – 60	2	55.5	111	3080.25	6160.5
61 – 70	3	65.5	196.5	4290.25	12870.75
71 – 80	9	75.5	679.5	5700.25	51302.25
81 – 90	4	85.5	342	7310.25	29241
91 – 100	6	95.5	573	9120.25	54721.5
	30		2175		166717.5

**Table 4.6 Distribution of Post-test Scores of Control Class**

	<b>Control Class</b>				
<b>Data</b>	<b>Fi</b>	<b>Xi</b>	<b>FiXi</b>	<b>Xi<sup>2</sup></b>	<b>FiXi<sup>2</sup></b>
19 – 29	6	24.5	147	600.25	3601.5
30 – 40	5	36.5	182.5	1332.25	6661.25
41 – 51	3	48.5	145.5	2352.25	7056.75
52 – 62	7	60.5	423.5	3660.25	25621.75
63 – 73	4	72.5	290	5256.25	21025
74 – 84	5	84.5	422.5	7140.25	35701.25
	30	-	1611		99667.5

$$\begin{aligned}
 X_1 &= \frac{\sum f_1 x_1}{\sum f_1} \\
 &= \frac{2175}{30}
 \end{aligned}$$

$$= 72.5$$

$$X_2 = \frac{\sum f_2 x_2}{\sum f_2}$$

$$= \frac{1611}{30}$$

$$= 53.7$$

$$S_1^2 = \frac{n \sum f_1 x_1^2 - (\sum f_1 x_1)^2}{n(n-1)}$$

$$= \frac{30(166717.5) - (2175)^2}{30(30-1)}$$

$$= \frac{5001525 - 4730625}{870}$$

$$= \frac{270900}{870}$$

$$S_1^2 = 311.379$$

$$S_1 = \sqrt{311.379}$$

$$= 17.645$$

$$S_2^2 = \frac{n_2 \sum f_2 x_2^2 - (\sum f_2 x_2)^2}{n(n-1)}$$

$$= \frac{30(99667.5) - (1611)^2}{30(30-1)}$$

$$= \frac{2990025 - 2595321}{870}$$

$$= \frac{394704}{870}$$

$$S_2^2 = 453.6827$$

$$S_2 = \sqrt{453.6827}$$

$$= 21.299$$

$$S^2 = \frac{(n-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$$

$$= \frac{(30-1)311.379 + (30-1)453.6827}{30 + 30 - 2}$$

$$= \frac{9029.991 + 13156.798}{58}$$

$$= \frac{22186.789}{58}$$

$$S^2 = 382.5308$$

$$S = \sqrt{382.5308}$$

$$S_c = 19.558$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{72.5 - 53.7}{19.558 \sqrt{\frac{1}{30} + \frac{1}{30}}}$$

$$= \frac{18.5}{19.558 \sqrt{0.06}}$$

$$= \frac{18.5}{19.558(0.24)}$$

$$t = \frac{18.5}{4.693}$$

$$t = 3.94$$

The t-score of two means between post-test of experimental and control class is 3.94, the t-test is higher than critical value of t-test for the degree freedom of  $60-2 = 58$  sample which is 1.67 at the level of significant 0.05 between two class are significant. Therefore, the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It means the first year students of MTsN 7 Aceh Besar who are taught simple present tense by using TGT get better result than those who are taught simple present tense without using TGT.

#### **D. The Analysis of Questionnaire**

As mentioned in chapter III, in evaluating the data the researcher applied two techniques; test and questionnaire. The questionnaire was given to students after giving test consisting 10 questions. The data was obtained from distributions of questionnaire to the students. It used simple statistic with cumulative frequency distribution method to count percentage from all alternative of the answers at every question.

In order to collect the data, the formula used that is:

$$P = \frac{F}{N} \times 100\%$$

Remarks: P = Percentage

F = Frequency of the respondents

N = Number of sample

100 = Constant value<sup>1</sup>

Furthermore, the data can be seen in the following tables.

**Table 4.7 The Students' knowledge about simple present tense**

Question	Option	Frequency	Percentage
1	a. Strongly understand	8	26.67%
	b. Understand	10	33.3%
	c. Don't understand	10	33.3%
	d. Never understand	2	6.6%
Total		30	100%

Based on the table 4.7, it is known that most of students understand simple present tense, while some of students donot understand and 8 students are master simple present tense also two students that really never understand simple present tense.

**Table 4.8 Students' opinion about the difficulty in learning English**

Question	Option	Frequency	Percentage
2	a. Strongly difficult	8	26.6%
	b. Difficult	7	23.3%
	c. Easy	10	33.3%
	d. Very easy	5	16.6%
Total		30	100%

It can be seen that a half of students stated learning English is difficult and a half more students is not difficult. There are 26.6% students stated learning English was very difficult, 23.3% students thought that learning English was difficult, 33.3% students stated learning English was easy and 5 students stated learning English is really easy.

**Table 4.9 Students' opinion about the difficulty in learning simple present tense**

Question	Option	Frequency	Percentage
3	a. Strongly difficult	10	33.3%
	b. Difficult	5	16.6%
	c. Easy	12	40%

	d. Very easy	3	10%
Total		30	100%

There are 33.3% students stated learning simple present tense was very difficult, 16.6% students thought that learning simple present tense was difficult, 40% students stated learning simple present tense was easy and 3 students stated learning English is really easy.

**Table 4.10 The student's opinion about TGT technique**

Question	Option	Frequency	Percentage
4	a. Really interesting	26	86.6%
	b. Interesting	4	13.3%
	c. Not interesting	0	0%
	d. Very bad	0	0%
Total		30	100%

Table 4.10 shows that all of students found learning simple present tense by TGT is interesting. Almost all of students (86.6%) stated TG is very interesting technique in learning simple present tense. While only 4 students said learning simple present tense by using TGT is interesting

**Table 4.11 Students' opinion whether TGT technique help them understand simple present tense**

Question	Option	Frequency	Percentage
5	a. Very helpful	22	73.3%
	b. Helpful	6	20%
	c. Unhelpful	2	6.6%
	d. Very unhelpful	0	0%
Total		30	100%

Table 4.11 indicates that most of students really helped by TGT technique in their understanding on simple present tense and 20% students stated TGT

method helps them in simple present tense, while 2 students stated TGT does not help them in simple present tense. It means the TGT method helps the students in simple present tense English.

**Table 4.12 Students' opinion about TGT help them understand English Text**

Question	Option	Frequency	Percentage
6	a. Very helpful	24	80%
	b. Helpful	3	10%
	c. Unhelpful	3	10%
	d. Strongly unhelpful	0	0%
Total		30	100%

It points that almost all students stated that TGT really helps students in simple present tense, 10% students hold that TGT helps students in simple present tense, only 3 students stated TGT does not help students in simple present tense.

**Table 4.13 Students' opinion about whether TGT help them arrange sentence in simple present tense**

Question	Option	Frequency	Percentage
7	a. Very helpful	25	83.3%
	b. Helpful	5	16.7%
	c. Unhelpful	0	0%
	d. Strongly unhelpful	0	0%
Total		30	100%

Table 4.13 represents most of students (83.3%) stated that TGT very helping students in arranging simple present tense and 16.7% students stated TGT helps students in arranging simple present tense. It means the students really appreciate with TGT technique.

**Table 4.14 Students' opinion on TGT helping them in obtain the structure of sentence**

Question	Option	Frequency	Percentage
8	a. Very helpful	19	63.3%
	b. Helpful	10	33.3%
	c. Unhelpful	1	3.3%
	d. Strongly unhelpful	0	0%
Total		30	100%

Table 4.14 tells that TGT really help students in obtaining the structure of sentence. Although little bit students stated TGT help them in obtaining the structure of sentence and 1 student stated TGT does not help him in simple present tense ability, but it is clear that TGT is an effective technique in teaching simple present tense.

**Table 4.15 Students' opinion about the use of TGT technique in simple present tense for the future**

Question	Option	Frequency	Percentage
9	a. Strongly agree	22	73.3%
	b. Agree	8	26.7%
	c. Disagree	0	0%
	d. Strongly disagree	0	0%
Total		30	100%

Based on table 4.15, the students feel TGT is an effective technique in learning simple present tense. 73.3% of students really appreciate in learning simple present tense by using TGT. And 8 students agree if TGT will be used in teaching learning process in the future.

**Table 4.16 Students' opinion about the improvement of their ability in their simple present tense after the application of TGT**

Question	Option	Frequency	Percentage
10	a. Greatly increased	23	76.7%
	b. Increased	7	23.3%
	c. Not increased	0	0%
	d. Very influential	0	0%
Total		30	100%

Table 4.17 represents that TGT really helps students in their understanding of simple present tense ability. It can be seen from their statement that after studying by using TGT, their understanding of simple present tense ability better than before. It means that TGT technique is an effective technique in improving students' understanding of simple present tense.

#### **E. Discussion**

This study examined the students' improvement of students' competence in simple present tense by using TGT. The researcher successfully collected the data using experimental teaching, tests, and questionnaire as instruments in order to answer the research questions.

The first research question asked about the students' competence in simple present tense can be improved by using TGT. From the analyzing of the test, it can be found that all of the students' competence in simple present tense was improved. It based on the result of the pre-test and the post-test where students' mean scores were improved. From 35.43 in pre-test to 72.5 in post-test.

From these calculations, it can be inferred that there was difference of students' scores before and after getting the treatment. Furthermore, based on the

table frequency of pre-test and post-test, the constant score and standard also happened in post-test result. The total students who had improved their ability in simple present tense were 30 students.

The second research question was to know the students' responses toward the use of TGT in improving students' competence in simple present tense. From questionnaire, as shown in Table 4.16 all of the students' competence in simple present tense was increased after TGT used in teaching learning process. There are 23 students (76.7%) were strongly improved by using TGT and 7 students (23.3%) were improved by using TGT.

Based on questionnaire results, there are numbers of reasons why the post test score is higher than pre test score. Using TGT in teaching simple present tense motivates the students to learn English. Therefore they can enjoy the learning process. The students were curious in simple present tense by using TGT. It supports them to establish a simple present tense. It is a good habit for students to improve their competence in simple present tense. Then, simple present tense gives students the power of perspective. Calling past times and selves will help students realize that day to day life change, so the students need to improve their ability.

As a final point, from the two techniques of data collection above, it can be concluded that the use of TGT can improve the students' skill in simple present tense.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the explanation and the data analysis of the research, it can be concluded as follows:

1. The first year students of MTsN 7 Aceh Besar who are taught simple present tense using Team Game Tournament (TGT) get better result than those who are taught simple present tense without using TGT. It is supported that the t-score of two means between post-test of experimental and control class is 3.94. The t-test is higher than critical value of t-test for the degree freedom of  $60-2 = 58$  sample which is 1.67 at the level of significant 0.05 between two classes.
2. The first year students of MTsN 7 Aceh Besar were interested in studying simple present tense by using Team Game Tournament (TGT), because they played the competitive game in the tournament table. It was interesting learning model and gave many positive impact; the students have good cooperative, challenging, motivating and fun atmosphere.
3. The first year students of MTsN 7 Aceh Besar showed positive responses toward using Team Game Tournament (TGT) to improve students competence in simple present tense. From questionnaire, as shown in Table 4.16 all of the students' competence in simple present tense was increased after TGT used in

teaching learning process. There are 23 students (76.7%) were strongly improved by using TGT and 7 students (23.3%) were improved by using TGT.

### **B. Suggestions**

Based on the conclusions above, some suggestions that will be useful in the future are offered and they are:

1. The English teachers should have a good competence to select method or strategy used in teaching and learning process thus the aim of teaching and learning process can be reached well.
2. The English teachers should apply Team Game Tournament (TGT) in teaching simple present tense because it can increase the students' ability in mastering simple present tense.
3. The other researchers are suggested to do a research that relates to this research by enlarging the area of research such as senior high school or higher school or by using other design such as a classroom action research.

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**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**  
**Nomor : B- 53/UN.08/FTK/KP.07.6/01/2019**  
**TENTANG**  
**PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG**  
**PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-**  
**RANIRY**

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY**

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 24 Oktober 2016

**MEMUTUSKAN**

- Menetapkan :  
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: B-9486/UN.08/FTK/KP.07.6/10/2017 tanggal 18 Oktober 2017

Menunjuk Saudara:

1. Yuni Setianingsih, M.Ag  
2. Rita Hermida, M.Pd

Sebagai Pembimbing Pertama  
Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Nadial Fajri

NIM : 231222659

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Teaching Simple Present Tense by Using Team-Games Tournament (TGT)

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh;
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2018/2019
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh  
Pada Tanggal: 03 Januari 2019





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**MADRASAH TSANAWIYAH NEGERI 7 ACEH BESAR**  
Jalan Blang Bintang Lama, Tlp. 0651 - 581083 Aceh Besar 23372  
E-mail : [mtsnkutabaroacehbesar@gmail.com](mailto:mtsnkutabaroacehbesar@gmail.com) Website : [www.mtsnkutabaro.com](http://www.mtsnkutabaro.com)

### **SURAT KETERANGAN PENELITIAN**

Nomor : B- 037 /MTS.01.04.6 / PP. 00.6/ 01/2018

Kepala Madrasah Tsanawiyah Negeri (MTsN) 7 Aceh Besar, dengan ini menerangkan bahwa :

Nama : NADIAL FAJRI  
N I M : 231 222 659  
Program Study/Jurusan. : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh.

Sehubungan dengan surat Kementerian Agama UIN Arraniry Banda Aceh Fakultas Tarbiyah dan Keguruan Nomor : B-10791/Un.08/TU-FTK/TL.00/11/2017 tanggal, 15 Nopember 2017 yang namanya tersebut diatas telah mengadakan Penelitian / pengumpulan data di MTsN 7 Aceh Besar . Untuk Penyusunan Skripsi dengan judul :

” Teaching Simple Present Tense by Using Team Games Tournament (TGT) ”

Demikian surat keterangan ini kami buat untuk dapat di pergunakan seperlunya .

Aceh Besar, 23 Januari 2018

Kepala,

**Drs. Junaidi**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

(Experiment Class)

Sekolah : MTsN 7 Aceh Besar  
Kelas/Semester : VII/II  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Simple Present Tense  
Alokasi Waktu : 8 JP (4x pertemuan)

### **A. KOMPETENSI INTI**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **B. KOMPETENSI DASAR**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.

- 3.10. menangkap makna dalam simple present tense lisan dan tulis, sangat pendek dan sederhana.
- 4.7. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **C. INDIKATOR PENCAPAIAN KOMPETENSI**

1. Siswa mampu menyampaikan rasa syukurnya kepada guru dan sesama siswa atas kesempatan mempelajari bahasa Inggris sebagai alat komunikasi internasional.
2. Siswa mampu berperilaku tanggung jawab, peduli, saling membantu dan menjaga kerukunan selama proses pembelajaran berlangsung.
3. Siswa mampu menyusun teks lisan untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.
4. Siswa mampu menyusun teks tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum,

### **D. TUJUAN PEMBELAJARAN**

1. Afektif
  - a. Siswa dapat memperlihatkan rasa bangga dan syukur setelah menyelesaikan pembelajaran hari ini.
  - b. Siswa dapat menunjukkan berperilaku tanggung jawab, peduli, saling membantu dan menjaga kerukunan selama proses pembelajaran berlangsung.
2. Kognitif
  - a. Siswa dapat mengetahui makna simple present tense lisan tentang menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.

- b. Siswa dapat mengetahui unsur kebahasaan (ucapan, tekanan, intonasi) yang benar pada teks lisan, seperti: menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.
- 3. Psikomotor
  - a. Siswa dapat mengungkapkan menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.
  - c. Siswa dapat merespon/bereaksi secara lisan terhadap pertanyaan/pernyataan guru dan siswa lain tentang menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.

#### **E. MATERI PEMBELAJARAN**

Simple Present Tense

Verbal : Subjek (pronoun/noun) + verb bentuk pertama/ asli (s/es)

Nominal : Subjek (pronoun/noun) + be (am,is, are) + (adjective, noun, pronoun, adverb)

#### **F. METODE PEMBELAJARAN**

Pendekatan : Cooperative Learning

Metode : *Team-Game-Tournament (TGT)*.

#### **G. MEDIA/ALAT PEMBELAJARAN**

Buku pelajaran, White Board

#### **H. SUMBER BELAJAR**

1. Internet
2. Buku pelajaran

## **I. LANGKAH-LANGKAH PEMBELAJARAN**

### **1. Pertemuan Pertama**

#### **a. Pendahuluan:**

- Salam dan tegur sapa
- Apresiasi dan motivasi
- Penyampaian tujuan pembelajaran
- Penyampaian cakupan materi dan uraian kegiatan

#### **b. Kegiatan Inti:**

- Guru memberikan lembar pre-test kepada siswa
- Guru bertanya kepada siswa kesulitan dalam menjawab soal
- Guru memberikan gambaran simple present tense
- Siswa membentuk kelompok untuk pertemuan selanjutnya

#### **c. Kegiatan Penutup:**

- Menyimpulkan hal-hal yang telah dipelajari.
- Refleksi.
- Salam penutup

### **2. Pertemuan Kedua**

#### **a. Pendahuluan:**

- Salam, tegur sapa dan doa
- Mengabsen siswa
- Menunjukkan tujuan pembelajaran

#### **b. Kegiatan Inti:**

- Guru menjelaskan tentang simple present tense
- Guru memberikan contoh kalimat simple present tense
- Siswa duduk dalam kelompok masing-masing
- Siswa duduk pada meja tournament untuk mengikuti game tentang materi yang telah dipaparkan oleh guru
- Guru memberikan beberapa soal dan siswa berlomba untuk menjawab dengan cepat

- Kelompok yang menjawab terlebih dahulu maka akan mendapatkan skor
  - Guru menjumlahkan nilai seluruh anggota kelompok dan mengumumkan kelompok terbaik
  - Guru memberikan penghargaan kepada kelompok yang memenangkan tournament
- c. Kegiatan Penutup:
- Guru memberi penegasan terhadap materi pembelajaran
  - Guru meminta siswa menyimpulkan topik pembelajaran
  - Salam penutup

### **3. Pertemuan Ketiga**

- a. Pendahuluan:
- Salam, tegur sapa dan doa
  - Mengabsen siswa
  - Menunjukkan tujuan pembelajaran
- b. Kegiatan Inti:
- Guru menjelaskan tentang simple present tense
  - Guru memberikan contoh kalimat simple present tense
  - Siswa duduk dalam kelompok masing-masing
  - Siswa duduk pada meja tournament untuk mengikuti game tentang materi yang telah dipaparkan oleh guru
  - Guru memberikan beberapa soal dan siswa berlomba untuk menjawab dengan cepat
  - Kelompok yang menjawab terlebih dahulu maka akan mendapatkan skor
  - Guru menjumlahkan nilai seluruh anggota kelompok dan mengumumkan kelompok terbaik
  - Guru memberikan penghargaan kepada kelompok yang memenangkan tournament

c. Kegiatan Penutup:

- Guru memberi penegasan terhadap materi pembelajaran
- Guru meminta siswa menyimpulkan topik pembelajaran
- Salam penutup

**4. Pertemuan Keempat**

a. Pendahuluan:

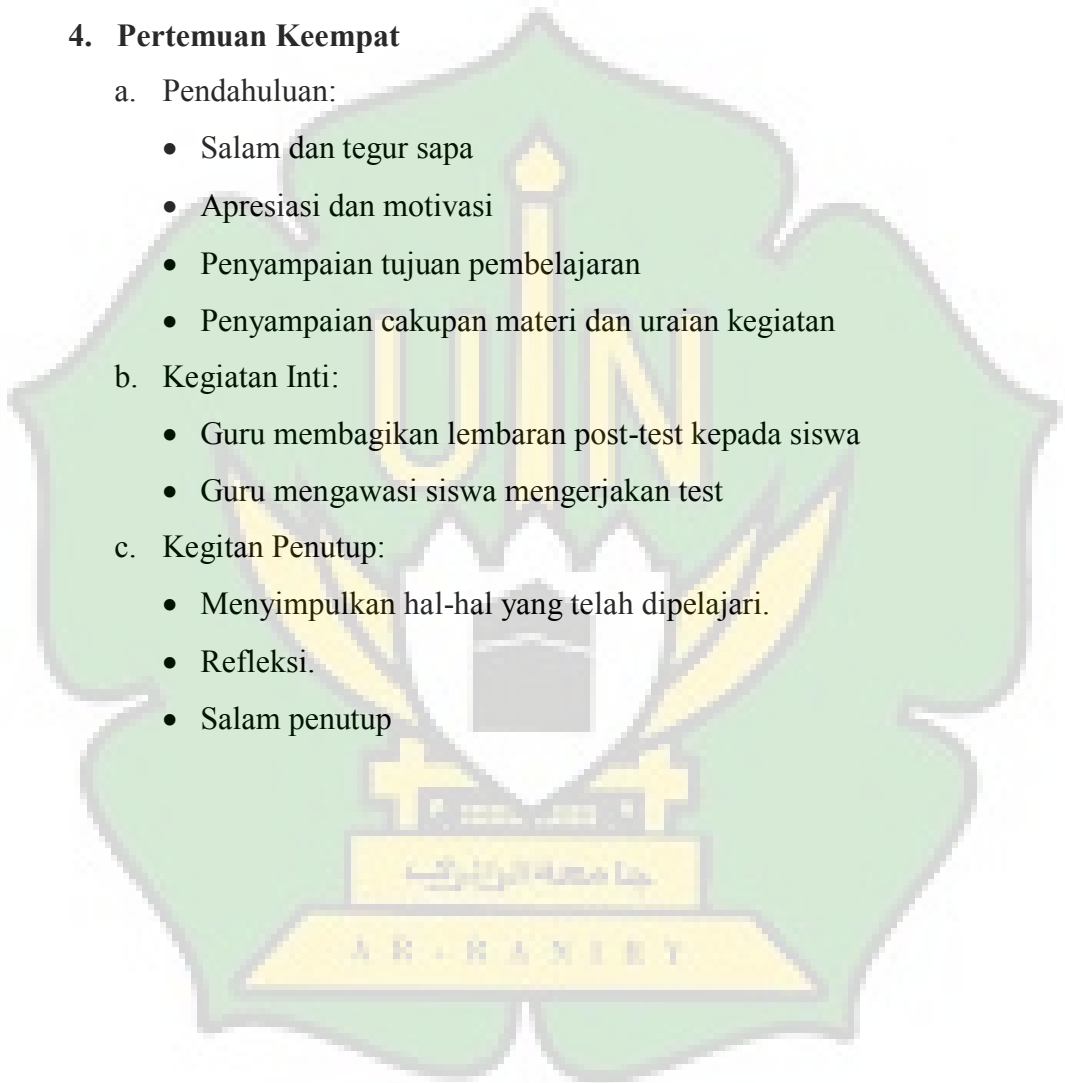
- Salam dan tegur sapa
- Apresiasi dan motivasi
- Penyampaian tujuan pembelajaran
- Penyampaian cakupan materi dan uraian kegiatan

b. Kegiatan Inti:

- Guru membagikan lembar post-test kepada siswa
- Guru mengawasi siswa mengerjakan test

c. Kegiatan Penutup:

- Menyimpulkan hal-hal yang telah dipelajari.
- Refleksi.
- Salam penutup



**Aceh Besar, Januari 2018**

**Researcher**

**Nadial Fajri**

**Reg. No. 231222659**

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP)**

(Control Class)

Sekolah : MTsN 7 Aceh Besar  
Kelas/Semester : VII/II  
Mata Pelajaran : Bahasa Inggris  
Materi Pokok : Simple Present Tense  
Alokasi Waktu : 8 JP (4x pertemuan)

### **A. KOMPETENSI INTI**

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mengolah, menyaji dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

### **B. KOMPETENSI DASAR**

- 1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.4. Menunjukkan perilaku tanggung jawab, peduli, kerjasama dan cinta damai, dalam melaksanakan komunikasi fungsional.

- 3.10. menangkap makna dalam simple present tense lisan dan tulis, sangat pendek dan sederhana.
- 4.7. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **C. INDIKATOR PENCAPAIAN KOMPETENSI**

1. Siswa mampu menyampaikan rasa syukurnya kepada guru dan sesama siswa atas kesempatan mempelajari bahasa Inggris sebagai alat komunikasi internasional.
2. Siswa mampu berperilaku tanggung jawab, peduli, saling membantu dan menjaga kerukunan selama proses pembelajaran berlangsung.
3. Siswa mampu menyusun teks lisan untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.
4. Siswa mampu menyusun teks tulis untuk menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum,

### **D. TUJUAN PEMBELAJARAN**

1. Afektif
  - a. Siswa dapat memperlihatkan rasa bangga dan syukur setelah menyelesaikan pembelajaran hari ini.
  - b. Siswa dapat menunjukkan berperilaku tanggung jawab, peduli, saling membantu dan menjaga kerukunan selama proses pembelajaran berlangsung.
2. Kognitif
  - a. Siswa dapat mengetahui makna simple present tense lisan tentang menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.

- b. Siswa dapat mengetahui unsur kebahasaan (ucapan, tekanan, intonasi) yang benar pada teks lisan, seperti: menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.
- 3. Psikomotor
  - a. Siswa dapat mengungkapkan menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.
  - b. Siswa dapat merespon/bereaksi secara lisan terhadap pertanyaan/pernyataan guru dan siswa lain tentang menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum.

#### **E. MATERI PEMBELAJARAN**

Simple Present Tense

Verbal : Subjek (pronoun/noun) + verb bentuk pertama/ asli (s/es)

Nominal : Subjek (pronoun/noun) + be (am,is, are) + (adjective, noun, pronoun, adverb)

#### **F. METODE PEMBELAJARAN**

Pendekatan : Santifik

Metode : Tanya jawab dan diskusi

#### **G. MEDIA/ALAT PEMBELAJARAN**

Buku pelajaran, White Board

#### **H. SUMBER BELAJAR**

- 3. Internet
- 4. Buku pelajaran.

## I. LANGKAH-LANGKAH PEMBELAJARAN

### 5. Pertemuan Pertama

#### a. Pendahuluan (10 menit)

- Salam dan tegur sapa
- Apresiasi dan motivasi
- Penyampaian tujuan pembelajaran
- Penyampaian cakupan materi dan uraian kegiatan

#### b. Kegiatan Inti (33 menit)

Langkah Pembelajaran	Kegiatan Pembelajaran
Observing (20 menit)	<ul style="list-style-type: none"><li>• Guru memberikan lembaran pre-test kepada siswa</li></ul>
Questioning	<ul style="list-style-type: none"><li>• Guru bertanya kepada siswa tentang kesulitan menjawab pre-test</li></ul>
Experimenting (10 menit)	<ul style="list-style-type: none"><li>• Guru menjelaskan sekilas tentang simple present tense</li></ul>
Associating	<ul style="list-style-type: none"><li>• Guru berkeliling dan siswa dapat bertanya mengenai sesuatu yang belum jelas</li></ul>
Communicating ( 3 menit)	<ul style="list-style-type: none"><li>• Guru menjawab pertanyaan siswa</li></ul>

#### c. Kegiatan Penutup (2 menit)

- Menyimpulkan hal-hal yang telah dipelajari.
- Refleksi.
- Salam penutup

### 6. Pertemuan Kedua

#### d. Pendahuluan (10 menit)

- Salam, tegur sapa dan doa
- Mengabsen siswa
- Menunjukkan tujuan pembelajaran

e. Kegiatan Inti (33 menit)

Langkah Pembelajaran	Kegiatan Pembelajaran
Observing (15 menit)	<ul style="list-style-type: none"><li>• Guru menjelaskan apa itu simple present tense dan kegunaannya</li><li>• Guru menjelaskan tentang kalimat verbal</li></ul>
Questioning (1 menit)	<ul style="list-style-type: none"><li>• Guru bertanya akan kesiapan siswa untuk mengerjakan latihan</li></ul>
Experimenting (10 menit)	<ul style="list-style-type: none"><li>• Guru memberikan latihan kepada setiap siswa</li></ul>
Associating	<ul style="list-style-type: none"><li>• Guru berkeliling ke semua meja siswa untuk melihat kemampuan masing-masing siswa</li></ul>
Communicating ( 7 menit)	<ul style="list-style-type: none"><li>• Guru dan siswa membahas bersama sama latihan yang dikerjakan</li></ul>

f. Kegiatan Penutup (2 menit)

- Guru memberi penegasan terhadap materi pembelajaran
- Guru meminta siswa menyimpulkan topik pembelajaran
- Salam penutup

**7. Pertemuan Ketiga**

a. Pendahuluan (10 menit)

- Salam, tegur sapa dan doa
- Mengabsen siswa
- Menunjukkan tujuan pembelajaran

b. Kegiatan Inti (33 menit)

Langkah Pembelajaran	Kegiatan Pembelajaran
Observing (15 menit)	<ul style="list-style-type: none"><li>• Guru menjelaskan apa itu simple present tense dan kegunaannya</li><li>• Guru menjelaskan tentang kalimat nominal</li></ul>
Questioning (1 menit)	<ul style="list-style-type: none"><li>• Guru bertanya akan kesiapan siswa untuk mengerjakan latihan</li></ul>
Experimenting (10 menit)	<ul style="list-style-type: none"><li>• Guru memberikan latihan kepada setiap siswa</li></ul>
Associating	<ul style="list-style-type: none"><li>• Guru berkeliling ke semua meja siswa untuk melihat kemampuan masing-masing siswa</li></ul>
Communicating ( 7 menit)	<ul style="list-style-type: none"><li>• Guru dan siswa membahas bersama sama latihan yang dikerjakan</li></ul>

c. Kegiatan Penutup (2 menit)

- Guru memberi penegasan terhadap materi pembelajaran
- Guru meminta siswa menyimpulkan topik pembelajaran
- Salam penutup

**8. Pertemuan Keempat**

a. Pendahuluan (10 menit)

- Salam dan tegur sapa
- Apresiasi dan motivasi
- Penyampaian tujuan pembelajaran
- Penyampaian cakupan materi dan uraian kegiatan

b. Kegiatan Inti (33 menit)

Langkah Pembelajaran	Kegiatan Pembelajaran
Observing (33 menit)	<ul style="list-style-type: none"><li>• Guru memberikan lembaran post-test kepada siswa</li></ul>
Questioning	<ul style="list-style-type: none"><li>• Guru bertanya kepada siswa tentang kesulitan menjawab post-test</li></ul>
Associating	<ul style="list-style-type: none"><li>• Guru berkeliling dan mengawasi siswa mengerjakan post-test</li></ul>

c. Kegiatan Penutup (2 menit)

- Menyimpulkan hal-hal yang telah dipelajari.
- Refleksi.
- Salam penutup

Aceh Besar, Januari 2018

Researcher

Nadial Fajri

Reg. No. 231222659

## PRE- TEST

Name :

Class :

NIS :

**I. Choose the best answers in the following question by crossing (a, b, c or d)!**

1. These grammar books ....different. Yours has 278 pages, but mine has only 275.

- |        |         |
|--------|---------|
| a. Is  | b. Are  |
| c. Has | d. does |

2. Your books ....expensive, but mine is cheap.

- |        |         |
|--------|---------|
| a. Are | b. Has  |
| c. Is  | d. Were |

3. Syaiful ....not have a pen, I lend mine.

- |         |        |
|---------|--------|
| a. Does | b. Do  |
| c. Did  | d. Had |

4. Father seldom.....home before five o'clock.

- |          |          |
|----------|----------|
| a. Come  | b. Came  |
| c. Comes | d. Comes |

5. We .... them our telephone number, but they do not call us

- |         |               |
|---------|---------------|
| a. Gave | b. Given      |
| c. Give | d. Have given |

6. ....his grammar book expensive?

- |         |        |
|---------|--------|
| a. Have | b. Are |
| c. Has  | d. Is  |

7. You ....not go to school. Are you sick?

- |       |         |
|-------|---------|
| a. Is | b. Are  |
| c. Do | d. Does |

8. Amin does not .... a tea.

- |          |           |
|----------|-----------|
| a. Drank | b. Drunk  |
| c. Drink | d. Drinks |

9. She .....not have any chocolate! So she doesn't eat any chocolate.

- |        |         |
|--------|---------|
| a. Was | b. Is   |
| c. Do  | d. Does |

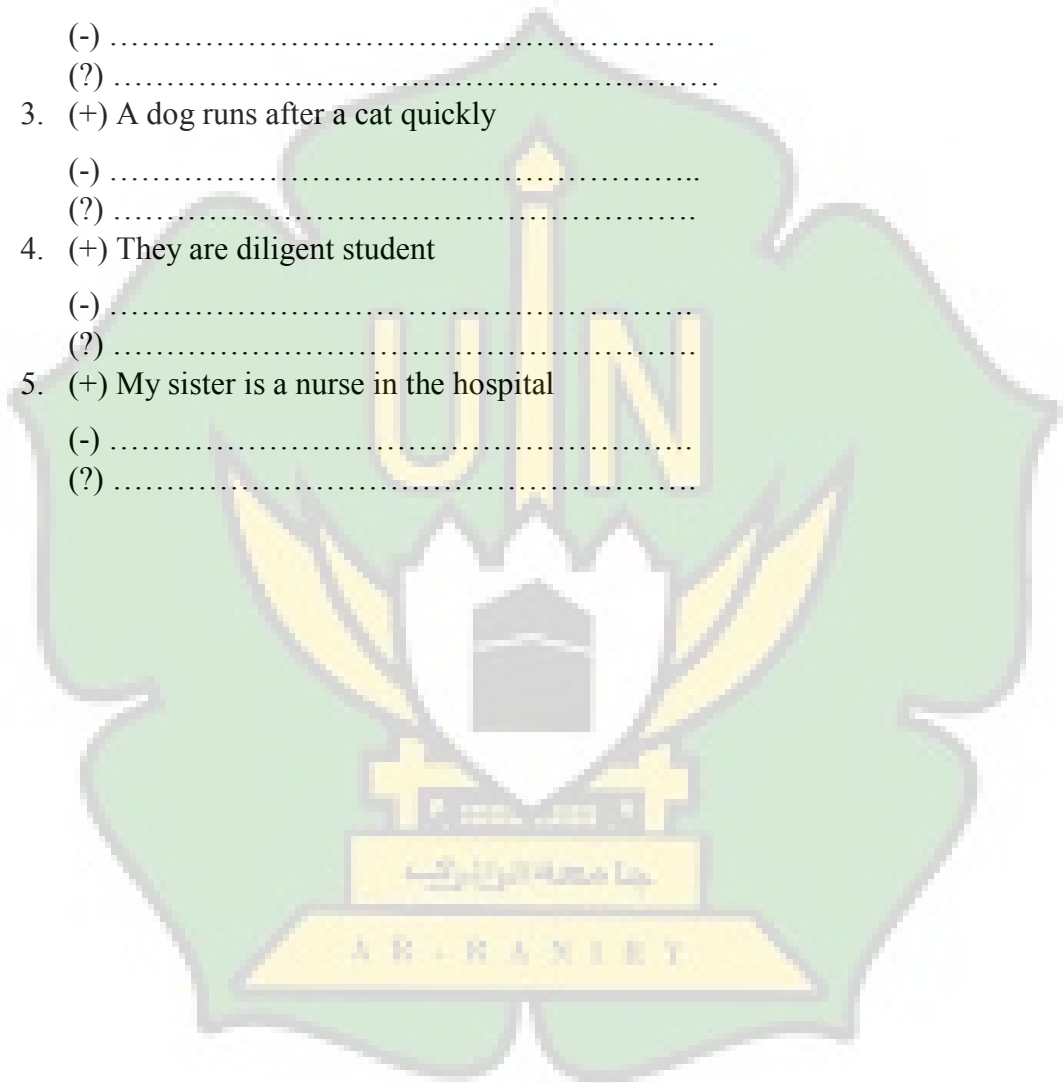
10. My father usually.....food in the market.

- |                |           |
|----------------|-----------|
| a. Have bought | b. Bought |
| c. Buy         | d. Buys   |

e.

**II. Make negative and interrogative form in simple present tense!**

1. (+) His mother cooks rice in the kitchen everyday  
(-) .....  
(?) .....
2. (+) A boy visits Rina by motor cycle  
(-) .....  
(?) .....
3. (+) A dog runs after a cat quickly  
(-) .....  
(?) .....
4. (+) They are diligent student  
(-) .....  
(?) .....
5. (+) My sister is a nurse in the hospital  
(-) .....  
(?) .....



## POST- TEST

Name :

Class :

NIS :

**I. Choose the best answers in the following question by crossing (a, b, c or d)!**

11. These grammar books ....different. Yours has 278 pages, but mine has only 275.

- |        |         |
|--------|---------|
| e. Is  | f. Are  |
| g. Has | h. does |

12. Your books ....expensive, but mine is cheap.

- |        |         |
|--------|---------|
| e. Are | f. Has  |
| g. Is  | h. Were |

13. Syaiful ....not have a pen, I lend mine.

- |         |        |
|---------|--------|
| e. Does | f. Do  |
| g. Did  | h. Had |

14. Father seldom.....home before five o'clock.

- |          |          |
|----------|----------|
| e. Come  | f. Came  |
| g. Comes | h. Comes |

15. We .... them our telephone number, but they do not call us

- |         |               |
|---------|---------------|
| e. Gave | f. Given      |
| g. Give | h. Have given |

16. ....his grammar book expensive?

- |         |        |
|---------|--------|
| e. Have | f. Are |
| g. Has  | h. Is  |

17. You ....not go to school. Are you sick?

- |       |         |
|-------|---------|
| e. Is | f. Are  |
| g. Do | h. Does |

18. Amin does not .... a tea.

- |          |           |
|----------|-----------|
| e. Drank | f. Drunk  |
| g. Drink | h. Drinks |

19. She .....not have any chocolate! So she doesn't eat any chocolate.

- |        |         |
|--------|---------|
| e. Was | f. Is   |
| g. Do  | h. Does |

20. My father usually.....food in the market.

- |                |           |
|----------------|-----------|
| f. Have bought | g. Bought |
| h. Buy         | i. Buys   |

**II. Make negative and interrogative form in simple present tense!**

6. (+) His mother cooks rice in the kitchen everyday

(-) .....

(?) .....

7. (+) A boy visits Rina by motor cycle

(-) .....

(?) .....

8. (+) A dog runs after a cat quickly

(-) .....

(?) .....

9. (+) They are diligent student

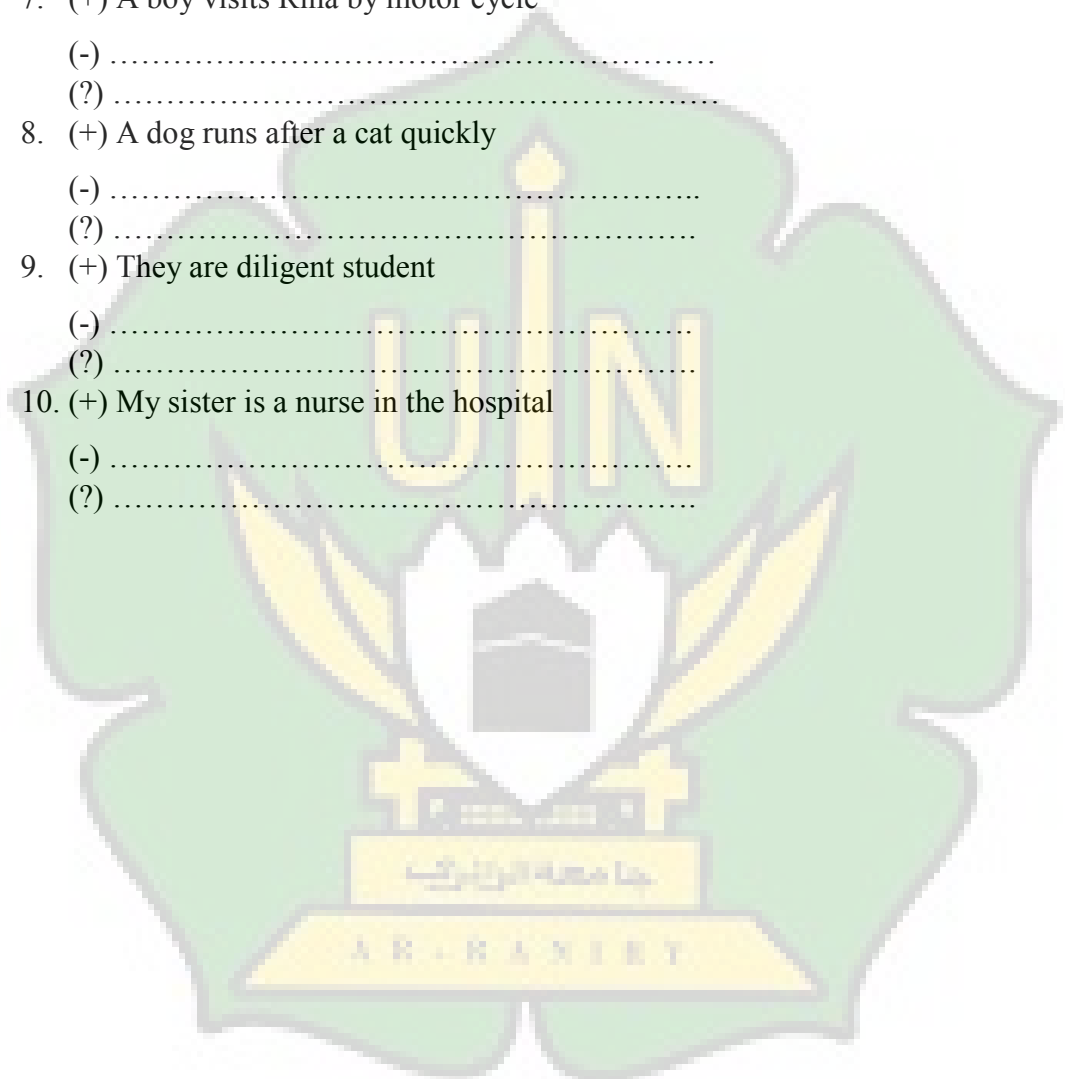
(-) .....

(?) .....

10. (+) My sister is a nurse in the hospital

(-) .....

(?) .....



## Questionnaire

Nama :

Kelas :

NIS :

### I. Petunjuk pegisian

1. Bacalah angket di bawah ini baik-baik dan jawablah pertanyaan berikut dengan melingkari salah satu jawaban yang menurut anda benar.

### 2. Jawablah dengan jujur

### II. Pertanyaan

1. Apakah anda mengetahui tentang simple present tense?
  - a. Sangat tahu
  - b. Tahu
  - c. Tidak tahu
  - d. Sangat tidak tahu
2. Menurut anda apakah sulit belajar Bahasa Inggris?
  - a. Sangat sulit
  - b. Sulit
  - c. Tidak sulit
  - d. Sangat tidak sulit
3. Menurut anda apakah sulit belajar Simple Present Tense?
  - a. Sangat sulit
  - b. Sulit
  - c. Tidak sulit
  - d. Sangat tidak sulit
4. Apakah menurut anda belajar menggunakan “Team Game Tournament (TGT)” menarik?
  - a. Sangat menarik
  - b. Menarik
  - c. Tidak menarik
  - d. Sangat tidak menarik
5. Apakah “TGT” membantu anda dalam memahami simple present tense?
  - a. Sangat membantu
  - b. Membantu
  - c. Tidak membantu
  - d. Sangat tidak membantu
6. Apakah “TGT” membantu anda dalam memahami teks Bahasa Inggris?
  - a. Sangat membantu
  - b. Membantu
  - c. Tidak membantu
  - d. Sangat tidak membantu

- b. Membantu                      d. Sangat tidak membantu
7. Apakah “TGT” membantu anda dalam membuat kalimat simple present tense?
- a. Sangat membantu              c. Tidak membantu  
b. Membantu                      d. Sangat tidak membantu
8. Apakah “TGT” membantu anda dalam menentukan struktur kalimat?
- a. Sangat membantu              c. Tidak membantu  
b. Membantu                      d. Sangat tidak membantu
9. Apakah anda setuju untuk menggunakan “TGT” dalam belajar simple present tense pada masa yang akan datang?
- a. Sangat setuju                      c. Tidak setuju  
b. Setuju                              d. Sangat tidak setuju
10. Apakah ada peningkatan kemampuan menulis setelah menggunakan “Daily Journal” ?
- a. Sangat meningkat              c. Tidak meningkat  
b. Meningkatkan                      d. Sangat tidak meningkat

## Answer Key for Pre-test and Post-test

### A. I

1. B
2. A
3. A
4. C
5. C
6. D
7. C
8. C
9. D
10. D

### B. II

1. (+) His mother cooks rice in the kitchen every day  
(-) His mother does not cook rice in the kitchen every day  
(?) Does his mother cook rice in the kitchen every day?
2. (+) A boy visits Rina by motor cycle  
(-) A boy does not visit Rina by motor cycle  
(?) Does a boy visit Rina by motor cycle?
3. (+) A dog runs after a cat quickly  
(-) A dog does not run after a cat quickly  
(?) Does a dog run after a cat quickly?
4. (+) They are diligent student  
(-) They are not diligent students  
(?) Are they diligent students?
5. (+) My sister is a nurse in the hospital  
(-) My sister is not a nurse in the hospital  
(?) Is my sister a nurse in the hospital?

## Student Activity



