

**THE IMPLEMENTATION OF TEAM GAMES TOURNAMENT TO IMPROVE
STUDENTS GRAMMAR MASTERY AT THE NINTH GRADE OF MADRASAH
TSANAWIYAH BUA**

A Thesis

*Submitted to fulfill one of the requirements to obtain an S.Pd Degree in English
language Education Study Program of the Faculty of Education and Teacher
Training of the State Islamic Institute of Palopo*



15.0202.0088

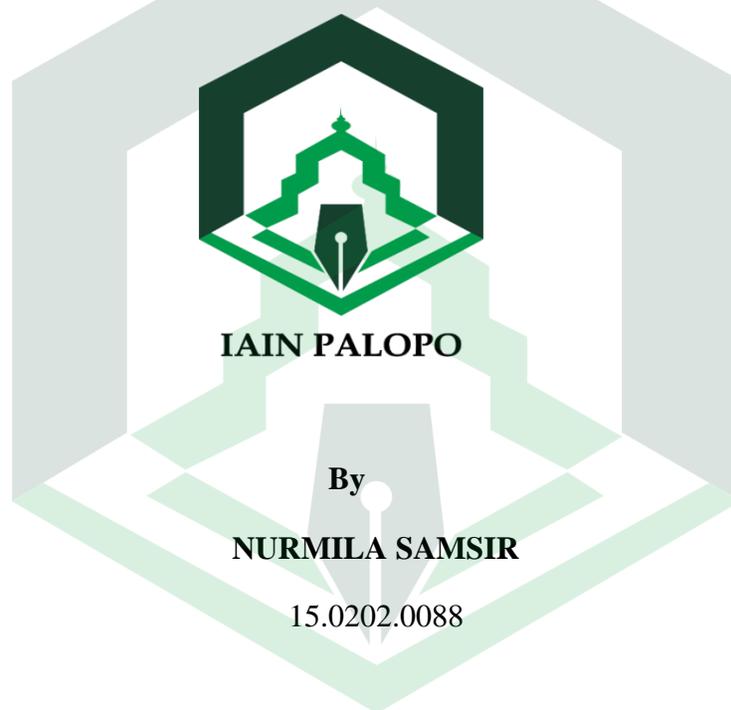
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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2019**

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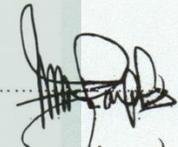
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2019**

THESIS APPROVAL

This thesis, entitled “**The Implementation of Team Games Tournament to Improve Students Grammar Mastery at the Ninth Grade of Madrasah Tsanawiyah Bua**” written by **Nurmila Samsir, Reg. Number 15.0202.0088** English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in **MUNAQASYAH** session which is carried out on **Wednesday, October 9nd 2019 M**, coincided with **Rabi’ul- awal 1th 1441 H**. It is authorized and acceptable as partial fulfillment of requirement for S.Pd, degree in English language teaching.

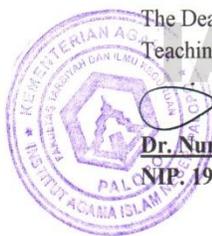
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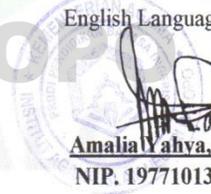
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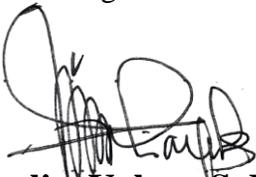
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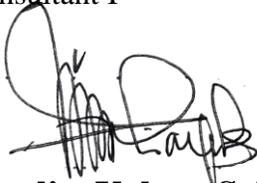
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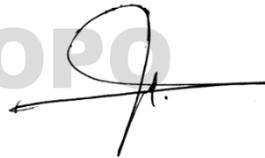
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2. Drs. Nurdin K., M.Pd as the Dean of Tarbiyah and Teachers Training Faculty of IAIN Palopo.
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ABSTRACT

NURMILA SAMSIR, 2019. “*The Implementation of Team Games Tournament to Improve Students Grammar Mastery At The Ninth Grade of Madrasah Tsanawiyah BUA*” Thesis, English Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo (IAIN), Under Supervisors (1) Amalia Yahya, SE., M.Hum. (2) Dewi Furwana, S.pd.I.,M.pd.

Keywords: Team Games Tournament, Grammar, Teaching

This thesis dealt with the implementation of team games tournaments to improve students' grammar mastery in the ninth grade of Madrasah Tsanawiyah Bua. The research question of this thesis is: How is the effectiveness of team games tournament in improving students' grammar of Madrasah Tsanawiyah Bua? The objective of the research is to find out the solution of team game tournaments to improve the grammar mastery of Madrasah Tsanawiyah Bua.

This research employed Classroom Action Research (CAR) with two cycles namely the first cycle, second cycle. Cycle one consists of four steps, namely Planning Action, Observation and Reflection. There are fifth meeting during the research cycle. The sample of the research was class 1X B. Consisted of 15 Students. In collecting data, test, list observation.

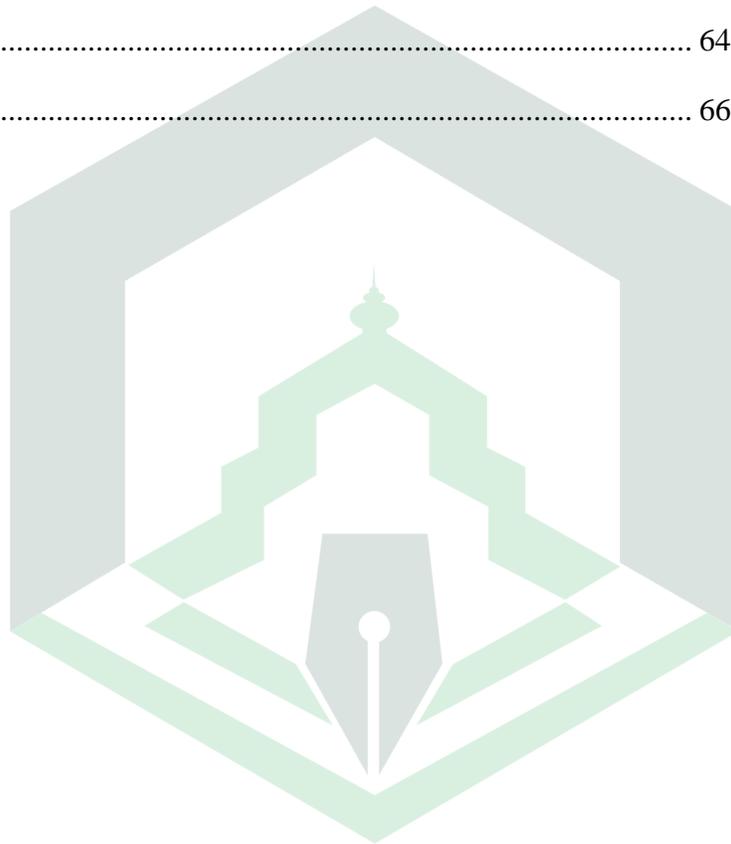
The result of this research revealed that the cycle II was better than cycle 1 scores. Students were effective during using of team games tournament in cycle II. It can be shown by the mean score of students' test in cycle I (43,400), Cycle 2 (78,2). And the appropriate ways in teaching grammar by using team games tournament namely: a.) the teacher should choose the best material it can be more effective for students to learn and gives such as noun, verb, and adverb to made students more understood. (b.) the teacher should effective make some group so that the teacher could know who the students not active are.

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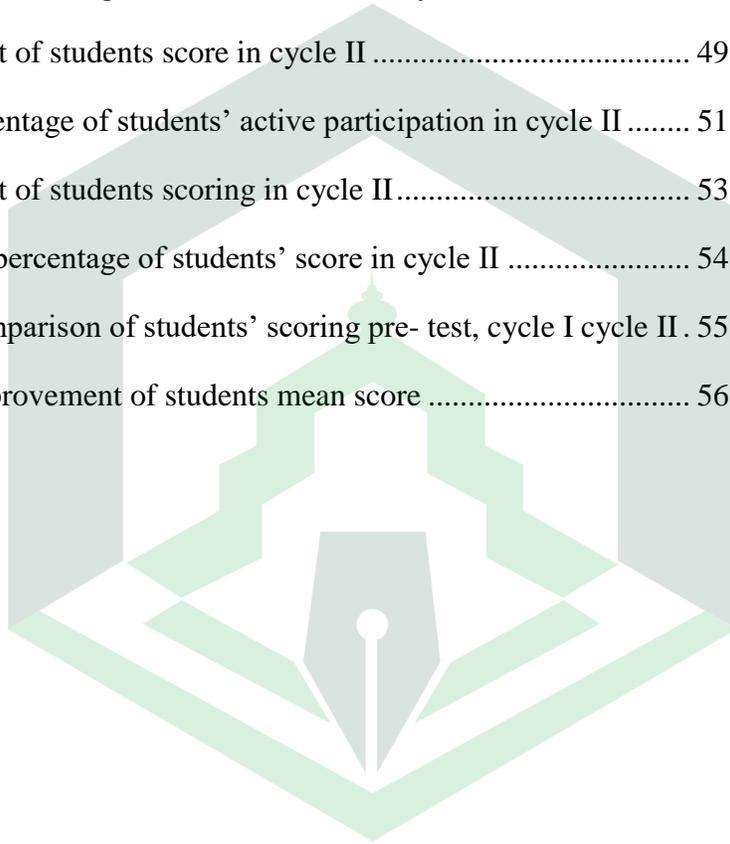
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CHAPTER I

INTRODUCTION

A. Background

Grammar is the rules of language for changing the form of words and joining them into sentences¹. The speakers cannot speak well if without learning learning about changing the form of words. So grammar is one of the important things to be people learnt. Grammar is not a skill but it is also an important component to be mastered if people want to master especially for good writing.

A tense is a verb form that is used to express time and event². Every time a signal has a different kind of tenses in forming a sentence. So, that is the way someone cannot speak English correctly without learning tenses. A tense makes the speaker use every word suitable for the condition. States that learning grammar is not easy for students most students find difficulties in learning grammar. Grammar is central to the teaching and learning language that also becomes one of the most difficult. One of students need to get a new way to learn it because without mastering grammar it is difficult to have good writing.

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¹ AS.Hornby, “*Oxford Advanced Learner’s of Current English*”: International Student’s Edition, University press. P. 651

² Suherman. Top *Grammar a Guide to write English*, CV, Pustaka Ilmu Yogyakarta 2013. P.155

In this research, the researcher used team game tournaments to improve students' grammar competence because team game tournaments can make students interesting to learning grammar. The team games tournament learning model is preceded by the presentation of material.

Based on the observation at the ninth grade of Madrasah Tsanawiyah Bua as one of Islamic Junior High School in District Bua, Luwu Regency, the research found the problem in the study of grammar in tenses. There were still many students who have low motivation in learning English. Sometimes the students do not understand and pay attention to the material and the teacher's explanation especially when they learn about tenses. Besides that, the students are difficult to arrange words to be correct sentences. Some of them just come, sit, and be quiet. Although it have been given a detailed explanation, they really cannot understand the formula tenses.

The features and the difference between the team games tournament with previous researchers, applied in a different way from previous studies, when conducting matches. researchers gave cards to each representative group and asked to answer questions that consist of the card numbers that had been got on the tournament table, from previous studies just divided the students to be some groups and asked the students come to forward did competence. some of the students felt interested in the method that has been applied and make them more active in the class, and feel interested in trying to be like other friends to competence at the tournament table. All of the students more really fun and enjoy study using TGT.

Based on the explanation above, the researcher decides that it is necessary to find out the other way in teaching English. So, the researcher interested in conducting research with the

title “*The implementation of team games tournament to improve students’ grammar mastery at the ninth grade of Madrasah Tsanawiyah Bua*”.

B. Research Question

Based on the explanation above in the background above, the researcher formulates the research question, as follows: How is the effectiveness of team games tournament to improve students’ grammar of Madrasah Tsanawiyah Bua?

C. Objective of research

Relevant to the problem statement, the objective of the researcher as follows: To find out the solution of team games tournament in improving grammar mastery of Madrasah Tsanawiyah Bua.

D. Significance of the research

The researcher expects that this research would have some benefits in English to learning process especially in teaching grammar. There were two kinds of the benefit of this research, they used are theoretically and practically:

1. Theoretically, the result of this research is expected to give a contribution to the development of teaching language, focusing on the implementation of team games tournament to improve grammar mastery. And also it is hoped to be used for the next research who wants to investigate this problem deeper.
2. Practically, the result of this is expected to be used for the English teacher of Madrasah Tsanawiyah Bua particularly, for the students’ it motivated the students to learn to understand the basic of Grammar as soon as possible. It is developing improving grammar through team games tournament.

E. Scope of the research

This research, the researcher focuses on the simple present, simple past tense, and present continuous, at the ninth grade of Madrasah Tsanawiyah Bua 2018/2019. Based on the observation, there were many students do not know these tenses but they were confused to differentiate both of tenses, some use auxiliary in sentence or wrong verb time signal. Learn about simple present tense, simple past tense and present continuous. It can make students understand how to use simple present tense, simple past tense and present continuous, how to understand the patterns of these tenses. Nowadays, most of the students in Indonesia are not interested in studying tenses deeply.

F. Definition of Variables

To avoid the mistake and misunderstanding in the definition of the title, the variable in the definition has to be clearly defined. Operational of this research can be defined as follow:

1. Grammar is the rules for forming words and for combining words to form sentences.
2. Team games tournament as a game to make easy in grammar. In this game each competing student is a representative of their groups then place at the tournament table after all group representative has been placed on the first table tournament group who are expected to choose number card and try to answer the appropriate questions with the number card where the card is in the form sentence using the formula that has been taught and participants who are competing are expect to determine the sentence and participation below can refute or give suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous research

In writing this thesis, the researcher finds some researcher who is closely related to this research, those researchers:

1. Erwin in his thesis teaching subject grammar by using team games tournament at the second grade of SMPN 8 Ajangale³. Found that the students interesting in learning simple past tense, it can be seen from the result of the post-test which showed the significant improvement from the students who were taught by using Team Games tournament.

2. Miftahul khaira in her thesis penerapan model cooperative tipe team game tournament (TGT) untuk meningkatkan hasil belajar siswa kelas V MIN TUNGKOB⁴. Found the result of students applying cooperative models type game tournament team in class V-2 MIN, maybe a big improvement. In the first cycle, 21 students had finished learning and had reached KKM. 6176 % while 13 students had not yet finished learning. In cycle 11 as many as 30 students had finished studying with 88, 23 % while only 4 students had not yet finished.

3. Ulva in her thesis penerapan motode diskusi tipe team game tournament dalam meningkatkan hasil belajar pada mata pelajaran pendidikan agama islam peserta didik kelas X

³ Erwin “*Teaching grammar by using team games tournament at the second grade Students of SMPN 5 ajangale*” 2017.

⁴ Miftahul Khaira *Penerapan model tipe team games tournament (TGT) untuk meningkatkan hasil belajar siswa kelas V MIN TUNGKOB*

teknik computer dan jaringan di SMKN 2 Luwu⁵. The researcher found the result of the students the learning outcomes of these students increased during the pre-cycle result obtained by the presentation of students learning.

From the Three researchers above the first researcher want to taught grammar used method experiment while the second researchers to applied. The application of the cooperative model type team games tournament to improve students' learning outcomes class V use classroom action research, while the last the implementation of the method discussion team type game tournament to improve learning outcomes in Islamic religious subjects class the tenth grade students computer and network engineering SMKN 2 Luwu used method classroom action researcher (CAR), similarity from the three researchers same as use team game tournament to improve students' knowledge.

B. Some pertinent ideas

1. The Concepts of Grammar

Grammar is the rules for forming words and for combining words to form sentences. Grammar is the rules to define how words (or part of words) are combined or change to form an acceptable unit of meaning within language⁶. A specific of grammar is usually call a “structure of structures would be the tense, noun phrase, the comparison.

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to a sentence which we refer to

⁵ Ulva “Penerapan metode diskusi tipe team game tournament dalam meningkatkan hasil belajar pada mata pelajaran pendidikan agama islam peserta didik kelas X teknik computer dan jaringan di SMKN 2 Luwu” 2018.

⁶ R & W Cambers, “An intermediate Dictionary for Learners of English”, (Singapore federal publication, 1985), p. 473

as discourse rules⁷. Grammar is a set rule and example dealing with the syntax and word structures of a language, usually, intended as an aid to the learning of that language⁸.

Based on the definition grammar above, the researcher concluded that grammar is the rule to organize arrange words or make good sentences. Grammar does not only affect how unit languages are combined in order, but it also affects their meaning.

2. The Concepts of tenses

It is important to define the term “tense” itself. To do so, you need to properly define the verb category in English grammar. The verb shows action or state, process, and events⁹. A tense is a verb form that shows the time of the action or state.

a. Definition of tenses

A tense is simply a verb form that denotes the time and event while in the oxford dictionary, tense it's mean a verb the time and occurrence of events in Indonesia.

Language does not recognize the verb changes, so when an event that occurs can only be seen from the marker time signal and the verb changes. Tenses are formulated to arrange the sentences without formulating tenses cannot arrange the word to be a good sentence, but is not all of the students can understand about tenses because tenses are very difficult and we have to focus to use the formulate of tenses¹⁰.

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⁷ H. Douglas Brown, *Teaching by principles an interactive Approach to Language Pedagogy*, Third Edition. (San Fransisco Stated University, 2001) P. 362

⁸ Richard Nordquist, what is grammar? ([http:// grammar. About. Com](http://grammar.About.Com). Accessed on 5nd July 2019

⁹ [Http://ww. Saching. Com/ Articles/ The Concept- of – Tenses in English Grammar- 211. Html](http://ww.Saching.Com/Articles/The_Concept-of-Tenses_in_English_Grammar-211.Html). On 2nd July 2019.

¹⁰ Diana Wahyuni, et. Al., “*Problem in English*”, Complete Edition Dwi Media Press, 2006. P.89

b. Types of Tenses

a. Simple present tense in structure, are many tenses and we have to know any 16 tenses but the researcher just focuses on three patterns of tenses.

b. definition of simple present tense

simple present is a part of structure and structure is a part of grammar, we always hear the term “grammatical structure”, wherein linguistic term structure means the rule of pattern in which the words are put together to build the sentence to communicate and grammar is a description of language and the ways of arranging explanation above the writer concludes that tenses in the grammatical structure meantime, however, it shall be pointed out the time in relation to action is concept that exists in the mind speaker, reader or listener. Tenses in actual usage refer only to grammatical forms.

From the explanation above the writer concludes that tense in the grammatical structure means time, however, it shall be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader or listener, Tenses in actual the English language, constantly changing form, sometimes without much of a discernible pattern. Considering that we use it so often, it is too bad that the verb “To be” has to be the most irregular, slippery verb in the language.

c) The function of simple present

in daily speak simple present tense takes more part than the other tenses, it is one part of grammar that is very important in both speech and written English because using simple present tense correctly of school would need very much by the English learners,

Generally, the functions of simple present tenses are :

1. To express habitual action

2. To express a general truth

Habitual action that right generally and cannot be denied but it admits around the world.

d.) The pattern of simple present tense

Form

I Work You	I Do not work You	I Do work? You
He She Works It	He She does work It	He Does She work? It
We You Work They	We You do not work They	We Do you work They

When the subject is the third person singular (e.g. He, She, It, Anto, the sun add a final “s” or “es” if the verb ends in “-sh, - ch,- ss,-x, - zz.”

- Wash = washes
- Catch = catches-
- Pass = passes

If the verb ends in a consonant + -y, change the- y to “I” and add “es” like “study = studies ”.

Remember that if the verb ends in a vowel + -y, simply add “s”, like “pay”= pays, buy = buys”.

e.) The time signal

The times' signals are used to identify the time or event does. The time signals in the simple present tense are:

- Once a week always sometimes every day
- Twice a....” often never every month
- Etc....” seldom usually etc.....

Always = selalu sometimes= kadang- kadang

Often = sering never = tidak pernah

Usually = biasanya once = 1 kali

Seldom = jarang twice = 1 kali

Example:

- He comes here twice a week
- Andi always play football every day
- Yasir often comes to class late

b. Simple past tense

1. Definition of simple past tense

There are many kinds of tenses that use in sentences but it is impossible if we use all tenses in one sentence or one paragraph in connection with the kinds of tenses that we make. One kind that we need to search for is simple tense.

Simple past tense indicates that an activity or situation and ended at a particular time in the past¹¹.

Used the past simple past talk about events, activities or situations which happen in the past and are now finished, we always have to say (or imply) when the action happens. So we often use time references like yesterday, ago, etc¹².

¹¹ Betty Schramper Azar, “*Understanding and Using English Grammar*”, Third Edition, United States of America, 1998). p. 24

Used the simple past to talk about actions, states, or situations that are finish¹³.

Simple past tense is which is used to explain events, activities that we do in the past tense is an activity that happens in the past time signal has to know.

2. The function of simple past tense

The function of simple past tense, they are:

a. To explain an Events that we do in the past

Example:

I saw a good film last night

She came here yesterday

They went to Kediri last night

b. Use to explain the activity that happens or do in the past but the time signal is not mentioned.

Example:

They live in New York for ten years

Jefry study English while he stays in Kediri

c. To explain the activity that time is clearly or we can know the question and the answer and take from the present perfect perfect tense

Example:

When have you worked hard?

d. To explain the habitual action in the past

¹² L.G Alexander, Longman *English Grammar Practice*, United State of America, by Adission Wesley Longman, New York, 1998, p. 124.

¹³ Marjorie Fuchs, et. Al., "*Focus on Grammar an integrated skill Approach*", third Edition, Pearson Education, inc. 2006) p.25

I never drink coffee

I never cheat

e. Use to show an activity action that happens in the past and the time signal has mentioned.

Example:

He bought a car last week

f. Use to show an activity or action that happen in the past by question about the time of activity

Example:

What time do you go to the market?

When do go to school?

3. Verbal sentences

In the simple past tense, there are two kinds of sentences that we shall to know, they are verbal and nominal. A verbal sentence is a sentence where the predicates consist of verbs.

Verbal sentences divide into several classifications, namely:

a. Positive sentences

For the subject: I, We, You, They, She, He, It

The pattern is

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S + Verb 2

Example:

She buys a book yesterday

We watch television last night

I visit some friends last week

b. Negative sentence

For subjects: I, we, you, they, she, it.

The pattern is

S + did + not + V1

For making negative sentences we have to use auxiliary verbs (did) + not

Example:

Ita did not go to school yesterday

I did not see him at the meeting last night

We did not go to the Jakarta last week

c. Interrogative sentence

For subjects: I, We, you, they, she, he, it

The pattern is:

Did + S + V1

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Example:

Did they come to work on time this morning?

Did he answer her question?

Did they visit their village last month?

In interrogative verbal sentences at the simple past tense, we can use the infinitive (V1)

Example:

Did he go to Bali last week?

Long answer: yes, he went to Bali last week

No, he did not go to Bali last week

Short answer: yes, he did

No, he did not

d. Interrogative sentence with the question word

For the subject: I, you, we, they, she, he, it

The pattern is:

Question word (QW) + Did + S+ V1

Example:

What did you see yesterday?

Long answer: I saw my motorcycle yesterday.

Short answer: my motorcycle.

Why did she go last night?

Long answer: she went to the party last night

Short: to the party.

e. If the question word ask about the subject

The pattern is:

Question word (QW) + V2

Example:

Who visited you last night?

Answer: Helena did.

c. present continuous tense

Present continuous tense is the phrase form part of the verb and a verb in-ing, use to show an action that continuous over a period of time¹⁴.

▪ Uses of the present continuous

In English, the present continuous tense is usually used to express continuing, ongoing actions, which are taking place now of speaking or writing. In the examples given below, the verbs in the present continuous tense are underline

e.g. – Right now I am cooking supper.

- at the moment the plane is flying over the Gulf of St, Lawrence.

The present continuous tense is often used in conversation.

e.g. – “ I am working on my English assignment”.

The other function of present continuous tense as follows¹⁵

1. We use present continuous for a present action over some time, something that we are middle of now. The action has started, but it has not finished yet.

Example:

√ someone is following us

√ what are you doing? I am thinking

the present continues is now, at the moment, at present, just, already, and still.

¹⁴ *Oxford Learner's Pocket Dictionary, New Edition*, (Oxford University Press: New York, 2005),p. 90.

¹⁵ John Eastwood, *Oxford Learner's Pocket Grammar*, Oxford University Press, New York

Examples :

√ the train is leaving Victoria now

√ We're having tea at the moment

2. The present continuous tense use for temporary routine, something that would slat only a short time.

Examples:

√ We have to get builders at the office, so I'm working at home this week

√ They are living in a rental flat until they find somewhere to buy.

Typical time expressions are this week, these days, nowadays, at/for the moment, at present and still.

3. Present continuous tense use talks about that are developed or changing over a long period.

C. Team, Game Tournament (TGT)

Understanding the Cooperative Model Type TGT Cooperative Model Type TGT is one type of cooperative learning which places students in study groups with members 5 to 6 students who have the ability, gender, syllable or different races¹⁶. he TGT learning model is preceded by the presentation of material teacher learning and concludes by giving several questions to students. TGT also uses academic tournaments, quizzes, and score systems individual progress in the TGT Type, where students compete as team representatives they are with other team members. The application of the TGT model by grouping heterogeneous students, the tasks of each group can be the same can be different. After obtaining assignments, each group assignment works together in the form of individual work and discussion. Try

¹⁶Slavin, R.f (Cooperative Learning TGT bandung: Nusa Media, 2008) p. 62

cohesive and compact group dynamics and a growing sense of competition between groups, the atmosphere of discussion is comfortable and enjoyable as in conditions game (game) that is by the way the teacher is open, friendly, gentle, and polite. After completing group work, present the group results so that they occur class discussion.

1)Steps of the Cooperative Team Game Tournament Type Model (TGT) According to Nur Asma, there are steps¹⁷ of cooperative implementation TGT types are as follows:

a. Class presentation

At the beginning of learning the teacher delivers material, usually done by direct teaching, lectures, or led discussions teacher. When presenting this class students must pay attention and understand the material delivered by the teacher, because it would help students work better during group work.

b. Group (team)

The bias group consists of 5-6 students whose members heterogeneous. The group's function is to further explore the material together group friends and more specifically to prepare group members to work properly and optimally during the game.

c. Game

The game consists of some questions. Students choose a number card and try to answer the question that matches the number that. Students who answer the question correctly would get a score. Score this would be collected by students for the weekly tournament.

¹⁷ Nur Asma, *Model Pembelajaran Kooperatif*, (Yogyakarta: Depdikdup Dirjen Pendidikan Tinggi, 2006), p. 54

d. Tournament

This TGT cooperative learning is a result of modification TGT tutorial learning where during group discussions are designed cooperative groups that are termed the discussion model "Thinking of the Four-Pair" or think pair square. Usually, tournaments are conducted at the end of the week or in each unit after the teacher has made a class presentation and the group has worked on the worksheet.

e. Group award

The teacher announces the best group according to his name. This TGT model contains activities that are game in nature. In a manner the general role of teachers in this model is to encourage students to be more serious and excite, then compare it with student achievement (group) other. Thus, it can be determined which groups have reached better achievement.

According to Trianto, the steps of teaching TGT are described as follows:¹⁸

a. Class Presentation

Just like STAD, namely: the material is first introduced in a presentation in class. This is direct teaching as is often the case conducted or discussion of lessons led by the teacher, but it can also insert audiovisual presentations. The difference is the class presentation with ordinary teaching is only that the presentation must be focused on TGT. In this way, students would realize that they must be true given full attention during the quiz presentation because with this it would help them teach quizzes/games, and their quiz score determines their team's score.

¹⁸ Trianto, *Model-Model Pembelajaran Inovatif Berorientasi Kontruksivistik*, (Jakarta: Persada Pustaka, 2007), h. 83

b. Group (team)

The team consists of four or five students representing all parts of the class in terms of academic performance, gender and race. The main function of the team this is ensuring that all team members really learn, and more especially again is to prepare its members to be able to work quiz well. After delivering the material, the team gathers to study the activity sheet or other material.

c. Game

The game consists of questions whose content is relevant to design to test the students' knowledge they get from the presentation in class and team implementation. The game is played on the table with three students, each of whom represented a different team.

d. Tournament

A tournament is a structure in which the game takes place. It usually takes place at the end of the week or end of the unit, after the teacher giving presentations in class and the team carrying out group work on the activity sheet. At the first tournament, the teacher shows students to be on the tournament table, three high achieving students before on table 1, the next three on table 2, and so on This balance, like the individual progress score system, is likely students from all levels of performance previously contributed in a way the maximum score of their team does the best.

e. Team Recognize (Group Awards)

The team would provide Zertifikat or other forms of appreciation if their average score reaches certain criteria.

According to Slavin, steps¹⁹ apply the TGT learning model as follows:

1.) Students Work in Small Groups Students are placed in study groups consists of 5 to 6 people who have the ability, gender, and different tribes or races. With the presence of group members, it is expected that it can motivate students to help each other between students more capable with students who are less proficient master subjects. This would cause the feeling to grow students' self-awareness that learning is very cooperative fun.

2.) Games

Tournament In this game each competing student is representative of the group. Students who represent their groups, respectively place in tournament tables. Each tournament is occupied by 5-6 people participants and arranged so that no the same one. This game aims to find out what all group members have mastered the material discuss in group activities.

3.) Group Awards

Rewards are base on the average points that have been obtaining by the group from the game. Award sheet print in the HVS paper, where this award would be given to the team meets the average points category.

1.The advantages and disadvantages of the Cooperative Model Type of Game TeamTournament (TGT)

The advantages and disadvantages of the cooperative type TGT model are as follows :

Each teaching model or method presented always has advantages and disadvantages. No one teaching model is good for all teaching. An effective method or model for achieving that

¹⁹ Slavin, R.F “*Cooperatif Learning Teori*”, Bandung: Nusa Media, 2008), p. 58

goal depends on the condition of each element involved in the learning process teaching factually. From the explanation above can be concluded that TGT is not a perfect model and without any defects. Between other advantages and disadvantages and weaknesses of the Cooperative Team Game Tournament (TGT) model:

1. Advantages

- a. The model of team games tournaments not only make smart students more prominent in learning but lower ability students also take an active role and have an important role in group
- b. The learning model would foster mutual respect for fellow group members.
- c. The Learning model makes students more enthusiastic about following the lesson. Because in this learning, the teacher presents an award to the best student or group.
- d. This learning model makes students happier in following the lessons because there are game activities in the form of tournaments.

2. Disadvantages

- a. It takes a long time.
- b. Need facilities and infrastructure that support.
- c. For students who are slow to miss.
- d. Generating disappointment for smart students.

e. English Language Learning Materials

The English language material taught in V grade MI in semester

one (odd) which includes.

D. Conceptual Framework

Grammar is an important part of studying English; by understanding tenses students can make sentences suitable by the time signal. Learning grammar need a strategy to improve three tenses that is simple present, simple past, present continuous through game especially by using team game tournament

Team game tournament is one of the games that make students learning three tenses with fun and they feel enjoy when they accept the lesson in class.

Based on the researchers' explain, the research focuses on improving grammar competence by using a team game tournament.

The researcher uses a team game tournament to improve students' grammar in the ninth grade of Madrasah Tsanawiyah Bua. It means that the team game tournament can stimulate the students to make a sentence in tenses (simple present, simple past, present continuous). by using team game tournament students can make sentences from a verb by adding some suitable words. It can make the students are active in the classroom. The purpose of this game is to improve the students' ability in making a sentence by using grammar.

The conceptual framework of this research would be describing in following diagram:

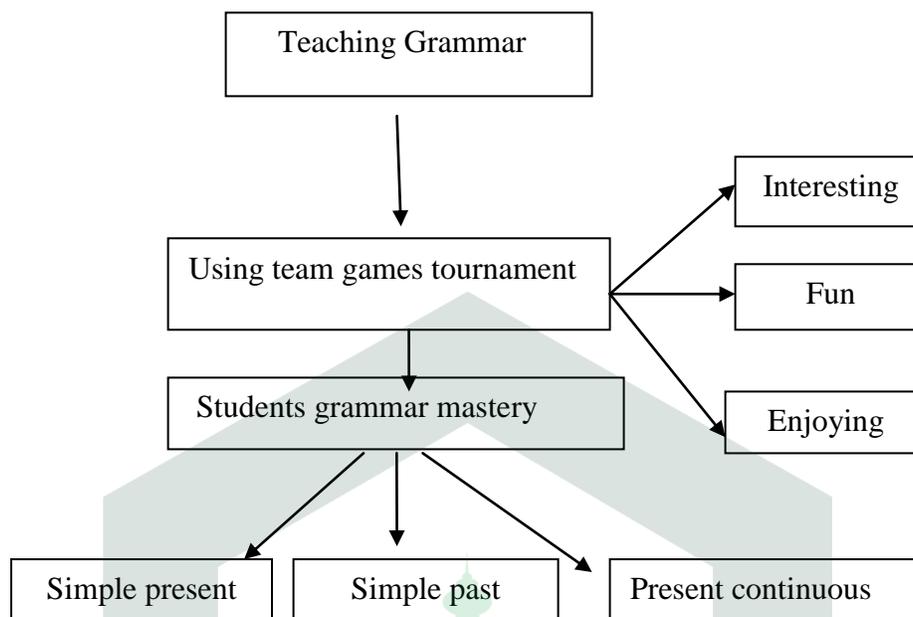


Figure 2.1 Conceptual framework

IAIN PALOPO

CHAPTER III

METHOD OF THE RESEARCH

A. Research Type

In this research, the researcher would use classroom action research as an effective way of improving the quality of the English teacher's performance in instruction as well as students' achievement in the learning classroom²⁰.

B. The setting of the Research

The research would conducted in the ninth grade of Madrasah Tsanawiyah Bua. The research chose this place by considering that the researcher had done a prey survey in this school, so it would made it easies in collecting data for completing research. In Madrasah Tsanawiyah Bua there were two class of the ninth class that is class A and class B, but the researcher chosen class A consist of 15 students.

C. Research Procedures

The method that used in this research was classroom action research (CAR) method, it had four stages those are: Planning, Action, Observation, Evaluation or Reflection. This research held around two cycles. There were first and second cycles and each cycle the series activity which has a close reflection. Where the realization of the second continued and repaired from the first cycle.

²⁰ Muhammad Adnan Latif, "Classroom Action Research in Language Learning", the internet available online, accessed on 23rd April 2018

Cycle I

The first cycle of this classroom-based research consists of planning, acting, observation, and reflecting.

1. Planning

Analyze the curriculum, Made of a lesson plan about the used team game tournament (TGT) in teaching grammar especially simple present, simple past, present continuous, Classroom management: number of students is 15 students, make the classroom more comfortable, Prepared the instrument which used in each cycle of the classroom action research. Prepared the material would give to the students. Among the researcher and the collaborator discuss and made the solution to overcome the entire problem that faces by the students during the class in the first cycle.

2. Acting

Greetings and opening the class, the researcher introduced the materials of the lesson and explain it, the research gave a list of three tenses, the researcher allows the students to ask if there were still confused, the researcher introduced the materials of the lesson and explained it. The researcher gave a list of three tenses, the researcher allowed the students to ask if there were still confused, the researcher gave question to the students one by one, the researcher gave a conclusion about the material and gave motivation, close the class.

3. Observation

This is implemented since the learning process and use observation list which has prepared and wrote everything in the learning process from the researcher's performance in the opening until closing the learning process, and students' activity in the learning process. The results of this observation then collected and analyzed to be a matter of reflection.

Some important things would observe such us:

- a. Grammar test
- b. Student's participation during the learning process

4. Reflecting

The research team would do the reflection toward the second cycle then make next in teaching grammar especially simple present, simple past, present continuous.

This classroom action research would success if some of the following requirement is fulfilled:

- a. Most of the students have a good score in evaluation (grammar test 75).
- b. Most of the student's active in the learning process (75 %)

Cycle II

The result of the first cycle as references to the second cycle and all of the weakness and problem in the first cycle would be conducted in this cycle

1. Planning

This research team made a lesson plan based on the result of reflection in the first cycle.

2. Acting

- a. greeting and opening class

- b. the researcher gives material to the students especially three tenses and explains it over and over and by giving more example
- c. the researcher allow the students if there were still confused
- d. the researcher give a conclusion about the material and give motivation
- e. closed the class

3. Observation

This implementing since in the learning process and used list observation which had been prepared and wrote everything in the learning process from the researcher's performance in opening class until closing, the students' activity in the learning process. The result of this observation the collected and analyzed to be a matter of reflection.

There are some important things that would be observing, such as;

- a. Grammar test
- b. Students' participation during the learning process

4. Reflecting

The research would do the reflection toward being the second cycle then made analysis and conclusion about the implementation of using team games tournament.

C. The instrument of collecting data

The instruments that use in collecting data in this classroom action research are:

- 1. Test: it was to used collecting data of student's score
- 2. Observation list: it was to used collecting data of student's participation

D. Data Analysis Technique

The data collected in every observation in each cycle were analyzed descriptively through percentage technique.

1. Test: it was used to collect data scores.

2. Observation: it was to used to collect data about students' participation during the students using team games tournament in teaching grammar especially simple present tense, simple past present continuous students by using formula, as follow: Scoring the student's answer²¹

$$\text{Score} = \frac{\text{total correct answer}}{\text{total test items}} \times 100$$

$$X = \frac{\sum x}{N}$$

Note: $\sum x$: The Total raw score

X: Mean Score

N: Total Number of Students

Classifying the score of the students into the following criteria:

81- 100	Very good
61- 80	Classify as good.
41- 60	Classify fair.
21- 40	Poor
1-20	Classify very poor ²²

Calculating the rate percentage of students score by using the following data

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

Where:

P= Rate Percentage

²¹ Sudjana, Metode Statistika (Bandung: Tarsito Bandung, 1992), p. 73

²² Piet A Sahwetian "Konsep Dasar Teknik Supervisi Pendidikan" Isrediwon Rineka Cipa, 2000)p. 60

F = Cumulative Frequency

N= The total number of Students²³

3. The students' participation activeness

It would analyze by considering the student's participation and classify into passive and active classification, the following are the classification of student's participation activeness²⁴

- a. Very active the students are responsive and participate fully in all activities in the learning process.
- b. Active: the students' response to the material
- c. Less active: the students pay attention and give responses once in a while.
- d. Not active: the students do not give responses to the material, she/he looks confused, bore, and sometimes leaves the class.

Implementation of learning grammar especially three tenses that is simple present, simple past, present continuous, by analyzing the successful level of teaching implementation, then it would categorize into success, less success and not a success.

To analyze the result of this research what the research or not researcher give some criteria to know it. There are:

1. The mean scoring of test result must exceed 75%, 75% is the standard which
2. Students have a 75% positive response of teaching and learning process grammar by used team games tournament (TGT).

²³ Kusnandar, "*Langkah Muda Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*" (Jakarta: Rajagrafindo Persada 2008). p. 26

²⁴ Tawakal, "Encouraging Students to speak English by Using Picture" at the second Level Students of ESC Family palopo (a CAR). A. thesis S1, Unpublished (Palopo: Perpustakaan STAIN Palopo, p. 55

3. The quality of the teaching and learning process in an increase from the cycle 1st cycle to 2nd cycle. The quality can be seen from the students' behavior that emerges during the learning process and teaching process.

E. Research participant

The participants of the research are:

1. English Teacher

English teacher has the collaboration of the research in this research, where the English teacher does observation when the researcher teaches in class and as an evaluator.

2. Students

The position of students in this research as a subject of research, where the researcher hopes after researching the students can improve their grammatical skills.

3. Collaborator

The collaborator in this research is as the researcher partner during the research, where the collaborators become an observer. The collaborator observes the students, so the researcher could know the students' condition during the class and give some weaknesses and suggestions to the researcher for the problem and the solution to overcome these problems in each cycle.

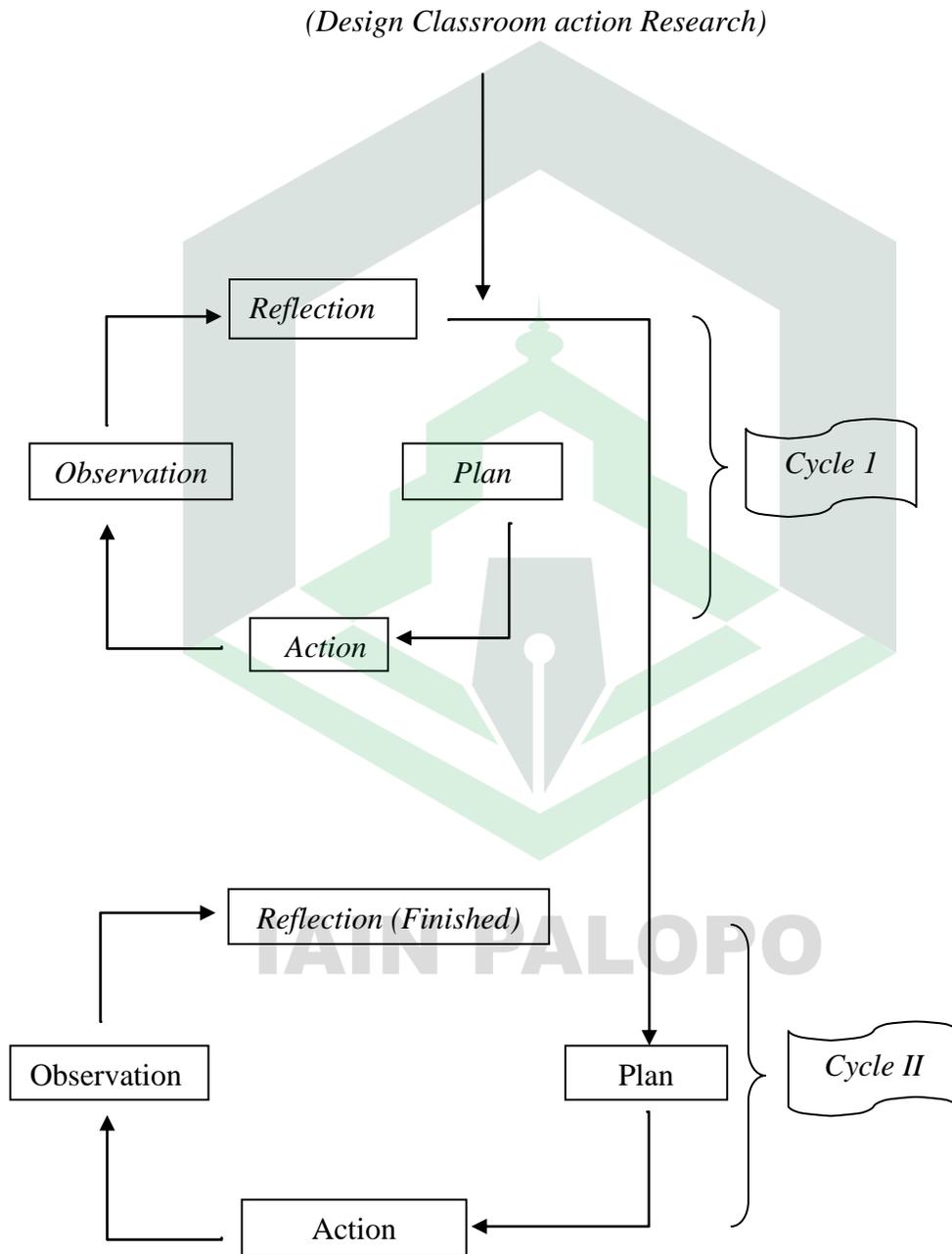


Figure 3.1 design classroom action research

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this chapter, the researcher would like to describe and discuss the findings of the research. As mentioned in the previous chapter that in this research, the researcher applied the implementation of a team games tournament to improve students' grammar mastery at the ninth grade of Madrasah Tsanawiyah Bua and to find out the effectiveness of students in grammar especially three tenses simple present, simple past, present continuous. The researcher used classroom action research. The purpose is to know the ability of grammar. In these findings, the researcher presents the result and the analysis of the data collected which conducted through the test, list observation cycle 1 and cycle 2. In the first cycle, there are four steps namely planning, action, observation, reflection.

1. The analysis of Pre-Test

The pre-test was conducted on July 27th, 2019. On this occasion, the researcher joined in the class to know the condition of students' in the class in the Grammar test, through observed identify activity and problem of the students in Grammar Test. The researcher explains the test give to the students' the question consists of 15 questions in the question consist of three tenses that is simple present, simple past, present continuous give them time 20 minutes answer that question. The researcher found that many students have difficulties in grammar because the students still have a low understanding when the researcher used simple present, simple past, present continuous. From the problem found in pre-text observation, the researcher planned to implementation of team games tournaments to improve their grammar competence.

Evaluation of the students' ability in Grammar text showed that some students got low scores.

The mean score was only 34,6

Table 4.1 The result of students' scoring in pre-text

No	Respondents	Score
1	Students 1	28
2	Students 2	30
3	Students 3	40
4	Students 4	45
5	Students 5	33
6	Students 6	25
7	Students 7	33
8	Students 8	38
9	Students 9	35
10	Students 10	22
11	Students 11	40
12	Students 12	45
13	Students 13	30
14	Students 14	45

15	Students 15	30
TOTAL		$\sum X = 519$

Calculating the mean score of students' pre-text

$$X \frac{\sum X}{N}$$

$$= \frac{519}{15} = 34,6$$

1. Description Result of first cycle

a. Planning

In the planning section, the research prepared lesson plan about the implementation of team games tournament to improve students 'grammar mastery at the ninth grade of Madrasah Tsanawiyah Bua, the supported instruments guidelines for observation sheet and also a camera to take a picture and video to know what the students did when the class started. In this section, the preparations which were prepared by the teacher before acting in the first cycle were:

- 1) Teacher greets to students first
- 2) Prayer before learning
- 3) Checks student attendance
- 4) Introduce herself as a researcher
- 5) Give explain to the students about the team games tournament
- 6) Explain how to learn grammar through team games tournament
- 7) Give a conclusion as apperception and motivation to all students.
- 8) Asks students about the difficulty of learning grammar.
- 9) Prayer together after learning.

10) And the last give greets to students and close the class.

b. Action

This action step the researcher opened the class and greeting the students by saying “Assalamu’AlalikumWarahmatulahiWabarakatu” and then asked the condition of the students such as Morning Class! How are you today?” most of the students had a good response to the researcher but there were several of them just silent. Later on, the teacher gives instruction to prayer before leaning but several students very noisy and plays their phone or not follows the instruction the leader of the class. Next, the teacher checks students’ attendance before the learning process but the conditions of still noisy with other activities. And for concentrating students attention the teacher introduction herself to students so that they know the teacher who teacher and condition of class start to be silent again because all the students just want to know the name of their teacher and also the teacher give the change for students to ask something if anyone had questions about their researcher. The first meeting before beginning the learning process the teacher divided the students into three groups consist of 5 students’ to measure the students competence and to know also if there were students did not pay attention all of the students should pay attention when the teacher was explained the material, when the researcher explained the material there are three students really pay attention of the material part of them just silent and afraid when the teacher asked to come to forward for answered the example that had been given and there were two students always leave class a go to bathroom and cafeteria, the teacher sometimes explained the material until twice in order that the students did leaves the material, asked the students if there is still made them confuse.

At the second meeting, the researcher continued the material that is simple past activities in this meeting is the same as the previous activity in the first meeting, the researcher

directly explained two patterns of tense that is simple past tense and present continuous, first is the researcher explained of simple past the researcher asked to the students what the meaning of simple past tense but nobody can't answer and the researcher give explained of simple past after that asked to students if there were still confused the researcher gave explained gave time to every representation group come to forward continued example that had been explained. Next, the researcher explained the present continuous tense the same as when the researcher explained the pattern of simple past before the resaercher closed the class, the researcher gives a conclusion for the second meeting.

At the third meeting, the researcher mention one by one the students' names and gather with their group after gathering the teacher asked every representative group to come to forwarding fight with other groups, the researcher had been prepared the question on the table. The game that consist of numbered questions. Students chose numbered cards and try to answer the question that matches the number that after finishing answered the question the students written on the whiteboard all students should attend and give correction if wrong. Students who answer the question correctly got a score.

And before the researcher closed the class, the researcher gave a conclusion for the first meeting there were many students still not serious when the class was started and focused on other things and also very few of them were active if there was material not clear. So the teacher gives motivation to all students to be serious in the learning process and also the teacher asks students about the difficult things when during the learning process.

The last researcher gave greets to all students and closed the teaching-learning process by saying "Hamdallah and Wassalamu'alaikum Warahmatullahi Wabarakatu". So, the duration

used by the teacher started from the researcher to give the conclusion and motivation to all students until the researcher gives greets and closed the learning process was ten minutes.

c. Observation

During the learning process in the first cycle, appear the times that researchers planning not according to happened in the class. Where the time that the researcher planed was 80 minutes but happens in the classroom was 85 minutes, causes it happened there were some students took a long time when they so long to written because some of them leave the class when the researcher gives explained. So it's made during the learning process not conducive used the time. Besides, several of them just want to saw their friend percentage in front and also there was busy with the activity such as disturb other students, play their phone and ate candy and snick and to gives some instruction of students was very difficult causes them very afraid to make mistake when the researcher asked to answer the question on the whiteboard. Then, in the first cycle researcher and collaborators observed students' grammar mastery. Teachers and collaborators revealed that students' grammar mastery has increased compared to the result of the pre-test at the previous meeting. Next, the condition in the class was still noisy with their activities.

d. Reflection

The reflection was done by the researcher and collaborator it was found some weakness in implementing or using team games tournament in teaching grammar, and it needed to repair then continued to cycle 2.

There were significant weaknesses in the first cycle that the researcher found such us;

- 1.) Can't give different nouns, verbs, and adverbs.
- 2.) They also had limited vocabularies especially noun, personal pronoun

3.) Some of them cheating with their friends during did the task so that they have some answers. It was they did not understand the material was given and the condition of learning was very serious so that they were sleepy and not focused, the researcher focused on her explanation only without known the student's condition during the learning such us; they understood the material or not.

Table 4.2 the result of students' active participation

Respondents	Very active	Active	Less active	Not active
students 1				
students 2				
students 3				
students 4				
students 5				
students 6				
students 7				
students 8				
students 9				
students 10				
students 11				
students 12				
students 13				
students 14				
students 15				
Mean score	3	7	3	2

Where:

1. Very active: the students were responsive and particularly fully in all activities in the teaching process

2. Active: the students' response to the materials

3. Less active: the students pay attention and give a response once in a while.

4. Not active: the students' do not give a response to the material, she looks confused, bored, and sometimes leaves the class.

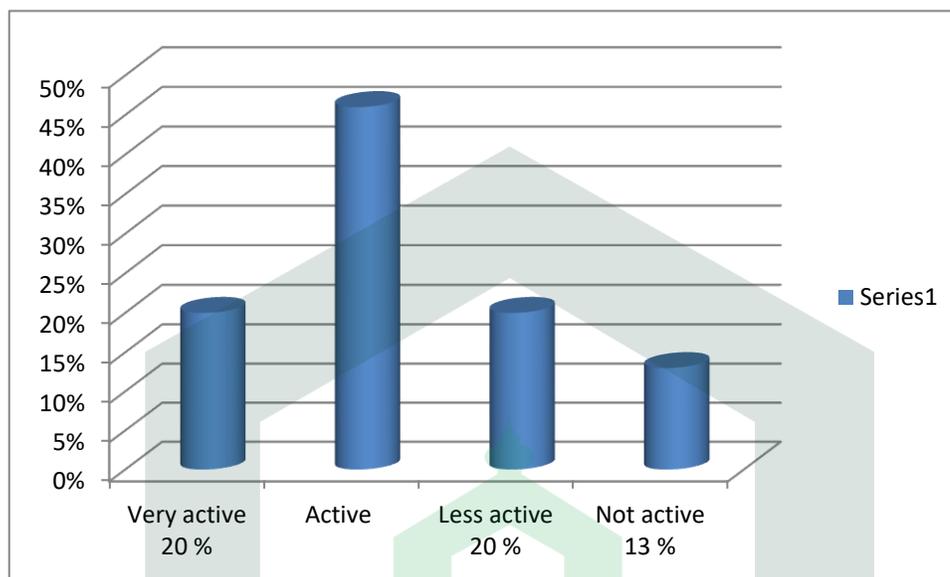


Figure 4.1 Students Active in Cycle I

Table 4.3 The Percentage of Students' Active Participation in Cycle I

Classification	frequency	percentage
very active	3	20 %
active	7	45 %
less active	3	20 %
not active	2	13 %

$$P = \frac{f}{N} \times 100$$

Where:

P: Percentage

F: Frequency

N: Total of Students.

Based on research in data cycle 1 which is shown by the description above that included 15 students, there were 3 (20 %) students were very active in the class by using team games tournaments in teaching grammar. The active students were 7 (45 %). The less active students were 3 (20 %). And the students not active were 2 (13 %) students. This section was not a success because there was still a weakness that the researcher and collaborator found.

Table 4.4 The Result of Students Scoring in Cycle I

No	Students	Score
1	Students1	40
2	Students2	33
3	Students3	43
4	Students4	51
5	Students5	51
6	Students6	46
7	Students7	48
8	Students8	46
9	Students9	43
10	Students10	52

11	Students11	40
12	Students12	33
13	Students13	40
14	Students14	42
15	Students15	43
Total		$\sum x = 651$

Calculating the mean score of the students in cycle 1:

$$\bar{X} = \frac{\sum X}{N}$$

$$= \frac{651}{15} = 43,4$$

Table 4.5 The Rate Percentage of Students' Score in Cycle 1

Classification	Score	Frequency	Percentage
Very good	81-100	-	-
Good	61-80	-	-
Fair	41-60	10	66 %
Poor	21-40	5	33 %
Very poor	1-20	-	-

The table shows that the students' scores in the test of cycle 1; there were 10 (66 %) students got 'fair', 5 (33 %) students got poor there were none students very good and 'very poor' classification.

2. Description Result of the second cycle

a. Revised planning

The researcher decides to conduct the next cycle after identifying the problems that were found in the first cycle. To get the optimal solution to the problems, she arranged some planning. In this case, the researcher modified the previous lesson which used still related to team games tournament, but there were some modification; such as, the needs to give more and examples related to the material, allowed the students to explain the material in front of their friends and the researcher also gave warming when they looked bored and sleepy yelling and yell. The hoped in this section they could be more active than before and the research could be successes.

b. Action

There were three actions in cycle 2, all actions in this cycle were the revised plan. The implementing of team games tournament was not too different from cycle 1. Before the researcher started the class, she gave 5 minutes to prepare everything they needed such go to the bathroom then asked them to make space among their seat position. After that, the researcher opened the class by greeting the students then asked their condition and asked them to pray to God.

Before explaining the material simple present the students gave more attention. The students' sometimes asked if they did not understand. Such as

Student: 'sorry sister, when we must use' added s with es

Researcher: for added s when the subject (he, she, it) example: She cooks every morning, next for the added es every word end Y and before that there is a consonant example: she studies hard for the examination.

Students: 'okay, thanks'.

After that, the researcher continued to give some example and asked the students to come to forward to answer that question

After finishing the at the first meeting and know the students had been understood the material, the researcher continued to explain the simple past in this section the researcher gave more examples of simple past tense to make them easy in understanding the material and explained the material over and over until they could understand, sometimes 2 times. After explaining they were asked come to forward answered the question.

At the second meeting, she continued the material of the present continuous. Activities in this section same as with the first meeting explained the material and asked every group to come to forwarding answer the question. The difference between the first meeting the second meeting every representative group should come forward to fight in the table tournament and the teacher has been prepared and choose a number card

c. Observation

Based on the observation activity made by the teacher and collaborator in the action cycle 2, they found that students' participation was very good they did not look bored. The teaching material seemed interesting for the students. Therefore almost all of them followed the learning process enthusiastically so that the class seemed more active and they did not look bored. The researcher also did not students who took permission to go out; they also could answer if the teacher gave questions.

Table 4.6 The Result of Students Score in Cycle II

Respondents	Very active	Active	Less Active	Not Active

Students 1				
Students 2				
Students 3				
Students 4				
Students 5				
Students 6				
Students 7				
Students 8				
Students 9				
Students 10				
Students 11				
Students 12				
Students 13				
Students 14				
Students 15				
Jumlah	7	6	2	

Where:

1. Very active: the students were responsive and particularly fully in all activities in the teaching process

2. Active: the students' response to the materials

3. Less active: the students pay attention and give a response once in a while.

4. Not active: the student does not give a response to the material, she looks confused, bored, and sometimes leaves the class.

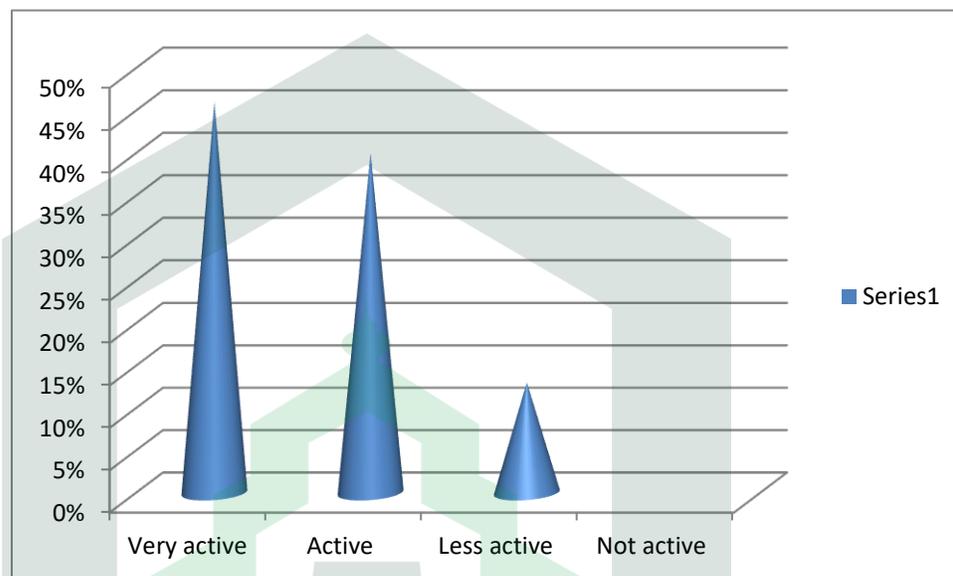


Figure 4.2 Students Active in Cycle II

Table 4.7 The Percentage of Students' Active Participation in Cycle II

Classification	Frequency	Percentage (%)
Very active	7	45 %
Active	6	20 %
Less active	2	13 %
Not active		

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

Where:

P: Percentage

F: Frequency

N: Total of Students.

Based on the percentage of students participation above the researcher can be known that from 15 students, there were 7 (45 %) students were active in using team games tournament in teaching grammar. There were 6 (20 %) and were still students less active 2 (13 %) and none students not active. Based on the result above the teacher in cycle 2 the students' active participation was better than the resulting cycle 1, they like the way teachers teach them and sometimes explained the material using Indonesia. And allow them to explain the material in front of their friend. The criteria of success in cycle 2 had been achieved as the accumulation from the percentage of very active it reached 85 %

Table 4.8 The Result of Students' Scoring in cycle II

No	Respondents	Score
1	Students 1	80
2	Students 2	70
3	Students 3	85
4	Students 4	75
5	Students 5	72
6	Students 6	80
7	Students 7	87

8	Students 8	70
9	Students 9	70
10	Students 10	85
11	Students 11	75
12	Students 12	82
13	Students 13	85
14	Students 14	80
15	Students 15	77
TOTAL		$\sum X = 1,173$

Calculating the mean score of the students in cycle 11:

$$X \frac{\sum x}{N}$$

$$= \frac{1,173}{15} = 78,2$$

Table 4.9 The Rate Percentage of Students' Score in Cycle II

Classification	Score	Frequency	Percentage
Very good	81-100	5	33 %
Good	61-80	10	66 %
fair	41-60	-	-
Poor	21-40	-	-

Very poor	1-20	-	-
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The table shows that the students' scores in the test of cycle 2; there were 5 (33 %) students got 'good' (66 %) students got fair there were none students poor and 'very poor' classification.

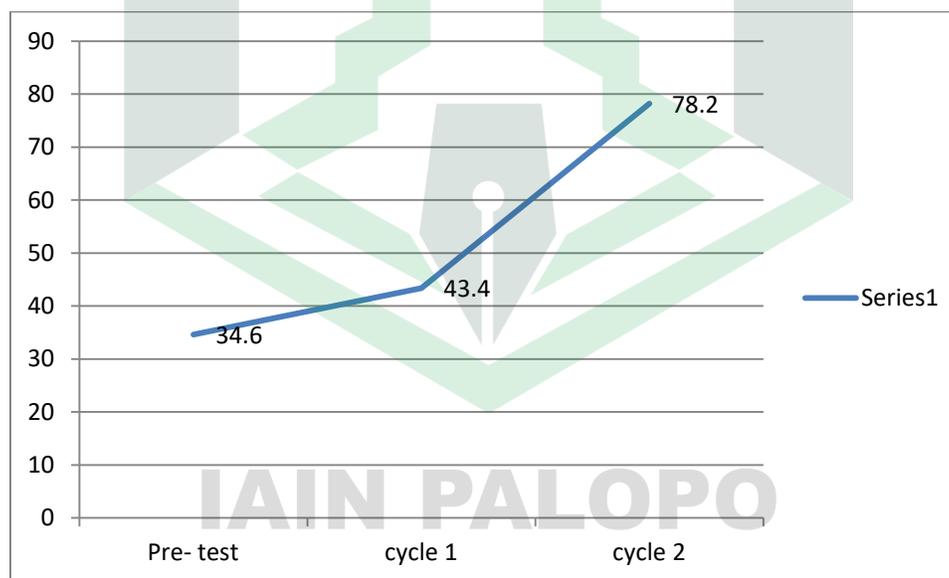
The table below was the comparison of the students' speaking performance result in the pre-test, cycle one, and cycle two.

Table 4.10 Comparison of The Students' means Scoring in the Pre-test, Cycle I, and Cycle II

NO	Respondents	Pretest	Cycle one	Cycle two
1	Students 1	28	40	80
2	Students 2	30	33	70
3	Students 3	40	43	85
4	Students 4	45	51	75
5	Students 5	33	51	72
6	Students 6	25	46	80
7	Students 7	33	48	87
8	Students 8	38	46	70
9	Students 9	35	43	70
10	Students 10	22	52	85

11	Students 11	40	40	75
12	Students 12	45	33	82
13	Students 13	30	40	85
14	Students 14	45	42	80
15	Students 15	30	43	77
Total		519	651	1,173
Mean Score		34,6	43,4	78,2

Table 4.11 The Improvement of Students Mean Scores



d. Reflection

Based on the both of explanation cycle 1 and cycle 2 above, the teacher data collected by test and observation list and discussion among the teacher and collaborator. She felt satisfied since efforts teaching grammar through team games tournament had been realized. Most of them

follow the learning enthusiastically, they are responsive and participated fully in all activity during the learning and they also could accept the material easily when the teacher gives some example when we use added s and es same as simple past tense and present continuous when we use all of that

B. Discussion

Based on the result in the first cycle, and the second cycle the researcher presented the discussion of data students. The section presents the result data analysis; there was an improvement in grammar by using team games tournament. Based on the data found, the teacher presented the discussion of data given to students. On pre-test the average of students' scores was 34,6 on the first cycle the average of students' scores was 43,400 and the second the cycle the average of students' score was 78,2. It indicated that the result of this research had been reached the target of criteria of success.

In the first cycle during the implementation of a team games tournament to improve students' grammar mastery in the first cycle, the teacher and collaborator did observation. They found that some of the students were still confused about the pattern of three tenses. The students said that they did not enjoy the learning process because she explained the material not clearly. On the other side, the teacher also fined that some others were still under the target or the criteria. She also found that some of them noisy and plays their phone. It was cause they did not understand the material was given and the condition of learning was very serious so that they were sleepy and not focused, the teacher focused on her explanation only without known the student's condition during the learning such as they were understood the material or not. The researcher gave more attention to students but some of them always leave class so that way the students leave the material. It made in the crowded the classroom.

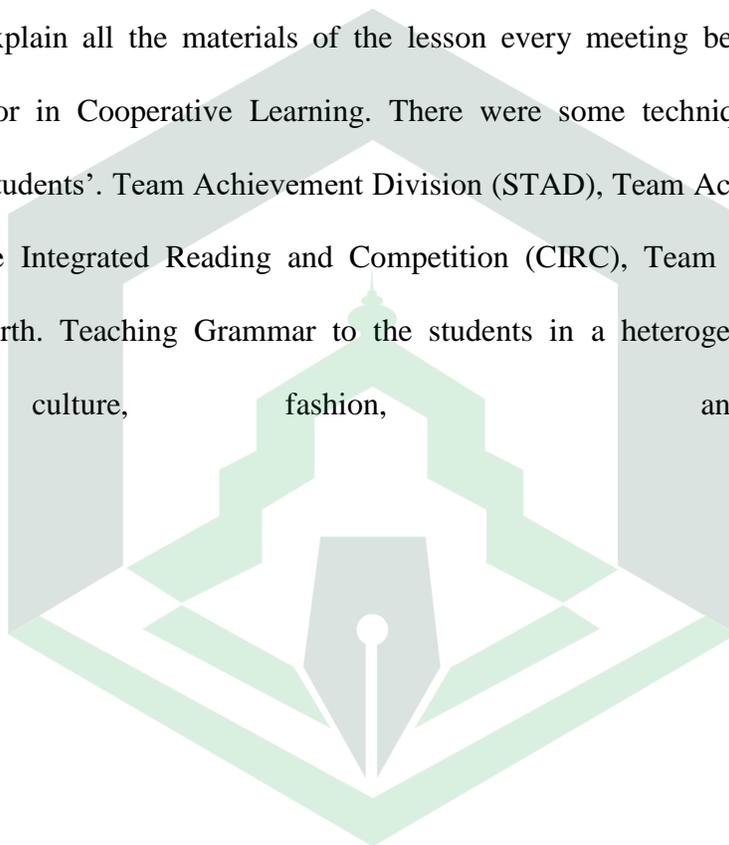
In the second cycle, the time had been prepared by the teacher was enough and also the condition in class more active than before. Several of them give questions when they still understood or some of the material was not clear and then brave come to forward answer the question, all the students more active before the first cycle and braver when the teacher gives question. The teacher asked every representative group to come forward fight on the table tournament, Instruct students to choose a number card and tried to answer the question that had been prepared.

Researchers also reviewed research related to games in teaching. Hery Fitriyanto (2014) in her research entitled teaching simple past tense at the eighth grade of 13 Islamic Junior High School of South Jakarta through team games tournament (TGT). It means that the use of the TGT technique in teaching simple past tense is effective to improve students' achievement in simple past tense. Wajid (2012) in his research entitled "Improving Students' Reading Comprehension through (Team Games Tournament) it means can improve the students" reading comprehension and class situation. From Sdayu (2014) in her research entitled "The Effectiveness of using Teams Games Tournament (TGT) in Teaching Reading of Narrative Text Academic From the conclusion indicates that base on the findings of this research, it can be concluded that Team Games Tournament technique is effective to use in teaching the narrative text. The conclusion of the three previous research above that the team games tournament can be used in various levels education such us, junior high school and senior high school. It proved to increase students learning so they can be more creative thinking and also of teaching teacher

It was closely related from the three of the previous study there is similarity and different, Erwin (2017) says using team games tournament the students also interesting learning

and got a big improvement by the teacher in giving a good explanation by using model namely team games tournament. The difference is some students had not finished the previous study.

Campbell and Rutherford (2000) State that Cooperative Learning is more effective to increase learning and improve students' achievement²⁵. By using Cooperative learning, the students would be more active and creative in developing their Grammar. Moreover, the teachers did not need to explain all the materials of the lesson every meeting because teachers only became a facilitator in Cooperative Learning. There were some techniques in Cooperative learning, such as Students'. Team Achievement Division (STAD), Team Accelerated Instruction (TAI), Cooperative Integrated Reading and Competition (CIRC), Team Games Tournament (TGT). And so forth. Teaching Grammar to the students in a heterogeneous and different character, culture, fashion, and ability.



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²⁵ Campbell, Russel Neil And William Ernest Rutherford. 2000. *Teaching Techniques In English As A Second Language*. New York. Oxford University Press.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the analysis in the previous chapter, the researcher concludes that:

1. The implementation way to teach grammar especially simple present tense, simple past tense, present continuous done by:
 - a. Explaining the material by using Bahasa gives some pattern of three tenses and after explained the material give some example ask every representative group come forward
 - b. Explain the material over and over until the students understand the material
 - c. Made the students not only an object for the researcher but made them be a subject for their friends.
 - d. Team games tournament is one of cooperative learning technique which has a unique thing that allows the students to work in a group, to support each other, to collaborate their idea.

Besides that, this technique also allowed the students to talk much about what they are learning. It meant that the teacher did not need to explain material specifically but the teacher only became a facilitator in the classroom.

The students' progress during the teaching and learning activity by using a team games tournament (TGT) is better. The students said the learning by using team games tournament was easier than before they were faster understand. It can be seen in the result of students in cycle 1

was 43,4000 and the second cycle 2 was 78,2 it means cycle 1 and cycles 2 were successes because the students' score was achieved the criteria of success 70 or more.

2. Team games tournament made the students easier in the understanding of three tenses especially simple present tense, simple past tense, present continuous. It can be seen of the student's score in cycle 1 and cycle 2, an observation list that was done by the researcher.

B. Suggestion

Based on the conclusion above the researcher put some suggestion as follows:

1. According to the result of this study, it is suggested to English teachers apply team games tournaments (TGT) when they teach grammar. It is suggested to English teachers to be more creative in using team games tournament in teaching grammar especially three tenses simple present, simple past and present continuous such as giving more explanation and example, made the students not only an object for the researcher but made them to be a subject for their friends and modifying the classroom as long as it helps to learn process.
2. It is also suggested to the English teacher, to get an effective way of teaching grammar English teachers should be creative to find out an interesting or suitable method such as team games tournament (TGT).
3. For the next researcher who is conducting this research, it suggested explaining the simple present, simple past, the present continuous-time signal of three tenses because this researcher did not explain it.

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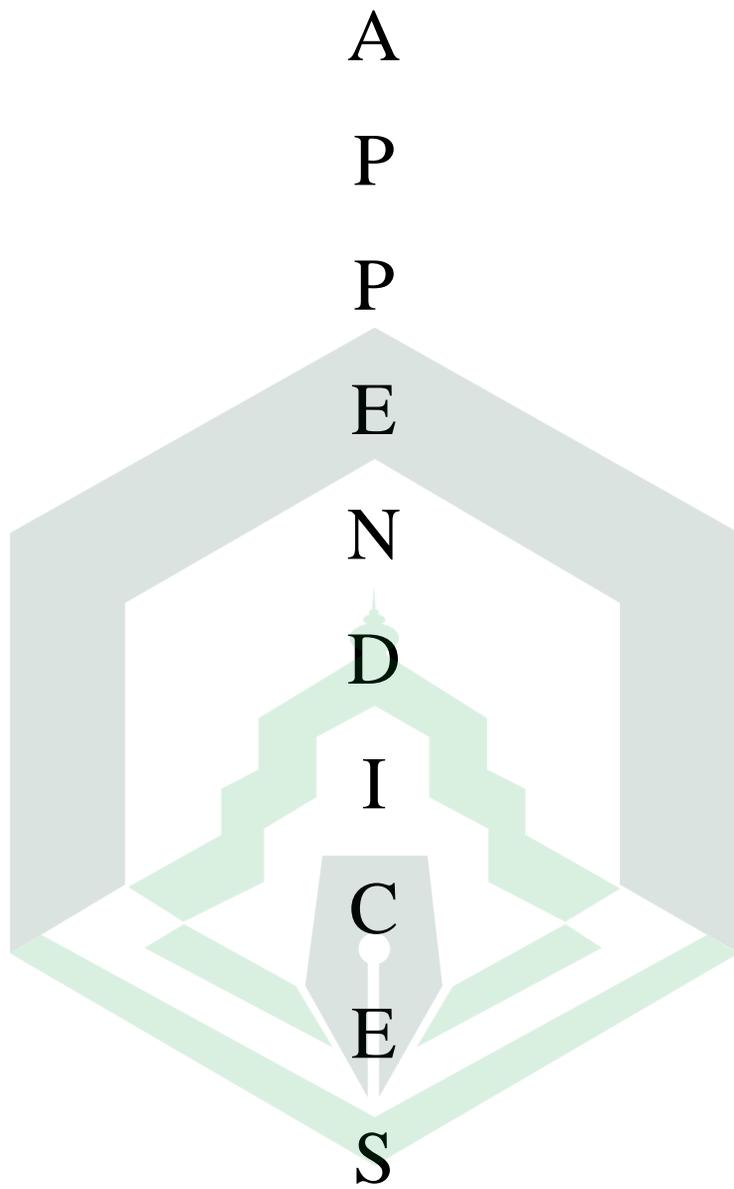
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Ulva *Penerapan motode diskusi tipe team game tournament dalam meningkatkan hasil belajar pada mata pelajaran pendidikan agama islam peserta didik kelas X tehnik computer dan jaringan di SMKN 2 Luwu* 2018



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LAMPIRAN

Lampiran 1

Pre-Test

Name:

Class:

Choose the correct answer below!

1. The students to zoo study about animal's name.

- a. go
- b. went
- c. gone

2. Angeline her friend sing a song of English.

- a. listened
- b. listens
- c. listening

3. I to college alone because friend come late.

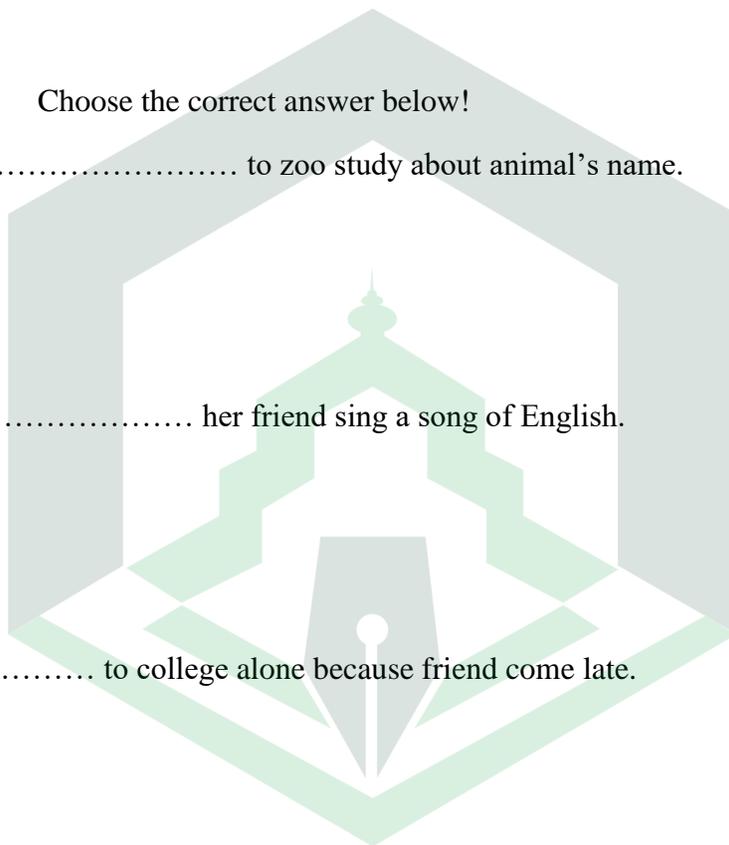
- a. walked
- b. walk
- c. walking

4. she read novel every night?

- a. Do
- b. Does
- c. Did

5. She isme a cake every morning.

- a. Gave
- b. Give



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c. Given

6. I am sad because my cousin..... today.

- a. cry
- b. crying
- c. cried

7. I lived in Singapore, I in a hospital right now.

- a. work
- b. working
- c. was working

8. He is..... English in the class.

- a. studying
- b. study
- c. Studied

9. My teachers angry because I lazy.

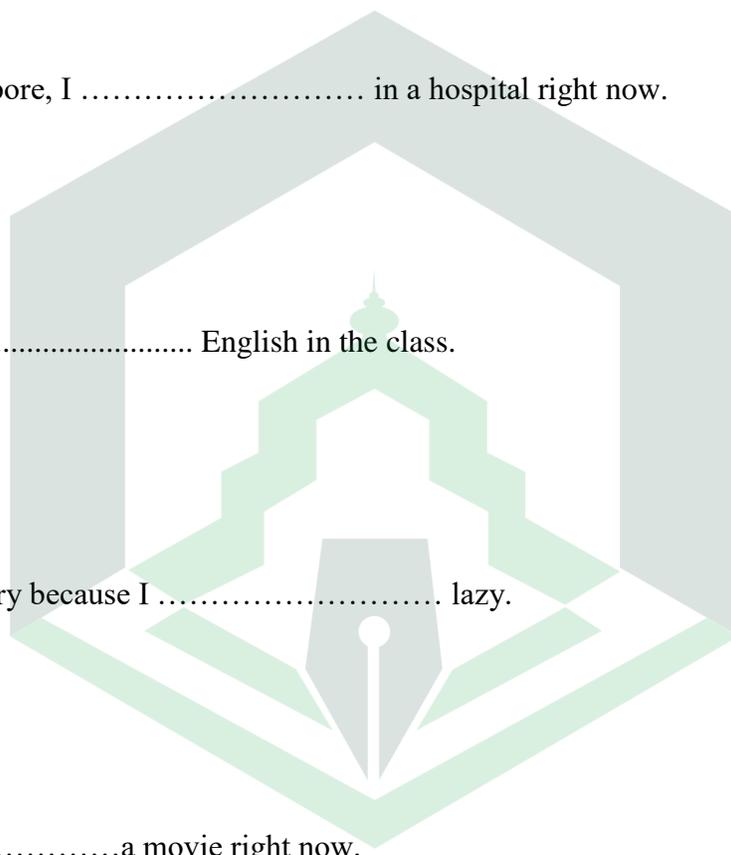
- a. am
- b. was
- c. Were

10. I am a movie right now.

- a. watching
- b. watch
- c. watched

11. I my drawing book two days ago

- a. loss
- b. lost
- c. was losing



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12. I was listening to music when my teacher my class.

- a. has entered
- b. was entering
- c. entered

13. My brother the newspaper when he was waiting his friend.

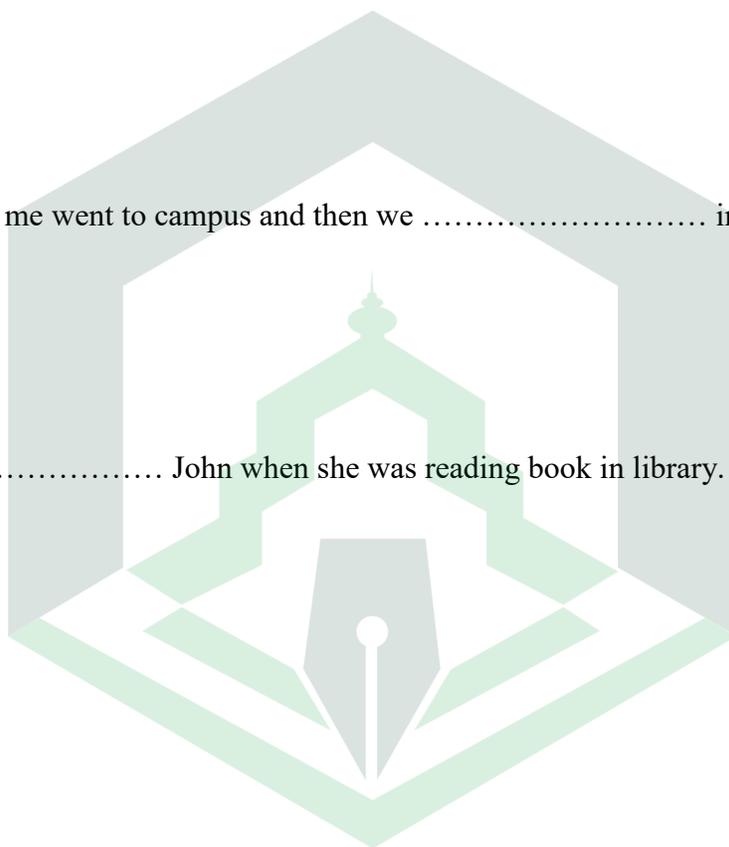
- a. read
- b. was reading
- c. had read

14. My brother and me went to campus and then we in a cafeteria.

- a. had relaxed
- b. relaxed
- c. were relaxing

15. Anita John when she was reading book in library.

- a. was meeting
- b. met
- c. had met



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Lampiran 2

Post-test

Name:

Class:

1. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang tepat dengan menggunakan (Simple present tense)
 - a. The baby.... for ten hour's every night. (sleeps, sleeping, slept)
 - b. Jono The newspaper every morning (reads, reading)
 - c. He does not..... Every day. (working, works, worked)
 - d. Susi.... every Sunday (sing, sings, sung,)
2. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang tepat dengan menggunakan (simple present tense)
 - a. He does not.... newspaper every morning (reads, reading, will read)
 - b. I.... every day, (worked, works, working)
 - c. Andi.... coffee every morning, (drinks, drunk, drinking)
 - d. Roy and joy.... together now. (sleep, slept, sleeping)
 - e. Do they.... to singapura? (gone, going, go)
3. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang tepat dengan menggunakan (simple present tense)
 - a. Andi always.... music every night (plays, played, playing)
 - b. Mila does not... of him every day (think, thinking, thought)
 - c. We are... a letter for him every morning (write, wrote, writing)
 - d. They are... English at locus English Course every month. (study, studying, studied)
4. Isilah bagian yang kosong di bawah dengan menggunakan kata kerja yang benar (simple present tense)
 - a. A handsome doctor... bintang (am, is, are)

- b. Mega... getting high score (am, is, are)
 - c. Budi is... television at this moment (watch, watching, will watch)
 - d. Zaky usually.... late. (comes. Come, came)
5. Isilah bagian yang kosong dibawah ini dengan menggunakan kata kerja yang menggunakan (simple present tense)
- a. Hasbi.... a dangdung songs (sings, sang, sung)
 - b. Jokowi.... our president. (am, is, are)
 - c. Jay always.... late. (come, came, comes)
 - d. Jokowi.... pare. (visit, visited, visits)
6. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang benar (simple past)
- a. He... the floor yesterday (clean, cleaning, cleaned).
 - b. You are.....my motorcycle two days ago (borrow, borrowed)
 - c. They.... to the movie last Sunday (go, went, gone)
 - d. She did not.... mathematic last night (study, studied, studying)
7. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang menggunakan (simple past)
- a. Did I.... a magazine last Monday? (bring, brought)
 - b. I.... English last night. (study, studied, studying)
 - c. Dodi.....to school this morning (go, went, going)
 - d. Yani... a short story book (read, reading will read)
8. Isilah bagian yang kosong dibawah ini dengan menggunakan kata kerja yang menggunakan (simple past)
- a. They.....football yesterday (played, playing, play)
 - b. He always..... an umbrella (carry, carrying, carried)
 - c. Diana.... not make me food last morning (do, did, done)
 - d. Did saidan..... to Tirta's party last week? (comes, came, come)
9. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang menggunakan (simple past)
- a. They never.... wine (drink, drank, drunk)
 - b. i not see an elephant ? (do, did, done)

- c. This food.... delicious (was, were)
- d. Aminah..... not speak English two weeks ago? (do, did, done)
10. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang menggunakan (simple past)
- a. My mother.... so great last night (look, looked, looking)
- b. That...cake very night (tasting, tasted, taste)
- c. mila fell so sad last time (do, did, done)
- d. Diana.... his number (forget, forgotten, forgot)
11. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang menggunakan (present continuous)
- a. They are not... the mountain (climb, climbing)
- b. I am... a magazine. (read, reading)
- c. Are you.... this afternoon.? (fish, fishing)
- d. Joni is... bicycle this morning (drive, drove, driving)
12. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang menggunakan (present continuous tense)
- a. Budi is... television at this moment (watch, watching, will watch)
- b. Am I study English now? (study, studying, studied)
- c. My mother is..... in the kitchen right now. (cooking, cook, cooked)
- d. Is yani.... the dishes? (wash, washed, washing)
13. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang menggunakan (present continuous tense)
- a. They are..... right now. (sleep, slept, sleeping)
- b. My mother and i.... some a cakes in the market now. (buy, bought, buying)
- c. Is bintang..... an apple in the floor now? (take, took, taking)
- d. Is my friend not.... andi in hospital? (see, saw, seeing)
14. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang menggunakan (present continuous tense)
- a. My mother..... the kitchen at this time. (repair, repaired, repairing)
- b. These children are..... really hard of their future right now? (think, thinking, taught)
- c. Those women are not..... pink veil at this time. (wear, worn, wearing)

- d. Afriani is... a song (sing, song, singing)
15. Isilah bagian yang kosong di bawah ini dengan menggunakan kata kerja yang menggunakan (present continuous tense)
- a. Anang..... singing right now (am,is are)
- b. This year irfan is... a novel (write, wrote, writing)
- c. Desi is always.... my bicycle without my permission (used, using, use)
- d. They are.... blue shoes. (wear, worn, wearing)



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

SIMPLE PRESENT

Nama Sekolah : MTS BUA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI B

Alokasi Waktu : 2 x 40 menit

Pertemuan : Pertama (1)

I. KOMPETENSI INTI

KI- dan KI-2: Mengahayati dan mengamalkan ajaran agama yang di anutnya.
Menghayati dan mengamalkan perilaku jujur, disiplin,, santun, peduli (gotong royong kerja sama toleran damai) bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara selektif sesuai dengan perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internasioanal.

KI-3 : Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan factual, konseptual, procedural budaya, dan humaniora dengan wawasan kemanusiaan, kebiasaan, kenekagaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang specific sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, Menalar, dan menyajikan dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, beritndak secara aktif dan kreatif, serta mampu menggunakan metode sesuai dengan kaidah keilmuan.

KOMPETENSI DASAR

3. 1 Mengungkapkan makna teks dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indikator :

1. siswa dapat menggunakan kata kerja dalam bentuk Simple Present .
2. siswa dapat mencocokkan kalimat sesuai dengan fungsi-fungsi Simple Present .
3. siswa dapat membentuk kalimat positive, negative, dan interrogative dalam bentuk Simple Present

2. Materi Pokok

Simple Present

a. Menjelaskan pengertian Simple Present

Simple present tense adalah bentuk kata kerja untuk menyatakan fakta, kebiasaan, atau kejadian yang terjadi pada saat ini. Simple present tense di bentuk dari verb-1 (present tense) berupa kata kerja biasa yang menunjukkan aksi atau keadaan atau berupa **verb” to be** (am,is are)

Pattern

1. (+) Subject + is, am, are + Complement

Ex: She is a doctor

(-) Subject + is, am, are + not+ Complement

Ex: She is not a teacher

(?) Is, am, are + subject + complement

Ex: Is she a doctor?

Note: we use “is” if the subject singular: he, she, and it

We use “are” if the subject is plural: they, we, and you

We use “am” if the subject is “I”

2. (+) Subject + verb 1/es + object

(-) Subject + do + not + verb 1 + object

Does + not + Verb 1

Ex: the bird does not have four legs

(?) Do/does + subject + verb 1 + object?

Note:

- We use Verb 1 if the subject is plural : they, we, I, you
- We use verb s/es if the subject is singular: she, he, it

Keterangan waktu:

- always = selalu
- usually = biasanya
- generally = umumnya
- Often = sering
- sometimes = sering
- nowadays = sekarang
- when = kalau
- seldom = jarang
- never = tidak pernah
- habitually = biasanya
- every mning = setiap pagi

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- everyday = setiap hari
- now and then = kadang kadang
- everynow and then = sekali sekali

3. Metode Pembelajaran/Teknik:

Cooperative learning (Team Games Tournament) technique

4. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 1

Tahapan pembelajaran	Kegiatan pembelajaran	Waktu
Kegiatan Awal	1. Prepare students	2
	2. Prayer before learning	2
	3. Check students attendance	5
	4. Menyampaikan tujuan pembelajaran	3

Kegiatan Inti .

1. Menjelaskan pengertian dari simple present tense dan kalimat verbal Non Verbal.
2. Memberikan contoh kalimat verbal
3. Membagi siswa ke dalam 5 kelompok
4. Siswa berdiskusi dengan teman kelompoknya

5. Media dan Sumber Belajar:

- a. Media presentasi : papan tulis, spidol
- b. Media latihan: worksheet

6. Penilaian

- a. Teknik: performance assessment
- b. Bentuk: Tes tulisan

Kegiatan Akhir .

1. Menyimpulkan materi yang telah dipelajari
2. Memberikan motivasi kepada siswa untuk belajar
3. Mengakhiri pembelajaran dengan

hamdalah kemudian keluar dengan

mengucapkan hamdalah.

Classifying the score of the students into the following criteria:

81- 100	Very good
61- 80	Classify as good.
41- 60	Classify fair.
21- 40	Poor
1-20	Classify very poor ²⁶

Bua, 27 July 2019

Mengetahui,

Guru mata pelajaran

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²⁶ Piet A Sahwetian Konsep Dasar Teknik Supervisi Pendidikan Isrediwon Rineka Cipa, 2000)p. 60

RENCANA PELAKSANAAN PEMBELAJARAN

PRESENT CONTINUOUS

Nama Sekolah : MTS BUA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI B

Alokasi Waktu : 2 x 40 menit

Pertemuan : Pertama (2)

II. KOMPETENSI INTI

KI- dan KI-2: Menghayati dan mengamalkan ajaran agama yang di anutnya.
Menghayati dan mengamalkan perilaku jujur, disiplin,, santun, peduli (gotong royong kerja sama toleran damai) bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara selektif sesuai dengan perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internasioanal.

KI-3 : Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan factual, konseptual, procedural budaya, dan humaniora dengan wawasan kemanusiaan, kebiasaan, kenekagaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang specific sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, Menalar, dan menyajikan dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, beritndak secara aktif dan kreatif, serta mampu menggunakan metode sesuai dengan kaidah keilmuan.

KOMPETENSI DASAR

3. 1 Mengungkapkan makna teks dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indikator :

1. siswa dapat menggunakan kata kerja dalam bentuk Present Continuous .
2. siswa dapat mencocokkan kalimat sesuai dengan fungsi-fungsi Present Continuous

3. siswa dapat membentuk kalimat positive, negative, dan interrogative dalam bentuk Present Continuous
4. siswa dapat membedakan menggunakan form of be dengan subyek yang berbeda dalam kalimat

2. Materi Pokok

Present Continuous

- a. Menjelaskan pengertian Present Continuous
Present continuous adalah salah satu bentuk tenses yang di gunakan untuk menyatakan suatu tindakan atau peristiwa yang sedang terjadi saat ini atau sedang berlangsung

Pattern:

1. (+) S + am, is, are + Ving + complement
- (-) S + am, is, are+ not + Ving + complement ?
- (?) am, is, are + s+ Ving + Complement ?
- (-?) am, is, are + s+ not+ Ving + complement ?

Contoh :

- (+) He is reading a novel
- (-) He is not reading a novel
- (?) Is she reading a novel?
- (-?) Is she not reading a novel?

Keterangan waktu:

just, still, now, right now, at the moment, dan tomorrow.

3. Metode Pembelajaran/Teknik:

Cooperative learning (Team Games Tournament) technique

Kegiatan Inti .

1. Menjelaskan pengertian dari present continuous
2. Membagi siswa ke dalam 5 kelompok
- 3 . Siswa berdiskusi dengan teman kelompoknya

5. Media dan Sumber Belajar:

- a. Media presentasi : papan tulis, spidol
- b. Media latihan: worksheet

6. Penilaian

- a. Teknik: performance assessment
- b. Bentuk: Tes tulisan

Kegiatan Akhir .

4. Menyimpulkan materi yang telah dipelajari
5. Memberikan motivasi kepada siswa untuk belajar
6. Mengakhiri pembelajaran dengan

hamdalah kemudian keluar dengan

mengucapkan hamdalah

Classifying the score of the students into the following criteria:

81- 100	Very good
61- 80	Classify as good.
41- 60	Classify fair.
21- 40	Poor
1-20	Classify very poor ²⁷

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RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

SIMPLE PAST TENSE

Nama Sekolah : MTS BUA

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI B

Alokasi Waktu : 2 x 40 menit

Pertemuan : Pertama (2)

III. KOMPETENSI INTI

KI- dan KI-2: Menghayati dan mengamalkan ajaran agama yang di anutnya.
Menghayati dan mengamalkan perilaku jujur, disiplin,, santun, peduli (gotong royong kerja sama toleran damai) bertanggung jawab, responsive, dan pro-aktif dalam berinteraksi secara selektif sesuai dengan perkembangan anak dilingkungan keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, Negara, kawasan regional, dan kawasan internasional.

KI-3 : Memahami, menerapkan dan menganalisis pengetahuan factual, konseptual, procedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan factual, konseptual, procedural budaya, dan humaniora dengan wawasan kemanusiaan, kebiasaan, kenekagaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang specific sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4: Mengolah, Menalar, dan menyajikan dalam ranah konkrit dan abstrak terkait dengan pengembangan dari yang dipelajarinya disekolah secara mandiri, beritndak secara aktif dan kreatif, serta mampu menggunakan metode sesuai dengan kaidah keilmuan.

KOMPETENSI DASAR

3. 1 Mengungkapkan makna teks dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indikator :

1. siswa dapat menggunakan kata kerja dalam bentuk simple past tense.
2. siswa dapat mencocokkan kalimat sesuai dengan fungsi-fungsi simple past tense.

3. siswa dapat membentuk kalimat positive, negative, dan interrogative dalam bentuk simple past tense.
5. siswa dapat membedakan menggunakan form of be dengan subyek yang berbeda dalam kalimat

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

- a. Menggunakan kata kerja dalam bentuk simple past tense dengan benar.
- b. Mencocokkan kalimat yang sesuai dengan fungsi-fungsi simple past tense.
- c. Membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat
- d. Membuat kalimat positive, negative maupun interrogative dalam simple past tense menggunakan time signal/ keterangan waktu yang menunjukkan bahwa kalimat tersebut merupakan kalimat simple past tense.

2. Materi Pokok

Simple Past Tense

- a. Menjelaskan pengertian Simple Past Tense
- b. Menjelaskan tentang penggunaan kalimat verbal

Simple Past Tense (Bentuk lampau sederhana) adalah bentuk waktu yang digunakan untuk menerangkan peristiwa atau perbuatan yang dilakukan pada saat tertentu di waktu lampau dalam bentuk sederhana. Waktu terjadinya peristiwa atau perbuatan itu telah diketahui.

KALIMAT VERBAL

Rumus umum bentuk Simple Past Tense adalah :

(+) Subjek + V2
 (-) Subjek + did + not + V1
 (?) Did + Subjek + V1 ?

Contoh :

a. (+) He studied English last night.

(Dia belajar bahasa Inggris tadi malam)

(-) He did not study English last night.

(Dia tidak belajar bahasa Inggris tadi malam)

(?) Did he study English last night?

(Apakah dia belajar bahasa Inggris tadi malam?)

Untuk kalimat tanya seperti itu jawabannya Yes,....(ya) atau No,.... (tidak)

Jawaban :

Yes, he did atau No, he didn't

b. (+) We went to Bangkok last year. (Kami pergi ke Bangkok tahun lalu.)

(-) We did not go to Bangkok last year. (Kami tidak pergi ke Bangkok tahun lalu.)

(?) Did we go to Bangkok last year? (Apakah kami pergi ke Bangkok tahun lalu?)

c. (+) I wrote a letter yesterday. (Saya menulis sebuah surat kemarin.)

(-) I didn't write a letter yesterday (Saya tidak menulis sebuah surat kemarin.)

(?) Did I write a letter yesterday? (Apakah saya menulis sebuah surat kemarin?)

a. Menjelaskan tentang penggunaan kalimat nominal

KALIMAT NOMINAL

1. Pola kalimat nominal positif yang digunakan adalah :

Subyek + were + Non Verb

untuk subyek I, She, He, It

Subyek Was, Non Verb

Keterangan :

Non Verb atau bukan kata kerja, dapat berupa kata benda, kata sifat atau kata keterangan.

Was merupakan bentuk lampau dari **to be is, am**

Were merupakan bentuk lampau dari **to be are.**

Contoh ;

a. I was sad last night.

(Saya sedih tadi malam.)

b. They were happy yesterday.

(Mereka gembira kemarin.)

2. Pola kalimat nominal negatif yang digunakan adalah :

Untuk subyek We, You, They :

Subyek + Were + not + Non Verb

Untuk Subyek I, He, She, it :

Subyek + Was + not + Non Verb

Contoh:

a. I was not sad last night.

(Saya tidak sedih tadi malam.)

b. They were not happy yesterday.

(Mereka tidak gembira kemarin.)

Metode

3. Metode Pembelajaran/Teknik:

Cooperative learning (Team Games Tournament) technique

4. Langkah-langkah Kegiatan Pembelajaran

Pertemuan 2

Tahapan pembelajaran	Kegiatan pembelajaran	Waktu
Kegiatan Awal	1. Prepare students	2
	2. Prayer before learning	2
	3. Check students attendance	5
	4. Menyampaikan tujuan pembelajaran	3

Kegiatan Inti .

1. Menjelaskan pengertian dari simple past tense dan kalimat verbal.

2. Memberikan contoh kalimat verbal

3 . Siswa berdiskusi dengan teman kelompoknya

5. Media dan Sumber Belajar:

a. Media presentasi : papan tulis, spidol

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BIOGRAPHY



The researcher, Nurmila Samsir was born 28th August 1997 in Malutu, Her father name is Samsir and her mother name is Fatmawati and I have two brothers and three sisters.

She started school at SDN 573 Pa'batang in 2004 and graduated in 2009, in the same year, she continued study at MTS BUA and graduated 2012, in the same year she continues her study at SMAN 1 BUA and graduated in the same year she continued her study in institute for Islamic studies (IAIN) Palopo and choose English program Tarbiyah and Teacher Training Faculty.

In 2019, she finishing her study at institute for Islamic studies (IAIN) Palopo. And at end of her study in IAIN Palopo she write a thesis about “The Implementation of Team Games Tournament to Improve Students Grammar Competence at the Ninth Grade of Madrasah Tsanawiyah Bua”.

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