

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is very useful instrument to interact in social community. Hidayat (2006: 22-23) stated that language is a system of arbitrary vocal symbols by means of which a social group cooperates. In addition, he stated that language is a system of arbitrary vocal symbols used for human communication.

Siahaan (2007: 1) stated that language is a set of rules used by human as a tool of their communication.

From the statement above, the researcher concluded that language is one of the way to communicate with some people to the other people. Language can become a bridge to connect one another that live in different place and culture. Nowadays, many people learn the international languages. And English is one of the international languages.

English is an international language which has an important role in communication by people to interect with other people in the world. As an international language, English is used to conduct communication in almost the entire world in many countries.

In this era, English is very important language because most of the people study English from elementary school until university. For some students, English is very difficult lesson because many differences between Indonesian and English. Some of the differences are in spelling, grammar, pronunciation and tenses of English.

In the education world, when the people want to learn English, people must know and master the skills, they are listening, reading, speaking and writing. When the students have learned four skills, the student can speak and use English not only in their school but also in their daily activities.

Based on the four skills above, writing is considered as one important skill which has to be learned because it can influence the other language skills.

Oshima and Hogue (1997: 2) said that:

Writing is a progressive activity. This means that when they first write something down, they have already been thinking about what they are going to say and how they are going to say it. Then, after they have finished writing, they read over what they have written and make changes and corrections. Therefore, writing is never a one-step action; It is a process that has several steps.

However, many students dislike writing material because it makes them lazy and stress to think about what they want to write and develop their idea in the worksheet. Writing is an important skill that the students must possess because sometimes students feel confused how to write sentences or paragraphs.

Hidayat in Cahyono and Kusumaningrum (2011: 81) said that:

Writing is one of the most complex and difficult skills to be mastered. Writing is difficult since the writer does not know what he or she wants to write and also it needs process of thinking throughly and systematically.

Based on the preliminary study done by the researcher in the eleventh grade students of SMK 1 Pemuda Ponorogo, it is found that the students' writing skill is still low. It causes the students still used Indonesian to jot down their duties and communicate whereas many of school use English to communicate in daily activities in the school. This problem probably appears because they are lack of vocabulary and the students have low mastery in grammar or the material is too

difficult for them. So, the students will find difficulties in writing and using English language in their daily activities.

Considering the statement above, the researcher used a method to improve their writing skill, it is Teams-Games-Tournament (TGT).

Huda (2013: 197) stated that:

It is one of cooperative learning strategy that is developed by Slavin (1995) to help the students review and master in learning material. Slavin found that TGT is successful to develop basic skills, performance, positive interaction between the students, selfrespecting, and receive attitude to different other students.

Syahrir (2011: 158) stated that cooperative learning, Teams Games Tournaments (TGT) by Borich (2007: 389) explains that a cooperative learning activity closely related to STAD is the use of teams game tournaments (TGT). TGT uses the same general format as STAD (4 to 5member groups studying work sheets). However, instead of individually administered quizzes at the end period of the study, students play academic games to show their mastery of the topic studied. Whereas Slavin (2006: 338) explain that Teams-Games-Tournament, or TGT, uses games that can be adapted to any subject. Games are usually better than individual games; they provide an opportunity for teammates to help one another and avoid one problem of individual games, which is that more able students might consistently win. If all students are put on mixed ability teams, all have a good chance of success. (www.ikipmataram.ac.id Ebook P – 15 access on 2nd July 2013)

Related to the statement above, this method makes writing easy and fun for the students. So, the researcher is interested in developing students' writing skill

by using Teams-Games-Tournament (TGT) at the eleventh grade students of SMK 1 Pemuda Ponorogo.

B. Statement of the Problem

Based on the background of study above, the statement of the problem:

1. How does the implementation of Teams-Games-Tournament (TGT) Method at the eleventh grade students of SMK 1 Pemuda Ponorogo?
2. Is Teams-Games-Tournament (TGT) Method able to develop the students' writing skill?

C. The Purpose of Study

The purposes of the study are as follows:

1. To describe the implementation of Teams-Games-Tournament (TGT) Method at the eleventh grade students of SMK 1 Pemuda Ponorogo.
2. To analyze the development of the students' writing skill after being taught by Teams-Games-Tournament (TGT) Method.

D. The Benefits of the Study

This study have many benefits such as:

1. For the students:
 - a. To give the students knowledge about what tenses they must use.
 - b. To train the students about how to write the sentences or paragraphs with the correct language in English.
 - c. To give the students motivation of learning English especially in writing skill.

2. For the teacher:

- a. To share experiences in developing the student's writing skill using Teams-Games-Tournament (TGT) Method.
- b. To stimulate the teachers to make English as an interesting subject in their English class.
- c. It is an alternative choices to make the students understand about English especially in writing.

3. For the school:

It is useful to increase the quality of students' English skill at that school.

4. For the researcher:

- a. To know the teaching and learning process, especially teaching writing skill by using Teams-Games-Tournament (TGT) Method.
- b. It is become an alternative choices to make English as an interesting learning process.

E. Scope and Limitation

Scope of the study is for the eleventh grade students of SMK 1 Pemuda Ponorogo and it is limited on the developing writing skill by using Teams-Games-Tournament (TGT) Method.

F. Definition of Key Term

Teams-Games-Tournaments: (Devries and Slavin 1978; Slavin 1986) was the first of the Johns Hopkins cooperative learning methods. It uses the same teacher presentations and teamwork as in STAD, but replaces the quizzes with weekly tournaments. In these, students compete with members of other teams to

contribute points to their team scores. Students compete three – person “tournament tables” against others with similar past records in mathematics. A “bumping” procedure changes table assignments to keep the competition fair. The winner at each tournament table brings the same number of points to his or her team, regardless of which table it is; this means that low achievers (competing with other low achievers) and high achievers (competing with other high achievers) have equal opportunities for success. As in STAD high performing teams earn certificates or other forms of team rewards. TGT is appropriate for the same types of objectives as STAD. (Slavin, 1991: 73-74)

Writing Skill: is a progressive activity. This means that when they first write something down, they have already been thinking about what they are going to say and how they are going to say it. Then, after they have finished writing, they read over what they have written and make changes and corrections. Therefore, writing is never a one-step action; It is a process that has several steps. (Oshima and Hogue, 1997: 2)