

## CHAPTER 1

### INTRODUCTON

#### A. Background of the Research

Language is as a system of conventional vocal signs by means of which human beings communicate. Language is a system for the expression of meaning.<sup>1</sup>It means that it is a communication's tool which is used to transfer information, ideas, and feelings from one person to another (receiver). The importance is the transferred must be understandable to the receiver. Therefore if the receiver dose not understand what the information given, the communication can be failed. It is used not only in spoken form but also in written form. Remembering this importance of language, English has been drawn kup by the goverment as a foreign language that should be mastered.

English is one of the most important languages of the world. It has important role in communication among various parts of the world. English is used as means of international communication. On the other

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<sup>1</sup> Jack C Richard and Theodore S Rodgers, *Approch Method in Language teaching* (New York: Cambridge University Press), p.71.

hand, English has a function as a tool to access information in the daily life, to maintain an interpersonal relationship, to exchange the information, and to learn culture in English.

The ability to write has become an indispensable skill in our global literate community. Writing skill is at least rudimentary levels. It is a necessary condition for achieving employment in many walks of life and is simply taken for granted in literate cultures.<sup>2</sup>

According to Sara Cushing Weigle stated that writing as the ability to write effectively is becoming increasingly important in our global community, and instruction in writing is thus assuming an increasing role in both second- and foreign-language education. Writing is also more important as tenets of communicative language teaching. This is, teaching language is a system of communication rather than an object of study. This has taken hold in both second- and foreign language settings.<sup>3</sup>

In Indonesia, although English occupies an important position in academic curriculum and it has consumed such a long time, but

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<sup>2</sup> H. Douglas Brown, *Language Assessment*, (San Francisco: Pearson Education, 2004), p.218

<sup>3</sup> Sara Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press, 2002), p.218.

many students do not like English. Even students feel that English lesson is as difficult material to understand.

There are reasons that cause the students feel difficult to understand and to communicate in English. One of them, students feel difficult to understand part of speech. For example, they cannot use personal pronoun in a sentence used. Those difficulties make students less active in the learning process, causing boredom because it was filled with a lot of formulas and rules that must be understood. In addition the problem of the grammar rules, other difficulty, most commonly experienced by students who are learning the English grammar at all levels of education, from primary, secondary and higher, is how to memorize and apply the rules when writing, especially in the use of tenses which became the main grammajr rules.

Based on the researcher's observation in SMPN 2 Pulosari, the problems are faced by the students in writing are they often make some mistakes with using simple present tense in making descriptive text especially using personal pronoun of subject. It also happen in making sentence such as 1) Eva love I, 2) Deni play with she. The mistakes show that students faced difficulties to understand the using of personal pronoun.

Teaching descriptive text is introduced in curriculum of Indonesian school. It is taught in Elementary school (SD), Junior high school (SMP), Senior high school (SMA) and University. Learning descriptive text in the school especially in junior high school is one of the material in the curriculum that students have to learn because it has an important role.

In KTSP (Lever Curriculum of Education Unit), the descriptive material is taught in a second grade of junior high school. In conducting teaching descriptive text the teacher should follow the curriculum recommended. Based on the KTSP curriculum, the teacher has to explain descriptive text material in which the goal is that the students can understand, respond, and write descriptive text.

Ideally, the students of junior high school at the second grade are conveyed to learn simple present tense. The simple present tense describes the action or situation that happens now. The simple present tense appears on the descriptive text.

Descriptive text is a kind of text that describes or shows something and does not tell. Descriptive text can describe people, feelings, sounds,

places, processes, quality, or the procedure in detail. Descriptive text is a text which says what a person or a thing is like.

Moreover, here are some problems in writing descriptive text. Students are less enthusiastic in learning. The other problem is the students difficult to understand about personal pronoun in subject of present tense . They still confuse how to use the position of subject and object. Those problems are predicated as the reason why the students have low achievement in writing descriptive text.

The teacher should use strategies or method in learning activities to facilitate as teaching medium and to gain understanding in the teaching process. The most important thing in using the strategy of activity should be centered on students because the students can develop and create active learning. One of the strategy that can make active learning in teaching writing is team games tournament (TGT).

Team Games Tournament (TGT) is a strategy for the classroom that is used to increase students' communication, group interaction, individual responsibility, and also to promote academic helpfulness. It involves students-students interaction. Slavin has found that TGT increased basic skills, students' achievement, positive interaction

between students<sup>4</sup> Because, it is very important to increase the students' enthusiastic in learning process and students' understanding to material. So the writer tries to use a method to teach students. Actually there are many methods but the writer just want to try to using TGT method

Based on the explanation above, the writer intends to use TGT method to teach personal pronoun on writing descriptive text. It is expected to discover TGT method influence to students' understanding on personal pronoun. The tittle of this research is "The Influence of Teams Games Tournament (TGT) Method to Teach Personal Pronoun on Writing Descriptive Text".

## **B. Statement of the Research**

Based on description in the background, the research finds some problem as follow :

1. How is students' understanding on personal pronoun?
2. How is Teams Games Tournament (TGT) method applied in teaching personal pronoun?

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<sup>4</sup> Robert E. Slavin, *Cooperative learning : Teory, Riset, dan Praktik* (Bandung: Nusa Media, 2009), p.166

3. How is the influence of using Teams Games Tournament (TGT) method to increase students' understanding on personal pronoun.

#### **C. The Objective of the Research**

Based on the statement of problem above, the purposes of the written to do this research are :

1. To know how is students' understanding personal pronoun ?
2. To know how is Teams Games Tournament (TGT) method used in teaching personal pronoun?
3. To Know How is the influence of using Teams Games Tournament (TGT) method to increase students' understanding on personal pronoun.

#### **D. Significance of the Research**

1. For the teacher
  - a. The result of the research can be used as an input in English teaching learning process especially in students' understanding on personal pronoun
  - b. The result of the study will give contribution to English teacher and can be reference to improve their performance

and competence in teaching English especially in students' understanding on personal pronoun

2. For the researcher

- a. It will give experience and clear understanding about personal pronoun on writing descriptive text
- b. It will give more easier to make description

3. For the student

- a. It can help students to increase their understanding on personal pronoun
- b. It can help students more easier to understanding about personal pronoun and practice it on writing descriptive text

## **E. The Organization of Writing**

The writing systematically consist of five chapters, as follow :

Chapter one is introduction which consist of the background of research, limitation of the research, statement of the , the aims of the research, significance of the research and organization of writing.



Chapter two is theoretical framework which consist of the definition of personal pronoun, teams games tournament (TGT) method, writing and descriptive text.

Chapter three is research methodology which consist of place and time, research method, population and sample, instrument, data collecting and data analysis.

Chapter four is the result of the research which consist of research findings and analysis.

Chapter five is closing which consist of conclusions and suggestion.