CHAPTER II

THEORITICAL FRAMEWORK

A. Personal pronoun

1. Definition of personal pronoun

Personal pronouns represent specific people or things. We use them depending on the speaker, called the first person it is singular: I (spelled with a capital letter) and plural We (includes the speaker and one or more others)**.** The person spoken to, called the second person it is you (singular and plural)

The person or thing being spoken of, called the third person it is singular He (for males), She (for females), it (for things, also for live beings whose sex in unknown or unimportant to the speaker) and plural: They (for all live beings and for all things).[1]

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[1] Marcella Frank, *Modern English a Practical Reference Guide*, (New Jersey: Prentice-hall Inc, 1972), p. 21.

2.   The kinds of personal pronoun

a.   Subjective Personal pronoun

Subjective personal pronoun is used to act the subject of the sentence such as : I, you, we, they, he, she and it. [2]

b. Objective Personal pronoun

Objective personal pronoun is used to act as the object of the verb such as : me, you, us, them, him, her and it. [3]

Personal pronoun refers to people or thing. The function is to avoid repeating a noun or personal pronoun.

Based on the explanation above, personal pronoun is divided into subject and object personal pronoun. There are I, you, we, they, he, she and it is a subject personal pronoun. The object personal pronoun there are me, you, us, them, him, her and it. Example of subject and object personal pronoun.

Table 2.1 Example of subject and object personal pronoun

No	Subjective personal pronoun	Objective Personal pronoun

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[2] Heryana Cerah, *Writing 1 Sentence Writing,* (Serang*:* Hc Publishing, 2013), p.14.

[3] Haryana Cerah, *Writing 1 Sentence Writing,* p.14.

1.	I go to the beach	Repeat after me !
2.	You are my best friend	I'm proud of you
3.	We love soccer	Shinta meet us
4.	They put the book	My friends invited them
5.	He is my husband	I love him
6.	She looks at the cat	Jack love her
7.	It is on the counter, so you can take by yourself	My parents give me money and I love it.

c. Indefinite personal pronoun

Indefinite personal pronouns is not clear referent or not specific.

Somebody and Someone are used to positive sentence.

Example :

1) Somebody left his dictionary on the desk

2) I heard someone was knocking on the door

Anybody and anyone are used to negative and interogative sentence

Example :

1) Do you know anybody here? I am new in this town.

2) I don't know anyone here.

No one and nobody are used to negative meaning.

Example :

1) No one come to the class today

2) Nobody has Japanese dictionary

B. Team Games Tournament (TGT)

1. The understanding of Team Games Tournament

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 interaction. Slavin has found that TGT increased basic skills, students' achievement, positive interaction between students.[4] Teams games tournament is designed by Robert Slavin for review and mastery learning of material. Taniredja describes that each group that contains of 4 to 6 members, which is set to work

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[4] Robert E. Slavin, *Cooperative learning : Teory, Riset, dan Praktk,* (Bandung: Nusa Media, 2009), p.166.

cooperatively. TGT and STAD have the same several elements but different in using quzzes, STAD uses the common quizzes, while TGT uses academic tournament.

In the explanation above, the writer conclude that Teams Games Tournament (TGT) method is one of the cooperative learning that used to make the interaction between students with students and students with teachers while teaching learning process so it is make the classroom to be alive and not boring.

2. The components of Team Games tournament

According to Slavin, TGT have five principles in the components of Team Games Tournament as follows:

a. Class presentation : what does mean class presentation in TGT is the same as class presentation in STAD, materials are introduced here. Slavin said that this is often the direct instruction or a lecture discussion conducted by the teacher.[5]

b. Team : team in TGT is also same as teams in STAD, teams are composed of four or five students who represent a cross-section of the class in terms of academic performance, sex, and race or ethnicity, the major function of the team is to make sure that all team members

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[5]E. Slavin, *Cooperative learning,* p.166.

are learning, and, major specifically, to prepare its members to do well on the quizzes. After the teacher present the material, the team meet to study worksheets or other material. Most often, the study involves students discussing problems together, comparing answer, and correcting any misconceptions if teammates make mistakes.

c. Games : The games are composed of content-relevant questions designed to test the knowledge students gain from class presentations and team practice. Games are played at tables of three students, each of whom represents of different team. Most games are simply numbered questions on ditto sheet.

A students a numbered card and attempts to answer the question corresponding to the number. A challenge rule permits players to challenge one another's answer.

d. Tournament : The tournament is the structure in which the games take place. It is usually held of the end of a week or a unit, after the teacher has made the class-presentation and the team has had time to practice with their worksheet. Thus, the teams have a good preparation in participation the tournament. Team Recognition, team scores are computed based on teams" members improvement scores,

and individual certificated, a class newsletter, or a bulletin broad recognize high-scoring team.[6]

e. Team recognition : Team may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria. For example: the third position will get good team, the second one wil get very good team and the first position will get a predicate as super team.[7]

Based on the explanation above, the writer can conclude that is characteristic of team games tournament (TGT) method is increase students communication becouse in this method the students work in the team cooperatively. So there is interaction while teaching learning process between students or students and teachers.

3. **Procedure of Team Games Tournament in teaching personal pronoun**

   a) Preparation

   The teacher prepare all of materials, worksheet, media and other equipment which are helpful in presenting materials about personal pronoun. Then, the students are divided into small group are called

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[6] E. Slavin, *Cooperative learning*, p.166.
[7] Tukirman Tanierdja, Efi Miftah Faridli and Sri Harmianto, *Model-Model Pembelajaran Inovatif dan Efektif,* (Bandung: Alfabeta , 2013), p.70.

study team. The students are expected to reinforce, review and study the material cooperatively in these teams.

The teams should be arrange heterogeneously. Generate a ranked class list of all students, The writer ranks the students by their achievement in pretest score, team size consist 4 students. It will generate academically heterogeneous teams of about equal ability. Balance the teams for sex, ethnicity, race etc.

b) Study team

After getting materials about personal pronoun, the teacher give worksheet that should be done together and cooperatively. Each member should contributes their best for the terms. In this section, the teacher should control whether all members work in their own terms and give their contributions[8].

After the worksheet, randomly the teacher gives a simple quiz or game relate to personal pronoun. Individually, every member has a responsibility to answer the question from the teacher using quiz or game correctly. Every correct answer will be added to the group' score.

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[8] E. Slavin, *Cooperative learning*, p.166.

c) Tournament

After the designated study time, the students compete in the tournament on tournament table. Use the rules homogeneous (Tournament) teams that is use the same ranked student list and then form group of 3-4 person for each group.[9]

In this tournament use the following format: teacher have answer and question cards available for each tournament table give questions for each cards before shared to students. The first student take his question card, the third student take the answer's card and the second students read the question. The first students have to answer that questions. If his answer is right, he will get 10 points for his team later. On the other hand, if the first student can not answer the question, it will be answered by the second student, then if the second student cannot answer the question too, the question will be delivered to the third one and so on. if the answer is true, they hold their cards but if the answer is false the card must be thrown.[10]

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[9]Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka pelajar, 2014), p.198.

[10] Miftahul Huda, *Model-Model Pengajaran dan Pembelajaran*, p.199.

The game proceeds clockwise. After each question (whether correct or incorrect) each student changes "jobs". It continues until the time is up.

d) Scoring

Scoring is done for all the tournament tables. Each player will take point if he/she has gotten in tournament table to their study team. Study team points are totaled. The highest team achievement will be the first position.

e) Team recognition

In this step, the teacher will give rewards for the highest team achievement.

4. Advantages of cooperative learning type team games tournament

In cooperative texts students have the freedom to interact and use their opinions, students' confidence is higher, disturbing behavior toward other students becomes smaller, students learning motivation increases, a deeper understanding of the subject of state defense, the existence of cooperation between students with students and students with teachers will make the interaction of learning in the classroom to

be alive and not boring, improving kindness, sensitivity, tolerance between students and teachers.

5. Disandvantages of cooperative learning type team games tournament

Disandvantages of this method is Usually, not all students participate to contribute his opinion, lack of time for learning process and possibility of noise if teachers cannot manage the class.[11]

Then, so the time used in this method is not so long use short questions or simple test such as multiple choice because it does not take too long. And also the teachers have to able manage the class.

C. Writing

1) Definition of writing

Writing is an activity or process to influenced by the constraints of genres. According to Jeremy Harmer "Writing is a process that what

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[11]Tukirman Tanierdja, *Model-Model Pembelajaran Inovatif dan* Efekti, p.72-73.

we write are often heavily influenced by the constraints of genres, then these elements have to be present in learning activities.[12]

Writing is an act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience.[13] Writing is the process of using symbols (letters of the alphabet, punctuation, and spaces) to communicate thoughts and ideas in a readable form.[14] Writing is a progressive activity. This means that when you first write something down, you have already been thonking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one step action; it is a process that has severall steps.

According to Jeremy Harmer "Writing (as one the four skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching English. However, it can be used for a variety

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[12] Jeremy Harmer, *How to Teach Writing,* (Oxford: Person Education Limited, 2004). p.5.

[13] Sara Cushing Weigle, *Assessing Writing* (New York: Cambrige University Press, 2002), p.19.

[14] Www.English Club.com/writing/what.htm. taken on Monday, 31 Juli 2017.

of purposes, ranging from being merely a "back up" where mastering the ability to write effectively is sees as key objective for learners".[15]

From the explanation above, the writer conclude that writing is a process of communication that involves a specific skill, since it uses the aspect of language that is grammatical stucture, vocabularies, idiom and punctuation. So writing is hard working becouse writing is process not product, and need more exercise. Writing also plays an important role in teaching English becouse it is one of productive skills in which students are able to produce written form to communicate with others in English.

2) The Kinds of Writing

There are five kinds of writing : Narrative, Recount, procedure, Report and Descriptive. Every kind have characteristic and communicative purpose.

a. Narrative

Communicative purpose of narrative is to entertain the listener or reader to experience the real or imaginary. Characteristic of narrative is

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[15] Jeremy Harmer, *How to Teach Writing,* p.31.

the element of conflict (problem) and resolusions (problem solving). The number of problem or the solution may be only one, maybe more.

Linguistic traits consist of certain nouns as a personal pronoun. In the story, for example : stepsisters, housework and so on. Adjectives which form the noun phrase, for example : long back hair, two red apples etc. Time connectives and conjunctions to sequense events for example: before that, then and so on. Adverbs and adverbial phrases to indicate the location of the event or events, for example : in the mountain, happily ever after, here and so on. Action verbs in the past tense ; stayed and sos on. Saying verbs that mark words such as said, of toll, and thinking verbs that mark their thoughts, feelings figures example thought, felt and so on.

b.   Recount

A recount text is a text that telling the reader about one story, action or activity. the purpose of recount text is to entertaining or informing the reader. There are three generic stucture of recount text there are orientation, events and reorientation.

Orientation tells who was involved, what happened, where the events took place, and when it happened. Example : When I was in

junior high school, I was not a very diligent student. Events (event 1 and 2) tell what happened and in what sequence. Example : Once, my teacher grounded me in the library because I did not do my Biology homework. Reorientation consists of optional-closure of events ending. Example : After I read the book, I realised that science is useful for human kind. The features are including Who? Where? When? Why?, noun or pronoun, and past tense. Examples : I, at home, last night, a book, I took ans so on.[16]

c.   Procedure

Communicative of procedure is to gives instructions on how to do something done, through a series of actions or steps. The stucture consists of a text or tittle destination activities, materials and step.

Linguistic characteristic pattern consisting of imperative sentences, for example, cut, do not mix and so on. Action verbs, for example turn, put, do not mix and so on. Adverbial to declared details of time, place, accurate way, for eample for three minutes, 2 centimeters from the top and so on.

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[16] Artono Wardiman, Madsuku B Jahur and M Sukirman Djusma, (Ed.1) *English in Focus For Grade VIII SMP/MTs*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008), p.116-117.

d. Report

Communicative text report is to convey information about something; they are as a result of systematic observation or analysis described may include indication nature, environment, man-made objects or social phenomena. Description of a text report can be any general conclusion about the simple example to decrypt the characteristic of the subect so worthy categorized modest house and so on. The stucture of the text consist of a general statement that describes the subject of the report, description and classification.

Linguistic characteristic consist of general nouns, such as "Komodo Reptiles in Island". Relating verbs to describe the characteristis, such as reptiles are scaly animals (these traits apply to all reptiles). Action verbs in behavior explain, for example lizards cannot fly. Present tense to express a common, such as Komodo dragons usually weight more than 160 kg. Technical terms, for example water contains oxygen and hydrogen. Paragraph with the topic sentence to compiled some information.

e. Descriptive

Communicative purpose is describe the characteristics of a person, an object or a particular place. The stucture of the text consists of an introduction to object (person or thing will be described). For example where it comes from, its color, its size, favorite and so on. This description is only to provide information about a particular object or person being discussed only.[17]

Based on expalanation above, the writer focuses the students understanding about personal pronoun on writing descriptive text. The writer used desriptive text in her research, becouse he descriptive text is describing something can be describe people or thing. In describe people the students can be practiced about personal pronoun. how to applied in subject and object position.

3) Writing ability

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

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[19] http://dianpelita.wordpress.com/2011/02/21/Pembelajaran-Bahasa-Inggris-Berbasis-Teks-di-Smp/taken on Monday, 31 juli 2017.

In the field of second language teaching, only a half century ago experts were saying that writing was primarily a convention for recording speech and for reinforcing grammatical and lexical features of language.[18] Writing is one of four skill. It communicates ideas by means of conversational symbol that are traced, incites, draw of otherwise formed on the surface or some materials.

Based on explain above, the writer can include that is the ability to write is importat becouse writing gives permanence to means knowledge and enables them to communicate over gerat distance.

4) Assessement of Writing

In writing teaching the teacher should know about assessement of writing such as content, organization, vocabulary, syntax and mechanics. Ih English, the assessement of the test every skill is different. the assessment of the writing is adopted from Sara Cushing Weigle.

"There are five assessement of writing skills : content, organization, vocabulary, language use and mechanies. Each aspect has different total scores in assesment : content (30 points), organization (20 points),

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[18] H. Douglas Brown, *Language Assessment*, p.218.

vocabulary (20 points), language use (25 points) and mechanies (5 points)."[19]

5) Teaching Writing for EFL (English as a Foreign Language) Students

According to I. S. P. Nation state that the principles for teaching writing can be used to evaluate teaching and learning activities so that the best are chosen for use the principles can also be used to evaluate a writing course or the writing section of a language course to make sure that learners are getting a good range of opportunities for learning. Within each strand the principles are ranked with the most important principle first. The principle for teaching writing such as: meaning-focused input, meaning-focused output, language-focused learning, fluency development.[20]

The place of English in the life of many second and foreign language learners today is much less easy to define than it was some years ago. Michael West able to state in 1953 :

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[19] Sara Cushing Weigle, *Assesing Writing*, p.115-116.
[20] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New york: Routledge, 2009), p.93.

The foreigner is learning English to express ideas rather than emotion : for his emotional expression he has the mother tongue. It is a useful general rule that intensive words and items are of secondary importance to a foreign learner, however common they may be.

In the writing there is parts of writing process, one way of focusing attention on different aspects of writing is to look at writing as a process contains the following seven sub processes, such as : considering the goals of the writer, having a model of reader, gathering ideas, organizing ideas, turning ideas into written text, reviewing what has been written and editing.[21]

6)   The Steps of Writing

The first is write your introduction. The introduction must include tour thesis statement as well as the topic sentences for each paragraph in the main body. You also want to capture the reader's interest, making certain that he or she will read your essay all the way through.

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[21] I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, p.114.

The second is write a paragraph for each of the topic sentences. Expand upon how this topic sentence supports your thesis and provide any information to back up your statements.

The third is write a concluding paragraph for your essay. The conclusion must restate the thesis, restate each of your arguments in support of the thesis, and generally bring the essay to an affective close. Word all of these differently than you did at the beginning and in the body. Also, be sure to never introduce any new material in the conclusion.

According to Jeremy Harmer stated that the process of writing in the 'real world', this typically involves planning what are going to write, drafting it, reviewing an editing what we have written and then producing a final (and satisfactory) version.[22]

Based on the explanation above, the writer can include that writing is an activity which need a process step by step the first is write your introduction, the second is write a paragraph for each of the topic sentences and the third is write a concluding paragraph for your essay. It is process and need more exercise.

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[22]Jeremy Harmer, *How To Teach English*, (Oxford: Pearson Education Limited, 2007), p.113.

D. Descriptive Text

1) Definition of descriptive text

Descriptive text is kinds of text that describe or show something and not tell. Descriptive text can describe people, feelings, sounds, places, processes, quality, or the procedure in detail. Tense used are simple present, except when told about the objects that exist only in the past. If we want to describe a process or procedure, we can use the present passive tense to give a general overview.[23] Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place or thing.

A descriptive text is a text that describes the features of someone, something, or a certain place. There are two genetic stucture of descriptive text there are introduction is the part of the paragraph that introduces the character. Example : Paragraph 1 in Sea Eagle text. The second is description is the part of the paragraph that describes the character. Example : The color of its feathers is light brown.[24]

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[23] Lilies Setiasih Dadi, *How to Write a Short Essay in English Academic Writing*, (Bandung: Alfabeta, 2015), p.171.

[24] Artono Wardiman, *English in Focus For Grade VIII SMP/MTs*, p.16.

Based on the explanation above, the writer can concluded that descriptive text is describing something or peaople, can be describe animal, place, people and so on.

2) Generic structure of descriptive text

Generally, descriptive essay structure consist of two parts (Gerot and Wignell, 1995), that is:

1) Identification

2) Description[25]

Table 2.2 Generic stucture of descriptive text

Text Elements	Context
Identification	an introduce to the object /things described which includes who or what, when, where.
Description	a description of an object. For example the color, the size, the smell, the state, what makes it special, etc. for persons: what they look like, what they do, how they act, what they like or dislike, want makes

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[25] Setiasih Dadi, *How to Write a Short Essay in English Academic Writing*, p.171.

	them special. for something: how it look, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special
conclusion	summary points

3) Previous Study

The first previous study from Hery Fitriyanto,(2014) with the tittle *The Effectiveness of Team Games Tournament (TGT) Technique on Students' Mastery of simple Past Tense*. This research investigated the use of TGT in teaching simple past tense. It is conducted because TGT as technique of cooperative learning is considered could solve the problem that is students' low achievement in simple past tense. The use of TGT gives students an opportunity to work in group with other students and help each other in teaching learning process in order to master the subject material. The objective of this research was to know the empirical evidence of the differences of students' achievement in learning grammar of simple past tense between students' who are taught through TGT technique and students who are taught without TGT technique and to know whether TGT was effective to improve

students' mastery of simple past tense. The method that used in this study is a quasi experimental research. The population of this research is students of eight grade students of MTs N 13 Petukangan Jakarta Selatan the population of the study were 172 students of eight grades. While, the sample of the study were VIII A and VIII cluster random sampling was chosen as the technique of sampling VIII A was chosen as the control class and VIII B as the experimental class.

The result of data analysis used t-test formula showed, the value of t_o was 2.50 with degree of freedom 66 in the significance degree (α) of 5 %, t_t is 1.668, then in the significance of 1% = 2.384. it meant that, $t_o{>}t_t$ (t_o was higher than t_t). so, the null hypothesis (Ho) was rejected then the alternative hypothesis (H$_a$) was accepted that there was an effectiveness of teams games tournament (TGT) on students' mastery of simple past tense. The mean score of students' posttest in experimental class was higher than in control class. The gained score of experimental class was also higher than the gained score of control class. It meant that the use of TGT in teaching simple past tense was effective to improve students' achievement in simple past tense.

The distinction between the writer's study and previous studies is the writer's study focus on students' understanding about personal

pronoun on writing descriptive text using Team Games Tournament (TGT) method. then, the previous studies explain globally.

In previous study at the second grade students' of MTs N 13 Petukangan Jakarta Selatan and the writer ath the second grade students of SMPN 2 Pulosari. The writer's study want to know students understanding about personal pronoun on writing descriptive text using Team Gmaes Tournamen (TGT) method.

4) Hypothesis

The null hypothesis (Ho) there is no influence in teaching personal pronoun on writing descriptive text with team games tournament (TGT) method and teaching personal pronoun on writing descriptive text without team games tournament (TGT) method.

The alternative Hypothesis (Ha) there is influence in teaching personal pronoun on writing descriptive text with team games tournament (TGT) method and teaching personal pronoun on writing descriptive text without team games tournament (TGT) method.