

CHAPTER I

INTRODUCTION

This chapter consists of background of the research, the formulation of the research problem, the objectives of the research, research hypothesis, significance of the research, research hypothesis, scope and limitation of the research, and definition of key terms.

A. Background of The Research

The objective of teaching English grammar is that the students are expected to be able to assimilate the correct patterns of language and to develop the students insight into the structure of English language. Based on Oxford Dictionary (1995: 517), “grammar is the rules in a language for changing the form of words and combining them into correct sentences”. It means by grammar, the students know the ways how to combine word by word to be a correct sentence. Besides, Brown (2001: 362) also said that “grammar tells us how to construct a sentence (word order, verb and noun, modifiers, phrases, clauses, etc)”. It means that, by understanding grammar, the students can construct sentences, they can construct texts that can be produced in spoken and written form.

Here, the existence of grammatical rules is very important in spoken and written language. Consequently, students should be able to understand the theories

of English grammar, as well as in practice, they also have to understand how to apply them either in oral or in written form properly. There are many aspects discussed in English grammar. One of them is *Tense*, many languages use tense to talk about time. In English, the use of tenses is as a method that uses to indicate time. Other languages such as Indonesian language have no tenses, but of course they can still talk about time using different methods. Hornby (1989: 1324) stated that tense is any of the forms of a verb that may be used to indicate the time of the action or state express by the verb. In line with Hornby that said tense is verb form that shows time. Besides, Ron Cowan (2008: 350) assumed that tense in verbs expresses the time that an action occurs in relation to the moment of speaking. Tense can be shown by changing the spelling of a verb.

There are three main tenses, they are : present tense, past tense, and future tense. In this study will focus on simple past tense. Azar (1989: 24) stated that the simple past tense is used to indicate that an activity or situation began and ended at particular time in the past. It means that, this verb tense is used to describe things that have already happened.

Almost every student admits that the grammatical tenses are the most complicated and confusing parts of English which lead them to reluctantly learn English, especially simple past tense. In English, tenses are essential as the requirement of making good and correct sentences because they show when the events happen. If students understand about how tenses work, its chain effect will hit other aspects such as reading, writing, and speaking skills too. Students will be able to produce more organized sentences as the result. The effects of the

students' difficulties in mastering tenses can be seen in many aspects for examples; their products of writing and speaking. If they do not master the tenses, then they will not understand how to construct good English sentences; a simple logic. Tenses are essential in English in order to make any sentence produced has a clear meaning. Of course the tenses mastery is not the only problem that hampers students in mastering English, but it has always been the most general one.

It will be good if the English teachers could create alternative games techniques, or media in teaching simple past tense so that they are interested in what they are going to learn and to get rid of boredom. An interesting teaching-learning process can be taught in the various ways. As manifested in Curriculum 2013 no. 70 (2013: p. 1 verse 3), center of learning is not only on the teacher explanation but also on the students' activeness. Teacher should be a good facilitator and motivator to the students. Teacher should create an interesting teaching-learning process, so that teacher should make student more active and interested. Then, students can understand easily and enjoy the teaching-learning process. English teachers should be creative. They can support teaching-learning process by media or method that is suitable with the material.

Media can support the teaching-learning process. According to Azhar (2002: 1) media is something that used by someone or teacher to make easy in transferring or delivering the materials or the subjects to the students. It means that media is a facilitator or tool that used by instructor to convey an information or knowledge in the teaching and learning. There are some benefits of using

media in teaching learning process, such as, it can influence and stimulate the students' attention more, then the use of media can make the teaching learning process more effective and efficient.

According to Arsyad (2009:29) media is divided into three categories. They are visual, audio, and audio visual. The kinds of the teaching media will influence the teaching learning process. The teacher can't use the same media for the different materials, because every used of media should consider appropriateness towards the material. So, the teacher must use an appropriate media for a certain material. In effort of making an interesting activity in teaching grammar especially simple past tense, the researcher tried to use game as visual media.

Media such as game is useful to attract students' interest. According to Andrew Wright and Michael Buckby (2015: 850) game is an activity in which is interesting and engaging, often challenging. A variety of game is one of interesting technique in making good communication in the class. Through the game, the students can enjoy the teaching learning process. Also if they study grammar by using the game, they don't think too much about the formula or guidelines, because they are studying while playing, they are remembering and learning the formula or guidelines unconsciously. In game there are many activities (grouping, competing, discussing, remembering, and many others fun activities).

Snakes and Ladders game can be a good option to teach simple past tense more interesting and fun. This game has a role that can lead students and order to

cooperate with other students while playing game. Dussart, G.B. (1984: 96) said, “snakes and ladders game is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.” Because the game is easy to make and it is applicable, teachers can use it as a media to teach grammar in their class. In addition, “snakes and ladders” can help students develop basic arithmetic such as counting, addition, subtraction and communication.

Some researchs also have been conducted on Snake and Ladder for teaching English. A research by Sidiq (2016) who conducted a study of Snake and Ladder in teaching speaking. The result of this quasi-experimental research, there is a development on students’ achievement of speaking by using grammatical snakes and ladders game. Also, the writer has gotten the good scores and responses from the students in this research. In addition, a research by Albaniyah (2016) who conducted a study concerns with the use of snakes and ladders game as a medium to develop students’ understanding on direct-indirect speech. In this study, the researcher conducted a Classroom Action Research as the research methodology. This result showed that Snakes and Ladders game encouraged students’ participation during teaching learning process and develop students’ understanding of direct-indirect speech.

Based on the explanations above, the researcher is interested to conduct a research concerning the use of Snake and Ladder game in teaching simple past tense entitled “*The Effectiveness of Using Snake and Ladder Game Toward*

Students' Mastery on Simple Past Tense at The Second Grade of SMP Negeri 1 Sumbergempol''.

B. Research Problem

Based on the background of the study, the researcher formulates the research problems as follow:

1. Is there any significant difference toward students' mastery on simple past tense who were taught by using snake and ladder game and those taught without using snake and ladder game?

C. Objectives of The Research

Based on the research problem above, the objectives of the study as follow:

1. To know any significant difference toward students' mastery on simple past tense who were taught by using snake and ladder game and those taught without using snake and ladder game.

D. Significance of The Research

The findings of this research will hopefully give some contributions to these following parties:

1. For the students

It can motivate and improve their understanding on grammar especially on simple past tense. Furthermore, it is also hoped that these teaching

methods can enhance students' motivation at the moment they learn English grammar since they will find out that English grammar is not always difficult to be understood.

2. For the teachers

It can give inspiration for their teaching especially in teaching simple past tense. It also can add their media in teaching and learning English.

3. For the readers

It is expected that the result of this study can give an inspiration for them, and can be used as a reference for those who want to conduct a research in teaching English grammar.

E. Research Hypothesis

There are two kinds of hypothesis those are Null Hypothesis (H_0) and Alternative Hypothesis (H_a). This research formulates the two kinds of hypothesis to be tested as follows:

1. The Null Hypothesis (H_0)

Null hypothesis is a hypothesis stating that there is no any relationship between or among variables. In this research, the null hypothesis is there is no any significant difference toward students' mastery on simple past tense who were taught by using snake and ladder game and those taught without using snake and ladder game at the second grade of SMP Negeri 1 Sumbergempol.

2. Alternative Hypothesis (H_a)

Alternative hypothesis is a hypothesis stating that there is a relationship between or among variables. In this research, the alternative hypothesis is there any significant difference toward students' mastery on simple past tense who were taught by using snake and ladder game and those taught without using snake and ladder game at the second grade of SMP Negeri 1 Sumbergempol.

F. Scope and Limitation of The Research Problem

The scope of this research limited to the subject and object that investigated. The subject of this research is the second grade of SMP Negeri 1 Sumbergempol. The object of this research is to know the effectiveness of snake and ladder game toward students' mastery on simple past tense.

G. Definition of Key Terms

The researcher would like to research about "The Effectiveness of Using Snake and Ladder Game Toward Students' Mastery on Simple Past Tense at The Second Grade of SMP Negeri 1 Sumbergempol". Therefore to make the understanding of this thesis, the researcher would like to explain some defenitions and terms:

1. Effectiveness

Effectiveness is an attainment from the target which be measured, and can gives an expected result. The effectiveness of this research means

the significant improvement of students' score on simple past tense who are taught by.

2. Snake and Ladder Game

Based on *Oxford Advanced Learner's Dictionary Dictionary* (2010: 1407) "Snake and Ladder is a children's game played on a special board with pictures of snakes and ladders on it. Players move their pieces up the ladders to go forward and down the snakes to go back. It is played between two or more players on a game board having numbered, gridded squares.

3. Students' Mastery

It can be said that students' mastery is the students' effort or psychological process of students to know deeply about something as object.

4. Simple Past Tense

Azar (1989: 24) stated that simple past tense is used when the action or event happened and completed at a specific time in the past. So, the action or event is no longer happening now. The simple past tense is generally used with time expressions referring to the past.