

CHAPTER I

INTRODUCTION

In this chapter, the researcher serves seven topics related to the research. The topics cover background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key terms, and thesis organization.

A. Background of the Research

Success in learning English can be seen from the mastering of the four skills which are important for communication both orally and in a written form. These language skills include listening and reading (receptive skills) and speaking and writing (productive skills). To be success in mastering those skills, there are three components that are actually as the requirements include grammar, vocabulary, and pronunciation. From those components, grammar is considered the most important as it serves as the foundation for more advanced language learning (Cahyono and Widiati, 2011: 87).

Grammar is the structural foundation of our ability to express ideas and feelings. It is a set of rules governing how the words in a language may be joined to make sense. Teaching grammar basically purposes to build students'

communicative competence. Joyce and Burns (1999: 30) stated that teachers need to see grammar as part of a larger theory of language and connected in some way to the processes of learning language. Therefore, the students have to practice to use grammar in the four skills of English. Without grammar, words cannot be combined and there will be just a chaotic collection of separate words. According to Joyce and Burns (1999: 4), people must know about grammar in order to use the language appropriately in social contexts.

Learning grammar, however, tends to deal with boring and uninteresting methods since some teachers argue that teaching grammar can only be effective if it is presented through repetition and rote drills. The teacher drills the students by asking them to memorize the rules and patterns. They will be easy to answer the exercise when they memorize the rules. However, they easily forget the rules, so they will be difficult in doing the exercise. They also get difficulties in applying the rules in real communication. As a result, many students are easily bored and not interested in learning grammar.

The researcher had observed at MTs Al-Huda Bandung Tulungagung. Almost of the students were not interested in learning grammar. From the observation of some classes, especially at the seventh grade, when learning grammar was being conducted, the researcher found the conditions. The students felt bored and not pay attention on the subject. They tended to talk and be noisy with their friends, even worst they were sleepy when the teacher was teaching it. When the teacher told them that there would be a test or asked them to memorize some words and

rules for the next meeting, they were seen disappointed. They said “No, mom.” The others also said “I am lazy, mom.” However, they did not try to learn grammar at home. It could be seen, on the following meeting, when the teacher asked them whether they had learnt last night, they answered “No.” They told that they did the other activities, such as watching television, playing, sleeping, and so forth. Next, when the test was being conducted, they always tried to cheat, whether their books or friends, in order to get a good score. It was seen that they did not prepare their test at the night before. As a result, they did not get the best score in grammar subject. From those observations, the researcher concludes that the students do not see grammar as their need. They just consider it as a way to graduate to the next grade, whereas grammar is very important for their future, such as when they meet foreigners or want to look for a job at the future. It is also needed when the students want to learn and master the four skills of English, the students will be familiar with the form of grammar used in the skills. They will be get difficulties in mastering them when they do not understand about grammar.

From interviewing the English teachers, especially the seventh grade teachers, they told that the students are easily bored in learning grammar. They liked to talk and be noisy with their friends rather than to learn. The researcher also found that the students get difficulties in mastering grammar, especially in mastering simple present tense. They were still confused to use *to be* “*is, am, or are*” for a certain subject. Even, they added the *to be* into a sentence that contains verb. They also became flustered in determining whether they had to add article *s/es* or not. Next, they sometimes added *-ing* after the verb. As a result, their scores in grammar

were worse than another subject' scores. Based on this reason, the researcher decides focus on the kind of grammar that is observed is Simple Present Tense. Furthermore, simple present tense is also actually taught in the second semester of the seventh grade of MTs Al-Huda Bandung Tulungagung.

Those problems above happen since the teacher tends to teach with repetition and rote drills. Related to this reason, it does not mean that there is no place for drills. Drills is actually still needed in teaching grammar, but drills should be used in a meaningful and purposeful way (Larsen-Freeman, 1991 in Puspitasari, 2011: 174). One of the meaningful and purposeful ways to teach grammar is using quiz. Quiz is a kind of game in which people are asked to answer questions correctly to test their knowledge.

As stated previously that quiz is actually a kind of game. A game itself basically means a play governed by rules (Klauer, 1998 in Puspitasari, 2011: 175). Therefore, game tends to deal with playing. The researcher conducted the research at the seventh grade students of MTs Al Huda Bandung Tulungagung because she believed that they still liked learning through playing. They were just graduated from elementary school and the students of elementary school still liked learning by playing. Therefore, the researcher believed that it would be more suitable when the research was conducted at the seventh grade.

There are many kinds of quizzes can be used in teaching and learning activities, especially in teaching grammar. Hot potatoes is one kind of quizzes that can be used to teach grammar. According to Catartica (2008), hot potatoes is an

application to make interactive quizzes in the form of web pages. This kind of quiz can be in the form of multiple choice, crosswords, matching questions, short answer, etc. Hot potatoes quiz is actually a game in which the users are able to assess and reward from the correct answers provided in the quiz. As a game, hot potatoes quiz increases the students' motivation and willing to learn grammar. They will not feel perforce to learn grammar, whereas they will learn it with their own interests. They will also not be anxious to get criticism and punishment from the teacher when they make a mistake because by using hot potatoes quiz, the teacher will not give criticism about their mistakes, whereas he or she lets them to repair their own mistakes until get the correct answer.

Hot potatoes quiz is designed like a game which gives reward to the users for the result that they get. As have been known that when playing a game, the gamers always try to get the best score to win the game and consider the difficulties as a challenge. When they are failed, they will not stop; otherwise, they will try to play it again until they get the best score. This characteristic is absorbed by hot potatoes quiz. The students will consider the difficulties that they meet in the quiz as a challenge and they will be curious to answer the questions provided in the quiz. Therefore, they will give the best effort to answer the questions correctly by reading, memorizing, and discussing with their friends, or asking their teacher. The students finally will have a better outcome.

At last, by considering the importance of mastering grammar and the strengths of using hot potatoes quiz in teaching grammar, the researcher conducts a study

under the title **“The Effectiveness of Using Hot Potatoes Quiz towards Students’ Grammar Achievement in Simple Present Tense at the Seventh Grade of MTs Al-Huda Bandung Tulungagung.”**

B. Research Problems

From the background that has been analyzed, the problems of this research are formulated as follows.

1. How is the students’ grammar achievement in simple present tense before being taught by using hot potatoes quiz at the seventh grade of MTs Al-Huda Bandung Tulungagung?
2. How is the students’ grammar achievement in simple present tense after being taught by using hot potatoes quiz at the seventh grade of MTs Al-Huda Bandung Tulungagung?
3. Is there any significant difference on the students’ grammar achievement in simple present tense before and after being taught by using hot potatoes quiz at the seventh grade of MTs Al-Huda Bandung Tulungagung?

C. Objectives of the Research

The research problems above are purposed:

1. To find out the students' grammar achievement in simple present tense before being taught by using hot potatoes quiz at the seventh grade of MTs Al-Huda Bandung Tulungagung.
2. To find out the students' grammar achievement in simple present tense after being taught by using hot potatoes quiz at the seventh grade of MTs Al-Huda Bandung Tulungagung.
3. To find out whether there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes quiz at the seventh grade of MTs Al-Huda Bandung Tulungagung.

D. Research Hypothesis

A hypothesis basically means temporary answers based on theories. A research hypothesis is a statement of expectation or prediction that will be tested by research. There are two kinds of hypotheses: Null Hypothesis (H_0) and Alternative Hypothesis (H_a). This research formulates the two kinds of hypotheses 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 on the students' grammar achievement in simple present

tense before and after being taught by using hot potatoes quiz at the seventh grade of MTs Al-Huda Bandung Tulungagung.

2. The Alternative Hypothesis (H_a)

Alternative hypothesis is a hypothesis stating that there is a relationship or there is a significant difference between or among variables. In this research, the alternative hypothesis is there is any significant difference on the students' grammar achievement in simple present tense before and after being taught by using hot potatoes quiz at the seventh grade of MTs Al-Huda Bandung Tulungagung.

E. Significance of the Research

The result of this research is hopefully can give benefits and contributions for students, teachers, institutions, and the next researchers as described follows.

1. For Students

The result of this research is expected to produce a good result in teaching and learning process, especially on the students' grammar achievement in simple present tense. It is also expected that hot potatoes quiz will give a variation in teaching and learning process, so it can give a positive progress on the students' grammar achievement, especially on simple present tense.

2. For Teachers

By reviewing this research, the teachers will have a reference of a kind of enjoyable techniques that can be used to improve the students' language mastery, especially in mastering grammar. By applying hot potatoes quiz in teaching grammar, it is expected that there will be some improvements on the students' grammar achievement, especially on simple present tense.

3. For Institutions

Teaching grammar by using hot potatoes quiz can be applied in the other classes or even the other schools. It can be as a kind of techniques to improve students' language mastery, especially in mastering grammar.

4. For Next Researchers

For the next researchers, this research can be used as previous study. By reviewing this research hopefully it can inspires him or her who wants to develop the similar research.

F. Scope and Limitation of the Research

To focus this research, the researcher limits the scope of this research as follows:

1. The researcher focuses on the effectiveness of using hot potatoes quiz towards students' achievement in simple present tense.
2. The researcher focuses at the seventh grade students of MTs Al-Huda Bandung Tulungagung.

G. Definition of Key Terms

From the research problems stated above, this research focuses on the use of hot potatoes quiz towards students' grammar achievement in simple present tense at the seventh grade of MTs Al-Huda Bandung Tulungagung. In order to avoid misunderstandings of the readers to understand the ideas presented in this thesis, the researcher described the key terms, both from the conceptual and operational meanings. They are described as follows.

1. Conceptual Meaning

a. Hot Potatoes Quiz

Hot potatoes quiz is an application gotten from installing the program and can be used to create any types of quizzes in web pages form.

b. Grammar Achievement

Grammar achievement is the students' successfulness to comprehend the theory of language studying how words are put together into phrases or sentences.

c. Simple Present Tense

Simple present tense is tense used to talk about things in general.

2. Operational Meaning

“The Effectiveness of Using Hot Potatoes Quiz towards Students' Grammar Achievement in Simple Present Tense at the Seventh Grade of MTs Al-Huda Bandung Tulungagung” operationally means the effect of

applying hot potatoes quiz to teach grammar focused on simple present tense at the seventh grade students of MTs Al-Huda Bandung Tulungagung.

H. Thesis Organization

In writing a good thesis, it needs to be organized systematically. This thesis consists of five chapters. Every chapter has different contents, but it is related one another.

The first chapter is introduction. It consists of background of the research, research problems, objectives of the research, research hypotheses, significances of the research, scope and limitation of the research, definition of key terms, and thesis organization.

The second chapter deals with the review of related literature. This chapter discusses theories related to the main topics of this study about using hot potatoes quiz towards students' grammar achievement in simple present tense. It includes grammar and hot potatoes quiz. It is also supported with the review of previous study.

The third chapter is research method. The subchapters include research design; population, sample, and sampling; research variables; data and data source; research instrument; validity and reliability testing; normality and homogeneity testing; data collection method; and data analysis.

The fourth chapter is research findings and discussion. This chapter is focused to answer the research problems of this research. The subchapters include the findings of research, hypothesis testing, and discussion.

The last chapter presents the conclusions and suggestions. The conclusions are tied up with the research findings in chapter IV as the answer of research problems, while the suggestions are in accordance with the significances of research.