

# CHAPTER I

## INTRODUCTION

In this chapter, the writer present eight topics related to the study. The topic is covered by background of the study, formulating of research problem, purpose of the study, and significance of the study, definition of key term, and organization of the study.

### **A. Background of study**

Language is very important for our life. Language is an arbitrary system of articulated sound made by group of human of carrying on the affair of their society. Language is very important because of we use language for interact with each other, even with community or individually, and also cooperative in various different form.

English as a language which is used by more than half of population in the world, English hold the key as International Language. English as a tool of communication among people of the world to got trade, social culture, science, technology goal, and develop interrelationship with foreign country.

Learning English means learning its two aspects: skill and component (Heatson, 1974: 4). Four major skills through language are listening, speaking, reading and writing. 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).

Based on Sidney (1991: 1) grammar is the central component in language. It mediates between the systems of meaning, on the other. Grammar is defined as a study of what forms or pattern are possible in a language, (Bambang & Yudi 2011: 173). 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.

Grammar is essentially about the systems and patterns we use to select and combine words. In order to communicate we must share a common system, which is why people who speak different languages cannot understand one another – they are using different systems. For people to communicate through language there must be common systems and grammar is one of the essential systems. People must know about grammar in order to use the language appropriately in social contexts (Joyce and Burns, 1999: 4). By studying grammar, we come to recognize the structure and regularity which is the foundation of

language, and we gain the tools to talk about our language system (Joyce and Burns, 1999: 5)

Grammar is very complex, because of that the teacher need to move how to select the materials and activities to be used in the grammar class. To be more interesting, the teacher has to create many ways to go explain the English material so that it can be understood by the student. Some consideration of selecting good materials and activities can help the teacher to make decision of what to do in classroom. Many people would love to see language conform to a precise system in a mathematical way but in a language grammar is actually something of a more less phenomenon, with some rules applying more consistently then others (Batstone 1994: 7) as cited (Joyce and Burns, 1999: 5).

There are many tenses used in English lessons. One of the tense is simple present tense, in which it has to be learnt by seventh grade students of Junior High School. The students have to be able to understand what the essence and should be able to reconstruct simple present tense in writing. Based on Kardimin, (2004: 156) state that simple present tense explain about event that occurred in this time in form simple or some job or action that do it continually or habit in every day, or event or act that isn't relation with time.

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. It ia true, based on the researcher interview with the English teacher when they teach grammar, the students is very

bored, and not seldom the students said that they were sleep, learning grammar is very confusing and difficult. Sometimes 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. Sometime the teacher so confused how to solve this problem. Because of that, the score students in grammar were very low.

The researcher had interview and also had observed the students of SMPN 1 Ngunut when they were learn grammar. The conditions are very bad, almost of the students were uninterested with grammar lesson and learn grammar. The students felt so bored, chatting with desk friend or sleepy; almost of the students not give pay attention with the teaching learning process. When the teacher ask the students to memorized the pattern of grammar, doing some exercise they were very lazy, sometimes they said “I can’t do it, Sir” although they just learn about the material. Usually, when the teacher explains about the material they said understand, but if the teacher asks them to doing the exercise they were confused. The teacher explains again about the material, and the students understand. The teacher give the students homework, but the students didn’t finish the homework. It’s mean that they were not study last night. They said that “English is very difficult”, “Grammar is very confusing”. As the result, finally the students score in grammar is very low, and their skill in grammar is not good.

Based on the interview and observed above, the researcher wants to try that the hot potatoes was effective or not to teach grammar especially simple present tense. Because of the students is still seventh grade, the researcher look for and applying an application it's like a game because physical condition the students is still like to playing. Beside that, they want fun class, and the researcher believe that the fun teaching learning process it can help the students understanding and interest in grammar, especially simple present tense. The researcher chooses Hot Potatoes, was to try that the hot potatoes cloze test was effective or not. In hot potatoes there are many kind of model, like JQuiz, JCloze, JMatch, Jcross, JMix, Na the last is the masher. The researcher chooses JCloze because is appropriate with the students. According to Catartica (2008), hot potatoes are 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. Because of in hot potatoes had many kind of model application the researcher decide to choose cloze test to try whether the hot potatoes was effective or not. As a game, hot potatoes quiz increases the students' motivation and willing to learn grammar.

Based on the statement above the teachers think that this technique is very appropriate to apply for their students in SMPN 1 Ngunut. The researcher chooses SMPN 1 Ngunut as the place to conduct research because there are many homogeneous students in it. 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” to Teach Students “Simple Present Tense” at SMPN 1 Ngunut Tulungagung”.**

### **B. Formulation of Research Problem**

Base on the background of the study, the problem of this study is 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 SMPN 1 Ngunut 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 of SMPN 1 Ngunut 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 of SMPN 1 Ngunut Tulungagung?

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

Based on the research problem, the study is the intended to:

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 SMPN 1 Ngunut 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 SMPN 1 Ngunut 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 SMPN 1 Ngunut Tulungagung.

#### **D. Research Hypothesis**

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 cloze test at the seventh grade of SMPN 1 Ngunut 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 cloze testS at the seventh grade of SMPN 1 Ngunut Tulungagung.

## **E. Significance of the Research**

The researcher hopes that the result of the study are expected to give contribution for the reader, especially:

### **1. The English Teacher**

The result of the study will give addition to the teacher about the English teaching method and it can become an alternative teaching method especially for English grammar.

### **2. The Student**

The result of this study will add new experience for the students in the learning and teaching activity and also motivate them to learn English especially in Grammar.

### **3. Future Researcher**

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 cloze test (Jcloze) towards students' achievement in grammar (simple present tense).
2. The researcher focuses at the seventh grade students of SMPN 1 Ngunut in academic year 2014/2015.

## **G. The Definition of The Key Term**

There are some terms in this study that should be clarified, as follows:

### **1. Effectiveness**

In this research the effectiveness is significant increase of students' score after being taught by using Hot Potatoes technique.

### **2. Grammar**

Grammar has several definitions. Grammars also called the rule of a language. Harmer (2007: 32) explain the term of grammar as the description of the way sin which word are formed and can change their and can be combined into sentences in order to express different meaning.

### **3. Simple Present Tense**

Based on Kardimin (2004: 156) state that simple present tense explain about event that occurred in this time in form simple or some job or action that do it continually or habit in every day, or event or act that there is no connection with the time.

### **4. Hot Potatoes**

The Hot Potatoes suite includes six applications, enabling you to create interactive multiplechoice, shortanswer, jumbledsentence, crossword, matching/ordering and gapfill exercises for the World Wide Web. Hot Potatoes is not freeware, but it is free of charge for those working for publicly funded nonprofit making educational institutions, who make their pages available on the web. Other users must pay for a licence. Check out the Hot Potatoes licensing terms and pricing on the HalfBaked Software Website.

## **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.