

# **CHAPTER I**

## **INTRODUCTION**

In this chapter the researcher presents some points related to the research. Those include (a) background of study, (b) formulation of the research problem, (c) purpose of the study, (d) hypothesis, (e) significance of study, (f) scope and limitation of study, (g) definition of key terms.

### **A. Background of the Study**

In teaching English we always deal with teaching two aspects, those are skills and component. There are four major skills of practical language; listening, speaking, reading and writing. For expanding the students' skills, the curriculum of the teaching English also includes the language components like vocabulary, structure and pronunciation (in speech) or spelling (in writing) (Lado, 1983: 168).

One important language component that should we considered in learning English is grammar. Harmer (1999: 1) states that grammar is partly the study of what forms (or structures) are possible in language. According to Beverly (2000) grammar is the sound, structure, and meaning system of language. In learning English, students need to know about how to create and cluster the words well to help them in negotiating the meaning either in spoken or written communication. Therefore grammar becomes the important component to be mastered in learning English. As stated by Savignon (2002: 7)

Communication cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning. In the other words, the use of grammar will influence the meanings which want to be negotiated in a communication. It is because every rules of grammar will present different meaning. Therefore, the students need to know about some of different way in putting words together to make meaningful sentences by comprehending grammar. As stated by Beverly (2000) people who speak the same language are able to communicate because they intuitively know the grammar system of that language - that is the rules of making meaning. Hence, good mastery in grammar will enable students easily express information, feelings, and ideas in their thought to others because grammar will guide them to cluster words or sentences in delivering the meaning appropriately.

In grammar, the students are provided with many rules of a language. One of them is tense. English is considered as tenseness language, so that tense becomes one important of the grammar part which is needed to be learnt by the students. According to Lyons in Cahyono & Mukminatien (2011: 164) the term “tense” drivers from Latin translation of Greek word for “time” (Greek “khronos”, Latin “tempus”). Similarly, Comrie states that tense is a grammaticalized expression in time (Cahyono & Mukminatien, 2011: 164). Jufriзал (2008) states that tense become the main grammatical feature which makes a language capable of expressing particular meaning by means of certain construction (Cahyono & Mukminatien, 2011: 164). Tense belongs to one of

grammatical categories indicating the time of the action or state through its verb. It is important for the students to understand when an action or a state take place from the moment of speaking or to place a situation in time. It is needed to avoid misunderstanding in expressing the meaning of a communication.

There are many tenses which are used in English. One of the tense that must be learnt by the eighth grade students of Junior High School is Simple Present Tense. According to Azar (1989:11) simple present is a tense used to express habitual or everyday activity. The simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of truth or fact. In carrying out the communication, simple present tense is important to be mastered. It becomes the basic rule for students to make and use good sentence either in spoken or written communication. Besides that, the students can identify and make descriptive reports and procedure texts in which simple present tense is used.

Based on the researcher survey when teaching in MTsN Langkapan Srengat, there are some problems related to the simple present tense, such as there are many students have difficulty in mastering some terms of simple present tense, such as in understanding why some sentences used auxiliaries, *is*, *am*, and *are*, they also confuse in understanding *-s/-es* addition of verbs and the use of *do/does* in Interrogative sentence. Those problems affect them in reveal the meaning in either spoken or written communication so that they will get difficulty in achieving the learning objective which has been proposed. The other problem is the researcher found that the teaching of simple present tense

still fall into the traditional way where the teacher explains the formula of the simple present tense and then the students make some sentences from the formula. It makes the students can not build their communicative competence because they only produce a single sentence which doesn't reflect any things. Besides that it makes the students seem do not interest in follow the lesson.

Nowadays, one of the latest models that exist in language teaching is the model proposed by Celce-Murcia, Dorneyi and Thurell (1995) which agrees with the theoretical view that language is *communication* not a set of rules. It means that language teaching is directed at preparing students to be able to use the language in everyday contexts. This model is known as the Communicative Competence (Celce-Murcia, et al., 1995). It becomes one of the theoretical bases of KTSP. To achieve communicative competence, learners need to be competent in four aspects: linguistic, sociolinguistic, discourse, and strategic competence (Canale & Swain, 1980; Canele ,1983). According to Canale (1983) and Canale and Swain (1980), linguistic competence, which is also called grammatical competence, concerns about the knowledge of the language code (grammatical rules, vocabulary, pronunciation, spelling, etc.). Brown (2001: 362) argued that grammatical competence occupies a prominent position as a major component of communicative competence. Without the knowledge of how to organize an intricate, complex array of rules into a permissible grammatical sentence, one language will be simply chaotic.

However, from those explanations, it is known that grammar or structure has an important role in building the students' communicative competence.

Grammar should be mastered by the students because it will guide them to cluster words and sentences correctly to deliver the meaning in communication. Every rules of grammar will present different meaning in a communication so that proper grammar keeps us from being misunderstood while expressing thoughts and ideas. As mentioned before that communication cannot take place in the absence of structure, or grammar, a set of shared assumptions about how language works, along with a willingness of participants to cooperate in the negotiation of meaning. In the other words, the learners will get difficulty in negotiating the meaning in a communication if they do not know how to construct a good sentence using grammar.

In this case, tense becomes one of the grammar parts which is important to be mastered. As mentioned before, English is known as tenseness language. Tense belongs to one of grammatical categories indicating the time of the action or state through its verb. In a communication, it is important to understand when an action or a state take place from the moment of speaking or to place a situation in time. In English, we can distinguish the meaning between “*he sweeps the floor*” and “*he swept the floor*”, because of the presence of the tense. By knowing the rules of tenses, the students are believed to be able to construct good sentences and also delivering meaning in English communication. Hence, to achieve communicative competence, tense is necessary to be mastered by the students in order to avoid misunderstanding or to help them in delivering and also receiving the meaning in a communication appropriately.

Therefore along with the curriculum development which encourages the students to achieve communicative competence, the teachers' role is much needed. Teachers need to think not only about how to select appropriate material and activities to be used in teaching grammar but also how to teach grammar in order to build student's communicative competence. In the communicative competence model, the purpose of learning grammar is to learn the language of which the grammar is a part. The teacher therefore teach grammar forms and structures in relation to meaning and use for the specific communication tasks that students need to complete (Larsen-Freeman,2001). Similarly, Celce Murcia, et.al state that general agreement is now emerging on the fact that applied linguistics needs a new approach to Communicative Language Teaching which recognizes that linguistic competence (grammatical competence) does not emerge on its own, and which fully integrates linguistic competence with the other competencies.

Related to this problem, integrated grammar teaching becomes an appropriate and authentic approach in teaching grammar. It is grammar teaching, like teaching the four skills, should involve pre-, while-, and post stages in an attempt to provide integrated learning environment, (Bayram Pekoz: 2008). It is appropriate with the theory which asserts that to activate the communicative competence; students must be actively involved in Speaking, Reading, and Writing. This engagement will enable students to use a set of strategies and procedures to realize the values which contained in the elements of language,

grammar, pragmatics cues in interpreting and expressing the meaning (McCarthy and Carter in the Ministry of National Education, 2004).

In the other words, teaching grammar does not mean asking students to repeat models or asking them to memorize rules. Such activities can be boring and do not necessarily reflect grammar teaching. Larsen-Freeman (1991) states the traditional of teaching grammar can involve bad impression of learning a foreign language as students will get bored easily of the same repetitions and rote drills. This does not mean that there is no place for drills, but drills should be used in a meaningful and purposeful way. Hence, the teaching of grammar means enabling students to use linguistic forms accurately, meaningfully and appropriately that is by integrating it with the teaching four skills. It becomes the teacher responsibility to establish the teaching and learning process in such a way that grammar is presented in an effective manner which can help the students to use the linguistics forms accurately, meaningfully, and appropriately, and which can create a fun and enjoying classroom atmosphere.

Based on the explanation above, the researcher uses a game as a teaching strategy to help the students in comprehending grammar Tense that is Simple Present Tense. According to Klauer (1998) a game is basically a play governed by rules. A game is an activity in which participants follow prescribed rules that differ from those of reality as they strive to attain a challenging goal (Heinich et al., 1990: 330). The reason of why the researcher chooses game as a strategy to teach simple present tense is to change the traditional grammar teaching into the meaningful, communicative, fun and enjoyable learning. According to Betty

(2003: xvi) the study of grammar is and should be fun and engaging. So the teachers can create relaxing atmosphere in the class and arise student's motivation by using game. The students will more enjoy and active to participate in the teaching and learning process. They will participate in activities that require them to use what they have been drilled on in a fun manner. Ersoz (2000) said that using games as teaching and learning strategy can expose the students' participation better and actively engage them in language learning. Play and competition that are provided by games enhance the motivation of the students and reduce their stress. This will help them to acquire certain essential language skills. Game is one of the mediums or teaching strategies which can help to create dynamic, motivating their classes. It can be concluded that by using game the learning will be more interesting so the students will more active and motivated to learn grammar.

From above explanations, the researcher selects one of the games which can be used to encourage grammar development especially simple present tense, it is Jeopardy Game. The Jeopardy used in this research became the method to facilitate the learning process by students (Rivera, 2004: 1). The researcher chooses this game because this game becomes teaching strategy which help the students in comprehending Simple Present Tense forms or structure in relation to the meaning an use of this tense. Where they need to complete specific communication tasks that are provided by this game. It is also presented as a learning technique designed to make the classroom sessions into periods of game show fun using Jeopardy Game. Jeopardy game is one of the games that can be



included in both co-operative and competitive game. According to Hadfield (1999: 5) by using this kind of game, the learners will get opportunity to work together as a team to beat some elements in the game and it also can stimulate and encourage students to participate in the class since naturally they want to beat the other teams. This game also has simple rule structure, so it can be played anywhere. Beside that this game is also flexible in the term of subject matter. So the teachers can use this game for their class based on some certain learning objective. The Jeopardy format challenges the students to learn simple present tense in a different way; the students do not asked to memorize the simple present tense rules just like in traditional teaching of grammar but they can learn grammar in a communicative and interesting manner.

Another reason is that the researcher found that Jeopardy game becomes the effective technique in teaching passive voice. It is known from the result of a research which is conducted by Muthoharoh (2013). From that research is known that there is a difference in mastery among students taught passive voice by using Jeopardy game and without using it. Therefore, based on this reason the researcher tries to use Jeopardy game to be applied in another subject matter that is simple present tense. The researcher tries to find out whether this game effective or not to be applied in teaching simple present tense.

For the reasons above, the researcher is interested to conduct a research entitled “The Effectiveness of Using Jeopardy Game towards Students’ Achievement in Simple Present Tense at the Eighth Grade of MTsN Langkapan Srengat”.

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

Based on the background of the study above, the researcher formulated the questions as followed:

1. How is students' achievement in simple present tense before being taught by using Jeopardy game?
2. How is students' achievement in simple present tense after being taught by using Jeopardy game?
3. Is there any significant difference on students' achievement in simple present tense before and after being taught by using Jeopardy game?

## **C. Research Objective**

Based on the research questions above, the purpose of this study are:

1. To find out the students' achievement in simple present tense before being taught by using Jeopardy game.
2. To find out the students' achievement in simple present tense after being taught by using Jeopardy game.
3. To find out whether there is a significant difference on students' achievement in simple present tense before and after being taught by using Jeopardy game.

## **D. Hypothesis**

Based on problem statement presented by the writer, the research hypotheses are stated as follows:

1. Ha ( Alternative Hypothesis)

There is a significant difference on students' achievement in simple present tense before and after using Jeopardy game.

2. H0 (Null hypothesis)

There is no significant difference on students' achievement in simple present tense before and after using Jeopardy game.

### **E. Significance of The Study**

This research is expected to give contributions for the teachers, students and also the other researchers. For the teacher, the result from this study can be used by the teacher as reference or feedback for teaching simple present tense in the classroom. Hopefully, the teacher will get good and accurate strategy to be used to teach simple present tense.

For the students, the result of this study will give a new experience for them in learning English, especially simple present tense. The students are expected have high motivation to learn simple present tense. Hopefully, this study helps them in improving their grammar ability.

For the other researcher; for the future researchers, the result of this research can be used as the reference by them to conduct the study with the same topic.

## **F. Scope and Limitation of Study**

To avoid misunderstanding about the explanation of this research, the writer limits the scope of the study in order to make it more focus. The limitations of this study are stated as followed:

1. The scope of this study focuses on the effectiveness of using Jeopardy game in increasing students' achievement in simple present tense. The writer only focuses on the effect of treatment using Jeopardy game in teaching Simple Present Tense towards the students' achievement.
2. The sample of the study is D class which consists of 39 students. Sample of this study is not true selected by random sampling but it has been selected by the school.

## **G. Definition of Key Terms**

### **1. Grammar**

Grammar is scientific statement of the principles of good usage which concern with the relation of words in the sentence (Patel & Praveen: 141). Meanwhile, Brown stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence (Cahyono & Mukminatien, 2011: 173).

### **2. Simple Present Tense**

Simple present is a tense used to express habitual or everyday activity. The simple present says that something was true in the past, is true in the

present, and will be true in the future. It is used for general statements of fact, (Betty Schramper Azar, 1989:11).

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

Achievement is a thing done successfully with effort, skill, or courage (Oxford dictionary). Simple present tense achievement here means complete control or knowledge about simple present *form, meaning* and *use*. *Form* refers to the mechanics of the language. In simple present tense, it includes the knowledge of simple present tense word order/structure, subject-verb agreement and verb spellings. *Meaning*, it deals with what a grammar structure means. *Use* refers to how the grammar gets used. Furthermore, those three aspects can be used for communicative purposes appropriately.

### **4. Jeopardy Game**

Jeopardy is a popular trivia game in America (Harry Fiedman, 2012:111). It is a TV game show that was developed by Merv Griffin. Jeopardy game is a kind of game with a specific rule which gives the chance for students to work in group to complete the task which is provided by this game through LCD projector.