

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents the introduction of the research, it contains eight subs chapter. They are background of the research (a), research problems (b), objectives of the research (c), research hypothesis (d), significant of the research (e), scope and limitation of the research (f), definition of the key terms (g) and research paper organization (h).

### **A. Background of The Research**

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

Success in learning English can be seen from the mastering of four skills which is 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 successful 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).

In some cases, grammar lessons have main learning “rules”. In others, practicing the form and in others understanding how grammar helps to convey the meaning and intention of the message (Woods, 1995: 20). Whereas, Hornby (1995: 161) states that grammar is a description of the structure of the way in which linguistic units such as words and phrases are combined to produce sentence in the language, it is also related with the tense being used. It means that grammar lesson is important component of teaching English which is construct words and phrases to produce sentence and to convey the meaning and message in the language. Some of the most noticeable differences between non-standard and Standard English are in the forms of verbs, including especially the verbs used in each tense (Guth, 1926: 364).

There are sixty tenses used in English lesson. One of tenses to be learned by eighth grade of Junior High School is simple past tense. According to English syllabus KTSP 2006 of eighth grade, the students have to be able in understanding the essence of those tense itself and create a sentence using simple past tense correctly, appropriately and structurally based on the verbs usage, time signal and formula of the text. “Simple past tense used to tell something or activity in the past time” (Baehaqi 2009:35), this tense also has a structure, some verbs are regular (-ed), and some of them are irregular (not regular) (Murphy, 1998:10). It means that the students need ability how to change the verbs into the correct verbs based on the tense being used like in simple past tense, the students be able to change verb I into verb II (regular verb or irregular verb).

The researcher had observed by interviewing English teachers of junior high school in Rejotangan. The English teachers teach grammar through repetition and rote drills. The teacher drill the student by asking them to memorize the rules and pattern, especially in memorizing how to change verb I into verb II. Then, the teacher described that when the student queued up to show their memory about lists of irregular verb in front of class, the other students who did not memorize only chatted with their friend. They were chatting or disturbing their friends and it made a noisy class. As a result, when they have a test, the student always tried to cheat in order to get a good score. From that observation, the researcher conclude that the student did not understand grammar as their need. They were not interested in learning grammar, they were bored and lazy to memorize some irregular verb.

Patel and Jain (2008:141) states that “teaching of grammar had very important place in the past”. It was commonly believed that to help the pupil to learn English language its grammar must be taught first. Therefore, it is also needed when the student want to learn and master the four skills of English. They will get difficulties in mastering them when they do not understand about grammar.

The common problem above happened since the teacher tends to teach with repetition and rote drills. Related to this reason, it does not mean that there is no place to drill. Drill is actually still needed in teaching grammar, but drills should be used in meaningful and purposeful way (Larsen-Freeman, 1991, 49). One of the meaningful and purposeful ways to teach grammar is

using game. Wright (2006: 1) states that “game is an activity which is entertaining and engaging, often challenging, and an activity in which the learner play and usually interact with others”. One of game is matching game which is developed by Lorna Curran (1994) (Huda, 2014: 251). Matching game is one of strategy in cooperative study. It uses flashcard as the media that consist of two kinds of cards that are question card (verb 1) and answered card (verb 2) where the students match the suitable cards. Matching game can give a lot of chance to practice grammar for student. It can motivate the teacher to encourage the student in improving their ability about grammar by using matching game because the student can learn and try to be active and cooperate with their partners as if they were in the real situation.

Concerning with previous research, the researcher explains the research which appropriate. The first research was done by Arisa Setianingsih (2010), this research find out that matching game is the effective media to make students active in teaching grammar. Matching game was used by researcher only focus on irregular verb of simple past tense. The second research was done by Oviella Yuwono (2014), this research find out that matching game solved students’ problem in writing lesson and improved students’ skill in writing procedure text. It used Classroom Action Research as research design in teaching writing.

The difference between the previous research and the present research is the researcher wants to know the use of matching game as strategy in teaching grammar, whether this strategy is effective or not in teaching

grammar which focus on regular verb and irregular verb of simple past tense. This research uses pre-experimental as research design with quantitative approach. To apply it, the researcher taken the student of MTs Manba'ul Ulum Buntaran Rejotangan as sample, because there is a grammar class in this school. Grammar class is focused on grammar lesson that learn about structure and rule of English grammar. It helps the researcher to apply matching game in quality time and it can help English teacher to distribute his grammar material especially simple past tense without take a time of process of teaching learning. From those descriptions, this research is given a title "*The Effectiveness of Using Matching Game toward Student's Grammar Achievement of The Eighth Grade at MTs Manba'ul 'Ulum Buntaran Rejotangan Tulungagung in the Academic Years 2015/2016*".

## **B. Research Problems**

Concerning the background of the research, the researcher formulates the research problems, as followed:

1. How is the student's grammar achievement before being taught by using Matching Game?
2. How is the student's grammar achievement after being taught by using Matching Game?
3. Is there a significant difference between students' grammar achievement before and after being taught by using Matching Game?

### **C. Objectives of Research**

Based on the research problems, the research are intended:

1. To find out the students' grammar achievement before being taught by using Matching Game.
2. To find out the students' grammar achievement after being taught by using Matching Game.
3. To know the significant different between students' grammar achievement before and after being taught by using Matching Game.

### **D. Research Hypothesis**

There are two hypothesis in this research namely, alternative and null hypothesis. The hypotheses are, as follows:

1. Alternative hypothesis :

There is a significant difference between student's grammar achievement before and after being taught by using Matching Game in the eighth grade.

2. Null hypothesis :

There is no significant difference between students' grammar achievement before and after being taught by using Matching Game in the eighth grade.

### **E. Significant of the Research**

By conducting this research, the researcher hopes the results of the research are expected to give advantages, as follows:

#### **1. Theoretically**

The result of the research can become an input in English teaching learning process especially on grammar, and also it can be used as

additional for those who want to conduct a research in English teaching learning process.

## **2. Pedagogically**

### *a. Student*

The research gives a contribution to the students how to improve their ability in grammar using Matching game in the form of simple past tense. Then, the student are easier to understand and can be interested in studying English especially on regular verb and irregular verb of simple past tense.

### *b. Teacher*

This research can used as the reference for teachers to develop English language teaching especially, teaching grammar and it can help the student to achieve the best result through teacher's media.

### *c. The Researcher*

The researcher hopes this strategy can improve her skill in mastery grammar especially on verbs of simple past tense. Then, matching game can be reference to create creativity in teaching learning English grammar.

## **F. Scope and Limitation of the Research**

Scope and limitation of the research is used to avoid uncontrolled discussion of the research as follow:

1. The research focused on the effects the use of matching game in teaching grammar for students' grammar achievement especially on regular verbs and irregular verbs of simple past tense.
2. The population of the research were the eighth grade of MTs Manba'ul Ulum Buntaran Rejotangan Tulungagung in academic 2015/2016. In this research the population was taken as sample that consists of 25 students into one class.

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

The definition of key terms is necessary to be given in order to avoid misunderstanding. The writer defines the key terms as follow:

1. The effectiveness

Effective is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Richards and Schmidt, 2010:190). In this research the effectiveness is significant increase of students' score after being taught by using matching game.

2. Grammar Achievement

Grammar achievement is when the students' successfulness to comprehend the theory of language studying how words are put together into phrases or sentences. In this research, grammar focus on arrange



suitable structure of simple past tense where the student can choose the suitable verbs appropriate the context.

### 3. Matching game

Matching Game is a strategy in teaching grammar. Matching game uses flashcards as the media, it contains of question cards (verb 1) and answered cards (verb 2). The students is divided into two group to determine the card is student get. After the cards are spread, the student match the question cards with find answered cards in their friends. The student know which one the cards are suitable. After that, they have discussed about it in the last lesson.

## **H. Research Paper Organization**

The organization of the research paper is given in order to make the readers understand the main point of this thesis. It will be delivered into:

Chapter I is introduction which deals with the background of the research (a), research problems (b), objectives of the research (c), research hypothesis (d), significance of the research (e), scope and limitation of the research (f), definition of key terms (g), and research paper organization (h).

Chapter II is the theoretical framework of this research, this chapter is devoted to review some relevant theories and studies concerning with the definition of grammar (a), the types of grammar (b), teaching grammar (c), the ways of teaching grammar (d), simple past (e), the game (f), teaching simple past tense using matching game (g), and previous study (h).

Chapter III will discuss about the method was used by the researcher in conducting this research. The discussion will cover research design (a), population and sample (b), research variable (c), research instruments (d), validity and reliability testing (e), normality testing (f), data collecting methods (g), and data analysis (h).

Chapter IV presents three topics related to research findings. These are the description of data (a), hypothesis testing (b), and discussion (c).

The last is chapter V that devoted to draw some conclusions (a) and suggestions (b) based on the research findings and discussion presented in the previous chapter.

