CHAPTER I

INTRODUCTION

This chapter discusses background of the study, statement of the problem, the purposes of study, significance of the study, scope and limitation, and definition of the key terms.

1.1 Background of the Study

It is widely known that English is an International language which is used as a means of communication for people all over the world. English is the first foreign language in Indonesia. It is taught from Kindergarten, Elementary School as local content subject, Junior, and Senior High School until to University as compulsory subject. Despite the fact that learning English is important, many people are motivated to learn this language for their own needs, business purposes, occupation, getting a good position in a company and others.

Since this language has been taught in school, some problems arose concerning with English subject, especially English grammar. Students have to learn, remember, and apply the formula in the sentences. To solve this problem, the teacher should give students motivation in learning grammar, do a research to the students’ difficulties in grammar, make a good grammar test and have a good teaching strategy in grammar, etc.

Based on the previous study conducted by Nuzulia Mega Jayanti and Arwijati Murdibjono (2003), the result showed that board game can motivate the
students to be active and facilitate them for having fun in learning English especially speaking activities.

According to Langelling and Malarcher (2000: 42), in terms of affective aspect, games can encourage creative and spontaneous use of language, promote communicative competence, and motivate the students by providing fun and interesting activities. It supports the result of the try-out of the small group that ninety percents of the students were motivated and they participated actively in Grammar activities using the board game. Furthermore, by playing the snakes and ladders game in grammar activities in groups, students can learn how to cooperate each other. By deciding the answer together, they would work cooperatively and think together what the right answer was. From the result of the try-out of the snakes and ladders game, each team worked cooperatively. This is supported by the statement from Sugar (2002: 8) that games improve teamwork. Because games are real-time activities that bring students into teams, they train students in the rules of working together as a team and underscore the value of team collaboration. In addition, (Schwartz, 2012) also states that there are many studies that state the beneficial effects that game playing can bring in teaching and learning of English Language. He states that “the more people play, the more positive emotions are generated, which in turn makes play easier and thus helps to generate even more positive emotion. Besides, according to Musilova (2010), “teaching grammar through games is a successful and effective approach”.

One advantage to using games is that it is an effective way in language learning because games lower stress, keep students’ attention naturally, and offer a
chance for real communication (Deesri, 2002). Moreover, real communication provides students making classmates’ relationship. Students can be familiar by classmates by exchanging their feelings while playing games, they can feel comfortable in their classroom. Therefore, the writer is going to apply a new technique in developing student understanding by using snakes and ladder game in learning grammar especially in the material of “simple past tense”.

Based on the observation in the Magang 2 in SMA Islam Batu, the writer found that grammar is the major complicated problem in English learning. In general, the students’ problem in learning English grammar is learning tenses. Besides, they are confused in applying the use of adjectives, nouns, and infinitives. In addition, the students are not interested in learning formula or guidelines, for it must be remembered and needed so much time to learn it. By using snakes and ladders game, the writer hopes the students will be able to understand about grammar. Hopefully, this technique will motivate the students to make a group, competition, discussion and of course they having fun with study while playing. Based on the problem above, the writer decides that it is necessary to conduct quantitative experiment research at this school to make the students interested in grammar and help them to understand English grammar well. By using snakes and ladders game, the writer hopes that this technique is able to improve student’s simple past tense ability.
1.2 Statement of the problem

1. Does the technique using snakes and ladders game in teaching simple past tense at the tenth grade of SMA Islam Batu improve the student’s simple past tense ability?

1.3 Hypothesis

- **H1**: Technique using games “snakes and ladders” in teaching simple past tense at the tenth grade of SMA Islam Batu will improve the student’s simple past tense ability.
- **Ho**: Technique using games “snakes and ladders” in teaching simple past tense at the X grade of SMA Islam Batu will not improve the student’s simple past tense ability.

1.4 Significance of the study

The result of this research is expected to be useful for:

1. Further Researcher
   
   This study is expected to give new knowledge to the further researcher to do better action research of teaching and learning.

2. Students
   
   This study is expected to develop student understanding in the materials of “simple past tense” by fun game.

3. English teacher
   
   This study is expected to give an input in order to use the various techniques in teaching English grammar.

1.5 Scope and limitation

In this research, the scope of this study is to limit the students’ ability in learning simple past tense by using snakes and ladders game technique. This
research was applied on the tenth grade of SMA Islam Batu. The researcher decided
to shape the student’s simple past tense ability because of the limited time, money,
and etc. In addition, it was impossible if the researcher shape the student’s grammar
ability because it was a wide field of study. Therefore, the researcher decided to
shape the student’s simple past tense ability.

1.6 Definition of the key terms

In order to avoid misunderstanding between researcher and the reader, the
researcher state definition of each key term, they are:

1. Game

According to Wright, et.al in her book Game for language learner “ the word
game means an activity which is entertaining and engaging, often challenging, and
an activity is which the learners play and usually interact with others.

2. Snakes and Ladders

Frederick Augustyn in his dictionary states that snakes and ladders or chutes
and ladders are a classic children’s board game. It is played by two or more players
on a playing board with numbered grid squares. On a certain square on the grid a
numbers of “ladders” connecting two together, and a number of snakes or chutes
also connecting squares together. Beside in the Oxford Advanced Learner’s
Dictionary definite that “snakes and ladders ; a children game played on a special
board with picture of snakes and ladders board on it. Players move their pieces up
the ladders to go forward and down the snakes to go back.
3. Grammar

Crystal (2004) says, “Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. Additionally, it can help everyone, not only teachers of English, but teachers of anything for all teaching grammar is ultimately a matter of getting to grips with meaning.”

4. Simple Past Tense

According to Betty Schrampfer Azar (1994: 24), “simple past is one particular time in the past. It began and ended in the past”. It means that simple past is an action or event that is reflected the history in the past time.

5. Technique

As states in Jck Richards and Theodore Rodgers (1982, 1986) technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives.