

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is the system of sounds and words used by human to express their thought and feeling. It has a very important role in life (Hornby, 1995:662). By language, people can communicate with others to deliver anything in people's need. On the other hand, people can also express themselves to integrate and get social in life. English is an international language and most of the society begins realize that English has an important in all sectors of life, especially education.

Now days, English becomes one of the most popular language. According to sharifian (2010 :1):

“English has traveled to many part of the world and has been used to serve various purposes. This phenomenon has created positive interactions as well as tensions between global and local forces and has had serious linguistic, ideological, sociocultural, political and pedagogical implications. Many publications have been devoted to the study of the worldwide of english”.

Based on the statement above, it can be known that English takes an essential part to communication with people around the world. It is a language that has become the key for instrument of globalization. In this case, there was some countries whose language are not english. Nevertheless, they used English as means of communication beside their own language.

In Indonesia, English is one of foreign languages that becomes a compulsory subject which is taught from elementary school up to Senior High

School. In studying English, students should master four language skills : listening, speaking, reading and writing. Besides, they also learn language components such as grammar, vocabulary, and pronunciation

Grammar, in fact described the language used to show a variety of situation which becomes the concern. Grammar was used in some ways to described a particular language used in functional term (Martin, 1997 :1). In line, Grammar is description of the structure of a language and the way which units, such as words and phrases are combined to produce sentences in the grammar is very important to learn (Richard, et.al, 2003 :1). It is known that grammar is very important to learn. However, there are some problems faced by the teachers in teaching of simple past in junior high school. Sometimes, students do not pay attention to the teacher when the teacher explains the grammar.

Based on the preliminary study in MTS PLUS Darul Ulum Peterongan, the researcher found that grammar is the major complicated problem in English learning and also has the lowest English score. One of students' problems in learning English grammar is learning tenses, especially in simple past tense. The students' problems cover the using verb in simple past tense, they often use "She go to school yesterday" instead of " She went to school yesterday". Beside, they also can not remember the form of verbal and nominal of simple past tense.

One of the ways considered effectively in teaching simple past is by using instructional media that can be used to motivate the students in learning English. Hamalik (1994:23) states that instructional media is a method, equipment, and technique that used to communicate and interact between the teacher and the

learner in teaching and learning activity in the school. In other words, media can interest students and attract student's attention. Media can help the teacher becomes a creative manager. Brown (1983:3) states that the functions of media are to save time, to stimulate interest, to encourage students' participation, to provide a review, to help students learn communicate ideas visually, to provide medium for individual or group reports, and, to make a classroom dynamic, relevant, and attractive. It means, the use of media is very important to increase the students' achievement in teaching learning process.

In this research the researcher used media of game because game according to Richard and Rodger (1986:80) they state that a variety of game, role plays, simulation, and task based communication activities have been prepared to support Communicative Language Teaching classes. From the statement above, a variety of game is one interesting technique for making good communication in the class. Through the game, the students can enjoy the teaching learning process. Also if they study grammar by using the game, they do not think too much about the formula or guidelines, because they are studying while playing, they are remembering and learning the formula or guidelines unconsciously. In game, there are many activities; grouping, competing, discussing, remembering, and many others fun activities.

The researcher used game of snakes and ladder According to Augustyn (2004) snakes and ladders or chutes and ladders is a classic children's board game. It is played between 2 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.

Based on the statement above, the snakes and ladders game media is good media because snake and ladder game could make the students active, fun, enthusiastic and enjoyable in teaching learning process. By providing various technique and strategies which can motivate the student, they would be active in teaching learning process. The variety of technique and media used by teacher made students' interested, enjoyable and motivated in their mremorizing about grammar.

There are previous studies which discuss the used of snake and ladder game. Sari and Muniroh conducted the similiar media showed that this research was to develop a board game for vocabulary teaching for the fifth graders of SDN Percobaan 1 Malang. By playing this game the students could experience learning and playing at one time. And, the media of Snake and Ladder promoted a very enjoyable learning because the rules were designed to facilitate physical movement. The elementary students could step and move around the board, they also could throw the giant dice. Elementary students were active learner, their motivations and interest in learning English increased because Giant Snake and Ladder allowed the student to have alot of movements. And The final result shows that Giant Snake and Ladder could be used as the media to teach vocabulary, since the majority of the students totally liked the media. Thus the board game could help the students to learn vocabulary in an enjoyable way as the students love to study through game.

Kusrini (2012) conducted the research with similar media showed that by implementing Snake and Ladder game, the students found out their vocabulary easily. They found out the vocabulary when they had to answer the question in the board. The board providing word, phrase or simple question and the picture as the key word helped them to find out the vocabulary. Besides that, the unforgettable moments when they played Snake and ladder game could help students to memorize the acquired vocabulary easily or it encouraged students to have long term memory about the vocabulary. By playing Snake and ladder game, the students were motivated in learning English vocabulary. It also encouraged and increased cooperation. In this case, it assumed that teaching vocabulary using Snake and ladder game was effective.

Based on the two previous studies, the research used snakes and ladder game that was different from previous studies. Media which was used by Muniroh and Kusrini was good. However, it had a weakness it consisted of 100 numbers. Besides, each group was not given paper. Therefore, it was a waste of time. While this research used media which consisted of 18 numbers to save the time. It would make a student easy to memorize the pattern of simple past.

Considering to the appropriateness of using snakes and ladder the teaching aids is very important to improve the student's ability especially in grammar. By using snakes and ladder game in teaching simple past, it is expected to improve students' grammar. Besides, the students are motivated to learn since they enjoy playing snakes and ladder game.

Based on the problem discussed above, the researcher is interested in

improving students simple past under the tittle “*Improving student’s grammar of simple past through snakes and ladder game at-eight grade in mts plus darul ulum peterongan academic year 2014/2015* ”

1.2 Statement of The Problem

Based on the background above, this question was formulated, “How can the use of snake and ladder game improved grammar of simple past in eight grades students at MTS PLUS Darul Ulum?”

1.3 Objective of the Study

In accordance to the statement of the problem, the objective of the research is to improve the eight grade students’ simple past tense through snakes and ladders game at MTS PLUS Darul Ulum 2014/2015 academic year.

1.4 Significance of the Study

By having this research it is expected to be useful for the following :

1.4.1 Theorically

It will give them an understanding about how to improved and to motivate the students’ ability in learning English, especially in simple past. Specifically, the used of game, in this context snake and ladder, can be a good alternative or variation in teaching and learning process to improve their comprehension in simple past tense.

1.4.2 Practically

Practically this is hopefully useful for :

a) The students'

The result of the research is hopefully expected to give suggest them to use snake and ladder game to improve their simple past ability.

b) The teacher

The result of the research is hopefully expected to help the teacher in English teaching learning and to use the media of game, especially snake and ladder in teaching grammar of simple past.

c) The other researcher

The result of the research is hopefully expected to give new knowledge to the further researcher to do better action of teaching and learning english in used media of game, especially in teaching grammar of simple past tense.

d) The school

The result of the research is hopefully expected for school to give facility to the teacher in instructional media, especially in media of game.

1.5 Scope and limitation

1.5.1 The Scope of the research

This scope of this research focuses on teaching students' ability in simple past tense through snakes and ladder at eight grade of MTS plus Darul Ulum. There are six classes (A,B,C,D,E,F) However, the students at eight of D class was chosen by researcher based on the problem in teaching learning process.

1.5.2 The Limitation of the research

The limitation of this research is teaching grammar especially in teaching simple past of nominal and verbal sentence to improve the eight grade of D class by using snakes and ladder games.

1.6 Defition of Key Term

1.6.1 Simple Past Tense

Simple past is the tense normally used for the relation of the past events. The simple past indicates that an activity or situation began and ended at a particularly time in the past. For example : *I worked*, *She studied English* *yesterday*.

1.6.2 Snake and Ladder Game

Snakes and laddergame is the board game to the children which played by two children or more. Board game divided the small squares and in the some of squares are drawn some of stairs and snakes relation with another squares.