

CHAPTER I

INTRODUCTION

A. Background of The Research

Teaching English is not easy for Indonesian learners. One of the obstacles that they generally face is the grammar or the language rules. On the other hand, they have to encounter it because it is one the compulsory lesson in school from the elementary level to the highest one. Student should be able to master some language components. As a part of language component, Structure has an important role in learning English and to master English well. The students who get more structure, they can improve their english easily in particular writing skill.

The success of learners in acquiring their target language is influenced by some factors, one of them is the grammatical mastery of the target language. As asserted by Chomsky cited by Steinberg, one of the fundamental language abilities should be possessed by people in order to be able to communicate is the ability to produce and comprehend grammatical sentence.¹ It means that the grammatical aspect becomes one of the essential requirements for people, in this

¹ Danny D. Steinberg et.all, *Psycholinguistics: Language, Mind and World*, (London: Longman, 2001), 2nd ed, p. 345.

case especially for Indonesian learners, to be able to communicate. The language which is produced may become more accurate and meaningful when they communicate in grammatical sentences. In order to make English teaching successful, we have to consider some factors such as quality of teachers, students' interest, motivation, teaching technique and strategy, and teaching media which play important roles to achieve the objective of students' learning. In addition, curriculum becomes the important thing in teaching and learning process. It is considered as a main source for teachers to determine the ways to teach, what material to take, how much time allowed, and vocabulary items to be used in certain level of students.

Based on curriculum, there are five genres (kinds of text) which are taught for the tenth grade students of SMU and MA. Those are recount, narrative, descriptive, procedure, and news items. So, it prosecutes students to be able to comprehend its generic structures and its language features either in spoken or written cycle.

In line with this statement, Allah states in the glorious Al-Quran:

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ (القلم : ١)

“Nun. By the pen and by (record) which men write”.²

Actually, this verse can be put in language teaching context which states that learning grammar is important. A reasonable thing can be inferred with producing the language accurately and appropriately. The place of grammar is considered as a fundamental factor, and parable with the root of the root of the tree, which is firmly fixed in the ground. It means that one should possess the basic knowledge of grammar in order to be able to communicate grammatically.

In another reference, *Atsar* is mentioned that

قيدوا العلم بالكتابة (اخرجه الطبراني والحكيم عن عبد الله بن عمرو، وهو صحيح)

“Tie the knowledge with writing”.³

The verse and *atsar* above contain an order to write by using *qalam* (pen). Writing is a great gift coming from Allah. Writing has a function as a means to understand human-interest. If there are not writings, the knowledge will be lost, religion track will not be exist, and life will not be comfortable. So,

². Yusuf Ali, Translation, Retrieved from <http://www.harunyahya.com/quran-translation30.php>

³. Wahbah al-Zuhaily, *Tafsir Munir*, (Libanon: Dar al-Fikr al-Mu'ashir, 1994), juz ke-29, p. 318.

writing becomes a means to tie the knowledge. Teacher must teach writing as a part of language skills apart from other skills namely reading, listening, and speaking. The major success of a writing is that teacher may stem from his or her ability to make and develop writing materials and media that suit with students' need and interest. So teaching writing must be taught well either in its making materials or media which are used in teaching learning process.

The heterogeneous students can also be a hindrance which may be faced by teacher when he or she teaches in classroom because every student has different level of language competence. In this case, the teacher faces with the students whose characteristics and competence are different and variatif. Therefore, he or she should determine what method should be used or applied in classroom when she or he teaches English, especially in teaching grammar, in order to be able to accommodate them effectively. Moreover, learners generally feel bored and confused with the teaching of grammar, because it deals with analytical ability. Another opinion stating about grammar is that grammar is notorious for its collection system of boring and meaningless form. It may be said, the way grammar is learnt will determine whether grammar is something boring, complicated or meaningless. So the teacher should must give motivation and made teaching English very interest to

students, that studied English very important, because of they needed it to future.

Regarding to those phenomena which are usually found in teaching of English, especially in teaching of grammar rules. The researcher intends to conduct the research of applying a learning method which is considered will be helpful and beneficial for both students and teacher side.

In this point, the reasecher is going to apply one of the media in teaching simple past tense that is Jeopardy game. This media is a game that many teachers utilize to give students a chance to practise their knowladge, learn more information and have a little bit of fun with the reviews they are doing for a class. It is easy to use Jeopardy program written in Powerpoint. Fill in the appropriate categories with the content and arrange them according to level of difficulty. More points should be award for more difficult vocabulary, cultural, or grammatical items.⁴ It features custom category listings, a timer, custom questions, and answer sections, and makes the question disappear from the main screen after it has been asked, especially teaching of grammar.

⁴. Tony Erben, Iona Sariieva, *CALLIng ALL Foriegn Languages Teachers*,(New York: Eye One education, 2008), p.70

As asserted by Harmer, there will be peer help so that better students can help the weaker ones.⁵ They will work in groups by explaining the given materials. So, when teacher put the students in groups or individual, he or she has to ensure that the students whose levels are different are put together. In addition, the activity offered in Jeopardy game is interesting so that the students will feel the new atmosphere in classroom and get interested in learning grammar.

The researcher's consideration in carrying out this research is based on the view that grammar is an essential component of language, so it is important to find and apply a media to teach it effectively.

B. Reason for Choosing The Topic

Some reasons why the researcher took this topic to study.

1. Language is very important to learn. Inside there is some skill that must be mastered including reading, speaking, listening, and writing. In this study the author focuses on writing skill. There are several genres of writing skill including Narrative, Recount, and Spoof text that include discussing the simple past tense.

⁵. Jeremy Harmer, *Howto Teach English*, (Malaysia: Longman, 1988), p. 177.

2. The application of method and technique employed in English language teaching is one of the key components to reach the objective of the language teaching learning. Here, Jeopardy Game is chosen to be employed because it may give a new atmosphere in English teaching learning process that can accommodate the various students in English classroom.
3. Many English teachers still use conventional methods without media in teaching grammar. So that's why the researcher wants to give contribution in teaching process.

C. Question of The Research

This research is aimed to find the answer to the following research question.

1. How is the effectiveness of using jeopardy game in teaching simple past tense at the first grade of MAN Pematang in the academic year of 2013/2014?
2. How is the Implementation of using jeopardy game in teaching simple past tense at the first grade of MAN Pematang in the academic year of 2013/2014?

D. The Objective of The Research

The objectives of the research are as follows:

1. To measure the effectiveness of using a jeopardy game in teaching simple past tense at the first grade of MAN Pemalang in the academic year 2013/2014?
2. To know the implementation of the effectiveness of using a jeopardy game in teaching simple past tense at the first grade of MAN Pemalang in the academic year 2013/2014?

E. The Limitation of the Research

In order to get focus in conducting this study, the writer limited the scope of the study as follows:

1. Grammar which refers to the structure of language is extremely complex. In this study, the material to teach is specified on writing using simple past tense.
2. The research subjects of this study are the learners of 10th graders of MAN Pemalang in academic year 2013/2014.
3. Jeoparday Game was chosen to be employed because it may gives new atmosphere in English teaching learning process that can accommodate the various students in English classroom.

F. The Pedagogical Significance of Research

The significance of the study are:

1) For the students

To make students enjoy the lesson in the classroom. They will be more interesting in joining class activity.

2) For the teachers

To motivate teachers in finding a new or good media to teach simple past tense and useful to give contribution of developing English teaching.

3) For the readers

To give readers a reference in conducting a research about media of teaching simple past tense. Develop their knowledge and get many experiences.

4) For the writer

To motivate the writer in doing research as the contribution in developing English teaching. As a researcher and an English teacher, the writer is supposed to conduct some activities or research that can make a development in educational field especially in English teaching.