

CHAPTER I

INTRODUCTION

A. Background of The Study

English as international language and a tool to communicate oral and written has been taught at almost every level of education as the second language or foreign language. The government has decided to apply the English teaching earlier at school, beginning from the elementary school as a local content up to twelfth school grade of junior high school. Then, the main objective of English teaching in junior high school is the learners can master English communication which covers language components: grammar, vocabulary, and pronunciation, with the basic skills: listening, speaking, reading and writing.¹ Some misunderstanding and miscommunication may be occur if without mastering the language skills and the components.

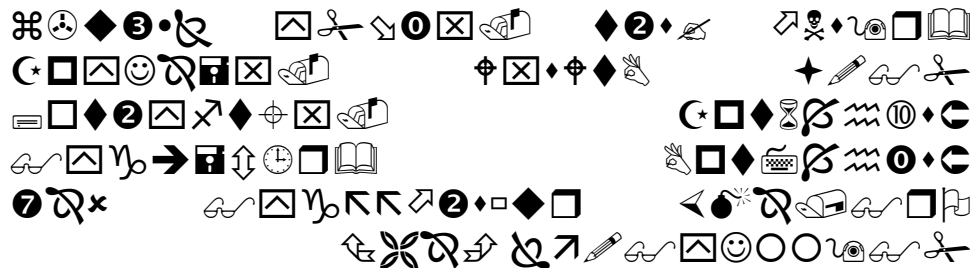
Grammar may be roughly defined as the way a language manipulates and combines words (in a bit words) in order to form longer unit of meaning. There is a set of rules, which governs how units of meaning may be constructed in any language.² Victoria Fromkin states that every grammar is complex, logical, and capable of producing an infinite set of sentences to express any thought.³ Therefore, a learner who knows grammar is one who has mastered and applied these rules to express him or herself in acceptable form. Each language has its own grammar. The native speaker will not understand what somebody means by saying or writing something when the sender or the speaker does not use the proper grammar for the proper language. So that the entire language users use the same arrangement and organization of the same language to ensure mutual understand between the

¹*Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 tentang Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah*, p. 277

²Penny Ur, *Grammar Practice Activities; a Practical Guide for Teachers*, (UK: Cambridge university press, 1988), p. 4.

³Victoria Fromkin, *an Introduction to Language*, (US: Thomson Heine, 2003), 7th Ed., p. 15.

language users. As stated in verse 25 of Surah Abraham, learning grammar is one of the important aspects in learning a language.



“Dost thou not see how Allah sets forth the case of a good Word, which is like a good tree whose root is firm fixed and every one of whose branches reaches into the heavens?”⁴

Actually, this verse can be put in language teaching context, which states that learning grammar is important. “A good word” can be inferred with producing the language accurately and appropriately. The place of grammar is considered as fundamental factors, parable like a good tree whose root is firm fixed means that one should possess the basic knowledge of grammar in order to be able to communicate grammatically and understandable.

However, some teachers consider that teaching grammar is worthless and will be better completely abandoned. Moreover in learning grammar especially Simple Present Tense, learners are still confused how to use the verb, how to use auxiliaries in negative or interrogative form and how to use adverb of time appropriately. It seems to be clear that teaching and grammar is difficult and boring for both teacher and learners. Because grammar teaching often been regarded as structure based, formally activity. Besides that, teaching learning process should be varied to make students feel fun during the process. Teacher can use methods and teaching aids in teaching grammar to design an interesting and highly effective teaching. Hamalik as quoted by azhar arsyad states that the usage of eaching aids in learning process can provoke new desire, interest, motivation, and learning stimulus even give

⁴Muhammad Zafrulla Khan, *the Quran*, (Britain: Curzon press Ltd, 1985), p. 240

psychology effect to learners.⁵ There are many media, which can help the teacher to make the students attracted to follow the lesson. The writer hopes that by using such kind of teaching aid, the students will not be bored and learn English with full of motivation. Because language learning is hard work, games help and encourage many learners to sustain their interest and work. Games also help the teacher to create context in which the language is useful and meaningful.⁶ It means students also can learn English by playing a game. Therefore, Games play an important role in teaching and learning process. By playing a game, the teacher can gain one clear contribution to stimulate student's motivation that is having fun. They can often help the students understand something presented better than telling them verbally.

Based on the background of study above, the writer wants to research to know how is the effectiveness of teaching Simple Present Tense using card game toward the improvement of students' understanding grade VII at MTS Darul Ulum Purwogondo Kalinyamatan Jepara at the academic year of 2009/2010.

B. Reasons for Choosing the Topic

The reasons for choosing the topic are as follows:

1. It is important to teach grammar effectively, beneficial and interesting in the classroom.
2. The English teacher still uses conventional methods who has never used the media in teaching process.
3. Card game is one of interesting aids in teaching to activate the students in learning process.
4. Most of junior high school students think that English especially grammar is one of the difficult and boring subject. Therefore, the writer wants to make them more exciting and enjoying English teaching.

⁵ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Grafindo Persada, 2003), p. 15

⁶ Andrew Wright, et.al., *Games For Language Learning*, (USA: Cambridge University Press, 1984), p. 1

C. Questions of The Study

The research questions on this study can be formulated as follows:

1. How is the students' improvement understanding of Simple Present Tense who are taught by card game?
2. How is the students' improvement understanding of Simple Present Tense who are taught by conventional method?
3. How is difference of the students' improvement understanding between those who are taught by using card game and those who are taught by using conventional method?

D. Objectives of The Study

The objectives of this study as follows:

1. To know the students' improvement in Simple Present Tense who are taught by card game.
2. To know the students' improvement in Simple Present Tense who are taught by lecturing.
3. To find out the difference of the students' improvement understanding between those who are taught by using card game and those who are taught by using conventional method.

E. Significances of The Study

This research is hoped can be give advantages or contributions for:

1. Students

The result of this research can be beneficial for the students hopefully, so that the students can enjoy studying English by using games and giving experience to the students that learn English, especially grammar is not difficult, and boring. They also are able to improve the learning process quality. Therefore, the learning achievement will improve.

2. Teacher

The teacher is able to know the learning strategy that can improve the learning system by this research. Therefore, the various problems faced by the students, teacher, learning material and so on can handled.

3. School

The result of this research can give a contribution for the school in improving the English learning process. Therefore, it can improve the students learning achievement.

4. The reader

This research hoped can give more beneficial information and knowledge to the reader.

F. Definition of Key Terms

To give clear clarification and to avoid misunderstanding on interpreting between the researcher and the reader, the researcher clarifies the terms are used in this study as follow:

1. The Effectiveness

Effectiveness formed from word “*effective*” and suffix “*-ness*” and can be define as having an affect, able to having bring about the result intended.⁷ The effectiveness on this research is the affectivity of medium.

2. Card Game.

Based on the Oxford Dictionary, game is a form of play or sport with rules.⁸ Moreover, card means piece of stiff paper or thin cardboard, as used for various purposes, one of the 52 cards used for various games (canasta, poker, etc)⁹. Therefore, card game in this research is a teaching through card game as the teaching media.

⁷As Hornby, *Oxford Advance Learner's Dictionary of Current English*, (New York: Oxford University Press, 1987), p. 277.

⁸*Ibid.*, p. 353

⁹*Ibid*, p. 127.

3. Teach

Teach is give instruction to somebody; cause somebody to know or be able to do something; give knowledge or skill to somebody; give lessons at school, etc.¹⁰

5. Simple Present Tense

Tense means any of verb forms that show the time at which an action happened. In addition, Simple Present Tense is the tense which used to refer to events, actions and conditions that are happening all the time, or exist now.¹¹

G. Scope of Study

The writer limited the scope of this study in teaching Simple Present Tense only by using card game to improve students' understanding at level of the first grade of junior high school not the whole of grammars. In addition, this study was conducted at the seventh grade students of MTs Darul Ulum Purwogondo Kalinyamatan Jepara.

¹⁰*Ibid.*, p. 886.

¹¹Kate Woodford and Guy Jackson, *Cambridge Advanced Learners' Dictionary*, (Cambridge University Press, 2003), CD Version.