CHAPTER I

INTRODUCTION

A. Research Background

Language plays an important role in communication. Human being can communicate their ideas, meanings, and feelings to others using by language. Therefore, language is a means for people to do communication. English is one of the international languages used in the world. As an international language, English becomes more popular in Indonesia than others.

Teaching a foreign language is considered to be one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mind sets say, foreign language is difficult to learn because most of them know nothing from the start.

Teaching, in that case needs to be responsive to the classroom situation in order to take an accurate measure. The classroom atmosphere should be sufficiently relaxed so that learners are engaged actively in every activities lead to a better performance of their skills, listening, speaking, writing and reading.[1]

Teacher has different ways to give the material. Some teaching methods have been used to make students interested in learning English. Teacher also uses several kinds of media to teach English such as picture, game, song, poster, realia, etc. in order to make them work well. Young learners usually respond well to being asked to use their imagination, they may well be involved in puzzle-like activities, in make things, in draw, in games, in physical movement or in songs.[2]

Games and songs in foreign language classes can be used to motivate students and to create a more relaxing foreign language classes. Often, students are involved in playing the games or singing the songs and they do

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[1] Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language*, (Semarang) p.4
[2] Jeremy Harmer, *The Practice of English Teaching*,(England: Pearson, 2001), 3rd Ed., p.38

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not realize that they are practicing language. Games facilitate language learning because they help language learning to be: more meaningful, more memorable, and more accessible.

Games and songs can be alternatives media of language teaching. Teachers should vary their teaching strategy in order to accommodate different learning styles of their students.[3]

Games help and encourage many learners to sustain their interest and work. Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.[4]

The grammatical aspect becomes one of the essential requirements for people, in this 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. Lack of knowledge especially about construction of sentences, for example: the incorrect of verb and tenses is the main deficiency of the students. Most of them find themselves incapable of expressing their thought in English and that is why the learning of grammar becomes the most difficult subject for them. This situation requires a change, especially in students' attitude and the teacher's teaching learning practice in class.

In this world, there were varieties of language. People who live in different countries, ethnics and cultures have different language. Allah states about the varieties of language in surah Ar-Rum verse 22:

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[3] *Siti Tarwiyah op.cit.,* p.5-6

[4] Andrew Wright, *Games for Language Learning,* (New york: Cambrigde University Press, 1983), p.1

"And of His signs are the creation of the heavens and the earth, and the diversity of your tongues and colors. In that surely are signs for those who possess knowledge". (Ar-Rum: 22)[5]

In surah above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language, from different languages in the world there is language which used as an international language. English is an international language which has very important role as the language of science, technology and international communication. It is crucial to be mastered lately since any other language in the world. Language is the important part in human life. People communicate each other using language, which always need company in their life. Language is communicative; it allows us to communicate with others who share the same language.[6]

Teacher should be selective in choosing teaching technique. In the writer's opinion, teaching English using snap is one of technique in which students' are given chance to learn English more enjoyful. By using snap game, it is hoped that it can motivate the students to learn and pay attention to the material. It will create fun learning in English. Due to this fact, the writer will conduct an action research to improve students' understanding on tag questions using snap game at the nine grade students of SMPN 31 Semarang in the academic year of 2010/2011.

B. Reasons for Choosing the Topic

The writer has some reasons to do this research. They are as follows:

1. Grammar in English teaching learning is important, because when we communicate with other people we should use correct grammatical sentences to make the meaning clear

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[5] Muhammad Zafrulla Khan, *The Qur'an,* (English: Curzon Press Ltd, 1981), p.398
[6] Timoty B. Jay, *The Psychology of Language*, (New Jersey: Pearson Education, 2003), p.2

2. Considering the importance of grammar, the writer should improve teaching grammar. The writer uses snap[7] as the way to make the students study better and excited

3. The writer has a concern in doing an action research as a methodology of research for the effectiveness and efficiency in teaching English. By doing action research, the writer intends to improve the quality of teaching grammar.

C. Research Questions

This research is aimed to find the answer to the following research questions:

1. How does the implementation of snap game improve students' understanding on tag questions?

2. How is the improvement of students' understanding on tag questions using snap?

D. Objectives of the Study

Based on the research question mention above, the aim of the study are as follows:

1. To describe the implementation of snap game to improve their understanding on tag questions

2. To identify the improvement of students' understanding on tag questions using snap game

E. Significant of the Study

This study is aimed to give some positive contributions to the English language learning context and will be beneficial for many sides such as for students, teacher, school,reader and the next researcher:

1. For the students ;the result of the study may help students to improve their understanding on tag questions by snap game

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[7] Mario R. *Grammar Games,* Cambridge, University Press, (1984), p 22

2. For the teacher; the teacher can use this method to enrich their teaching method

3. For school; this study can be a starting point to develop the teaching method which applies in the school

4. For reader; this research hoped can give more beneficial information and knowledge to the reader

5. For the next researcher; the next research can conduct further research in this field by extending it to other levels, other subject, and to different settings.

F. Scope of the Study

In this study, the writer applied snap game to improve students understanding on tag questions. To limit the scope of the research should be limited by the following factors:

1. This research is limited only on the teaching grammar, especially in tag questions using snap game technique in 9th grade students of SMP Negeri 31 Semarang

2. The instructional material will be confined to a number of units taken from a guide book

3. The problems that might come up during the implementation of teaching grammar especially in tag questions by using snap game technique in 9th grade SMP Negeri 31 Semarang

G. Definitions of Key Term

To avoid misunderstanding, the writer presents the following definition of the key terms. They are as follows:

1. Snap and game

Snap is a fun game that will exercise mind and entertain students at the same time. The game can be played by two or more people. Snap is a card game in which the players compete to call out the word 'snap' when

they see two cards that have the same value. Snap is a matching game, often played with custom decks specifically designed for the game.[8]

Game is one of media that use in teaching learning process. Games also help to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what other saying or have written, and they must speak or write in order to express their own point of view or give information.[9] The essential ingredient of a game is challenge. By game, the students is hoped more enjoy to study.

2. Improving students' understanding tag questions

Based on *Oxford Advanced Learners' Dictionary*, to improve is to make or to become better, to make good use of something.[10] Understanding is a psychological process related to an abstract or physical object, such as a person, situation, or message whereby one is able to think about it and use concepts to deal adequately with that object.[11]

Tag questions are used to seek agreement or to get information.[12] In this case, understanding on tag questions is psychological process to understand tag questions, the form of tag questions, and when it is used. The writer uses snap game as teaching media to increase students understanding on tag questions in order to make good quality of teaching method in this school.

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[8] http://www.marapets.com/snap.php accessed on 22/12/2009
[9] Andrew Wright, *op.cit*, p.1
[10] A.S. Hornby,*Oxford Advanced Learner's Dictionary of Current English*, (New York: Oxford University Press,1987), p.886
[11] http://en.wikipedia.org/wiki/Understanding accessed on 30/09/2010
[12] Janis van Zante, *Grammar links 3*, (Boston: Houghton Mifflin Company,1999), p.125