

CHAPTER I INTRODUCTION

A. Research Background

As a human society, people live and communicate with other using language. Language allows people to say things and expresses their communicative need. In this world, there are varieties. People who live in different country, ethnic, and culture will have different language.

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-Ruum verse 22:

وَمِنْ آيَاتِهِ ۖ خَلَقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ اللَّسَانِكُمْ
وَالْوَالِدَاتِ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾

And among his signs is the creation of the heavens and the earth, and the difference of your language and colors. Verily, in that are indeed signs for men of sound knowledge (Q.S. Ar-Ruum/30:22).¹

In Surah above, Allah shows us the signs of His authority through differences of tongue. Tongue means a language. Language is very important to express something and to communicate with other. As everybody knows, language is a tool

¹ A. Yusuf Ali, *The Holy Qur'an, Text, Translation and Commentary*, (Maryland: Amana Corp, 1983), p. 1056.

to convey ideas, opinions, and feelings among people by oral or written ways. When we communicate, we use the language to accomplish some function, such as arguing, persuading, or promising. Moreover, we carry out these functions within a social context. A speaker will choose a particular way to express his argument not only based upon his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person is. For example, he may be more direct in arguing with his friend than with his employer.²

According to Ramelan, language is an arbitrary system of speech sounds or sequences of speech sounds which is used or can be used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs things, processes, and events in the human environment.³ According to Charles W. Kreidler, a language is a system of symbols through which people communicate. The symbols may be spoken, written, or signed with the hand.⁴ And in Merriam-Webster, language is the system of words or signs that people use to express thoughts and feelings to each other.⁵

² Dianne Larsen-Freeman, *Technique and Principles in Language Teaching*, (New York: Oxford University Press, 1986), p. 123.

³ Ramelan, *Introduction to Linguistic Analysis*, (Semarang, IKIP Semarang Press, 1992), p. 10.

⁴ Charles W. Keidler, *Introducing English Semantic*, (New York: Routledge The Tailor and Francis Group, 1998), p. 19.

⁵ <http://www.merriam-webster.com/dictionary/language> accessed on Friday, 25th of December 2015, at 2.17 PM.

Based on some definitions of the language above, it can be concluded that language is regular system in the form of sound symbols used to express feelings and thoughts that language. We use language as a means of communication with other people, as a tool to express our ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with one another. Communication has an important role in human life. We must know how to share, to express our idea to other. Because communication is important, so human being should learn how to communicate correctly. Communication will be easy if between sender and receiver understand with the information was given. One of the languages which are often used in communication is English. It becomes the dominant language around the world, and more people use English than other language respectively as an international language.

The main function of language is to communicate with other people. In the language itself there is no such thing as ‘good’ or ‘bad’ grammar. It is reasonable, however, to distinguish between good and bad communication. In other words, language use should not be evaluated according to what kind of grammatical rules it follows, but according to whether it conveys its message effectively.⁶

⁶ Geoffrey Leech, Margaret Deuchar, and Robert Hoogenraad, *English for Today: A new Introduction, Second Edition* (New York: Palgrave Macmillan, 2006), p. 12.

In Indonesia, English is one of foreign language to be taught in the schools. English is taught at school from Elementary School (SD), Junior High School (SMP), Senior High School (SMA), and University. There are four skills of language: Listening, Speaking, Reading, and Writing. Beside those, spelling, grammar, and pronunciation must be taught to learners in order to the achievement of the four skills above.

Being an international language, English is spoken in the most international events and used as the medium of information flow on science, technology and culture as well. So that, it is not surprising that the teaching of English is carried out in parts of the world, Indonesia, for example; treats English as the first foreign language. Nevertheless, in order to make English teaching successfully, we have to consider some factors such as, quality of the teacher, students' interest and motivation, school buildings, the teaching method, book, etc.

One of the language skills is grammar. Grammar is one important part to study English; grammatical competence is concerned with communicative competence. According to Brown, In Communicative Language Teaching, grammatical explanation and terminology are used in classes teach grammar but any grammatical explanation undertaken may be enhanced, if the

English teachers use charts and other visuals aid whenever possible to graphically depict grammatical relationship.⁷

The difficulties of learning English are mainly caused by the grammatical systems which are different from Indonesia language. In this case the researcher wants to emphasize teaching learning process on grammar especially on passive voice. One of the grammatical structures in English is passive voice. It is taught at Senior High School. This material is very important to be learned by students or learner who studying English.

This research was based on the phenomenon students' difficulties in understanding grammar especially passive voice in SMK Ma'arif NU 01 Ketanggungan Brebes. It was caused the teacher only explain the material. So teacher with students, student with student got low interaction in teaching learning process. As the consequence, students felt bored and did not interest in grammar class.

Through using an interesting technique, such as using game to improve students' understanding on passive voice, students will increasingly pay attention to the lesson. Busy pictures game is used in teaching passive voice in order to make class atmosphere fun, so this material more memorable and understandable by students.

⁷ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: San Frasisco State University) P.365

The reason for choosing this topic is The English teacher still uses conventional methods and has never used the media in teaching process. The researcher will use busy pictures game to help students in improving their understanding on passive voice, because there are many students didn't understand more about it. The other reason is because 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.

Considering the above matter, the researcher is interested in conducting a classroom action research in teaching passive voice using busy pictures game. In this research the researcher uses a picture with a lot of activity. The researcher decided to choose "The Use of Busy Pictures Game to Improve Students' Understanding on Passive Voice (A Classroom Action Research at the Eleventh Grade of SMK Ma'arif NU 01 Ketanggungan Brebes in the Academic Year of 2015/2016)"

B. Research Questions

This research is aimed to answer the following questions:

1. How is the implementation of busy pictures game to improve students' understanding on passive voice at the Eleventh Grade of SMK Ma'arif NU 01 Ketanggungan Brebes in the Academic Year of 2015/2016)?

2. What is the improvement of students' understanding on passive voice at the Eleventh Grade of SMK Ma'arif NU 01 Ketanggungan Brebes in the Academic Year of 2015/2016) after being taught by busy pictures game?

C. Research Objectives

Based on the problem above, the aims of this research are as follows:

1. To describe the implementation of busy pictures game in improving students understanding on passive voice
2. To find out the improvement of students achievement in passive voice after being taught by using busy picture game.

D. Research Significance

This research is important for some reasons to know the significance of the research. It can contribute some benefits as follows:

1. Theoretically
 - a. As a supported material on the efforts to increase the management and development of teaching learning process so that increasing students understanding on passive voice
 - b. As the review for the next researcher

2. Practically

a. For Teacher

The result of this research are hoped will be useful for English teacher of Senior High School in teaching passive voice as a new game. Busy picture game can help teacher in providing active learning, creative, effective and fun for students according to learning style. Teacher can use the result of this research as a reference when they want to improve their ability in teaching grammar.

b. For Students

By using busy picture game, the students will be able to understand the material easily. So, they can master the grammar, especially they can make passive voice well.

c. For the Researcher itself

The researcher will get new experience and knowledge in teaching passive voice using busy pictures.

d. For the School

It can be a supported way to improve teaching and learning process.

E. Definition of Terms

1. Busy Picture Game

In this model of learning, teacher choses picture with a lot activity. Students write a specific number of sentences in the passive based on picture. Prepare to collect and correct

students' sentences. Arrange the students into small groups and have them try to correct the errors.⁸

2. Improve

According to Oxford dictionary, 'improve' is become or make something better, to increase good qualities.⁹ According to *Webster's Dictionary*, 'improve' is to bring into a more desirable or excellent condition.¹⁰

3. Understanding

Understanding (also called intellection) 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

4. Passive Voice

Passive voice is a voice that indicates that the subject is the patient or recipient of the action denoted by the verb.¹²

⁸ Suzanne W. Woodward, *Fun With Grammar*, (Upper Saddle River, NJ: Prentice Hall Regents, 1997) p. 217

⁹ *Oxford Learners Pocket Dictionary*, (New York: Oxford University Press, 2000), p. 216.

¹⁰ David Yerkes, *Webster's Encyclopedic Unabridged Dictionary of The English Language*, (New York: Portland House, 1989), p. 717.

¹¹ <https://en.wikipedia.org/wiki/Understanding> accessed on Thursday, 24th of December 2015, at 09.54 AM.

¹² <http://www-01.sil.org/linguistics/glossaryoflinguisticterms/WhatIsPassiveVoice.htm> accessed on Thursday, 24th of December 2015, at 10.11 AM.

5. Action Research

Action research is part of a broad movement that has been going on in education generally for some time. In action research, a teacher becomes an ‘investigator’ or ‘explorer’ of this or her personal teaching context, while at the same time being one of the participants in it.¹³

¹³ E-Book: Anne Burns, *Doing Action Research in English Language Teaching, A Guide for Practitioners* (New York: Routledge, 2010), p. 2.