

# CHAPTER I

## INTRODUCTION

### A. Background of Study

According to Wardhaugh, language is a system of arbitrary vocal symbol used for human communication.<sup>1</sup> 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.<sup>2</sup> 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 important tools in communication among various groups of people from various part of the world now is English.

Teaching English as a second or foreign language became an increasingly important activity after World II.<sup>3</sup> In our country English is taught for students at Elementary School until Senior High School. Even it is one important subject as one of the requirement to past the final examination. Learning and teaching English is not easy work, because it is not our mother tongue and has many differences with Indonesian. Its differences are about grammar, phonology, spelling and vocabulary.

Learning English involves the mastery of four language skill. They are writing, speaking, reading and listening. The fourth basic skills are taught in a integrate way. Thus speaking and writing are productive skill or ability to product, listening and reading are receptive skill or ability to comprehend.

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<sup>1</sup> Djoko Sriyono, *An Introductory Course of Linguistic*, (Surakarta : Muhammadiyah University Press, 2001), p. 1

<sup>2</sup> Ramelan, *English Phonology*, (Semarang: UNNES Press, 2003), p. 1

<sup>3</sup> Jack C. Richard and Richard, *Curriculum in Development in Language Teaching*, (USA, Cambridge University Press, 2001), p. 23

Beside learn four skills, student must learn grammar. Grammar is theory of language, of how language is put together and how it works. More particularly, it is the study of wording.<sup>4</sup> Grammar has function to create good and understandable sentences. Knowing how to build and use certain structure make it possible to communicate common types of meaning successfully. Without structures, it is difficult to make comprehensible sentence. We must therefore, try to identify these structures and teach them well.<sup>5</sup>

One of the best ways of reinforce grammar structure is taught by using game. Recently, not only in the Kinder Garden, fun and effective learning is hoped can be applied in English learning process for Junior High School and Senior High School.

Tenses are the basic grammar is taught for students at Junior High School and Senior High School. There are many students get difficulties to understand it, about how to use it, when to use it, how is the application tense in the text. Grammar is always looked a necessary but a very boring part of any students.

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 meaning.<sup>6</sup> Almost people like game, because game able to break their boredom and it is possible to learn a language as well as enjoy oneself at the same time. But it depends on the appropriateness of the game and role of the player.

According to Hadis :

عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ: يَسْرُّوْا وَلَا تُعَشِّرُوْا وَبَشِّرُوْا وَلَا

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<sup>4</sup> Linda Gerot and Peter Wignel, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1995), p. 2

<sup>5</sup> Jack C Richard and Willy A. Renandy, *Methodology In Language Teaching*, (Cambridge: University Press), p.151

<sup>6</sup> Andrew Right, *et. al.*, *Games For Language Learning*, (Cambridge, university Press, 2005), *New Edition*, p. 1

تَنْفَرُوا (اخرجہ البخای).<sup>7</sup>

*Narrated Anas bin Malik, the Prophet Muhammad (peace be upon him,) said: Make thing easy for the people, and don't make it difficult for them, and make them calm (with glad tiding) and don't repulse them.*<sup>8</sup>

The hadis above explains us to make easy for any difficulties. Because however that difficulties, it has many ways to solve or make it easier. The relation between hadis above and the teaching is we should be able to transfer the lesson well and easy understanding, it shows when we teach students we should use varieties strategy in teaching.

Students have variety learning style, so it asks teachers' role to use variety learning to explain language meaning and construction, engage students in a topic, or as a the basis of whole activities. Because it can help both for practice or for motivate students.

Based on the teacher's explanation of Mr. Sofyan, S. Pd as a English teacher at MTs Nahjatus Sholihin, students are still confused to distinguish the simple present, simple continuous and simple past form when it is applied in sentence. Teacher usually redoing to explain the simple past form when students create narrative or recount text. And they also have low motivation to learn. In addition, the teacher argued actually students need a new thing in studying and learning English. But he did not have enough time to teach students using media or using fun way.

So, according to the problem that is faced by students above, the researcher will use Tic Tac Toe game as a media to improve students' understanding on simple past tense. Tic Tac Toe game is a board game that using sign noughts and cross. For example, teacher can draw nine box frames and write different word or categories in each box. Teams have to make sentences or questions with the words and if they get them right, they can put

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<sup>7</sup>Abi Hasan Nurrudin Muhammad bin Abdul Hadi, *Shohih Bukhori* (Beirut: Darul Kutub al Alamiyah Jilid I, 1971), p. 42

<sup>8</sup>M. Mukhsin Khan, *The English Translation of Sahih Bukhori*, (Alexandria: Al Syadawi Publication, 1996), vol. 8, p. 146

their symbol (O or X) on the square to draw their winning straight line.<sup>9</sup>

In this case, the researcher will use Tic Tac Toe game as technique to improve students' understanding on simple past tense. Here, the game is used to deliver the materials in order to be more fun for students in the process of teaching learning, so they will be enthusiastic in joining the activity. It is important to use game as an alternative way in teaching grammar.

This game can be applied in teaching and learning. Beside students is given some exercise many times. And students also have chance to respond or correct other friend. There is competition on Tic Tac Toe game, so it make students to be enthusiasm and active in learning.

To play Tic Tac Toe, we need two to four students or players. The first, teacher distributes one paper (Tic Tac Toe grid) consist of present verb. Then students change the base verb into past (regular or irregular). After that each person must make a simple sentence from the verb using simple past tense form complete with the time signal of past tense. If the sentence is correct, the student puts an "X" or an "O" in the square containing the verb. Tic Tac Toe is appropriate game to make students creative to build sentences and active in the class. Tic Tac Toe game will make students easier to understand simple past tense and it will make students more creative to make and use sentence using simple past tense in the some contexts and in the their real activities.

This study is about Using Tic Tac Toe Game to Improve Students' Understanding on Simple Past Tense on Students Eighth Grade of MTs Nahjatus Sholihin in the Academic Year of 2010/2011, and the researcher will use a classroom action research as the approach of the study.

## **B. Reason for Choosing the Topic**

Grammar is necessary part when we study English. Grammar is needed in order students able to make comprehensible sentences. Unfortunately, there are many students are bored about it. The main idea of

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<sup>9</sup> Jeremy Harmer, *The Practice of English Language Teaching* (England, Longman, 2002), p. 139

teaching grammar is to help learners internalize the structure taught in such a way that they can be used in every day communication.

In this case, the researcher wants to use Tic Tac Toe game because,

1. To help and improve students' understanding on simple past tense.
2. The researcher takes tenses especially simple past tense, because there are many students don't understand about it. In some texts simple past tense is involved, includes recount and narrative that taught in Junior High School.
3. It is an interesting game, because it will encourage student to be active and creative in learning English. By implementing game in learning, unwarily students will study too.

### **C. Research Question**

Based on the problem that has been stated above, there some problems that will be investigated through this study. They are:

1. How does the implementation of Tic Tac Toe game improve students' understanding on simple past tense?
2. How can Tic Tac Toe game improve students' understanding on simple past tense?

### **D. Objective of the Study**

Based on the problems above, the aims of this study are as follows:

1. To describe the implementation of Tic Tac Toe game to improve students' understanding on simple past tense.
2. To find out the improvement of students' understanding on simple past tense by using Tic Tac Toe game.

### **E. Pedagogical Significant**

The result of this study is hoped useful for students, teacher, and the next researcher.

1. For the students

The result of this study may help students to improve their

understanding on simple past tense. Understand about how the structure of simple past tense, when we use simple past tense. By using Tic Tac Toe game can motivate students to learning English.

2. For the teacher

Teacher can use Tic Tac Toe game as one of the media in teaching learning English, to motivate the students, and it can make the lesson is easier to be understood than nothing. By using game, the researcher hopes it can be an alternative method in teaching English. So, the students will get better achievement.

3. The next researcher

The writer hopes this research can be developed by the next researcher in different skill and participant.

## **F. Definition of Key Term**

The researcher classifies the term are used in this study as follows:

1. Game

Game is an activity given to the students to use the language in less formal situation is organized activity that usually has the following properties:

- a. A particular task or objective
- b. A set of rule
- c. Competition between players
- d. Communication between players by spoken or written language.<sup>10</sup>

2. Tic Tac Toe Game

It is a kind of game board with noughts and crosses. It needs Tic Tac Toe paper and Tic Tac Toe grid that consist of nine, sixteen even twenty box frames on it. Tic Tac Toe grid is written by different words, categories or question in each box. And Tic Tac Toe paper is used to write down

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<sup>10</sup> Jack Richard, et. al., *Longman Dictionary of Applied Linguistic* (United Kingdom: Longman Group, 1985), p. 118

symbol O (Nought) and symbol X (Cross) when play the game.

### 3. Simple Past Tense

The Past Tense indicates that an activity or situation began and ended at a particular time in the past.<sup>11</sup> In other word, it used to express or say that an action happened in the past. The time signals are ago, last, yesterday. This tense uses regular verb past form (adding *\_ed*) and irregular verb past form with various form.<sup>12</sup> In applying Tic Tac Toe game researcher uses regular and irregular verb coinciding. So the students can concentration to study simple past form.

### 4. Students' Understanding

Based on Oxford Advanced Learners' Dictionary, student is defined as a person who is studying at a college, polytechnic or university; boy or girl who is attending schools; anyone who studies or who is devoted to the acquisition of knowledge.<sup>13</sup>

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.<sup>14</sup>

So, it can be said that students' understanding is students' effort or psychological process of students to know deeply about something as object.

### 5. Improving of Students' Understanding

Improve is to make better; to increase the value or good qualities of

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<sup>11</sup> Betty Schramper Azar, *Understanding and Using English Grammar* (USA: Prentice hall Regents, 2<sup>nd</sup>, p. 24

<sup>12</sup> Jim Scrivener, *Learning Teaching A Guidebook for English Language Teacher* (United Kingdom: Macmillen Publisher, 2005)2<sup>nd</sup>,p. 209

<sup>13</sup> A. S. Hornby, *Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University Press, 1987), 25<sup>th</sup> Ed, p. 859

<sup>14</sup><http://en.wikipedia.org/wiki/Understanding> accessed on 26/10/2009

something.<sup>15</sup> It can be said that improving is doing in any way in making something better, or becoming increased.

In this case improving students' understanding is increasing the quality of students' knowledge to be better. It can be done by using techniques, media or methods when teaching and learning process.

#### **G. THE SCOPE OF THE STUDY**

To limit the scope of the study, the writer will only discuss such as follows:

1. This study will be done in the VIII students' grades of MTs Nahjatus Sholihin Kragan Rembang in the academic year of 2010/2011.
2. This study will talk about improving students' understanding on simple past tense by using Tic Tac Toe game. It is done, because there are many students cannot distinguish simple present and simple past in sentence.

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<sup>15</sup><http://www.brainyquote.com/words/im/improve176858.html> accessed on 26/10/2009