

CHAPTER I

INTRODUCTION

This chapter presents the background of study, research problem, objective of the study, significance of the study, scope and limitation, and definition of the key terms.

A. Background of Study

English is very important to learn. 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 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. 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 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. Beside learn four skills, student must learn one of component in English skill is grammar. Grammar is theory of language, of how language is put together and how it works. More particularly, it is the study of wording.¹ 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.²

In order to make a grammar lesson effective, beneficial, and interesting, a teacher should use some well-developed and fascinating techniques in the classroom. Teaching grammar is not something new for teachers especially for the language teachers. It already has been done for many years by the teacher at the educational institutions. The teacher teaches grammar not only at the junior high school up to college, but now it is taught by the teacher from the beginning up to high level such as at the kindergarten up to college. The teacher who teaches grammar has different style, strategy, and method. It depends on the material and the student's level. To teach grammar the teacher might know that used by students in everyday learning in the classroom activities.

¹ Linda Gerot and Peter Wignel, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1995), p. 2.

² Jack C Richard and Willy A. Renandy, *Methodology In Language Teaching*, (Cambridge: University Press), p.151

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.³ 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.

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 Mrs. Hasnita Yuni Rizqiyah, S.Pd as an English teacher at SMPN 1 Trowulan, 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 present continuous form when students talking

³ Andrew Right, *et. al.*, *Games For Language Learning*, (Cambridge, university Press, 2005), *New Edition*, p. 1

about activities. 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 she 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' ability on present continuous 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 their symbol (O or X) on the square to draw their winning straight line.⁴

In this case, the researcher use Tic Tac Toe game as technique to improve students' ability on present continuous 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 six students or players. The first, teacher distributes one paper (Tic Tac Toe grid) consist of present verb. Then students change the base verb into verb-

⁴ Jeremy Harmer, *The Practice of English Language Teaching* (England, Longman, 2002), p. 139

ing. 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 make students easier to understand present continuous tense and it make students more creative to make and use sentence using present continuous tense in the some contexts and in the their real activities.

Based on the explanation above, the researcher tries to implement about **“USING TIC TAC TOE GAME TO IMPROVE THE ABILITY OF STUDENTS OF SMPN 1 TROWULAN IN LEARNING PRESENT CONTINUOUS TENSE”**.

B. Research Problems

Based on the background of the study, the general question of this study is “How can tic tac toe game improve the ability of students of SMPN 1 Trowulan in learning Present Continuous Tense?”

C. Objective of the Study

Based on the problems above, the aim of this study is to find out the improvement of students’ ability on Present Continuous Tense by using Tic Tac Toe game.

D. Significance of Study

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 present continuous tense. Understand about how the structure of present continuous tense, when we use present continuous 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.

E. Previous Research

There are some researchers that did the research by using game. One of them is done by Rondiyah (05420472), Faculty of Language and Arts Education, IKIP PGRI Semarang 2007. She made a “Games as Learning Media to Improve Vocabulary: A case study of the fourth year students of MI

Degayu I Pekalongan in Academic year 2008/ 2009. She did the study because Language learning is hard task. She assumed games are highly motivating since they are amusing and at the sometimes challenging. Games also help the teacher to create context in which the language is useful and meaningful.

In her study, she compared the teaching by using conventional method and by using game. The result of her study, she got that vocabulary mastery of students taught using game increase 6.77%. And vocabulary mastery of students taught without using game increase 3,53%. There was a significant difference of vocabulary mastery of the students who taught using game. The learning by using game is effective than without game.⁵

Second researcher is Nur Desi Ariskawati, Faculty of Teacher Training and Education, Muhammadiyah University of Jember 2014. She made “*The Use of Tic Tac Toe Game to Improve Students’ Countable and Uncountable Noun Mastery and Make Students’ More Active in Teaching Learning Process at VII B Grade of MTs. Miftahul Ulum Sumber Anom in the 2013/2014 Academic Year*”. She did this study because she founds many students still had difficulties in mastering grammar especially in mastering Countable and Uncountable Noun. The students’ problem with grammar especially in studying structure needs to be solved and their grammar mastery should be improved. Thus, the researcher tries to apply an alternative technique in teaching grammar, namely games. Here, the classroom action

⁵ Rondiyah, *Games as Learning Media to Improve Vocabulary: A case study of the fourth year students of MI Degayu I Pekalongan in Academic year 2008/ 2009*, (Semarang: Faculty of Language and Arts Education IKIP PGRI, 2007)

research is done to improve students' countable and uncountable noun mastery.

Two researchers above discussed about game, According to the result of their research that games are useful thing for teacher and students. They had similarity with the writers' study. They involved game as a media in learning. But there is significant difference between previous researcher and the writer studied.

In this case the writer uses a game as a media to observe the improvement of students' ability on present continuous tense. This research use specific game and specific material, so the result of this research is more accurate than two researches above. The writer uses observation, test and document to collect the data.

F. Definition of Key Terms

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.⁶

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

3. Students' Ability

Based on Oxford Learner's Pocket Dictionary, student is defined as a person who is studying at a college or university; person studying at secondary school; any person interested in a particular subject.⁷

Ability is a familiarity with someone or something, which can include facts, information, description, or skill.⁸ So, it can be said that students' ability is students' effort to increase about something as object.

4. Improve Students' Ability

Improve is to make better; to increase the value or good qualities of something.⁹ It can be said that improving is doing in any way in making something better, or becoming increased.

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

⁶ Jack Richard, et. al., *Longman Dictionary of Applied Linguistic* (United Kingdom: Longman Group, 1985), p. 118

⁷ , *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2008), 4th Ed, p. 441.

⁸ <http://en.wikipedia.org/wiki/ability> accessed on 19/10/2017.

⁹ <http://www.brainyquote.com/words/im/improve176858.html> accessed on 19/10/2017

5. Present Continuous Tense

The present continuous/progressive express an activity that is *in progress at the moment of speaking*. It is a temporary activity that began in the past, is continuing at present and will probably end at some point in the future.¹⁰

G. The Scope and Limitation

The scope of this study deals with the application of using tic tac toe game in teaching grammar. The limit of this study focuses on students and teacher activity in grammar on English class of eighth grade of SMPN 1 Trowulan.

¹⁰ Betty Schramper Azar, *Understanding and Using English Grammar* (New York: Pearson Education, 2002)3rd Ed, p. 13.