

CHAPTER I

INTRODUCTION

This study aims to improve student's grammar using *Engpoly* (English Monopoly). This chapter presents the aspects related to the topic of study. There are background of the study, research problem, objective of the study, significance of the study, scope and limitation of the study, hypothesis of the study, and definition of the key terms in this chapter.

A. Background of the Study

Grammar is an essential part in teaching learning english both in spoken or in writing. Grammar of a language is a description of the ways in which the language uses petterns of structure to convey the meaning, so it is possible to learn language effectively without knowing the grammar, because grammar is a tool to identify grammatical forms, that serves to enhance and sharpen the expression of meaning.

However in this globalization era, every idea of the nation's students is expected to be able to counted by the world. Therefore, students are also expected can be learn the sciences and communicate their knowledge with the outside world. In this case mastery of the world's common language namely English is very much needed by all students in Indonesia.

In learning English, there are four skills that must be mastered, among others, speaking, listening, reading and writing. In the other side, students must

also have a large vocabulary and knowledge in structuring sentences or texts in English (grammatical). In practice, many students find it difficult to learn English, especially grammar, which removes the students' enthusiasm in learning English. This is where the role of teacher as educators in the selection of teaching and learning strategies is very important and influences the learning interest of students.

The main purpose of teaching and learning in the classroom is conducting the classroom which can make the students able to get a meaningful and effective learning. Arbain (2017) copes the challenges in teaching writing, to achieve the goal in language learning and teaching writing skill, the teacher should balance in giving instruction which is given a serious and fun teaching in order to make the students are not depressed and bored.

In Addition, Murcia (2007) explains that teacher needs to know the strategies and the exercises to decide that each student is getting a relevant practice in writing to develop the student's fluency and confident. This is supported by Nur (2016) who proposes that teacher is always expected to provide an interesting-students teaching techniques to make the students able to explore their experiences and idea in written way. The selection of appropriate learning media greatly influences students' motivation to learn and to be enthusiastic in learning activities in order to create an effective and meaningful learning.

Game is one way to build students learning activities and motivation in English class. Unfortunately, mostly teachers think that games are too complicated, require a lot of preparation and games are not effective to be applied in the classroom. According to Gagne (2005), games packaged with pedagogical knowledge are very good and can increase student's knowledge with fun learning. Based on Robert Gagne and Howard Gardner's theory, this game is made. The game is named *ENGPOLY* (English Monopoly).

Supported by Broughton, Brumfit, Flavel, Hill and Pincas (1980), there should be a room for games, songs, and puzzles to make enjoyable class atmosphere. A game is an activity with rules, a goal, and an element of fun (Hadfield,1999). Sometimes we often hear about familiar games named Monopoly. Monopoly is one of the oldest fun game. Monopoly is a game that is played by one to eight people by throwing dice and moving according to the number of dice eyes.

The *Engpoly* board contains ten columns on each side of the rectangular form. Each column contains some questions form about grammar in simple present tense. In the monopoly there are also two types of cards, those are chance cards that can add the player's money and punish cards that might reduce the player's money.*Engpoly* is almost same with Monopoly, the only difference between *Engpoly*and Monopoly is the contents. *Engpoly*, contents some instructions in learning English such as the player should mention something or answer something.

There have been previous studies using *Engpoly* media as strategy in creating an effective teaching English such as Ravli and Ahmad (2018) explained that *Engpoly* is one of effective strategy in teaching writing through this strategy, students are able to produce an acceptable core of words and use an appropriate patterns, use the correct grammatical system (tenses, agreement, patterns and rules), express certain meanings with different language structures, and use cohesive tools in written discourse.

In another study, Millah and Azmi (2018) stated that teaching writing by using *Engpoly* in teaching recount text was effective because students were more enthusiastic in learning and remembering all the topics.

The effectiveness of using *Engpoly* as a learning medium is also explained by (Erlina& Sri Rachmajanti:2014). This study included of how to develop monopoly game as the media in teaching speaking. In this case, the researcher develop *Engpoly* to be interesting and helpful medium to motivate the students to speak English.

According to Daniela, Dwi, and Djoko (2014), applied *Engpoly* as a media to teach written vocabulary and to explain the effectiveness of teaching English by using monopoly in seventh grade of high school. The result of the study showed that using *Engpoly* was effective to teach English for students in seventh grade of high school.

Both of those two studies used *Engpoly* to teach English in writing. While another one used *Engpoly* as media in teaching written vocabulary. Then

the other one used *Engpoly* in teaching speaking especially for tenth grade in SMK. Therefore, this thesis will explain about “The Effectiveness of Using ENGPOLY(English Monopoly) in Teaching Grammar” especially for students in teaching simple present tense at eight grades of junior high school.

B. Research Problem

Based on the background of the research above, the research problem is formulated as follows. “Is *Engpoly* effective to use in teaching grammar for eight grade students of MTs.Sunan Gunung Jati, Kediri ?

C. Objective of the Study

Based on research problem above, this study aims to find out the effectiveness of using *Engpoly* (English Monopoly) in teaching grammar especially in the eight grade of junior high school.

D. Significance of the Study

Theoretically, this study can expectedly expand teacher’s skill in using *Engpoly* to improve the students’ grammar. In addition, this research is expected to be a reference for other researchers who want to learn *Engpoly* media intensively in teaching grammar.

Practically, based on the result of this study, teacher are suggested to apply the *Engpoly* media to improve the students’ competence in English. Hopefully, this study can provide benefits to make the students enjoy in learning english grammar.

E. Scope and Limitation of the Study

This study is focused to find out the effectiveness of using *Engpoly* in teaching grammar especially in *simple present tense* using *Engpoly* as the media. This study is limited to the eight grade of MTs. Sunan Gunung Jati, Kediri.

F. Research Hypothesis

In relation with the background of the study, the research problem, and the objective of the study, the researcher can take the hypothesis as follows :

H_a : There is significant effect of using *Engpoly* in teaching grammar for the eight grade students of MTs. Sunan Gunung Jati Kediri.

H_0 : There is no significant effect of using *Engpoly* in teaching grammar for the eight grade students of MTs. Sunan Gunung Jati Kediri.

G. Definition of The Key Terms.

In order to clarify the key terms used in this study, some definition are put forward such as:

1. Teaching Grammar

Teaching grammar is an activity to share knowledge and ability in English classroom by using some techniques, methods, and mediums. Teaching which is implied in the first definition may be defined as “helping someone to learn how to do something, guiding for study about something, giving instruction, causing to know and understand.” (Brown,1987).

2. *Engpoly*(English Monopoly)

English monopoly is a medium which is able to use in teaching and learning English. *Engpoly* is a game board contains of some instructions, will, and punishment in English.