

## **CHAPTER I**

### **Introduction**

This chapter presents the background of the study, the statement of the problem, the objective of the study, the theoretical framework, hypotheses, the significance of the study, the limitation and scope, the definition of key-terms, and the organization of the proposal.

#### **1.1 Background of the Study**

English is well known as one global language spoken in many countries both as a native or second and a foreign language. This international language has been used in many international events, which one of them is in the AEC (ASEAN Economic Community) in the end of 2015. Since English is used in the AEC era, some other countries in Asia consider English as the second language spoken. People started to learn this language as having skill in English would make them to apply for a work easily in other Asian countries.

In Indonesia, English itself is considered as a foreign language. Even though considered as a foreign language, this language has actually become the favorite foreign language to be taught in many schools in Indonesia (Yulia, 2014). English is taught to Indonesian students from kindergarten to university level. Moreover, English itself is one of the school subjects administered in the National Exam at Junior and Senior High School level.

There are four skills taught in English including listening, speaking, reading, and writing. Those four language skills are supported by the language components such as pronunciation, vocabulary, and grammar. Pronunciation helps learners to pronounce the words in the target language with a good intonation correctly. Vocabulary helps learners to understand the meaning of words especially in the reading comprehension. Lane (2014) stated that grammar is bound up with the meaning and effect of what we write and say and it gives us the words to talk about and the choice we make when we communicate. In other words, grammar helps learners understand how the structure used in the target language.

It is believed that Indonesian students still find difficulty in mastering grammar in English. The class atmosphere created in learning grammar is always teacher-centered and in a serious way so that the students feel bored and less concentrate during the teaching learning process. Apart from it, the students at Junior High School level are considered as teenagers where teenagers are actually delighted to be asked to do something that feels like an out-of-class activity and in which they control what is going on in the classroom (Mario, 1984).

In this modern era, there have been many teaching techniques can be applied which one of them is playing a game. According to Hansen (1994), games are highly motivating and entertaining and they can give shy students more opportunity to express their opinions and feelings. It is a good way in the teaching learning process, as the students will get the same opportunity

speaking the language. Besides, they do not have to worry of making mistakes, as the atmosphere created will be in fun and enjoyable way.

In this study, the writer uses board games as a technique in teaching grammar to the students of grade 7 since this game is popular enough among societies, generates fun, and makes the players to speak the target language. According to Parlett (1999), board game is any that can be played on a flat surface such as a table or floor. Hadfield (1990) also stated that the purpose of this game is the squares on the board are used as stimuli to provoke a communication exchange. This game was played in a group of four students. A dice and some counters were needed too for the players to take their turns.

In this modern era, there have been many versions of the board games and teacher tries to design their own board games according to the students' need. The writer also modifies a bit of the board games used in her study but still follows the common rules applied in board games. The writer divides the board games into four levels where the higher-level students would be, the more challenges that the students had to do. In this case, the challenges that students face was about questions given in various types.

## **1.2 Statement of the problem**

Based on the background above, the problem of this study formulated as follow:

- Is there any significant difference between the 7<sup>th</sup> grade students' grammar achievement before and after taught using board games?

### **1.3 Objective of the study**

The purpose of this study is to examine whether there is any significant difference in seventh grade students' grammar achievement before and after taught using board games.

### **1.4 Theoretical framework**

This study is underlined by the theory of grammar, theory of using game in language learning and theory of board game. The first theory is theory of grammar which was based on Lane (2004) stating that grammar is bound up with the meaning and effect of what we write and say; it gives us the words to talk about and the choice we make when we communicate. The writer defines the theory of grammar into the definition of grammar, the importance of learning grammar, and the methods in of grammar teaching.

The second theory is the theory of using games in language learning, which was based on Hansen (1994). He said that games are highly motivating and entertaining and they can give shy students more opportunity to express their opinions and feelings. If the students follow the teaching-learning activities in fun way, they will be more enthusiastic to learn speak in the target language.

The third theory is the theory of board game. Parlett (1999) states that board game is any that can be played on a flat surface such as a table or floor. The theory stated by Parlett also supported by Hadfield (1990) that the

purpose of this game is the squares on the board are used as stimuli to provoke a communication exchange.

### **1.5 Hypothesis**

According to the theoretical framework above, the hypothesis of this study explained as follows:

- Null Hypothesis (Ho) : There is no significant difference between the 7<sup>th</sup> grade students' grammar achievement before and after taught using board games
- Alternative Hypothesis (Ha) : There is a significant difference between the 7<sup>th</sup> grade students' grammar achievement before and after taught using board games

### **1.6 The significance of the study**

The writer hopes that this study could give benefits in the teaching learning field especially for teaching English as a foreign language. The writer also hopes that the result of this study would be useful for:

- The English teachers  
This study is expected to help the teachers that there are different ways of teaching grammar which one of them is using board games.
- The students  
The students can acquire knowledge of learning grammar from different way of teaching-learning activity.

- Other researchers

For other researchers, this study is expected to be conducted to other grade levels for longer time period.

### **1.7 Limitation and scope**

In this study, the writer limits the scope of the study as follows:

- a. This study is conducted at XXX school Surabaya for 7<sup>th</sup> grade students in the academic year of 2017/2018.
- b. This is a pre-experimental study with one group pretest posttest involving 29 students of grade 7.
- c. The grammar on this study is simple present tense that focused on the sentence pattern used in tense and the subject verb agreement.
- d. The game on this study is board games that made and modified by the writer herself.

### **1.8 Definition of key-terms**

#### **a. Grammar**

Grammar is the support system of communication and we learn it to communicate better (Alexander, 1990).

#### **b. Game**

Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually

interact with others (Andrew Wright, Betteridge D., Buckby M., 2006).

**c. Board Game**

A board game is any that can be played on a flat surface such as a table or floor (Parlett, 1999).

**d. Grammar Achievement**

Achievement is a performance by a student in a course; quality and quantity, of a student's work during a given period (Babcock, 1986).

## **1.9 Organization of the thesis**

This thesis consists of five chapters. Chapter I explains the background of the problem which telling more why the writer chose the topic. The writer also discusses about the statement of the problem, the objective of the study, the theoretical framework, hypotheses, the significance of the study, the limitation and scope, the definition of key-terms, and the organization of the thesis.

Chapter II discusses about the related literature and the previous studies. Chapter III discusses about the research methodology which consisted of the research design, population and sample, instruments, variable, the treatments, the try out, the procedure of data collection, and the techniques of data analysis.

Chapter IV presents the data analysis and result of the study that are completed by the discussion

Chapter V presents the conclusion of the study and suggestion for the English teachers and further researchers.