

CHAPTER I

INTRODUCTION

A. Background of the Research

English is one of the compulsory subjects at school. However, learning English still faces several obstacles for students at school. And one of the obstacles for students in learning English is grammar which is difficult and boring. This can be seen when students have to understand quite a lot of formulas. There are many rules to remember when using verbs, nouns, and the present, past, and future tense formulas. Learning grammar is not just memorizing formulas like how to memorize vocabulary. And it will make students feel difficult and will feel bored if they do not understand the rules of grammar. And also from the experience of the researcher who went directly to the school in the context of PPL at SMP Negeri 1 Ternate City, where the researcher saw and examined the obstacles to learning in schools, especially in English lessons in grammar material, the obstacles were exactly the same as the explanation above.

Therefore, in achieving a good learning activity, of course, there must be a good strategy used by the teacher in the classroom either through listening to audio, watching, or through reading. Kemp (Wina Senjaya, 2008) suggests that learning strategies are learning activities that must be carried out by teachers and students so that learning objectives can be achieved effectively and efficiently. Furthermore, citing the thoughts of J.R David, Wina Senjaya (2008) states that learning strategies contain the notion of planning. This

means that the strategy is still conceptual about the decisions to be taken in the implementation of learning. In the strategy of course the teacher uses the media so that the strategy can run well.

Play is an activity carried out with or without the use of assistive devices, which creates understanding or provides information, pleasure, or the development of imagination in children. Sudono (2000) states that learning by playing provides opportunities for children to manipulate, repeat, discover for themselves, explore, practice, and acquire various calculated concepts and understandings.

Based on the above problem, the researcher decide to use games as a technique to teach tenses. The learning material that is practiced is the Simple Past. The game used is Grammar Racing Game. Grammar racing game is one type of game with the theme of speed competition. Why the researchers took over the grammar of this racing game is because the grammar of this racing game has been applied in English lessons as well as previous biology lessons, and the result that can be learned beforehand is that the grammar of the racing strategy game is very influential on students so that learning becomes more interesting, active and can improve students' understanding.. With the success of previous research, I am a researcher will use this grammar racing game to find out the understanding of the simple past tense in students of SMP Negeri 1 Ternate City using the grammar racing game. The number of respondents is 2nd-grade junior high school students.

Therefore, the title of the research is Increasing The Students' Simple Past Tense Mastery Through Grammar Racing Game At SMP Negeri 1 Kota Ternate.

B. Scope of The Problem

The researchers focused on understanding the simple past tense in using learning media in the form of a grammar racing game.

C. Statement of The Problem

The formulation of the problem can be drawn, namely: Can the use of grammar racing game for students improve and master the understanding of simple past tense in students of SMP Negeri 1 Kota Ternate, and how is the application of grammar racing game for learning grammar in simple past tense.

Research hypothesis:

H₀ = The use of grammar racing game significantly improves the understanding of the simple past of class VIII C SMP N 1 Ternate City.

H_i = The use of the grammar racing game model does not significantly improve the simple past comprehension ability of class VIII C SMP N 1 Ternate City

D. The objective of The Research

To help students of SMP Negeri 1 Kota Ternate does not feel bored in simple past tense lessons by using learning media in the form of a grammar racing game.

E. Significant of the Research

1. To fulfill the requirements for researchers to complete the Undergraduate Study Program (S1) English Language Education Department of Education and Teacher Training Faculty of Teacher Training, Khairun University
2. Hope this research will be information for teachers in learning
3. And this research can also be useful information for people who read it