

CHAPTER I

INTRODUCTION

This chapter discusses the background of the research, the scope of the research, the statement of the research, the objectives of the research and the significance of the research.

A. Background of the Research

Tenses are something to express activity that need time relation. Tenses are the basic of grammatical study in English. Therefore, tenses are considered as one of difficult material when the students learn grammar. Many Indonesian students are still find some difficulties in learning tenses because the students have able to change the verb form to reflect the time of an event.

Tense is a verb form in showing time action. Thereby in using tenses, the students have to take note of the time. Hankel (2004) in English as in other language, the tense marks the time connects an action and event to particular time. As the part of difficult material in grammar, in learning tenses the students make many errors and mistakes but making errors and mistakes are normal and unavoidable. As the state by Norrish (1983) it's natural for students as human being to make error even many native speakers produce many mistakes in speaking and they would be unaware of the way they speak unless they heard recording of themselves.

Simple Present Tense, Simple Present Tense is a verb used to state the current events or events. Simple present tense is different from present continuous present where simple presenting occurring at this time but not really being done.

Simple present tense is important for the junior high school students to make and use sentences to communicate in daily life. Besides that, the students can identify and make descriptive text and procedure text will in which simple present tense is used. However they will not be interested in learning simple present tense if the technique used is monotonous.

Therefore, grammar, especially simple present tense should be taught in an interesting method or technique, for example by using games, Saricoban and Martin (2003:3) stated that through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively.

Games play an important role in teaching and learning process and can be alternative media of language teaching. They can often help the students understand something presented better than telling them verbally, Haldfield(2003:4). Defereus that games is an activity with rules, a goal, and an element of fun, learning grammar through game will encourage students, involvement in the learning process in which students focus in the task of mastering it, Byrne (1995) argues that a games is a form of play governed by rules, They should be enjoyed and fun. They are not just a diversion. a break from routine activities, but a way of getting the learner to use the language in the course of the game. After understanding the importance and role of game, the researcher chooses one of the game which can be used to encourage grammar development especially simple present tense, one of which is Jeopardy Game. The jeopardy used this research became the method to facilitate the learning process by students (Rivera, 2004:1). The researcher chooses the game because the media of the game is easy to use,

can be played offline, can be encourage students in learning in learning English and make the students more cooperative with each other.

Based on the assumptions above the researcher is interested in doing research entitled “The effectiveness of jeopardy game in teaching simple present tense at SMP Negeri 2 Ternate”.

B. Scope of the Research

The research will focus on the effectiveness of jeopardy game in teaching simple present tense at SMP Negeri 2 Ternate.

C. Statements of the Problem

Based on the background of the research, the problem of the research can be formulated such as:

To what extent the use of jeopardy game effective in teaching simple present tense?

Hypothesis

The research of the hypothesis as follows:

1. Null Hypothesis (H0) = There is no significant difference on students' effectiveness in simple present tense before and after being taught using Jeopardy game. significant
2. Alternative hypothesis (H1) = There is a difference on students' effectiveness in simple present tense before and after being taught using Jeopardy game.

D. Objective of the Research

Based on the background and the statement above, the objective of the research is to know the effectiveness of jeopardy game in teaching simple present tense at SMP Negeri 2 Ternate.

E. Significance of Research

1. Theoretical significance

In theory the results of this research are expected to enrich the literature and expand knowledge of the use of jeopardy games in simple present tense.

2. Practical significance

The significance of the study are:

a. For the students

To make students enjoy the lesson in the classroom. They will be more interesting in joining class activity.

b. For the teacher

It is expected that this research can be used in teaching simple present tense to improve students' simple present tense ability and to give positive input to the English teacher in the teaching of grammatical structure, especially in teaching simple present tense. The English teachers are able to choose appropriate technique for teaching simple present tense.