**CHAPTER I**

**INTRODUCTION**

In this chapter, the writer presents eight topics related this study. Those include of background of the study, formulation of the study, purpose of the study, significance of the study, scope and limitation, definition of key term, hypothesis and the organization of the thesis.

1. **Background of study**

A language is an arbitrary system of articulated sound made using of by group of human as a means of carrying on the affair of their society. Language makes it possible for members of communication, interact and cooperative in various different forms.

English is considered internationally as a means of communication. People compete through-out the word to survive doe to the rapid development of science and technology, the mastery of English is compulsory. English is used as telecommunication tools. Therefore the English makes the mastery of it crucial. Now English is becoming an obligation to have effective communication skills and resources. English is an important role in communication all over the world, students need to be sufficiently mastered English communication skills, both oral and written.

In Indonesia, English is stated as a foreign language. It is not confused that TEFL (Teaching English as Foreign Language) is presented as a practice using them as the basis for written and spoken communication (Richard, 2002: 10). Knowledge of the grammatical system of the language, it was argued, was but one of the many components which underlay the nation of communicative competence (Richard and Renandya, 2002: 145).

Grammar is important in teaching English because it is one of language component that makes it possible for us to talk about language. Grammar is sometimes defined as “the way words are put together to make correct sentence” (Penny, 1996: 75). Grammar is considered as types of words and word groups that make up sentence not only in English but in any language.

In teaching English, teacher should realize about student condition and know the student’s ability. By knowing this, it is expected that teacher will be ready to teach their students and get their objective course. Moreover, it is expected that teacher can find the good method in teaching learning process.

This study is focused on teaching grammar, because it is very significance in mastering the basic of grammar. Without having grammar well, it is impossible for the student to master many skills of English. If we will study the grammar carefully we will get a pretty grasp of the mechanics of language.

Grammar teaching has always been one of the most controversial and least understand aspect of language teaching, because few teachers remain indifferent way to teach grammar. Because of that, to ignore the grammar teaching learning as a teacher we have to look for the strategy for the grammar teaching process so that the student can easy to understand the grammar lesson.

There are many medias in teaching learning grammar for young learners junior high school level. Game is the one media for teaching and learning grammar. With game students more happy and enjoy study grammar.

According to Haldfield (1999) “A game is an activity with rules, a goal and an element of fun”. Games should be regarded as an integral part of the language syllabus, not as an amusing activity for Friday afternoon or for the end of the term.

Our aim has been to find games which the learners would enjoy playing in their out-of-classroom lives. Of course, experience of teaching foreign languages shows that many learners are prepared to take part in games and activities which they would consider a little juvenile or rather boring in the mother tongue. However, there is a limit to learners' good will and we should not stray far from the aim of introducing games worth playing in their own right. It is often the activity expected of a learner which makes it into an acceptable game, or, on the other hand, into a mechanical exercise.

The essential ingredient of a game is challenge. We do not believe that challenge is synonymous with competition. We are very happy to have compiled a book of games which do not, in most cases, rely on competition for their success. Indeed, we like the idea that many of the games depend on cooperation in accepting problems and searching for solutions to them. If this second edition continues to prove useful in promoting language learning and, at the same time, contributing in a small way to a belief in cooperation in the classroom, we shall be doubly pleased. (Wright, Betteridge and Buckby, 1983:3)

The Snakes and Ladders Board game is ideal for activities that you do not want to take too long. It is quite a flexible game whose rules can be changed to extend the game or add more language. In this game, you need dice and chips. Players roll the dice and advance according to the number that shows up. If they land on the snake, they go back to the start or a lower number. If they land on a ladder they climb to an indicated number. They use words in the game to make sentences, ask questions or do whatever language skill the teacher wants them to practice.

Snakes and ladder game make teaching English especially in teaching grammar to be more interesting.Snakes and ladders game is kind of board game. Before we play this game we must devide our student in to some group, and every group we give paper of snakes and ladders game. After this we give our students some instruction how play this game.

Using snakes and ladder the teachers have to create many ways to explain the English material so that it can be understood by the students. Especially in teaching grammar, the teacher can create a good interaction in teaching and learning.

Based on the description above, the writer is interested in conducting a study entitled **“The effectiveness of Using Snakes and Ladders game on Students’ Grammar Achievement of the Second Grade At MTs AL-Huda Bandung.”**

1. **Formulation of Research Problem**

Based on the background of the study, the problem of this study is formulated as follows:

* 1. How is students’ Grammar Achievement before being taught by using snakes and ladders game?
  2. How is the students’ Grammar Achievement after being taught by using snakes and ladders game?
  3. Is there any significant different scores of students before and after being taught by using snakes and ladders game?

1. **Objective of the Research**

Based on the research problem, the study is intended to:

* 1. To find out the students’ Grammar Achievement before being taught by using snakes and ladder game.
  2. To find out the students’ Grammar Achievement after being taught by using snakes and ladder game.
  3. To find out significant different scores before and after being using snakes and ladder game.

1. **Significance of the Research**

The researcher hopes that the result of the study are expected to give contribution for the researcher, the teacher and the student.

* 1. The English Teacher

The result of t he study will give addition to the teacher about the english teaching method and it can became an alternative teaching method especially for english grammar.

* 1. The Student

The result of this study will add new experience for the students in the learning and teaching activity and also motivate them to learn English especially in grammar.

* 1. The readers

The result of the study will give information in order not to get misunderstanding and misinformation about the weakness of the teaching method and techniques.

1. **Scope and Limitation of the Research**

In this study, the writer only focuses the effects of treatment using snakes and ladders game on grammar especially passive voice. It is conducted only for the second grade student of MTs AL-Huda Bandung. Thus, the result of this study only generalized or applied to the target population, specifically to the Second Grade Students of MTs AL-Huda Bandung.

1. **The Defintion of The Key Terms**

To avoid misunderstanding the researcher gives some key of terms which are as follows

1. Conceptual Definiton

a. Grammar Achievement.

Grammar is description of the structure of language and the way in which units such as words and phrases are combined to produce sentences in the language.. It means that it is needed to combine some words or element to make good sentence. Achievement is success in reaching a particular goal, status and standard. So grammar achievement is ability to make good sentences using role in spoken and written.

b. Snakes and leaders games

Snake and leaders games is children's game played on a board that has pictures of snakes and ladders (Cambridge dictionary)

A game is an activity with rules, a goal and an element of fun. Game should be regarded as an integral part of the syllabus, as an amusing activity for Friday afternoon or for the end of the term.

Game can be used at all stages of the progression from controlled to free practice, serving at one end of the range as a memory aid and repetition drill at the other as change to used the language freely and as a means to an end rather than an end in itself. They can also serve as a diagnostic tool for teacher, who can note areas of difficulty and take appropriate remedial action. (Haldfield, 1999).

1. **Hypothesis**

The hypothesis of this study can be alternative hypotheses and null hypotheses. The hypotheses are, as follows:

1. H1 ( Alternative Hypothesis)

There are different significant scores of students before and after being taught by using snakes and ladders game on the grammar achievement of the second grade students at MTs AL-Bandung.

1. H0 (Null Hypothesis)

There are no different significant scores of students before and after being taught by using snakes and ladders game on the grammar achievement of the second grade students at MTs AL-Bandung.

1. **Organization of Study**

This thesis is defined into five chapters:

Chapter 1 : The introduction consist of background of study, focus of the study, purpose of the study, significance of study, scope of study, definition of key term and organization.

Chapter II : Review of the related literature of the relevant theories and these to support the study.

Chapter III : Research methodology consists of research design subject and setting of the study, preliminary observation (reconnaissance), planning, implementing observing and reflecting.

Chapter IV : Finding and discussion consists of findings and discussion of the study.

Chapter V : Conclusion and suggestions.