

CHAPTER I

INTRODUCTION

The first chapter of this research consists of Background of the Research, Research Problems, Research Objectives, Research Hypothesis, Significance of the Research, Scope and Limitation of the Research, Definition of the Key terms, and Organization of the Research.

A. Background of the Study

In teaching English, grammar is one of the important component. According to Cahyono and Widiati (2011: 87) grammar is considered the most important as it serves as the foundation for more advanced language learning. Without grammar, the structure of the sentence will be difficult to understand. People must know grammar in order to use the language appropriately in social contexts (Joyce and Burns, 1994: 4). In learning a language, people have to concern with its grammar because it will help them to perform better in listening, reading, speaking, and writing. It is clear that grammar is part of language, and grammar is very important aspect of written language.

In the study of grammar, there are sixteen tenses that have their own patterns. Hence, many students often feel confused to learn grammar, because they have to understand and also remember the patterns of those tenses. That is one reason why students face difficulty in learning English, especially in learning

grammar. To decrease the students' difficulties, the teacher try to make a game media to increase the students' understanding in learning grammar.

One of the students difficulty in learning grammar is understanding past tense. They still confused to distinguish between regular and irregular verbs in past form and also the formula of this tense. According to Meriam-Webster (2016), past tense is a verb tense expressing action or state in progress or continuance or habitually done or customarily occurring at a past time. One of the sixteen tenses, the researcher choose past tense in this research, because some students sometimes still confused how to differentiate between regular and irregular verbs.

Nowadays, using the media in grammar teaching learning more develop than before. Media in education process can be used to deliver the message so that the students more interest, fun, enjoy the process of grammar learning, and also can stimulate the students' willing in study of grammar.

One media developed now days is using a game in some learning process. With using a game, learning grammar can be more interesting and fun. Vernon, as cited from Shaheen Ara (2009: 166) states that:

“Just like songs and rhymes, games also provide wonderful atmosphere in the children's language class. It is widely documented that English language games improve learning, and with children, they are one of the most effective classroom tools.”

Game types include board, card, or video games. One game that may improve grammar skill is Bingo game. Bingo is popular game which has been used for language teaching in many forms (Susser, 1979: 63). Using games in teaching grammar make the students easy to master grammatical points.

According to Schwartz (2012), the more people play, the more positive emotions are generated, which in turn make the play easier and thus helps to generate even more positive emotions. Study of using various games and electronic activities like *grammar games* and *bingo set* proved to reinforce grammar in a college writing classroom (Thomas's, 2005). So, bingo game and other games are one of the easier games to teach grammar.

In the previous research, entitled “The Use of Bingo Game Technique to Improve Students’ Vocabulary Mastery (A Case study of Eighth Grade Students of SMPN 1 Batealit, Jepara in the Academic Year 2014/2015)”, Yusuf Akhyar Jauhari from Semarang State University used Bingo Game to improve vocabulary mastery in the Junior High School and used pre-experimental study as research design by using two groups that are experimental group and control group. The other previous research had title “The Effectiveness of Bingo Game Toward the Fifth Grade Students Vocabulary Mastery at MI Podorejo Sumbergempol Tulungagung in the Academic Year of 2015/2016” by Nila Shofiyatul Munawaroh from State Islamic Institute (IAIN) Tulungagung. She used Bingo Game to improve students’ vocabulary mastery in the Elementary School and used pre-experimental study as research design by using two groups that are experimental group and control group.

In the previous study, the researchers used Bingo Game to improve vocabulary mastery in Junior High School and Elementary School. This research is almost similar with the previous studies, but the researcher uses Bingo Game toward past tense on students’ grammar mastery in the Junior High School on

eighth grade students by using Pre-experimental design. The researcher wants to know whether Bingo Game is effective to teach grammar at State Islamic Junior High School Tulungagung.

The researcher choose MTsN Tulungagung as her research subject because the school has achievement not only in academic, but also in non academic like in extracurricular such as drum band, scouts, and etc. Besides that, in MTsN Tulungagung have been developed in categorize the class, there are excellent class and regular class. And also, the students of MTsN Tulungagung included active students in many academic olimpiades. Then, the researcher choose eighth class as her subject, because this lesson about past tense based on curriculum 2013 is in eighth class, second semester.

From the explanation above, the researcher intended to conduct a pre-experimental design to know whether the Bingo game is effective or not as media used in teaching grammar under the title **“The Effectiveness of Bingo Game to Improve Eighth Graders’ Grammar Mastery on Past Tense at MTsN Tulungagung in Academic Year 2016/2017”**.

B. 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 mastery on past tense before being taught by using bingo game at the seventh grade of MTsN Tulungagung?

2. How is students' grammar mastery on past tense after being taught by using bingo game at the seventh grade of MTsN Tulungagung?
3. Is there any significant different scores of students in past tense before and after being taught by bingo game at the seventh grade of MTsN Tulungagung?

C. Research Objectives

1. To know the students' grammar mastery on past tense before being taught by using bingo game at the seventh grade of MTsN Tulungagung.
2. To know the students' grammar mastery on past tense after being taught by using bingo game at the seventh grade of MTsN Tulungagung.
3. To know the significant different on the students' score in past tense before and after being taught by bingo game at the seventh grade of MTsN Tulungagung.

D. Research Hypothesis

Hypothesis is some supposition to be proved or disproved (Kothari, 2004:184).

The hypotheses of this research are:

1. Null Hypothesis (Ho)

There is no significant difference in the grammar score of the students before they are taught by using Bingo Game and after they are taught by using Bingo game.

2. Alternative Hypothesis (Ha)

There is significant difference in the grammar score of the students before they are taught by using Bingo Game and after they are taught by using Bingo game.

E. Significance of the Study

The researcher expects that this research will be beneficial to:

1. For the students

Learning English by using Bingo Game can improve the students' understanding in grammar learning, especially in past tense. Bingo Game can help the students to learn the tenses easier and the learning process become more interesting and fun.

2. For the teachers

It will give the teacher about opinion that teaching grammar by using Bingo Game can make the teaching learning process will be effective and fun.

3. For the researcher

It gives some new knowledge about the benefit of Bingo game in teaching past tense too mastery students' grammar to the researcher.

F. Scope and Delimitation of The Research

This research is aimed to find the effectiveness in teaching grammar by using games. One of the games that the researcher chose is Bingo Game. The

researcher wanted to apply this game to increase the students' understanding about grammar, especially in past tense to the eighth grade students at MTsN Tulungagung in the academic year of 2016/2017.

G. Definition of Key Term

There are some terms that needed to be defined to avoid misunderstanding, they are:

1. Bingo game

Bingo game is one of the techniques in teaching grammar, especially in past tense. In this research, the students given a bingo card that consists of infinitive verbs, and then the teacher takes one card which consist of past verb and show to all students quickly. All students look for the infinitive verbs on their cards which are in equal number with the past verb. A student who gets the words earliest rises their hands and shout BINGO.

2. Grammar Mastery

Grammar mastery is great skill or knowledge in total number of English tenses of the eighth graders of Junior high school. The students' grammar mastery in this research is focus on past tense only. According to Meriam-Webster (2016), past tense is a verb tense expressing action or state in progress or continuance or habitually done or customarily occurring at a past time.