

CHAPTER I

INTRODUCTION

This chapter provides the basic information of this research. It explores things that become the background of this research, include signifying the selection of research topics. This chapter is divided into some headings such as the background, the research question, the aim of research, the significance of research and the scope and limitation of research.

1.1 Background

Grammar is one of the important aspects in learning English. By understanding grammar, the English learner can make a good sentence in English. Moreover, grammar is defined as the structure of the words. According to Palmer (2003, p. 37) grammar is a set of rules on how words should be arranged. Therefore, it can be concluded that grammar is the rules on how words should be arranged in order to be able to make a good sentence, especially in English. Grammar has many branches. One of the branches of grammar is tenses basically there are 16 tenses in English and simple present tense is known as the basic form of English sentences. Simple present tense is known as the basic form of English sentence because it can be developed to any other form of tenses. Thus, to be able to make a good sentence in English, students need to understand the basic form of tense, in this case simple present tense.

The simple present tense has been elaborated in the syllabus of KTSP or school based curriculum where the objectives of study of learning simple present tense are to teach the students about the adverb of time of present tense, the using of the positive sentences, negative

sentences and interrogative sentences, and the students are expected to be able to arrange a sentence in the form of simple present tense.

Even though learning simple present tense is considered as one of the most important aspects in English, there are some students who neglect the importance of simple present tense. For some people, learning simple present tense is considered as a boring material to be studied about. This phenomenon can be seen from the information obtained from the English teacher at SMPN 3 PULUBALA, it was found that many students still had difficulties in mastering simple present tense. Simple Present Tense is important as the basic rule for the students to make and use sentences to communicate in daily life. Besides that, the students can identify and make descriptive reports and procedure texts in which Simple Present Tense is used. In the interview with the English teacher, it was known class VII B was the class which had the lowest ability in using Simple Present Tense. Moreover, the students' comments were as follows: Simple present tense was still difficult, they feel unmotivated to study about it, they do not understand what their teacher had taught about simple present tense and they did not get enough practice in using simple present tense.

And the most significant reason of this was the way how the teacher taught Simple Present Tense influenced the students' motivation in learning. From the pre-observation, it was found that the English teacher tended to teach simple present tense in general ways. Such as, The teacher taught Simple Present Tense by giving a note on the whiteboard, gave some examples, and then asked the students to take a note. After that the students were only given limited time to do some exercises. Here the students easily feel unmotivated of the teaching methods since there was no interesting and attractive activity involved in their learning process.

By considering those aspects, thus it is believed that the English teachers need to find out a break through or new innovation in teaching simple present tense in the class. The method should be a methods that can make the students feel enthusiasm during the teaching and learning of the simple present tense. One of the methods that is believed to gain the attention and also the motivation and enthusiasm of the students during the teaching and learning process is game. According to Parker, (2010, p. 111) game can be tool to stimulate the students' enthusiasm in learning. This can be a new mechanism to solve the problem of the students who easily unmotivated during the teaching and learning process.

Moreover, matching card game is considered as the right method to improve the students' ability in using the simple present tense. By using this game, the students not only will be motivated and encouraged in learning simple present tense, but they can encourage their ability in using simple present tense as well. Thus, this research will be conducted in order to improve the students' ability in using present tense through matching card game.

1.2 Research Questions

The research question of this research is stated as follow:

Can matching card game improve the students' ability in using simple present tense at the seventh grade students of SMPN 3 PULUBALA.

1.3 Objectives of Study

The objectives of study of this research is to find out whether matching card game can improve the students' ability in using simple present tense at the seventh grade of SMPN 3 PULUBALA.

1.4 Significances of Study

This study can be beneficial for the students, teachers and schools as well. For the students, using matching card game will make them interesting in learning English especially in learning simple present tense. Students can use matching card game to make good sentence in their language so they will study harder and can master the simple present tense well.

For the teacher, they can use the result of this study as a reference when they want to improve their ability in teaching simple present tense. Teacher will get innovative method in enhancing their teaching method. Their method will definitely affect the teaching process quality. In short, the teachers' method will help their students in achieving the best result. For the school, the result of this study can be used to improve English teaching in teaching and learning process.

1.5 The Limitation of the Study

The scope of English study is so broad. Therefore this research may not be able to explore all the aspects to be studied as a whole. Particularly in English learning context, there are so many components that may become the concern of the study such as the students, the textbook used, the materials, the process of teaching and learning, etc. Thus, the boundary of this study specifies on the teaching simple present tense using matching card game in SMPN 3 PULUBALA, particularly in terms of the use of verbs and the adverb of time. This research is also limited in term of its sample with only in the seventh grade of academic year 2016/2017.