

CHAPTER I

INTRODUCTION

A. Research Background

English grammar is not easy for some students to learn. Need a process and practice to be able to use proper English grammar. Because in making a sentence, grammar was instrumental in perfecting the language that involve sound, structure and meaning. According to Subasini and Kokilavani (2013:56) states that grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of that language that teacher can consider how to expand their space and opportunities for students learning.

As one of language aspect, grammar is usually considered as a rather boring school subject in the real life. Some language teachers say that it is difficult to teach grammar to the students. The teacher should try to find the suitable teaching technique of grammar that would be both effective and attractive to the students. Simple present tense is important as the basic rule of grammar for the students to make sentences to communicate in daily life and simple present tense is a basic tenses in grammar. According to Declerck (2006:173) present tense establishes a present “temporal domain.”

Besides, the students can identify and make descriptive text in which Simple Present Tense is used.

Based on information obtained it was found that many students still had difficulties in mastering grammar, especially in mastering Simple Present Tense. There are some problems that generally found in teaching grammar especially in simple present tense. For example, in using subject-verb agreement, adverb and usage, they could not use the subject-verb agreement and usage; it was known that the ability of the students in using simple present tense was low. Based on the pre observation that had done by the researcher in SMP N 16 Pontianak, the researcher also found the same problems in teaching English. In that school especially in VIII B class has the lowest ability in using simple present tense. They did not understand why some sentences used auxiliaries, is, am or are instead of auxiliaries do or does. Some students still choose "My mother is work in the supermarket" instead of saying, "My mother works in supermaket". Moreover, some students were confused of differing which subject used an auxiliary do and which ones used does. Based on information obtained it was found that many students still had difficulties in mastering grammar, especially in mastering simple present tense.

The researcher was encouraged to find out the causes of the problems undergone by the students through interview. The students' comments were simple present tense was still difficult, they felt bored to study grammar, they did not understand what their teacher in the school

had taught about simple present tense and they did not get enough practice in using simple present tense in the school. From the observation, the researcher found that the English teacher in the school tending to teach the grammar deductively. 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 felt bored of the teaching methods since they were not interested in their learning process.

Furthermore, the students also often thought that learning simple present tense was difficult. This assumption made the students afraid and not motivated to study. As a result, most of the students were afraid of asking the points that they did not understand to the teacher. This situation made the students passive in their learning process. The students would not be interested in learning if the technique used were monotonous. It made the learning process ineffective.

Based on this statement, English teachers should think critically in order to find creative approach in teaching grammar so that the students will take much participation during the learning process. One of the creative approaches in teaching English grammar is a game. Saricoban and Metin (2000:3) states that through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively. A challenge and competition that are provided by games enhance the motivation of the students and reduce their stress. One game that can be applied in classroom

is climbing grammar mountain game. According to Cindy Gunn and Ann McCallum in English Teaching Forum (2005:39), climbing grammar mountain game helps to improve the students' understanding of grammatical usage and helps the students to learn from others through peer review, team work, and group discussion.

The researcher found some previous researches about Climbing Grammar Mountain Game and improving students' ability in Simple Present Tense. Ika Yuviana and Unud made one of them. Based on the researches above, the researcher concludes that climbing grammar mountain game can improve students' mastery of simple present tense. It could be a reference that climbing grammar mountain game is extremely good technique to improve students' mastery in simple present tense.

In relation to this, the researcher was interested in conducting a study focusing on improving ability to use simple present tense using mountain game teaching approach to students of VIII B class in SMP N 16 Pontianak. Researcher uses Classroom Action Research (CAR) aimed to improve the students' grammar competence in English teaching learning process by using climbing grammar mountain game. The researcher hopes that climbing grammar mountain game could improve the ability of the students' in using of simple present tense.

B. Research Question

The research question in this research is “how well climbing grammar mountain game improve students’ mastery of simple present tense to the VIII B class of SMP N 16 Pontianak”?

C. Research Purposes

Based on research problem above, the purpose of this research is “to find out how well climbing grammar mountain game can improve students’ in simple present tense”.

D. Significant of the Study

The significance of this study can be viewed from both theoretical and practical benefit, they are:

1. Theoretical benefit.

This study can used to enrich the teory about teaching grammar by using climbing grammar mountain game in order to improve the students’ ability in simple present tense.

2. Practical Benefit.

The researcher hopes the finding of this study will be useful.

Practical benefit will be devided into three types, they are:

a. Students

- 1) To improve students’ mastery of simple present tense through climbing grammar mountain game. It means

students can explore more about what students will learn in simple present tense.

- 2) To improve students' motivation and interest in learning English especially in simple present tense.

b. Teacher

- 1) This study will enrich teaching and learning method for teacher.
- 2) The study is expected could be reference by the teachers as a new technique to improve students' mastery of simple present tense.

c. The Researcher

- 1) By doing this study the researcher will get new knowledge and experiences in teaching simple present tense through climbing grammar mountain game.
- 2) To know the result teaching and learning process through climbing grammar mountain game.

E. Action Hypothesis

Action Hypothesis is a temporary answer to the research problem formulation should be precise and explicit. Therefore, the hypothesis in this research would be the Climbing Grammar Mountain Game can improve the students' of simple present tense to the eight grade students of SMP N 16 Pontianak

F. The Scope of Research

1. Research Variable

FreankelandWallen (2009:39) add that a variable is a concept noun that stands for variation within a class of objects, such as chair, gender, eye color, achievement, motivation, or running speed. In this research, there is only single variable. The variable is the use of climbing grammar mountain game in teaching simple present tense.

2. Terminology

a. Climbing Grammar Mountain Game

In this research climbing grammar mountain game is a kind of games where the teacher is encouraged to use the sentence from their own students' work or ones that relate to a particular grammar point or weakness currently being worked in the class to motivate the students in order to improve the students' grammar competence.

b. Simple Present Tense

Simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general.

We are not only thinking about now, but it is used to say something is true in general.

c. SMP N 16 Pontianak

SMP N 16 Pontianak is one of public school in Pontianak which is located on Jln. R.E Martadinata.