CHAPTER I
INTRODUCTION

A. Background of the Problem

Language is an important tool of communication. Without language, people will never be able to communicate one to another. Harmer states that language is used widely for communication between people who do not share the same Second (or even Second) language.[1] It means that language can be a primary necessity in human life. It has a big role for every people in making good relationship with others.

English is one of international languages that is used and studied all over the world as stated by Richards and Rodgers that today, English is the world's most widely studied foreign language.[2] English has an essential role for developing countries such as Indonesia. In Indonesia, the awareness to compete with global society has grown. Therefore, English teaching is spread all over the country.

In the process of language learning, there are four basic skills that must be mastered they are listening, speaking, reading, and writing.[3] For mastering the basic skills of the language, we have to master appropriate vocabulary and accurate grammar. Weaver states the study of grammar will help people become better users of the language that is more effective as listeners and speakers, especially as readers and

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[1] Jeremy Harmer, *The Practice of English Language Teaching*, (4th Ed), (New York: Longman . 2007), p.13
[2] Jack C. Richards and Theodore S. Rodgers, *Approaches and Method in Language Teaching*, (Cambridge: Cambridge University Press, 1986), p.3
[3] Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu. 2008), p.215

writers.[4] It means that grammar should be taught appropriately because it is the basic element of a language. Without the proper knowledge of grammar, the learners will find many problems to build up sentences to express their ideas for communication activities.

Richards and Schmidt define grammar as a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in a language.[5] Thus, grammar is the way to construct words and phrases to produce sentences.

Based on the journal of research of Al-Mekhlafi and Nagaratnam about difficulties of teaching and learning grammar in an EFL context, both teachers and students invariably face serious difficulties with regard to EFL grammar instruction, students facing them to a greater extent than teachers. It is obvious that EFL teachers consider these difficulties quite serious, which suggests that serious attention needs to be paid to them.[6] This problem is also faced by the students at SMP Pangudi Luhur when the writer did the preliminary research.

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[4] Weaver Constance, *Teaching Grammar in Context*,(Portsmouth: Boynton. 1996), p.8
[5] Jack C. Richard and R. Schmidt, *Op.cit*, p.252
[6] Al-Mekhlafi and Nagaratnam, Difficulties Teaching and Learning Grammar in an EFL Context, *International Journal of Instruction* Vol.4, No.2 e-ISSN: 1308-1470 p-ISSN: 1694-609X p.82 Available on http://files.eric.ed.gov/fulltext/ED522689.pdf

When the writer did preliminary research in SMP Pangudi Luhur Bandarlampung, the writer interviewed the teacher and gave the questionnaire to the students. One of the interview questions that the writer asked to the teacher is "what are the problems that are faced by the student in learning grammar, especially about present continuous tense ?" Based on the *interview* that the writer did to English teacher, Yustina, she said the students' problems in learning grammar are (1) the students cannot concentrate to understanding the material, (2) the students do not feel interested in the classrooms' condition.[7]

The writer also asked to the teacher about the students' English mastery especially in present continuous tense mastery. From the interview, the writer got the information that more than 60% of students of the eighth grade did not pass the minimum score as shown in table below :

Table 1
Students' score of Present Continuous Tense Mastery at Eighth Grade of SMP Pangudi Luhur Bandarlampung in The Academic Year of 2016/2017

No	Class	Students' Score		Number of Student
		<70	≥70	
1	VIII A	21	14	35
2	VIII B	20	15	35
3	VIII C	10	10	20
Total Number of Students		**51**	**39**	**90**
Percentage		**62,61%**	**37,38%**	**100%**

Source: *The data from English teacher of SMP Pangudi Luhur Bandarlampung*

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[7] Yustina, An English Teacher of SMP Pangudi Luhur Bandarlampung, on Friday, August 5th, 2016

From the data on table 1, it can be seen that of 90 students at the eighth grade of SMP Pangudi Luhur, 51 students (62,61 %) got score under 75. Because the criteria of minimum mastery (KKM) score of English subject at that school is 75.[8] It indicates that most students still face difficulties in mastering present continuous tense. The teacher usually uses lecturing technique to teach present continuous tense. She usually gives the explanation from the textbook, then she ask the students to make sentences and paragraph from present continuous tense.[9] It means that the teacher's technique makes the students bored because that technique is monotonous. It makes the influence toward the students' score.

Based on the *questionnaire* that the writer gave to students, the writer also found some factors of students' problems in learning English especially mastering present continuous tense. The students got problem in understanding present continuous tense material, the class condition is boring, and teacher's teaching way is boring and less interesting.[10]

Based on the preliminary research, the writer found that the problem is that the students' present continuous tense mastery is still low. It happens because the teacher does not use appropriate way and the students face difficulties to understand in

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[8] Yustina, An English Teacher of SMP Pangudi Luhur Bandarlampung, on Friday, August 5th, 2016

[9] *ibid*

[10] The Students of SMP Pangudi Luhur, the 8th grade, on Friday, August 5th, 2016

present continuous tense material. According to Chang and Cogswell, using board games in the language classroom is an effective, low-anxiety, and fun way for the students to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real world[11]. Therefore, in this research the writer will use Snake and ladder game to help students' problem in mastering present continuous tense.

Lowe states that Snake and Ladder is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.[12] Based on explanation above that snake and ladder game is used to help the students to learning especially to master present continuous tense. The contains of this game based on Felicity and Katie's book entitled *Games for Vocabulary Practice* and this book inspired of Mario Rinvolucris' book entitled *Grammar games*. This game is the modified snake and ladder game contain pictures and the words of each square. The students have to changes the appropriate tense form from each square.[13] It can help the student understanding with the interest and actual pictures to increase curiosity of the students to prove the goal.

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[11] Chang S. and Cogswell J. Using board games in the language classroom. (*42nd Annual TESOL International Convention* : New York. 2008)

[12] N. K. Lowe. *Games and Toys in the Teaching of Science and Technology*. (Paris : UNESCO. 1988)

[13] Fellicity O'Dell and Katie.*Games for Vocabulary Practice*. (Cambridge : Cambridge University Press, 2003)

Snake and ladder game are effective to be implemented in teaching grammar especially to mastering present continuous tense. This technique is effective in enhancing the students' present continuous tense mastery and help their vocabulary enrichment. It from the words and pictures that require the students are able to make the sentence of each image that is being done and change the verb into verb + ing form. The previous research that used Snake and ladder game was improved students' simple past tense mastery in constructing recount text a quasi-experimental research of the eighth grade students of SMP N 2 Demak in the academic year of 2013/2014.

According to the result of this research, the writer can conclude as the following: This game makes the students active in discussing simple past tense because there is an interaction and communication while they are playing the game. Snake and ladder game is a new game for the students in learning simple past tense; thus, the students are enthusiastic to study grammar, especially simple past tense. This game can ease the students to correct and find out some common errors in making simple past tense. This game provides language practice in various skills – listening, speaking, reading, and writing.[14]

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[14] Ulil Albab, Journal of English language teaching: *Journal of English language teaching:The Effectivenessof Snakes and Ladders Game to Improve Students' Mastery of Simple Past Tense In Constructing Recount Text (A Quasi-Experimental Research of the Eighth Grade Students of SMP N 2 Demak in the Academic Year of 2013/2014)*ISSN 2252-6706, 2014, Available on http://journal.unnes.ac.id/sju/index.php/elt

Based on this study the use of Snake and ladder game is effective and applicable enough as a teaching medium to be used in improving the students' mastery of simple past tense in constructing recount texts.

Based on the explanations above, the writer conducted a research entitled "The influence of Using Snake and Ladder game towards Students' present continuous tense mastery at the second semester of eighth grade of SMP Pangudi Luhur Bandarlampung in the Academic Year of 2016/2017.

B. Identification of the Problem

Based on the background of the problem above, the writer identified the problems as follows:

1. The students get difficulties in understanding present continuous tense form.

2. The students are not interested in the classrooms' condition

3. The teacher's way in teaching grammar especially present continuous tense is still less interesting.

C. Limitation of the Problem

In this research, the writer focused on the influence of using Snake and ladder game towards Students' present continuous tense mastery at the second semester of eighth grade of SMP Pangudi Luhur Bandarlampung in the academic year of 2016/2017

D. Formulation of the Problem

In this research, the formulation of the problem was formulated as follows:

Is there a significant influence of Snake and Ladder game towards Students' present continuous tense mastery at the second semester of the eighth grade of SMP Pangudi Luhur Bandarlampung in the academic year of 2016/2017?

E. Objective of the Research

Based on the formulation of the problem, the objective of the research was to know whether there was a significant influence using Snake and Ladder game towards Students' present continuous tense mastery at the second semester of the eighth grade of SMP Pangudi Luhur Bandarlampung in the academic year of 2016/2017.

F. Significance of the Research

1. Theoretical Contribution

For the theoretical contribution, the results of this research are expected to support the previous theories about the influence of Snake and Ladder game toward student's Present Continuous Tense mastery

2. Practical Contribution

For practical contribution, the results of this research are expected that the teacher can use Snake and Ladder game in teaching mastering present continuous tense, and the students can increase their present continuous tense mastery through Snake and ladder game.

G. Scope of the Research

1. Subject of the Research

The subjects of the research were the students of second semester students of eighth grade of SMP Pangudi Luhur Bandarlampung in the academic year of 2016/2017.

2. Object of the Research

The objects of research were the Snake and Ladder game and students' present continuous tense mastery.

3. Place of Research

The research was conducted at SMP Pangudi Luhur Bandarlampung.

4. Time of Research

The research was conducted of second semester of eighth grade of SMP Pangudi Luhur Bandarlampung in the academic year of 2016/2017.