

CHAPTER 1

INTRODUCTION

1.1 Background of the research

Language is a tool that we used to communicate to others, to share idea, information, etc. Language is also considerate as a culture of place. There is nothing can separate language from culture. It is like one package. As language is a tool, we as the user of the tool have to know how to use it properly. And as we considerate it is a culture of a place, we have to continue the using of our language. It is a heritage of culture that we have to conserve. It can be said that language is one of heritages of a place.

There are some experts and linguists who have opinion and view about definition of language. Language is a system of symbols through which people communicate. The symbols may be spoken, written, or signed with the hands (Charles: 1998). Without language it is hard to imagine how people can cooperate and get along with one another. Communication has an important role in human life. We must know how to share, to express our idea to other. Because communication is important, so human being should learn how to communicate correctly. Communication will be easy if between sender and receiver understand with the information was given. One of important tools in communication among various groups of people from various part of the world now is English.

English as International language is spoken almost all over the world. In the global area, English takes an important role as communication language used in many sector of life, such as trading, bilateral relationship, politic, science, technology and many others. In fact, people use language to express their feelings, ideas, and desires. English has become the language used by many people over the world to connect and share with another. Therefore, people should understand and master English in order to gain broader knowledge, information and technology.

People need to communicate in doing daily activities and making an interaction to other people in their life. English uses as a medium language in all aspects of national relationship with other countries such as diplomatic, social, cultural, international commerce and also in 16 education. In other word English

takes an important role in communication such a medium for every nation to communicate each other. Discovering other language means discovering other culture. In every culture, there must be some differences that affect different language. One of those differences is grammar. The arrangement of words and particles in language is affecting the meaning of the utterance or sentence.

In Indonesian government, English is considered as the first foreign language and the compulsory subject to be taught in secondary schools. The objective of teaching English is to enable students to communicate in English orally and writing form. Accuracy and fluency are aspect of language components; pronunciation, vocabulary, and grammar. Meanwhile fluency refers to mastering language skills: listening, speaking, reading and writing. Moreover, mastering language skills is the objective of English teaching based on the current School-Based Curriculum.

Grammar is the structure and meaning system of language. Every country which has different language absolutely has different rule of grammatical. People who speak the same language are able to communicate because they intuitively know the grammar system of that language - that is, the rules of making meaning. Students who are the native speakers of English have already knew about English grammar and how to use it properly. They recognize the sounds of English words, the meanings of those words, and the different ways of putting words together to make meaningful sentences. However, no matter how good the students in English, they still need to learn how to transfer their knowledge of grammatical concept from spoken to written language.

In Indonesia, most of students have difficultness in grammar comprehension. One of those is students in SMK Analis Kesehatan DITKESAD. After giving some questionnaire, the result shows that there is a problem in learning grammar. Even it is difficult to comprehend the grammar, learning English is important to them. That told us as people concerned in English to help them solve this problem. Because, the best way of studying is comprehend not memorize it.

The difficulty of grammar comprehension that students experienced is the way of teaching which is tiresome. The conventional teaching strategies made

them boring and not focus to the class. They need the lively atmosphere in class especially in grammar class. They want grammar class easier and more interesting so they are interested to stay tune in the class. Then they comprehend the grammar correctly and clearly.

Concern on this situation, the researcher wants to do some research and observation to solve the problem of learning grammar. As for, the participant is students grade one in SMK Analis Kesehatan DITKESAD. It will be doing by 40 students in A class.

Fly swatter game will be the new innovation in teaching and learning grammar in this occasion. Game is thing that almost all students like to do. That is why researcher uses this tool as the interesting method of learning grammar. It will be easy and fun to learn English especially grammar through game. *Fly swatter* will be the kind of game will be used. It is so easy game. All student will not have trouble to understand the way of playing this game. Then, researcher will conduct a research with the title **“IMPROVING STUDENTS’ TENSES MASTERY USING *FLY SWATTER* GAME AT FIRST GRADE OF SMK ANALIS KESEHATAN DITKESAD.”**

1.2 Identification of the problem

Based on the background of the research and some observation, the researcher found some problems. It is the lack of knowledge about grammar because of the uninteresting method in teaching grammar is the one of the biggest problem.

1.3 The Formulation of the Research Problems

According to the background, the formulation of the research problem could be:

1. Does *fly swatter* game help students to mastering tenses?
2. What is *fly swatter* which is able to improve students’ tenses mastery?
3. How does *fly swatter* game improve students’ skill and ability grammar?

1.4 The Limitation of the Research

Refers to the identification of the problem, the researcher limits the focus of the problem on how to apply *fly swatter* game as an interesting method in learning and teaching English in SMK Analis Kesehatan DITKESAD by doing observation and implementation.

1.5 The Objectives of the Research

The objectives is the answer or target of this research. There are:

1. To find out that game helps student to mastering grammar.
2. To describe the implementation of *fly swatter* game help students to mastering tenses.
3. To find out whether the improvement of the students' tenses mastery through *fly swatter* game.

1.6 Benefit of the Research

This research has some benefits. The benefits are not just for the researcher to complete the last-year student's requirement. Some people will get some utility from this paper. Those people are students, teachers, and Darma Persada University. For students, it can be something to facilitate an easy-fun-way teaching and learning progress. If it is the first time they play *fly swatter* in learning tenses, it will be their good experience.

The benefits of this research are not only for students but also for teachers. It will be a new trick in teaching tenses material. The conventional way of teaching often does not make students paying attention to the lesson. *Fly swatter* game could be one of new and creative way to deliver tenses material. The other benefit of this research is to improve teaching skill. The creative way of teaching is one of indicators that teachers improve their teaching skill.

For Darma Persada University, this term paper which consists of research has benefit to enrich research paper. This research enriches Darma Persada University research paper about linguistic problematic in education. This research focuses on tenses material at grade senior high school.

This research also can be benefit for other researcher. They can lift up the same topic or issue with modified method or treatment. In different time, there will be new problem in teaching learning process. Then, that will be a new chance for other researcher to do research with the same topic.

1.7 Methodology of the Research

Classroom action research (CAR) is reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve. Classroom action research are provided for teachers who want to understand about teaching and learning, develop teaching skills and knowledge, and take an action to improve students' learning. In the classroom action research, researcher enters the classroom, watches, and records what happen there, and reports his or her finding. Classroom action research is part of action research in which this is a strategy of research that passes the control of practice over the individual teacher in a specific setting. The conventional view of this strategy is that practitioner may follow a certain action-reflection procedure that will allow them to improve unsatisfactory situation. This procedure is one of identification of a problem, and subsequent resolution of the problem through a process of observation-solution action-reflection-modification. As stated by Penny, according to one convention, action research is meant primarily to improve the teacher-researcher's own teaching. It based on a cycle of investigation, action, and re-investigation, and is usually done by two or more collaborating teachers.

The design of classroom action research used in this study was a cyclical process adapted from spiral model of Lewin which consists of four steps: planning, acting, observing and reflecting.

1.8 Systematic Organization of the Research

To facilitate the readers in obtaining an overview of this writing systematic, the writer's compiled it in 4 parts, is:

CHAPTER I : INTRODUCTION

This chapter contains of the background of the research, identification of the problem, limitation and formulation of

the problem, objectives and benefit, and systematic of the research.

CHAPTER II : FRAMEWORK OF THEORIES

This chapter consists of theories of grammar, teaching and learning process and game. There are theories of teaching, English learning and teaching, grammar, and game.

CHAPTER III : METHODOLOGY OF RESEARCH

This chapter consists of the used methodology of the research of improving students' tenses mastery by using *fly swatter* game in SMK Analis Kesehatan DITKESAD.

CHAPTER IV : IMPROVING STUDENTS' TENSES MASTERY USING *FLY SWATTER* GAME AT FIRST GRADE OF SMK ANALIS KESEHATAN DITKESAD

This chapter consists of the implementation of *fly swatter* game to students in SMK Analis Kesehatan DITKESAD. The result of the game and the improvement consist of two cycles.

CHAPTER V : CONCLUSION

This chapter consists of the result of term paper. It explains what and how is game should be used by teachers in ESL class that motivate student tenses mastery.