

CHAPTER I

INTRODUCTION

In this chapter the writer discusses the background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

Grammar is the basic knowledge of language to understand English perfectly. It is impossible for the student to speak English grammatically without mastering grammar. By understanding grammar, the students are expected to be able to make sentence correctly and understand the meaning of it easily. Mastering grammar especially Present Continuous Tense is very important for us, because it is a part of grammar rules which often to be used to communicate each other related with daily activity.

In the learning process, there are many problems faced by students in learning Present Continuous Tense. Based on some experience, many students were bored to learn grammar, still confuse with the pattern, and still difficult to make sentence correctly. In addition, the situation above also happens in SMPN 4 Pati. Based on the result of interview with one of English teachers (Personal communication, 2018), there are three problems faced by the students in mastering Present Continuous. First, most of students did not understand the structure and the use of Present Continuous. Second, the students made some mistakes in using the structure of Present Continuous. Third, they were not active in the class with the teaching and learning process about grammar, especially tenses. So they cannot reach the minimum score criterion (KKM) of English. Most of the students' score is less than 75.

Based on the student's difficulties in making Present Continuous sentences, it is necessary for teacher to have an appropriate technique to teach grammar. There are some ways to help the teacher in teaching Present Continuous Tense in order to the students interesting in learning. One of the techniques is

using game. Wright (1984: 1) states that “games help and encourage many learners to sustain their interest and work”. As we know that game is one of the interesting ways to teach English because the students will not get bored and they can understand the material easily. Monopoly game is one of games in which the players take turns moving around the board based on the number of the roll dice. This game is fun. When the students throw the dice, they will guess in what number they get. The students hope they land on the square that they want. So there is an element of excitement in this game. Monopoly game is also has the advantages of helping students to develop important social and interpersonal skill such as waiting, taking turns, and enjoying interaction with others. In this case, the writer chooses Monopoly Game to teach Present Continuous.

The writer uses monopoly game because of many reasons. For the first, by implementing monopoly game, it can make the students able to understand the material easily, so it can increase the students’ mastery of Present Continuous Tense. Next, games are fun and interesting. Learners are usually like playing them. Through games, learners are able to explore some new ways in learning the material. So, by implementing monopoly game, the students feel enjoyable. Not only they feel enjoyable but also they feel happy because they are able to do playing while studying. Finally, by implementing monopoly game, the students will be more active in class for doing some activities related the material. However, monopoly game is already used by some researcher. It can be proven from one of the previous research. The previous research was conducted by Raharja (2015). It can be concluded that there was significant difference in students’ English learning achievement.

The writer assumes that monopoly game as an interesting way that can make the students able to understand the material easily, interest and active in teaching and learning process. So, it can increase the students’ mastery of Present Continuous Tense.

Based on the background mentioned above, the writer would like to conduct a research entitled: “*The Effectiveness of Using Monopoly Game in*

Teaching Present Continuous Tense of the Eighth Grade Students at SMPN 4 Pati in Academic Year 2018/2019”.

1.2 Statement of the Problem

Based on the background of the research, the writer can stated as follows:
Is there any significant difference between the students’ mastery of Present Continuous Tense of the eighth grade students at SMPN 4 Pati in academic year 2018/2019 before and after being taught by using Monopoly Game?

1.3 Objective of the Research

Based on the statement of the problem above, the purpose of this research is to find out whether there is a significant difference between the students’ mastery of Present Continuous Tense of the eighth grade students at SMPN 4 Pati in academic year 2018/2019 before and after being taught by using Monopoly Game.

1.4 Significance of the Research

The significance of the research can be seen from three aspects, as follow:

1. For the students

The writer hopes that this research can be useful for the students because it can solve the problem of grammar and also it can make the students enjoy when they are doing learning process.

2. For the teachers

The writer hopes that this research can be useful for the teachers because they will get information for using Monopoly Games in the teaching and learning process.

3. For the readers

The writer hopes that this research can be useful for the readers who want to do a research about Monopoly Game, the readers can use the research as reference.

1.5 Scope of the Research

In this research, the writer only focuses on teaching Present Continuous Tense of the eighth grade students of SMP N 4 Pati in academic year 2018/2019 by using monopoly game. Monopoly game is a game with some activity where the players take turns moving around the board according to the roll of the dice. The equipments are monopoly board, a dice, token, 10 cards of chance, picture, and a blank of paper for one by one group. This game consists of some pictures in every square, some instructions of every card which can be constructing in correct sentence. This game will be used to make the students understand easily in learning structure and the use of Present Continuous. The subject of this research is the eighth grade students at SMPN 4 Pati in academic year 2018/2019.

1.6 Operational Definition

In order to avoid misinterpretation, the writer needs to explain some important term in the research, they are as follows:

1. Monopoly Game

Monopoly game is a game with some activity where the players take turns moving around the board according to the roll of the dice.

2. Present Continuous Tense

Present Continuous Tense is one of tense with the function to state on going process activity. It means that the activity or action began in the past, is continuing at present, and will probably end at some point in the future.

3. The eighth grade students of SMP N 4 Pati in the academic year 2018/2019 are the student who are studying English in SMP N 4 Pati.