

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research which consists of five parts; background of the research, statements of the problem, objectives of the research, significance of the research, and operational definition.

1.1 Background of the research

Many students want to master English fluently, particularly in the era of technology and the free market where almost all lines of life and interactions use English as the language that is commonly used. Even so, not many of them understand roughly what English is. In learning English the students must be able to master the four main components, which are writing, listening, speaking, and reading. Besides that, the students must also be capable of language components, such as grammar, vocabulary, and pronunciation.

Syafiqah Yacob & Md Yunus (2019) explained that learning the structure of the language is important and cannot be ignored in learning English as it relatively an essential language form, we usually call it grammar. According to Erwin (2017), grammar is an important component that must be mastered if people want to master all of the English skills such as speaking, listening, writing, and also reading. It is not enough that people only know or master vocabulary to make their skills better, but they also have to know how to set the correct grammar to produce correct sentences.

Grammar acts as a center for teaching and learning English which has a part in it. One of the concepts that need to be learned in grammar is tense. With the tense, students know more and understand when something occurs, and understand the relationship between verb forms and the concept of time. The students of Senior High School must learn or have to be able to use tenses especially simple past tense based on the syllabus.

Simple Past Tense shows that there was an activity or situation that happened and ended at a certain time in the past. In practice, mastering the simple past tense will be very helpful and make it easier to tell something that has happened. Meanwhile, in the teaching process, the simple past tense is closely related to recount text and narrative text.

In addition, teaching grammar is big challenge for teachers because apart from some of them are not interested in learn grammar. Many students are also afraid learning about grammar itself, students find it difficult to ask questions and receive individual attention in class. In addition to the many findings of researchers regarding the problems faced by students in various sources, researchers also found that some previous researchers used games as a tool or media to reduce or attempt to solve these problems for students. According to Rokhayani (2013) stated that in the teaching and learning process, teachers must be able to measure student achievement to determine progress.

To solve the problem above, teachers need to choose the right teaching approach so the teaching process can run effectively and easily for students. There are many ways to teach tense, such as traditional learning that only focuses on textbooks or modern ways that combine technology in learning. According to Syafiqah Yacob & Md Yunus (2019) game can make the lesson more attractive and protect the students from being bored. Mirta et al. (2021) stated that game is an effective teaching medium because it consists of fun activities and some rules, levels, and achievements. So after that, the researcher decides to use a game as the students' increasing skills method.

Some research shows that games are said to be useful in education and many educators have started to use the game as an intermediary for their lessons. Games are believed to provide many advantages for language teachers and students when used in learning activities in the classroom. Davidovich et al (2004) state that game has many benefits for use in class; students are motivated to learn the language when they are in the game, reduce students' anxiety about language

learning when games are used, and serves as reinforcement, the review also enrichment the student abilities.

Several previous researches revealed the nature of their research that teachers using games in their English teaching and learning process can produce several effects. Perrotta et al (2013) revealed that games have a positive impact on students' motivation and involvement which can also make teachers have well-prepared in games to be used for the teaching process. Yükseltürk et al (2018) said that game-based learning is more effective than traditional teaching methods. It can improve students' attention, quality, and motivation in learning foreign languages in a more creative and communicative environment. Sultanova (2011) shows that the use of games in teaching grammar deserves attention and application in the classroom because they can motivate students, improve communicative competence, and produce fluency.

According to the several studies above, the researcher found that using games in teaching grammar has a positive impact on improving students' ability, motivation, and fluency in their English language skills and Game-Based Learning was an excellent method to help students understand the material easily. In this research, the researcher will use cooperative learning or make several small groups studies to encourage the active participation of all members in the group. There are many techniques in cooperative learning, but the researcher chooses Monopoly Game in teaching simple past tense with five or seven student members inside each group.

According to Amaliyyah (2021) Monopoly is categorized as a board game that has several advantages for language learners, as follows:

- a. Board games can increase student motivation in a fun way,
- b. Board games that connect to real-life situations or learning material in creative ways, and
- c. Board games relax and relieve stress.

Based on the explanation above, the researcher concludes that monopoly games are a fun way to do in class, especially in teaching the simple past tense easily without being demanding. However, the game of monopoly also has disadvantages for the teacher when bringing it into the classroom, such as; Teachers should be more creative to design games. Teachers also need time, energy, and money to provide boards, dice, and playing cards as teaching media.

In the application of this monopoly game, the researcher makes a slight difference from previous research. Such as making the number of squares in monopoly fewer but having a much more complex function than the previous research, the command only consists of two groups, namely community service, and opportunity, also the monopoly game model is much more interesting and easy for students to understand.

Therefore, the purpose of this study is to determine the effect of games in teaching simple past tense to the first -year students at MAN 1 Jepara. The subjects of this research are first-year students of MAN 1 Jepara with Monopoly Game as a medium in teaching simple past tense and quantitative as the research methods. This is represented in the title *“The Use of Monopoly Game to Teach Simple Past Tense to the first Year Students of MAN 1 Jepara”*

1.2 Statement of the problem

This research aims to answers the following research question: How is the effectiveness of using the Monopoly game in teaching simple past tense to the first year students of MAN 1 Jepara?

1.3 Objective of the research

Based on the research question above, the objectives of the research is to explain the effectiveness of using the Monopoly game in teaching simple past tense to the first year students of MAN 1 Jepara.

1.4 Significance of the research

The results of the research on the use of the game in learning English are expected to be useful in both of the theory and practice sides. On the theoretical side, this research is expected to be a reference for future researchers who will conduct research related to the use of the games in teaching English grammar, especially about simple past tense. And On the practical side, the researcher hopes that this research can provide information to teachers so that they can reflect on the way they teach and improve students' skills in English by using games as media.

1.5 Operational definition

The title of this research is “*The Use of Monopoly Game to Teach Simple Past Tense to the first Year Students of MAN 1 Jepara*” in understanding this research topic easily, the researcher will put the operational definition in terms:

a. Monopoly Game

The Monopoly game consists of: a picture board, cue cards, dice, pawns, and money. Monopoly games in general that are known in the world are games related to economics, real estate, and or finance. In the game of monopoly, the players have to collect as much money and property as possible to win the game. However, in this research, the researcher defines a monopoly game as a board game that is redesigned using several components by the teacher to make it easier for students to understand simple past tense.

b. Simple Past Tense

Simple past tense or sometimes called *preterite* is a sentence used to talk about events or situations that happened and finished in the past time or time before now.