

## CHAPTER I

### INTRODUCTION

This chapter 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.

#### **A. Background Of The Research**

English as a language has evolved into a very powerful and global language. English takes an important roles in communication as a medium to communicate with other in various countries (Fatmawati, 2020). Considering the importance of the English language, our government has draw up English as a foreign language should be mastered by the students at any grade, from elementary school up to university. In learning English, students should master four skills. They are speaking, listening, reading and writing. Students should learn the language components in addition to the four skills. The language components are vocabulary, pronunciation and grammar.

Grammar is a description of the way language works. It is the basic rule of language. According to Burns as quoted by Nuraini (2022), grammar is basically about the systems and patterns that people use to select and combine words. Systems and patterns in grammar are important to be able to compose sentences that are easy to understand. Argawati (2017) states that English is not dealing only on vocabulary but also grammar. It means that grammar is something which cannot be ignored on learning English. Moreover, Ikrima (2020) states grammar is very important in learning and using languages so that using correct grammar will indicate clearly what the writer says.

Tenses are the basic grammar concepts taught to students in junior and senior high school. As the basic of grammar, the word tense defined as the verb form that shows the time of the action or state; present, past and future (Oxford Learner's Dictionary:458). In this research, the researcher focused on

simple past tense mastery. It is because simple past tense appears on the students' learning material especially in senior high school level.

Based on the class observation and students' interview at MA NU Banat Kudus, it was found that many students at eleventh grade still had difficulties in mastering grammar, especially in mastering simple past tense. The students often thought that learning simple past tense was difficult. They were still confused to differentiate between nominal and verbal sentence (positive, negative and interrogative sentence).

Students did not pay much attention when applying verb II in the sentence, both regular verb and irregular verb. Some of the students get confused to change infinitive verb into past simple since it also has the rule of the changing verb. This made the students to be afraid and they were not motivated to study.

Another cause of the difficulties faced by the students may be the teaching technique which is not interesting. In the fact, the teacher used lecturing technique to teach English. Teacher only explained the material and the students listen to what is explained by the teacher. It means that the lecturing technique is less effective. So they get bored in studying grammar.

Meanwhile, based on the curriculum 2013 target, students of eleventh grade should be able to create sentence in the form of simple past tense correctly. They should be able to apply simple past tense not only in a written text but also in the real life condition, such as to communicate or respond to friend or teacher well.

To overcome the problems that is faced by the students above, the researcher offered a technique to improve the quality of English grammar learning process. The game technique can be used to reduce students' difficulties while also creating a fun and challenging learning environment to foster interest and motivation in grammar learning.

*Tic-Tac-Toe* game is one of the technique that can be used to improve students' mastery on simple past tense. *Tic-Tac-Toe* game is a board game that using sign noughts and cross. For example, teacher can draw nine box

frames and write different word or categories in each box. Teams have to make sentences or questions with the words and if they get them right, they can put their symbol (O or X) on the square to draw their winning straight line.

In the previous study by Mufida (2015) entitled “Using Tic-Tac-Toe Game to Improve Students’ Achievement on Simple Past Tense”, it was found that using *Tic-Tac-Toe* game can improve the students’ achievement on simple past tense. The class condition during teaching learning process created the positive atmosphere in the classroom, and also made the students active in the classroom.

Based on the explanation above, the researcher conducted a classroom action research entitled “Improving the Eleventh Grade Students’ Mastery of Simple Past Tense Through *Tic-Tac-Toe* Game at MA NU Banat Kudus”.

### **B. Statement of the Problem**

Based on the background of the research above, the researcher determines the statement of the problem as follows:

1. How is the implementation of *Tic-Tac-Toe* game at the eleventh grade students of MA NU Banat Kudus ?
2. To what extent is the improvement of *Tic-Tac-Toe* game to improve students’ mastery on simple past tense at the eleventh grade students of MA NU Banat Kudus ?

### **C. Objective of the Research**

Based on the statement of the problems above, the objective of the research are:

1. To describe the implementation of *Tic-Tac-Toe* game at the eleventh grade students of MA NU Banat Kudus.
2. To measure how far is the improvement of *Tic-Tac-Toe* Game to improve students’ mastery on simple past tense at the eleventh grade students of MA NU Banat Kudus.

#### **D. Significance of the Research**

The results of this research are expected to provide benefits for all people who are related in this research, both theoretical and practical benefits as follows:

1. Theoretically

The results of this research are expected to be reference by the future researchers who will conduct the research related to improving students' mastery on simple past tense especially using *Tic-Tac-Toe* game.

2. Practically

- a. The Students

This research can motivate to improve the students' mastery on simple past tense through *Tic-Tac-Toe* game.

- b. The Teachers

This research can help the teacher to improve in teaching students in English learning process especially in teaching simple past tense through *Tic-Tac-Toe* game.

#### **E. Scope of the Research**

The scope of the research is designed in such a way that it leads to the achievement of the objectives:

1. The research subjects are eleventh grade students of MA NU Banat Kudus in academic year 2022/2023.
2. Implementation of this research using *Tic-Tac-Toe* game to improve the students' mastery on simple past tense for the eleventh grade students of MA NU Banat Kudus.

#### **F. Operational Definition**

Based on the title of the research, the researcher defines several terms, they are:

1. *Tic-Tac-Toe* Game

Is a simple and fun board game that contains of nine congruent small squares using noughts and crosses to play (Agustia and Amri, 2013).

## 2. Simple Past Tense

Simple past tense is a tense used to talk about events, actions or situations which happened in the past and now are finished (Alexander, 1990). The time signals are ago, last, yesterday. The researcher used regular and irregular verb coinciding in the *Tic-Tac-Toe* game. As a result, the students can be encouraged to study simple past form.

## 3. Mastery of Simple Past Tense

Mastery of simple past tense is the students' knowledge and skill that allow them to know and differentiate the form of simple past tense from the other form of tenses, especially the type of verb that is supposed to be used in the form of simple past tense.

## 4. Eleventh Grade of MA NU Banat Kudus

The eleventh grade students of MA NU Banat Kudus in academic year 2022/2023 are those who are studying English subject of second grade in senior high school. In this research, the researcher focused on XI BB (Bahasa dan Budaya).