

CHAPTER I INTRODUCTION

A. Background of the Study

Teaching English involves four language skills; they are listening, speaking, reading and writing. In teaching learning a language, there are four aspects that support the four languages skill above such as grammar, vocabulary, spelling and pronunciation. In learning process, one of the important parts in creating and understanding the language is grammar mastery. People cannot express their opinion and ideas in English without knowing grammar.

According to Brown (2001, p. 362), “Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence.” Grammar is one of important components in mastering English language. It has important role in reaching the four skills of English language; listening skill, speaking skill, reading skill, and writing skill that become the attention of English learning. Although it is important role in English learning, many students are not interested, get bored, and neglect of it. It makes them get difficulties and mistakes in learning process.

Morelli (2003, p. 33-34), states that grammar can be taught traditionally or contextually. Teachers should consider when making decisions about how to teach grammar because students need to feel confident when they learn about grammar. Then, Setianingsih (2010, p. 20), said that English language teachers have the responsibility to develop learner’s knowledge and skills of grammar. Within the Communicative Approach to language teaching, these teachers need to adopt ‘appropriate’ and ‘effective’ methods and strategies to teach grammar in English language classroom.

Novrieni (2013, p. 9), states, “For creating fun and enjoy teaching learning process, conventional teaching must be left, like teacher just understand teaching materials, talk more, lecture the students, communicate with a half of students in the class, write material on blackboard, etc.” Conventional teaching

makes students bored because they are passive in the class. Conventional teaching for teaching grammar unfortunately focuses on explaining tenses, ordering students to memorize the pattern of tenses, etc. Because of it, English teachers should think critically in order to find creative ways in teaching grammar so that students will enjoy, get motivated and have fun grammar learning.

There are many ways for motivating students and making fun grammar learning, like quiz, puzzle, true/false question, and game. Many students are more interested in teaching learning by using game. Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with other (Wright, Betteridge, & Buckby, 2006, p. 1).

From that case, the researcher creates langpoly game media as a way to teach grammar, because by using langpoly game media, student can be able to understand and memorize the formula of grammar and can write the structure of sentences correctly. As what Wright, Betteridge, and Buckby (2006) said that games make classes entertaining and interesting. Games also creates an atmosphere of meaningful communication before, during, and after the game.

Besides, the researcher would like to find out whether langpoly game influences students' grammar achievement or not.

B. Research Variables

1. Variable identification

- a. Independent variable: using langpoly game
- b. Dependent variable : students' grammar achievement

2. Operational definition of variable

- a. Independent variable: Langpoly game is one of game that is from board and there are questions in which players must answer them. It is used for learning, especially for grammar.

- b. Dependent variable: Grammar is one of subjects that is difficult for students because they must memorize all of the formula. By Langpoly game, it can help student to learn about grammar.
 1. Students can be easy to understand about grammar.
 2. Students can be active.
 3. students can be able to write structure of the sentences correctly.

C. Limitation of the Study

The study focused on the effect of using langpoly game on grammar achievement. The study limited to the students of eight grade school on grammar (determiner) achievement in terms of getting understanding grammar and ability to write the structure correctly through langpoly game for students of junior high school.

D. Statement of the Problem

Grammar is one of subjects that is difficult for students because they might memorize all of the formula. The researcher tried to find a solution to the problem by using langpoly game as a media to help students memorize and understand grammar. Based on the problem above, the general question of the study is:

Is there any influence of using langpoly game on students' grammar achievement?

E. The Purpose of the Study

The purpose of the study is to know the influence of langpoly game on students' grammar achievement.

F. The Significance of the Study

1. For the teachers

Teacher can make this media to be an interesting media in order that students are easy to understand

grammar, and teacher will have a new media to teach grammar by langpoly game.

2. For the student

The researcher hopes the students will be easy to understand the grammar, memorize the formula easily, and be able to write the structure of sentences correctly. By this research, the researcher hopes the students to have motivation to learn grammar.

3. For the other researchers

The researcher hopes this study can help and give additional reference to do research in the same topic.