

CHAPTER I

INTRODUCTION

1.1 Background of the Research

The objective of teaching the present tense is for students to understand its structure, meaning, and use. The purpose of the simple present tense form can be students understand. The students understand this objective's usage and definition, as well as how to apply it in an everyday situation. Because the students prefer to memorize only the pattern and significance without understanding how to apply it in practice, when using the present tense they understand because the teacher involves daily activities in teaching the present tense, but they experience difficulties when asked to make sentences based on existing formulas however, in reality students at SMP IT Nurul 'Ilmi continue to find it difficult to understand the pattern. The teacher made a few efforts to find a solution. The teachers work in using media, games, strategy, and other things.

There are various internal and external factors, including motivation, students' cognitive abilities, and others, that contribute to their lack of ability in using the present tense. Environment, teachers, parents, friends, facilities, technique, and strategy are examples of external factors. A teaching strategy is a method that the teacher can use, especially in teaching the present tense. Consequently, the method can impair students' ability to use the present tense since the teacher lacks creativity in choosing the best method to teach it.

However, there are still a lot of students that struggle with the Simple Present Tense. Previous research has indicated that one of the difficulties students have when learning English is a lack of motivation in learning the Simple Present Tense. Furthermore, according to Dewifatrina, most students do not comprehend the forms and usage of the Simple present tense. Secondly, Alfina claims that one

of the difficulties students have is understand and using some of the verbs in the simple present tense, which is challenging for most students.

The phenomena in SMP IT Nurul ‘Ilmi Medan show that most of students struggle to use and understand the Simple Present Tense, and they occasionally implement the incorrect verb in these sentences.

According to Chomsky as described by Steinberg the ability to construct and understand grammar rules is one of the basic language skills that individuals should acquire in order to be able to communicate (D. Danny Steinberg et.all, 2001). It implies that mastering grammar becomes one of the requisites for individuals, in this case notably for Indonesian learners, to be able to communicate.

Grammar is a set of rules that control the traditional placement and relationships of words in sentences. One of the many components of grammar is tenses (Isnaini, 2014). Learning grammar structure is more challenging than speaking, writing, or listening. For the most part, teachers find it challenging to carefully teach students the grammatical structure. Some students struggle to comprehend the role of English. Like Diane Larsen noted, examples are available to help explain each rule of grammar. There are some exceptions to the norm of teaching. Students are required to apply several examples of a rule after they have understood it (Larsen-Freeman, 1986).

Based on the writer's experience, students have several of difficulties when learning the present simple tense. Students struggle to comprehend the simple present tense. They are unable to accurately apply the Simple Present Tense formula. The teacher keeps using conventional methods to teach students on the simple present tense. Although the students still struggle to apply formula in the simple present tense, their comprehension of the tense isn't enough too. The lack of proficiency in the simple present tense can be explained by a number of issues. Less motivation on the part of the students, a lack of practices, a different

learning style, less interest, a different teaching technique, strategy, media, tool, and so on are all variables.

According to (Hadfield, 1999) an activity may be referred to as a game if it contains a goal, a set of rules, and a fun component. The author added that there are two different kinds of games: cooperative and competitive. Wright similarly described classroom games as exercises that encourage interaction among the student's and may amuse, engage, and challenge them (Andrew Wright, David Betteridge, 2006) the author continued by saying that games play a significant part in forging relationships amongst student's. The use of games to stimulate kids to learn languages, including English, has also been proven to be successful. Hence, it demonstrates how helpful games are in motivating student's to pique their interests.

Many different types of classroom games are popular among language teachers. Jeopardy is one of them. It is a game that enables students to remember the earlier lessons they have studied. The Jeopardy Game comes in two variations. The first is the one that calls for technological tools like an LCD projector and PPT slides. The second uses school materials and tools such paper, glue, tips, board markers, and other things. The rules of the Jeopardy Game are based on the Jeopardy television program, which is very popular in America (Friedman, 2005). Typically, the teacher assumes the role of the game's host while students assume the role of the contestants.

Using games as material for learning, the researcher hopes to find a solution to this issue. Game is one of the instructional techniques that students will accept the easiest and find most valuable. Games for learning English are one of the most useful classroom resources, since it has been well-documented that they improve learning

Although the students can be chosen to compete individually, most teachers choose to divide the class into smaller groups. Five topic categories with point values are presented by the presenter. There are questions relevant to each

value's subject. Typically, the questions are written on papers that are affixed to the board or shown on PPT Slides. Participants must then choose one category and accurately respond to the question in order to receive points. The game's winner is the one with the highest total points. The Jeopardy game used in this research was adopted as a strategy for improving students' learning (Rivera, Joan Benek, n.d.). The researcher chose the game because its media is simple to use, can be played offline, can motivate students to learn English, and can make students more cooperative with one another.

Based on such assumptions, the researcher is interested in doing research entitled "*The Effect of Jeopardy Game of Teaching Simple Present Tense at Eighth Grade of Junior High School in SMP IT Nurul 'Ilmi*".

1.2 Identification of the Research

Based on identification of the background above, the researcher identifies some problems. They are as follows:

1. Most students don't understand the forms and usage of simple present tense.
2. Most students make some mistakes to put the right verb in the sentences of Simple present tense.

1.3 Limitation of the Research

The researcher focuses on using the Jeopardy game to teach the simple present tense in consideration of the challenge that has been identified above. Jeopardy was chosen as a teaching tool because it could provide an enjoyable atmosphere for learning English that could be adapted to all of the students in an English school. The research was conducted by eighth-grader Nurul Ilmi SMP IT.

1.4 Formulation of the Research

Based on the background study above, the researcher formulates the research question:

1. Is the jeopardy game effect to teaching simple present tense at the eighth grade of SMP IT Nurul Ilmi?

1.5 Objectives of the Research

The objectives of the research are as follows:

1. To measure the effect of using a jeopardy game in teaching simple present tense at eighth grade of SMP IT Nurul Ilmi.

1.6 Significances of the Research

1.6.1 Theoretical Significance

- 1) This study is expected to add to knowledge about the simple present tense that teachers can use to improve their methods of teaching.
- 2) This study is expected to serve as a reference for other researchers who want to do further studies on the same subject.

1.6.2 Practical Significance

1) For the Students

To make students enjoy the lesson in the classroom. Students will be more interested in participating in class activities.

2) For English Teachers

The purpose of this research is to increase students' proficiency with the simple present tense and to provide useful suggestions to English teachers to teaching grammatical structure, especially the simple present tense. For teaching the simple present tense, English teachers can select the best method.

3) For the Readers

As a resource for readers who are undertaking study on simple present tense teaching methods. Increase their knowledge and get a variety of experiences.

4) For Other Researchers

To motivate the author to do research as a contribution to improving the teaching of English. The writer, who is both an English teacher and a researcher, is expected to carry out some research or activities that will improve the study of education, especially English teaching.

