

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Language is a means of communication used to transfer information, ideas, and feelings from one person to another. It used to communicate both in written and spoken forms.

Considering the importance of the language, our government has treated English as a foreign language to be taught. In Indonesia, English teaching aims at mastering four basic skills of language, like listening, speaking, reading, and writing.

Based on information obtained from the English teacher at SMAK Sint Carolus, it was found that many students still encountered difficulties in mastering grammar, included is simple present tense. Simple present tense is important it is one of basic rules for the students to communicate in daily life. Besides, the students can identify and make descriptive reports and procedure texts in which Simple Present Tense is used. In the interview with the English teacher, it was known that the tenth grade students which had the lowest ability in using Simple present tense. It was found that many students often did not understand why some sentences used auxiliaries do and does. Some students still chose “my mother is work in the supermarket” instead of saying, my mother is works in supermarket’. Moreover, some students were confused in differentiating which subject used auxiliaries do and which ones used does. All the problems above arose since the student did not understand the right rule of Simple present tense. Therefore, the researcher was encouraged to find out the causes of the problems undergone by the students through interview.

The student "comments were as follows Simple present tense was still difficult, they felt bored to study grammar, they did not understand what their teacher had taught about simple present tense and they did not get enough practice in using Simple Present Tense, and the most significant reason of this was the way how the teacher taught Simple Present Tense had no effect to arouse students' motivation in learning. From the observation, the researcher found that the English teacher tended to teach the grammar deductively, The teacher taught Simple Present Tense By giving a note on the white board gave some examples, and the in asked the students to take a note.

After that the students were only given limited time to do some exercises. Student easily felt bored of the teaching method since there was no interesting and attractive activity involved in their learning process.

Furthermore, the students also often thought that learning simple present tense was difficult.

This assumption made students are afraid and not motivated to study. As a result, most of the students were afraid to ask the points that they did not understand to the teacher. This situation made the students passive in their process. The student's enthusiasm was much related to the technique used by the teacher in transferring the lesson. The students would not be interested in learning if the technique used was monotonous. It made the learning process not effective. Based on this statement, English teachers should think critically in order to find creative approach in teaching grammar so that the students will take much participation during the learning process. One of the creative approaches in teaching English grammar is games.

Saricoban and EsenMetin (2000:3) stated that through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively. Play and competition that are provided by games enhance the motivation of the students and reduce their stress. This

will help them to acquire certain essential language skills. One game that can be applied in classroom is Climbing Grammar Mountain Game. According to Gunn in English teaching forum (2005:39), climbing grammar mountain game helps improve the students understanding of grammatical usage and helps the students learn from others through peer review, team work, and group discussion. In relation to this, the researcher is interested in conducting a study which is focused on improving ability to use simple present tense using mountain game teaching approach toStudents of the tenth grade in SMAK Sint Carolus.The writer hoped that climbing grammar mountain game could improve the ability of the tenth grade students of SMAK Sint Carolus to use simple present tense so she conducted a study under the title: **“A STUDY ON THE TEACHING OF SIMPLE PRESENT TENSE USING CLIMBING GRAMMAR MOUNTAIN GAME AT THE TENTH GRADE STUDENTS OF SMAK SINT CAROLUS PENFUI IN THE SCHOOL YEAR 2014/2015”**.

1.2. Statement of Problems

Based on the background above then this study was conducted to answer the question “Is climbing grammar mountain game effective in improving the ability of the tenth grade students of SMAK Sint Carolus Penfui in the school year 2014/2015 in using simple present tense?”

1.3. Objective of the Study

Based on the statement of problems above, the writer provides the objective of the study that is to find out whether or not the implementation of climbing grammar mountain game is effective in improving the ability of the tenth grade students of SMAK Sint Carolus Penfui in using simple present tense.

1.4. Significance of the Study

The significance of the study can be seen in the following:

1. It is expected that the result of this study will inform the teacher of English to use the climbing grammar mountain game approach in teaching simple present tense to improve student’s ability to use simple present tense.
2. This research is expected to give positive input to the writer in the teaching of grammatical structure, especially in teaching simple present tense.

1.5 Scope and Limitation

There are a lot of games that can be used to teach tenses especially simple present tense, for example, matching games, combining games, exchanging and collecting games, climbing

grammar mountain game. In this study the writer focused on the use of climbing grammar mountain game in teaching simple present tense.

1.6 Definition of Terms

There are some terms used in this writing, and in order to avoid misunderstanding from readers then the writer clarifies the terms.

1. Teaching

It is to give information about particular subject (Hornby:1995). In this study, teaching refers to the process of giving information about simple present tense using climbing grammar mountain game.

2. Climbing Grammar Mountain Game

It is a game providing a way to address grammatical usage and sentence construction in such a way that the target structure is being reviewed and reinforced in an interesting and engaging manner (Gunn and MCallum:2005:14). In this study, climbing grammar mountain game is a game used to teach simple present tense to the tenth grade students of SMAK Sint Carolus Penfui.

3. SMAK Sint Carolus Penfui

It is one of senior high schools in Kupang city located in Penfui, Kupang, Nusa Tenggara Timur Provin