

CHAPTER 1

INTRODUCTION

A. Background of the Research

Grammar is important for students. When students' communicate with others', grammar plays a role as a meaning making. According to Dykes (2007), grammar is a language used to talk about language. While Crystal (2004) says that grammar can help students to cultivate caution, exploit the wealth of expression and detect the wealth of ambiguity available in English, because grammar is the ability to express ourselves from our structural foundations. We know the usefulness or structure of the language we use, then we can understand the meaning and effectiveness of language. Additionally, it can help everyone, not only English teacher, but also every other language teacher such as German, Japanese, Turkish etc. Basically teaching grammar focuses on understanding the meaning of a language. Generally many of Junior High School students think that grammar is the most difficult lesson to learn because they must know and remember many tenses and rules of English language.

Generally teaching grammar is related with English writing .It is one of the four English skills. Students' the difficulty to master English writing because they must learn English grammar for language. Azar (2007) explained that teaching grammar is learning that aims to help students discover the nature of language. Such as understanding of detectable language patterns,example from what we say, read, hear, and write. Without grammar we only have sound, images and body expressions to communicate. Then students must learn grammar to good

writing skills. Suparno & Mohamad Yunus (2006) states that writing is an activity in sending messages (communication) such as ideas, concept experiences or information to others. According to Sarget (2007) Simple past tense is a conversation about events that occurred in the past. Students have experience in their life .if they want to write the experience, they must learn simple past tense to know the writing structure and the readers can be understood with meaning of write.

Based on discussion with teacher at SMP Rahman Wahid. The students still have difficulty in learning simple past tense because it has the rule of changing of verb. The verb is regular verb and irregular verb. It is sometimes that make students confused. But for students who are familiar with the change in verb form, they have no difficulty in distinguishing verb form in simple past tense. The students are still difficult to make sentence in the form simple past tense. Based on those problems, the English teacher at junior high school should have an initiative to teach English grammar especially simple past tense. English teachers need to improve their teaching techniques in teaching English Birova (2013) states that teacher language education must hard work to make appropriate strategies and methods for student. Especially in simple past tense because teaching techniques can influence the student's achievement. Therefore, the English teacher must choose the method and strategy that suitable for students .Teacher need a good technique in helping their students to have good understanding about grammar especially simple past tense.

Based on the above problem through Scramble word as a game can as alternative in teaching simple past tense. Wright (2006) states Games can help teachers to provide a way for students to be active in learning language.

According Huda (2013), one method of learning that use to improve ability speed of thought and concentration at students' to search meaning of word is scramble. Hornby (2004) mentions that scrambled words are a combination of words that have been randomized. Determine a word or sentence as the aim of the game or puzzle is correct phrases or sentences.

The related previous research was conducted by Ibad (2018) which aimed to using scrambled words technique in teaching English determiner and modifier. It can develop mastery English noun phrases at junior high school. It uses quasi-experimental design. Aryani (2019), this journal focus of the development of Scramble media for preschoolers. This research is used a research and development design. The journal of Yolageldili and Arika (2011), the study focus in using game in teaching grammar to young learners with descriptive design. Dewi and Kurniawan (2017) the effect of scramble game towards the ability of composing sentences for students with intellectual disability. The journal use quasi experimental design with time series design to know result of treatment of scramble game. Ibrahim (2016) said the teacher to know good method and good media to teach grammar.

As the researcher read from several previous studies, all of them used different research design and variables. Regarding to above problems, the researcher conduct research entitled the use of scramble word as a game in teaching grammar at junior high school. It is using qualitative method and descriptive design. The researcher want to find out the teachers' perceptive toward implementation scramble word and response students about teaching English grammar by use of scramble word as a game.

B. Formulation of the Research

1. How is the implementation of scramble word as a game in teaching English grammar at junior high school?
2. How is the teachers' perspectives implementation and students response towards the use of scramble word as a game in teaching English grammar?

C. Objective of the Research

1. To describe the implementation of scramble word as a game in teaching English grammar at junior high school.
2. To find out the teachers' perspectives implementation and students response towards the use of scramble word as a game in teaching English grammar at junior high.

D. Significance of the Research

The researcher hopes the result of the research can to be use theoretically and practically

1. Theoretically

The result of this research can give significant contribution to English teachers. They can learn English grammar especially simple past tense fun and easy.

2. Practically

a. For The Teacher

1. The teacher can apply scramble word as a game to facilitate students for teaching English grammar especially simple past tense at Junior High School.
2. The scramble word as a game the teacher can arise students' motivation in learning English grammar.

b. For The Student

1. Using scramble word as a game can help students to learn English grammar especially simple past tense with easy and fun.
2. The researcher hopes students' will be not find any difficulty in learning English grammar especially simple past tense and can writing sentence simple past tense with correctly.

c. For The Researcher

1. Thought this research, the researcher hopes can add knowledge about teaching English grammar and can be useful for the future of her life. The researchers also get experience in finding a new method in teaching English grammar, especially in simple past tense.

d. For The Reader

1. This research can become referency to other research.the reader will find a new method in teaching English grammar, especially in simple past tense.

E. Definition of Terms

1. Grammar

According to Dykes (2007), Grammar is structure of language use to talk about language.

2. Simple past tense

Azar (2003) stated that simple past is sentence used to tell about incidents in the past.

3. Game

Wright (2006) say that game is an activity that make students' interesting and fun.

4. Scrambled Words as a Game

Hornby (2004) mentions that scrambled words is a combination of words that have been randomized. Determine a word or sentence as the aim of the game or puzzle into correct phrases or sentence.

F. Scope and Limitation of the Research

The researcher focuses in implementation teacher using scramble word as a game to teaching grammar at junior high school. The limited the teachers perspective toward implementation and response students in teaching English grammar by use scramble words as a game especially simple past tense at junior high school.