

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the research, research objectives, limitation of the research, benefits of the research, the definition of key terms, and the organization of the research paper.

A. Background

Learning a language cannot be separated from grammar since it contributes much to the development of speaking and writing. By studying grammar, students would learn to compose a sentence and be able to apply what they learned as better speakers, writers, and readers (Wahyu, 2018). Students must know certain English grammar so they speak correctly. They have to be aware the rules of English or grammar, because it is the key of proficiency (Apsari, 2020). Mastering English structure well will make the students easier in learning English and they can deliver what they think or feel effectively.

Grammar is the system of structural devices by which a language organizes meaning (Apsari, 2020). According to Richard and Reppen (2014), language learners may have spent many times for practicing the rules of correct sentence formation yet they still lack the ability of using grammar as a resource in communication.

It becomes a big challenge for English teachers in teaching grammar so grammar teaching is easier to understand. Thus teachers are expected to employ appropriate teaching techniques during teaching grammar. One of the fun teaching techniques is by using games. Games are regarded as a very useful strategy to stimulate language acquisition. Playing the games in the classroom can increase students' ability in using language with a purpose in the situations provided (Heydar, 2017). There are many studies reveal that teaching grammar by using games have succeeded in making students not bored in learning. Grammar games help students not only to gain knowledge but also to be able to apply and to use that learning (Widiyanto, 2012). Teaching grammar using games is a fun and meaningful way to encourage the students to master grammar rules (Yussof at al, 2012). Additionally, Duong (2008), Nguyen and Khuat (2003), highlight that using games enable learners to remember what they have learnt faster and better because they feel relaxed while playing games. There are some game that can be used in teaching grammar such as group quiz, error correction, team gap fill, dictoglos, drilling, songs, exploiting feedback stages, error correction (Miller, 2019).

From the explanation above, we know that games have many the advantages of allowing the students to practice and to internalize grammar and structure extensively. Therefore the present study is aimed to investigate (1) the implementation of the scenario of teaching grammar with a game app which is called Speedy English Grammar, (2) teacher and students' responses toward teaching

grammar with Speedy English Grammar game app, and (3) students' difficulties in teaching grammar through Speedy English Grammar game app.

B. Research Question

Based on the problem background above, the research problem is formulated as follows:

1. How is the implementation of the scenario of teaching grammar by using Speedy English Grammar game app to eleventh-grade students?
2. What are the teachers and students' responses toward the teaching grammar through Speedy English Grammar game app?
3. What are the students' difficulties in learning grammar through Speedy English Grammar game app?

C. Objectives of the Research

Based on the research question above, this study is aimed such follows:

1. To identify the implementation of the scenario of teaching grammar by using Speedy English Grammar game app to eleventh-grade students.
2. To identify the teacher and students' responses toward teaching grammar through Speedy English Grammar game app.
3. To investigate the students' difficulties in teaching grammar through Speedy English Grammar game app.

D. Limitation of the Research

In this study, the researcher limits the scope of the study. This study focuses on the use of Speedy English Grammar game app in teaching grammar to the eleventh-grade students of SMAN 4 Cimahi.

E. Significance of the Research

The result of this research is addressed for:

1. Teacher

The significance of this research for teachers such as follows:

- a. This research is expected to provide benefits to English teachers as it can be a complementary literature of teaching grammar.
- b. This research is expected to provide benefits to English teachers they can use this research for instructional materials.
- c. This research is expected to provide benefits to English teachers they can find methods that are interesting, useful, and effective in teaching grammar.

2. Students

The significance of this research for students such as follows:

- a. This research is expected to provide benefits to the students they can improve their understanding of grammar.

- b. This research is expected to provide benefits for students which can be enjoying, interesting, and funny classroom.
 - c. Students are expected to have collaborative skills, group participants, creative thinking leadership skills, self-assessment, and reflection skills.
 - d. This research is expected to provide benefits to students which have a sustainable motivation to learn.
3. Students learning English in general

The significance of this research for students learning English in general such as follows:

- a. This research is expected to students learning English in general the research can be used as a reference in the learning process, especially in grammar mastery.
- b. This research is expected to English learners in general to know the comparison method toward students improvement in grammar mastery.

F. Definition of Key Terms

There are some key terms that are used in this research, they are such as follows:

1. Grammar

Grammar is the way to state our feeling through the structural form of language. According to Hirai (2010), grammar is a way to organize the sentence and create a good language.

2. Game App

Game is a physical or mental competition. It is conducted according to rules with the participants in direct opposition to each other. According to Haldfield (1999) cited in Trong and Doan (2010), game is an activity with rules, it is a goal and an element of fun. An application is a software program that runs on computer or cellphone. According to Cambridge English Dictionary, app is a computer program that is designed for a particular purpose.

G. Organization of the Research Paper

The chapters in this study are organized with the points such as follows:

Chapter I Introduction

This chapter describes the background of the research, the objective of the research, limitation of the research, benefits of the research, definition of key terms, and organization of the research paper.

Chapter II Literature review

This chapter discusses the literature review relating to this research including grammar, teaching grammar, techniques in teaching grammar, teaching grammar using game app, and previous studies.

Chapter III Research Methodology

This chapter describes the methodology applied in this research. It consists of research method, subject of the research, setting, instrument, data collection techniques, and data analysis.

Chapter IV Research Findings and Discussions

This chapter describes the findings and discussions of the research which consists of the implementation the scenario of teaching grammar through game apps, teacher and students' response toward teaching grammar through Speedy English Grammar game apps, and students' difficulties of teaching grammar through game app.

Chapter V Conclusions and Suggestions.

This chapter discusses the conclusion of the research and suggestion for further researchers.