CAPTER I

INTRODUCTIONS

In this chapter, the researcher will discuss about backround of the study, research focus, and research objective, significance of the study, scope and limitation, and definition of key terms.

A. Research Context

The learning process can be interpreted as a process of transforming knowledge from teachers to students. It is referred to as the combination of various elements in the process by which an educator identifies and sets learning objectives and develops teaching resources and implements teaching and learning strategies.[1] Teaching and learning activities are the core of activities in education. Everything that has been programmed to be implemented in the teaching and learning process will involve all components of teaching, learning activities will determine the extent to which the goals that have been set can be achieved.

In teaching and learning activities, educators must pay attention to the individual differences of students, namely: biological, intellectual, and psychological. Understanding these three aspects will strengthen the teacher-student relationship, making it easier to approach learning mastery in teaching. Complete learning is one of the individual learning approach strategies. Complete learning is an activity that includes two activities, namely an enrichment program and an improvement program.

Using games is a very interesting program in the teaching process for students, especially MA students at the Baiturrahman School. They generally tend to like and play games better than sitting down to study. Traditional dictated methods for learning and

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[1] Afzal Sayed Munna, Md Abdul Kalam, "*Teaching and Learning Process to Enhance Teaching Effectiveness: A Literature Review,*" International Journal of Humanities and Innovation (IJHI), Vol. 4, No. 3 (2021): 1.

games to be apart but the fact remains that students tend to be more interested in playing games instead of sitting down to study. Study with games will usually attract the attention of students. Because this game can be used for learning including grammar, to know the meaning of certain structural patterns and to use them within everyday life so if there is a very difficult task. The game will be able to help students overcome these difficulties games like cozy grammar and other games designed for this specisfic purpose. These games very simple just to make knowledge easier and easier to memorize both in vocabulary, or tenses. based on the games that have been applied will help students develop their tenses as well as additional knowledge this very simple game can be played to help out improve the database and students' abilities in the tenses material.[2]

In Indonesia, English becomes a subject which is taught at all levels of education, from the Elementary Schools up to university. The department of education and culture also has decided that English language must be taught from Junior High School up to University as a foreign language, and now English has also been thaught in Elementary School.[3]

In learning English, there are four skills that can be classified into listening skill, speaking skill, reading skill, and writing skill. In order to master all skills, students also need to learn language components that consist of grammar, syntax, vocabulary, pronunciation, etc. Furthermore, Grammar as one of the English components is very important to be learned by the students. Students should master grammar, because they could speak or write English accurately by mastering grammar. According to Penny Ur "a learner who knows grammar" is one who has mastered and can apply the rules to

[2] Muxamedova Gulmira Ismoilovna,"Innovative Techniques for Teaching Grammar", JournalNX- A Multidisciplinary Peer Reviewed Journal,6,no.11,(nopember 2020):4

[3] Depdikbud," KurikulumStandar Kompetensi untuk SMA dan MA",(Jakarta:Depdikbud, 2004).

express him or herself in what would be considered acceptable language forms".[4] Harmer also states "a knowledge of grammar is essential for competent users of language, it is clearly necessary for students. It is helpful in learning nouns, articles, verb tenses of a grammar mastery, etc".[5]

Moreover, one of grammatical structures is eight tenses. Eight tense is a method that used in English to refer to time (present, past, and future). Many languages use tenses to talk about time. Not yet in Indonesia certain verb forms, and there is no change in the verb form. This too become one of the problems faced by Indonesian students, in learning tenses, present continuous tense, for MA students school. Also, one of the indicators of basic competency in English subjects for MA students are students can express sentences that show activities at the time of speaking. So, that means students must understand the present continuous tense.

However, there is an opinion in tshe world of education that student have problems understanding theoretical English material such as grammar. Hartani stated "Most young students have difficulty expressing what they are talking about really mean to say. One of the reasons is because they find it difficult to do so internalize meaningful grammatical parts and use that corresct grammar convey true meaning in practice".[6]

Cozy grammar game is a game that has a teaching room, this game uses a simple intermediary designed by the teachers at MA Baiturraman to make it more interesting. In the cozy grammar game, the teacher practices using teaching aids that are as simple as possible and is able to make it easier and more comfortable for students to learn, know and memorize the 8 (eight) tenses. but the cozy grammar game is able to provide an

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[4] Enny Ur, "Grammar Practice Activities A Practical Guide for Teacher", Cambridge: Cambridge University Press, 1988) p. 4
[5] Jeremy Harmer, "English Language Teaching",(United States of America:Longman, 1996), p.22
[6] Angeline Linda Hartani, "The Effectiveness of Mime Game in Teaching English Grammar", Proceeding The 2nd National Conference on Teaching English for Young Learners in Indonesia, 10-11, Juli (Kudus: Nasional RI Press,2012), p.15

attractive force towards student learning interest. Why use 8 (eight) tenses because when playing the game the material used is 8 (eight) tenses, even though these tenses look easy for those who already understand but for students who are still developing, such as students at MA Baiturrahman 8(eight) tenses, these are very suitable because they still have very little knowledge about tenses and they are still difficult and confused in distinguishing these tenses.

Cozy Grammar games are practiced in general by teachers to students both individually or in groups using applications, but students at Baiturrahman MA have minimal gadgets or don't use gadgets at all, so the teacher tries something new, namely practicing cozy grammar games using teaching aids that which is very simple to encourage students to study more effectively so that it will make students learn happily and enthusiastically.

Cozy grammar game was originally the name of an application created by Axel Nicolas Bosso and Sarina Rexann which was letter modified by the teacher into a guessing game that used paper media which had space to fill in sentences along with examples according to the context of the tenses material this gramar game is a new discovery from teachers at MA Baiturrahman.

In addition, based on the experience of teacher method researchers or strategies can affect the teaching-learning process. In fact, sometimes the teacher uses the lecture method. Teachers who use the lecture method it is often found that students show less interest in participating in learning process. Some students are sometimes sleepy, making conversation or couldn't concentrate, although there were also some serious students following the teacher's explanation. Actually grammar, like tenses, is the same as other lessons, not as difficult as imagined by students if they have a strong will and a good interest in mastering it. So, it is better for teachers if they have the right strategy for it

keep students interested and happy. If grammar, especially present continuous tense is taught in an effective way, it can be fun. One way that can attract students' interest is to teach by using games, because the game is one medium that is effective enough to attract attention enthusiasm especially for MA students.Based on the explanation above, the researcher is also interested in conducting research entitled "Cozy Grammar Game: An Innovative Approach to Teaching Eight Tenses A Qualitative Study at MA Baiturrahman".

B. Reseach Focus

According to Creswell, research focus is an educational issue, or concern that guide the need for conducting a study.[7] Its mean that the research problem that we make must have educational issue so that we can conduct the research. Based on the research context above,

The does of this study are:

1. How does the teacher use a cozy grammar game pharase in teaching learning tenses for students at MA Baiturrahman?

2. What are the factors that support to use a cozy grammar game in teaching learning on students at MA Baiturrahman Pamekasan?

C. Research Objective

Research objective is a statement of intent used in quantitative and qualitative research that specifies goals that the investigator plans to achieve in a study.[8] It means that researcher want to know in do the research.

Based on the research focus, the objective of the study are:

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[7] Jhon W. Creswell, *Educational Research: Planning, Condujcting, And Evaluating Quantitative And Qualitative Research Fourth Edition* (Boston: Pearson, 2012) page, 111
[8] Jhon W. Creswell, *Educational Research: Planning, condujcting, and Evaluating Quantitative and Qualitative Research Fourth Editi*on (Boston: Pearson, 2012) page, 111

1. To know how does the teacher use a cozy grammar game pharase in teaching learning tenses for students at MA Baiturrahman.

2. To find out the factors that support to use a cozy grammar game in teaching learning on students' at MA Baiturrahman.

D. Significance of the Study

Significance of study is a continuation of the research objectives. This section describes the scientific significance and social significance.[9] So, the researcher's hope is that research is carried out with theoretical significance and practical significance.

1. Theoretically

The results of this study will help provide educational contributions and information, especially in the field of learning. And it will also be an alternative reference to enrich knowledge about strategies, especially the use of cozy grammar games in learning grammar 8(eight) tenses.

2. Practically:

   a. For the students

   This will improve your ability to learn tenses through games.

   b. For teachers

   The results of this study are expected for teachers to help or guide students in improving their tenses skills.

   c. For researchers

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[9] Edisi Revisi, Pedoman Karya Tulis Ilmiah (Pamekasan: IAIN Madura, 2020), 19.

The results of this study can be used as a reference for other researchers who have different expertise or subjects.

E. Definition of Key Term

To avoid misunderstanding for the readers in classify the key term in the research study,the reseracher provides the definition of some terms use as key words:

1. Cozy grammar game

Cozy grammar is a learning game that is practiced or applied with simple tools to make it easier for students to understand the material.

2. Innovative approach

Innovative approach is new knowledge or ideas in the teaching and learning process with the aim of obtaining better results.

3. Teaching tenses

Teaching tenses is learning to invite students to internalize some useful phrases, but with sensitivity to the generative power of each. So the teacher must do some preparation before class or even started.

F. Previous study

The researcher presents some relevant previous studies conducted by other researchers.There was much research tat analyses group work,but the researcher only three previous study.

The research by Martinus Jalu Andrian"An Analysis of Students' Strategy In Learning Simple Past Tense At Tenth Grade of Senior High School 1 Jambi City" In using language learning strategies consisting of memory strategy, cognitive strategy, compensation strategy, metacognitive strategy, affective strategy, and social strategy, students are classified as medium users. Students use language learning strategies with an average of 3.15 belonging to the medium category. Of the six strategies in language

learning, the first level of strategy that is most widely used is the metacognitive strategy with an average of 3.68, the second is the cognitive strategy with an average of 3.62, the third is the social strategy with an average of 3.44, the fourth is compensation with an average of 3.00, the fifth is memory strategy with an average of 2.83, and the sixth is affective strategy with an average of 2.76.[10]

Another previous research by Ifa Mauliana" Increasing Students' In Mastery Tenses by using Jigsaw strategy at the Eight Grade of Mts Islamic Boarding School DDI Patobong Kab. Pinran" Based on the discussion in the previous chapter, the findings showed a positive impact in improving students" mastery in tenses skills and classroom situation. This research belongs to the category of quasi- experimental design, the purpose of this research is to find out whether increasing students" basic tenses by using jigsaw can be improved or not. Therefore, this study uses quantitative research. That the results of data analysis: The mean value of the pre-test in the experimental class (59,4), then the mean score of the experimental post-test (84,56). And the standard deviation of the experimental pre-test (18,50 and post-test (6,93). Then the mean value of the pre-test in control class (51,8), the mean score of control class post-test (80,84). And the standard deviation of the control class pre-test (16,44) and post-test (7,93). T- test evaluation of all question where the T-test value of 300,726 is greater than the table of 1,677 at a significant level of 5% / 0,05 and tha degree of truth (df) is 49.[11]

Another previous study conducted by Nur Afifa "Teaching Simple Past Tense Using Numbered Head Together (NHT) Strategy to Teenagers at Desa Salulemo Kec. Baebunta"Based on the findings and discussions in the previous chapter, the researcher

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[10] Martinus Jalu Andrian"An Analysis of Students' Strategy In Learning Simple Past Tense At Tenth Grade of Senior High School 1 Jambi City In using language learning strategies consisting of memory strategy, cognitive strategy"(2022):49.

[11] Ifa Muliana," Thesis Increasing Students' In Mastery Tensesby Using Jigsaw Strategy at the Eight Grade Students' of MTS Islamic Boarding School" Ddi Patobong Kab. Pinrang,(2022):49.

concluded that using the numbered head together (NHT) strategy is effective in teaching simple past tense to teenagers who are the students from different senior high school. It can be seen after doing treatments. The result showed that there is a significant difference between the students" mean score in pre-test and post-test. In the pre-test, the students" mean score is 39,00 and the students" mean score in the post-test is 82,00. Also, The result can be seen from data have been analyzed by using T-test in the level of significance (α) 5% (0,05) with a degree of freedom (df) = 9, obtained tt = 1,833 and t0 = 7,435. From this, the researcher gave an interpretation that t0 (tcount) was higher than tt (ttable), 7,435 > 1,833. It means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted that the numbered head together is effective in teaching simple past tense for teenagers.[12]

The different between previous of research and current researcher is that researcher here vicus on using cozy grammar game that are applied to student in learning and memorizing 8(eight) tenses, the objects are also different the similarity in this study is they both discuss.

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[12] Nur Afifa "Teaching Simple Past Tense Using Numbered Head Together (NHT) Strategy to Teenagers"at Desa Salulemo Kec. Baebunta,(2020):52.