CHAPTER I
INTRODUCTION

A. Research Background

Everyone in the world needs a language to communicate. Because we know that almost everyone uses English to communicate, English is an international language. When learning English, students must master grammar. After mastering grammar, they can make good sentences and express their thoughts for daily communication. Grammar is one of the important skills of English to understand because it affects our writing ability. Mastering grammar also helps students understand the rules for forming sentences.[1] Grammar is an important element of a language. In learning a language formally, grammar is a subject that must be considered and studied in depth.[2] Grammar is one component of learning English. One of the important components of grammar is tenses.[3]

Tenses are used to express when an event is happening. The tenses are description or explanation, when an event, occurrence, statement, news, and action occurs in a sentence with the circumstances, namely: now, or even in the future or changes in the time form of the verb.[4]Tenses are divided into 16 categories, namely: Simple Present Tense, Present Continous Tense, Present Perfect Tense, Present Perfect Continuous Tense, Simple Past Tense, Past Continous Tense, Past Perfect Tense, Past Perfect Continuous Tense, Simple Future Tense, Future Continuous Tense, Future Perfect Tense, Future Perfect Continuous Tense, Simple Past Future Tense, Past Future, Continuous Tense, Past Future Perfect Tense, Past Future Perfect Continuous Tense.[5]

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[1] Dede Irawan, *An Analysis On Students Error Of Passive Voice In The Simple Present,*Journal Gema Wiralodra, Vol.10, No.2 (2019), p.200

[2] Muh. Saeful Effendi, *Uchti Al-MuchanifahRachman, AuliaDwiRahmawati, Dati Pertiwi, A Study on Grammar Teaching at an English Education Department in an EFL Context,* International Journal on Studies in English Language and Literature (IJSELL), Vol.5 No.1 (2017), p. 42

[3] Ridho Firmansyah, Skripsi: *"Students Ability in Understanding Simple Presennt Tense in Narrative Text at SMP N 1 Hullu Kuantan Singingi Regeny"* (Riau : UIN Suska, 2019), p.1

[4] A. Faidlal Rahman Ali, SE. Par, C*ara CepatBelajar 16 Tenses,* (Pustaka Widyatama : 2007), p.1

[5] Rizqi Yusnitasari, *Belajar Bahasa Inggris Antisambat,* (Stiletto Indie Book : 2022), p.81

The simple present tense is used to describe an action (habitual action) or to state the truth (general truth). [6] According to Murphy (2015), simple present tense is used to talk about general things, to say something that happened in general. In addition, the simple present tense says that something happened in the past, in the present, and will happen in the future (general fact statement).[7]Simple present tense can be divided into positive, negative, and interrogative. Affirmative sentences are usually referred to as positive sentences, such as 'The sky is blue.' A negative sentence has a negative meaning in a statement, usually marked with adding 'not' before a verb, for example 'I do not shower'. Third, there are interrogatives, which are commonly known as question sentences.[8]

Some students have difficulties in mastering grammar, especially in the simple present tense, namely: First most students still do not understand the form and use of the simple present tense. Second, students cannot distinguish between verbal and nominal sentences. The author conducted interviews at MA Ilyaul Ulum Wedarijaksa, Pati class X-IPS.[9]

These problems can be influenced by several factors. Problems that cause methods or techniques in teaching simple present tense only by providing explanations and exercises. This of course makes students less interested and bored in learning the simple present tense. These problems must be solved so that students better understand the simple present tense.

One way to help learn simple present tense is to use word composing games. The word composing game is a simple game in which the player has the opportunity to match the letters by moving the provided letters and placing the available letters in the word. In this game, the player must arrange the letters one by one into a word.[10]Games are learning media that can bereduce student boredom

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[6] Ahmad Zubaidi Amruallah, *Obrak-abrik Tenses Rumus Penting Dalam Memahami Tenses,* (CV. Dimar Jaya : 2021), P.13

[7] Murphy, R (2015).English grammar in use (4th Ed.). Cambridge University Press, P.4

[8] Diana Adinda Shafira dkk, *An Analysis Of Students' Error in Constructing TheNegative And Interrogative Sentence By Using Simple Present Tense,* Linguistic, English Education and Art(LEEA) Journal, Vol.3, No.2 (2020), P.300

[9] Interviewed Ali Mochtar, the principal of the MA Ilyaul Ulum Wedarijaksa, Pati. about students' difficulties in mastering grammar, especially in the simple present tense. (Desember: 2021)

[10] Rahmat Saleh & Zulfandi, *Game Edukasi Susun Kata Berbasis J2ME*, Jurnal Teknovasi, Vol.1, No.1 (2014), P.20

and boredom, provide pleasureand knowledge.[11]So the game is a process of teaching and learning activities that are fun so that studentsunsaturated in receiving information from the teacher.

The research takes place, MA Ilyaul Ulum Wedarijaksa, Pati. Especially the X-IPS class. Because some students have difficulty in learning. The object of this study focuses on the use of word-composing games in analyzing the simple present tense. As the purpose, the especially of this research is to find out whether the use of word-composing games can improve the learning abilities of students in class X-IPS MA Ilyaul Ulum Wedarijaksa, Pati. So the research was interested in conducting a research entitled: "**The Use of Word Composing Game to Improve Students' Ability in Analyzing Simple Present Tense**".

B. Research Focus

This research focuses on the problem in the thesis by getting a clear and accurate picture and avoiding various interpretations and problems that are widespread in understanding the contents of this work, so the focus of the problem is :

1. The subject of this research is class X-IPS MA Ihyaul Ulum Wedarijaksa, Pati because the level of ability to learn *Simple Present Tense* is low.
2. The ability to understand the *Simple Present Tense* material through playing word-composing namely to be able to make sentences properly and correctly.
3. The responses about word-composing in improving *Simple Present Tense*.

C. Research Question

Researchers have found the formulation of the problem based on the explanation of background above the formulation of the problem in this study can be formulated, namely :

1. How is the use of word composing game to improve students ability in analyzing simple present tense?
2. What are supporting and obstacle in using the word composing games to improve students ability in analyzing simple present tense?

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[11]Wahyu Andriani & Rizqi Fajar Pradipta, *Permainan Scramble dalam Menyusun Kalimat pada Siswa Tunagrahita,*Journal Ortopedagogia, Vol. 2 No1 (2016) P.43-46

D. Research Objectives

In line with the formulation of the problem above this research has the following objectives :

1. To find out theuse of the use of word composing game to improve students ability in analyzing simple present tense .
2. To supporting and obstacle in using the word composing games improve students ability in analyzing simple present tense.

E. Research Significances

The result of this study are expected to have both theoretical benefits, as follow:

1. Theoretically

   Theoretically, this research can develop a student's learning ability through word-composing games on the *Simple Present Tense* material for students of class X in senior high school.

2. Practically

   a. For researchers, it can add insight to knowledge and experience in developing students' learning abilities through the word-composing game in students' *Simple Present Tense* learning.
   b. For English teachers, as a method that can be used to improve student learning.
   c. For students, it can increase their understanding of the material being studied and not feel bored in learning.
   d. For readers, providing information, insight, and new knowledge related to methods or ways to increase learning motivation.

3. Pedagogically

   Pedagogically, this researcher is to determine of the overall competence the English teacher in teaching the *Simple Present Tense* as a grammar material in English class.

F. The Organisation

Systematic research is done to facilitate the researcher in compiling the thesis. Systematic writing is organized into three parts, namely the beginning, the content, and the end. While the writing is organized into five chapters, each chapter is related to one another. The beginning contains the title page, ratification of the Munaqosah examination, motto, presentation, introduction, table of contents, list of tables (if any), list of pictures r graphics (if any).

In the content section, there is the chapter I Introduction which includes background, Research Focus, Formulation of the

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Problem, Objectives of Research, Objectives of Research, Significance of Research, Systematic Writing. Next is chapter II of theoretical studies related to the title, previous research, thinking framework, and research question. In chapter III, namely the types and approaches, research settings, research subjects, data sources, data collection techniques, data validity testing, and data analysis techniques.

Next is chapter IV which contains the research result and discussion. In chapter V, the closing section includes conclusions and suggestions. The final part includes a bibliography and appendices.