

CHAPTER I

INTRODUCTION

This chapter presented the foundation of the research, including its rationale, objectives, and scope. It began by discussing the importance of grammar in English language learning, with particular attention to the role of tenses in effective communication. The chapter then described the research problems, the purposes of the study, and the key operational definitions. In addition, it outlined the significance of the research for teachers and future researchers. Finally, it explained the scope and limitations of the study.

1.1 Background of the Research

Grammar serves as a foundational component of language, providing the structure necessary for effective communication. It encompasses rules and conventions that govern how words and phrases are organized, ensuring clarity and coherence in both spoken and written forms. Mastery of grammar is essential not only for academic success but also for effective interaction in daily life. On the other hand, contextualized grammar with clear instructional objectives plays an important role in communication (Saengboon et al., 2022).

Among the various elements of grammar, tenses are particularly significant as they convey time-related meaning, allowing speakers and writers to situate their messages in a temporal context. Tenses indicate whether an action is occurring in the past, present, or future, which is crucial for effective storytelling and communication. Eventually, these problems are about the difficulties students

face when trying to use tenses correctly. They include how their first language affects them, not having enough practice, and feeling unsure about using the language (Listia and Febriyanti, 2020). Given the challenges students face in using tenses correctly, such as the influence of their first language, lack of practice, and low confidence, interactive learning has become increasingly important in education. Game-based learning, in particular, has proven effective in improving student engagement, motivation, and understanding of grammar. By incorporating games into the classroom, students have positive experiences with this teaching method, which can enhance their attitudes toward the language, their teachers, and themselves (El Moudden, 2021).

The Wheel of Grammar Game is an educational tool that visually represents the various components of grammar. It often takes the form of a circular diagram, with each segment highlighting a specific grammatical element, which helps learners understand the relationships between different aspects of language. Wheel of Grammar (WOG) can help students build precise grammar in simple sentences (Syakira et al., 2024). In this research, WOG helps students in learning basic tenses of grammar such as simple present tense, simple past tense, present continuous tense, and past continuous tense. This educational tool combines elements of competition and collaboration, allowing students to learn about grammar tenses in a fun and dynamic way. By spinning the wheel and completing grammar tasks, students are given the opportunity to apply their knowledge in real time, reinforcing their understanding of the use of the four tenses while promoting a collaborative classroom environment.

Several studies have discussed the use of the Wheel of Grammar in grammar instruction. Research by Chambers and Yunus (2017) investigated the use of the Wheel of Grammar as a learning tool to support students' sentence construction. Their findings showed that the grammar wheel helped students construct correct sentences and increased their confidence during grammar lessons. While the study focused on sentence construction, it also indicated positive learning responses toward grammar activities involving the wheel.

Based on the findings above, previous research has shown that instructional tools such as the Wheel of Grammar can support students' grammar learning and classroom engagement. However, much of the existing research has focused on general grammar skills or long-term instructional outcomes. In contrast, the present study focuses on students' mastery of four basic English tenses: simple present, present continuous, simple past, and past continuous within a short-term instructional context, as these four basic tenses had already been learned by the students and were recalled to strengthen their prior understanding. In addition, this study employs a printable version of the Wheel of Grammar to accommodate real classroom conditions with limited technological resources. Therefore, this research aims to describe students' English tenses mastery and learning outcomes after short-term instructional activities using the Wheel of Grammar Game.

1.2 Problem of the Research

Based on the background of the study, the researcher was formulated the following research question:

1. How is the Wheel of Grammar Game implemented in teaching English tenses in the classroom?
2. How do students respond to the use of the Wheel of Grammar Game during the learning process?

1.3 Purpose of the Research

The purposes of this research were:

1. To describe the implementation of the Wheel of Grammar Game in teaching English tenses in the classroom.
2. To describe students' responses toward the use of the Wheel of Grammar Game during the learning process.

1.4 Operational Definition

1. Tenses

English tenses referred to verb forms that indicated the time of an action or event. This research focused on four basic tenses: simple present tense, present continuous tense, simple past tense, and past continuous tense.

2. Wheel of Grammar Game

The Wheel of Grammar Game (WOG) is a printable educational tool designed to help students practice and reinforce their mastery of grammar concepts, particularly tenses. It consists of a large, colourful wheel divided into four sections: simple present tense, present continuous tense, simple past tense, and past continuous tense. During the activity, the students spun the wheel to obtain one of the four tenses and then constructed a sentence based on the tense they landed on.

This tool promoted active and engaging learning, encouraging students to apply grammar rules in a fun and interactive way.

1.5 Significance of the Research

1. For the teacher, this research is expected to provide an alternative technique for teaching grammar in senior high schools, particularly by using the Wheel of Grammar (WOG) game as an engaging and effective learning tool.
2. For future researcher, the writer hopes that the result of the research can be used as reference for those who want to conduct research in teaching English grammar.

1.6 Scope of the Research

The scope of this research was limited to the eleventh-grade students of MAN 2 Jember in the academic year 2024/2025. The study focused on describing students' English tenses mastery within a short-term instructional period in the class.