

CHAPTER I

INTRODUCTION

1.1 Background of The Research

In Indonesia, English as foreign language that must be taught start from the beginner level till advanced level. It is important because this language is not only as the lesson but the success key of communication in the world. The students expected to be able to mastering English. They should be capable to understand the component. It includes vocabulary, grammar, and pronunciation.

In learning language, the learners must study about the rules of language or grammar that is one of the obstacles generally faced. In learning English, the learners are able to apply language components such as vocabulary, grammar and pronunciation. Unconsciously we use grammar when we are listening, speaking, reading or writing all the time. Grammar is one of the essential components of language. Wilkins in Thornbury (2000, p.13) states that someone can be conveyed very little ideas without grammar, but nothing can be conveyed without vocabulary and grammar. it means that grammar is one of important component to understanding sentences in learning language

Most of students of Junior High School feel difficult in learning grammar especially tenses. There are some reasons why they cannot learn it appropriately. Firstly, their inability in the use of language rules appropriately while arranging sentences. Secondly, their tendency to memorize but they don't have good memorizing toward the patterns of the tense. That is why they feel uncomfortable in teaching English and unmotivated to learn it. Finally it can influence the students' achievement.

Based on the researcher's observation tells that the empirical data of junior high school who study vocabulary, the researcher found that many students of second grade at SMP Muhammadiyah 09 Ambulu-Jember had difficulties in learning English. the teacher uses Old-fashioned on teaching that make the students get bored on learning English and they look not interested to learn English.

In addition, to solve the problems above, there are some strategies that can be used in teaching grammar for young learners especially in this case is for junior high school students. One of teaching strategies that will motivate students in learning English is by using the suitable strategy such as game. That is called charade games.

Charade games has been spread out in Western Countries. Charades is an acting game. There are many kinds of Charades that people could play include word, phrase, action and feeling. According to Jane Faber (2000, p.38), Charades is the activity that student test their acting out the meaning of words.

One should have to act out a phrase without speaking, while the others try to guess what the phrase is. Similarly, Bella (2000, p.58) adds that Charades is the activity of student acting out words, actions what the different characters do. then the rest of class must guess what it is. Furthermore Glouberman in Halimah and Basri (2017, p.399) note some points that should be examined in the game:

1. Keeping from talking
2. Physical communication skills (body, face, gestures, etc)
3. Shared and non shared cultural references
4. Learning to see things from the other person's perspective
5. Emotion in communication: what to do when your partner frustrates you

6. Development of specific vocabulary
7. Effects of competition on effectiveness and enjoyment.

It can be concluded that Charade games is a game or guessing game using body, face, gesture, and mime to visualize the words, phrases, feelings, actions, etc without speaking. The goal of Charade is to facilitate the child's awareness of how emotion identity and social situation can be conveyed through faces.

1.2 Problem of the Research

Based on the background above, the problem that should be answered in this research as follows. Is there any significant effect on students' grammar mastery between the students who are taught by using Charade Games and the students' who are taught by using Grammar Translation Method of the eighth grade students of SMP Muhammadiyah 09 Ambulu-Jember in the academic year 2019/2020".

1.3 Objectives of the Research

This experimental research is intended to investigate whether there is a significant effect on students' grammar mastery between the students who are taught by using charade games and grammar translation method of the eighth grade students of SMP Muhammadiyah 09 Ambulu-Jember in the academic year 2019/2020".

1.4 Operational Definition of the Terms

Operational of the research will become a guide in understanding the concept of the research. In this research there are two operational definitions are:

1. Charade Games

Charade is a word guessing game. It is an acting game in which one player of each team acts out a word or phrase, and the other players guess the word or phrase is.

2. Grammar Mastery

Grammar mastery is the students understanding set of language rules that you use, most of the time unconsciously, to create phrases and sentences that convey meaning.

1.5 Significances of the Research

The study is expected to have contributions to:

1. The teacher

The result of this research is expected to help teacher to find out the alternative way of teaching grammar by using charade games.

2. The students

This research can be used to teach vocabulary by using charades game, and it may guide them to memorize and overcome their difficulties in understand simple present.

It will make students enjoy and feel relax in learning English without feel stressed

3. The future researcher

This research is expected to give a new knowledge of the future researcher to do better research of the same teaching and learning cases, it can be one of references to conduct a study about the same topic so the future researcher can make their studies more complete.

1.6 Scope of the Research

This research focuses on investigating the effect of using Charade Games on the eighth grade students' grammar mastery at SMP Muhammadiyah 09 Ambulu-Jember in the 2019/2020 academic year.

