CHAPTER I
INTRODUCTION

A. Background of the Study

The English language is one of the subjects in Junior High Schools. Students learn speaking, reading, listening, and writing skills when learning English. The skills are interrelated to each other because they are significant. According to Education Unit Level Curriculum (KTSP), the goals that expected from learning English are: develop the potential of students to have communicative competence in interpersonal discourse, transactional, and functional, using a variety of texts spoken and written English, in a coherent manner using the elements of accurate and acceptable language, about various knowledge factual and procedural, as well as instilling the noble values of the nation's character, in the context of life in the home, school, and community.[1]

At the level of Eighth-grade students, there are text types that the students must learn. Two types of text are literary and factual text. The literary text includes narrative, while factual texts include descriptive, procedure, and recount text.[2] Each of these texts has its function, purpose, linguistic features, and generic structure.

A literary text seeks to entertain, enlighten, or elicit emotion through the creative use of language and structure. It has one type, namely narrative text. The narrative text is a text that can amuse or entertain the readers and tell a

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[1]Badan Penelitian dan pengembangan Kementrian Pendidikan dan Kebudayaan Pusat Kurikulum dan Perbukuan, *Pedoman Guru Mata Pelajaran Bahasa Inggris*, 2014, p. 8.

[2] Ulil Albab, "The Effectiveness of Snakes and Ladders Game to Improve Students Mastery of Simple Past Tense in Constructing Recount Texts (A Quasi-Experimental Research of The Eighth Grade Students of SMPN 2 DEMAK in Academic Year of 2013/2014)", *ELT FORUM 3: Journal of English Language Teaching,* (1, 2014), p. 63.

story. The generic structure of a narrative text is orientation, complication, climax, resolution, and reorientation.[3]

Factual text is an endeavor to inform, instruct, or persuade through facts and information. It has three text types: descriptive, procedure, and recount text.

Descriptive text is a type of text used by the writer or speaker to describe a particular thing, person, animal, place, and event to the readers or hearers. The schematic structures of descriptive text are called identification or general statement and description. Linguistics features are focus on specific participants as the main character, use present tense, use linking verbs, use action verbs, use a mental verb, use adjectives and adverbs, use adverbial phrases.[4]

Procedure text has two forms of texts, the full-text type and the series of steps texts. The purpose is to describe how to do something. The significant features of the procedure are, among others: the use of simple present tense, use mainly of temporal conjunctions, focus on generalized human agents, and use mainly of material processes.[5]

Recount text is the text that retells past events or experiences that have happened before. The purpose is to inform others of what and when it happened. Language features used are the simple past tense. According to Marcella Frank, *simple past tense* is "both forms (simple past tense and past

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[3] Kistono, Esti Tri Andayani, and Ismukoco, "The Bridge English Competence 3," ed. Asep Mahdi, Rasti Setya Anggraeni, and Rina Dwi Indriastuti, 2nd ed. (Surabaya: Yudhistira, 2012), p. 115.

[4] Eko Noprianto, "Student's Descriptive Text Writing in SFL Perspectives," *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* Vol. 2(1) (2017): p. 67–68.

[5] Emalia Iragiliati et al., *Interactive English 1 Junior High School*, ed. Eko Marsudiono and Rasti setya Anggraini, 1st ed. (Rawamangun, Jakarta Timur: Yudhistira, 2009). p. 84

progressive tense)" of the past tense represent definite past, whether a time word given or not.[6]

It is undeniable that students sometimes experience learning difficulties in the learning process, both internally and externally. According to Syarifah Nurdin, internal difficulty factors (within humans themselves) are intellectual, motivation, health, attitudes, mental, and interests. Meanwhile, external factors (from outside humans) in the school, family, and community environments.[7] To help overcome student difficulties during the learning process, the teachers must solve the problem. One of the ways is to use the media as a learning tool. The media used can be in the form of games.

Some teaching methods are using picture series, diary or personal journal writing, guiding questioner technique, web blog, photograph, and game.[8] The game is an entertaining activity that has rules, goals and can play by several people. Games are used as methods to involve students in learning activities. Games can make the students more comfortable and relaxing during learning and make conveying the material. The use of games in teaching and learning benefits: brain research indicates motivation can enhance both learning and memory.[9] Several games can use as a learning medium: hangman, puzzle, word match, observe and remember, blindfold game, snake, and ladder. In this research, the writer chooses the snakes and ladders game as a medium to help students understand the recount text material.

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[6] Marcella Frank, *Modern English a Practical Reference Guide*, (United States of America: Prentice-Hall Inc., 1972), p. 73.

[7] Syarifah Nurjan, *Psikologi Belajar*, ed. Wahyudi Setiawan, 2nd ed. (Ponorogo, Indonesia: Wade Group, 2016), p. 162

[8] Rini Widiastuti and Nafisah Endahati, "The Efforts To Improve Writing Skill of Secondary School Students By Using Snake and Ladder Game," *ELTICS (English Language Teaching and English Linguistics) JOURNAL* Vol.5, No. (2020): p. 3–4.

[9] Eulis Rahmawati, *Teaching English to Young Learners Principles and Strategies*, (Serang: Dinas Pendidikan Provinsi Banten, 2019), p. 19.

The snakes and ladders game is one of the board games that is familiar among the students. The concept of this game is straightforward, where the game is played by two or more children using tools such as dice, a picture consisting of several squares where there is a picture of snakes and ladders. Snakes and ladders are played using three items: dice, pawns, and the snakes and ladders boards. The dice serve as a determinant of steps every time the pieces move. The pawn is a counter which each player will run. In the game, if the players land on a ladder, it means their pawn can go up by the ladder, and if the players stop at a snake's tail, they must go down to the snake's mouth, meaning that they will be left behind.

Based on the observation in Mts Al-Khaeriyah Pontang, the researcher found some problems in learning English recount text. They understand the generic structure and have many ideas to express orally, but they have difficulty retelling the story because their mastery of tenses is. The lack of opportunities for students to speak English makes students lazy to express their ideas in English orally. They often stop in the middle of a conversation or a long pause and lack the courage to start speaking in English. It was not easy because the teacher delivered learning only with the lecture method, incredibly minimal media. Based on these problems, the teacher needs media during the teaching-learning process.

Based on the background, the researcher innovates by developing snakes and ladders games as a medium in teaching-learning. The researcher tries to combine teaching to solve the problem because a learning-based game can become an effective learning tool for stimulating visual and verbal components.[10] Based on the situation, the writer is interested in researching by entitled "**Developing Snakes and Ladders Game to Improve Students Understanding in Recount Text."**

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[10] Imas Robiyati, Abdul Muin, Ila Amalia, "Students' Perception Toward the Use of Kahoot in Learning Phonology", *Loquen Journal UIN Sultan Maulana Hasanuddin Banten*, p. 2.

B. Identification of the Problem

Based on the observation, those problems can be identified as follows:

1. Some of the learners feel difficulty in expressing their ideas because their mastery of tenses is,

2. Their lack of opportunities to speak English makes them lazy to express their ideas in English orally,

3. They often stop in the middle of a conversation or a long pause and lacks the courage to start speaking in English,

4. Minimized media use in learning English.

C. Research Scope

This study focuses on developing snakes and ladders games as a learning medium. The purpose of developing this media is to help students understand recount text material in grade eighth Junior High School at Mts Al-Khaeriyah Pontang.

D. Statement of the Problem

1. How to design snakes and ladders games as a learning medium to understand recount text?

2. How is the feasibility as a learning medium to understand recount text?

E. The Objective of the study

1. To design and develop the snakes and ladders games to improve students understanding of recount text.

2. To find out the feasibility of snakes and ladders game to improve students' understanding of recount text.

F. Significance of the study

1. For teachers

   The result of the study can help the teacher teach English recount text in Junior High School. The product can also help the teacher improve teaching techniques by using snakes and ladders games.

2. For students

   The result of the study can help the students to get an understanding of recount text. This product can make the students interested, increasing their motivation to learn English.

3. For researcher

   The researcher can get some experiences related to her practical teaching-learning and making a media learning. This research can be a reference for other researchers to use and develop the snakes and ladders game to help students understand recount text.

G. Specification of the product

   The product was designed for grade VIII to help the students understand recount text. These are some of the components of the product:

1. Instruction card: It contains the rules of the game. The size of the instruction card is 11 cm x 15 cm.

2. The Boardgame: a board made of a banner made of Korean affixed to a wooden board that measures 80cm x 80cm. It contains 100 boxes with five ladders to go up and five snakes to go down.

3. Pion: A pair of six-sided dice used by players to play the game. The size of pion is 4,5 cm x 5,5 cm. It is used to indicate the place where the player's positioned.

4. Dice: A six-sided dice made from wooden. The size of the dice is 3,8 cm x 3,8 cm.

5. Science card: There is a 40pcs card. It contains material regarding recount text. There are two kinds of science cards, challenge and question. The size of the card is 8,6 cm x 5,7 cm. The card uses art paper 210gsm, and it is laminated.

H. Organization of Writing

This research is arranged into five chapters. In which each chapter has some points to explain.

Chapter I is the introduction. It consists of the background of the study, identification of the problem, research scope, statement of the problem, the objective of the study, significance of the study, specification of the product, and organization of writing.

Chapter II is the theoretical framework. It consists of the theoretical framework from some experts who have conducted the research, product framework, and literature review.

Chapter III is research methodology. It consists of the research design, development model, research and development procedure, the research setting, data instrument, data collection technique, and data analysis technique.

Chapter IV is finding and discussion. It consists of research findings and research discussions.

Chapter V is a closing that consists of conclusion and suggestion.