

## CHAPTER I

This chapter consist of background of the study, the statement of the problem, the objective of the study, hypothesis, significance of the study, scope and limitation, definition of key terms. Each part is described as follows:

### 1.1 Background Of The Study

Education in Indonesia was increasing which proved by many teachers use unique method to teach English, to make students interesting to learn English as foreign language. Based on, the 13th curriculum or KTSP. The education have the content for directive or references such as curriculum content, basic competence, syllabus etc. The learners who study English hoped to master for English language skills: Listening, speaking, reading and writing.

One of English component thought to the learner is Grammar because it is the most important key or foundation to understand the meaning of sentence correctly and effectively. Grammar is the structure and meaning system of language. When the learners study about language they will learn about grammar. All language has grammar with the different pattern and form cause it has own grammar. According to Dykes (2007:5) people use grammar from anytime that can speak with the sentences more clearly which one grammar due to 'the abstract system of rules in terms of which a person's mastery of his native language can be explained. From the statement we can see that people can master the grammar from their native language, and it all happens naturally way, because they use language in every day. But, if we talk about the learner from the second language who want study the grammar of English like Indonesia student. It is difficult for them to know more about the grammar.

Grammar is a language area which the teacher should know how deliver about teaching grammar. Mohammed and Purer (2011:71) stated that in teaching grammar, the are three area should be considered; grammar as a rule, grammar as form and grammar as resource. But in this time that using grammar as a rule because indonesian students who learning English have the positon as EFL student. It proved with Mohammed and purer (2011:71) said for many EFL or L2 learners,

learning grammar often means learning the rules of grammar and having an intellectual knowledge about grammar. Learning grammar have Teacher is getting difficult about the way to teach students more enjoyable to learn English in the class. Thornbury said the way to teach grammar for the teachers of English are curious or confused about that because students are complaining that learning grammar is difficult to understand by them (1999:1). So, teacher should be created a comfortable way to improve student ability in grammar. There are some issues that difficulties of teacher and students in teaching and learning grammar of EFL . According to Mohammed et al (2011:70) : Teachers theoretically recommend new methods without having to take into account their own abilities and the difficulties of their learners, teachers are not aware of the serious difficulties students get in class that can hinder students' grammar learning, teachers do not choose a good method, it makes the learner get a little difficulties and got trouble to study in class, while students like explicit grammar instruction and error correction, teachers love communicative activities with a less conscious focus on grammar, Many teachers have tried to create methods for teaching non-threatening, imaginative and useful grammar in the English language curriculum, Students have difficulty in learning grammar rules, but have intellectual knowledge of grammar.

The problem that students could not use English for communication well related in written. One of them that should be learnt is structure. As we know structure is also the important part to learn English because without structure we can't produce sentence correctly. Nurfadillah found that in making reported speech, they got trouble to change direct speech into indirect speech. And when their teacher asked them to change the reported speech, they would get confused how to express their idea in a correct grammatical form in using pronouns. It is caused by their lack to exercise using correct pronouns (2012:5). The researcher also get the problem when do pre-observation in SMP Taruna Jaya 1 Surabaya. When they were got exercise from their teacher to make a paragraph on daily activities. Students got trouble in using personal pronoun as substitute from noun to make the paragraph correctly and coherence. This indicates that as a teacher

should using material with design well to help students understand about the material that will be given. One of the aim of learning grammar to give special quality for success in learning English which in term of making sentence correctly. Based on the grammar, the students will study about the sentence form. One of form is personal pronoun. Pronouns are related to personal pronoun, reflective pronoun, possessive pronoun, interrogative pronoun, distributive pronoun, and indefinite pronoun. In this study the researcher will be focused on personal pronoun. Personal pronoun is a new topic for the first year students at SMP Taruna Jaya 1 Surabaya because they only know how about to make simple sentence with use subject and object in their sentence.

Personal Pronoun is a kind of pronoun to substitute a noun be a subject, object, possessive pronoun and Adjective personal pronoun. The student can make a good sentence, if they know about personal pronoun to substitute a noun as the subject and object. So, teacher should mastery the material of personal pronoun to share their knowledge for the student. It is proven by Indah said teaching a personal pronoun is contributing the development of student language skills, and also help them to understand and master it (2011:3). We can conclude a teacher not only come to the class for teach, but a teacher needs to have a good ability about personal pronoun. It is one way to get successfully in teaching process for the students will understand and increas their knowledge about it.

Students get very complex problems when they are studying about grammar. The students are difficulties to understand how to make a good sentences with the correct pattern especially in teaching personal pronoun. Students grammar mastery in Personal pronoun is not good. Sometimes when students study about grammar, they are complaining that the subject is very difficult, making them bored and got asleep in the class. But in here, there is a way to make students enthusiastic to learn grammar. One of them is using media. In this era students are sophisticated to use gadget or Electronic tools. Because of that. there many researchers are creating the online application as the media for study that make learners motivated and enthusiastic. The online application that create is called gamification application. Lui state that Gamification is the

application of game elements in non-gaming situations, that is, to convert useful activities into games (2002:91). This applications' give more advice for learners and teacher to develop their knowledge. There are many games in this application as the media for studying and teaching. According to Rico (2015:49) The gamification tools are frequently used in Language learning are Duolingo, Class Dojo, Edmodo, Zondle, Socrative, and Brainscape, etc.). All the game are tools to enhance the language learning process and motivate the learners. In this case the researcher only uses Duolingo as the tool for teach grammar on personal pronoun. This game will make students more understanding about personal pronoun and Duolingo is effective to increase student ability in grammar on personal pronoun.

Most people in the world familiar about the online application which have any kind that the people or student can choose to play or use as the media entertain them when got the trouble or tired. One the kind of the application that comfortable for student to use as the media for study and play is Duolingo. According to Munday that Duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011 Who's the user more than 30 million registered users, (2016:83). Duolingo offers several languages for English speakers as well as others for non-English speakers. (Duolingo 2017) Duolingo have 4,887,464 review highlights with some reviews said that easy to use, helpful, addictive, great learning tool, best language application, nice user interface, etc. Because of that It is appropriate for the researcher to use Duolingo as the media to teach personal pronoun. Duolingo is comfortable application as the media education which created to make student mastery English language area such as the personal pronoun.

For junior High school students, there are many ways to teach grammar in order to make them do not feel bored. One of those ways is using Gamification APP refers to Duolingo game to teach grammar on personal pronoun. This game has been shown to make education more interesting and engaging. It helps students to become more motivated to study more. So, the reseracher is using Duolingo as the media to improve student garammar ability on personal pronoun.

Based on the explanation above, we know how important the grammar on personal pronoun in student mastery of English language. In this study, the researcher took Duolingo game as the media in teaching personal pronoun and it is effective for teaching using it. The researcher is attracted to research at the junior high school to use Duolingo to teach grammar on personal pronoun.

## **1.2 The Statement Of Problems**

- 1.2.1** Is Duolingo game effective to increase student grammar ability on personal pronoun?

## **1.3 Objective Of The Study**

- 1.3.1** To know whether Duolingo is effective to increase students' grammar ability on personal pronoun.

## **1.4 Hypothesis**

The criteria of the test of hypothesis as follow:

1.  $H_1$ : Duolingo is effective to increase students' grammar ability on "personal pronoun".
2.  $H_0$ : Duolingo is not effective to increase students' grammar ability on "personal pronoun".

## **1.5 Significance Of The Study**

The researcher hopes this method will help both teacher and students:

- ) To find a new way of teaching grammar
- ) To use gamification in teaching English
- ) To develop creative game for teaching
- ) To have benefit of Duolingo in learning grammar on personal pronoun

## **1.6 Scope and Limitation**

This study focused on teaching grammar on personal pronoun and limited on using Duolingo as media is effective or not for student's grammar ability on personal pronoun at seventhh graders.

## **1.7 Definition Of Key Terms**

There are some key terms from background of the study, those are:

### **1.7.1 Teaching Grammar**

Teaching grammar is an activity to apply about teaching grammar in language. Nuna (1999:145) stated teaching grammar is an essential part of language instruction and grammar teaching has regained its rightful place in the language curriculum. Grammar is one of language area that teacher should knows how to implement teaching grammar in the class to obtain the target language that student masters it.

### **1.7.2 Personal pronoun**

According to Azar (1992:76): Personal pronoun is used for the speaker (I) and the person spoken to (you). And also, he, she, it and they refer to other people and things when have same mean in the context. Personal pronouns are refers to people and things, e.g. I. My, me, mine, you, your, we, our, us, ours, they, their, them, theirs, he, his, her, hers, it, its. In other means that personal pronoun is having the function to substitute a noun be a subject and oject.

### **1.7.3 Duolingo Aplication :**

According to Rico (2015:46), Duolingo is a gamification language learning translation platform where users progress through several levels. It works for iPhone, iPod Touch, iPad, and Android". This game is online game that students necessary to exercise and improve their English skills. Duolingo created by Luis Von Ahn and Severin Hacker in November 2011 for user use in free application. Duolingo is application to learn English such as speaking, writing, listening, reading, grammar, vocabulary, pronunciation etc.