CHAPTER I
INTRODUCTION

A. Background of Research

In modern era, English has been learned by every level of students, starting from students of elementary to students of university. Learning English since in elementary school does not guarantee that students are able to communicate well when the students are in higher level. Communication in English is not as easy as communication in Bahasa. It is because English as a foreign language has its own rules which are different from Bahasa.

Set of rules in English here is called as grammar. Grammar is referring to the set of rules that allow us to combine words in our language into larger units (Greenbaum and Nelson, 2002: 1). Grammar has its own important function to communicate by using English. Someone cannot be called as a good people in English if they cannot communicate by correct grammar. This is one of reason why tenses are important to be learned and mastered by students.

Unfortunately, not all students like to learn grammar. Most students have the same opinion that grammar is difficult to learn. They consider that grammar only contains of complex rules which are too difficult to be learned. Besides of the rules which are difficult, learning grammar is considered boring because of the use of monotonous technique that the teacher uses in teaching grammar. Sometimes, grammar is taught by implementing...
traditional technique, where the teacher talks too much in explaining the material and students only listen silently, then students are asked to do some exercises in the worksheets and finally they are checked together. Based on this condition, teacher must create techniques which can attract students’ interest while learning grammar.

Teaching learning process of grammar is not an easy work related to get their attention and make them understand well about the grammar, when the teacher only explains the grammar orally without implementing any interesting way. The simple problem which happens is about yes/no question as one of component of grammar. This problem happened when the writer followed the teaching practice in SMKN 1 Banyumas. Many students still confuse to comprehend yes/no questions. The students do not know how to use auxiliary as the first word in yes/no questions. This is the simple example of their mistake:
The students wrote or spoke “What you have a pet at your home?” However, they must write or speak “Do you have a pet at your home?”

Based on that condition, this research is intended to try to implement game as interesting technique to teach yes/no questions. It is twenty question game. Twenty question game is an interactive game which had been conducted by Jacqueline Lay at students of intermediate level for teaching yes/no questions and it was totally successful. Twenty question game is kinds of game which asks the students to be more active during its process, because students must ask yes/no questions to guess the mystery thing of others. The
questions are continuously asked until students guess the thing correctly. Besides that, the twenty question game also contains of drilling practice which is very useful for students to understand the yes/no question.

Because of that, the writer wrote this thesis entitled "THE EFFECTIVENESS OF TWENTY QUESTION GAME FOR TEACHING YES/NO QUESTIONS (An Experimental Study at the Tenth Grade Students of SMKN 1 Banyumas Academic Year 2013/2014)."

B. Reasons for Choosing the Topic

There are some reasons for choosing this topic, as follows:

1. Grammar as one of language competences should be mastered by students to engage themselves in a communication using English.
2. Yes/No question is also important to learn, because it belongs to component in naturally daily life dialogue. Yes/No question has its rules or pattern to be used to create good communication.
3. The twenty question game is a kind of game which was interesting to be implemented for teaching yes/no question.
4. The twenty question game contains of drilling practice which is very useful for students to understand the yes/no question.

C. Problem of the Research

Based on the reality in the school, so the problem is “is it effective to implement ‘twenty question’ game for teaching yes/no question?”
D. Aim of the Research

The aim of this research is to know and implement whether twenty question game is effective to be used for teaching yes/no questions or not.

E. Contribution of the Research

1. For Teacher

This research will give a new technique for the English teacher, especially in teaching and delivering the material about yes/no questions.

2. For Next Researcher

This research will be a reference to help the next researcher who will conduct a relevant research.

3. For Institution

This research also contributes to develop the school curriculum, especially in English subject.