

## CHAPTER I

### INTRODUCTION

In this chapter, the researcher would like to discuss introduction that consist of background of the study, previous studies, problem of study, limitation of the study, assumption of the study, objective of study, significance of study, operational definition, and frame of discussion.

#### **A. Background of the Study**

Language is a tool of communication that is used by human being in this earth. Language becomes necessity for them to interact and to express much information. We express our mind and feeling by language. “Language is a system arbitrary conventionalized vocal, written or gesture symbol that enables members of a given community to communicate intelligibly with one another.”<sup>1</sup>

Furthermore, English is a global language in everywhere. Considering the importance of English as a global or international language, Indonesia government has recommended English as one of the foreign languages that should be taught as a compulsory subject both in junior and senior high school even actually at also implemented in elementary school.

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<sup>1</sup> H. Douglas Brown, *Language Learning and Teaching Fourth Edition*. New York: Longman, inc, 2000, p.5

The primarily role of English teacher in teaching learning process within the classroom is to teach or to deliver instructional material to the students as the target language. The foreign language teaching methodology informed that English instructional material is classified into language skills and language components. Language skills refer to receptive skill (listening and reading) and productive skill (speaking and writing). Meanwhile, the English components are grammar, vocabulary, spelling and pronunciation.

Teaching English as a second or foreign language became an increasingly important activity after World II.<sup>2</sup> In our country English is taught for students at Elementary School until Senior High School. Even it is one important subject as one of the requirement to past the final examination. Learning and teaching English is not easy work, because it is not our mother tongue and has many differences with Indonesian. Its differences are about grammar, phonology, spelling and vocabulary.

The main goal of the teaching English is to make the students master it soon. But in the fact, they failed and even found many handicaps in learning processes, even though they have studied English for a long time. In English there are four language skills, they are listening, speaking, reading and writing. The students must master the four of language skills, so they can use English

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<sup>2</sup> Jack C. Richard and Richard. *Curriculum in Development in Language Teaching*, USA, Cambridge University Press, 2001, p. 23

actively and also passively. Writing as a part of the language skills besides listening, speaking and reading, must be taught maximally by the teacher to the student.<sup>3</sup>

The students also often thought that learning Simple Past Tense was difficult. This assumption made the students afraid and not motivated to study. As a result, most of the students were afraid to ask the points that they did not understand to the teacher. This situation made the students passive in their learning process. The students' enthusiasm was much related to the technique used by the teacher in transferring the lesson. The students would become not interested in learning if the technique used was monotonous. It made the learning process not effective.

Some students have some difficulties in comprehending grammar. It is used by teaching learning process ineffectively. The teacher can't explain the material or the lesson well. The media is limited. Students can't pay attention when the lesson begins. However, there are many problems that are faced by the students in making sentence, especially in grammar. Is learning English grammar important? Absolutely yes.

In fact, some students are still difficult to learn English, especially in learning about tenses. Some students are difficult in past tense. In this case, some

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<sup>3</sup> Guth, Hans P. *American English Today: Third Edition*. New York: Mc Graw Hill, Book Company, 1978.

students still don't understand the form of simple past tense. Such as, the simple past tense describes the actions or situations that began and ended in the past. The simple past tense appears on the genre of the text such as narrative text and recount text. They cannot be able to use past tense form as the verb in verbal sentences. It is caused they never remember the form of past tense.<sup>4</sup>

In supporting of the point of view above, my reason in choosing topic is grammar very difficult for student. It based on my observe when I teaching practice II in senior high school, I can see how difficult the students in using tense, especially in simple past tense form. I interested to make a research by the title: **The students' difficulties in using verbal sentence on simple past tense at the eight grade of MTS An-Nur Palangka Raya.**

## **B. Previous Studies**

Previous study is the part of thesis that tells us about the source of literature that may inspirit the research. The literature can be thesis, journal, book and etc. In this previous study, the research writes the previous thesis that it gives her the inspiration to write her own thesis, in the case the research uses two thesis. Besides that, the research also uses the other reference that is a book which tells about simple past tense.

Istirokhah (2010), "Improving students' understanding on simple past tense through songs". (a classroom action research with the second year students

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<sup>4</sup> The result of the study (15 September 2014)

of SLTP Nu Sunan Abinowo Kendal in the academic year of 2010/2011). Improving students' understanding on simple past tense through songs is Classroom Action Research which is aimed at improving students' achievement in grammar. The result of study shows that using Song media can improve students' achievement in teaching simple past tense. This is proved by students' test that improved in every cycle. In this research, the researcher took a test of their achievements in each cycle. Result of the research shows that the students improve their grammar especially in simple past tense is effectively by using songs.<sup>5</sup>

Ovalina (2010), "Improving students' ability in using the simple past tense through contextual teaching learning". This study is aimed at knowing whether students' ability in using the simple past tense could be improved through Contextual Teaching Learning and describing the implementation of Contextual Teaching Learning in teaching the simple past tense at eight grade of SMPN 17 Tangerang Selatan. This study is related to the result of a preliminary study showed that the students were still lack of grammatical pattern understanding; especially on simple past tense, examples: the students didn't know what are the formula of simple past tense, the students didn't know how to change V1 to V2. This study used classroom action research (CAR) conducted to

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<sup>5</sup> Istirokhah, *Improving students' understanding on simple past tense through songs*, Published Thesis, Semarang: Walisongo State Institute for Islamic Studies, Tarbiyah Faculty (online) 2010. (Accesed on Saturday, March 9<sup>th</sup> 2013). <http://library.walisongo.ac.id/digilib/gdl.php>

solve the students' problem in understanding and using the simple past tense. The result showed that the implementation of contextual learning in classroom was successful and the students were active involved in the classroom.<sup>6</sup>

Hasanah (2008) "The Mastery of Simple Past Tense of The Eighth Grade Students of MTs. Matholiul Ulum Banjaragung Bangsri Jepara in academic year 2011/2012 taught by using mistake buster technique<sup>7</sup>". The purpose of this research is to find out whether there is significant difference of the mastery of simple past tense of the eighth grade students of MTs. Matholiul Ulum Banjaragung Bangsri Jepara in academic year 2011/2012 taught and without using mistake buster technique. Considering the process and the result of this research, the writer suggest that the teacher should use an interesting technique in teaching English, especially in simple past tense. One of them is mistake buster technique as an alternative technique in teaching simple past tense.

Sri Amianti (2011) "The Use of Narrative Text in Teaching Simple Past Tense: A Case of the Tenth Grade Students of SMA PGRI Demak In Academic Year 2010 / 2011".. The problems faced the students in mastering past tense by

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<sup>6</sup> Ovalina, *Improving Students' Ability in Using The Simple Past Tense Through Contextual Teaching Learning*, Published Thesis, Jakarta: Syarif Hidayatullah State Islamic University, (online), 2010, (Acseessed on Wednesday, March 20<sup>th</sup> 2013). <http://repository.uinjkt.ac.id>.

<sup>7</sup> Hasanah, *The Mastery of Simple Past Tense of The Eighth Grade Students of MTs. Matholiul Ulum Banjaragung Bangsri Jepara in academic year 2011/2012 taught by using mistake buster technique*, Published Thesis, University of Muria Kudus, (online), 2008, (Acseessed on Wednesday, March 20<sup>th</sup> 2013). <http://eprints.umk.ac.id/1070/>

using narrative text that they had some difficulties in understanding the basic formula of the past tense. Besides that they also did not know the regular and irregular verb so they could not do the test well.<sup>8</sup>

### **C. Problem of the Study**

Related to the statement described above, the writer formulated three research questions as follows:

1. What are the students' difficulties in using verbal sentences on simple past tense?
2. What are of causes the students' difficulties in using verbal sentences on simple past tense?
3. What are solutions to overcome the students' difficulties in using verbal sentences on simple past tense?

### **D. Limitation of the Study**

The research should be limited in its scope, because the problems examined are not too wide and the research is effective. The limitations of this study are:

1. This research focusing on the students' difficulties in using verbal sentences in the simple past tense.

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<sup>8</sup> Sri Amianti, The Use of Narrative Text in Teaching Simple Past Tense: A Case of the Tenth Grade Students of SMA PGRI Demak In Academic Year 2010 / 2011. Published Thesis, IKIP PGRI SEMARANG, (Online), 2008. (Acessed on Sunday, April 6<sup>th</sup> 2014). <http://eprints.umk.ac.id.s>

2. The research subject is the Second Year Students of Mts An-Nur Palangka Raya in Academic Year of 2014/2015.

#### **E. Assumption of the Study**

Arikunto stated that assumption is thing accepted as general truth by researcher which must be formulated clearly to strengthen base stand on the problem that is study and to clarify the variables as a centre of though or attention.<sup>9</sup> Therefore the researcher to draw some assumption as follows:

1. At the school, verbal sentence in the simple past tense has taught by the teacher.
2. The students have some difficulties in understanding grammar, especially verbal sentence in the simple past tense.

#### **F. Objectives of the Study**

The objectives of the study are:

1. To describe the students' difficulties in using verbal sentences on simple past tense.
2. To describe causes the students' difficulties in using verbal sentences on simple past tense
3. To give the solutions to overcome the students' difficulties in using verbal sentences on simple past tense.

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<sup>9</sup> Arikunto, Suharsimi. 2002. *Prosedur Penelitian*. Jakarta: Rineka Cipta. p. 26



## **G. Significances of the Study**

There are two significance of the study:

1. Theoretically, to increase our grammar knowledge especially about verbal sentence in simple past tense and to describe their difficulties in using verbal sentence in simple past tense. It would be important material for the English teacher to improve teaching-learning process.
2. Practically, to practice the students in making good and right sentences in English.

## **H. Operational Definition**

### **1. Simple Past Tense**

Marcella Frank states that the past tense indicates definite time terminating in the past.<sup>10</sup> Past tense is form of a verb used to describe actions in the past. Furthermore Martin Hewings stated that the simple past tense is when we want to indicate that something happens at a specific time in the past.<sup>11</sup> Thus the writer knows that past tense is the use of the past form to refer to past events.

### **2. Verbal Sentence**

Verbal sentence is a sentence that starts with the verb and the subject follows.

The subject can be a noun, a pronoun, a demonstrative, or a relative clause.

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<sup>10</sup> Marcella Frank, *Modern English; A Practical Reference Guide*, (New York University: Prentice-Hall, INC, 1972), p. 73

<sup>11</sup> Martin Hewings, *Advanced Grammar in Use*, (England: Cambridge University Press, 2000), p. 6

### 3. Difficulties

Difficult is the quality of something that makes it hard to do: the difficult nature of something. Something that is not easy to do or to deal with: a difficult situation<sup>12</sup>. Salim states that difficulty is the problem that must be faced by someone.<sup>13</sup>

## I. Frame of Discussion

The frame of the discussion of this study as follows:

**Chapter I:** Introduction, that consisted of the background of the study, problem of the study, objective of the study, significances of the study, definition of key terms and the framework of the discussion.

**Chapter II:** Review of literature, the definition of simple past tense, kind of simple past tense, form and example of simple past tense and the use of the simple past tense.

**Chapter III:** Research type, research design, subject of the study, data collection procedure, and data analysis procedure.

**Chapter IV:** Description of the Data and result of data analysis. The students' difficulties in making verbal sentences in simple past tense at the eight grades of Mts An-nur Palangka Raya, the causes of the students' difficulties in using verbal sentences on simple past

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<sup>12</sup> Peter Salim, *The Contemporary English –Indonesian Dictionary*, Jakarta: Modern English Press, 1996, p. 514

tense, the solutions to overcome the students' difficulties in using verbal sentences on simple past tense.

**Chapter V : Discussion**

**Chapter VI : Conclusion and Suggestion.**