

CHAPTER I

INTRODUCTION

This chapter will discuss about background of study, statements of the problems, purpose of the study, significance of the study, scope and limitation of the study, hypothesis of the study and definition of key terms.

1.1 Background of the Study

In Indonesia, English has been established as one of the subjects in the formal education. From the basic to advanced level, from primary to secondary school, either as extracurricular or as intracurricular (compulsory) subject, English has been thought for all levels of education. In secondary schools, especially in Junior High School English has been established as a required subject. It is based on the Decree of Education Ministry no.24, 2006 about School Based Curriculum and Standard of Content.

Every country should be realize that the learner must mastered English as the first international language. Indonesia government also realize that English is very important, so they need to make English more familiar in the country through formal education. They decided to take steps that English should be known as early as possible. Indonesian government put English into the curriculum of kindergarten until college. It has been decided become compulsory school subject in curriculum by the National Education Ministry.

On the other hand, English in Indonesia is still considered as Foreign Language. English is taught in formal education, but it does not used as medium of instruction in general education nor as language of communication within the study (Kartikasari, 2011). Therefore, it is possible for Indonesian students to find the difficulties in learning English. Moreover, there are many aspects in English language that should be learned and mastered by the students.

Junior high school is the appropriate places to study more specific about language especially for English . In junior high school, students will study more about languages, although they do incorrect grammar and pronunciation in constructing or arrange simple sentence. It is different when students study language when they were kindergarten and elementary school. In the elementary school, children just study the basic of English. Based on Wolfgang Klein (1997) in his book "*second language acquisition*" ;

When kids are 3-7 years old, they can learn the vocabulary.

They can mention the things around their environment.

Generally, the kids study through concrete experience. When they are growing up to 7-11 years old, they try to be able to arrange a simple sentence (although in incorrect grammar and pronunciation). In those ages, young learners like to show every creation which they have done, such as ability in singing, reading, writing, drawing, or memorizing the words or vocabularies.

One important aspect in teaching language is Grammar. Teaching English Grammar as foreign language is complex process. In teaching and learning foreign language, like English mastering the language structure or grammar is important.

Grammar plays an important role in combining units of language to sentence form. However, constructing simple present tense sometime still feel difficult for students. The difficulties can come up from the different structure and rules between Bahasa Indonesia and English. The differences structural between Indonesian and English, it is make the learners find difficulties either in speaking or in constructing simple sentences. This is just because the learners are still influenced by their mother tongue (first language or L1) on the acquisition of the new language(target language or L2) which can make the learners find difficulties in using correct structure, or forms in English writing. Corder (1967) also states that learners acquire the rules of language in a predictable order; some rules are acquired earlier and others later. The statements above is reinforced by the fact that happened on students of eight grade at SMPN 3 Malang The same problem occurs in combining sentences by using simple present tense. Most of the students there are still confusing in differentiate the use of verb1 for the third person singular and also the use of subject -Verb Agreement (singular and plural).

Based on the problem above, it is appropriate with the problem that researcher found in SMP Muhammadiyah 4 Giri. The students there have difficulties in constructing simple present form. The students there find difficulty in constructing words into correct sentences, the fact is in order to make sentence meaningful one of important component that should be correctly is the use of grammar. Most of students

there are find difficulty in combining some parts of grammar like the use of subject, verb, auxiliary verb, article verb-agreement s/es and so on. When I ask the students to construct simple sentence in simple present form most of students still confused in using s/es as addition if the subject of the sentence is the third person (he, she, it).

So to solve that problem, the researcher tries to make the students easier in constructing simple present form using stick figure. They also can apply this strategy to build kind of vocabulary in constructing simple present tense. Students commonly are feeling bored if the teacher only give the material just with explanation, but by using good strategy, it will encourage students more in study about simple present. Based on the previous study the researcher believe that stick figure can help students in constructing simple present for in short sentences. As an elaboration from all of the reason above, the researcher would like to conduct the study on constructing simple present tense (singular form) using stick figures. So, the title of this study is “Constructing Students’ Simple Present Form by Using Stick Figures for Seventh Grade at SMP Muhammadiyah 4 Giri”

1.2 Statements of The Problem

How can students construct simple present form by using stick figure in SMP Muhammadiyah 4 Giri ?

1.3 Purpose of The Study

To find out if the use of stick figure can help students in constructing simple present form (singular form) at seven grade students SMP Muhammadiyah 4 Giri.

1.4 The Scope and Limitation

In this study, the researcher makes scope and limitation. The scope of this study focuses on the stick figure in helps students constructing simple present in singular form. Meanwhile the limitation of this study is focus on the students of seven grade at SMP Muhammadiyah 4 Giri.

1.5 Significance of The Study

The researcher expects that this research will provide theoretical and practical benefits:

1. Theoretical benefits:

- a. It is expected that the results of this research will generate idea for teaching and learning grammar in simple present form.
- b. It is expected that the result of the study will give contribution to the theory of the strategy in teaching.

2. Practical benefits:

- a. For teacher, the result of this study can be used as choice in choosing learning model in teaching simple present tense.
- b. For students, this learning model can improve their ability in constructing sentence in simple present form.
- c. For the next researcher, who conduct similar research especially about teaching students in constructing simple present form this research will give contribution.

1.5 Hypothesis of The Study

The researcher predicts that the use of stick figure can help students in constructing simple present form.

1.6 Definition of Key Terms

Grammar : Grammar is the structure of expressions in the English language which are used in our daily activity..

Simple present : Time form used to express an action or activity that lasts / happening at the present time in a simple form, and to express general truths. And it can be use in the descriptive text or daily conversation.

Stick figure : Is a very simple drawing of a person or animal, composed of a few lines, curves, and dots.