

CHAPTER I

INTRODUCTION

In this chapter the writer presents the background of the study, the statement of the problem, the objective and the significance of the study, the theoretical framework, the limitation of the study, the key terms used in this thesis and also the organization of this study.

1.1 Background of the study

English is an international language. It is taught in schools in nearly every country around the world. In Indonesia, English is the first foreign language that must be studied since most of the knowledge and science books at the University are written in English. Consequently, English is introduced as early as possible so that at the University students can read English science books easily. At school, English teachers usually deal with the grammar or structure. According to Cook and Suter (1980) a grammar is a written description of the rules of language. The rules of language govern how to construct a good sentence. Brown (2001:367) states that grammar tells us how to construct a sentence (word order, verb, and noun systems, modifier, phrases and clauses). However, based on the writer's experience, the problem to the teaching of grammar at schools was students feel grammar is difficult and boring so that they lose their interest to learn English and do not study grammar thoroughly. As a result, the students do not absorb the material given maximally. There are two possible reasons why the students feel that grammar is difficult and boring. First, the teacher often teaches the students

with traditional methods. Chamberlain (1984) states that it is undeniably true that most of the English teaching procedure at school is still based on traditional books which are concerned excessively with an understanding of grammatical structure, an expanding of wordy vocabulary and a little knowledge of pronunciation and intonation. Second, many difficulties come up in teaching the English Grammar because of its difference with the Indonesian structure. In the Indonesian language, there is no change in the verbs although different time is used, while in the English grammar, the verb must be adjusted to the time signal. For Instance, the verb “belajar” in the Indonesian language doesn not change at all even though the time signal is “hari ini” (today), “kemarin” (yesterday), “besok” (tomorrow), “setiap hari” (everyday), while in the English structure, time signals influence the forms of the verb. The verb of “belajar” for today is “(to be) studying”, for yesterday is “studied”, for tomorrow is “will study” and for everyday is “study or studies” and these rules are called “tenses” in English. Cook and Juler (1980) define tense as the forms of verbs used for information in the communication, and the information relates to the time. Hornby (1985:78) states that tense stands for a verb-form or a series of verbs forms used to express a time relation.

It is then obvious that tense is a part of grammar that cannot be separated from the English language learning where English learners must deal with those problems. It is stated that boredom can decrease students’ ability and motivation in learning grammar. It is necessary to provide reinforcement in teaching grammar to overcome the student’s boredom, arise their interest, so that they can learn and absorb the learning maximally. There are many techniques which can be used as

reinforcement. However, a teacher must select an appropriate technique to be applied in the teaching learning process, which can bring good result in accordance with the objective of the teaching itself. Bichter (1971:192) says “One of the ways to lessen the boredom is by giving them a feeling of joy.” When they feel happy, they will learn the English grammar easily and they will be reinforced to learn. Based on Bichter’s statement the writer concluded that a reinforcement must make the students fun, so the reinforcement can work well. The techniques which can make the students feel fun such as: Folk song, Interesting short story, grammar games and drill. Here, the writer chose grammar games and drill as the reinforcement after considering the fact that Interesting short story can not provide the chance for students to apply the material given in real situation, and not all students enjoy singing activity while, Grammar games can make the students feel fun while they are learning the grammar, and drills provide many chances for students to apply the material given. Theoretically, grammar games and drills are good as a means of reinforcement, the writer intended to know which one is better so he compares them. The writer chose the present continuous tense to be discussed in this study since this material had not been discussed before at school, and it was one of the grammar topics in the first grade junior high school.

1.2 Statement of the problem

Based on the background of the study, the writer made a study on the effect of using grammar games as a means of reinforcement in teaching the present continuous tense to the first grade students of one catholic Junior high school in Southern area Of Surabaya.

The problems to be answered in the study are:

1. Are grammar games and drills effective as a means of reinforcement to teach the present continuous tense?
2. Is there any significant difference on the present continuous tense achievement between the Junior High School students who are taught using grammar games and those who are taught using drills as a means of reinforcement?

1.3 The objectives of the study

The objectives of the study are to find out whether grammar games and drills are effective techniques as reinforcement to teach the present continuous tense and whether the students who are given grammar games have significant difference on their present continuous tense achievement from those who are given drills as a means of reinforcement.

1.4 The significance of the study

The study is expected to give some contribution in teaching structure or other language elements in the English lesson to students in junior high school. It is

expected that this study can provide an English teacher some variations as reinforcement in teaching tenses, especially the present continuous tense.

1.5 The scope and limitation of the study

There are some various techniques used to reinforce the students to learn the English structure such as song, dialogue, and interesting short story. Here, the writer limits the study only on the use of grammar games and drills as a means of reinforcement on teaching structure.

The materials used are grammar games “Describe It” and “Guess the Mime”. This study was done at one Catholic Junior High School in Southern area of Surabaya for the reason that the writer had done his teaching practice in this school. The subjects of the study were the first grade students

1.6 Theoretical framework

The theory underlying this study is the theory of grammar teaching and the theory of reinforcement. In learning English as a foreign language, students have to understand the grammatical structure of the language because it is the foundation in learning the other skills namely; speaking, listening, writing, and reading. Ho Shue Hsing (1980) says that grammar is a tool for learning English. Therefore, the teacher needs to motivate the students in learning the structure of the language in order to master the other skills.

Reinforcement is very important in teaching grammar. As stated by Richards and Rodgers (1986) that reinforcement is an important factor in learning process

for it increases the possibility that the behavior will happen again and finally become a habit.

1.7 Hypotheses

In this study there are two alternative hypotheses. The first hypothesis is grammar games and drills are effective as reinforcement to teach the present continuous tense. The second hypothesis is there is a significant difference between the present continuous tense achievement of the students who are taught using grammar games and of those who are taught using drills.

1.8 Definition of key terms

- Achievement : A thing done successfully especially with effort and skill. Hornby (1995). In this study what refers to achievement is the structure achievement of the students in the present continuous tense. Therefore, achievement can be stated as the students' successful performance in the present continuous tense.
- Teaching : Giving instruction, guiding the study or something providing with Knowledge, causing to know or understand (Brown, 1987).
- Reinforcement : The consolidation of further learning or material. It also means the confirmation or reward which

increases the like of a student's giving a correct response again at another time (Finocchiaro, 1978). In this study, the reinforcements are grammar games and drills; their purpose is to reinforce the students' mastery the present continuous tense.

- The present continuous : Tense, which is used to express an activity that is intense Progress at the moment of speaking (Azar, 1993).

1.9 Organization of the study

This thesis consists of five chapters. Chapter I presents introduction including background of the study, statement of problem, objective of the study, significance of the study, scope and limitation of the study, theoretical framework, hypothesis, definition of key terms, and organization of the study. Chapter II presents review of related literature which is divided into the teaching of language grammar, reinforcement, the nature of grammar games, the nature of drills, and tenses. Chapter III presents research method which is divided into seven parts, Chapter IV presents data analysis and result of findings, and the last chapter, i.e. Chapter V, presents conclusion and suggestions.