



Chapter I

Introduction

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1.1 Background of The Study

As human beings, people want to communicate not only with their own society but also with other society. One way to communicate with other people is by using languages that are often used by a large number of people in the world. "Language, then, is the human beings' instrument for thinking and carrying on social intercourse" (Dawson , 1963:22). Among languages in the world, English is a tool which is used to communicate with foreign people. "That is why English is an important language and teaching English is important" (Dawson, 1963:14). One way to know and to be able to use English as a foreign language is by learning the language; however, we all know that learning English does not merely mean learning the sound system of the language. It is more than that; the grammar of the language must also be learned for every language has its own grammatical system. Grammar is very important. "It is the basis of learning a language, for it permeates all language skills" (Paulston, Newton, 1976:1).

English in Indonesia is a foreign language which has different rules from Indonesian, for example: plural forms in Indonesian are mostly formed by doubling the words such as orang-orang, ibu-ibu, buku-buku. If there are numbers in front of the words, the words are written in the singular forms, for example: 10 anak, 15 buku, 2 ribu. But in English, the plural forms are formed by adding "s" like books, mothers, or some words have special plural forms, for example a child becomes children, a tooth becomes teeth, mouse becomes mice, etc. The verb "to be" which means "adalah" in Indonesian plays an important role in English because Indonesian does not have "to be", and the students usually omit it. English has tenses while Indonesian does not. In English, verb forms change according to the time but in Indonesian there is no change in their verb forms although they refer to different times. The different points between English and Indonesian are sources of problem to students who study English. From the writer's experience in teaching English, she finds out that students have difficulties in learning English grammar, especially tenses.

Tenses is a part of grammar. According to Leech (1985:), " Every language has its peculiar problem of meaning for the foreign learner, and most people would agree that in the English language, the most difficult

problem faced by students is tenses". Tenses are difficult to be learned because tenses have different verb forms. And the students often make mistakes in changes the verb forms. Besides that, they usually forget the previous tenses that they have already learned. That is why teaching English grammar, especially tenses, is a hard work.

The newest 1994 curriculum states that English should be taught communicatively. It means that the students have an opportunity to develop their skills to communicate in the target language. While grammar in the newest curriculum is used just as a supporting skill in learning reading. However, it still has to be learned and understood because grammar is the foundation in learning the four skills (listening, reading, speaking, and writing). Thus, in order to be able to read and comprehend a reading passage well, the students have to understand the grammar of that language. Moreover, English is also given in Elementary, beginning the fourth grade to University. Teaching English to Indonesian students is emphasized not only on the teaching grammar of the language, but it is also hoped that students can use English for communication. According to Allen (1959:VII):

1. All students want to be able to speak, write, and read the normal English today.
2. This can only be achieved by constant practice

of exciting forms, with some rational explanation of the grammatical devices employed, whenever this is possible.

Eventhough grammar plays just as a supporting tool, it is a hard work to acquire it. Students usually lose their interest in learning English grammar after finding out that learning grammar, especially tenses, is so difficult and boring. Most English teachers tend to teach grammar in monotonous way as it's stated in the text book. Teachers explain grammar only verbally along with some words or sentences written on the blackboard. The students just sit for long hours listening and watching what the teacher has spoken.

In order to make the teaching enjoyable, the teacher should vary his way of teaching to avoid boredom, for example by using songs, games, drama, and so on. This idea is supported by Monreal (1982:44), she states that " variety is one of the most important factors in maintaning a high level of motivation and interest among your students." Therefore, the teacher should apply different ways and techniques of teaching. Among the various ways and techniques of teaching, the writer suggests using picture stories as a medium to teach tenses communicatively for the first year students of Junior High School.

Using picture stories a teacher can generate the greatest enthusiasm in the classroom. Picture stories are obvious and easy to ensure that learning is enjoyable. Teaching English tenses communicatively by using picture stories is very beneficial. Through picture stories the students may learn the lesson more easily, more thoroughly, and more quickly. The use of picture stories can bring a lot of interest. This may serve as a good teaching learning condition to motivate them to learn English.

(Consequently, it is very important for teachers to make English lesson as enjoyable as possible because students have to learn English since they are in the fourth grade of Elementary through University.)

1.2 Statement of The Problem

The major question that guides this study is: How can Picture Stories be useful in teaching tenses communicatively to the first year students of Junior High School ?

While the subquestions are:

1. What kinds of picture stories can be used effectively in the teaching tenses communicatively for the first year students of Junior High School ?

2. How can picture stories be applied in the classroom ?

1.3 Objective of The Study

Derived directly from the problem and subquestions above, this study is intended to suggest of how picture stories can be useful in teaching grammar (tenses) communicatively to the first year students of Junior High School. This also means:

1. To suggest appropriate picture stories that can be used effectively in teaching grammar (tenses) communicatively for the first year students of Junior High School.
2. To suggest some effective steps needed in using picture stories.

1.4 Significance of The Study

Closely related to the statement above the writer attempted to supply some theoretical evidences which can be found in the library , the use of picture stories can be useful in teaching grammar (tenses) communicatively to the first year students of Junior High School.

The writer hopes that the result of this study gives a contribution to the success of teaching English for Junior High School students in Indonesia;

besides, it can also encourage SLTP English teachers to apply the suggested technique for innovating the way of their teaching so that the aim of teaching could be achieved.

1.5 Scope and Limitation of The Study

Realizing that teaching grammar can be done through various ways and techniques, the writer feels it is necessary to limit the scope of this study.

Actually, there are many grammar items that are taught to the first year students of Junior High School but in carrying out this study, the writer limits the scope in teaching tenses only, they are Present Continuous, Simple Present, Simple Past, and Future Tense because those are tenses which are used for the first year of Junior High School (GBPP 1994:15)

Teaching tenses communicatively by using picture stories in this study is to be applied for the first year students of Junior High School since most of them are beginners. And the picture stories, that are used by the writer, are simple and easy to be understood to motivate them to understand the content of the story so that they would study the language lively and enthusiastically.

1.6 Assumptions

This study was based on the following assumptions :

1. The students had already mastered some familiar verbs for the first year students of Junior High School.
2. The students had known affirmative, negative, and interrogative forms.
3. The grammatical items and the materials had been well selected to suit the first year students of Junior High School.

1.7 Definitions of The Key Terms

To clarify the terms used in this study and to avoid misunderstanding on the part of the readers, the following definitions are given.

1. Teaching.

Teaching is showing or helping something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown 1980:7)

2. English Grammar.

English grammar is "the study or the use of English

language rules by which words change their forms and combined into sentences" (Longman, 1980:453).

3. Communicative Approach.

Communicative approach is an approach of teaching that is oriented towards the development of the learner's ability to use the language for understanding of, expression of, and the content (message) of communication (Nababan, 1987:7)

So teaching English grammar communicatively means showing or helping, giving instruction, guiding of the study toward the development of the learner's ability to use English language rules for understanding expressions, and the contents (messages) of the passage communicatively.

4. Tense

Tense is the system of verb forms expressing primarily different relationships in time (Guth, 1967:370)

5. Picture Stories

In Webster's New World Dictionary (1984:543), picture is likeness of person, scene, etc produced by drawing, painting, photograph, etc. While story is an account of some incidents or events.

Thus, picture story is an account of incident or event supported by drawings, paintings, or photographings.

In accordance with this study, picture stories here refers to context-oriented pictures. One type of picture which depicts a situation or topic and includes several people and action (Kreidler, 1968:4).

6. Context-Oriented Picture

Context-oriented picture is a picture in which person is doing something with objects and in which the relationship of objects and/or people can be seen (Kreidler, 1968:4)

1.8 Methodology of The Study

In designing this study, the writer collected information from various sources in the library, such as books, magazines, and papers which deal with the topic. Those books were enclosed in the bibliography session. Further, she alternated techniques of teaching based on the communicative approach to teaching grammar (tenses) appropriate to the 1994 curriculum. So this study is in the form of library research.

1.9 Organization of The Study

This study consists of five chapters. Chapter I is the introduction which covers the background of the study, the statement of the study, the objective of the study, the significance of the study, the scope and limitation of the study, the assumptions, the definition of the key terms, the methodology, and the organization of the study. Chapter II, deals with review of related literature. The following chapter, chapter III discusses about media as a means of teaching English tenses. Chapter IV, presents the application of using picture stories for the first year students of Junior High School. And the last chapter that is chapter V is about conclusion and suggestion concerning the study.