

CHAPTER I

INTRODUCTION

In this chapter, the writer presents background of the study, research questions, definition of the key term, objectives of the study, significances of the study and organization of the thesis.

A. Background of the Study

English as global language has influenced many aspects of life. As we know that language is a system of communication used in countries throughout the world, including Indonesia.

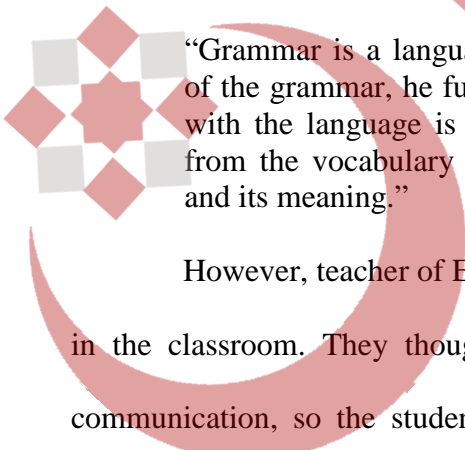
In increasingly global and highly competitive era, we are required to master the communicate ability in English as an international language. It cannot be denied that the mastery of English skills is closely related to quality human resources. Especially for English students, it is very important for all who will continue to the next level or will directly proceed to the world of work, because English becomes one of a subject that must be mastered by Indonesian students.

Teaching English for foreign language is not easy. A lot of problems come, especially when we must teach senior high students. Teaching for students of senior high school is not the same as teaching children or adult because they have different characteristic and motivation, so the way of teaching must be different.

If the teacher cannot teach properly, the students may not enjoy their learning. Consequently, the teaching learning process will be fail. Within learning English, students are expected to be able to master all language skills of English;

listening, speaking, reading, and writing. It is based on the goal of teaching English.

According to Harris (1969: 345), there are several methods of learning English process. Those are: giving total physical activity, for example: games and total physical response activity; providing hands on the activities, for example: to learn the example of words, sentences, and practice meaningful languages; internalizing concept through visual aids, for example: video, picture, tapes, music, flash card, puppet toy; and explaining things with nonverbal language, for the example: facial features and gesture (and could be used our body likes a finger). In this case, to be able to use English well, tense is one of the important skills. English tense becomes a more important in a good international communication. Tenses in grammar refers to the fundamental principles and structure of the language, including clear and correct sentences construction and the proper form of word. According to Dykes (2007: 5):



“Grammar is a language to talk about language” Why is that? Because of the grammar, he further explained, we can learn how to communicate with the language is not out of touch with studying grammar; starting from the vocabulary and its function, the sentence pattern, the phrase, and its meaning.”

However, teacher of English often ignore the importance of English tense in the classroom. They thought that a tense is one of the hands of English communication, so the students will know by their own thought (autodidact). Students taught in teaching grammar is based on the teacher belief which the teacher should have a guiding a system.

Deng (2006: 2) in his journal says grammar teaching beliefs means a system of guiding principles that teachers regard as reflecting the phenomenon in

the process of language teaching practice, including their beliefs, feelings, and understandings about the roles of teachers and students in class, grammar teaching objectives, grammar teaching content, grammar teaching methods, grammar teaching evaluation and so on.

In tenses, student difficulties can be defined by the writer as a state of student not mastering grammar, including knowing and mentioning the words included in parts of speech (noun, countable noun (singular and plural), pronoun, adjective, verb, adverb, preposition, and conjunction). English is taught as a foreign language in Indonesia. Hence, there are some problems in teaching Grammar.

One of the problems that can be found is the method used by the teachers. Many kinds of teaching method may result bad or negative effects on students' structure (tenses skill). So many students are hard to get the idea or meaning of the text. Another problem is lack of the students' participation in the classroom. For example when the teacher dominates the activity in the classroom, the students may feel like they do not have enough chance to participate actively. The lack of participation may result in lack of motivation and may influence students' tenses.

Based on the writer's pre-observation at SMA An-Nuriyyah Bumiayu, it was found that the students were still confused in determining the structure in English, the difference of each tense and how the changes according to the time signal owned by each tense. One of the problems may be that the students feel bored because the techniques used by the teacher are monotonous.

The teacher should give the understanding of advance to students on change a tense or structure, so they are able to understand well about the

difference of each tense. Therefore, English teacher should know some methods used to revolutionary methods, such as “*Jari English*”.

Based on the problems that occur in the field, the writer sees lack of ability in teaching and learning tenses. Accordingly, the writer is interested in conducting the study entitled “*Jari English*” method in teaching learning tenses on the tenth grade students of SMA An-Nuriyyah Bumiayu in the Academic Year 2017/2018.

B. Research Questions

Based on the background of the study, the writer would like to find the answer by the following questions:

1. How is the method of “*Jari English*” applied in teaching and learning tenses on the tenth grade students of SMA An-Nuriyyah Bumiayu in the Academic Year 2017/2018?
2. What are the advantage(s) and disadvantage(s) of using “*Jari English*” method in teaching and learning tenses on the tenth grade students of SMA An-Nuriyyah Bumiayu in the academic year 2017/2018?

C. Definition of the Key Term

To give a clear description and to avoid misunderstanding the key term used in this research are explained as follows:

1. Tenses

The grammar of a language is the set of rules that govern its structure.

Grammar determines how words are arranged to form meaningful. Tense is the rules in English that explains how each word is well constructed which has meaning. Tenses have a sense of time or period. Simply, the forms are patterns or structures that form sentences, and are arranged by the time that

happened. In the tenses, the most important thing to note is the verb part. Verbs are an ever-changing part of the tenses according to the time of the event.

Tense (noun): a verb-based method used to indicate the time, and sometimes the continuation or completeness, of an action or state in relation to the time of speaking. We cannot talk of tenses without considering two components of many English tenses: time and aspect. There are kinds of tense in English, those are: simple present, simple past, simple future, present continuous, past continuous, present perfect, past perfect, future perfect, present perfect continuous, past perfect continuous, future perfect continuous, and future with “going to”.

2. “*Jari English*” Method

“*Jari English*” is one of the methods in English language to learn about tense. It has some rules in this method to master the kind of tense in English. The method of “*Jari English*” is the result of an experimental process that has been applied by the students and contained in a book written by Aan Hidayat (2017). This method contains an intensive and clear tutorial teaching and mentoring method as the operational standards of the constituent.

It is a revolutionary method that can be applied anytime, anywhere, and by anyone without any need but will and finger only. This method is simple, does not require any technology, and is useful for two groups of learners. The creator itself is Aan Hidayat. He graduated from English Education Program.

Nine years as a teacher in formal education institutions and now full time as a practitioner of non-formal education.

3. Teaching and Learning

Teaching and Learning is a learning concept that links between materials taught to real-world situations that encourage students to make connections with their knowledge possess with the application being taught. Therefore, the teaching learning process will be more significant for the students themselves.

4. SMA An-Nuriyyah Bumiayu

SMA An-Nuriyyah is one of the senior high school in Bumiayu. Its location in Jl. H Iksan Bandung Dage No. 55, Bumiayu, Regency Brebes, Central Java 52273. SMA An-Nuriyyah is the favorite school for students who not only learn about general subjects but also learn about religion subject especially *Al-Qur'an*. Whereas, SMA An-Nuriyyah Bumiayu always put forward the development of the times, which wants to create a different atmosphere, which is speaking using a foreign language (Arabic and English) in the school environment.

D. Objectives of the Study

Based on the research questions, there are two objectives of study as follows:

1. To describe how is the method of “*Jari English*” applied in teaching and learning tenses on the tenth grade students of SMA An-Nuriyyah Bumiayu in the academic year 2017/2018.

2. To find out the advantages and disadvantages of using “*Jari English*” method in teaching and learning tenses on the tenth grade students of SMA An-Nuriyyah Bumiayu in the academic year 2017/2018.

E. Significances of the Study

The results of this study are expected to be beneficial both theoretically and practically elaborated in the following section:

1. Theoretically

The results of the research are expected to support theories dealing with revolutionary methods “*Jari English*” as discussed in chapter II.

2. Practically

The results of this research are expected to give information to the English teachers, especially in guiding students to read text in effective way.

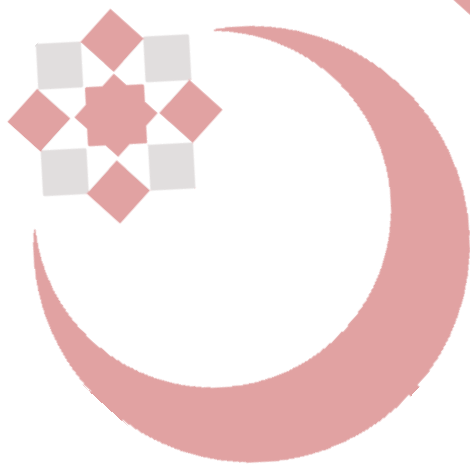
It is also expected to encourage students’ awareness of identifying the specific information in various types of teaching and learning tenses method through “*Jari English*”.

F. Organization of the Thesis

The writer categories this thesis into five chapters, namely: introduction, review of related literature, method of investigation, findings and interpretation, conclusion and suggestions.

Chapter I is introduction, it consists of six subchapters. Those are background of the study, research questions, definition of the key term, objectives of the study, significances of the study, and organization of the thesis. Chapter II present review of related literature which contains theoretical study, previous studies and theoretical framework. Chapter III is method of

investigation. It consists of four subparts. Those are research design, source of the data, technique of data collection and technique of data analysis. Chapter IV is findings and interpretation. Chapter V is conclusion and suggestions.



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