

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Research

In learning English, there are four skills that should be mastered by every students based on the standard of content of the School Based Curriculum (KTSP). They are listening, speaking, reading and writing. Among those skills, students need to learn language structure or grammar. Ur in Thornbury (2002:14) states that there is no doubt that knowledge –implicit or explicit – of grammatical rules is essential for mastery of a language. It summed up the importance of grammar. By mastering grammar, students will be able to comprehend and improve their English.

The simple present tense is a part of tenses in grammar. Although it is considered as the simple tense, it is not easy for learner especially junior high school students in Indonesia. They usually have some problems in using the verb form of simple present tense. They often write “She go to school everyday,” instead of “She goes to school everyday.” The third singular persons such as *he*, *she*, and *it* need suffix -s or -es for the verbs. It shows that students do not consider if in English there are verbs formed in singular or plural. Greenbaum (2002: 154) states that negative constructions sometimes cause difficulties. The standard contraction of does not is doesn’t and do not is don’t. They often write “She do not go to school everyday,” instead of “She does not go to school

everyday.” It happens because the auxiliary do or does in negative and interrogative sentences that never exist in Indonesian language.

In conducting teaching learning process, the teacher should follow the curriculum recommended. It is the School Based Curriculum (KTSP). This curriculum is expected to solve problems faced by students. One of the problems is the domination of the teacher in the teaching and learning process. As a result, students are not interested in learning grammar. Hence the teacher should play their role effectively that is to decide the best method to help the students in enhancing their grammar. The best method would be conducted in teaching learning process.

Harmer (2003:154) states that students should not only research language in the classroom under the direction of a teacher, they should research language on their own. Teaching and learning process should motivate the students with the result they can develop their language creatively and help them connecting academic studies to their context in real life situations. So, they are able to find the meaning in teaching and learning process.

Based on the preliminary research held in MTsN Sumobito, the researcher found that students had difficulty in learning Grammar. They had difficulty in applying grammar especially in using simple present tense. They also had low motivation to study it. It could be seen in their report book that their English score were lower than 73 which was the *Standardized of Minimum Score* (KKM) of English in their school. Therefore, to determine whether the cycle is successful or not the research uses criteria of success, the first criteria is the students could pass

the target score at least the same or more than 70, the second criteria is the students actively participate and show good response in teaching and learning process.

Therefore, the teacher should make a good atmosphere to motivate the students in teaching and learning process and give the students chance to practice their English. This research would use Contextual Teaching Learning in teaching simple present tense. Contextual teaching learning is appropriate and interesting for students. Jhonson (2002: 18) states that the great power of Contextual Teaching Learning is that it gives all young opportunity to develop their promise, to develop their talents, and to become informed, capable members of a democratic society. It summed up that Contextual Teaching Learning is able to develop students' knowledge and communication skill.

There are two previous studies. Ovalina (2010) in her research entitled "*Improving Students' Ability In Using Simple Past Tense Through Contextual Teaching Learning (A Classroom Action Research at 8<sup>th</sup> grade students of SMPN 17 Tangerang Selatan)*" states that after the implementation of contextual teaching learning in two cycles, the students' ability in using the simple past tense was improved and they seem more enthusiastic in the teaching and learning process. There were 15,38% who passed KKM score (67) in pre test result. Meanwhile, the result of post test 1 and 2 is 43,58% and 71,79% who achieved the target score of KKM.

Hartini (2010) in her research entitled "*Penerapan Model Pembelajaran Contextual Teaching And Learning (CTL) Untuk Meningkatkan Motivasi Belajar*"

*IPA Siswa Kelas II SDN O2 Gambirmanis Pracimantoro Wonogiri Tahun Ajaran 2009/2010*” states that there is a significance increase of students motivation to study. They give positive responses through teaching and learning process. The students’ motivation before the implementation of contextual teaching learning is 31,82%. After the implementation of contextual teaching learning, the students motivation is up to 63,64% in cycle 1 and 95,45% in cycle 2.

The similarity from the previous studies above with this research is using contextual teaching learning approach in teaching learning process. This research improve the students’ ability in using simple present tense and the students’ active involvement while the previous studies above analyze the students’ improvement in using simple past tense and the increase of students’ motivation.

Based on the explanations above, this research would like to conduct a Classroom Action Research entitled “IMPROVING STUDENTS’ ABILITY IN USING SIMPLE PRESENT TENSE THROUGH CONTEXTUAL TEACHING LEARNING”.

## **1.2 Statement of Problem**

Based on the background above, the problems of the research are

1. How can Contextual Teaching Learning improve the students’ ability in using simple present tense?
2. How can Contextual Teaching Learning improve the students’ active involvement in teaching learning process?

### **1.3 Objective of Study**

The objectives of this research are:

1. To improve students' ability in using simple present tense.
2. To improve the students' active involvement in teaching learning process.

### **1.4 Significance of the Study**

With this research, it is expected some benefits as follows:

1. Theoretically, this research is expected to provide relevant knowledge about the teaching of English, especially on grammar, at junior high school level by implementing particular strategy. It is useful to increase the student ability in using simple present tense.

2. Practically, this research is expected to be useful for the students, teachers, school and researcher in learning teaching grammar and also for the next researchers as the reference in conducting the same research. The finding of this research provides the teacher information in implementing Contextual Teaching Learning as an alternative way of teaching grammar especially simple present tense.

### **1.5 Scope and Limitation**

The scope of this research focuses on the implementation of contextual teaching learning (CTL) to improve students' active involvement in teaching learning process and students' ability in using verb and tobe in simple present

tense. This research is conducted at eighth grade students of E class in MTsN Sumobito Jombang which consists of 30 students.

## **1.6 Definition of Key Terms**

### **1. Simple Present tense**

Simple present tense expresses an event or situation and general statements of facts that exist always, usually, or habitually in the past, present, and future (Azzar, 1992: 3).

### **2. Contextual Teaching Learning**

Contextual Teaching Learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting subject with the context of their personal, social and culture circumstance. (Johnson, 2002: 25).

### **3. Classroom Action Research**

Classroom Action Research is an approach to improving education through change, by encouraging teachers to be aware of their own practice (reflective), to be critical of that practice, and to be prepared to change it (McNiff, 2002: 84).