

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Research

Mastering the simple present is essential for students to have good basic communication skills, state general facts and tell their daily activities. The simple present is taught in the tenth-grade high school curriculum. According to Permendikbud (2018), teachers should help students understand the main idea, identify how sentences are formed, and use the materials in real-life situations. In this case, students do not only need to understand English during the learning process, but also they have to be able to create sentences with the particular rules of the simple present. Pereira and Mosa (2017) found that using the simple present is an important rule for students to create and use sentences when communicating. It means understanding the rules of the simple present and consistently applying them by practicing orally and writing on many occasions.

Considering the importance of the simple present above, remember that every student has their character during the learning process. In simple words, Asri (2010) suggests that teachers need to help all students understand



things in the same way. It means teachers must build students' readiness before learning English in the class. Thus, Atik and Aisyah (2014) demand that teachers must creatively deliver materials to the students. Ideally, teaching media can help teachers and students to meet the purpose of teaching and learning. It means that teachers cannot just stay on their teaching techniques by using handbooks, modules, or contextual learning but must be creative in modifying their learning activities. For example, teachers can create teaching media to support learning activities, especially in teaching grammar.

I conducted my initial study at SMA X in Jombang on Sunday, December 10, 2022. The result showed that an English teacher would consider students with the fastest and the lowest levels in learning the simple present to determine the appropriate teaching model. She always used her contextual learning by teaching based on the teacher's and students' experiences such as, what students' activities or habits have done before, can be the topic in learning the simple present. She also explained that teaching media such as flashcards had never been used in the class. Instead, she always used a handbook to teach English in class. Then, I gave a questionnaire to students on Friday, December 16, 2022. Based on students' answers, they have gotten simple present materials but still



have not understood the simple present yet. Also, they never used any teaching media in learning the simple present. Thus, between teacher's statement and the students' response are matched in designing a teaching medium for learning English grammar, especially the simple present.

According to the phenomenon that happened to the tenth graders of SMA X, I designed a medium that can be innovative teaching medium in teaching grammar, especially the simple present. The medium was named "Sentence Box" because it reflects randomly from the part of the sentences included in each box. This teaching medium shows how to arrange sentences of the simple present in the other level of learning. It can encourage students' involvement while arranging sentences. Its medium's advantage is building students' understanding.

Based on the previous explanation, I conducted design-based research by designing Sentence Box as a medium for teaching the simple present to the tenth graders.

## **1.2 Research Questions**

Based on the background above, this research wanted to answer the following questions:

- a. What are students' needs in learning the simple present?
- b. How could the Sentence Box medium be designed?



- c. How do students' responses toward using Sentence Box in learning the simple present?

### **1.3 Objectives of the Research**

Based on existing problems, the research objectives were:

- a. To analyze the students' needs in learning the simple present.
- b. To design a Sentence Box as a medium for teaching simple present.
- c. To describe students' responses toward Sentence Box as a medium in learning the simple present.

### **1.4 Significances of the Research**

#### **1.4.1 Theoretical Significance**

This research could enrich the Design-Based research method by designing an English teaching media as a Foreign Language, especially in teaching grammar of the Simple Present.

#### **1.4.2 Practical Significance**

- a. For the teacher, a Sentence Box could be an alternative medium for teaching the simple present to tenth graders.
- b. It could be an attractive and interesting teaching medium for arranging the simple present sentences for students.



- c. For other researchers, this research was expected to use as a reference for conducting another similar study, especially in design-based research for teaching the simple present.

### **1.5 Research Scope and Limitation**

The scope of this research was designing a Sentence Box medium based on Hannafin and Pack's theory. The limitation of this research focused on teaching the tenth graders how to arrange the simple present sentences.

### **1.6 Operational Definition of Key Terms**

To overcome some misunderstanding of the title in this research, the writer wanted to confirm and explain the terms used.

- a. Needs analysis is an analysis that looks for students' needs in learning in simple present.
- b. The Simple Present is the type of used to explain the present, habit, and regular activities.
- c. Sentence Box is a teaching medium with six boxes and randomly contains parts of the sentences in each box.
- d. Tenth Graders are the first class in senior high school in Indonesia.

