

CHAPTER I

INTRODUCTION

In this chapter, the researcher would like to discuss the introduction of the research. It consists of background of the study, problem statement, research objective, significances of the research, hypothesis of study, and outline of the report.

1.1 Background of the study

English language is the most important language in this world. As an International language, English should be required subject for students in school. According to Lester (1978) in the English as an International Language book (2009:12) International English has a definable common core educated norm sufficient for sophisticated communication between speakers of a different native language. Education in Indonesia have a curriculum as three concepts there are system, substance, and field of study. The curriculum that had been developed into 2013 curriculum and the whole school in Indonesia apply this curriculum. Musthafa (2016) stated that to achieve predetermined goals and targets, English teaching should be able to make learners communicate civilly in spoken and written communications for various purposes. English in 2013 curriculum requires students to learn English independently and teacher as a model of learning activity. It means that 2013 curriculum more leading to student centered learning.

The grammar of a language is an analysis of the various function performed by the words of language as they are used by native speakers and researchers (Ansell, 2000:25). The words of language such as verb, noun, pronoun and so on. So that learning grammar cannot be separated from learning language. Without grammar, meaning nuances can lose. It is quite For English Foreign Language learners to create text with correct grammatical structure. Grammar is the important thing that students have to know, especially about how grammar works in a language and apply it in making some texts, such as descriptive text and caption which has significant language features that the one of them is simple present tense.

Grammar is partly the study of what forms (or structures) are possible in language (Thornbury, 1999:1). Some people should understand about basic grammar in their first learn in the English language. Especially simple present tense as one of four present tense in English. Before learning and understanding all of the grammatical tenses, students should understand the importance, the function, and the structures of sentences in simple present tense. Besides it, applying simple present tense in their daily activity is to enable more understanding of how important simple present tense when used to communicate each other.

Some students thought that grammar was difficult to be applied in daily life. Because of that students were lazy to learn about grammar.

The other fact many people argue that to be English fluent, grammar is not necessary. Those mindsets rise some problems in learning grammar.

Meanwhile, they argue that the best way to master a foreign language or English is to go abroad or practice directly with native speakers. They commonly confused to differ between nominal and verbal form. So in this case the researcher wanted to show towards students about differences between nominal and verbal form of simple present tense. There were some little problems had been identified from students when they were making some example of sentences. Because of those problems, students could not understand well about of simple present tense, so that they also could not practice it well in their daily life. Therefore, teacher should have a way or tool in teaching grammar in which can make students understand the material well.

As the problem which the researcher had explained above, the researcher wanted apply strategy that had not been used before in SMK Roudlotul Muftadiin Balekambang. The students have to be mastered in basic and the first material of tenses; that was simple present tense. Furthermore, simple present tense is type of tenses that commonly used in daily life and simple way to learn the other type of grammar tense material. Learning simple present tense, students need to pay attention to its function and structure. They also need to choose the correct tense and verb. They should distinguish between verbal and nominal sentences.

Based on twelfth class material, the researcher wanted to see students' ability in simple present tense which is the language feature contained in the caption text. Therefore, teacher needs good strategies to cope with this problem. Learning about sentences in English begins with understanding simple present tense. The researcher offers a way to learn peer learning which allows students to ask questions and become peer tutors with their friends. Meanwhile the researcher had already interviewed the English teacher from SMK Roudlotul Muhtadiin, he explained to the researcher that he never use the Circle the Sage Strategy for teaching before. Because this School use 2013 Curriculum that focus on student-centered learning, students should be more active than teacher and they should do peer teaching with their classmates. So that, the researcher wants to conduct new learning strategy for teaching, it is Circle the Sage Strategy the one of Cooperative learning strategies which suitable for the system from the curriculum 2013. Circle the Sage is a strategy that allows students may know, or is passionate, about a certain topic in Social Studies. This is two-stage grouping strategy allows students to become the experts on a topic and the opportunity to share what they know.

There were some previous studies where the researcher got from other researchers. Conducted by Khasinah and Zufaldi (2016:196) students of English Education Department of the State Islamic University Ar-Raniry get better achievement in grammar after being taught by using

Student Teams-Achievement Divisions than those who are taught by not using it. It means that teaching grammar by using STAD as strategy in learning, some of students get better achievement in grammar. There was a significant effect of students' achievement in English grammar after being taught through the use of group work technique (Rahman, Farisatma, & Nasmilah, 2017:1974). As a second study concludes that work group technique has significant effect for students' achievement in English grammar. Conducted by Martina (2011:68) she concludes the result showed that the students who were taught using Circle the Sage strategy gained significantly better achievement than those who were taught using conventional teaching strategy. Another research showed that, teaching simple present tense by using inductive instruction in SMP Islam Bait Al-Rahman indicated that students in experimental class have an active role in teaching and learning process (Rahayu, 2014:37). Teaching grammar especially in simple present tense by using inductive instruction is also effective.

Based on the statements above, the researcher had been applied Circle the Sage strategy in teaching learning process especially in improving grammar ability focused in simple present tense. The researcher conducted the research with the title "The Effectiveness of Using Circle the Sage Strategy to Improve Students' Grammar Ability in Simple Present Tense (An Experimental Study at Twelfth Grade of SMK Roudlotul Mubtadiin Balekambang in the Academic Year 2018/2019)."

1.2 Problem Statement

Based on the background of the study, the problem statement of this research was “Is it effective of using Circle the Sage strategy to teach grammar in simple present tense at twelfth-grade students of SMK Roudlotul Muhtadiin Balekambang in the academic year of 2018/2019?”

1.3 Research Objective

Based on the research statement above, the research objective was to examine the effectiveness of using Circle the Sage strategy in teaching students’ grammar ability in simple present tense at the twelfth-grade students of SMK Roudlotul Muhtadiin Balekambang in the academic year of 2018/2019.

1.4 Significances of the Research

The result of this study was expected to be useful for:

a. Students

The result of this study was expected to improve student’s grammar ability especially simple present tense so they are able to make some sentences correctly.

b. Teacher

This research helps teacher to develop students’ grammar ability. The teacher can apply this teaching strategy when teach

students in the class. In accordance with the 2013 curriculum applied in school that features students centered learning, teacher should be able to guide their students become active in the class.

c. Researchers

The result of this study the researchers get advantages as a reference in finding an effective learning technique by using circle the sage in teaching grammar.

1.5 Hypothesis of Study

1.5.1 Null Hypothesis (Ho)

There is no significant difference of the students' achievement in grammar ability between students who are taught through circle the sage strategy and students who are not taught through circle the sage strategy

1.5.2 Alternative Hypothesis (Ha)

There is a significant differences of the students' achievement in grammar ability between students who are taught through circle the sage strategy and students who are not taught through circle the sage strategy.

1.6 Outline of the Report

This final project consists of five chapters, the first chapter consists of general background of the study, problem statement, research

objective, significances of the research, hypothesis of study, and outline of the report. For the second chapter is review of related literature that consists of previous studies, and theoretical background.

The next chapter discusses about method of investigation that consists of setting of the research, subject of the research, research design, method of data collection, data analysis for try-out test, and method of data analysis. Chapter four presents the discussion and the result of the research, the last chapter deals with conclusion and suggestion.



