

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher presented seven topics related to the study. The topics were background of the study, formulation of research problem, the purpose of the study, significance of the study, research hypothesis, scope and limitation of the study, definition of key terms.

### **A. Background of The Study**

Learning English means that learning has two aspects that are skills and components (Heatson, 1974:4). Four major skills are listening, speaking, reading and writing. To be successful in mastering those skills, there are three components of English, those are grammar, vocabulary and pronunciation. From those components, grammar is considered the most important as it serves as the foundation for more advanced language learning (Cahyono & Widiati, 2011:87).

There are two dimensions to grammatical knowledge (also known as grammatical or linguistic competence) that are central in second language learning and teaching: knowing how to use the grammatical system of a language to create sentences and knowing how to use the grammatical resources of a language as part of the processes used in creating spoken and written texts.

Grammar is one of important thing in learning English because with grammar students can know how to make correct sentence. Students need to know how to create correct and good sentences in correct structure. One of the most important parts in grammar to be learn is tense. According to Chalker & Wemer (1994:395) “ Tense is form taken by a verb to indicate the time at when the action or state in viewed as accruing, the quality of a verb expressed by this”. There are many tenses that are used in English. One of the tense must be learnt by seventh grade is simple present tense. Azar (1989:11) stated “Simple present tense is a tense that used to express habitual or everyday activity”. The simple present says that something was true in past, is true in present, and will be true in the future. It is used for general statement or fact. It becomes basic rule of students to make good sentences.

Simple present mastery is one of the ways to know how far students understood about grammar. Realizing the importance of simple present mastery building for the students, teachers must take an effort to build up their students' mastery. Simple present mastery is the most important factor in compiling simple sentences to express daily activities or habits. By this research, teachers can know how far students ability in making sentences.

Based on the result of observation on November 10<sup>th</sup>, 2018, the most difficult English component to be learnt is grammar. There were some difficulties faced by the students in mastering grammar especially in simple present tense. The students got confused to construct Present Tense especially

the use of adverbial (now, at this moment) before or after verb. It indicates an action when the speaker speaks at that time. For examples, now he swim, He is swim at this time, He swim right now (Nurhayati, 2016:209). The researcher was conducted interview with Mr. Sibaweh as English teacher (see on appendix 8). The English' teacher of MTs. Syafi'iyah said that the difficulties of students are lack of vocabulary. It related to the fact that they rare read any books that is why they lack vocabulary. Most of them say that they are lazy to look for the unfamiliar words in the dictionary (Nurhayati, 2014:176). This is proved when the researcher observed or followed the learning process in the classroom (see appendix 7). The teacher taught how to write dates material, and it was the third time the teacher repeated the material but the students still got confused and had difficulties in understanding/using vocabulary and how to pronounce the ordinal number. The teacher also said that the students did not understand about grammar. The students could not differentiate the using of verb 1, verb 2, verb 3, and verb-*ing*. These errors can be exemplified as word order, ungrammatical sentence constructions resulted from faulty use of verbs, prepositions, articles, and relative clauses in sentences (Nurhayati, 2017:105).

The students also had difficulties in understanding *s/-es* addition. Although the teacher did not teach the whole of simple present tense, but the teacher ever taught when subject she, he, it, the use verb by adding *-s/-es*,

when sentence used *do* and *does*, when sentence uses *has/have*. The teacher also said that the students could not make good sentences yet. The teacher said that he ever taught simple present tense but not overall. After teaching simple present tense, the teacher once gave the task to students to make a few simple sentences but the students still got difficulties and the sentences they made were not perfect. The biggest mistake was when subject she, he, it does not add -s/-es to the verb. When the researcher interviewed with the students, the students also said that they could not make simple sentences. All difficulties of the students related to simple present tense. Those problems affect them in identifying the meaning and difficult to make correct sentences.

These problems can be influenced by some factors. Based on the result of observation in the class on November 10<sup>th</sup>, 2018, these problems are caused by method or technique in teaching and learning, since the teacher taught grammar/material using conventional method just by giving explanation and exercise and focus on teacher. Conventionally, teacher- center teaching is the most common teaching behavior found in schools worldwide. Teacher center teaching can be very effective, particularly for: sharing information that is not easily found elsewhere, presenting information in a quick manner, generating interest in the information, teaching students who learn best by listening. However, teacher center teaching also presents several challenges, including: Not all students learn best by listening, keeping students' interest are often

difficult, the approach tends to require little or no critical thinking, the approach assumes that all learners learn in the same impersonal way.

When the researcher conducted observation on 10<sup>th</sup> of November 2018 in the class, the teacher only explained and asked the students to answer the questions. This was such an ineffective way, because the students who could answer the questions which given by the teacher were only the smart students, while the students who have low abilities would not move forward to answer the questions which given by the teacher. They only saw his/her friend who could answer the task on his/her chair. It made students less interested in learning grammar/material, and made the students bored. In Indonesia, some English teachers still use traditional or conventional method to teach reading. Conventional method usually makes students bored because the method is monotonous and the students are passive, the interaction among them becomes dull, so it makes the learners get bored. One of the ways to make the teaching reading effective is making the student active (Nurhayati, 2018:35). According to Nurhayati (2016:52) the problems can come from the teacher, it is a limited English proficiency. It means that most of English teacher do not have various technique to teach English, they only conduct traditional or classical teaching technique. That is why most of teaching learning process will not be interesting. These problems are important to be solved so that the students understand to the material deeply. Good teachers recognize that there

are more than one way to teach, and that different situations often require different teaching practices.

Nurhayati (2014:929) stated that most teachers found that all the objectives should be suitable to the condition of students in teaching English, so they had some problems with applying these objectives. In 2013 curriculum, English was local content, here the teachers were invited to develop all their creativity by themselves. They said that the objectives changes with the school environment, students interest, their prior knowledge, class capacity and need of the class. Teachers should be creative. The word creative means teachers consider some steps as the main items explained above as the basic reason to determine the next step in redesigning the instructional media. By doing so, the teachers tried to invent some new ways in order to find a suitable media in teaching English.

To solve these problems, the teacher needs other techniques which are more interesting in teaching grammar. One of the appropriate techniques to master the simple present tense is by giving drilling. There are a lot of drilling in teaching grammar. The researcher wants to propose "Substitution Drills". The researcher wants to try substitution drills is effective or not to teach grammar especially in simple present tense. Why does the researcher use substitution drills? Because substitution drill is a classroom technique used to practice new language. It involves the teacher be a first modelling a word or a sentence and the learners repeating it. Richard & Rodgers (1989:41) stated

“Substitution drills, in which the teacher uses cue words (words, numbers, pictures, names, etc) to get individual students to mix example of the new pattern”. The students repeat a sentence which is given by the teacher and they can change a verb or subject into a sentence. It could motivate the students to make them to be more active and understand in the pattern of simple present tense.

In the teaching and learning processes, the teacher needs a suitable technique use to learn English so that after learning the students can understand and master it. The researcher wants to apply substitution drill technique to teach simple present tense. Drill technique is useful part in language course in helping the students to be formally accurate in their speech and in helping them to quickly learn a useful collection of words, phrases, and sentences that allow them to start using the language appropriately. Harmer (1987:2) stated that substitution drills as a favorite technique for practicing and testing certain grammatical items. Generally these activities are designed so that the students practice the language while at sometimes being involve in an enjoyable activity.

Some previous studies were conducted related to tenses (Pratiwi, 2009; Urbankova, 2007; Sufiana, Usman, Dewi, 2015; Rizka, 2017; Ruchaniyah, 2010), for example teaching past tense, teaching grammar focused on simple past tense, and teaching auxiliary Do and Does. Pratiwi (2009) found the students may have problem in studying simple past tense

since English is not their mother tongue and it has different rules from Indonesian grammar. She used Task-Based learning to teach simple past tense. Another study conducted by Ruchniyah (2010) who examined that most of students have some problem in understanding of simple past such as students still got confused in distinguishing between verb which are included in regular verb and regular verb. Some previous studies only focused on simple past and present perfect. It means that there is no researchers were conducted research which focused in simple present tense. Furthermore little is known about simple present tense whereas simple present tense is a tense that is often used in everyday life because simple present tense is used for activities that are often carried out. However, there is no researcher who conducted research related to simple present tense.

Meanwhile, another studies conducted by Sufiana (2015) found students usually made mistakes in applying these auxiliaries (do and does) in the sentences, such as *Mira don't like mangoes*. This sentence may be correct in communication because the meaning and the function are clear, but grammatically it is incorrect. The sentence must be *Mira doesn't like mangoes*. The previous studied the researcher taught simple present tense but only focused on auxiliary Do and Does. In fact, simple present tense not only focus on auxiliary verb do and does. Lots of things need to be conveyed to students related to simple present tense. example, how to make positive sentence, negative sentence, interrogative sentence, when sentence uses



suffixes *s/es*, when sentence uses *has/have*, and when sentence uses *am, is, are*. Simple present tense not only focuses on auxiliary *do* and *does*, it makes the students' knowledge about simple present tense is limited. In fact the students must know everything about simple present tense because if the students understand it, it makes the students know how to make a good sentence. Therefore, the researcher wants to teach the overall of simple present tense to the students of MTs Syafi'iyah Besuk-Probolinggo. In order to the students know and understand about all of simple present tense. As such, this study is conducted to fill the research gap.

Some previous studies conducted related to substitution drill but focused on pronunciation and writing (Maharida, 2014; Purwito, 2011). Maharida (2014) found the improvement of the students' pronunciation ability by using substitution drill that focused on English consonants which consisted of dental and palato alveolar consonants and English vowel which consisted mid-front, mid-central and mid-back vowel. Meanwhile, Purwito (2011) found that single slot substitution drill technique gives contribution in developing students' mastery and students' positive attitude towards simple present tense. Therefore, it is suggested that teachers should use single slot substitution drills as an alternative technique in teaching simple present tense. He also focused on simple present tense but he only focused using single slot substitution drill, meanwhile the researcher wants to use kinds of substitution drill. Many of previous study using substitution drill to teach pronunciation and speaking

because this technique is effective and there is no researchers conducted research focused on simple present tense using all kinds of substitution drills.

The researcher uses quantitative approach with pre-experimental study because at MTs. Syafi'iyah Besuk Probolinggo do not used substitution drills yet in teaching simple present tense. The teacher only used grammar translation method. Therefore, the researcher wants to try use substitution drills technique is effective or not to teach simple present tense. Why the researcher chooses this school because this school has mission that is to make students like to learn by faith and godly so that they become skilled people and have good moral characters. Although this school is private school, but this school has institution from kindergarten, junior high school, senior high school and also cottage. This school has extracurricular activities that is the addition of English material on sunday and focus on speaking and grammar, so the technique that the researcher used is appropriate with this school. The researcher hopes with using substitution drills technique in teaching simple present tense the students become more active to learn English especially in learning English grammar.

Based on the reason above, the researcher decides the title of this thesis *“The effectiveness of using substitution drills toward students’ ability in simple present tense to the seventh grade of MTs. Syafi’iyah Besuk- Probolinggo”*.

**B. The Formulation of Research Study**

1. Is there any significant difference on students' ability in simple present before and after being taught by using Substitution Drills technique to the seventh grade of Mts. Syafi'iyah Besuk-Probolinggo

**C. The Purpose of The Study**

1. To know the students' ability in simple present tense before and after being taught by using Substitution Drills technique to the seventh grade of Mts. Syafi'iyah Besuk-Probolinggo.

**D. Significance of The Study**

The researcher hopes that the result of the study are expected to give contribution for the reader, especially:

**1. The English Teachers**

The result of this study could give addition to the teacher about the English teaching technique because the teacher only use grammar translation method. The researcher hopes this technique can help the teacher and can use this technique in teaching and learning. The researcher also hopes this technique can become an alternative teaching technique especially in grammar (Simple Present Tense).

## **2. The Students**

The result of this study could add new experience for the students in the learning process, teaching activity and also motivate them to learn English especially in grammar (Simple Present Tense) because this technique is new for the students.

## **3. Future Researcher**

For the next researchers, this study can be used as previous study. By reviewing this study hopefully it can inspire him or her who wants to develop the similar research.

## **E. Research Hypothesis**

There are two kinds of hypothesis those are Null Hypothesis ( $H_0$ ) and Alternative Hypothesis ( $H_a$ ). This research formulates the two kinds of hypothesis to be tested as follows:

### **1. The Null Hypothesis ( $H_0$ )**

Null hypothesis of this research is the score of students in simple present tense after being taught by using substitution drill is less than or equal to their scores before being taught using substitution drills technique to the seventh grade of Mts. Syafi'iyah Besuk-Probolinggo.

### **2. Alternative Hypothesis ( $H_a$ )**

Alternative Hypothesis of this research is the score of students in simple present tense after being taught by using substitution drill is

higher than their score before being taught using substitution drills technique to the seventh grade of Mts. Syafi'iyah Besuk-Probolinggo.

## **F. Scope and Limitation of The Study**

To focus this study, the researcher limits the scope of this research as follows:

1. The researcher focuses on the effectiveness of using substitution drills toward students' ability in simple present tense.
2. The researcher focuses on observing the seventh grade students of Mts. Syafi'iyah Besuk-Probolinggo.

## **G. Definition of Key Terms**

There are some terms in this study that should be clarified, as follows:

### **1. Effectiveness**

In this research the effectiveness is significant increase of students' score after being taught by using substitution drills.

### **2. Grammar**

Grammar has several definitions. Grammar is defined as a study of what forms or pattern are possible in a language, (Bambang & Budi 2011:173). Joyce and Burns (1993: 30) stated that teachers need to see grammar as part of a larger theory of language and connected in some ways to the processes of learning language.

### **3. Simple Present Tense**

Azar (1989:11) stated that simple present tense is a tense that used to express habitual or everyday activity.

### **4. Substitution Drills**

Richard and Rodgers (1989:41) stated “Substitution drills, in which the teacher uses cue words (words, numbers, pictures, names, etc) to get individual students to mix example of the new pattern”. The teacher then substitutes one or more key words, or changes the prompt, and the students say the new structure. Substitution drills ask the students to put a vocabulary word or phrase into a sentence, conjugates a verb tense, or otherwise substitute one language part with another.