

CHAPTER I

INTRODUCTION

This chapter presents discussion about background of the study, formulation of the problem, purpose of the study, significance of the study, scope and limitation of the study, definition of key term, hypothesis and organization of the study.

A. Background of The Study

Language is the system of communication in speech and writing used by particular country. According to Richard and Vacca (1998: 11) that language helps a learner make a sense of the world, understand, and be understood. As a result, language and meaning cannot be severed from one another. Language allows human beings to think and to be thoughtful. Language is one of important things in our daily life. Besides, Brown (2000: 5) said that language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.

Success in learning English can be seen from the mastering of four skills which is important for communication both orally and in a written form. These language skills include listening and reading (receptive skills) and speaking and writing (productive skills). To be successful in mastering those

skills, there are three components that are actually as the requirements include 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 and Widiati, 2011:87).

In some cases, grammar lessons have main learning “rules”. In others, practicing the form and in others understanding how grammar helps to convey the meaning and intention of the message (Woods, 1995: 20). Whereas, Hornby (1995: 161) states that grammar is a description of the structure of the way in which linguistic units such as words and phrases are combined to produce sentence in the language, it is also related with the tense being used. It means that grammar lesson is important component of teaching English which is construct words and phrases to produce sentence and to convey the meaning and message in the language. Some of the most noticeable differences between non-standard and Standard English are in the forms of verbs, including especially the verbs used in each tense (Guth, 1926: 364).

There are sixty tenses used in English lesson. One of tenses to be learned by eighth grade of Junior High School is simple past tense. According to English syllabus KTSP 2006 of eighth grade, the students have to be able in understanding the essence of those tense itself and create a sentence using simple past tense correctly, appropriately and structurally based on the verbs usage, time signal and formula of the text. “Simple past tense used to tell something or activity in the past time” (Baehaqi 2009:35), this tense also has a

structure, some verbs are regular (-ed), and some of them are irregular (not regular) (Murphy, 1998:10). It means that the students need ability how to change the verbs into the correct verbs based on the tense being used like in simple past tense, the students be able to change verb I into verb II (regular verb or irregular verb).

Patel and Jain (2008:141) states that “teaching of grammar had very important place in the past”. It was commonly believed that to help the pupil to learn English language its grammar must be taught first. Therefore, it is also needed when the student want to learn and master the four skills of English. They will get difficulties in mastering them when they do not understand about grammar.

Teachers can use a variety of ways to make their grammar lessons memorable and enjoyable for students. Because grammar is important thing to get right, and teachers should take extra care to impart proper grammar to all their students. Sadly, grammar is often seen as a difficult and boring subject.

An alternative to overcome the problems above is teaching grammar by using lecturing method. The researcher used lecturing method to help students’ problem in grammar. Using lecturing method can make the situation of teaching and learning more enjoy for communication between students and teacher. The students can understand quickly and they feel interesting to learn grammar.

The researcher choose the eight grade at MTsN Tunggangri as site to do the research. Before conducting this research, the researcher did

observation. In the observation, the researcher found that eight grade at MTsN Tunggangri got a problem in grammar. They felt that learning English was difficult, because they are less of grammar. So, the researcher used lecturing method toward students' achievement of grammar.

Based on the background of the study, the researcher conducts a research entitled "The Effectiveness of Using Lecturing Method Toward The Eight Grade Students' Achievement Of Grammar At MTsN Tunggangri Academic Year 2015/2016.

B. Research Question

Based on the background above the problems can be formulated as follows:

1. How is students' vocabulary mastery before being taught by using lecturing method?
2. How is students' vocabulary mastery after being taught by using lecturing method?
3. Is there any significant different scores between before being taught by using lecturing method and after being taught by using lecturing method?

C. Purpose of the Study

Based on formulation of the problem, the purpose of the study are to find out:

1. To know the students' vocabulary mastery before being taught by using lecturing method.
2. To know the students' vocabulary mastery after being taught by using lecturing method.
3. To know whether there is significant different scores between the students before being taught by using lecturing method and after being taught using lecturing method.

D. Research Hypothesis

The hypotheses of this research are:

1. Null Hypothesis (Ho)

There is no significant difference in the vocabulary score of the students before they are taught using lecturing method and after they are taught using lecturing method.

2. Alternative Hypothesis (Ha)

There is significant difference in the vocabulary score of the students before they are taught using lecturing method and after they are taught using lecturing method.

E. Significance of the Research

The researcher hope that the result of this study will give contribution to:

a. Students

For the students, they can study grammar more pay attention, and the result of the study can be able to motivate them in study. And learning grammar by using lecturing method can enrich their understanding about grammar.

b. Teacher

Knowing the students' achievement of grammar, and it will give chances to the teacher to choose the better methods of teaching grammar.

c. Other researcher

For the other reader, they know the effective method in teaching grammar. And hopefully this study will contribute as a good reference for the other researcher.

F. Scope and Limitation

Scope and limitation of this study is used to avoid uncontrolled of a study.

The researcher limits the discussion of this study as follows:

- a. This study focused on the effectiveness of using lecturing method toward students' grammar achievement. This study focused in teaching grammar using lecturing method in simple past tense.
- b. This study focused on the eight grade students of MTsN Tunggangri as object of the study.

G. Definition of Key Terms

The definition of key term is given in order to avoid misunderstanding.

The researcher gives the definition key term based on the title of the thesis as follows:

- a. Lecturing method is one of method applied in educational institution. This method is one way channel of communication of information. Students' involvement in this teaching method to listen and make some notes.
- b. Grammar achievement is when the students' successfulness to comprehend the theory of language studying how words are put together into phrases or sentences. In this research, grammar focus on arrange suitable structure of simple past tense where the student can choose the suitable verbs appropriate the context.

H. Organization of the Research

The writer divides this research into five chapters, they are as follow:

Chapter I is introduction. This chapter presents the background of the study, research question, purpose of the study, research hypothesis, significant of the research, scope and limitation of the research, definition of key terms.

Chapter II is review of related literature. This chapter presents the definition of lecturing method, the definition of grammar, the definition of simple past tense.

Chapter III is research methodology. This chapter explains of research design, the population and sample, research instrument, validity and reliability testing, normality and homogeneity, data collecting method, data analysis.

Chapter IV is research finding and discussion. This chapter explains the description of data, data analysis, hypothesis testing, and discussion.

Chapter V is the last chapter. This chapter presents conclusion and suggestion.

