CHAPTER I
INTRODUCTION

A. Background of the Research

International communication needs a language to maintain both oral and spoken one. Among the many languages, English has become one of the most widely used means to communicate globally.

Realizing the important role of English in international communication, Indonesian government has set it up as one of the compulsory subjects in elementary, secondary, and higher education. Although English has been taught as one of the compulsory subjects in the first year junior high school, there is a fact that many students have some problems in comprehending English. There are some reasons why they think so. One of them is that English has its own system of rules like linguistic system, sound system, vocabulary, and structure.

Linguistic system is the scientific study of natural language. Linguistics encompasses a number of sub-fields. An important topical division is between the study of language structure (grammar) and the study of meaning (semantics and pragmatics). Here, sound system includes phonetics, in which it is a related branch of linguistics concerned with the actual properties of speech sounds (phones), non-speech sounds, and how they are produced and perceived. Vocabulary concerns language acquisition, which considers how children acquire
their first language and how children and adults acquire and learn their second and subsequent languages. Then, structure relates to grammar, which encompasses morphology (the formation and composition of words), syntax (the rules that determine how words combine into phrases and sentences) and phonology (the study of sound systems and abstract sound units) (Wikipedia, 2010: 1).

The system of rules of English is different from that of Indonesian. This difference is shown when we talk about time. In Indonesian, there is no different pattern of sentence when we talk about now, past, or future. In contrast, in English, there is a certain pattern which is used when we talk about an event, whether it is in present, past or future. And, most of students still get difficulties in using grammar, especially in using simple present tense and constructing the sentence. They are still confused to use the pattern of simple present tense and arrange the words in the sentence.

Based on the writer’s observation and interview with the teachers in SMP Negeri 2 Rakit Bajarnegara, she found some problems. The teacher said that she usually used media in teaching learning process especially by using LKS and letting students listen to the teacher’s explanation during teaching learning process. It made the students feel bored and difficult to understand the materials, especially the simple present tense. The teacher said that the students still get confused in using simple present tense.

Considering the fact above, it is necessary to implement interesting and appropriate teaching techniques. There are many techniques for teaching English
which have been implemented, especially in simple present tense. The technique which is used by the teacher must attract the student’s attention in teaching learning process. The technique used does not make the students feel bored, but it must make learning activity more interesting. Using scrambled words is one of interesting techniques in learning process.

Here, the writer tries to apply the scrambled words in teaching simple present tense. Scrambled words can help and encourage the learners to be interested in their work. Napa (1991: 6) says that scrambled words are the form of scrambled orders in which the students are asked to rearrange them into a good construction. Scrambled words help the teacher to create a context in which the language is used and meaningful. This is an easy technique to introduce English. It is also to let them know that English is not a difficult language to learn. It is believed that scrambled words are able to make the students easier to understand and interested in the material. By using scrambled words, the students can produce some sentences in simple present tense form.

B. Reason of Choosing The Topic

1. Students are usually bored in English lesson, especially grammar. This condition can make some student’s achievement low. It is assumed that a scrambled word is a good strategy to increase student’s ability in mastering simple present tense.

2. To motivate students and increase students competence by using scrambled words.
C. Problem of the Research

The problem of the research is stated by a question “Is scrambled words effective in teaching simple present tense to the first year students of SMP Negeri 2 Rakit, Banjarnegara in the Academic of Year 2010/2011?”

D. The Aims of the Research

The aim of the research is to know the effectiveness of scrambled words in teaching simple present tense to the first year students of SMP Negeri 2 Rakit, Banjarnegara in the Academic Year of 2010/2011.

E. Clarification of the Terms

1. The Effectiveness

Effectiveness is a measure of the match between stated goals and their achievement (Fraser, 1994: 104).

2. Scrambled Words

According to http://www.manythings.org/sw/scrambledword.html, scrambled word is put the words in correct order to make a sentence.

3. Simple Present Tense

Simple Present Tense is used when we want to state events or activities that happened in this present, it describes general truth, presents state, and habits. I also can be used to state the events that will happen in the future (Suroso, 2005: 3).
F. Contribution of the Research

The writer hopes this research will be beneficial for:

a. English Teacher

The writer hopes this technique will help teachers to get some experience as alternative technique applied in the classroom.

b. Students

The writer hopes this technique can make students easy to understand the lesson of Simple Present Tense.

c. Reader

The writer hopes this study will give knowledge of education to the readers especially about the techniques in teaching grammar.

d. School

The writer hopes this study will give advantages to the school where she does her study. It gives an input to the English teachers about the techniques of teaching English. She hopes her technique will be successful and gives motivation to the English teacher to try the technique.