CHAPTER I
INTRODUCTION

A. The Background of Study

Language is a means of communication. People use language as an instrument to form their thought, emotions, and activities. Language cannot be separated from human beings because it plays an important part in every human beings’ activities. Language is the most vital instrument for human life. Without language, no science can be taught and developed.

One of the important language is English. English is an international language used in variety of fields, business, politics, educations and other fields of life because by English we can communicate with other nations in this world. This is the reason why English is taught in many countries in the world. Some countries take English as their native language, their second language, and their foreign language. In Indonesia, English is not only taught in university but also in elementary school, junior High school, and vocational high school.

In English, there are four skills, speaking, listening, writing, and reading, which have to be mastered by the students. The grammar is very important as the way to master English because learning grammar makes the students able to form words and make sentences. In this research the writer takes one item of grammars, that is future tense. Future tense is the tense which is used to express the event in the future or the plan. Experienced...
teachers of English know very well how important future tense is. They know that students must learn future tense in order to understand how to express the actions or plan on moments that will happen in the future. One of the problems in the class that many students did not understand future tense and the effect that the students cannot express future plan. So the writer has to choose the correct method to solve that problem well, and in this research, the writer chooses direct method.

Direct method is a language teaching method in which the teacher uses English in the teaching, and without using the student’s language in teaching. If there is a difficulty from the students in understanding the words, the teacher can explain it by using a media, demonstration, description and etc.

This method is based on the comprehension in which the foreign language teaching is different with the teaching for science that requires the students to memorize the special formula, think, and remember, but in foreign language teaching, the students are trained to practice to pronounce words or sentences. Although in the first time the students think that the words or sentences are difficult to understand, but little by little the students will be able to be pronounced and translated the words and the sentences by themselves.

In this study the writer modified direct method to become modified direct method because it was expected that it would be suitable with the material. It was hoped that modified direct method would improve students’ future tense mastery. Modified direct method is a direct method that has been
modified by the writer himself by adding aids and media in teaching future tense material. The aids are the sentence pattern and the use of Indonesian, and the media is the substitution table.

This is an aid that contains the future tense pattern. The pattern in future tense is divided into 2 kinds, they are: $S + \text{WILL} + V1$ and $S + \text{BE GOING TO} + V1$. The function of this media is to make the students understand the sentences in the substitution table clearly. The teacher uses the sentence pattern aid in the presentation strategies stage before the teacher makes the substitution table. The teacher writes the patterns in the white board.

The substitution table is a media in the table form that contains the future tense material especially future tense sentences. The function of this media is to make the students understand the future tense material easily. This media is used to teach the future tense material by the teacher in the presentation strategies stage. The teacher makes the substitution table in the white board and the teacher writes the future tense sentences in the table then the teacher explains the future tense sentences by the sentence pattern clearly.

The use of Indonesian in the teaching after the teacher explains the material and then the students get difficulties in translating some difficult words. So the teacher will translate the difficult words. This aid is used the teacher when the students still don’t understand the material after the teacher explains the material.

The differences between direct method and modified direct method
are, in direct method, the teacher doesn’t uses the mother tongue so if there is a difficulty from the students, the teacher can explain students’ difficulty in translating the difficult words or understanding the material by using media, description, and demonstration, but in modified direct method the teacher translates the students’ difficulty in translating the difficult words or understanding the material by using media and aids, the media is the substitution table, and the aids are sentence pattern and the use of Indonesian.

Based on explanation above, the writer took the title “The Effectiveness of Modified Direct method In Teaching Future Tense Material At The Second Grade of Technique Of Otomotif At SMK Kesatrian Purwokerto In 2010 / 2011 Academic Year”.

B. The Reason for Choosing the Topic

There were two reasons of choosing the topic in this study that should be clarified. They are:

1. Future tense is important because without future tense mastery the students cannot express future plan.
2. Modified Direct method is a method that is expected to improve the mastery of future tense.

C. The Problem of the Study

The problem in this study was as follows:

“Is modified direct method in teaching future tense material effective?”
D. The Aim of Study

The purpose of this study was to find out whether teaching future tense material using modified direct method is effective or not.

E. The Limitation of the Study

In this research, the writer limited the study to make easier the research. In SMK Kesatrian Purwokerto, there are many interesting aspects to study, but the writer only focused on Modified Direct method In Teaching Future Tense Material At Second Grade of Technique Of Otomotif At SMK Kesatrian Purwokerto In 2010 / 2011 Academic Year”.

F. The Contribution of the Study

1. For teacher

As a material judgment, the teacher should use the modified direct method as a good way in teaching future tense material.

2. For students

The students get informations to identify their problem in understanding future tense material. Next, they can increase their ability in understanding the future tense material.

3. For other researchers

It is expected by the modified direct method the final project of the other researcher will have no find any difficulties in understanding future tense material.
G. The Clarification of Terms

To make the study easier to understand the writer needs to clarify the topic some term, the term of the study are clarified as follows:

a. Direct Method

Direct method is a teaching method in which the teacher directly using the foreign language in the teaching, and without using the first language in teaching. If there is a difficulty from the students in understanding the words, the teacher can explain it by using a media, demonstrating, describing and etc.

b. Modified direct method

Modified direct method is a direct method that has been modified by the writer himself by adding aids and media in teaching future tense material. The aids are the sentence pattern and the use of Indonesian, and the media is the substitution table.