

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

Learning a language means learning the elements of language. Without those, we will be difficult to understand it. Traditionally, the language classroom was a place where learners received systematic instruction in the grammar, vocabulary, and pronunciation of the language (Nunan, 1991 : 144). It means that the grammar is one of the language components which play an important role in composing a language. Since through grammar, the meaning of the language will be meaningful.

Teaching grammar is the central to the teaching and learning of languages. It is also one of the most difficult aspects of language for teaching well. Moreover, the system of rule in English is different from Indonesia. In English, there is a certain pattern when we talk about now, past, or future. Simple present tense and simple past tense are the basic tenses which are often used by the language users especially in Junior High School.

In Junior High School, simple present tense and simple past tense are considered as the most difficult subjects. The students think that differentially to use of verb in both tenses is difficult. Most of the students got the difficulty to comprehend these tenses. They were still confused in constructing the sentences using simple present tense and simple past tense.

Based on the observation and interviewed with the teacher and students at SMP Negeri 2 Sokaraja. The teacher said that she only uses LKS as the main source of teaching simple present tense and simple past tense. When the teacher taught certain form of grammar, she wrote on the board too often. It makes the students bored and difficult to catch the material especially in simple present tense and simple past tense. The teacher also said that the students are still difficult to arrange the sentence. As a consequence, she should teach the material repeatedly and give more assignments for the students.

From the sentences above that most students still have difficulty for constructing simple present tense and simple past tense. The students also get error to distinguish the using of Simple Present Tense and Simple Past Tense form in the sentences.

Considering the fact above, it is necessary to implement an appropriate and interesting teaching technique. There are many techniques for teaching English which have been implemented especially in teaching simple present tense and simple past 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' bored, but it must make learning activity more interesting. Using miniature language is one of interesting techniques in teaching learning process.

Miniature language is a small sample of what could potentially become a full-fledged constructed or artificial language said (chottomuzukashii: 17). Miniature language could help and encourage the learners to be interested in

their study. It made the students know that English is not difficult language to be learned. It was believed that miniature language was able to make the students easier to understand and interest in their material. Through miniature language, the students can produce some sentences in simple present and simple past tense.

The implementation of miniature language in teaching simple present and simple past tense were realized in an experimental research entitled “The Effectiveness of Miniature Language in Teaching Simple Present and Simple Past Tense at The Second Grade of SMP Negeri 2 Sokaraja in Academic Year 2011/ 2012”.

#### **B. Reason of Choosing the Topic**

The reasons for selecting the topic above are:

1. Students were bored in grammar lesson. Actually, the ability to understand grammar particularly simple present tense and simple past tense is very important.
2. Miniature language is a technique that can be used in teaching grammar especially simple present tense and simple past tense.

#### **C. Problems of Research**

Is miniature language effective for teaching simple present tense and simple past tense to the second grade students of SMP Negeri 2 Sokaraja in the Academic of Year 2011/2012?

## **D. Aims of Research**

Noticing to the problem of the research, the aim of the research is to know the effectiveness of miniature language in teaching simple present tense and simple past tense to the second grade of SMP Negeri 2 Sokaraja in the Academic of Year 2011/2012.

## **E. Clarification of the Terms**

### **1. Miniature Language**

Miniature is a representation or image of anything on a very small scale (Pei, 1971 : 608). Language is something that only human beings possess in the world. It is used as a means of communication by the same members of the group (Ramelan, 1992 : 8). Miniature language is a small sample of what could potentially become a full-fledged constructed or artificial language (Chottomuzukashii in her article Implicit vs. Explicit Gender & Number Acquisition in a Miniature Language).

### **2. Teaching**

Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 1980 : 7).

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

Simple Present Tense is the simple for things in general or things that happen repeatedly (Murphy, 1985 : 4). The simple present expresses daily habits or usual activities (Azar, 1993 : 2).

#### **4. Simple Past Tense**

Simple Past Tense is the one most often used to talk about the past. It can refer to short, quickly finished actions and events, to longer actions and to repeated happenings (Swan, 1980 : 469, 470).

#### **F. Contribution of the Research**

The result of the research will be expected to give contribution for:

1. English Teacher

It is a new solution that can be useful to teach grammar especially simple present tense and simple past tense.

2. Pupils

It can be easy to understand in following the lesson of simple present tense and simple past tense.

3. School

This research can give positive input to the school where I did this research. This research can be used as a new reference and creative idea in teaching English generally.