Chapter I

INTRODUCTION

A. **Background of Research**

Every country in the world has a different language. One to the other has a significant difference and some similarities. Even our country, Indonesia is rich of tribes and each has a particular language. English is one of the foreign languages in our country. Moreover, English are of the international languages, by which we know about information, news, and other important thing in the world. In our National Constitution of Educational System (UUSPN) "English is the first foreign language taught in Indonesia from Elementary school to the University level" (Alwasillah 1997:59).

Because our countries consist of many languages, we must know about English language position when we learn it. English language teaching is divided into three positions: English as a mother tongue, English as a second language, and English as a modern language (Hutchinson and Water, 1987:17). In ours country English teaching is as a second language and our mother tongue is Indonesian language.

Our national curriculum stress the importance of the mastery of grammar in understanding narrative text especially in high school because at the high school the goal of teaching learning is preparing student to continue their study to the university level. When the students are in junior and high schools, the teacher must teach English language seriously, use good method and media in order students or products of learning are mastering the basic knowledge of English

language. The important purpose is to enable student to socialize in international level. This is stated in the 2004 Curriculum:

> This curriculum stresses the importance of mastering the language structure because the aim of learning at the high school is to prepare its graduates to continue their studies to university level. The target of learning at the high school is the ability in using English in the international level (My transalion from Curricilum 2004, 2003:5).

In English, there are many important elements like structure, grammar and any other. Many students have difficulties in learning English for several reasons; English language is different with our language in sentence structure and it different with our culture. Some of them learn English just because it is compulsory subject without realizing how importance English. Others learn English just for passing the exam. This will bring handicap in learn English material. To master English students must have the grammar acquisition first, because the formal language must be grammatically written well. Therefore, mastering grammar is very important.

Grammar is one of the supporting elements in English lesson. The student must muster grammar to have a good proficiency and competency in English must. Henry Guntur Tarigan (1984:1) has explained that there are four skills in a language, listening skill, speaking skill, reading skill, and writing skill. Grammar must be used in each of the four skills.

In speaking, we must use grammar in order listeners understand more about our speaking. In addition, in writing need good sentence will be more understandable by reader. Students should master grammar and use grammar in writing and reading (genre). Both grammar and writing has relationship. In

writing skill we will find the genre which use the kind of tense in developing of it idea. It is similar when students have competence in grammar and can use it; they would be more understood in many kind of reading. The 2004 of Curriculum, says:

> The basic competence of writing is expressing the meaning with the correct rhetorical developmental steps in written text in the form of narrative, procedure, recount, report, and new item (My translation from Curriculum 2004, 2003:17).

To make a good and correct writing, there are some indicators that should be consider: 1) using grammar, vocabulary, punctuation, spelling, and the arranging of accurate writing; 2) writing the topic; 3) elaborate the main idea; 4) using the correct italic; 5) making draft, revising, and editing. These indicators help student to write correctly.

. One of the important things for teacher is how to make students master the grammar. One aspect of the grammar is tense. There are many of tenses (Hornby 1975:81):

1. The simple present tense
2. The simple past tense
3. The present progressive tense
4. The progressive tense
5. The simple future tense
6. The past future tense

7. The present perfect tense
8. The past perfect tense
9. The past future perfect tense
10. The past perfect progressive tense
11. The future perfect tense
12. The future perfect progressive tense

As a part of grammar, tenses are very important for students in learning English. If students cannot master tenses, they will not be able to learn other

aspect of grammar. Tenses as a part of grammar must be studied first before the other. In English, tense marked by suffixes on the verb. Not all languages in the word mark suffixes but English marks present and past tense by means of suffixes (*-s* for present and *–ed* for past).

Tenses may indicate whether an action, activity or state in past, present or future. Because these are so many of tenses, some time many students find it difficult to understand them.

There are some kinds of genre, narratives, recount, procedure, report descriptive, anecdote and new item. Based on my observation, many students of junior high school have problem in writing such as to make a sentence, paragraph, and a narrative text. A narrative is a construct created in a suitable format (written, spoken, prose image, song, theater, or dance) that describe a sequence of fictional or non-fictional event (http:/wikipedia.org/wiki/Narrative). It has relation with the kind of writing and reading.

The changing of the tense is important when students want to express theirs thinking in speaking and writing. Expressing some thing based on the tense (time), action, state and the important is the kind of genre.

In fact, many students still make mistake when they use the tense in their understanding of narrative text. Most of them use one kind of tense in understanding English genre without knowing the changing of the tenses. Tenses could change when the time is changed. For example: (1) I did not come to the party, last month; (2) He wrote the story last morning; (3) I write a letter for my mothers.

Based on the above phenomena, I am interested in knowing how far students' mastery in using tenses, especially in using the simple present tense and the simple past tense. In addition, I am interested in knowing how far students' difficulties in using the simple present tense and simple past tense in understanding English genre. I will do the research with the title of:

"THE DIFFICULTIES OF USING THE SIMPLE PRESENT TENSE AND THE SIMPLE PAST TENSE IN UNDERSTANDING NARRATIVE TEXT".

B. The Statement of the Research

Based on the background of the study, I decide to investigate the second year of The MTsN Banjarangsana Ciamis as the main subject in this investigation. Firstly, I am interested in searching student's difficulties in using tenses, especially simple present tense and simple past tense; Secondly, I am interested in students understanding the narrative text. This research aims at answering the following questions:

1. How good is the students' ability in mastering tense at The Madrasah Tsanawiyah Negeri Banjarangsana Ciamis.

2. How good is the students' skill in understanding narrative text at The Madrasah Tsanawiyah Negeri Banjarangsana Ciamis

3. What are the problems faced by students in using the tense, especially in using the simple present and the simple past tense in understanding narrative text at The Madrasah Tsanawiyah Negeri Banjarangsana Ciamis

4. How do English teachers at The Madrasah Tsanawiyah Negeri Banjarangsana Ciamis over their student difficulties in using the simple present tense and the simple past tense at The Madrasah Tsanawiyah Negeri Banjarangsana Ciamis.

C. The Purpose of the Research

The purpose of this research is that I want to know:

1. The students' ability in mastering tense at The Madrasah Tsanawiyah Negeri Banjarangsana Ciamis

2. The students' ability in understanding narrative text at The Madrasah Tsanawiyah Negeri Banjarangsana Ciamis

3. The problems faced by students at The Madrasah Tsanawiyah Banjarangsana Ciamis in using the tense, especially in using the simple present tense and the simple past tense in understanding narrative text at The Madrasah Tsanawiyah Negeri Banjarangsana Ciamis.

4. How do English teacher over come the students' difficulties in using the simple present tense and the simple past tense at The Madrasah Tsanawiyah Negeri Banjarangsana Ciamis.

D. Significant of the Research

I expect the result of this study will give contribution to the English community in order English learning be more developed in all level of study. For example, for the English language teacher, for at school, the writer, and the other researcher:

1. To the teacher, I hope the result of the study would be useful knowledge for teacher in improving their skill in teaching English, especially in teaching grammar for understanding narrative text.

2. To the students, I hope this research will help them to solve difficulties in using the simple present tense and past tense in understanding narrative text.

3. To the writer, I hope the result of this study can improve his ability in teaching the use of the tense and how student use simple present tense and the simple past tense.

4. To other researchers, I hope the result of this study can be used as alternative resources.

E. Rationale

The word tense stands for a verb form or series of verb form used to express a time relation. Time has strong relation with tenses when the people use the tense in their writing and speaking. Moreover, M.J Lado has said that time has strong relation to tense. There are 16 tenses in English. Tense has relation with verb. Where one of tense is changed to the other type of tense, it is necessary for the writer or the speaker to change the kind of verb too. The change of the tense depends on the change of the verb form. In order to be easier in changing the tense, there is term, which used in the process of changing the tense.
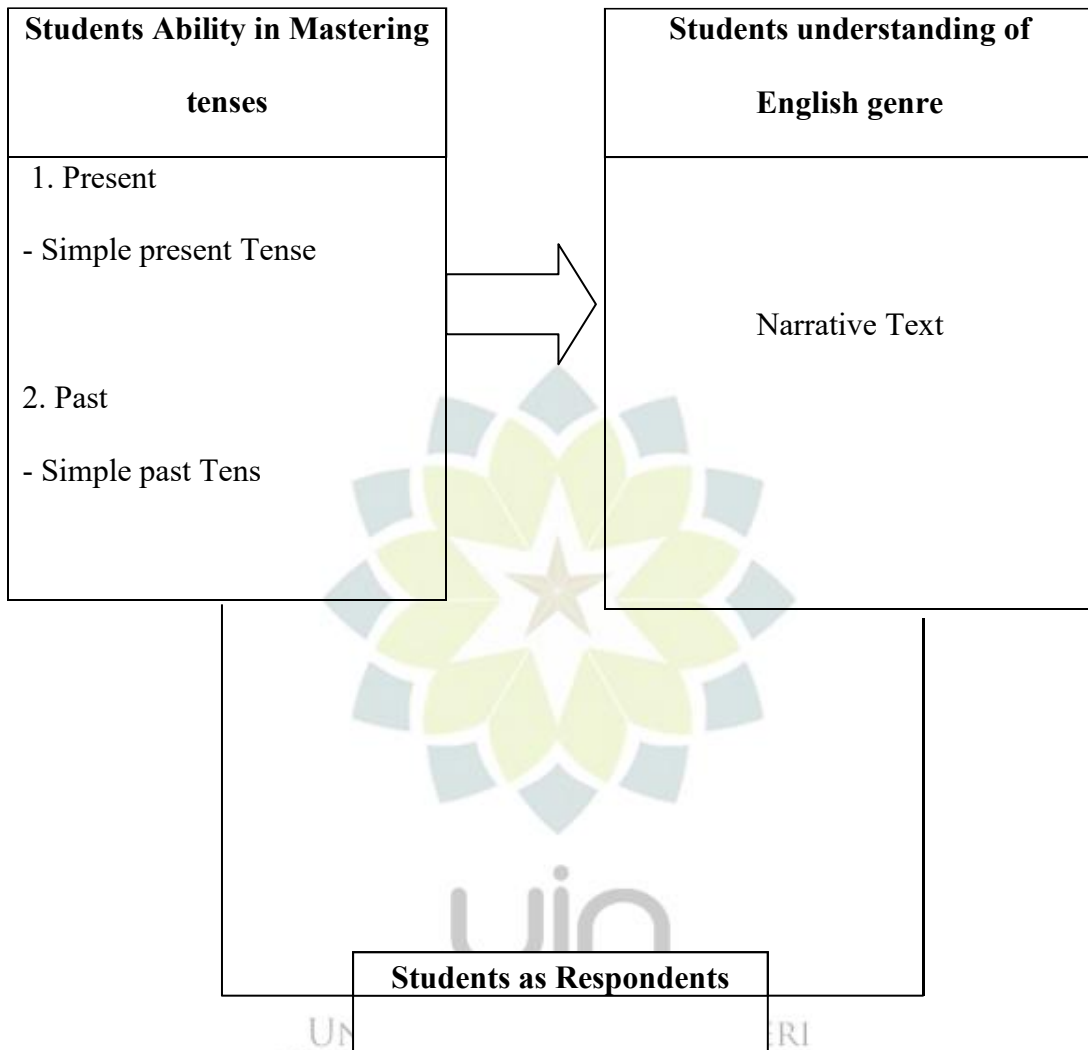
The first is verb. It is divided into two kinds: the auxiliary verb and the ordinary verb. The ordinary verb or main verb has an important role in sentence. The verb explains about what the subject is doing. The auxiliary verb is the main verb. It is the main verb if there is only one verb in a sentence but if there are more than one verb in sentence, the final verb is the main verb and the verb before the auxiliary as the auxiliary verb. *The second* is the primary verb like be, do, did, has, have. The primary verb has some function like substitute of the main verb. *The third is* regular and irregular verb.

Students will be easier to understand narrative text when they can master the tenses. The sentence of the English genre formed in two forms: present and past. From the above explanation the kind of genre has strong relation with the tense used. Therefore, students' ability in understanding genre will depend on their ability in mastering tenses.

Tenses are more important than the other part of structure because the tenses are the basic knowledge of English grammar. If students cannot master tenses, they will not learn the other aspect of grammar. Based on the above statement, it is clear that tenses as a part of grammar must be studied first before studying grammar. According Muhibin Syah , there are 12 tenses namely: simple present, present continuous, present perfect, present perfect continuous, simple past, past continuous, future perfect, future perfect continuous, simple past future, past future continuous, past future perfect, past future perfect continuous. Overall, tenses can be divided into three: present, past and future.

In this research, students' difficulties in using the simple present tense and simple past tense are considered as variable (x), an independent variable. While of the understanding of narrative text is variable (y). The writer wants to know the difficulties faced by students in using the tenses in their understanding English genre. It will be explained by the indicator of both variable X and Y. To make it clear, I will explain it using the following schema:

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                    ┌─────────────────────────┐
                    │  Correlation Analysis   │
                    └─────────────────────────┘


┌──────────────────────────────┐        ┌──────────────────────────────┐
│ Students Ability in Mastering │        │   Students understanding of  │
│            tenses             │        │        English genre         │
├──────────────────────────────┤        ├──────────────────────────────┤
│ 1. Present                    │        │                              │
│ - Simple present Tense        │  ═══▷  │                              │
│                               │        │        Narrative Text        │
│ 2. Past                       │        │                              │
│ - Simple past Tens            │        │                              │
└──────────────────────────────┘        └──────────────────────────────┘

                    ┌─────────────────────────┐
                    │  Students as Respondents │
                    └─────────────────────────┘
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F. Hypothesis

After knowing the previous formulation of the problem and the framework of thinking, consequently, I will put forward the hypothesis proposed in this thesis. In this case, Surachmand emphasized (1982:68) that hypothesis is non- conclusion so that we have to prove its truth. The truth to be proved is usually directed on the problem of the relationship between two variables. In this

research, these two variables are: the first, the students' difficulties of using tense and the second, the understanding narrative text. In the frame work of thinking I have discussed the theoretical assumption that the students' understanding in narrative text will depend on their ability in using simple present tense and simple past tense. Based on this principle, it is reasonable that I will propose the hypothesis that "the better the students' ability in using simple present tense and simple past tense, the higher their ability in understanding narrative text. The focus of this research will be the second year student of The MTsN Banjarangsana Ciamis. In order to prove hypothesis the writer will try test the null hypothesis based on the degree of 5% significance. Mathematically the above hypothesis can be formulated as follow:

Ho accepted if $t_{counted} < t_{Table}$: It means that there is no relationship between the students' difficulties in using the simple present tense and past tense and their ability in understanding narrative text on the second year student at The MTsN Banjarangsana Ciamis.

H1 accepted if $t_{counted} > t_{table}$: It means that there is a significant relationship between the students' difficulties in using the simple present tense and past tense and their ability in understanding narrative text on the second year student at The MTsN Banjarangsana Ciamis.

G. Method of Research

1. Method of Research

In this research, the writer uses descriptive method. It is used to establish the existence of phenomena by describing them explicitly. The purpose of this research is to find out the students' difficulties in changing the tenses in their speaking and writing. I use descriptive method because Seliger and Shohamy said, "it involved a collecting of technique that is used to specify, delineate or describe naturally occurring phenomena without experimental manipulation"

2. Technique of Collecting Data

I will use several methods of data collections:

a. Questionnaire

Questionnaire is used mostly to collect data about phenomena, which are not easily observed such as attitude, motivation, the process involved in using language and to obtain background information about the research subject. Using the questionnaire, I would like to ensure the validity of data obtained from other method of data collection technique such as interview question which has been carefully planned. To be given to the students.

b. Interview

Interview is a technique of collecting data acquired orally that is face-to-face interaction. An interviewer may ask the person being interviewed to pursue an answer or base on an earlier response. The advantage of this technique is if a respondent does not adequately comprehend the question,

it can be clarified. I will interview the headmaster, the English teacher about their students' condition.

c. Test

According to Webster's dictionary, test is any series of question or an exercise or another means of measuring the skill, knowledge, intelligence, and attitude of individual or group. The writer will use the test to investigate the students' difficulties in using the tense in understanding the English genre. In addition, the writer uses the written test. In the written test the writer will give some question about tenses and about English genre. In the written test the writer will use multiple-choice form. The respondent who chooses the correct answer will be scored 1 and those who choose the wrong one will be scored 0.

d. Population and Sample

The population of this research is all second year of student at Madrasah Tsanawiyah Banjarangsana Ciamis which consist of 130 student. If the population less than 100, for the sampling it is better to take all of them. If the total number of population is more than 100, it can be taken 10%-15% or 20%-25%.

Therefore, I will take 20,76% of the population to become the sample of this research, that is class B of the second year student, which consist of 27 student.

e. Analysis Data

After the data have been collected, the next step is data analysis. The collected data are organized and subsequently, the data is processed and analyzed; for the quantitative data, the writer will use statistical method: There are two variable in this research; i.e. students' difficulties in using the simple present tense and simple past tense (X); students' understanding of narrative text (Y).

The step of analysis data:

1. Preparation: checking and sorting data that will be analyzed.

2. Tabulation of the data: scoring the items, coding the scored items, and modifying the kinds of data. The formula used to analyze the data is M= $\frac{\Sigma fx}{n}$ x 100. After that, all the students English composition result is categorized by using 100 scales, as follows:

80- 100   : very good

70-79   : good

60-69   : average

50-59   : less

0 -49   : fail (Syah,1978:153)

3. Data application based on research approach: cultivating the obtained data using descriptive statistics (frequencies and percentage).