

CHAPTER I

INTRODUCTION

A. The Background of The Problem

Language is one of the most important and characteristic forms of human behavior. It has always had a place in the academic world. In recent years, however, its position has changed greatly : at one the time the study of language was almost entirely antiquity; over the last few generations, a much broader consideration of language has taken a place at the side of the study of individual languages. (H.A. Gleason, J.R, 1961: 1)

English has become an International language since a long time ago. Because of that, many people of Indonesia need learning English as an International language.

Learning English is one of some efforts of those people to become more significant in International Communication, Culture, and Education. They try to learn English in many ways and all of them try to be the best English speakers.

When we communicate, we use the language to accomplish some function, such as arguing, persuading, or promising. Moreover, we carry out these function within a social context. A speaker will choose a particular way to`express his argument not only based on his intent and his level of emotion, but also on whom he is addressing and what his relationship with that person is.

Communication is process, it is insufficient for students to simply have knowledge of target language forms, meanings, and functions. Students must be able to apply this knowledge meaning. It is through the interaction between speaker and listener (or reader or writer) that meaning becomes clear. The listener gives the speaker feedback as to weather or not understand what the speaker has said. In this way, the speaker can revise

what he has said and try to communicate his intended meaning again, if necessary. (Diane Larsen-Freeman, 1986 :123)

According to Littlewood (1981 : 85) said that a communicative approach is an approach as a means of human interaction, especially to foreign language teaching.

Communicative approach is an approach to foreign or second language-teaching which emphasizes that “the goal of language learning is communicative competence.” (Diane Larsen-Freeman, 1986 : 131)

The word communicative approach is used in teaching at school nowadays because the understanding meaning of language forms which will help the students to use it in receptive communication (written or spoken).

Through communication, people learn from another things, if the human being could not communicate, he will not talk to another people and another people will not talk to him.

Common problem of English language has to be overcome by all students, and the difficulties they find are similar in all parts of the world. Regional differences can always be dealt with by the teacher, who should be aware of the particular problems of his students. The following general principles are self-evident :

1. All students want to speak, write and read the normal accepted English of today
2. This can only be achieved by constant practice of existing forms, with some rational explanation of the grammatical devices employed, wherever this is possible.

(W. Stannard Allen, 1973 : 1)

Although English is not one of the new school subjects for the students at Senior High School (SMA) but in general, they always find difficulties in learning it. It is understandable because English is very different from the student's mother tongue, not only dealing with the language rules but also with sound systems. For example, one of the

language rules is Simple Past Tense, meanwhile, in Indonesia there are no forms of tenses, it becomes the difficulties for the students in learning English and at the same time, it is also becoming problem to any teacher to help the students solve the difficulties. It is very important for the students of SMA to able to identify the basic grammatical knowledge of English, especially tenses is the root of the language itself. The students sometimes think that 'Irregular verb considered as Regular verb.' For example: He goes to Bandung yesterday." This sentence is incorrect, it must be "He went to Bandung yesterday."

It is also necessary for the students to know the definition of Simple Past Tense and other tenses and the rules that dealing with the use of tenses, so the students know or can use one of the tenses in any situation of language event.

Simple Past Tense is a form of verb which refers to an event that has happened before the moment of speaking.

Simple Past Tense is utilized to express such actions completed in the past; in the sentences above, the adverb of time "yesterday" and "a few days ago."

Simple Past Tense can also express habitual actions in the past, in this tense, there is usually a habitual adverb such as : often, always, etc. for examples :

- a. He always played together
- b. She often went to beach

The adverbs in the two sentences are not the adverb of time, but the frequency which are usually used in Simple Past Tense. However both sentences show that the actions were done repeatedly or as their habit in the past.

In Simple Past Tense the verb that are used the forms of verb II. The forms of verbs itself are variable, what as Regular or Irregular verbs. It can be seen as follows :

Regular verb

<u>Infinitive</u>	<u>Past</u>	<u>Past Participle</u>
To live/live	lived	lived
To watch/watch	watched	watched
To cook/cook	cooked	cooked

Irregular verb

<u>Infinitive</u>	<u>Past</u>	<u>Past Participle</u>
To sleep/sleep	slept	slept
To read/read	read	read
To get/get	got	gotten

The main problem of the students, as follows :

S + V 2 + O + Complement

- a. Most of the students can not change from V 1 to V 2

Write	Wrote	Written
Study	Studied	Studied
Go	Went	Gone etc.

e.g. She went to Surabaya (correct)

She goes to Surabaya (incorrect)

Because they lack of practice in reading or writing, they often use incorrect sentence.

- b. Most of the students can not change the sentence from positive sentence to negative and interrogative sentence

e.g. (+) They wrote a letter

(-) They did not write a letter

(?) Did they write a letter ?

They often make a mistake in position of the sentence type.

Those are the forms of verbs that make the students are still confused and they do not know them in the situation, it needs an analysis or discussion detail and clearly about the form of verbs in tenses, especially in Simple Past Tense.

Based on the reasons above, the writer has to pay close attention about Simple Past Tense, because it should be understood by the second year students.

B. The Formulation of The Problem

1. The Identification of The Problem

a. The field of research

The field of research in this thesis is grammar.

b. The approach of research

The research of this thesis is using quantitative approach.

c. The kind of problem

The kind of problem in this thesis how about the correlation between the students' response of the application of communicative approach and students' simple past tense achievement.

2. The Limitation of The Problem

One of the important things in English language is the study of grammar. Without learning grammar, it is impossible to be perfect in studying English, especially as a foreign language.

In this paper, the writer has decided to limit the topic of paper only talking about Simple Past Tense.

3. The Questions of The Research

- a. How is the student's response on application of the communicative approach in studying the simple past tense at the second year students of MAN I Cirebon ?
- b. How is the students' ability in simple past tense?
- c. How is the correlation between the communicative approach and the students' ability in simple past tense ?

C. The Aim of The Problem

As a student of the Faculty of State College of Islamic Studies (STAIN) Cirebon, the writer has to limit a paper to fulfill one of the submits for obtaining the Sarjana Degree in English Department.

In this thesis, the aims of the research are stated as follows :

- a. To find out the student's response on application of the communicative approach in studying simple past tense at the second year students of MAN I Cirebon
- b. To find out the students' ability in simple past tense
- c. To find out the correlation between the communicative approach and the students' ability in simple past tense

D. The Framework of Thinking

One of the aims in learning grammar is to achieve the ability of speaking. The learners of language will be satisfied if they can use the English language, because grammar skill is very important to improve the other skills of language.

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The communicative approach is used in teaching at school nowadays because the understanding meaning of language forms which will help the students to use it in receptive communication (written or spoken).

A grammar, even a very good one of a language only partially known can be a very frustrating thing. Faced with a sentence which is not understood, one turns to the grammar for help. The grammar might provide some tests to certain, one the match has been made correctly, but it can not, of itself, lead a user to the proper description for any sentence. (H.A. Gleason, 1955 : 203)

Grammar is the most important component part of English lesson, especially in English writing. A student who wants to possess a good English lesson has to comprehend and master the grammatical knowledge of the English itself in grammar. Simple past tense indicates that activity or situation began and ended at a particular time in the past and it is usually followed by adverb, such as : yesterday, last week, last year, ago, etc.

for example :

- A. I walked to school
- B. I bought a new book yesterday
- C. I saw him last week

In Simple Past Tense the verb that are used the forms of verb II. The forms of verbs itself are variable, what as Regular or Irregular verbs. It can be seen as follows :

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But many students of SMA still make mistake in making sentence, less interested in English, confused to distinguish between simple past tense and other tenses. Especially in choosing the verb II (past verb) and to determine the auxiliary verb when being asked to change it into negative and interrogative sentence.

E. The Step of The Research

1. The Data Resources

The writer uses two kinds of data resources in doing research, namely :

a. The theoretical Data Resource

To find out this data, the writer analyzed some books which are related to the topic of this thesis

b. The Empirical Data Resource

To find out this data, the writer will interview the English teacher and test for the students.

2. The Population and Sample

Population is all of the subject of the research. (Suharsimi Arikunto, 1997 : 108)

The population of the second year students of MAN I Cirebon is 362 students.

Just for an estimation, if the subject (students) of the population are less than 100, it is better to take all of them. So, the research is supposed to be the population research. Furthermore, if the subject is more than 100, so it can be taken 10-15 % or more depending on the research' ability. (Suharsimi Arikunto, 1997 : 112)

The writer takes the sample 12% only from the total of the students. It means just 43 students becoming the sample of population.

3. The Technique of The Data Collection

a. Observation

The writer takes an observation to find out the objective data of the condition of the school, the teachers, the administrations, the students, and the facilities of the school.

b. Interview

The writer will interview the headmaster and the English teacher to obtain the objective data in the process of teaching and learning English.

c. Test

The writer will give two kinds of test. i.e. multiple choice and essay.

d. Questioner

The writer will give the questioner to the students of MAN I Cirebon.

4. The Technique of The Data Analyses

The data is analyzed using a communicative approach through the product moment.

For the validity, the writer using product moment correlation as follows :

$$r_{XY} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} \{N\sum Y^2 - (\sum Y)^2\}}}$$

Where :

r_{XY} = The Correlation between variable x and y

N = The number of cases

$\sum X$ = The Number of X after being quadrant first

$\sum Y$ = The Number of Y after being quadrant first

(Anas Sudijono, 2000 : 193)

The quantitative category can be known from this following table :

RX	INTERPRETATION
1,00 – 2,00	Very Weak
2,00 – 4,00	Weak
4,00 – 7,00	Enough
7,00 – 9,00	Strong/High
9,00 – 10,00	Very Strong

The interpretation of correlation to find out the significance can be known from this

following table :

RX	INTERPRETATION
0,0 – 0,2	Very Weak
0,2 – 0,4	Weak
0,4 – 0,7	Enough
0,7 – 0,9	Strong/High
0,9 – 1,00	Very Strong

(Suharsimi Arikunto, 2002 : 245)