

CHAPTER I

INTRODUCTION

A. The Background of The Problem

According to Muhammad Ali Al-Khuli (1978:7) language is an arbitrary system of vocal symbols used to communicate ideas and express feeling among the members of certain social community. So, language is very important means of communication. It means that by using language the people can communicate one another, to express their ideas, to understand and to speak, to hear and to response or to react to the speaker. The communication is the manifestation of the expression. The communication will not be perfect if the self expression doesn't make sense (Gorrys Keraf, 1986:4).

Language is system for potentially self-reflexive, structure system of symbols which catalogues the objects, events, and relations in the world. (Devito, 1970:7).

Language is a medium for developing human culture. So, without language people can't develop the aspect of their culture. According to Edward (1966:VII) language is also useful to express our thought, or in the other word the function of language is to communicate the ideas to the other people. Considering the above statements, it is clear that language is also useful to know the other tribes and culture.

Many foreign languages are taught in Indonesia. They are English, Arabic, Chinese, Dutch, German, French and Japanese. But English is the most spoken foreign language in Indonesia, because English is the international language and the

most spoken language in the world. It is taught from the Junior High School to the university and also in the courses.

English has a high role in the development of science and technology. It can be seen that many books are written in English. It is suitable with what was told by I Made Markus (1988:6) that “80% of the books in the university libraries are written in English”.

One of several methods for teaching English as a foreign language is translation method although translation method is an old method but it can be applied as an alternative method for teaching foreign languages. The writer uses this method for teaching Simple Present Tense and Vocabulary in reading texts because during the observation she knows that most of the students (70%) still find difficulties in understanding the Simple Present Tense and Vocabulary in the reading texts taught by their English teachers. For example the students do not have a strong desire and are less motivated, they are poor in the vocabulary and grammatical mastery, and the students are not interested in learning English, because they are still influenced by old myth that “English is difficult”, so their wish is very little. The teacher has tried, to teach them rapidly and gave them some assignments to do. Even if he often gives the home work to the students in order to make them study hard. Step by step they learn English from their teacher and do what the teacher has ordered them to do. It seems, that his way is expected to be effective, since, at least the student began to have interest in doing so.

Based on the above statements, the writer would like to conduct a research on simple present tense and vocabulary in reading texts to the first grade students of MTs Al-Kamal Tarub Tegal through translation method. The writer is of the opinion that the best process of learning a foreign language is by translating it into the learner's mother tongue or native language. Like a child who learns his native language from his mother has no problem, because he lives in the surroundings where the language is spoken every day.

B. The Formulation of The Problem

There are many subjects at the first grade of MTs Al-Kamal Tarub Tegal : one of the subjects is English. Discussion of other subjects is beyond the scope of this study. English is a required course for junior high school. The ultimate purpose of English teaching of MTs is to make it useful.

Most of the students of MTs Al-Kamal Tarub Tegal, especially at the first grade found some difficulties in studying Simple Present Tense and Vocabulary in reading text.

From the problem mentioned previously, the writer would like to formulate the problem of this research as follows :

1. What difficulties do the students found in learning Simple Present Tense and Vocabulary in reading text ?
2. What factors make the students found difficulties in learning Simple Present Tense and Vocabulary in reading text ?

3. What effort has the English teacher done to increase the students' motivation in learning Simple Present Tense and Vocabulary in reading text ?

C. The Aim of Research

1. To find out the data of the difficulties found by the students in learning Simple Present Tense and Vocabulary in reading text.
2. To find out the data of the factors making the students found difficulties in learning Simple Present Tense and Vocabulary in reading text.
3. To find out the data of the efforts which have been done by the English teacher, increase the students' motivation in learning Simple Present Tense and Vocabulary in reading text.

D. The Frame of Thinking

In teaching learning process, a teacher has to pay attention to the teaching method that will be used, because teaching is not only giving the materials, but how the materials should be presented to the students effectively and efficiently.

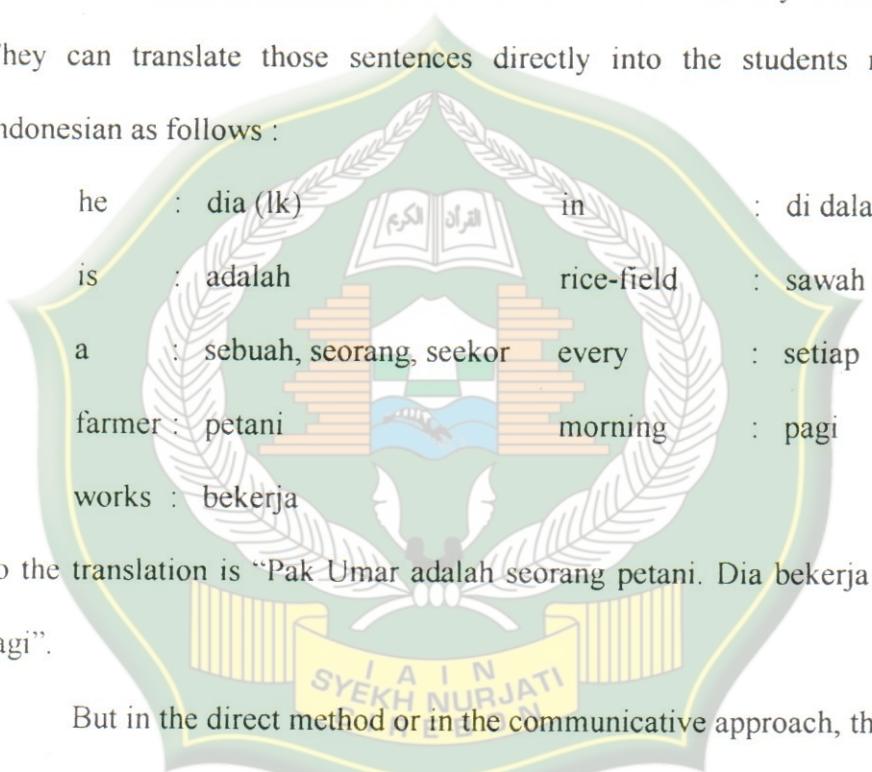
It should be kept in mind that there are several kinds of methods which can be used for teaching a foreign language like English. Among of those methods are direct method, natural method, eclectic method, grammar method, grammar translation method, translation method, etc.(William, 1965, 151-155).

The best method for teaching a foreign language depends on the situation and condition (Jos Danielle, 1997:43). So, in the writer's opinion that the best method for

teaching English to the first grade students of MTs Al-Kamal Tarub Tegal is the translation method, because through translation method the students can see and understand the meanings of the sentences and vocabulary clearly and easily. For example, the teacher is going to teach these sentences :

“Mr. Umar is a farmer. He works in the rice-field every morning”.

They can translate those sentences directly into the students native language, Indonesian as follows :



he	: dia (lk)	in	: di dalam
is	: adalah	rice-field	: sawah
a	: sebuah, seorang, seekor	every	: setiap
farmer	: petani	morning	: pagi
works	: bekerja		

So the translation is “Pak Umar adalah seorang petani. Dia bekerja di sawah setiap pagi”.

But in the direct method or in the communicative approach, the teacher should explain the meanings of the sentences and vocabulary in the reading texts by using English from the beginning of the lesson until it lasts. How can the first grade students of MTs Al-Kamal Tarub Tegal understand the meanings of the above two sentences if the teacher explains both with using English ?

For example : “He” is the opposite of “She”.

e.g. : Rudi is a boy. He is clever.

Rina is a girl. She is beautiful.

a : one

e.g. : one book

E. The Step of Research

1. Determining the kinds of data

Before beginning this research, the writer determines the kinds of data, which are needed, dealing with the problem, in this case the writer uses quantitative data.

2. The source of data

The data are gained from the head master, the English teacher, the students and literature study.

3. The population of sample

Population means a number of individuals or unit that should be researched.

Sample is the reflected individuals from the population. Result of the sample will give illustration about population :

The population of this research is all students of MTs Al-Kamal Tarub Tegal, that is 230 students. From this population the writer takes 40% of the population, that is $40\% \times 230 \text{ students} = 92 \text{ students}$ as the sample of this research.

4. The data collecting technique

The writer will get the data through :

- a. Observation
- b. Interview
- c. Questionnaire
- d. Literature study

5. Analysis of data

After the data are collected, the data are analyzed using percentage calculation with the following formula :

$$P = \frac{F}{N} \times 100 \%$$

Explanation :

F = Frequency of the number of respondents' answers

N = The number of respondents

100% = The percentage that is expected from the answers

(Ahmad Supardi and Wahyudin Syah, 1984:52).

And to interpret the percentage of the expected answers above, the writer uses the formulation formulated by Ahmad Supardi and Wahyudin Syah (1984 : 52) as follows :

100 %	=	all respondents
90 % - 99 %	=	almost all respondents
60 % - 89 %	=	most of respondents
51 % - 59 %	=	more than half of respondents
50 %	=	half of respondents
40 % - 49 %	=	almost half of respondents
10 % - 39 %	=	a small part of respondents
1 % - 9 %	=	very few of respondents
0 %	=	none of respondents

To stimulate the above percentage, the writer uses the standard measurement proposed by Nasrun Harahap (1980 : 97) as follows :

81 % - 100 %	=	very good (very high),
61 % - 80 %	=	good (high),
41 % - 60 %	=	sufficient,
21 % - 40 %	=	bad (low),
0 % - 20 %	=	very bad (very low).

