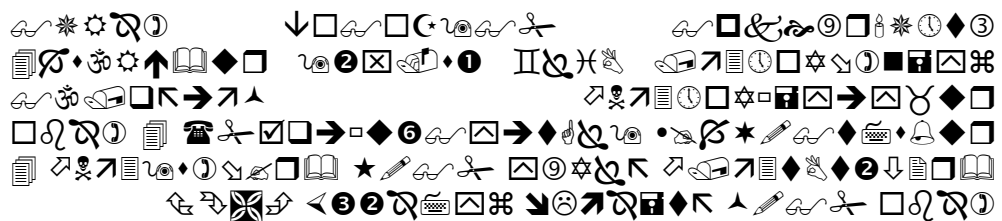


**CHAPTER I**  
**INTRODUCTION**

**A. Background of Study**

Human beings are social beings; they cannot live alone in fulfilling their necessities of life that need communication with their coequal. One of the bounties that is given by Allah SWT to the human beings is language. By language, they can convey ideas, opinions, and feelings.

According to A. Chaidar Al Wasilah (1985, p.9), in his book of *Sosiologi Bahasa*, he said that “Communication is a process by which information is exchanged between individuals through a common system of symbols, sign or behavior”. There are many languages used for communication in the world. One of them is English. Language is one of communication tools especially among human beings. Without language, people cannot make any relationship with others, because language is the most effective tool of communication. It is related with the Holy Koran: Al- Hujarat: 13



Yusuf and Syaiful Anwar (1995, p. 188) noted in their book that, *Bahasa Arab dan Bahasa Inggris, dua bahasa asing dan bahasa internasional yang terpenting di dalam komunikasi/perhubungan antar bangsa, baik di dalam bidang ilmu pengetahuan, agama maupun korespondensi perdagangan.*

According to this note, English is one of the international languages, which has an essential position for communication between nations. Like other states in the world, Indonesia has programmed English as one of compulsory subject from elementary school until university.

In Indonesia, there is an integral education system, which is called national education system of Indonesia Republic No. 20/2003 as shown in the following quotation:

*“Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak secara peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri dan menjadi warga negara yang demokrasi serta bertanggung jawab.”*

In Indonesia, English as a foreign language is taught to the students since they are in elementary school. It is considered that the children will be the new generation in the future around modern society. Of course, they have to be developed in their individual quality and skill competence. The Department of National Education (*MENDIKNAS*) in Indonesia has made a new policy that English must be taught from elementary school as a primary subject to the junior and senior high school level. From this fact, we know how the English language is very important for the students.

According to Brown (2001, p.1) in the book of *“Teaching by Principles”* explained that “Practice in English language teaching has identified the four skills: Listening, speaking, reading and writing. All of those have their own way to master them. L.G Alexander (1975, p.8) also states the same statement, that is,

“The students must be trained adequately in all four basic language skills: Listening, speaking, reading and writing. If the teacher is to train his students in all four skills, he must make an efficiency of the time at his disposal.

In learning a foreign language, mastering all four skills is not enough without mastering its grammar. In his book *Concise English Handbook*, Hans. P. Guth (1970, p.1) states that “grammar is a system by which words are combined into larger units to convey ideas and information.” Rudi H. (2002, p.13) also has the same statement, “Grammar is knowledge which is about how to arrange word to be a sentence correctly, or it is said, before you arrange an English sentence you must study grammar first.”

The students must be trained adequately in all the four basic skills to make them easily practice and use the language. Although the learners have mastered the rules, they have not learned the correct distribution of rules yet. In fact, some students in Indonesia get some difficulties in learning English. They find many differences in grammar, sound system and culture concepts found in English, but it is not in Indonesian language. These differences can cause learning problems. One of differences is in English grammar, there is significant differences of verb of every subject such as for subject he/she/it that the verb is added “s” or “es”. For example, he goes to school.

In the writer’s opinion most students in Indonesia have problems in mastering grammar which can be considered complicated. Grammar is essential as the rules that the students have to master. The words which are uttered by someone who are learning the language will not be meaningful without having

them arranged in a certain grammatical pattern appropriately. In this case, tenses for example, have essential role, because they tell readers about when actions are taking place. Careful and accurate use of tenses is important to be clear in writing and speaking. For instance, if the verbs in the passage refer to actions occurring at past actions, then the past tense is definitely needed to be used. This research focuses on the usage of simple present, simple past, present continuous, and future tense. The reason to choose those tenses is because the tenses are the basic skills that supposed the students able to make sentences correctly and also help to choose the form of language best suited to each particular situation. Lora Lindsay and Paul Knight (2006, p. 34) noted in their book: “we use structure to refer to facts, possibility, our feeling or view about something and so on. They are relatively fixed patterns of words which can be adapted to fit what we want to say”.

Prior observation has been conducted at the Islamic Boarding School An-Najah Cindai Alus. It has two types of classes that graduated from Junior High School. The first is generally known as the fourth class and the second as known the third experiment class. The fourth class who is graduated from Junior High School of Islamic Boarding School An-Najah Cindai Alus, Martapura. And the the third experiment is a special class who is not graduated from Junior High School of Islamic Boarding School An-Najah Cindai Alus, Martapura. The writer tries to compare English grammar mastery of students based on their class because they studied grammar lesson in different junior high school before.

Actually, there are sixteen tenses in Grammar but the writer takes only four tenses to compare the students' grammar mastery because students of the fourth class and the third experiment class have just studied these four tenses such as simple present tense, simple past tense, present continuous tense, and simple future tense.

Based on the fact above, the writer is interested to do a research entitled the comparative study of students' grammar mastery between the fourth class and the third experiment class at Islamic boarding school An-Najah Cindai Alus Martapura Banjar regency academic year 2013/2014.

## **B. Statement of Problems**

In order to better understand this research, the central problem is focused on the joining question:

1. How is the grammar mastery of the fourth class at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar regency academic year 2013/2014?
2. How is the grammar mastery of the third experiment at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar regency academic year 2013/2014?
3. Is there any difference between the fourth class and the third experiment class in grammar mastery of Islamic Boarding School An-Najah Cindai Alus Martapura Banjar regency academic year 2013/2014?

### **C. Delimitation of the Research**

In this research, the writer limits the problem only about students' grammar mastery between the fourth class and the third experiment class at Islamic boarding school An-Najah Cindai Alus Martapura Banjar regency academic year 2013/2014.

### **D. Objective of Study**

Considering the problem above, the research is oriented towards the following purposes:

1. To know students' grammar mastery of the fourth class at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar regency.
2. To know students' grammar mastery of the third experiment class at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar regency.
3. To know difference significance between the fourth class and the third experiment class in English grammar mastery at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar regency.

### **E. The Significance of Study**

The results of study are expected to give significance as follows:

1. To be a feedback or input and further information for English teachers, especially English teachers at Islamic Boarding School An-Najah Cindai AlusMartapura Banjar regency.

2. To enrich the writer's knowledge and experience in the specific research especially about English grammar
3. As an information for the next researchers to observe this problem deeply
4. Enriching of State Institute for Islamic Studies Antasari Banjarmasin library's literatu

#### **F. Hypothesis**

According to the writer, this research has two hypothesis, they are:

1. Ho : There is no significant difference of students' grammar mastery between the fourth class and the third experiment class at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar regency.
2. Ha : There is significant difference of students' grammar mastery between the fourth class and the third experiment class at Islamic Boarding School An-Najah Cindai Alus Martapura Banjar regency.

#### **G. Definition of Key Terms**

To avoid misinterpretation toward the title, the writer needs necessary to explain some terms in the title as follows:

1. Comparative study is connected with studying things to find out how similar or different they are (Oxford Dictionary, 1995). Thus, comparative is also known as a study between two object and subject that we want to know about the ability in each other, with some test or research. So, the comparison intended in this study is to compare the students' grammar mastery between

the fourth class and the third experiment class at Islamic Boarding School An-Najah Cindai Alus Martapura.

2. Grammar : According to Thornbury (1999, p.1), grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rules that govern how a language's sentences are formed. Grammar materials will be tested are what they have learn in junior high school. Grammar in this research means tenses which include Simple Present Tense, Simple Past Tense, Present Continuous Tense, Simple Future Tense.
3. Mastery : According to Oxford Learners Pocket Dictionary Third Edition, mastery is to gain complete knowledge or skill in something. To gain control of something; to overcome something; able to control other, dominating, very skillful, great skill
4. The fourth class : The fourth class who is graduated from Junior High School of Islamic Boarding School An-Najah Cindai Alus, Martapura.
5. The third experiment class : a special class who is not graduated from Junior High School of Islamic Boarding School An-Najah Cindai Alus, Martapura.
6. Islamic Boarding School An-Najah Cindai Alus Martapura Banjar Regency is a place where research is done.