

## CHAPTER I

### INTRODUCTION

#### A. Rationale

Nowadays, education is one of the very important components in developing our country Indonesia. Of course, our government has given a specific attention to education, such as giving the chance on the same right for every people to get the education. By education people can achieve their goals; such as be a good personality, having wide knowledge, etc.

It is not easy to form a good generation without hard work and parent's guidance. To get education, of course, we have to learn, especially language. Language is the means by which result of human thought and action are passed on<sup>1</sup> and language is very important to be learnt because it is a vehicle to communicate with others.

There are many languages in the world that people use to communicate. One of them is English. English is one of the international language that spoken by many people in this world. Secondly, English is a medium language among nations, so that no wonder if a lot of nations learning English.<sup>2</sup> So, using English is the easiest way to communicate with other people from other countries and

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<sup>1</sup> Mary Finocchiaro, *English as Second Language from Theory to Practice*, (New York: Regent Publishing Company, Inc, 1974) p. 57

<sup>2</sup> Elan Dwi Winarno, *Belajar Cepat Bahasa Inggris*, (Jakarta: Pustaka Belajar, 2006) p. 4

make a good relationship with them. Therefore, English is so important to learn and to teach.

Most countries have speakers of more than one language. Millions people in the world routinely make use of and master two or three or many languages in their daily lives. Furthermore, even monolingual also do code switching from one language variety of a regional dialect, the standard language, a formal or informal style, and so on to another in the course of their daily interactions. It is suitable with the verse of the Holy Qur'an in Ar-Ruum verse 22 that tells about there are many different languages in the world:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ.

It means that the creature needs an instrument to be used in communication, that is, a language.

Students are taught to master four skills namely listening, speaking, reading, and writing. L.G Alexander states, 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 efficient of the time at his disposal.”*<sup>3</sup> Students' competency on the four skills above can be gained based on their ability in some subject matters such as

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<sup>3</sup> L.G. Alexander, *Practice and Progress an Integrated Course for Pre-Intermediate Students*, (London: Longman Group Ltd, 1975) p. 8

grammar, vocabulary, pronunciation, and spelling. These matters help students decode and encode English fluently and accurately as the intended goal.

According to Slameto in *Belajar dan Faktor-Faktor yang Mempengaruhinya*: “Faktor-faktor yang mempengaruhi belajar banyak jenisnya, tetapi dapat digolongkan menjadi dua macam, yaitu faktor dari dalam dan faktor dari luar”.<sup>4</sup>

From the above statement, we know that students have many factors that can influence them in mastering English; they are internal factors (such as intelligence, talent, interest, attention, motivation, and maturity) and external factors (such as family, teacher, school, and social environment). Beside that, linguistics factors and experience in learning process usually give base and easiness for achieving the goal in learning optimally. By learning English, it means that they have to learn all skills and the components.

One important component of the English language is grammar. Grammar plays an important key, which is one of language aspect that has to be learnt by students beside the other aspect. English grammar is a description of how the English language behaves. “Grammar” is not a collection of hard and fast rules, it is more flexible (and, therefore, more useful) than that, grammar gives an account of the way in which a language is used by those who use it well.<sup>5</sup>

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<sup>4</sup> Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: PT. Rineka Cipta, 2003), p. 54

<sup>5</sup> S.H. Burton, *Mastering English Language*, (Macmilan: Master Series, 1982) p. 128

Grammar is one important subject matter that should be mastered in English. It helps students construct a grammatically correct sentence. Grammatical sentence is understood by interlocutors easily rather than ungrammatically one because “grammar is a body of rules imposed on a given language for speaking, and writing.”<sup>6</sup>

One aspect of grammar is tenses; it is very a basic knowledge of English that should be mastered. Rahmat Taufik Hidayat said that “*Tenses adalah bentuk-bentuk gramatikal kata kerja yang menunjukkan saat derajat tuntasnya suatu kegiatan, tindakan atau peristiwa*”.<sup>7</sup>

SMAN 1 Amuntai is a favorite school and the school is internationally standard, and the writer thought SMAN 1 Amuntai has a good management, effective teaching and learning, etc. Based on the writer’s observation, the eleventh grade students at SMAN 1 Amuntai have knowledge about English such as vocabulary, pronunciation, and grammar, especially tenses. However, some of them still do not understand about tenses; present tense, present perfect and past tense perfectly.

This research is not only to observe the eleventh grade students of SMAN 1 Amuntai, but also to observe the eleventh grade students of MAN 2 Amuntai. MAN 2 Amuntai is a favorite school too. The writer is interested in observing

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<sup>6</sup> Victoria Neufeldt and David B. Buralaik, *Webstern’s New World Dictionary of American English*, (New York: Prentice hall, 1988) Third College Edition p.586

<sup>7</sup> Rahmat Taufik Hidayat, *Belajar Mudah Bahasa Inggris*, (Jakarta: Pustaka Pelajar, 1996) p. 209

them in order to know the level of students' ability of SMAN 1 Amuntai and MAN 2 Amuntai in tenses.

In this research, the writer wants to compare students' ability in tenses between the eleventh grade students of SMAN 1 Amuntai and MAN 2 Amuntai, because the writer wants to know the effectiveness of teaching and learning in these schools. The purpose of this research is not to give a judgment which is the best and the worse quality in teaching and learning, but the writer hopes this research can be a sharing forum in revising the weakness and improving the progress next time.

Based on the explanation above, the writer is interested to observe and conduct a research entitled: **“ELEVENTH GRADERS’ ABILITY OF ENGLISH TENSES USAGE: A COMPARATIVE STUDY OF STUDENTS OF SMAN 1 AND MAN 2 AMUNTAI”**

## **B. Research Questions**

Based on the topic, the problem of this research can be formulated as follows:

1. How is the ability of students of SMAN 1 Amuntai in the usage of some English tenses?
2. How is the ability of students of MAN 2 Amuntai in the usage of some English tenses?

3. What factors influence the students' ability in the usage of some English tenses?

### **C. Reason for Choosing the Title**

The writer has some reasons for choosing this research, they are:

1. English is the most important foreign language in Indonesia, it has not only a very essential position in communication orally but also it has essential position by written.
2. Tenses mastery is one of the important things in English ability.
3. Although tenses material has over been taught, but not all of student can master it.

### **D. Purpose of Research**

The purposes that want to be achieved in this research are:

1. To know the ability of students of SMAN 1 Amuntai in the usage of some English tenses.
2. To know the ability of students of MAN 2 Amuntai in the usage of some English tenses.
3. To know some factors influence the students' ability in the usage of some English tenses.

### **E. Significant of Research**

The research result is hoped to be:

1. An input for English teachers at the eleventh grade of SMAN 1 Amuntai and MAN 2 Amuntai in improving and developing English learning process well.
2. An input for student to improve their ability in mastering tenses especially present tense, present perfect tense, and past tense.
3. Add the writer's knowledge about tenses especially present tense, present perfect tense, and past tense.
4. An information for the next research to observe this problem deeply

### **F. Definition of Key Terms**

To avoid any misinterpretations toward the title the writer needs to explain some terms in the title as follows:

1. Comparative study, in English dictionary we will find the word like compare, comparable, comparative, and comparison. The word *compare* means to consider people or things in order to find ways in which they are similar or different, *comparable* is a similar standard or size, that can be compared with somebody or something, *comparative* is the form of an

adjective or adverb that express a greater amount, quality, size, etc, and *comparison* is an act of comparing.<sup>8</sup>

2. Ability is the quality of being able to do something or natural or acquired skill or talent.<sup>9</sup> This is discussed in this study about students' ability in tenses. This is divided into three kinds of test item that the goal is to know how the degree the students' ability in usage some English tenses is.
3. Tense is verb form that shows the time of action.
4. Students, they are the eleventh grade students of SMAN 1 Amuntai and MAN 2 Amuntai.

## **G. Assumptions and Hypothesis**

### **1. Assumptions**

The assumption has been taken is based on the research done by expert: The students' ability of SMAN 1 Amuntai better than students' ability of MAN 2 Amuntai in usage of some English tenses because SMAN 1 Amuntai is international school.

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<sup>8</sup> Department of the University of Oxford, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2000 (Third Edition)) p. 134

<sup>9</sup> William Morris, *The Grollier International Dictionary*, (Grollier Incorporated, 1986) Volume 1, p. 3



## 2. Hypothesis

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

Ha : There is significant different between the eleventh grader of SMAN 1 Amuntai and MAN 2 Amuntai.

Ho : There is no significant different between the eleventh grader of SMAN 1 Amuntai and MAN 2 Amuntai.

## H. Organization of Writing

The writer endeavors to organize the research contents as follows:

The first chapter contains introduction, which consists of rationale, research questions, reason for choosing the title, purpose of research, significant of research, definition of key terms, assumptions and hypothesis, and organization of writing.

The second chapter contains theoretical review, which consists of the components of language, the English language structure, definition of simple present tense and its usage, definition of simple present perfect tense and its usage, definition of simple past tense and its usage and factors influence the student's ability in usage of some English tenses.

The third chapter contains method of research, which consists of population and sample of research, data, source of data, and techniques of data collection,

design of measurement, techniques of data processing and analysis, and research procedure.

The fourth chapter contains report of the research, which consists of general description about the research location, data presentation, and data analysis.

The fifth chapter contains closure, which consists of conclusion and suggestions.