CHAPTER I

INTRODUCTION

A. Background of Research

Language is one of the important devices of communication in any type of human activities. Language supports processing civilization and its progress day to day. Language is used to show their thought and feeling, wish and activities and to influence others. Language can explained of one education background association, tradition, and sign of family and nation (Finocchiaro,1975,p.2).

Language help human to express their minds to other such as opinion, ideas, information, etc. It makes human easy to communicate with other people in getting the best interaction.

Language becomes an important thing and people around the world use it. It as gift from the God to human beings as adjusted to one of the Holy Koran has stated in the Al-Hujuraat verse 13 as follows:

The verse proofs that language has a very role among human in every nations and tribe. So, the need of learning a language is very important to know each other.

However, there are many languages in the world. The variation of language mentioned in the Holy Koran Ar-Ruum verse 22 as follow:

The verse above shows that the God creates many languages. One of them is English. English is a global language. It is used in developing science, economic, technology, and education. So, English is the most popular language in the world and almost every people of the countries know English. Because its function English is really need to be taught in education world, included in Indonesia.

In Indonesia, English is taught since kindergarten until university. English is a compulsory subject in junior and senior high school. So, English always becomes one of subject that in National Examination for students of junior and senior high school. They should passed it in the National Examination.

Furthermore, in teaching and learning process. There are four skills to develop English. The four language skills are listening, speaking, reading, and writing. Beside those skills there are some component of English that have to learned by students to support four language skills above such as pronunciation, vocabulary, grammar etc (Alexander,1975,p.Viii).

Grammar makes sentences become clear, easy to understand, and does not make doubt or ambiguity. Grammar makes sentence can convey ideas and information without making confused. It is important to learn because through it people can know how be able to use English without doubt.

However, in teaching and learning English, grammar is one of the most difficult aspects of language to teach as well as to learn. Most of the students feel difficulties in learning grammar. They find many differences rules of grammar in English with rules grammar in Indonesia. For example in English the verb has verb one, verb two and verb three but it is not in Indonesia.

Hariyono (2002, p.11) said that "in English Grammar, there are 8 parts of speeches". They are arrange in grammar structure to make sentence has clear of meaning. They are:

1. Noun

   Noun is word used to indicate the names of people, places, animals, or the name a thing such as book, girl, car, etc.

2. Adjective

   Adjective is word used to provide properties on an object such beautiful, happy, clever etc.

3. verb

   Verb is word that indicates a job, actions, behavior or activity such as run, read, writer, etc.

4. Pronoun

   Pronoun is a verb that is used to replace a noun such as you, her, mine, etc.

5. Adverb

Adverb word used to describe the meaning of verbs, adjectives and other information such as fast, easily, kindly, etc.

6. Preposition

words which are placed before the noun or pronoun that shows the relationship with the other parts of the sentence

7. Conjunction

Conjunction words that connect words, phrases or passages that connect the sentence with a sentence such as and, but, yet, etc.

8. Interjection

Interjection is word used to express strong feelings, feeling happy, sad, annoyed, angry, amazed, touched, etc.

Past Tense has four parts, they are Simple Past Tense, past continuous tense, past perfect tense and past perfect continuous tense. This research focuses on the usage of Simple Past Tense. The reasons to choose this tense because it is basic skill that supposed the students are able to make sentences correctly.

Simple Past Tense is important to learn because through it people can know how grammar in English and be able to use English without doubt especially when they tell about something happen in the past time. However, in teaching and learning English, it is one of the most difficult aspects of language to teach as well as to learn. Most of the students feel difficulties in learning its. The students sometimes get bored with teaching and learning process. Because of it, the teachers need to look for some

new and different techniques and media to make the students interesting in the lesson. The writer uses Pocket Chart as media in the research.

Using media in teaching and learning process can make develop students' motivation students to learn, make clear the explanation, make the teaching and learning more variation, and make students more active in teaching and learning process.

Yunus said in the preface her book that "teaching aids can and should be used at all levels of learning in different ways and for different reasons" (1981,p.iii). It is means that, the writer has reasons why the writer using Pocket Chart as media for learning Simple Past Tense.

Pocket Chart helps students to overcome students difficulty in spelling, makes students easy to remember it, helps students to understand the patters of grammar Pocket Chart is easier to use than other media, can be used as media for exercise such as arrange the jumbled words, matching letters, picture-word recognition, etc, it is effective used in small group. In the research, the classroom only consist about 15 students, so the area in the classroom can use to application of Pocket Chart. They are the reason why the writer uses Pocket Chart as media in teaching and learning process.

The writer interested in conducting research at MTsN Panyipatan because the school has accreditation "B". It means that the school has enough facilities and professional teachers, but the teacher especially English teacher seldom to apply media in teaching and learning activity. Based on that fact, the writer interest in

conducting the research to know the development of teaching and learning English there using new media Pocket Chart.

In this research, the writer does comparative research. Comparative research needs two objects for the research are experiment class and control class. The students in experiment class are taught Simple Past Tense by using Pocket Chart and for control class are taught Simple Past Tense without using Pocket Chart.

Before and after the teacher is taught Simple Past Tense, experiment and control class are given test. Before is taught Simple Past Tense is pre test and after is taught Simple Past Tense is post test. Furthermore the result of post test is analyzed using t-test, if the test percentage of t test more high than the test percentage of t table is effective. It means that H_0 (zero hypotheses) is rejected and H_a (alternative hypotheses) is accepted. Furthermore, if test percentage of t table more high than test percentage of t test is not effective. It means that H_0 (zero hypotheses) is accepted and H_a (alternative hypotheses) is rejected. Moreover, if the test percentage of t test same with the test percentage of t table is not effective too. It means that H_0 (zero hypotheses) is accepted and H_a (alternative hypotheses) is rejected too.

Based on explanation above the writer is interested to analyze deeply a research entitle **"THE EFFECTIVENESS OF TEACHING AND LEARNING PAST TENSE BY USING POCKET CHART AT EIGHTH GRADE MTSN PANYIPATAN IN ACADEMIC YEAR 2014/2015"**

B. Statement of Problem

Concerning with topic, the problem of this research is the effectiveness using Pocket Chart in teaching and learning Past Tense. The problem is formulated as follows:

1. How is the students' mastery of Past Tense use Pocket Chart in experiment class at the eighth grade of MTsN Panyipatan?

2. How is the students' mastery of Past Tense without use Pocket Chart in control class at the eighth grade of MTsN Panyipatan?

3. Is there significant difference in teaching and learning Past Tense between control class and experiment class at MTsN Panyipatan?

C. Objective of Research

Based on the statements of problem above, the objective of this research to know:

1. how the students' mastery of Past Tense use Pocket Chart in experiment class at the eighth grade of MTsN Panyipatan is.

2. how the students' mastery of Past Tense without use Pocket Chart in control class at the eighth grade of MTsN Panyipatan is.

3. there significant difference in teaching and learning Past Tense between control class and experiment class at MTsN Panyipatan is.

D. Hypotheses

The hypotheses that the writer will be explained in this research. They are below:

a. Direction or alternative hypotheses (H_a)

There is a significant difference in the effectiveness of teaching and learning Past Tense between students in experiment class and control class.

    b. Null Hypotheses (H_0)

There is no significant difference in the effectiveness of teaching and learning Past Tense between students in experiment class and control class.

E. Significance of Research

    1. Writer

It is hoped that can enrich the writer's knowledge and experience in this research.

    2. Teachers

It is hoped that this research can be reference for their teaching and learning process to improve the success of teaching and learning process.

    3. Students

It can help them to motivate in learning English lesson especially for English grammar by using Pocket Chart.

    4. Next writer

For the other writer, the writer hopes this research can help to give more information, especially for the writer from English Department of Tarbiyah Faculty of IAIN Antasari Banjarmasin for the next time.

F. Definition of Key Terms

To avoid misunderstanding toward the title in this research, the writer then feels necessary to describe terms that the writer include in the title as follows:

1. The effectiveness is based on oxford learner's pocket dictionary "producing the result that is wanted or intended: the most method" (2008,p.143). in this research, effectiveness means the influence of using Pocket Chart in improving the students' achievement in Past Tense with comparing learning outcomes of students who are taught using Pocket Chart with learning outcomes of students who are taught not using the Pocket Chart.

2. Teaching and learning is a process taking and giving knowledge from someone or many people to the other person or people. In this research, the teacher teaches about Past Tense, and the students understand the material pass the explanations of teacher and do exercise. These activity use media of Pocket Chart in experiment class and without use media of Pocket Chart in control class.

3. Past Tense is one of particular time in the past, happen began and ended in the past (Azar,1999,p.2). In this research, the students is taught about Past Tense include the patterns of Past Tense and how to usage of Past Tense. The teaching and learning activities using media Pocket Chart for experiment class and not using media Pocket Chart in control class.

4. Pocket Chart is one of media to make easy teaching and learning process. It is made from cardboard and it need word cards. In this research, The Writer

uses individual Pocket Chart and word cards are made by cardboard. The writer makes herself the media of them.