

CHAPTER I

INTRODUCTION

A. Background of Study

In learning a language, it is not only seen from how fluent in speaking it is, but there are rules in the language that must be learned which are also commonly called grammar. Grammar is also a set of structural rules governing the formulation of clauses, phrases and words in any natural language because every language in the world contains grammar within it. Liyosof in Rizal et al, said that grammar is a set of arrangements and forms that are arranged based on certain consideration ¹.

In addition Yurko said that proper grammar is one of the foundation of language proficiency ². If a student uses an incorrect grammatical pattern in forming a sentence, there is a tendency that sentences made with the intended meaning are different and can lead to errors. For this reason, it is very important for students to be able to learn grammar both at school and in collage so that students will easily write scientific papers, articles, and papers. In addition, grammar is needed in communication to run well. With grammar, it will be easier for someone to understand what is conveyed and reduce misunderstandings in both oral and written communication. Without grammar other people will find it difficult to understand one another.

¹ Ifan Nur Rizal, Listyaning Sumardiyani, and Maria Yosephin W L, "An Analysis of Phrases in Technology Brands Slogan and Its Contribution in Teaching English Grammar", *ALLURE JOURNAL*, Vol. II, No. 2, (April-July, 2022), 106.

² Nadiya Yurko and Mariia Vorobel, "Learning English Grammar Online : The Main Resources", *European Scientific Platform*, Vol. I, No.11, (March, 2021), 115.

One aspect of grammar in English is tenses. Tenses are verbs in English that are used to show time. According to Purnama in Hampp stated that tenses is a form of a verb in English to show the time (present, future or past) of an action or event.³ Simple past tense is one part of tenses. The simple past tense refers to an action that started and finished at a certain time in the past. The importance of the simple past tense in ideal life includes: first, the simple past tense can be used to write daily activities that have been carried out, which can be in the form of diary. Second, the simple past tense can be used to communicate with friends and family (confide) in regarding past events. Third, simple past tense can be used in classroom learning, one of which is in narrative text material. Narrative text material tells stories related to past events that have already been carried out.

Based on the 2013 curriculum, there are three tenses that are included in the material in grade eight of junior high school, namely simple present tense, simple past tense, and simple future tense. Simple past tense is material that must be learned by students. This raises its own challenges for students to learn. Considering that Indonesia itself makes English as EFL (English as Foreign Language) not as ESL (English as Second Language). In addition, the grammar in Indonesia is not as complicated as the grammar learned in English.

This is aligned with the result of initial observation before carrying out the core investigation. As a first step, the researcher do observed the learning process in class, after which the researcher interviewed students regarding learning tenses. When the researcher do pre-observations the researcher found that the students did not

³ Paula L. Hampp, "Use of Songs in Teaching Simple Tense and Past Tense Teaching", *Journal of English Language and Literature Teaching*, Vol. IV, No. 1, (April, 2019), 17.

really take part in learning tenses. Students are not used to thinking and lack practicing so students do not easily remember and understand learning. Students find it difficult in forming good sentence. Students who are already active in class will look more active while students who are passive will be more passive. Students also think that learning English is difficult because they have to use the correct tenses in writing and speaking. In addition, most students feel bored in learning tenses, because the monotonous teaching strategy does not involve students taking an active role in learning so that students understanding of the material conveyed is less understandable. Teachers who dominate learning activities in class by providing knowledge information to students without frequently involving students so it is not uncommon for students to become passive. When students are only given material without any thought process students will easily forget the material that has been previously studied. This is in line with the statement of the eighth grade English teacher. He stated that there were still many students who found it difficult to learn tenses, especially when students were asked to make sentences and they had difficulty replacing verbs in simple past tense.

The teacher's strategy in learning also influences students in learning. By using the right strategy or technique students will be interested and excited about learning. There are many teaching techniques that can be used in simple past tense learning which can improve student's understanding of simple past tense, including the question and answer method, self organized learning, project based learning, and so on. As well as applications that can be used to understand the simple past tense. In this study, researcher provided

alternatives in overcoming simple past tense learning at State Junior High School (SMPN) 1 Baros in improving students' ability to understand tenses. This study provides a different approach in teaching the simple past tense through the probing prompting method. Probing prompting learning method forms students' cognitive abilities, so that students are required to think critically in understanding the simple past tense. According to Zahra in Kodi that the probing prompting method there are interrelated activities, namely activities that require students to actively think critically and try to build their activities. Probing prompting method it provides a series of questions or what is called probing which aims to explore existing information in students so that it can be used to understand new knowledge or concepts. With the description above, the core objective of this study is to determine the effectiveness of students' understanding of the simple past tense through the probing prompting method. Therefore the researcher is interested in conducting research with the title " The Effectiveness Of Using Probing Prompting Learning Method To Improve Students Simple Past Tense".

B. Identification of Research

This following are some issues regarding to the background of this study:

1. Most students do not really take a role in learning tenses. Students are less focused when the teacher is explaining the material, so that students do not understand the material conveyed by the teacher. Furthermore teacher who dominate learning activities in class and rarely involve students in class make students become passive. Students are not used to thinking and lack practicing so

students do not easily remember and understand learning and students find it difficult in forming good sentence.

2. Students feel bored in learning tenses, especially the simple past tense component, because the monotonous teaching strategy does not involve students taking an active role in learning so that students' understanding of the material conveyed is less understandable.

C. Limitation of The Research

The research with the title “ The Effectiveness of Probing Prompting Learning Method to Improve Students’ Simple Past Tense” will be limited in several studies: First, this researcher wants to find out the students abilities before the implementation of probing prompting learning. Second, this research will investigate the process and activities of the implementation of probing prompting learning method in experimental class with the procedure of applying of probing prompting. Third, the researcher wants to find out there is an effect or not of using probing prompting learning method in students simple past tense.

D. Formulation of the Problem

Based on the background of study above, the researcher formulates the following goals of the research:

1. How are the students’ abilities in simple past tense before the implementation of probing prompting learning method?
2. How are the process and activities of learning English in class VIII B of SMPN 1 Baros in the implementation of probing prompting learning method?

3. What is the effect of probing prompting learning method to improve students simple past tense in class VIII B of SMPN 1 Baros ?

E. Objective of the Problem

The objectives of the study on the statement of the problems as set out in the following statement:

1. To find out the student abilities of simple past tense before the implementation of probing prompting learning method
2. To investigate the process and activities of learning English in class VIII B of SMPN 1 Baros in the implementation of probing prompting learning method
3. To find out the effect of probing prompting learning method to improve students simple past tense in class VIII B of SMPN 1 Baros.

F. Significance of the Research

The researcher was expecting that there would be both academic and practical contribution in this research.

1. For students

Through learning simple past tense using the probing prompting learning method, students will realize the importance of understanding of simple past tense and ability to be active in the class and can make accurate sentences that are appropriate to tenses both in spoken and written form, by using this learning method will improve students' cognitive

abilities, and students will be trained to think critically in learning.

2. Academic Use

The author hopes that this research will be beneficial for every reader, in particular for English teachers as information to explore students' understanding of tenses especially simple past tense using this method.

G. The Organization of Writing

The researcher will give an explanation of the chapter on this research in that part. This research has five chapters, they are **Chapter I** : is Introduction. In this chapter, the researcher put some points including Background of study, Identification of Problem, Focus of Study, Statement of the Problem, Objective of the Problem, Significance of the Research, Hypothesis, Previous Study and The Organization of Writing. And **Chapter II** is Theoretical Framework. This part consists of some theories from some experts who have conducted the research related to this research. **Chapter III** is Research Methodology. This chapter consists of research method, unit of analysis, technique of data collection and data analysis. **Chapter IV** is The research findings, result and analysis. **Chapter V** is The conclusion and suggestions.