

CHAPTER I

INTRODUCTION

A. Background of Study

Language is a way for humans to communicate. With language, humans can convey thoughts, concepts, and ideas. In Indonesia, English is a foreign language selected as a formal international language. According to Rao, English is used by native speakers and non-native speakers for global communication as an international language spread throughout the world in all fields such as education, medicine, science, business, and others.¹ This means that English as a global language must be mastered by everyone to be able to keep up with world developments needed in terms of communication to connect relations between worlds.

English is required in education in Indonesia to support students' ability to compete internationally. English lessons have been introduced in schools from elementary school to university level. In learning English, students must master basic language skills and elements of language. There are four basic English skills, namely listening, reading, writing, and speaking. According to Badger, there are five elements of learning English namely pronunciation, spelling, grammar, vocabulary, and discourse.² Language skills and elements of language are connected when learning English. Grammar is one of the elements of language that students need to be proficient in for it to aid students in learning English as a second language.

¹ Parupalli Srinivas Rao, 'The Role of English As Global Language', *Research Journal of English (RJOE)*, 4.1 (2019), 65.

² Richard Badger, *Teaching and Learning the English Language: A Problem- Solving Approach* (UK: Bloomsbury Publishing, 2018), 43.

According to James D. Williams, grammar is a set of formal patterns in which the words of a language are arranged to convey a larger meaning.³ In learning English grammar is needed as a rule in choosing and combining words. The role of grammar in English for students is to organize, choose words, and form a sentence. Without grammar in English, it is difficult for other people to understand the meaning conveyed. As Bindra said it is challenging to discuss English grammar without using terminology like noun, verb, subject, object, and so on.⁴ This means that all grammar terminology must be studied and mastered by English language learners to master English, one of which is verbs.

In the use of verbs, several changes occur depending on information about time, action, and the nature of activities or events, which are called tenses. According to Meister, the tenses determine time regarding the time point of the action or activity that may occur in the present, past, or future.⁵ It can be said, that tense is an activity or action connected with the time it happened and a fundamental concept in learning grammar. Therefore, to learn a language, one must first understand tenses from grammar as a basic of language.

As a foreign student studying English in Indonesia. Students must study the basic language to learn English. In tenth-grade English learning the 2013 curriculum, there are several types of English texts, including recount texts. The basic competencies that students must achieve are analyzing the social function, text structure, and language features of several oral and written recount texts by providing and asking for

³ James D. Williams, *The Teacher's Grammar Book, The Teacher's Grammar Book*, 2006, 2.

⁴ Annie Bindra, *English Grammar: Rules and Usage* (Chennai: Notion Press, 2016), 21.

⁵ Jan Christoph Meister, Wilhelm Schernus Gruyter, and Walter De, *Time: From Concept to Narrative Construct: A Reader* (Germany: Narratologia, 2011), 1.

information related to events/experiences according to the context of their use.⁶ In other words, students must learn about recount texts, one of which is language features which are the basis of language, namely grammar.

Recount text is the text that retells events, experiences, or events that occurred in the past. According to Anderson & Anderson, a recount text is a text that recounts historical events, usually in the sequence they occurred.⁷ In recount text, the writer usually tells experiences or events in the past sequentially. In recount texts, students have to learn the generic structure and language features of that text.⁸ According to Gerot and Wignell, The language features that a recount text should complete are specific participants, using material process, a circumstance of time and place, using past tense and temporal sentences.⁹ Based on the explanation above, recount text is a text that tells about past events or incidents. Therefore, students must study the language features in recount text, namely understanding sentence structure and also verb conjugation in the simple past tense.

In learning English, students find some difficulties in learning grammar, especially tenses. This is evident from the results of Ameliani's research (2019) concerning Student Difficulties in Grammar in grade 7 of junior high school showing that many students experience difficulties in learning English, especially when using grammar in constructing sentences (students experience confusion in arranging words and sentences related to grammar). In addition, other difficulties faced by students relate to the use

⁶ Utami Widiati, Zuliati Rohmah, and Furaidah, *Bahasa Inggris SMA/MA/SMK/MAK Kelas X, Pusat Kurikulum Dan Perbukuan, Balitbang, Kemendikbud.*, 2017, 94.

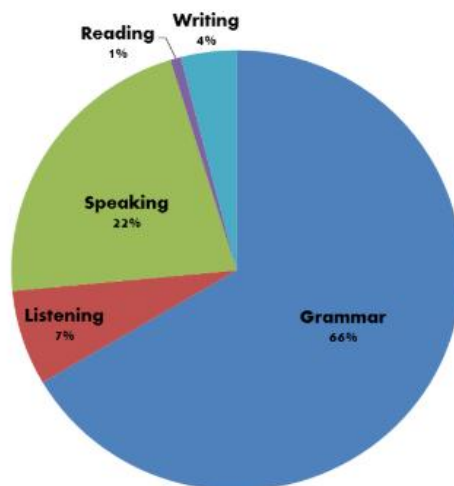
⁷ Mark Anderson and Kathryn Anderson, *Text Types in English 2* (South Yarra: Macmillan Education Australia, 2003) 85.

⁸ Allieni Harris, Mohd. Ansyar, and Desmawati Radjad, 'AN ANALYSIS OF STUDENTS' DIFFICULTIES IN WRITING RECOUNT TEXT AT TENTH GRADE OF SMA N 1 SUNGAI LIMAU', *Journal English Language Teaching (ELT)*, 2 (2014), 56.

⁹ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar* (Australia: Gerd Stabler, 1994), 154.

of tenses in making a sentence.¹⁰ The results of other studies disclosed by Tambunsaribu & Galingging (2021) are shown in the following figure:

The hardest material to understand



Graphic 1.1 Problems Faced by English Students in Understanding Language Lesson English

Based on the picture above, it shows the problems students often face in learning English, namely 66 % have difficulty in grammar, 22% are Speaking, 7% are Listening, 4% are Writing and 1% are Reading.¹¹ From the results of this study, it can be concluded that students often experience difficulties in understanding grammar, especially when arranging words into a sentence.

Another difficulty found was that students had difficulty learning grammar in English, especially in simple past tenses. They have difficulties and are confused in correctly forming sentences with correct simple past tenses, such as correct verb changes in recount texts. Lack of practice and the little amount of time allowed for studying in class are the two things that make

¹⁰ Atiqoch Novie Ameliani, "Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang", *Conference of English Language and Literature (CELL)* 1 (2019), 6.

¹¹ Gunawan Tambunsaribu and Yusniaty Galingging, "Problems Faced by English Students in Understanding English Lessons," *Dialectics: Journal of Language, Literature and Culture* 8, no. 1 (2021): 30–41.

learning tenses difficult. According to Listia and Febriyanti, the students have problems when it comes to the tenses that they do not understand how to use them and in what context they apply.¹² This problem was found in class X MAN 1 Kota Tangerang. In this case, teachers who teach grammar mostly use the lecture method which focuses on one direction. From the results of an interview with Mrs. Esti Rohani, a class 10 English teacher at MAN 1 Kota Tangerang, she said that the problems experienced by students were that students had difficulty learning English grammar due to a lack of understanding of tenses, students were confused about arranging the correct words into one sentence with the correct tense, students lack practice in class, and inadequate learning resources such as textbooks with grammar material, especially tenses, make English language learning limited.

To solve problems and improve students' grammar in language features of recount text, students can use learning methods that utilize technological advances. Students can use their gadgets through learning applications to learn English independently at home and teachers can provide colorful and interesting learning media so that students are interested in studying grammar material, especially tenses in English. Media will make students remember information for a long time. So, to overcome this problem, researchers tried to use *the Learn English Grammar Application* as a learning medium to improve students' simple past tense grammar.

The Learn English Grammar Application is an application for learning basic grammar in English.¹³ This application provides many grammar topics with simple and clear explanations and is equipped with practice questions to test students' grammar skills in English. This application also provides a rating

¹² Rina Listia and Emma Rosana Febriyanti, 'EFL Learners' Problems in Using Tenses: An Insight for Grammar Teaching', *IJET (Indonesian Journal of English Teaching)*, 9.1 (2020), 90.

¹³ David James, '5 Aplikasi Grammar Android Terpopuler Saat Ini', *DroidPoin*, 2020.

score feature to see students' grammatical development to determine their grammatical abilities. Apart from that, there are many tests in the form of questions about the grammar topics being studied and are equipped with feedback in the form of a score to the user. This application is in great demand and is used to study grammar in English because the colorful visual display and grammar material in the application can improve English language skills. Learning through applications is very fun and does not make students bored, so this is one of the media that can be used for students to learn English. This research is interesting because learning English using *the Learn English Grammar Application* is a good alternative and innovation in the world of education. Because the features and appearance provided are suitable for students at school to study English.

Based on the explanation above, researchers try to make English grammar in recount text learning activities that can be understood, mastered well and are interesting for students to learn. Researchers used *the Learn English Grammar Application* to develop students' grammar understanding of tenses in recount text in this research. With *the Learn English Grammar Application* as a medium in the learning process, it can provide good feedback in improving students' grammar. Researchers hope that this research can help students improve their grammar and help students understand proper grammar by using *the Learn English Grammar Application*.

B. Identification of Problem

Based on the background of the problem, identification of the problem can be made as follows:

1. Students have difficulty and lack understanding of grammar in language features in recount text, especially simple past tense.
2. Students have limited time to learn simple past tense in the classroom.
3. The media used is less interesting in learning English.

4. As new knowledge about using *the Learn English Grammar Application* as a learning media for learning English.

C. Focus of Study

From identifying the problems described, the research can focus on "How does *the learn English grammar applications* affect the students' grammar in recount text."

D. Statement of Problem

The formulation of the problem in the research to be carried out is as follows: Is there any effect the learn English grammar applications on students' grammar on recount text?

E. Objective of Problem

The objective of the research is to find out how *the Learn English Grammar Application* affects students' grammar on recount text.

F. Hypothesis

Based on the problems previously identified, the researcher's hypothesis tries to answer the following statements:

H_a : there is a significant difference between students' grammar through *the Learn English Grammar Application*.

H_0 : there is no significant difference between students' grammar through *the Learn English Grammar Application*.

G. Significance of Study

1. For Existing Literature in the Field

This research provides new insights into *the Learn English Grammar Application* platform to improve students' English grammar of past tenses in recount text with online learning with complete materials and exercises.

2. For The Students

Through this research, students will realize the importance of grammar in English to compose sentences and paragraphs. *The Learn English Grammar Application* will add new insight into variations in learning English to grow students' interest and motivation in English. With their grammar mastery, students can easily learn another aspect and component of learning the English language. Apart from that, it can be used as a reference for detecting students' English learning results by using *the Learn English Grammar Application* platform, which contains the results of students' English language ability scores. Through this *Learn English Grammar Application* platform, students can learn easily anywhere and anytime without time constraints.

3. For The Future Study

This research provides new insights that are useful for further discussion regarding *the Learn English Grammar Application* platform and the importance of grammar in English, especially when students have difficulty understanding tenses. Additionally, it might lead to more in-depth research on the matter.

H. Previous Studies

The series of research that will be carried out refers to previous research that is related, namely as follows:

- 1) The first study is entitled "*Flipped Classroom Learning Model: Implementation and Its Impact on EFL Learners' Satisfaction on Grammar Class*" by Berlinda Mandasar, Achmad Yudi Wahyudin (2021). The purpose of this research to describe the application of the flipped classroom learning model and analyze the impact of this learning model on student satisfaction in the Grammar class. The design of this research was descriptive qualitative. Data were

obtained from observation, questionnaire and interview. The result of this study was the students satisfy with the learning process carried out using flipped classroom. It was found that flipped classroom was easy to implement, promote self-directed learning and improve grammar knowledge. It can be suggested that flipped classroom learning model is an alternative mode incorporating education with technology advancement.

- 2) The second study is entitled "*The Use of English Grammar Application To Improve The Students' Writing In Recount Text At Sman 1 Tanjung*" by Risa Masdania Kartika Bina, Misrita, Indra Perdana (2021). The purpose of this research is to effect examining of English Grammar Application for improving the students' writing in recount text in the tenth grade of SMAN 1 Tanjung. The research applied quantitative approach and used pre experimental design. The result of this research showed that the research conducted effect size formula. The research got 0.9. this is the value of effect size level. Refer to the table of interpreting of effect size. This value 0.9 was > 0.5 . so the effect size of using English Grmmar Application in learning Recount text has strong Effect. This value 0.9 was > 0.5 . so the effect size of using English Grmmar Application in learning Recount text has strong Effect.
- 3) The last study is entitled "*The Analysis of Grammatical Error In Students' Recount Text Made By The Eighth Grade Students of SMPN 1 Gombang In The Academic Year Of 2016/2017*" by Shaila Sukma Wijayanti (2017). The research objectives are to know the types of grammatical errors in recount text made by the eighth grade students of SMPN 1 Gombang in the academic year of 2016/2017. This research used two ways to approach the research, a quantitative

study or a qualitative study depending on the type of problem the researcher needs to research. The researcher can describe that the percentage of errors made by the students. The total number of students' errors is 87. The percentage of omission is 47.8%, the percentage of addition is 6.5%, the percentage of substitution is 36%, and the percentage of permutation is 9.7%. Based on the findings and discussion on the previous chapter, it can be stated that there are 4 (four) types of errors that the students make. There are 89 omissions (47.8%), 12 additions (6.5%), 67 substitutions (36%), and 18 permutations (9.7%). The most dominant errors that the students make is omission.

Based on previous studies, the novelty of the research that will be conducted is that researchers use a quasi-experimental quantitative method to improve the students' grammar of simple past tenses on recount text of X class at MAN 1 Kota Tangerang through the use of *the Learn English Grammar Application*. This is different from previous studies that used methods pre-experimental, descriptive qualitative, and mixed methods. Therefore, this research is important to do to improve students' grammar of tenses in learning English.

I. The Organization of Writing

Chapter I is Introduction. In this chapter, the writer makes several points including Background of Study, Identification of Problem, Focus of Study, Statement of the Problem, Objective of the Problem, Significance of the Research, Previous Study, and The Organization of Writing.

Chapter II is Theoretical Framework. This section contains various theories put forward by professionals who have conducted research related to this subject.

Chapter III is Research Methodology. This chapter consists of Research Method, Research Place, Participants, Techniques of Data Collection, and Data Analysis.

Chapter IV is Result and Discussion. Research finding consists of the description of data, the process of quasi-experimental score data, the comparison of pre-test and post-test quasi-experimental class, hypothesis testing, t-test, and interpretation data.

Chapter V is Conclusion and Suggestion. The last chapter of this research consists of conclusion from the research and suggestions for the reader or the other researchers.