CHAPTER I

INTRODUCTION

A. Background of the Research

Nowadays, English becomes an essential language subject of education issues in Indonesia. Indonesian students' learn English from elementary school up to university. By learning English language, they wish they have ability and more confidence with English. As a matter of fact many young learners face difficulties to understand English as their second language, which is different from their own language, Bahasa.

Language is important for our life to communicate each others. Without language, this world will be calm and silent. Because of language, we can chat and share what we feel and also we can introduce our self to others. We can do everything around the world because of language. Language is a complex, specialized skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is a qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently.[1]

We can imagine, if we can't chat and share, probably we will never know about what is the meaning of life. There for, language is present around us. Many languages in Indonesia. There are Javanese, Sundanese, Bataknese, and etc. those are have different intonations and character. Actually, enumerating the language spoken on Earth is not a straight forward task. First, it's not always clear whether to call two "language varieties" dialects of the same language of different language.[2]

In formal education institution in Indonesia, The curriculum has been developing overtime. The curriculum that is used now is K13 (Kurikulum Tahun

[1] H. Douglass Brown, *Principles Of Language Learning And Teaching Fourth Edition* (San Francisco: Addison Wesley Longman, 2000), 4

[2] Edward Flinegan, *Language its Structure and Use Fourth Edition* (New York: Michael Rosenberg, 2004), 2.

2013). This curriculum replaces the previous curriculum; KTSP (Kurikulum Tingkat Satuan Pendidikan) or Kurikulum 2006. K13 focuses on developing students' ability to do the competence and the tasks in K13 standard, so the students will be able to master the specific competence. This educational program standard makes the students have competence of the knowledge, understand and ability every values which is learnt because this curriculum based on the number of competence, so after the students finish the educational program, they will master all of the competence and apply in their own lives.

There are four language skills which are learnt by the students based on Standard Competence and Basic Competence; listening speaking, reading and writing. Besides those four language skills, in English there are some language elements; *grammar, vocabulary, pronunciation, and so forth.* The researcher focuses on grammar because grammar is viewed as the most complex and hardest language element among the others. Grammar has many parts; *pronouns, article, tenses, part of speech, gerund, etc*. The students need to learn the whole of grammar parts. They should understand, pay attention, and need more exercise in grammar. Beside that, English and Bahasa has different role in grammar structure.

Although grammar is not including in English four skills; reading, speaking, listening, and writing, but grammar supports those skills. In speech or speaking we do not concern to the grammatical rules, sometimes we did not seem to be aware the neglect of grammatical caused miscommunication, in formal contexts or academic. In reading, the student will understand the text and get the ideas of the writer's if they have ability in grammar.

In this case, the researcher only took one of part of grammar, personal pronouns. Personal pronouns have the important role. Misusing one of them can cause the wrong meaning in one paragraph or even in the whole of it. It is because the personal pronouns always refer to a noun, so they related to each other.

In the researcher's experience, when the students have already understood about personal pronouns, they are still confused when they should use subject or

object pronoun, because of that there are many grammatical errors that are made by the students. Based on this reason, the researcher chooses the personal pronouns because the students still confused between subject and object pronoun. This research will make a solution to the problem of using personal pronouns by using role play model in a learning activity.

SMP Muhammadiyah Tirtayasa is a school located in the coastal area Banten, this school is semi-pesantren school. In recent years, this school has been applying the habituation of foreign languages, namely Arabic and English. This habituation begins when their morning activities are accustomed to receiving some new vocabulary, they must memorize and use it throughout the learning in the school environment.

The researcher is totally known the real condition of the students in 7th grade, because the researcher also take a role as the English teacher in that class. The class contains with twenty five students, with fifteen female students and ten male students. The researcher take the problem research from his teaching experience, when he teaches the personal pronoun. At that time, the researcher uses the scientific approach in his teaching and use the video to help students understand.

From that learning, the researcher found some problems of the learning, the problems are the student cant to distinguish which personal pronoun used as subject and used as object, the second is the student cant to apply when they use personal pronoun in fit condition. Then, when the researcher give them the test, the result is two students reached the target, and fourteen students other got low score. In the test, the researcher give the twenty number quizzes and determine the minimize score level is 70 or the true answer should reaches at least 14 number.

The case encountered and the solution is not known about the use of personal pronouns. it is this problem that motivates researchers to find a way out of the difficulty of a student understanding the use of personal pronoun especially distinguish between subjective pronoun, objective and possessive. The researcher

is also an amateur teacher who just started for the last two years, teaching English in seventh grade at the school in question. And this research will be done in the classroom where he teaches.

B. The Identification of the Problems

Based on the discussion above, the researcher would like to formulate this problem in the following question:

1. What kinds of *personal pronouns* error are commonly made by the students?
2. Why students are difficult to distinguish between several types of personal pronouns?
3. How role play model can make good effect to student understanding about personal pronoun?

C. The Limitation of the Problems

Based on description of the problems above, the researcher give the limitation of problem in this explanation whether there is any effectiveness of using role play model in student understanding about personal pronoun at the first grade in SMP Muhammadiyah Tirtayasa.

D. The Aims of the Research

1. To identify student's understanding about grammatical material of English in SMP Muhammadiyah Tirtayasa
2. To Explain the student's activities thought they can use personal pronoun correctly
3. To explore the effectiveness of using role play model in teaching personal pronoun.

E. Hypothesis

1. Ha : There is significant improvement of using role play model in students understanding about personal pronoun (subjective and objective)

2. Ho : there is no significant improvement of using role play model in students understanding about personal pronoun (subjective and objective)

F. The Significant of The Research

The research about "The Effectiveness of Using Role Play Model to Improve The Student's Understanding in Teaching Pronoun" important thing to do. Because with this study we can know that the role play technique has effect on the student understanding about English grammatical, especially about personal pronoun.

G. Previous of the Study

The researcher finds one previous studies of researcher about The Effectiveness Of Using Role Play Model to Improve The Student's Understanding in Teaching Personal Pronoun. The research as follow:

The paper is written by Arifah Febri Winarni, Her student register number is 106014000370. She was studied at UIN Syarif Hidayatullah Jakarta until 2011. Her research about "Improving Students' Ability in Using Personal Pronoun Through Contextual Teaching Learning". According to the research, the researcher knew that most of students were still misunderstanding about personal pronoun and it was regarding as difficult material and confusing, after did many research step, the student know what is personal pronoun and they are not regarding personal pronoun as difficult and confusing material anymore. They also feel enjoy study by using CTL method. They felt fun in learning, easier to understand and could improve their understanding in personal pronoun material.