

# CHAPTER I

## INTRODUCTION

### **A. Background of The Problem**

Language is a tool of communications. There are several forms for communications; the forms are spoken language and written languages. The purpose of communication is to send a message from the writer or speaker to the reader or listener. The fact that the human is a social mankind; they certainly realize that they cannot survive without interacting to another people. Because of that, people start to make their own way to interact, and then a language was born.

English is the language which is used by most countries in the world. That is why it said English is one of international languages. Latin was most widely studied as foreign language five hundred years ago. However,

English has become the most widely studied foreign language today<sup>1</sup>

English is the first foreign language that should be taught in the elementary school as a local subject in Indonesia. In the curriculum for elementary school, it is stated that as a local subject in Indonesia has function as a means to develop the students' ability in comprehending and mastering English. That is why in Teaching Learning process, the ability of the students to comprehend and to master the material given by the teacher is the main consideration of the teacher because this is very important for the students' improvement in learning the language.

Learning process combines work with experience. What the person in the world makes experience for him. The experience will add skills, knowledge or understanding that reflect inward value. Effective learning will lead to change, development and increased desire for learning. Learning not only produces

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<sup>1</sup> Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching*, ( New York: Cambridge University Press, 1986),p.

or makes things, but also adapts, extends, and deepens knowledge.

In order for learning activities to achieve maximum results should be cultivated supporting factors such as good student conditions, facilities and a supportive environment, as well as appropriate learning process. The learning process is a system consisting of student components as inputs, environmental components as environmental input, the implementation of learning as a component of the process, and ultimately results in the output of student learning outcomes as output components. Factors of input components that affect learning outcomes are the conditions of students and the environment that allows learning activities to achieve the desired goals, namely the achievement of optimal learning outcomes. In the implementation of learning, the three inputs are students, environment, and agencies are very influential on the success of the process and output. Obviously student learning outcomes are highly dependent on several factors of input components,

processes, and outputs. In recent day, grammar is seen simply as studying the forms, and applying them in sentence. The goal of teaching and learning grammar is to master the role and in order the produce the correct sentences both written and spoken. Moreover, students are expected to fill in the question of grammatical rules correctly, no matte whether they use the form in their communication or not.

Based on writer experience during the process of language teaching and learning, the writer found that students faced many difficulties in learning grammar, especially in simple past tense, when either they wrote or they spoke about simple past tense. This problem appeared because they did not memorize the form of irregular verb. Moreover, the writer found that students cannot use the simple past tense in daily communication. The writer also observed that students feel embarrassed to ask the teacher during the learning process, because they feel embarrassed to ask, then the students keep quiet even

though they do not understand it. Then, the process of teaching and learning was not meaningful.

From those fact above, it can be concluded that learning English by using traditional strategy does not facilitate meaningful communication and interaction among students. In line with the problem, the writer tries to give a solution for the teacher to implement English teaching strategy which can make language teaching and learning more effective, and provide an enjoyable atmosphere, an also can invite students to the real condition past tense, in order that students can use the rule of past tense which they have in real communication.

Most teachers used grammar teaching method in teaching grammar. In fact, most students felt board and embarrassed because all materials are taught passively. On the other word, they only stand as listeners and receivers. They also cannot practice it in real situation.

Therefore, the writer will try to apply another technique Peer Tutor Strategy in learning English. The writer hopes that the technique can help the students

overcome their difficulties toward learning English grammar.

From the above description, the writer interested in taking a title :

**“THE EFFECTIVENESS OF PEER TUTOR STRATEGY IN LEARNING ENGLISH ( An Experimental Research at the First grade of MA Daar Al-Ilmi, Serang )”**

## **B. The Identification of Problem**

Base on the observation by the researcher at the second grade of MA Daar Al- Ilmi, Kota Serang. It can be identified that the problems of students in language learning as folow :

1. Students get difficulty to use the simple past tense in daily learning.
2. Teacher has lack of creatifity during teaching in the classroom so that students are less interested in learning.
3. The rare of use english language.

4. Less vocabulary mastery

### **C. The Limitation of Problem**

The scope of this research is limited that concern about the effectiveness of peer tutor in learning simple past tense at the second grade of MA Daar Al-Ilmi, Kota Serang, and the writer focuses in teaching simple past tense.

### **D. The Statements of Problem**

Base on the description above, the formulates problem of the research as follow :

1. How is students grammar ability on simple past tense ?
2. How is the effectiveness of Peer tutor strategy in teaching simple past tense?

### **E. Objectives of research**

1. To find out the students grammar ability on simple past tense.
2. To find out the effectiveness of Peer tutor in teaching simple past tense.

### **F. The Significance of Research**

1. Researcher
  - a. The result will give contribution in English teaching learning especially in teaching simple past tense.
  - b. It can be applied in teaching simple past tense.
2. Students
  - a. Students get problem solving to understand in using simple past tense.
  - b. Students are more motivated to learn because this method is interesting and make learning proses more enjoyable.
  - c. Students can use this method in the other subject
3. Teacher
  - a. It can be use as an input for teacher in the teaching.
  - b. This method can be se use in teaching learning.