

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are three language components in learning a language. They are vocabulary, pronunciation, and structure. Structure is the central of teaching and learning languages ([http://arifs \[at\] hacettepe.edu.tr](http://arifs@hacettepe.edu.tr)). The aim of teaching structure is to enable students to carry out their communication purposes. Talking about grammar means talking about the rules of a language and the forms of words which are combined into a sentence. A sentence is produced to express what we are going to talk about and this deals with some words to compose it. But there is a significant difference between an English sentence from an Indonesian one. When we write or speak in English, we should pay attention to the tense. Meanwhile in Indonesian language, there is no tense recognized. We can see from these sentences, “Hari ini adik dan ayah pergi ke kebun binatang.”, “Hari ini adik pergi ke kebun binatang.”.

The first Indonesian sentence above indicates an event in which there are two persons “adik” and “ayah” as the subject, while the second sentence indicates an event in which there is only one person “adik” as the subject. Now, those two sentences are translated into English. They would be “Today my sister/brother and father go to the zoo.”, “Today my sister/brother goes to the zoo.”. English sentences must have a different form of the verb when the subject is the 3rd person singular form such as “he”, “she”, and “it”. Compared with the two Indonesian

sentences above in which they have no changing form of verb “Pergi”, those two English sentences show changes on their verb “Go”. When the Indonesian sentence states only “adik”, in English, that noun “adik” can be written as “sister” or “brother”. Since “sister” or “brother” is the third person singular, they need an inflectional morpheme “-s” to the verb “go” in the Simple Present Tense. Therefore “go” should be transformed into “goes” (Azar, 1992:3).

As what I have known, most students often find difficulties in learning English tenses and they seriously have problems in learning the Simple Present Tense and the Present Continuous Tense. They get confused with the changing forms of verbs, when they have to put s/es at the end of verb in the Simple Present Tense. Besides that, it also mostly happens among students that they often forget to add to be (am, is, and are) before V-ing as in the Present Continuous Tense. Meanwhile, most teachers tend to teach tenses by explaining the forms and rules and then by drilling students with the patterns. But it turns out that this technique results in the students’ boredom. One of the major reasons of the students’ difficulties in using the language is that the English teachers seem to pay more attention to the teaching of language and expect their students to memorize the rules and the grammatical changes without bothering whether the students could apply their knowledge of rules to real communication or not. Most students might produce correct forms on exercises and tests, but they might consistently make errors when they try to communicate the language orally.

Concerning this, all language teachers should remember that the main purpose of teaching language is for communication. Therefore, teaching English

tenses should be done in a situation where the students may use the language as an instrument for satisfying immediate communicative needs, and where the criterion for success is functional effectiveness rather than structural accuracy (Littlewood, 1983:7). Realizing this problem, teachers should make an innovation on the techniques used in teaching English tenses, especially Present Tense which includes Simple Present Tense and Present Continuous Tense.

One of the ways to lessen the students' boredom while they are learning the Simple Present Tense and the Present Continuous Tense is by giving them a feeling of joy. When they feel happy, they will learn those tenses easily and then they will be reinforced to learn (Biehler, 1971:102). In language learning, reinforcement is important as it enables the students to comprehend the material taught. Chastain states "The proper use of appropriate reinforces has long been postulated as a significant factor in students' motivation." (1976:83). One of the reinforcements that can be used in teaching tenses is songs. It is due to the fact that songs are interesting and hardly anyone does not like listening to songs. When teachers use songs in teaching tenses, they take their students to a different atmosphere of learning in which they are not merely learning but also enjoying something they like. Then, in this study songs were presented as a learning reinforcement in the teaching-learning of the Simple Present Tense and the Present Continuous Tense to the second-year students of SLTPK Santo Yosef Surabaya.

1.2 Statement of the Problems

In line with the background above, this study introduced songs as a learning reinforcement of teaching English tenses, especially the Simple Present Tense and the Present Continuous Tense. Thus, there are three problems that are formulated as follows: and also to answer these questions:

1. How did the students respond to the reinforcement process of the Simple Present Tense and the Present Continuous Tense using songs?
2. What were the problems of the teacher during the reinforcement process when songs were used as the learning reinforcement in the teaching of the Simple Present Tense and the Present Continuous Tense?
3. What were the problems of the students during the reinforcement process when songs were used as the learning reinforcement in the teaching of the Simple Present Tense and the Present Continuous Tense?

1.3 Objectives of the Study

The objectives of this study are (1) to find out the students' responses to the reinforcement process of the Simple Present Tense and the Present Continuous Tense using songs, (2) to find out the problems of the teacher during the reinforcement process when songs were used as the learning reinforcement in the teaching of the Simple Present Tense and the Present Continuous Tense, (3) to find out the problems of the students during the reinforcement process when songs were used as the learning reinforcement in the teaching of the Simple Present Tense and the Present Continuous Tense.

1.4 Theoretical Framework

In this study the writer presented the overview of theories in which her study is based on. The theories are:

1.4.1 Behavioristic Theory

Brown claims that “a process of learning is considered effective if the learner can produce correct responses to the given stimuli” (1987: 68). If the learners are interested, they will give their response and their knowledge will be reinforced deeply to keep in their mind longer. Thus it is clear that effective learning needs media as stimuli to get the learners’ responses.

Stack argues that one of the types of stimuli in learning process is repetition drills (1971:125). In repetition drills, the students are given problems as the stimuli and then they have to answer the problems as their responses. By doing repetition drills, students will be assisted to learn language items, such as vocabulary, grammar, and even pronunciation. Then, songs are recommended to be used in repetition since they have a lot of repetitions in the lyric and are able to get students’ motivation in learning.

1.4.2 Reinforcement

It is known that boredom can decrease students’ reinforcement in learning; therefore, it is really expected that the use of variation in teaching can help the students in learning. Clarence says that reinforcement is the act of strengthening

or increasing in any way, especially in learning behavior processes (1977:115). It is the teachers' responsibility to provide a large number of varied activities in order to hold the interest of the most students. When successful reinforcement is provided, learning is made enjoyable.

1.4.3 Songs As a Means of Teaching English Tenses

Students are always busy with the rules and the changing verbs that happen in each form of tenses. It is, therefore, the teachers' responsibility to provide the students with an interesting media in order that their students can learn the tenses and use them communicatively. The teachers can take the advantages of songs to overcome the students' problem. This is in line with what Subramaniyan says, "Using songs as an instrument to learn English structure is a useful technique in a foreign language teaching since songs have a great tendency to attract the attention of the learners" (1985:79).

1.5 Definition of the Key Terms

To avoid misinterpretation that might happen when reading this thesis, the writer provided some definitions of key terms.

- **Song**

A song is basically like a poem which is set to music and which is intended to be sung (Oxford University Press, 1991).

- **Tense**

Tense is the correspondence between the form of the verb and time (past, present, future) (Leech and Svartvik, 1975:305).

- **Reinforcement**

Reinforcement is the consolidation of further learning of material. And it also means the confirmation or reward which increases the likelihood of a student's giving a correct response again at another time (Finnochiaro, 1973:191).

- **Response**

Response is any biological reaction or behavior resulting from the application of a stimulus (Webster, 1995:1144).

- **Problem**

Problem is a matter proposed for solution or consideration (Webster, 1995: 1072).

- **Simple Present Tense**

Simple Present Tense is a tense expressing an habitual action but not expressing the action happening at the moment of speaking (A.V.Martnet, 1980:159).

- **Present Continuous Tense**

Present Continuous Tense is a tense expressing an action happening now and an action happening about this time but not necessarily at the moment of speaking (A.V.Martnet, 1980:154).

1.6 Scope and Limitation

This study limits to the one of the teaching-learning process parts, which is reinforcement. To achieve the purpose of the study, the writer taught The Simple

Present Tense and the Present Continuous Tense to the second-year students of SLTPK Santo Yosef Surabaya by using songs as the learning reinforcement. Each class consisted of 40-45 students. The writer took 2 classes (II_B, II_E) that had been determined by the school English teacher, since the writer did not have any criteria for the class to be taught. Thus, the authority in choosing the class was in the hands of the English teacher.

The teaching materials proposed in this study were only used for teaching Present Tense, which covers the Simple Present Tense and the Present Continuous Tense. The reason of why the writer only focuses on the teaching of the Simple Present Tense and the Present Continuous Tense was because when the writer was conducting her PPL in this school, the writer found that the second-year students still did not get how the Simple Present Tense and the Present Continuous Tense are used in a sentence. Moreover, the evaluation discussed in this study was not in the form of a test. It means the teacher checked the students' understanding through students' activities and assignments.

The data were obtained when the writer was teaching so that the teaching-learning would not become a burden for pupils as well as the teacher. Thus the data were collected in a natural setting.

1.7 Significance of the Study

First of all, the aims of this study are to give some contributions concerning the teaching of English Tenses especially the Simple Present Tense and the Present Continuous Tense, which is, to help English teachers in giving

variation, reinforcement, and relaxed atmosphere in class. Second, it is expected that the teachers using this contribution could help their students to feel more at ease in learning the Simple Present Tense and the Present Continuous Tense and probably in learning other tenses so that they can use the language. Third, from this study the teachers could be informed of the responses of the students to the teaching-learning of the Simple Present Tense and the Present Continuous Tense, of what the problems of the teacher and the students in the teaching-learning of the Simple Present Tense and the Present Continuous Tense so that the teacher can make some improvements to make a better teaching and learning of those two tenses later. At last, the teacher and the students who use songs will be pleased with the results of teaching and learning the Simple Present Tense and the Present Continuous Tense they get.

1.8 Organization of the study

This study consists of five chapters. Chapter I is the introduction of the study, Chapter II discusses the theories related to the study, Chapter III discusses the method of the study, Chapter IV presents the findings and discussions, and Chapter V discusses the conclusion and suggestions.