

## **CHAPTER I**

### **INTRODUCTION**

This chapter, the researcher presents background of the research, statement of the problems, objectives of the research, significance of the research, scope of the research, and operational definition.

#### **1.1 Background of the Research**

English is important to learn and master the grammatical rules of the language to get good understanding. Some students may find the difficulties in learning grammar. Grammar includes the structure of words, phrases, clauses, tenses, and etc. According to Leech (1999:3) states that grammar is “a set of rules which do not allow others, otherwise they would not be able to put words together and a meaningful way”. Gerot and Wignell (1995:2) explain that grammar is “theory of language, of how language is put together and how it works”. More particularly, it is study of wording. Mastering grammar means the students should understand those topics well.

The difficulty of mastering simple present tense happens in Indonesia, before conducting this research, the researcher conducted preliminary interview with some students in order to know a brief the students' difficulty of learning tenses, especially simple present tense. Because, the researcher had ever been joining teaching internship in one of schools in Kudus. So, the researcher knows the background of the students in learning English. Based on preliminary interview with some students, it is known that they do not understand the general concept of tenses. Because tenses have many rules to understand. According to Penny Ur (1998, p.25) in her book : A learner who knows grammar is one who has mastered and can apply the rules to express him or herself in what would be considered acceptable language form”. The students still get some difficulties in learning to master simple present tense such as the students are still confused to add –s or –es after verb, to put verb, to change positive sentences into negative sentences and interrogative sentence, to make nominal and verbal sentences, to use auxiliary and to be, and etc. Some students also told the way to

make a sentence that using simple present is totally complicated, because verb can be changing depends on the subject. They often write ‘ He go to school every day’”, they have some problems in finding out the verb form of simple present tense. It shows that Indonesian students do not consider that in English there are verbs formed in singular or plural. They sometimes forget to use auxiliary in negative and interrogative sentences.

To learn simple present tense, the students use some sources to find the references. Sources are where something comes from. Schuman (1999) states that sources provide information in a general manner and contain information on current trends in technology. The students must use some sources to get more information about the topics through online sources and offline sources. Sources help the students to answer the difficulties about simple present tense faced by them. Online sources can be accessed through internet and offline sources can be seen through handout and book. Sources are written by experts in the field information for quality and accuracy. The experts should have an advanced degree. It will be published by publisher or identified author. It must cover references to know that the sources are written by experts. Lindberg (2018) says that the source is the text or other work that provides the information that is being used (whereas the actual mention of the source that is being used called a reference). The students can use offline and online sources to learn simple present tense, when they feel that the material that had been taught by the teacher was confusing. The students will have some references to learn simple present tense, in case they will master simple present tense well.

Therefore, the main points of this study are finding the social program students’ perception of difficulties in learning simple present in SMA Muhammadiyah Kudus, and the sources used by the students to learn simple present tense. The researcher plans to conduct the research in tenth grade of SMA Muhammadiyah Kudus. Hopefully, it will help the students to decrease their difficulties in mastering simple present tense.

## **1.2 Statement of the Problems**

Based on the background of the research, the researcher determines the statement of the problems as follows:

1. What are the social program students' perception of difficulties in learning simple present in SMA Muhammadiyah Kudus ?
2. What sources do the students use to learn simple present tense?

## **1.3 Objective of the Research**

Based on the statement of the problems, the researcher determines the objectives of the research are:

1. To find out the social program students' perception of difficulties in learning simple present.
2. To know what sources the students use to learn simple present tense.

## **1.4 Significance of the Research**

By conducting this research, the researcher hopes that this research will be beneficial theoretically and practically. Theoretically, the researcher hopes that this research can be used as one of the references by the future researcher who will conduct the research related to mastering simple present tense. Practically, the researcher hopes that this research can give information to the teachers or lecturers about the students' difficulties in mastering simple present tense, so they can understand the students' difficulties earlier then anticipate if the problems also happen in their students. If they have the same problems, hopefully this research will help them to find the solution.

### **1.5 Scope of the Research**

In this research, the researcher focuses on the social program students' perception of difficulties in learning simple present and the sources used by the students to learn simple present tense. The difficulties of the social program's students in learning simple present tense means that the problems faced by the students during learning process. In mastering simple present tense only focuses on the topic of verbal sentences and nominal sentences. The researcher will explain about verbal sentences and nominal sentences in simple present tense. This research will also present about the sources used by the students to learn simple present tense. The students can learn simple present tense using online sources and online sources. So, the students will be able to master simple present tense while they can use simple present tense in the right way.

The researcher will conduct this research in SMA Muhammadiyah Kudus. The subject of this research is 22 students in SMA Muhammadiyah Kudus in tenth grade of social three in academic year 2019/2020.

### **1.6 Operational Definition**

There are some terms in this research to clarify strongly. Those are:

1. The social program's students means that the students in social three in the tenth grade at SMA Muhammadiyah Kudus in academic year 2019/2020 who get some difficulties in mastering simple present tense.
2. The perception of learning simple present tense means that the students' feeling to understand simple present tense related to the agreement between subject and predicate, positive and negative form, and interrogative positive and negative form.
3. The source is the reference used by the students to get more information about simple present tense. The students can learn to understand simple present trough online or offline sources.

