

CHAPTER I

INTRODUCTION

In this chapter, the writer discussed background of the research, statement of the problem, objective of the research, significance of the research, scope of the research, and operational definition.

A. Background of the Research

English, as the first foreign language, holds a crucial place in the Indonesian education system. Recognized for its global significance, English proficiency is considered essential for academic success and future career opportunities. Indonesian students begin learning English at an early age, aiming to develop strong communication skills that will enable them to participate effectively in the global community. In the process of teaching and learning, teachers must have a strategy for students can learn effectively and efficiently hit on the intended purpose. One of the steps to having that strategy is to master the techniques presentation or so-called teaching method (Hardiyanti, 2020).

Based on observations at SMP Miftahussa'adah Kudus, mastering grammar, particularly simple present tense, presented significant challenges for students. Many struggled with understanding its forms and correct usage. Errors often occurred when selecting appropriate verbs for sentences in simple present tense. Moreover, there was a noticeable lack of enthusiasm among students toward grammar instruction and learning activities. These challenges highlighted the need for innovative teaching approaches that engage students and address specific grammatical difficulties effectively.

To address these challenges effectively, alternative and engaging teaching approaches, methodologies, and techniques were necessary in grammar instruction. Beahivurism approach and audio lingual methodology are suitable for teaching grammar. Among these techniques, substitution drills had been identified as particularly effective for mastering simple present

tense. Substitution drills involved repetitive practice where students substituted different elements (e.g., subjects, verbs) while maintaining the grammatical structure. Research by Brown (2015) highlighted substitution drills as a valuable method in language learning, enhancing students' understanding and application of grammar rules.

The implementation of substitution drills offered a structured approach to addressing the challenges identified earlier. By engaging students in repetitive sentence patterns where they can interchange verbs and subjects, the writer was trying to find out students' perceptions on substitution drills in learning simple present tense. Therefore, in light of these considerations, the title chosen for this research was "Students' Perceptions towards Substitution Drills in Learning Simple Present Tense at the Seventh Grade of SMP Miftahussa'adah Kudus".

B. Statement of the Problem

Based on the background above, the main problem of this research was formulated as: "How is the students' perception towards substitution drills in learning simple present tense?"

C. Objective of the Research

According to the statement of the problem above, the objectives of this research was to find out the students' perception towards substitution drills in learning simple present tense.

D. Significance of the Research

The results of this research were expected to be significant in several ways:

1. Theoretically

The result of this study was expected to able to widen the skill of the teacher in using substitution drills in teaching English.

2. Practically

The result of this study was expected to inform and provide to students about the importance of the learning technique so that it

influences students reactions in learning simple present tense and to enhance students' ability and learning achievement in simple present tense.

E. Scope of the Research

To ensure clarity and focus, this research specifically examined substitution drills as the primary teaching technique analyzed. The scope was limited to focus on the students' perceptions toward substitution drills in learning simple present tense. The research specifically targeted seventh-grade students at SMP Miftahussa'adah Kudus.

F. Operational Definition

1. Perception

Students' perceptions refer to how students feel about particular objects based on their responses to sense knowledge.

2. Substitution Drill

Substitution drill is a teaching technique designed to enhance learners' proficiency in grammar structures through repetition.

3. Simple Present Tense

Simple present tense is used to describe everyday activities and habits, state general facts, and express opinions.

4. Students of SMP Miftahussa'adah Kudus

Students of SMP Miftahussa'adah Kudus are learners of simple present tense in the seventh grade.