

CHAPTER I INTRODUCTION

A. Research Background

As a human society, people live and communicate with other using language. Language allows people to say things and expresses their communicative need. Language is a system of arbitrary conventionalized, vocal, written and gestural symbols that enable members of a given community to communicate intelligibly with one another. ¹ By using language people can express their feelings, ideas, attitudes, and many others.

In this world, there are varieties of language. People who live in different country, ethnic and culture will have different language. Allah states about the variety of language in surah Ar-Rum verse 22:



“And of His signs are the creation of the heavens and the earth, and the diversity of your tongues and colors. In that surely are signs for those who possess knowledge.” (Ar- Rum: 22)².

In surah above, Allah shows us the signs of His authority through differences of tongue. The tongue means a language from different languages in the world, there is language which is used as an international language. English is an international language. It has important roles as the language of science, technology and international communication. It is crucial to be mastered; English is not the language with the largest number of native or first language speakers. It has become a lingua franca; it can be defined as a

¹H. Douglas Brown, *Principles of Language Learning and Teaching*, (New York: Pearson Education, 2005), 4th Ed., p. 5.

²Muhammad Zafrulla Khan, *The Qur'an*, (English: Curzon Press Ltd, 1981), p.398.

language widely adopted for communication between two speakers whose native language different from each other and where one or both speakers are using it as a second language.³ In Indonesia, English should be learnt by students from Elementary School (SD), Junior High School (SMP), Senior High School (SMA) and University.

Brown says; a consolidation of a number of possible definitions of language yields the following composite definition:

1. Language is systematic
2. Language is a set of arbitrary symbols
3. Those symbols are primarily vocal, but may also be visual.
4. The symbols have conventionalized meanings to which they refer.
5. Language is used for communication.
6. Language operates in a speech community or culture.
7. Language is essentially human, although possibly not limited to humans.
8. Language is acquired by all people in much the same way; language and language learning both have universal characteristic.⁴

English as a foreign language has important role in Indonesia compared by the others. English has reached almost all aspects of modern life, such as, education, business, trade, science, technology, and many others. Above all, English has opened up the hurdle of people from different states and different languages to associate, to communicate, and to develop cooperation each other.

Due to its indispensable function as a means of international communication, English is now taught in nearly all countries in the world. In Indonesia, the government has established English to be the first foreign language which constitutes one of the obligatory subjects taught in secondary

³Jeremy Harmer, *The Practice of English Teaching*, (Malaysia: Longman, 2002), 3rd Ed., p.1.

⁴H. Douglas Brown, *op.cit.*, p. 5.

school. Nowadays, it also becomes one of optional subjects taught in elementary schools and kindergartens.

Being an international language, English is spoken in the most international events and used as the medium of information flow on science, technology and culture as well. So that, it is not surprising that the teaching of English is carried out in parts of the world, Indonesia, for example; treats English as the first foreign language. Nevertheless, in order to make English teaching successfully, we have to consider some factors such as, quality of the teacher, students' interest and motivation, school buildings, the teaching method, book, etc.

There are four English skills which must be mastered by students; listening, speaking, reading, and writing. They have some relationship to each other. Besides those skills, spelling, grammar, pronunciation must be taught to learners in order to the achievement of the four skills above.

One of the language skills is grammar. Grammar refers to the rule about how to speak and write in language. For example, Spanish grammar is different from English grammar. It has different rules. In English, a person may say "I like fast cars", but in Spanish, it is "*me gustan los coches rapidos*". The order of the words has changed: if just the words, without the grammar, are translated into English, it would mean "to me they please the cars fast". Even though this is not good English grammar, it is correct in Spanish. This is because English and Spanish have different rules about word order.⁵ The order of noun phrase in Indonesian is same with Spanish. As example above, *coches rapidos* in Indonesian is *mobil cepat*; *coaches* "mobil", *rapidos* "cepat". We look that in Spanish and Indonesian, the adjective is after noun. It's different with English. In English adjective is before noun. From the example above we get conclusion that study Word Order is important. So, there is not misunderstanding between languages.

Grammar is considered important, because grammar is a basic knowledge of language to understand English perfectly. But in fact, students

⁵ <http://simple.wikipedia.org/wiki/Grammar> accessed on 13/03/2010.

have difficulties in learning grammar. Grammar covers Words Order, Tenses, Modals, Preposition, Adjective, and other structure items.

To make a sentence we must understand Word Order. Word Order is the arrangement of words in a phrase, clause, or sentence.⁶ Students will be more interest and enjoy if the teacher use good strategy in teaching process. Media can be used as instrument in teaching process. Here the writer uses flashcard as media to improve students' ability in arranging Word Order.

The writer looked that the English teacher on SMPN 23 Mijen Semarang still uses conventional methods, the teacher only explain the material, write down on the blackboard and give exercise to students without media. So, the students will get bored. It can make students cannot absorb teacher explanation maximally. The teacher should find the best or the effective technique and media to teach Word Order. Media as teaching aids are needed to help students in understanding and increasing student's ability in arranging Word Order so that it can make them interested to the lesson.

Flashcard as one of visual media that can be used to learning Word Order, flashcard can establish condition which enable the students to acquire knowledge and skill. With flashcard, it is hope can help students to comprehend Word Order. The picture will help students to give brief description about something with arranging scrambled word based on they are being taught. The researcher hopes that by using flash cards, the students can enjoy the teaching learning process and able to comprehend Word Order easily.

Because of the reason above, the researcher tries to make research of "using flash cards to improve student's understanding on word order to form simple sentence in the simple present tense through scrambled word (An Action Research at the 7th Grade of SMPN 23 Mijen Semarang in the academic year of 2010/2011)".

⁶ <http://www.thefreedictionary.com/word+order> accessed on 4/12/2009

B. Definition of key terms

This research uses a classroom action research approach. Before discussing this research deeply, however, in order to make it clear, the writer explains some words definitions that might help the readers to understand the research. There are some terms need to be defined. The terms used in this study are as follow:

1. Improving

Improving is the way to make something better.⁷

2. Understanding

Understanding is the power of clear thought, intelligence, or knowledge of the meaning, importance or cause of something.⁸

3. Word order

In linguistics, **word order typology** refers to the study of the order of the syntactic constituents of a language, and how different languages can employ different orders.⁹

4. Form

Form is arranging something in a certain order or shape a line.¹⁰

5. Simple Sentence

A simple sentence is a sentence that has one subject – verb combination.¹¹

6. Simple Present tense

The simple present is used to express habitual or everyday activity.¹²

7. Scrambled word

Words that must be rearrange to be a good sentence, usually written on paper, card, etc.

8. Flashcard

⁷ A. S. Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford: Oxford University Press, 1995), p. 586.

⁸ *Ibid*, p.1299.

⁹ http://en.wikipedia.org/wiki/Word_order accessed on 21/11/2009.

¹⁰ Oxford, *Oxford Learners Pocket Dictionary* New Edition (New York: Oxford University Press), p. 169.

¹¹ Ann Hogue, *FIRST STEPS IN Academic Writing*, (New York: Addison-Wesley Longman, 1995), p.18.

¹² Betty Schramper Azar, *Understanding and using English Grammar*, (USA: Prentice Hall Regents, 1989), 2nd Ed., p. 11.

Flashcard is a card bearing a picture and word or short sentences are flashed for brief moment.¹³

9. Action Research.

Action research is one of problem solving strategies which provides real action in the form of innovative development process that “tried while continue” or “on going job” to detect and to solve problem.¹⁴

C. Reason for Choosing Topic

Teaching grammar does not only use grammatical explanation but it needs to be supported by visual aids to facilitated student’s understanding. For example charts, picture and flashcard. This facilitated make students easier to comprehend the teacher’s explanation.

Seeing how important visual media in teaching grammar are the writer wants to use flashcard to improve students’ understanding on Word Order. This is possibly to makes students more interesting in studying Word Order.

Flashcard is one of visual media that interesting to study Word Order. So, the students will be easy to comprehend the teacher’s explanation.

D. Research Questions

The study is aimed at answering the following questions:

1. How is the implementation of scrambled words to improve student’s understanding on Word Order?
2. Can scrambled words improve the student’s understanding on Word Order?

E. Objective/Aim of Research

Based on the problem above, the aims of this study are as follows:

¹³A.S, Homby, *op. cit.*, p. 445.

¹⁴ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT. Rineka Cipta, 2002), p. 82.

1. To describe the implementation of Scrambled Word to improve student's understanding on Word Order.
2. To identify the improvement of student's understanding on Word Order after being taught through using scrambled words.

F. Pedagogical Implication

The result of this study was useful for researcher, students, teacher and for school:

1. For the writer

It may improve my teaching performance in class.

2. For the students

It may helper for students to improve their understanding on Word Order.

3. For the teacher

It may show for teacher that good learning strategy and using of media can be interest in teaching learning process.

4. For the school

This study could be a starting point to develop the teaching method which applies in the school.

G. Limitation of the Study

The scope of the study, the writer will only discuss such as follow:

1. This study will be done in the seven grade students' of SMPN 23 Mijen Semarang in the academic year of 2010/2011.
2. This study will talk about improving students' understanding on Word Order to form Simple Sentence through scrambled word on flashcard. It is done to find the effective way to teach Word Order.

H. Previous Research

The previous research is from Istiqomah with the title "A Study on Students Ability in Arranging Jumbled Word to Form a (Single) Sentence". The number of population is 30 students. The writer uses random sampling technique by using lottery method, and the sample of this study is VIII D. The instrument to collect data was test. After the data has been collected and analyzed, it is revealed that the ability in arranging jumbled words is fair; it was based on the test. Based on data analysis, it was found that 66% of the students could make the sentences and 34% of the students could not still make good sentences.¹⁵

And the second is from Mei Listriyanti with the title "Student's Problem in Arranging Jumbled Word into Good Sentences". The instrument of the research is sentences arrangement test. To analyses the data, the writer uses two technique, they are scoring the test and making non statistical analysis. The research result shows that the students' ability in arranging jumbled words into good sentences is good with the mean score is 73.¹⁶

Two researches above are case study in arranging Jumbled Word. The first one is about student's ability in arranging jumbled word and the second is about student's problem in arranging jumbled word. Both of them discuss jumbled word to form sentences.

So the writer will take those researches as guidelines for the writer because the thesis has similarity in analyzing the data.

¹⁵ Leni Marwati, *A Study on Students Ability in Arranging Jumbled Word to Form A (Single) Sentence*, (IKIP:2007/2008).

¹⁶ Mei Listriyanti, *Student's Problem in Arranging Jumbled Word into Good Sentences*.(IKIP:2009/2010).