

Chapter I

INTRODUCTION

A. Research Background of Study

Language is one of the most important things in our life. Language as a tool of communication is used among human beings in order to establish social relationship. By using language they can express their idea, interact with others through language in both written and spoken. According to the Ramelan, language is said to be social, because it is only used in a social group which involves at least two persons, the speaker and the hearer.¹ Without language it is hard to imagine how people can cooperate and get along with one another. Every society has different language. For example society who lives in Indonesia their language is Indonesia as their native language, and also society who lives in England their native language is English.

English has important role in communication among various parts of the world. English is used as means of international communication. On the other hand, English has a function as a tool to access information in the daily life, to maintain an interpersonal relationship, to exchange the information and to learn culture in English. Like Latin and Europe, English seems to be one of the main languages of international communication.²

Teaching English as foreign language is introduced in curriculum of Indonesian school. It is taught in kindergarten, elementary school, junior high school, senior high school, and university. Learning English in school especially in the junior high school is one of the subjects in the curriculum that students have to learn because it has important role and as a measurement of students' graduation in national examination (UN). Indonesian government always improves education in order to be equal level with the world education

¹Ramelan, *Introduction to Linguistic Analysis*, (Semarang: IKIP Semarang Press, 1992), p.14.

²Jeremy Harmer, *The Practice of English Language Teaching*, (England: Longman, 2001), 3rd Ed., p.01.

standard such as changing the curriculum and introducing new approaches (methods) of teaching to the English teacher based on the KTSP (Level curriculum of education unit).

Teaching is an activity to guide and facilitate learning process, to enable the learner, and to set the conditions for learning.³ English subject mainly has four skills that must be mastered by students; those are speaking, listening, writing, and reading. Beside that, there are others materials, such as vocabulary, pronunciation and grammar.

Grammar is one important part to study, grammatical competence is concerned with communicative competence. The difficulties of learning English are mainly caused by the grammatical systems which are different from Indonesia language. In this case, the researcher wants to emphasize teaching learning process on grammar especially simple past tense.

According to the Hotben D. Lingga, Tense is verb form which determine time and situation of action and happen for this time, previous and future time.⁴ Each word form must be mastered in order to distinguish the verb form based on their speech purpose.

Past Tense is used to indicate the past happen. For example an experience, people have an experience either forgettable or unforgettable. They also can tell their experience to others. Because of that, in order to ease learning grammar for students, the researcher tries to stimulate students' oral use of simple past tense by implementing storytelling. Storytelling is hoped to help student to tell their story, idea, etc correctly. As Allah says in A Holy Qur'an surah Al-Ahzab: 70

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا (الأحزاب : 70)

“O ye, who believe! Fear God and (always) say a word directed to the right.”⁵

³Brown H. Douglas, *Principles of Language Learning and Teaching*, (New York: Pearson, 2000), 2nd ed., p.7.

⁴Hotben D. Lingga at.al, *Intisari Tata Bahasa Inggris Kontemporer*, (Jakarta: Kesaint Blanc, 2005), p. 428.

⁵A.Yusuf Ali, *The Holy Quran Text, Translation and Commentary*, (United State: Amana Corp, 1983), p. 1129.

Learning is defined as acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.⁶ Learning grammar at Junior High School can be done through many ways, such as: multiple choices, true false question, cut of picture, etc. But the students usually get bored to learn this subject. So, the teacher should device a good exercise or a way of teaching grammar. Teaching grammar especially simple past tense is closely related to indicate something happened in the past, so the researcher taught simple past tense by stimulating students' oral use through storytelling.

In this case, storytelling is chosen for the students to practice their understanding about past tense. Story is an active use of language to express meanings, so that, other people can make sense of them. Telling is to make something known to somebody in words. By storytelling, students will be able to tell everything, experience, event they had. It will be more interesting to students in learning grammar especially simple past tense.

Storytelling is used as media in teaching simple past tense process, in order to make class atmosphere more enjoyable and to make the material more memorable and understandable by students. Nasir Ibrahim stated in "*Muqaddimati at-Tarbiyah*".

الوسائل التربوية هو كل ما يستخدم من وسائل حسية بغية ادراك المعاني بدقة وسرعة⁷

Nasir Ibrahim defined that teaching media is everything that is provided in order to understand the meaning carefully and quickly.

Medium is a way to improve teaching and learning process. Based on Oxford Advanced Dictionary of Current English, medium (plural media) is "that by which something is expressed."⁸ Education association defines media as thing that can be manipulated, can be seen, can be heard, can be read, and can be talked with instrument that is used well in the teaching

⁶ Brown H. Douglas, *loc.cit.*

⁷ Ibrahim Nashir, *Muqaddimahti Ar-Tarbiyah*, (Aman: Ardan, tt), p. 169.

⁸ As. Hornby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press, 1987), p.

learning process, and can influence effectiveness of instructional program.⁹

In other word, medium is something that can convey a message, stimulate mind and feeling in order to encourage students in learning process. Therefore, it is important for teachers to gain some knowledge. This statement is supported by Hadis:

حَدَّثَنَا مُحَمَّدُ بْنُ بَشَّارٍ قَالَ : حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ قَالَ : حَدَّثَنَا شُعْبَةُ قَالَ : حَدَّثَنِي أَبُو التَّيَّاحِ عَنْ أَنَسٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ : يَسِّرُوا وَلَا تُعَسِّرُوا وَبَشِّرُوا وَلَا تُنْفِرُوا . (اخرجه البخارى¹⁰)

“Narrated Annas bin Malik: the Prophet Muhammad (peace and blessings of Allah by upon for him) said, Fasilited things to people, and do not make it hard for them and give them good tidings and do not make them run away.”¹¹

This Hadis said that when we teach the lesson to students we should give them new things or we should use the interesting method or strategy in teaching.

One basic reason, storytelling is used as medium to teach simple past tense (stimulate student's oral ability in using simple past tense to tell their past experience), because stories may motivate and best attract listeners and promote communication. The excitement and drama of storytelling provide a context that holds students' attention.¹²

In this research, the researcher focus on identification and finding out the implementation and the effectiveness on stimulating students' oral use of simple past tense through storytelling with 8th grade students of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in the academic year 2009/2010.

⁹ Asnawir and M. Basyirudin Usman, *Media Pembelajaran*, (Jakarta: Ciputat Pers, 2002), p. 11.

¹⁰ Imam Bukhari, *Shahih Bukhari*, Vol. I, (Beirut: Dar Al-Kutub Al ilmiyah, 1992), p.31.

¹¹ Muhammad Muhsin Khan, *The Translation of the Meanings of Shahih Al-Bukhari*, Vol.V, (New Delhi: Kitab Bhavan, 1986), p.60.

¹² Xu Jianing, *Storytelling in the EFL Speaking Classroom*, <http://iteslj.org/Techniques/Jianing, Storytelling.html>, 23 December 2009.

B. Reasons for choosing the topic

The researcher chooses the topic based on any reasons:

1. The oral (spoken) in English is very important.
2. Grammar is one of the important component English.
3. Storytelling will help the students in their mastering of past tense in oral use.
4. The researcher wants to know the student's mastery the simple past tense especially in oral use.

C. Research Questions/ Hypothesis

For this research, the researcher have the problem that was hoped will be answered after finishing this research. The general problem is how the implementation and effectiveness of storytelling in order to stimulate students' oral use of past tense. In this case, in order to the problem and the result of study easy to be understood, the researcher has broken down the problem became four research questions, as follows:

1. How is the score of students' test at 8th grade students of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in the academic year 2009/2010 before treatment?
2. How is the score of students test at 8th grade students of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in the academic year 2009/2010 after treatment?
3. Is there a difference in oral use of simple past tense test between pre-post test score of students at 8th grade students of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in the academic year 2009/2010?
4. How is the application of storytelling in stimulating students' oral use of simple past tense at 8th grade students of MTs Sumber Payung Bataal Barat Ganding Sumenep in the academic year 2009/2010?

D. Objectives of study

1. To find out the score of students before treatment.
2. To find out the score of students after treatment.
3. To know the difference between pre test and post test score of students.

4. To know the application of storytelling in stimulating students' oral use of simple past tense.

E. Pedagogical significance

This study is important for:

1. Students

It may motivate students to improve their interest in learning grammar especially past tense.

2. Teachers

The result of this study is expected to give a contribution for English teacher to develop and improve their teaching method in English subject especially in grammar. And also the teacher can apply this method in teaching grammar especially in simple past tense.

F. Scope of the Study

The researcher limits this research to stimulate students' oral use of simple past tense through storytelling for the content word only: simple past tense. The researcher used story telling as a medium to the students to get information about the implementation and the effectiveness of using storytelling. This research had been done at 8th grade students of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura.

G. Definition of the Key Term

In order to avoid misunderstanding that may happen with the title of this proposal, the researcher would like to clarify the term used as follows.

1. Oral Use

Oral it means using the spoken, not the written. Use means “act of using something”.¹³ In this research, the researcher uses the oral (spoken) test to measure and know implementation and effectiveness in teaching past tense through storytelling.

2. Simple Past Tense

¹³ Ibid, p. 591.

Simple Past Tense is a tense which is used to indicate something happened and the past habit. Past tense consists of simple past tense, past continuous tense, past perfect tense and past perfect continuous, but in this research the researcher is limited to the content words only: simple past tense.

3. Storytelling

Story is account of ideas and experiences that every human being possesses them. Telling is an act sharing. Storytelling is appropriate to all ages and all cultures, and work just as well with large classes as with small ones.¹⁴ Furthermore, Storytelling in the educational setting is arguably one of the most effective teaching tool. Stories can teach, reinforce and introduce curriculum in the most logical and creative fashion imaginable. Almost any subject matter can be presented or introduced in story form.¹⁵ As Allah says in A Holy Qur'an surah Yusuf: 2



“We relate everything to thee in the best manner, for We have revealed this Quran to thee comprising the truth. Before this thou wast one of those not aware of the truth”.¹⁶

In this study, storytelling is chosen by the researcher as a teaching aid in teaching simple past tense.

¹⁴Scott Thornbury, *How To Teach Grammar*, (England: Pearson Education Limited, 1999), p. 139.

¹⁵Indiana Bones, *A Better Way to Educate through storytelling*, retrieved from <http://www.storyteller.net/articles/243>, on 17th January 2010.

¹⁶ Muhammad Zafrullah khan, *The Quran*, (London and Dublin: R.J. Ackford Ltd. Chichester. Sussex, 1981), p.218.