

CHAPTER I

INTRODUCTION

1.1 Background of the study

English is an international language that is used to communicate among different people in the world. It can be seen in some aspects of our lives that English is a very important language in this world. English used in education, politic, social, and other aspects. English can help people to know more information and knowledge in this world moreover people can learn English in formal education or informal education. In formal education, English automatically becomes a subject in many schools that must be learned by all students based on their curriculum. On the other hand, in informal education, people try to improve their English skill in order to get more knowledge out of their school. It means that students need to learn English in order to develop their competence in global communication between language and technology, such as students learn English using games, watching movies, listening music.

Nowadays, many school in Indonesia implement the 2013 curriculum because the implementation of 2013 curriculum seems to be promising if Indonesian government put maximum efforts through policy and budgeting to really resolve many constraints in Indonesian ELT practices. Based on Permendiknas (2006), before Indonesia implement 2013 curriculum, there are some common ELT problems such as students' lack of motivation, poor attitude toward language learning, big class size, unqualified teachers, cultural barriers for

teachers to adopt new role of facilitator, and so forth are also discussed. However, the current policy of teachers' certification program, the integrative topics in some subjects in learning process as one of the main point in new curriculum 2013, and textbook provision as designed on the basis of new curriculum by the Ministry of Education and Culture have brought certain resources to the development of the quality in English language teaching in Indonesia. The curriculum of 2013 aims to produce students who have the motivation, creativity, interest and enthusiasm to learn language, especially English and the teachers are always using many strategies to teach English in classroom, such as the teacher using media (text or electronic) to teach English in classroom.

In Indonesia, English is very important subject to be studied because English is taught as a compulsory subject for junior and senior high school. The objective of teaching English in junior high school is to understand the meaning in the interpersonal and transactional text (narrative, recount, procedure, descriptive and report) in listening, speaking, and reading (Permendiknas No 23, 2006, p.23).

In this case, the writer is interested in teaching English regular and irregular past verb through narrative text because the writer found that many students are facing difficulties in learning English, especially when the students get a text which includes past verbs (regular and irregular verbs). This matter can be seen from the students' identify and use text to learn past verbs, especially when they need to distinguish between regular and irregular form. Those phenomena motivate the writer to do a research about teaching English past verbs (regular and irregular verbs) using narrative text as a media of learning.

The writer also describes the functions of learning vocabulary (past verbs), where the students should know about verbs that occurred in the past event. These past verbs are usually known as past tense verbs. Raimes (2004) stated that past verbs tell the reader about actions that take place in the past time. This tense often occurs with a time phrase indicating past time (such as yesterday, last month and a few weeks ago). The past tense forms are divided into regular verb and irregular verb. The past tense form of regular past verb by adding -d or -ed. However, the past tense form of irregular past verb do not change regularly (such as take-took, become-became).

There are two texts which the students learn about English past verbs in their school, i.e. recount text and narrative text. Recount text is a text to tell a reader about one story or activity, and the purpose is to inform the reader (Zaida, 2013). Meanwhile, narrative text is a piece of text, tells a story and entertains or informs the reader or listener (Anderson & Anderson, 1997). Narrative text prefers to tell stories that people learn since they are young. In the story books, this text mostly uses simple past tense in grammar. Therefore, the young people prefer using narratives to entertain or inform another people because they are familiar about narrative text. It can be seen from kind of stories about narrative text such as: fairy tales (e.g Cinderella, Snow White), fiction (e.g. fable, myth, legend) and the Social functions of narrative text are to entertain and often to inform the reader.

Several studies found that English vocabulary's teaching is difficult to understand and there are many strategies to support learning English in classroom

such as through the technology that are used by teacher and student. Then, thesis by Andriana (2008) found a significant different in vocabulary between the students who are taught by using keyword technique and not by using keyword technique. The result of the study showed that there is a significant difference in vocabulary between students who are taught by using keyword technique and those who are not and the keyword can be teaching technique to make the learners be active in the classroom. Then according to Dalton, Proctor, Uccelli, Mo, and Snow (2011) that vocabulary is often found interactive with technology such as storybooks, hypertext, and internet. Therefore the teacher should have a lot of strategies to make the student feel enjoy and can to reinforce the students understanding of the subjects had received in their class.

Moreover, many studies about teaching English using narrative text that have been done. The first study was done by Dymock (2007), she focuses on how to teach by using one strategy, narrative text structure awareness, for improving comprehension of narrative text. The result of her study is that some students are able to figure out the structure of narrative text on their own and the student can develop their understanding of narrative text structure awareness. Another study about teaching English using narrative text was done by Noviansari (2010) entitled "The Use of Graphic Organizer Method to Teach Narrative Text in Senior High School". Her study described about how to use graphic organizer as a method for narrative text teaching for senior high school students. It also explains some benefits of the using of graphic organizer as method for teaching narrative text for them. Then, the result of her study show that teacher gives motivation to

the students and the students felt enjoy and can understand language features of the narrative text.

The thesis by Herlina (2012) entitled “*Developing Reading Narrative Text Materials for Eight Graders of Junior High School Implemented with Character Building*”, focuses to find out a narrative reading text materials needed by eighth graders and to develop a narrative text reading text materials, effectiveness, and the appropriateness of the materials. She also said in her study about the basic competences of reading skill, are reading aloud functional text and short simple essay in form of recount and narrative text in good pronunciation, stress and intonation, responding meaning and generic structure of short simple essay accurately, fluent and acceptable which is related to students’ surrounding in form of recount and narrative.

Then according to Abbot and McCarthy (2001), their study about narrative text becomes an important influence on students’ practices in their classroom with supported by oral and written narrative. The other cases provide the strategies of students’ development of narratives in a variety of classroom features such as teacher attitudes and practices. Therefore, from all of studies about narrative text show that storytelling can be use as a learning technique to motivate the students to learn English, more precisely to increase the reading skills of students to understand a text.

Narrative text can be used as a tool to reinforce and increase the student’s vocabulary about past verbs because the students are familiar with narratives text andand most of them like reading narratives text such as: *Cinderella, Beauty and*

The Beast, Ali Baba and other stories. Hence the writer chooses narrative text in students in junior high school because it is one of the texts that must be learned by students and the students have already learn past verbs and narrative text. The teacher only gives exercise and asks the student to memorize the material. Then the writer will explain the purpose of narrative text as a technique to teach English past verbs in junior high school. This study aims to find out whether there is significant or not of students' ability to identify and use English past verbs (regular and irregular verbs) using narrative text at junior high school.

1.2 Statement of Problem

There is only one research question in this research based on teaching strategy using narrative text to study a foreign language into L2 for grade nine of students at SMP Negeri 22 Surabaya:

1. Is there any significant improvement of students' ability to identify regular or irregular past verbs through narrative text?

The hypotheses are formulated as follows:

H₀ (Null Hypotheses) : There is no significant improvement of students' ability to identify regular or irregular past verbs using narrative text.

H_a (Alternate Hypotheses) : There is significant improvement of students' ability to identify regular or irregular past verbs using narrative text.

1.3 Objective of the study

The objective of this study is to emphasize the statement of the problem.

The aim of the analysis of the study is:

1. To find out whether there is significant improvement of students' ability to identify regular and irregular past verbs through narrative text.

1.4 Significance of the study

This study may give contribution knowledge for ELT in Indonesia and can help both English teachers and students to use some methods in order to find out their easier way in learning vocabulary, especially learning past verbs tense in a narrative text. For the teacher, the writer hopes that this study can be used as a reference among some methods used to teach English past verbs and to increase their ability in teaching past verbs in a text. Then for the students, the writer can help to motivate them in learning vocabulary, especially learning English past verbs in a text when they are learning the second language. The writer hopes that the result of the study can be used as a reference for further studies, particularly for the students who are interested in studying and analyzing the teaching techniques.

1.5 Scope and Limitation

Scope and limitation used in this sub-chapter because the writer needs to dig up the analysis in this research. Now, the study is emphasizing the limited to teaching vocabulary using narratives text and the effect of the technique for grade

IX of junior high school students. The area will be focusing only on the use of past verbs. The scope of this study is students in grade IX of junior high school

1.6 Definitions of Key Term

The writer gives some definition of the keywords to avoid misunderstanding. The definitions of the key term are as follows:

Narrative Text: Narrative is a piece of text, tells a story and entertains or informs the reader or listener (Anderson & Anderson, 1997)

Vocabulary: The total number of words in a language; all the words known to a person or used in a particular book, subject, etc; a list of words with their meaning, especially one that accompanies a textbook (Hornby, 1995)

Past verbs: past verbs tell the reader about actions that take place in the past time.

This tense often occurs with a time phrase indicating past time (such as yesterday, last month and a few weeks ago). The past tense forms are divided into regular verb and irregular verb. The past tense form of regular past verb by adding -d or -ed. However, the past tense forms of irregular past verb do not change regularly (such as take-took, become-became)(Raimes, 2004).