CHAPTER I

INTRODUCTION

In this chapter, the writer presents background of the study, research question, definition of the key terms, objective of the study, significances of the study, and organization the study.

A. Background of the Study

Grammar is part of the language component that must be mastered by students. Grammar has an important role for students to master English well. This is because grammar is a rule about word structure to make sentences properly and correctly. In learning English grammar, simple past tense is one type of tense that must be mastered by learners, but sometimes these tenses are difficult for students to understand, especially in the pattern and use of verbs of the simple past tense.

Based on the writer's experience when she conducted Praktek Pengalaman Lapangan (PPL) at SMA An-Nuriyyah Bumiayu, there are several problems in learning simple past tense. The first problem is the lack of students' understanding of the structure and pattern of simple past tense. The next problem is limited learning time in the classroom. The last problem is the method used has not been able to improve students' abilities in the simple past tense material.

The first problem is the students' lack of understanding about the structure and pattern of simple past tense. In this problem, students are often

found who be still confused with the pattern of the simple past tense. For example, students who did not know the verbs used in the simple past tense and the use of the simple past tense. In English, verbs are divided into two forms, namely regular and irregular verbs.

The forms of irregular verbs are not known by some students because transformed in irregular verbs from present to past form make students confused. In addition, some students only know the past form of the verb that ends in -ed that they apply it to irregular verbs properly.

There is an error in the use of to be in the past form. In this case, it is often found that students still use to be which is not by the past form. In addition, students are still wrong in the use of negative and interrogative sentences where students make sentences that are not following the sentence pattern in the simple past tense. Moreover, many students do not remember the simple past tense sentence patterns both in nominal and verbal forms.

The method used has not been able to improve students' abilities in the simple past tense material, some teachers use methods or techniques when teaching grammar which tends to make students feel bored and difficult to understand. The teacher only explains the material and gives assignments to students by making examples of simple past tense sentences. The next problem is limited learning time in the classroom. In this problem, the limited learning time makes students not have enough time to study grammar so that the students find it hard to understand the simple past tense material, and learning becomes less effective.

Because of the limited time in learning, it is necessary to use the appropriate technique to improve students' grammar skills in the simple past tense. Teaching grammar which makes students more active in learning activities and makes it easier for students to understand the material is being studied. One of the techniques that teachers can use in learning is peer tutoring techniques.

Based on the results of interviews with students of SMA An-Nuriyyah Bumiayu, it was found that students had difficulties in English subjects, especially tenses. For example, students have difficulty memorizing formulas of tense, lack of confidence in students working on practice questions, reluctance or fear to ask the teacher, and low student motivation in learning tenses.

Students have difficulty memorizing formulas of tense. In this problem, students are often confused in using tenses because of the many types of tenses in English. Each tense has a different formula such as the use of verbs related to the time of use. In tenses has 3 times, namely present, past, and future. Lack of confidence in students working on practice question. In this problem, students still have doubts in doing practice questions about tenses because of the lack of verbs they know and the use of verbs based on the time of use so that students feel less confident. In addition, some students think English is difficult to learn.

Reluctant or fear to ask the teacher. In this case, students are often reluctant or fear when they want to ask material that they do not understand

because they are embarrassed by other students who already understand the material or are afraid that there will be assumptions from friends who say that the questions asked are of poor quality, do not read the material first and ask questions only to seek attention. These factors make students reluctant to ask the teacher. Low student motivation in learning tenses. Some students think that learning tenses are difficult because the formula is different for each tense. In addition, each tense has a change in the verb based on the adverb of the time used. In this problem, there are still many students who do not know verbs in present, past, and future forms and the lack of vocabulary they know makes students less motivated to learn tenses.

Conrad (1974: 3) states that: "peer tutoring is a learning situation characterized by a high level of active participation and mutual benefit to both tutor and tutee. The tutor is the child who functions as the teacher; the tutee is the child (peer) who functions as the pupil." Peer tutoring is an instructional method where strong students are needed to support weak students in terms of academic subjects by creating learning programs for knowledge exchange to develop competence and understanding based on a specific curriculum (Sobral, 2002; Woolfolk, 2007; Nguyen, 2013).

Peer tutoring is included in cooperative learning that focuses on student activity, which is in the learning process students actively discuss with their peers so that material that is not understood by students can be explained again through peers. Peer tutoring is a technique that used students who are appointed by the teacher as tutors in the learning process of their peers. By

using peer tutoring techniques will help students who lack understanding or are slow in receiving material from the teacher. In addition, peer tutoring also helped the teacher when the teacher did not have enough time in class to explain the material.

The peer tutoring technique will develop the ability of students to be better because this technique is helpful not only for the students are being taught, but students who become tutors also gain experience and become more mature in their mastery. The learning process will be more efficient and effective for students in understanding the material in a more meaningful way. In addition, with this technique, students interact with their peers and help students who are embarrassed or reluctant to ask the teacher about the material they do not understand by asking other students. Therefore, the researcher intends to conduct a research entitled "The Use of Peer Tutoring Techniques to Improve Students' Grammar Ability in Simple Past Tense at SMA An-Nuriyyah Bumiayu."

B. Research Question

Based on the background of the study, the writer formulates the problem as follow: "Is the peer tutoring technique able to improve students' grammar ability in teaching simple past tense at the eleventh grade of SMA An-Nuriyyah Bumiayu in the academic year 2021/2022?"

C. Definition of the Key Terms

The following are given to make the readers have the same perception for some terms used in this study to avoid misunderstanding, so the terms here are to be defined as follow:

a. Peer Tutoring

According to Vogell, Fresko, & Wertheim (2007: 486) state that peer tutoring is a support service commonly provided for students with learning disabilities.

b. Grammar

Francis (1970: 8) states that grammar is a rule that explains how to arrange word into sentence.

c. Simple Past Tense

Piercy (2014: 25) states that simple past tense is a tense used to describe an event that has occurred and repeated actions in the past.

d. Experimental Study

Jefferson & Demicheli (1999: 51) states that experimental study is one in which the participants are exposed to the agent or putative cause because the investigator has assigned the exposure to the subject(s) on the basis of the study design.

D. The Objective of the Study

Based on the research question above, the objective of the study is to find out whether peer tutoring techniques can improve students' grammar

ability in teaching simple past tense at the eleventh grade students of SMA An-Nuriyyah Bumiayu in the academic year 2021/2022.

E. Significances of the Study

The writer hopes this paper will give many advantages to the readers, especially for English teacher. This study has significances:

a. For the Writer

The study is expected to give a new information to the writer about how to teach the simple past tense using peer tutoring technique.

b. For the Teacher

The results of this study are expected to provide direction and guidance related to variations in teaching grammar and as a consideration in determining appropriate learning techniques in teaching.

c. For the Student

It is hoped that students can improve their understanding of the simple past tense and gain experience by being tutors who teach their friends.

d. For the Readers

The research result is expected to give information and knowledge about the effect of using peer tutoring technique in teaching simple past tense.

e. For the Further Researcher

The study is expected to provide information about peer tutoring techniques, especially their effects on learning and teaching in the simple past tense for students.

F. Organization of the Study

This research sistematically consists of five chapters. The first chapter is introduction. It consists of background of the study, research question, definition of the key terms, objective of the study, significances of the study, and organization of the thesis. The second chapter is review of related literature. It consists of theoretical study, previous studies, theoretical framework and hypothesis. The third chapter is method of investigation. It consists of research design, source of data, technique of data collection and technique of data analysis. The fourth chapter is findings and interpretation. It consists of findings and interpretation. The fifth chapter is conclusion and suggestion. It consists of conclusion and suggestions.