

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a means of communication that is used to transfer information, ideas, and feelings from one person to another. It is used to communicate both in written and spoken form. There are four skills in teaching and learning English: listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. Mastering language skills will determine the students' communicative competence in the target language (Ponnambala, 2001). The students are expected to master those four skills in order to be able to use English communicatively. The aim will not be successfully achieved if the language teaching does not consider the language components such as grammatical structure, vocabulary, spelling, and pronunciation. Therefore, grammar needs to be mastered by the students since it is the basic rule of language (Rogers, 2001)

Many kinds of errors arise when students learn English because they do not master English well. They commit errors by not using the rules of the components and elements of the second language (Ramelan, 1992). Brown (1980) said, "second language learning is a process that is clearly not unlike first language learning in its

trial and errors nature.” It means that the students learning English cannot avoid errors in learning a second language (Slinker, 1994).

According to Kaharuddin(2017), mastering communication skills in a foreign language may not be a part from mastering language components of the language such as vocabulary, pronunciation, grammar and tenses. Indonesian students find tenses to be most difficult to learn, such as simple present tense.

Based on the information above, the writer concludes that the teacher needs to find the way to solve this problem because it was found that most of the students still had difficulties in mastering grammar, especially in mastering Simple Present Tense. It is important for the students to make and use sentences to communicate in daily life. Many students often did not understand why some sentences used auxiliaries, *is*, *am*, and *are* instead of auxiliaries *do* and *does*. Some students still chose “*My father is work in the office*” instead of saying “*My father works in the office*”. Moreover, some students were confused in differentiating which subjects used auxiliaries *do* and which ones used *does*. All the problems above arose since the students did not understand the right rule of Simple Present Tense. Therefore, the researcher was encouraged to find out the causes of the problems.

Generally, some teachers in the primary school taught Simple Present Tense by giving a note on the whiteboard, gave some examples, and then asked the students to take a note. After that, the students were only given limited time to do some exercises. Furthermore, the students also often thought that learning Simple Present Tense was difficult. This assumption made the students afraid and not motivated to

study. As a result, most of the students were afraid to ask the points that they did not understand to the teacher. This situation made the students passive in their learning process.

The students' enthusiasm was much related to the technique used by the teacher in transferring the lesson. The students would become not interested in learning if the technique used was monotonous. It made the learning process not effective. Using picture is one the effective way in teaching English grammar. It helps the students to understand the lesson.

The purpose of the research was to find out whether using flash card is the effective way to improve students' mastery of simple present tense. For many students, flash card is interesting and it can draw their attention. Flashcard is a paper containing a picture and name of the picture. Cross (1991) define a flashcard as a simple picture on a piece of paper or card, which is probably the most widely visual aids in language teaching. Another definition comes from Kasihani, (2007), he stated that flashcard is cards measure A4 papers amount to 30 to 50 cards and every card contains a picture and name of the picture. Hopefully this research could solve the problem that the students faced.

B. Problem of the Study

The problem of this study is stated as follows:

“Can flash card increase students' mastery in simple present tense?”

C. The Objective of the Study

The purpose of this study is to determine the followings :

“whether flash card can increase students’ mastery in simple present tense”

D. The Significances of the Study

This study hopefully contributes to the followings:

1. To the teacher.

The result of this study is expected to give positive input in teaching grammatical structure, especially in teaching simple present tense.

2. To the students

The result of this study hopefully can develop students’ mastery of simple present.

3. To other researchers

The result of this study is expected to provide information to other researchers who will have conducted related or the same researcher in the same field of study.

E. Scope of the Study

Due to the writer’s limited time, this research was set only for the third grade students at Permai Primary School, which is located in Muara Karang, North Jakarta.

The study was focused on how to use flash card in teaching the simple present tense and also the students will learn vocabulary namely verbs to be used in simple present tense.