CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the statements of the problems, the purposes of the study, the significances of the study, the scope and limitation and the definitions of key terms.

1.1. Background of the study

As one of international languages, English has crucial role in the world communication. People tend to use it to communicate to another when communicating with other nations, such as: when doing transaction (order or request), looking for a job, or going abroad. Therefore, in Indonesia, English is considered as one of important course that should be taught since Junior High School and even Elementary School.

In English language teaching and learning process in Junior High School, students are expected to be able to master and improve four basic components of skills: listening, speaking, reading, and writing. Those skills are needed to express and understand the ideas of both spoken and written English. In this research, the writer would like to focus her research looking at the students’ ability especially about grammar.

One of the significant components in learning English as a foreign language is grammar. According to Greenbaum (1990:3), grammar is a set of regulation based on
what is evaluated as correct or incorrect in the standard language. It means that grammar is the central components of language. According to Arimurti (2003), a teacher usually faces problems in transferring the grammar material. When English has to be learned, the learners face several problems for example in tenses structures as the part of grammar. Grammar is important thing for the students to deliver their ideas, especially to make a sentence. Because without grammar it is not easy to make a good sentence. The problem found between bahasa Indonesia and English that is commonly considered as a big difficult is the grammar of the two languages.

Langan (1981: 260) said that the basic building blocks of English sentences are subjects and verbs. Understanding them is an important first step toward mastering a number of sentence skills.

In second year student of junior high schools’ syllabus, students learn how to change positive sentences into negative sentences and positive sentences into interrogative sentences.

Taufiq (2000), in his research, found that students made many simple mistakes, for example in constructing simple present tense, students wrote, “she go to school everyday” or “he write a note”. It means that the students were still confused in using grammar to make a good sentence.

This research focuses on the use of grammar on how to change positive sentences into negative sentences and positive sentences into interrogative sentences. The reason to choose those grammars is because grammar is basic skill to be learned.
The researcher takes the second year students of junior high school because they have been taught the material and based on the syllabus. The ability of these students in using tenses is considered as the part of students’ English mastery.

This research will focus on the students’ problem in changing positive sentences into negative sentences and positive sentences into interrogative sentences at SMP Muhammadiyah 1 Malang.

1.2. Statement of the problems

a. How is the ability in changing positive sentences into negative sentences of the second year of SMP Muhammadiyah 1 Malang?

b. How is the ability in changing positive sentences into interrogative sentences of the second year of SMP Muhammadiyah 1 Malang?

1.3. Purpose of the study

a. To describe the students’ ability in changing positive sentences into negative sentences of the second year of SMP Muhammadiyah 1 Malang.

b. To describe the students’ ability in changing positive sentences into interrogative sentences of the second year of SMP Muhammadiyah 1 Malang.

1.4. The significance of the study

The researcher hopes that this study has some expected result. Practically, the result of this study will be useful for the lecturers and the students. To the lecturers, it will give them information about the student’s ability in using tenses and they can use
it to choose the appropriate methods to teach effectively. For the students, this study will help them to know their problems in the process of learning and it will motivate them to study hard to improve their ability. In addition for the researcher it will give important information about the second grade of junior high school students’ problem in using simple present tense and past tense at SMP Muhammadiyah 1 Malang.

1.5. Scope and Limitation

Based on the statement of the problem, the research focused only on changing positive sentences into negative sentences and changing positive sentences into interrogative sentences. The writer also limits the use of tenses, such as simple present tense \{S + V_1 (s/es) + complement\} and simple past tense \{S + V_2 (regular and irregular)\}, because there two tenses are taught in junior high school based on junior high school syllabus. The researcher analyzes the students’ ability in changing positive sentences into negative and interrogative sentences. The subject of this study is limited to the second grade students of SMP Muhammadiyah 1 malang.

1.6. Definition of key terms

To avoid misunderstanding and misinterpretation, the writer presents some terms used in this study.

a. **Ability**: is quality or state of being able, power to perform, whether physical, moral intellectual or legal capacity, skill or competence in doing (Webster, 1950:5).
b. **Positive sentence**: is a statement. It ends with a period. (.) (Charlene Cauvillon, et al).

c. **Negative sentence**: is a sentence with ‘not’ or ‘no’ is called a negative sentence. (Kon. T.S :1991).

d. **Interrogative sentence**: is a sentence that used to asks a question. It begins with a capital letter and it ends with a question mark. (?) (Charlene Cauvillon, et al).