

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer discusses about background of the study, problem statement, objectives of the study, significance of the study, scope and limitation, and also definition of terms.

#### **1.1 Background of the Study**

English language has become one of important languages in the world. The reason for it because many people need to use English for science, technology, economics, and commercial purposes. Learning English means learning the sub – skills of language, such as: vocabulary, grammar, pronunciation, and language skills, namely; listening, speaking, reading, and writing. As one of English sub – skills, grammar has important role in English.

Using a language requires learning a of rules of the language. Rules of language is called grammar. Grammar is the way words are put together to make correct sentences. According to Abbot (1998), grammar is the science which treats the nature of words, their forms, and their uses and relation in the sentence. Thus, students learn the combination of words, forms, and function in making sentence.

The use of correct grammar can help both the speaker and and the listener catch the precise meaning of a sentence. One point of so many in grammar is present progressive tense. The present progressive tense is to express an activity that is in progress (is occuring, is happening) right now. The event is in progress at the time the speaker is saying the sentence.

To improve the mastery of present progressive, the teacher must employ an appropriate method. In the informal observation in the research school, the writer found that many students do not master the present progressive tense correctly. The writer saw that so many mistakes were made by the students when they used present progressive. Some of them already master the present progressive well but some of them also made mistakes such as the wrong to be, the wrong verb in present progressive tense and also they take the wrong time signal in using present progressive tense.

So many problems that done by the students in SMA Kristen 1 Kupang when they use present progressive tense. For example: **“My mother is cook in the kitchen”**. That is the wrong sentence in present progressive tense, and the right sentence is **“My mother is cooking in the kitchen”**. Sometimes the students put the wrong verb and also the wrong to be when they use present progressive tense.

Considering the problems faced by the students of SMA Kristen 1 Kupang, the researcher would like to use pictures to improve students ability to use present progressive in this school. The use of picture is important because it may give a significant impact in teaching and learning process, especially in teaching English skills that had been conducted in some schools. The use of picture may also create an interesting situation in the class room. Because of that, the researcher is interested to improve the mastery of present progressive correctly, the writer wants to conduct the study entitled: **“A STUDY ON THE USE OF PICTURES TO IMPROVE THE MASTERY OF PRESENT PROGRESSIVE TENSE OF THE ELEVENTH GRADE STUDENTS OF SMA KRISTEN 1 KUPANG IN THE SCHOOL YEAR 2017/2018”**.

## **1.2 Problem Statement**

There are some problems that formulated in form of questions:

- 1) Are the pictures effective to improve the mastery of present progressive tense of eleventh grade students of SMA Kristen 1 Kupang in the school year 2017/2018?
- 2) How are pictures implemented to improve the mastery of present progressive tense of eleventh grade students of SMA Kristen 1 Kupang in the school year 2017/2018?

## **1.3 Objectives of the Study**

Based on the problem statements, the objectives of the study are:

1. To find out whether the pictures are effective to improve the mastery of present progressive tense of eleventh grade students of SMA Kristen Kupang in the school year 2017/2018.
2. To describe how pictures are implemented to improve the mastery of present progressive tense of eleventh grade students of SMA Kristen 1 Kupang.

## **1.4 Significance of the Study**

1. For the English Students:

The result of this study will give information to the students about errors that they commit in using present progressive tense. Based on this information, they might be motivated in studying present progressive

## 2. For the English Teacher:

The result of this study will give information to the English teacher at the researched school about his/her students' errors in using present progressive tense in sentences. Based on this information, he or she will try to teach English in the classroom especially present progressive tense using pictures.

## 3. For the Writer

Doing this study motivates the writer to learn more about present progressive tense. In addition, the writer is trained in how to write scientific writing called thesis.

### **1.5 Scope and Limitation**

This study is a classroom action research where the writer wants to use pictures to improve the mastery of present progressive tense.

In this study the writer just focuses herself to help the students make the positive, negative and interrogative sentences in present progressive tense. The writer focuses to use picture to improve students ability to use present progressive and help the students to understand and know how to use present progressive in learning English language especially grammar. Pictures used in this study are printed pictures where contains in pictures of dancing girl, people are studying, people are running and etc.

### **1.6 Defenition of Terms**

There are some terms that need to be defined in order to help readers understand this writing.they are as follows:

**a. Picture**

Picture is one media which is suggested for helping the succes of teaching learning (Wright Andrew, 1989: 2-4).

A picture is an illustration of imagination that can be used as two dimensional representation of peerson, pace or thing (Rivai and Sudjana, 1991:112, in Sagita Diana, 2009:7). It means that picture is one of the media of communication that can show people, place and thing that are far from us.

**b. Ability**

Ability is a potential or power to do something physically or mentally (Hornby,1987: 2). In this study, ability means the student's capability in using present progressive tense.

**c. Tenses**

Tense indicates the time of the action or state of existance expressed by theverb. Tense can be thought of as either simple or progressive. The simple tense designate actions that are occuring now, have occured in the past, or will occur in the future. The progressive tense dessignated continuining action in the present or past time (Shaw, 152).

**d. Grammar**

According to David Crystal (2004), grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of the expression available in English. And it can help everyone – not only

teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning.

**e. Progressive Tense**

The progressive tense give the idea that an action is in progress during a particular time. The tenses say that an action begins before, in in progressive during, and continous after another time or action. The progressive tenses are also called the continous tenses (Azar, 1989:3).

**f. SMA KRISTEN 1 KUPANG**

SMA Kristen 1 Kupang is one of senior high schools in Kupang, located in Anggur Street No. 10, Naikoten 1 Kupang. It was established on September 1<sup>st</sup> 1956.