CHAPTER I

INTRODUCTION

A. Background of the Study

In learning English, Grammar takes important aspect. Without it, the arrangement of some words become meaningless. In other words, it can be defined as the way that words can be put together in order to make meaningful and understable utterances either spoken or written. As stated by Thornbury as follows:

"Grammar is partly the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how language's sentences are formed. Grammar attempts to explain why the following sentences are acceptable:

We are not at home right now — not we at right home now are.¹

Therefore, grammar takes significant role in learning English. From this fact, it can be concluded, that understanding of grammar needs the rules that govern how language's sentences are formed must be mastered by language learners besides mastering the four skills in English language. As Penny Ur said, "There is no doubt that knowledge implicit or explicit of grammatical rules is essential for the master of language; you cannot use word unless you know how they put together." Thus, it should be taught for English language learners, so they are able to comprehend the grammatical rule of English.

¹ Scott Thornbury, *How to Teach Grammar*, (London: Pearson ESL, 2000), 1.

² Penny Ur, *Grammar Practice Activities: A practical guide for teachers*, (Cambridge: Cambridge University Press, 2006), 4.

However, in fact, teaching grammar is still having problems. Most of students consider grammar is one of most difficult aspect of a foreign language to be learnt. The variety in forms and usages confuses English as second or foreign language learners. They learn new grammar rules every day, but they have difficulties in applying them. Those difficulties make students less active in the learning process, causing boredom because it was filled with a lot of formulas and rules that must be understood. In addition the problem of the grammar rules, other difficulty most commonly experienced by students who are learning the English grammar at all levels of education, from primary, secondary and higher, is how to memorize and apply the rules when speaking or writing, especially in the use of tenses which became the main grammar rules.³ Either good or bad quality of the use of English in the context of spoken and written communication reflected in how well a learner is able to use tenses.⁴ The problems never should have happened if students already have enough knowledge about what it tenses, when to use it, and mark the time what needs to be known and necessary.⁵ As we know that, there are 16 tenses in English grammar. The students should memorize the grammar, especially tenses knowledge easily.

Nowdays, many strategies have been implemented in teaching grammar. Implementation of those strategies aimed at improving students' ability to

³ Tommy Hanafi, Pasti Cepat Bisa: 16 Tenses, (Jakarta: Javalitera, 2011), 2.

⁴ Pardiyono, Sure, You . . . Can! 8 Minutes to Master the Tenses, (Yogyakarta: Andi Offset, 2013),

⁵ Slamet Riyanto, *The 1st Student's choice: Changing Times, Changing Tenses*, (Yogyakarta: Andi Offset, 2014), 1.

understand and memorize the rules of tenses. Hence, the researcher intends to implement encoding as a technique to improve students' ability in memorizing the rules of 16 tenses in verbal form. Encoding means a change of information be a code transfered to the memory.⁶ In this context, teaching 16 tenses by making code for the rules of tenses to make students easier in memorizing 16 tenses and the use in creating sentences.

The technique is implemented in second grades of SMPN 4 Surabaya. Why choose a second grades? Because at this level, students are well-acquainted with the English language and can understand English language structure. By considering the English subject matter, tenses are needed for the next level, ninth grade. The researcher chooses memorizing because in this grade, the syllaby is refer simply to types of text, such as descriptive, recount, and narrative text which only need simple present and simple past, so the technique implementation only for the pattern and simple sentence as example of each tenses which is easier to remember and considering limited time for doing research, it is impossible to make students in mastering all 16 tenses at once. For mastering all 16 tenses along with other rules like time signal needs more times because it needs many practices and automatically it needs more meetings. Based on preliminary observation, the students of second grades in SMPN 4 Surabaya also have a good ability in memorizing. It makes students

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⁶ Wayne Weiten, *Psychology: Theme & Variation*, (USA: Wadsworth Publishing Company, 2000), 195.

can memorize patterns of tenses easily. So this technique is suitable to be implemented in teaching grammar, especially for learning 16 tenses

B. Research Questions

To make easy the study to understand, the problems are formulated as follow:

- How is the implementation of encoding technique in teaching grammar to improve students' ability in memorizing 16 tenses in second grade of SMPN 4 Surabaya?
- 2. Is there any improvement after implementing encoding technique to student's ability in memorizing 16 tenses in second grade of SMPN 4 Surabaya?

C. Objective of the Study

The objectives of this study are:

- To implement encoding technique in teaching grammar especially for 16
 tenses which is difficult for almost all students in second grade of SMPN 4
 Surabaya. They assume difficult because most of junior high school students
 are in low ability while learning tenses. They can not memorize the pattern
 of many tenses.
- 2. To explore whether the encoding technique influences on student's ability in memorizing 16 tenses and the effects which is appeared by the technique.

D. Hypothesis

The hypothesis of this study is: there is improvement of students' score in memorizing 16 tenses after implementing encoding technique in teaching grammar.

E. Significance of the Study

The finding of the study was expected to give contribution for:

- 1. Students; to improve their abilities in memorizing 16 basic tenses which considered as difficult materi to learn in English subject matter. Thus, students would be able to memorize those tenses without difficulties.
- English teachers; this study give them input or new information about alternative technique in teaching grammatical rules especially in memorizing 16 tenses.

F. Scope and Limitation

This study focuses on implementing encoding in teaching grammar to improve student's ability in memorizing 16 tenses, particularly verbal form in second grade of SMPN 4 Surabaya and the effect which is appeared by the technique. The author restricts to factors which affect on student's ability in memorizing the tenses and nominal form.

G. Definition of Key Terms

Several important key terms explain as an effort to avoid misinterpreting among readers toward the concept of this study:

1. Encoding

With code as the root word, has meaning to express or put some informations into a code or other different form that makes easier for understanding the information. Encoding in this study has function to teach grammar by giving key part of 16 tenses into simple form, like table with simple explanation which is perceivable for students to write patterns of 16 tenses by their own selves. Thereby, the researcher hopes this technique can improve students' ability in memorizing those tenses.

2. Teaching Grammar

Teaching Grammar is defined as the work that teacher does in helping students to learn English grammatical rules. Grammatical itself can be defined as the rules to regulate the words are combined together to make meaningful understandble utterances either spoken or written.⁸ In other word, teaching grammar intents on help students to learn English both in spoken and written form. In this context, part of grammar rules is tenses by implementing encoding technique in explaning the tenses pattern and giving examples.

3. Memorizing

In matter of Improve Students' Ability in Memorizing, it can be explained as making students' ability to be better as before in term of

⁷ Wayne Weiten, *Psychology: Theme & Variation*, (USA: Wadsworth Publishing Company,

⁸ Scott Thornbury, *How to Teach Grammar*, (London: Pearson ESL, 2000), 1.

memorization. According to Rubin in research of Rouhollah and Novid, memorization point to set of operations involved by the learners to encode the target language and to save it in their long-term memory for future retrieval. By doing so, in this study, students are able to remember what they have learnt for long time, that is the tenses patterns.

4. 16 Tenses

Talking about English grammatical rules in written, 16 tenses is inseparable. The tenses here is only about verbal sentence, that is a sentence which needs subject and verb. Those tenses are arranged as follow:

Table 1.1.

Names of 16 tenses¹⁰

	Present	Past	Future	Past Future
Simple	Simp <mark>le</mark> Prese <mark>nt</mark>	Simple Past	Simple Future	Simple Past Future
Continuous	Present Continuous	Past Continuous	Future Continuous	Past Future Continuous
Perfect	Present Perfect	Past Perfect	Future Perfect	Past Future Perfect
Perfect Continuous	Present Perfect Continuous	Past Perfect Continuous	Future Perfect Continuous	Past Future Perfect Continuous

⁹ Rouhollah Rahmatian; Novid Armiun, "Cognitive of Encoding, Storage, and Retrieval of Lexicon Popular Techniques Applied by Iranian French Language Learners". *International Eduation Studies*. Vol. 6 No. 8, Canadian Center of Science and Education 2013, 47. Retrieved on July 24, 2016 07:15

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Hani Sutrino, Metode Terbaru dalam Belajar Bahasa Inggris: Pintar Jari Tenses, (Yogyakarta: Indonesia Tera, 2014), 27