

CHAPTER I

INTRODUCTION

A. Background

Language is one of the important things in our life. One of the languages which are very important to master is English. Mastering English helps us to communicate with people from different cultures or countries. English has already been taught in our country as foreign language. English is taught to the students in formal schools from kindergarten up to university. By using English, students can develop their competence in many fields.

When students want to master English, they should learn four main skills of English, such as reading, listening, speaking, and writing. A person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form (Pamela, 1991). Besides language skills, the students also have to learn three components of English, such as grammar, vocabulary, and pronunciation.

Writing is one of four language skills. Writing skill is more complex than the other language skills. Even sometimes English native speakers may experience complication in a tricky situation and they feel difficulty in showing a good command of writing. (Johnstone, et.al.,2002)

The components and skills have a correlation to one another such as grammar and writing. There is assumption “a good writing has to contain a good grammar”. Based on the assumption for the people who want to write sentences, paragraphs, essays and stories, they have to master grammar as requirement of good writing. Swan (1998) states that grammar is the rule how word changed shows different meaning and they combine into sentences. It means that grammar is the regulation of forming a different meaning of words which use to construct a sentence in writing. Weaver (1998) also states that what all students need is guidance in understanding and applying those aspects of grammar that are most relevant to writing. Concerning to the previous statements, Haussamen (2003) states:

“The term grammar refers to two kinds of knowledge about language. One is subconscious knowledge, the language ability that children develop at an early age without being taught. The other kind of knowledge is the conscious understanding of sentences and texts that can help students improve their reading and writing abilities by building on that subconscious knowledge”.

The statement above clearly explains that the native learners can speak or write automatically by using correct grammar without learning and the non-native learners, they have to learn how to construct correct grammar firstly before they speak or write.

In grammar, tense is being important part to be learned by the students because every sentence which is out from our mouth always contains tenses. Tenses are (grammar) verb form that shows the time of the action: present tense, past tense,

future. Present tense expresses that something is true in the present and will be true in the future. It is used for general statement of fact (Azar, 1989). Past tense indicates that and activity or situation began and ended at a particular time in the past (Azar, 1989). Future tense indicates that when the speaker is making prediction a statement about something he or she thinks were true or occur in the future (Azar, 1989). By the advent of communicative language teaching, there are several alternatives which are available for teaching grammar. In teaching tenses, as an item of grammar, several alternatives are possible, such as by using QTM (Quick Tenses Mastery) technique.

QTM technique is how to quickly master the English tense through word programming and gesture (Hidayat: 2001). It is very important to help students to understand and to master tenses mastery. It is necessary to be learned for communication, writing, speaking, and listening, such as interaction with other friends. It can be used as a method of teaching for various disciplines and fields of study for years. Using games, using songs, using short stories, and teaching by using QTM technique because the focus of attention.

The students at SMA Muhammadiyah 1 Bandung have some problems in understanding tenses and the fact is that enthusiasm to tenses learning was low. This case can make students feel trouble and even it can influence the achievement of tenses. Looking at the phenomenon, to get the result of teaching and learning process, there are many ways to do. One of them is by using QTM technique as a technique to solve the problem in teaching tenses. It can be the factor which can influence

students' tenses mastery and can be a choice in teaching tenses in the class for students' senior high school because this technique is very simple and can be used easily.

Hopefully, by using QTM technique in teaching learning activity students are hoped to achieve grammar especially tenses easier and more effectively. Besides, they would also enjoy learning English. This research is expected to be an alternative teaching for students to learn grammar at school, at English course, and at home.

Based on the explanations above, this research is given a title **THE EFFECTIVENESS OF USING QUICK TENSES MASTERY TECHNIQUE TO TEACH ENGLISH TENSE (An Experimental Study at 2nd Grade of SMA Muhammadiyah 1 Bandung)**

B. The Research Questions

Based on background above, here are the following specific problems:

1. How is the students' ability in mastering tenses by using QTM Technique at the 2nd grade of the SMA Muhammadiyah 1 Bandung?
2. How is the students' ability in mastering tenses using Lecturing Technique at the 2nd grade of the SMA Muhammadiyah 1 Bandung?
3. How effective is the students' tenses mastery the class by using QTM Technique at the 2nd grade of the SMA Muhammadiyah 1 Bandung?

C. The Purpose of Research

Based on the specific problems formulated above, the purposes of the study are as follows:

1. To describe the experimental students' ability in tenses using QTM Technique at the 2nd grade of the SMA Muhammadiyah 1 Bandung.
2. To describe the control students' ability in tenses using Lecturing Technique at the 2nd grade of the SMA Muhammadiyah 1 Bandung.
3. To identify the difference of students' ability in tenses between experimental and control students at the grade 2nd of the SMA Muhammadiyah 1 Bandung.

D. The Significances of Research

The results of this research are expected to provide some valuable advantages for the teacher, student, and the researcher and also for the reader.

1. For the teacher

Teacher as a director in class activity and influence the class to make an effectiveness in teaching learning process and also can make class not effective if they use strategy, method, and technique which is not acceptable for their student. So the researcher introduced this QTM technique for one of references to teaching learning activity.

2. For the students

Student can be interested to learning English subject especially for tenses with this QTM technique, so it can motivate the students to learn more diligent and make the class more effective.

3. Personal advantages

Especially to increase experience in making a scientific work to understand the technique that is used in learning and teaching process.

4. For the reader

It is expected that will become reference for people who need it as an additional material or used as a comparative study toward the other teaching method and can tell the others of this technique.

5. Scientific development

The research is hoped to be able to increase the knowledge about instructional technique for teacher in teaching which can improve tenses mastery in senior high school.

E. Limitation of research

There are four tense that will serve as the research are simple future, future continuous, future perfect and future perfect continuous. This research is limited to the teaching tenses method by only using QTM and it is about its influence towards students' skill in tenses.

F. Rationale

QTM is one technique how to memorize tenses quickly. QTM is constitutes result of teaching which to do with English course, especially course, private class, and conversation. For the first, QTM technique is the result of survey concerning become problem for students who study tenses when they experience the problem in evolving their English language ability.

The purpose of learning QTM technique is to understand and to master tenses mastery. The student which is learning English as student foreign language would find difficulty because they did not use English as their daily conversation. Thus, to master spoken language such as tenses it can be harder. Students' tenses mastery skill can be good if the method and the technique which is implemented in the classroom is appropriate.

To solve some problems often faced students at SMA Muhammadiyah 1 Bandung, there are many ways to do. One of them is using QTM Technique. The technique is very important in teaching learning, it can make students enjoy the lesson. Besides, its material is important too. Tenses why ich were used in this research were simple future, future continous, future perfect and future perfect continous. By using QTM Technique can make the learning proces runs smoothly, using technique was really nice way of starting at theme off.

The technique of tenses used in teaching tenses can make a factor which can influence students' tenses mastery by using QTM technique. Thus, the consideration in choosing QTM technique was needed to overcome the difficulties faced by students in improving their tenses mastery. The use of QTM can be a choice in teaching tenses in the class for student senior high school. Because QTM technique is the most simple and the easiest in technique tenses.

To make using QTM technique successful in language interaction is overbearingly and follows every instruction from the first until the end of the technique. Using all of your senses to master, because without active all senses are impossible, students will master and may be only understood. Follow the instruction one by one and practice. To get result of teaching and learning process there are many ways to do. One of them is using body language and short story. (Diyani:1990:23) says "another aspect of the reading process short story, actually we can analyze the tenses of the sentences, with the tenses we can understand the purpose of the sentence". (Hornby, 2006) Body language is term for different forms of communication using body movements or gestures instead of, sound, verbal language, or other ways communication. Body language is the proces of communicating what you are feeling Journal of Language Teaching adn Reasearch, or thinking by the way you place and move your body rather than by words.

A tense which is used by short story is using QTM technique. Short story should be enjoyable making a role play, reading loudly, and while doing that we can analyze

the tenses. The employ meaningful and useful language in real context, the also encourage and increase cooperation. It is reasonable to say that the students existing of students' activities in learning tenses through short story. So, the purpose of teaching learning process will be achieved more easily and more effectively.

This research involves two classes as sample to be investigated. The first class will be an experimental group that will be given treatment the students were taught by using QTM technique. The second one was control group that was given the students taught by using lecturing technique. The experimental group is as "X" variable and the control group is as "Y" variable. From explanation above it can be shown in the following chart:

The Model of Research of Teaching Tenses by QTM Technique and Lecturing Technique

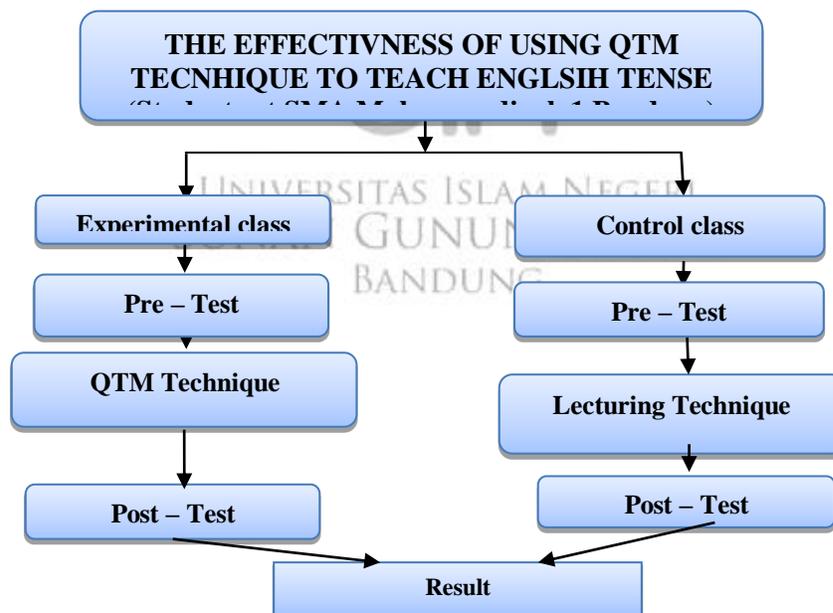


Figure 1.1

G. Hypothesis

According to Sugiyono (2014: 84), hypothesis is the assumption, estimation, or allegation while addressing a problem that should be verified using data and facts or information obtained from the research that is valid and reliable. Based on the explanation above the hypothesis in this research can be formulated as follow:

1. H_0 accepted if $t_{\text{count}} < t_{\text{table}}$, it means that it is null hypothesis; there is no significant difference of result on mastering tenses in learning English using QTM technique.
2. H_a accepted if $t_{\text{count}} > t_{\text{table}}$, it means that it is alternative hypothesis; there is significant different of result on mastering tenses in learning English.

H. Methodology of Research

1. Determining source of data

a. Location of research

The location of research was at SMA Muhammadiyah 1 Bandung. The reasons took this school because it was some phenomena were found which relate to the problem. In the process of teaching learning English, the students' enthusiasm in learning grammar especially tenses was still weak. The way of teaching grammar needed to be developed in order to overcome the problem

b. Population of sample

The research was conducted at the second grade of Senior High School SMA Muhammadiyah 1 Bandung class XI A and XI B, number of the all students about 70 Students. The first class was experimental group, which were the students taught by using QTM technique. The other one was control group, which were the students taught without using QTM technique.

The students involved in this research were 70 students, where 35 students at the experimental group and the other 35 at the control group. The subject involved in this research was both male and female. It can be seen in the table below:

c. Source of data

According to Arikunto, "Source of data in the study are the subject of where the data can be obtained". The source of data in this research, the source of data was obtained from second grade students at SMA Muhammadiyah 1 Bandung, and the source data consist of 70 students.

d. Type of data

This research used quantitative research. According to Zoltan (2007:24) states "Quantitative research involves data collection procedures that result primarily in numerical data which is analyzed primarily by statistical method. This type was more accurate because it using numbers and the numbers can be improved. It implies that the result of the research was undeniable.

Table 1.1
The Students Sample at Second Grade of SMA Muhammadiyah 1 Bandung
Senior High School

Population				Sample			
Class	Number of Students			Class	Number of Students		
	Male	Fame	Total		Male	Female	Total
Class XI A	20	15	35	Experimental Group	20	15	35
Class XI B	15	20	35	Control Group	15	20	35
Number of Population			70	Number of Population			70

The sample was divided into two groups. Those were the experimental and control group. The experimental consists of students who learn tenses by using QTM technique as a technique, whereas the control group consists of the students who learn tenses using lecturing technique.

2. Preparation

1) Determining method research

This research will use experimental method. A method, which involves the control of basic components: the population, the treatment, and measurement of treatment.

2) Determining the experimental design

The method of research in this study is a quasi-experimental research because the selection of the sample is not random, but received a sample of what their circumstances. The study design used is a Non-equivalent Control Group Design (Ruseffendi, 2005: 52). The experimental group (Variable X), where the treatment is done here and the other are the control group (Variable Y) which has no treatment. In this research the respondents will be divided into two classes, the first in the experimental class and the second in control class. The design of experiment can be seen in the following table:

Table 1.2
Design of Experimental and Control Class

Experimental Class			Control Class		
Using QTM Technique	Treatment	Score	Lecturing Technique	Teaching learning process	Score

3) Technique of Collecting Data

a. Test

The primary data of this research is called as test and it will be divided into two kinds of tests, which are pre-test and post-test. The following is the detail of those two kinds of data:

1) Pre – test

This is used to know the students' ability in tenses before they are given the treatment of QTM technique. The implementation of pretest is conducted in the class. The students are asked to answer the question about the sentence.

2) Treatment

The treatment is used QTM as technique in teaching English tenses in experimental class, and using lecturing technique in control class. In experiment class, firstly teacher is set class and practice body language as technique in QTM in the front of class. Secondly teacher gives instructions to students move to point 1 and bow their body a bit low and position their hands as if they rolled thread. Third the students move to point 2 and move their wrist back and forward repeatedly. Fourth the students then move to point 3 and stand with hands positioned in line with their wrist, and then they sway their hands a bit forward. The last students move to point 4 and then combine the movements they do in the point 3 and 2. And the next, the teacher gives explanation and example of English tense, simple future, future continuous, future perfect and future perfect continuous. Secondly, teacher repeats to practice technique in QTM. And then, students practice the technique in QTM and discuss

about the pattern and try to make English tenses by themselves. After they finish make practice the technique and make English tenses, the teacher gives some test about English tenses.

3) Post – test

The implementation of posttest is conducted in the class. The test is given after the students have been already given a treatment. In this test is used to know the influence of the experiment being conducted toward experimental group and to know how far the students' ability in tenses is after they are taught by using QTM technique as a technique and taught without using QTM technique and which one is better.

b. Observation

Observation is the way investigating through direct and systematic investigation. According to Arikunto (2002: 87), observation is monitoring through the activities of concentration the attention toward one object with using all of the sense. Other said that observation is technique to investigate the condition of the location. In this investigation school visit and observes are done directly to see ability of Students at Second grade of SMA Muhammadiyah 1 Bandung in tenses during the teaching learning process in one day. It is expected that get real information dealing with the data needed.

I. Data Analysis

According to Sugiyono (2008: 132), there are several steps of testing the normality in (independent variable) and (dependent variable).

The procedure as follows:

1. Determining the range of data (R), by using the formula:

$$R = nt - nr + 1$$

$$R = \text{the highest score} - \text{the lowest score} + 1$$

2. Determining the class interval (K), by using the formula:

$$K = 1 + 3, 3 \log n$$

$$n = \text{Number of Students}$$

3. Determining the length of class (P), by using the formula:

$$P = \frac{R}{K}$$

$$R = \text{Range of Data}$$

$$K = \text{Class Interval}$$

4. Determining mean (\bar{X}):

$$\bar{X} = \frac{\sum f_{ix_i}}{\sum f_i}$$

$$f_i = \text{frequency}$$

$$x_i = \text{the sum all of the scores}$$

5. Computing the value of median (Me):

$$Me = b + p \left(\frac{\frac{1}{2}n - F}{f} \right)$$

b = under limit of median class

p = length of class interval

n = number of students

F = frequency

f = cumulative frequency

6. Computing the value of modus (M_o):

$$M_o = b + p \left(\frac{b_1}{b_1 + b_2} \right)$$

b = under limit of median class

p = length of class interval

b_1 = the difference of modus frequency with a previous class frequency

b_2 = the difference of modus frequency with a next class frequency

7. Determining the standard deviation (S^2):

$$S^2 = \sqrt{\frac{\sum f (x_i - \bar{x})^2}{(n-1)}}$$

8. Arranging the distribution of observation and expectation frequency.

9. Determining Chi Square (χ^2):

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

O_i = Observation Frequency

E_i = Expectation Frequency

10. Determining degree of freedom:

$$df = K - 1$$

df = Degree of Freedom

K = Total of Class Interval

11. Determining the value of table X^2 by significance level 5% or ($\alpha = 0,05$):

$$X^2_{table} = (1-\alpha) (Df)$$

12. Determining the normality of data distribution by using the criteria:

Distribution is considered normal if $x^2_{count} < x^2_{table}$

To answer the statements of research problem no 3, the researcher uses the

following steps:

- a. Determining the homogeneity of two variances
- b. Determining f-test

$$F = \frac{s^2_1}{s^2_2}$$

S^2_1 = variance of data for experimental class

S^2_2 = variance of data for control class

13. Determining the degrees of freedom:

- a. $Df_1 = n_1 - 1$
- b. $Df_2 = n_2 - 1$

14. Determining the homogeneity of the data:

- a. If $F_{table} > F_{count}$ it means homogeneous
- b. If $F_{table} < F_{count}$ it means inhomogeneous

15. Testing difference between two interrelated averages as can be looked for the

t-test:

a. $t = \frac{X_1 - X_2}{SDG \sqrt{\frac{s^2_1}{n_1} + \frac{s^2_2}{n_2}}}$ where by:

b. $S^2 = \frac{(n_1 - 1)S^2_1 + (n_2 - 1)S^2_2}{n_1 + n_2 - 2}$

