

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important device and a very beneficial tool for human being to communicate with other people. By using language, people can talk and understand each other. A successful communication needs communicative language media that have rules and norms, which should be carried out in communication. Brown (2000:5) states t hat language is a system of arbitrary conventionalized vocal, written or gestural symbols.

There are many languages in the world, one of them is English. English is an International Language, and it is very important nowadays. It is the global language, which is spoken by more and more people in the world. Besides, English has a roles as a language of science, technology and art. People who are able to communicate in English will be easier to get more information and knowledge.

For Indonesian students, English is a foreign language. Beside it is a universal language and it is learned by people all over the world. Indonesian students learn English when they are at Elemantary school until they are at the university.

Learning English for the first time is often hard for Indonesian students. Most of them face difficulties in learning structure, because the

grammatical rules of Indonesian language are different from thus of English, the structure of English is different from Indonesian, especially about English tense. In the fact, many students of SMK however, are still poor in their tenses. It is supported by the experience of the writer when she teach at SMK KRIAN 2. It is found more than a half of First grade students are still poor about tenses. It is obvious why they become passive, confused, shy, afraid of making mistakes and feel bored when the study English structure. Nasr (1978:149) said that the most important thing about language is that its structure not a string of isolated items joined together. According to Nasr (1978:1) that language is basically oral, and that the oral symbols represent meaning as they are related to real life situation and experience. Based the idea above, this it will research how to teach tenses through dialogues, so the students will understand how to apply tenses correctly in dialogues on speaking. There are many research about this topic, but this research is different from the other because this thesis intends to present teaching tenses the first grade of SMK - because they are beginners and tenses mostly given to them.

Teaching means the helping, giving instruction, guiding, facilitating some one to learn something, providing with knowledge, and causing to know or to understand in learning process. Now we are in the in the post method era, the teaching of English must be given more attention to know how to be able to communicate. In this case, communicative approach

good for language teaching. Richard (2007: 5) says that the post method era has, thus, lead to a focus on the processes of learning and teaching rather than ascribing a central role to methods as the key to successful teaching

Many approaches in teaching a foreign language used by teachers to make their students learning English easily. Every approach have some weakness. Different approaches to the teaching of Foreign languages have been applied in the last century. Nasr (1978:126) said that the best total approach is really a combination of elements from various approaches that would best fit a particular learning teaching situation.

1.2 Statement of the Problem

Based on the background of the study above, this thesis tries to answer the following question:

How should tenses be taught through dialogues to the first grade of SMK students?

1.3. Purpose of the Study

The purpose of this study is to describe how tenses should be taught through dialogues to the first grade students of SMK

1.4 Significances of the study

The study is expected to have both academic and practical contribution. Academically, the result of this thesis will be useful for

English teacher as alternative way of teaching tense. Practically, it can be used as a model to improve the students' ability in tense and it may guides the students how to apply tenses in the dialogues on speaking

1.5 Scope

Tense is the important material in learning English. It is always used and must be learnby students when they make or develop spoken. The English will be acceptable language if the tense is correct. There sixteen kinds of tenses in English, in this thesis the writer discusses the tenses that are relevant to SMK curriculum on fisrt grade.

The study only focused to describe how simple present tense and present continous tense should be taught through dialogues to the first grade of SMK students.

1.6 Research Method

This study is a descriptive qualitative study. To answer the research problem the writer uses library research by finding some books that concerning the research object, sellecting the books that content tense and language teaching approaches, copying the statements from those books which related in teaching tenses using dialogues. The result are analized through compare some approaches which are used to discover the generalization of them.

1.7 Operational definition

1.7.1 Tense

Azar (1989:2) defines tense as form of verb that shows the time of a moment or an action. Comrie (1985:9) says that tense is grammaticalised expression of location on the time. So in other word we can say that tense is verb form that shows the time of the action.

1.7.2 Dialogue

Dialogue usually present spoken language within a context, primarily used to provide speaking practice (Larson,1992:7). According to Livingstone (1983:7) dialogue is a type of conversational in oral interaction. So, dialogue can be defined conversation or talk between representatives of two groups.

1.7.3 SMK

A school equal to Senior High School that leads the pupil to get someskill in a special sector. In SMK Krian 2 there are three departments, they are outomotive department, Multimedia department and audio-video department.