CHAPTER I

INTRODUCTION

1.1. Background and Reason of Choosing the Title

The worldwide demands English and it creates an enormous demand for quality of language teaching materials and resources. Being an international language, English is spoken in the most international event and it is used as the medium of the information on science, technology, and culture. English now has a prominent position in twenty more countries. Realizing the importance of English language, Indonesian government considers that English is one of the compulsory subjects to teach since Elementary School level in Indonesia. It is the result of belief that children are better language learners, the brain can more easily accept new things before puberty, and that acquisition of language is possible without self consciousness. The children have fewer negative attitudes to foreign languages than adult. And that consequently they are better motivated than adult. Therefore, in such condition, it is the best stage to introduce the English to the young learners.

English is more effective to be learnt by children than by adults. The children has a stronger memory to save a lot of words with their meanings. They are also easy to recall and arrange them into good sentences. However, they are also easy to feel ashamed, bored and tired when learning the second language, especially in Indonesia. Therefore, an English teacher has to be conscientious in choosing technique and media in order to increase the effectiveness of learning English.

For the reason above, many countries also have already used English for education. Children have to learn English started from the first class at primary school even
when they are sitting in kindergarten. The emphasis is not only on linguistic competence of the language, but also on the developing of their basic grammar. In order to develop of their basic grammar, the teacher needs to create a scenario to teach the target language in a vibrant, active, and interesting manner.

Teacher usually has difficulties to teach English especially in teaching simple past tense. One of grammar is simple past tense. In learning simple past tense, students often find some problems such as boring and grammar is difficult. Other reason is because they are lazy to learn the English grammar in teaching and learning process. To decrease some problems above, teacher usually tries to find some solutions. For instance, teacher asks students to read a simple narrative text as the beginning of increasing students’ simple past tense. Teacher usually starts by using narrative text. There are many simple cases in our life that can be the sample of narrative text for students. In teaching simple past tense, teacher sometimes uses simple narrative text that have already read by students. Students already know how to read and understand. It can help students to take part in English grammar so that they are more interested in increasing their simple past tense.

The other factors that can cause the problems of the students’ simple past tense are the students’ interest, the material, and also the media in teaching English.

There are many medias in teaching English. One of them is narrative text. This media have not used by many teachers to teach simple past tense. Narrative text can be an alternative to decrease the problems in teaching Simple Past Tense. Narrative Text usually contains short story, symbols, signs or visual images that makes learning process fun.
For these reasons, the writer is interested in analyzing Teaching Simple Past Tense by Using Narrative Text at the fifth grade students of SDN 03 Pagi Tegal Alur.

1.2. Statement of the Problem

In this paper the writer tries to find out the answer of some problems concerning the usage of narrative text for English learning process. Therefore the writer states some of the problems in the following questions:

1. What are the functions of narrative text in teaching simple past tense?
2. How does the teacher apply narrative text in teaching simple past tense?
3. What are the problems of teaching past tense using narrative text?

1.3. Scope of the Problem

Because there are many problems which are happening in teaching and learning English grammar, this paper is focused on how to teach simple past tense by using narrative text at fifth grade students of SDN 03 Pagi Tegal Alur.

1.4. Method and Procedures of Analysis

At first the writer tried to find the place to take part research. The writer also found difficulties and problems of this research. Finally the writer determined appropriate place to do the research in SDN 03 Pagi Tegal Alur.

The writer gets the real data by using field research by taking a lot of data or information from doing some teaching practices in the grade fifth of SDN 03 Pagi Tegal Alur. The writer tries to find some problems that relate to teaching
simple past tense by using narrative text. Students were helped by some demonstrations from the teacher to teach English grammar especially by using narrative text. Besides, teacher also gave the students discussion materials that make them to speak English. After conducting field research, library research, and also browsing internet, the writer analyzed them and arrange into the paper.

To get an optimal result, writer also uses descriptive qualitative method by reviewing from the problem of this research. The writer collects some theories that relate with the title in the library. The writer also finds some articles or theories on the internet.

There are several procedures of research was some steps that used to analysis. First the writer read the narrative text and find the interesting of the narrative text. Then the writer searching from the internet to find some data. Then the writer analysis the narrative text. Student can use other strategies such as asking question about the text, looking for what it is implied but not stated, summarizing, retelling the narrative text in your own words without the text, adding new knowledge to existing knowledge, making judgement forming opinion while reading, reflecting on or thinking about the text. And how to help your student? Help your student remember and apply useful strategies, encourage your student to talk about what he or she read, encourage your student to ask, does it make a sense? Talk to your student about conection between the text and his or her own experience, and the last show that you value your student’s effort.