

CHAPTER I

INTRODUCTION

A. Background Of The Study

Learning a language means learning to use that language to communicate both in oral form (listening and speaking) and written form (reading and writing). Learning a language particularly learning English, involves four basic skills: listening skill, speaking skill, reading skill, and writing skill. They were called language skills. Beside the language skills, English had some aspects which could be taught to the students. Those aspects were vocabulary, pronunciation, and grammar. They were called language aspects. In order to learn English well, both the language skills and language aspects were interrelated each other.

Language skills and language aspect could not be separated. They had connecting each other. Without language aspect, they could not get the language skills. To learn English the students should be able to use appropriated basic structural patterns and master grammar and vocabulary. Grammar was the basic structure to know how to write or speak. The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics.

In fact, learning grammar was not easy for students. Most of the students at SMPN 43 Surabaya found difficulties in learning grammar. Grammar was the central to the teaching and learning of language that also became one of the more difficult aspects of language to teach as well as to learn well. Most of students in the past and also today's students were didn't like to study about grammar. Why? because studying grammar was hard, they said. They should memorize the 8 tenses. Many of students were often forgot about the structure of tenses. The students sometimes get bored of teaching learning process that was taught by a teacher in

teaching grammar. A fear of grammar by the students also make them neglected of it. As the result, a lot of students had a low scores in mastering grammar. Especially students in Indonesia.

Therefore, from this researched the researcher had a solution to teach grammar more fun in ordered to reminded the students about the structure. The researcher wanted to teach grammar using cue cards. In the reasearch journal of Gisella Kartika Arsadea (2016), said that cue cards were useful instructional tools for teachers to be used with students of any age. It could be easily used by teacher in teaching learning process. It was easy for teacher to make it and it was simple and cheap. Cue card could gathered students attention or attract students to focus on the topic. In teaching grammar, cue card could be used as media that could make students easy to arrange the grammar. Cue cards also could be used in work group in big classes and they were appropriate to used in the context of Indonesian teaching and learning classroom. Cue cards could be one of ways to solve the problem in the class. That was why the researcher used the media of cue cards to built up the grammar achievements of them.

B. Scope and Limitation

The scope and limitation from this research is:

Scope of the study is using cue cards media to the teaching grammar.

Limitation of the study is about present continuous tense on junior high school.

C. Statement of the Problem

Based on the explanation above, the statement of problem of this research will state as follow:

Is there any influence of using cue cards media to the students grammar achievements?

D. Objectives of the Study

Based on the statement of problem, the objectives of this study is:

To know the influence of using Cue Cards media to the student's grammar achievements

E. Significance of the Study

The result of this study, are expected to:

1. Students

- a. To build up the students' ability in grammar
- b. To make students be able to make a appropriate grammar about present continuous tense

2. Teacher

- a. To motivate the students to study grammar by using cue cards
- b. To make learning in the class be active and creative and fun so the students will not get bored.

