# CHAPTER I

# INTRODUCTION

## 1.1 Background of the Study

Nowadays, technological things and improved learning tools are becoming parts of educational supports. That's why, instructional materials are the main point which needed to deliver the knowledge for students at school. Especially in learning grammar, where the materials given are monotonous and less variated. In grammar, there's one part of it which called as 'tense', that defined as a formula of time indication of a language structure, and also about time continuation or completeness. Tenses are rather difficult because the students have to memorize the tenses to understand how the language structures are formulated. Therefore in order to manage the learning process of tenses to be interesting, effective and understandable, there is things that the teacher can do to make those points applicable.

The high school students are obligated to learn English, as it is one of the courses. As foreign learners, the students have to make more efforts in learning it since English is neither their mother language nor second language. They are required to learn four skills in English, listening, reading, speaking, and writing. Aside from skills, they should acquire English vocabulary and grammar.

However, Novariana et al. (2018) concluded that grammar problems and lack of wording are the most internal obstacles junior high school students face in acquiring writing skills. The students' obstacles in learning English are complex. Thus, there are no any less important aspects to be disregarded.

Grammar, one of the aspects that should be learned, is the essential rule in a language that students should also acquire (Handayani & Johan, 2018). In fact, grammar often does not become the primary focus in English class. Being capable of acquiring the four language skills is the focus of teaching English instead (Wirawan, 2020). Nonetheless, Stardy (2011) claimed that students struggled more in learning grammar than learning the four major skills. The views whether grammar is essential or not have affected EFL teachers in both the learning and teaching process (Male, 2011). This may lead to a new problem if the teachers' view about grammar is not important.

The researcher conducted an interview with one of the teacher in SMP Negeri 11 Tanjungpinang, by giving him five questions related to students' learning difficulties in grammar, especially tenses, and what media he used to apply in teaching grammar. And based on the answer that he has explained, the researcher can conclude that the difficulties of learning grammar in the teacher's perspective is mostly because the grammar learning is only included in material about English text that provided in the learning book. Different from the past, grammar is being learned specifically and discussed deeply in certain meeting of the English learning.

Also, when the researcher ask about the media that dealt by the teacher, he answered that he already tried several media and ways to make the learning process more attractive and understandable for the students. But in fact, the students still low in feedback and responses.

The researcher also gives questionnaire to the students to observe students' needs and difficulty in learning grammar, especially tenses. And the questionnaire was responded by 25 out of 30 students. The result is that 24 out of 30 students (80%) answered that they have difficulty in learning grammar. Also, 25 out of 30 students (83.3%) answered that the media being used in learning grammar by their teacher is rather tedious for them, which can't increase their spirit in learning grammar.

The previous research conducted by Malaikhatun et al. (2019) and Sekarningsih et al. (2021) used *Wix* and *WordPress* as web-building platforms to design instructional media focused on reading skills. Suanah (2019) developed the instructional media through *Wix* that focused on mathematics course. Ramadannisa and Hartina (2021) designed instructional media using *Google Sites* that concentrate on physics course. The researcher designed the instructional media were intended to be used in e-learning. The present study will focus on instructional media that can be used in offline learning. It will also focus on utilizing *Canva* to design the instructional media as grammar learning medium.

Based on the current problems that have been described, the researcher aims to design an interactive media, which is Basic Tenses Cards, for eight grade students. The media will be designed using a graphic design platform named *Canva,* and can be used both physically and by PDF file that can be accessed easily, wherever, and whenever by the students. The media can be used independently by the students. The researcher hopes the media will help the students to master English grammar enthusiastically and

ease teachers in teaching it. The designing of the media is conducted as research entitled "Designing Basic Tenses Cards (BTC) as Grammar Learning Medium for 8th Grade Students in SMP Negeri 11 Tanjungpinang."

## 1.2 Identification of the Problems

The identification of the problems, which is elaborated from the background, can be identified as follows:

1. Grammar is not the main focus compared to four major skills in the learning process.

2. The students' mastery of grammar is low.

3. The students have difficulties in comprehending and memorizing grammar.

4. The media used in learning grammar seems monotonous and not interesting.

## 1.3 Research Questions

The research question will be devised as follows:

1. How will the Basic Tenses Cards as instructional media for eighth grade students be designed?

2. How will be the validity of Basic Tenses Cards as instructional media for eighth grade students in the learning process?

## 1.4 Research Objectives

The objectives of the research, based on the research question, are to:

1. Designing Basic Tense Cards as instructional media for eighth grade students.

2. Determine the validity of Basic Tenses Cards as instructional media for eighth grade students.

## 1.5 Specifications of Product

In this research, the specifications of Basic Tenses Cards as instructional media will be as follows:

1. The instructional media, Basic Tenses Cards, will be designed for eighth grade students.

2. The basic tenses cards will be designed by using Canva application.

3. The finished design will be in the form of PDF File.

4. The basic tenses cards will be designed for offline learning, but also possible for online learning.

5. The basic tenses cards will be used by English teachers and students.

## 1.6 Research Significances

The study about designing Basic Tenses Cards for eighth grade students, hopefully, will provide contributions as follows:

### 1.6.1 Theoretical Significance

Theoretically, the study will provide a broader insight for English language teaching by improving secondary schools' students in learning grammar, especially tenses which here are simple present tense, simple past tense, and past continuous tense, also into designing instructional media that are appropriate for secondary schools.

### 1.6.2 Practical Significance

1. Students

The eighth grade students will be more enthusiastic and interested in learning grammar using unconventional media in the new-normal learning

environment. They will also get to access the media outside the class, which can be accessed by their devices.

2. English teachers

The media will ease the teacher in teaching grammar to the studentsin blended learning because the students can learn independently using the media. The teacher can make the learning process is more effective, efficient, and varied by using the media.

3. Other researchers

It will be used as innovations in developing or designing advanced instructional media in the same field.

## 1.7 Assumption and Limitation

The assumption of the Basic Tenses Cards as grammar learning medium is that the 8th grade students will not undergo obstacles, such as difficulties in understanding and comprehending grammar, especially tenses. The teacher, expectantly, will create a fun environment using the media. Basic Tenses Cards as instructional media will be limited for the eighth grade students based on the selected Basic Competencies and the material. The Basic Tenses Cards will be focusing on three tenses, which are simple present tense, simple past tense, and past continuous tense which are included in the descriptive text, according to the syllabus. The final product will be in the form of a PDF File that also can be printed.

## 1.8 Definition of Key Terms

There are interpretations of the several key terms to avoid misconceptions of this research. They are as follows:

1. Grammar

   Grammar is a crucial part of a language that consists of regulation in word forms, such as tenses and word classes, to construct a sentence.

2. Card

   The card is a piece of a rectangular shape as an unconventional instructional media that contains information about a thing and is designed on a website.

3. Offline learning

   Offline learning can be defined as a situation where all the students are coming to school for the learning process and receive material explanation from the teachers directly in class.