

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Nowadays, English has been widely learnt by students all around the world. In order to be able to learn English correctly, students need to know the basic tense of English. As stated in the article “Present Simple”, simple present tense is the most basic tense in the English language (par.1). Therefore, learners need to really understand simple present tense. Without understanding the rules of simple present tense, learners may not be able to write in English properly and they will also find difficulties in understanding books, texts, and many others. As Shoebottom stated in his article that Many teachers consider grammar lessons to be very important in studying English (par. 4).

When I did my internship at Paulus Elementary School, I taught simple present tense to twenty two (22) of fifth grade students. The meeting was held once a week and it lasted for thirty minutes. I wrote the rules of simple present tense on the blackboard, for example, when the subject is he, she, and it, the verbs must be followed by -s or -es.

After explaining a few times, I gave them handouts to practise in class. I found thirteen students who had a difficulty in learning simple present tense. The thirteen students often got confused in using the rules of simple present tense and failed the test.

I choose the topic “Overcoming My Difficulty in Teaching Simple Present Tense to the Fifth Grade Students at Paulus Elementary School” because simple present tense is very important for them to know as learners since it is the basic grammar of English. This topic will be interesting to discuss because this problem leads to several causes and effects. Moreover, in this Term Paper, I am going to analyze the potential solutions in order to solve the problem.

## B. Identification of the Problem

In this term paper, I would like to discuss several questions as follow:

1. Why did I have difficulty in teaching simple present tense to the fifth grade students at Paulus Elementary School ?
2. How did my difficulty in teaching simple present tense to the fifth grade students at Paulus Elementary School influence the learning process?
3. How should I overcome the problem of my difficulty in teaching simple present tense to the fifth grade students at Paulus Elementary School ?

### C. Objectives and Benefits of the Study

The first objective of this study is to know the causes of my difficulty in teaching simple present tense for the fifth grade students at Paulus Elementary School. The second objective is to know the effects of my difficulty in teaching simple present tense for the fifth grade students at Paulus Elementary School. The third objective is to find solutions to overcome my difficulty in teaching simple present tense for the fifth grade students at Paulus Elementary School.

The first benefit of this study is to give readers some information on how to teach simple present tense effectively, especially for those who want to be new teachers in Elementary School. The second benefit is to help the teachers in Paulus Elementary School to handle the students who have difficulty in learning simple present tense. The third benefit is the study itself can help me to teach better. I can find the potential solutions of my problem. The potential solution is very beneficial for me to improve my teaching skill.

### D. Description of the Institution

Paulus Elementary School was established in 1953, it is located at Dr. Rajiman No. 11. The school has produced educated students in all fields, such as education, governance, art world and entertainment industry. The students at Paulus have got a lot of achievements, not only in academic field but also in non academic field. The teachers at Paulus Elementary School are experienced in teaching and they are

highly dedicated. In addition, they are bachelors in education. The students of Paulus Elementary School are not only equipped with knowledge but also they are virtuous, honest and responsible. The motto of Paulus Elementary School is “love that is always remembered by the students of Paulus Elementary School”. The vision of Paulus Elementary School is “to become a superior school that embodies human beings who have love; on top of that, the mission is to provide Christian education service quality and competitiveness to form honored, cheerful, faithful, and smart students” (source: Bertumbuh Menang).

#### E. Method of the Study

The data that I used in making this Term Paper are from library research taken from both printed and electronic source and field research serving as my relevant theories to support my idea about how the causes and effect make the problem. Then, I will explain how the potential solutions can solve the problem. In addition, I will also explain how the solutions can give positive and negative effects.

#### F. Limitation of the Study

The focus of my analysis is my difficulty in teaching simple present tense to the fifth grade students at Paulus Elementary School. I did my internship in TK SDK Paulus from 2 January 2015 until 16 March 2015. I taught 22 students of the fifth grade of

elementary students. My internship started from 08.00 am until 14.00 pm. The subjects of research are the students and the teacher.

## G. Organization of the Term of Paper

My paper consists of four chapters and it is preceeded by Approval Page, Abstract, Declaration of Originality, Acknowledgements, and Table of Contents. The first chapter is Introduction, which contains Background of the Study, Identification of the Problem, Objectives and Benefits of the Study, Description of the Institution, Method of the Study, Limitation of the Study, and Organization of the Term Paper. The second chapter is Problem Analysis. It deals with the analysis of causes and effects of the problem. The third chapter is Potential Solutions. It deals with the analysis of how the potential solutions can solve the problem and how the potential solutions can bring positive and negative effects. The fourth chapter is Conclusion in which I write my personal comments and Conclusion based on the findings. After Chapter Four, there is Bibliography, which contains the sources that I use in my term paper, followed by the Appendices, which contain flowchart, the school brochure, the example of a paper of grammar test, story for storytelling, the song, map of situational context, table of test results and yearly graduation book of sixth grade students of Paulus Elementary School.