

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The enlargement of British Colonial power at the end of nineteenth century and the growth of the United States' economic power as the leading economic power in the world in the twentieth century have made English a global language (Crystal, 2003, pp. 10, 59). This situation makes the English language become widespread around the world.

Regarding the important role of English, Indonesia has included English in the curriculum of all elementary schools, and even of playgroups. The realization of teaching English to young learners has been applied in some schools since 1992; a year later, the Ministry of Education and Culture released the Decree of the Ministry of Education and Culture Number 060/U/1993, which declares that the English subject may become a local content for the elementary schools starting at fourth grade (Sikki et al., 2013, p. 139), as an additional lesson. According to Zein (2012, p. 85) "The status of a local content subject basically means: the society in which the school is located requires it" This fact makes several schools, including playgroups, provide proper English lessons for the

learners; in addition, teachers are looking for the best ways to teach English to young learners (Sikkiet al., 2013, p. 139).

When learners want to learn a new language such as English, it is a must for them to learn its grammar because grammar plays an important role in language. This is in line with Bastone (1994, as cited in Wang, 2010, p. 78), who states that a language with no grammar will be confusing because there will be numerous words with no rules about its word order. It means that after we learn some vocabularies, it is a must for us to learn the grammar as according to Cameron (2001, p. 72) the language learners can know the order of the words to make a good and understandable sentence.

One of the ways to teach grammar is by using literature. Two authors (Povey, 1967; Stern, 1987, as cited in Kirkgoz, 2012, p. 111) agree that “Literature can also help students master the vocabulary and grammar of the language and promotes the four language skills: reading, writing, listening, and speaking;” moreover, teachers can use short stories for “all levels and all ages of learners as they appeal to different interests of learners.” Their argument is in line with that of Collie and Slater’s (1991, as cited in Pardede, 2011, p. 15), which contends that the use of literature in language teaching is very beneficial because it offers four advantages, namely, “authentic materials, cultural enrichment, language advancement, and personal growth.” In accordance with some of the researchers mentioned above, Erkaya (2005) states that there are “four benefits of using short stories to teach ESL/EFL, i.e. motivational, literary, cultural and higher-order thinking benefits” (p. 15).

Based on the background described above, the writer is interested in analyzing a short story that can be used to teach the grammar of English as a foreign language to sixth graders. This study focuses on the description of dominant tenses in *Little Red Riding Hood* by Gaby Goldsack and the preparation of a syllabus related to the story to show the teaching techniques for teaching English as a foreign language to 6th graders. This storybook is chosen to be analyzed because it shows several uses of English tenses, specifically the Simple Past Tense in 74 verbs and the Simple Present Tense in 16 verbs. These verbs can represent the structure of both tenses to be introduced to sixth graders. The other reason for the writer to choose this storybook is that it is available in the school library in one of the elementary schools in Bandung; therefore, this storybook is available for elementary students to read. The sixth graders are also chosen for the target students because it is said that Simple Past Tense begins to be taught in the sixth grade, whereas Simple Present Tense is taught in the previous grade (Sukur, 2010).

The writer uses eight meetings to teach the dominant tenses found in Gaby Goldsack's *Little Red Riding Hood*: three meetings to teach and revise Simple Present Tense, four meetings to teach Simple Past Tense and one meeting to review the whole teaching materials.

1.2 Statement of the Problem

Based on the background above, the writer formulates the statement of the problems as follows:

1. Are Simple Present and Simple Past Tenses dominant in the Gaby Goldsack's *Little Red Riding Hood* story?
2. What suitable techniques can teachers use to teach these dominant tenses in Gaby Goldsack's *Little Red Riding Hood* to sixth graders?

1.3 Purpose of the Study

The study will show:

1. Whether Simple Present and Simple Past Tenses are dominant in Gaby Goldsack's *Little Red Riding Hood*.
2. The suitable techniques to teach those dominant tenses in Gaby Goldsack's *Little Red Riding Hood* to sixth graders.

1.4 Significance of the Study

By reading this thesis:

1. General readers can find reasons for choosing Gaby Goldsack's *Little Red Riding Hood* to teach Simple Present and Simple Past Tenses to sixth graders.
2. Teachers can find techniques for teaching Simple Present and Simple Past Tense in Gaby Goldsack's *Little Red Riding Hood* to sixth graders.
3. Researchers can find some theoretical backgrounds to conduct research in the same field.

1.5 Limitation of the Study

Although the research has reached its aims, there are several limitations of this study. First, this study only focuses on one short story, entitled *Little Red Riding Hood*. Second, the writer limits the use of the book, which is only to teach grammar. And thirdly, this study is only limited to one level, the sixth grade, as the target group for teaching the tenses.

1.6 Organization of the Thesis

The writer has divided the thesis into five chapters. The first chapter is Introduction, which consists of Background of the Study, Statement of the Problem, Purpose of the Study, Significance of the Study, Limitation of the Study, and Organization of the Study. Chapter Two contains the Theoretical Foundation. Chapter Three contains Research Methodology and Chapter Four presents Findings and Discussion. Chapter Five is Conclusion and Recommendation. The thesis ends with Bibliography and Appendices, which contain the *Little Red Riding Hood* story and the lesson plans.