CHAPTER I

INTRODUCTION

A. Background of the Study

We never stop learning language from babbling of babies to the school for a year we learn about language. Some people study more than one language for much purpose for communication with other people in the world, job, until just hobby. People also use language to show their feeling. Using language people can show their happiness, their sadness, their mind, their ideas, etc. As Ramelan (1992:14) states :

> ".....the use of language enables the members of a social group to coorperate with one another for their own benefits. Language has learned and used in a social community, without which the existence of language is beyond understanding."

Language is not only used in communication but also used in education. English is one of the international languages. In education now, English is used in research, science, and other subject. Internationally, English is used not only in oral communication, but also in written communication, for examples in here are in broadcasting, news paper, magazine, and technological such as scientific books. Because of that reason people who want to know more about technology and science have to understand English language well because this language is used in most part of the world.

In Indonesia English is taught at Elementary school, Junior high School, Senior high school, university, many courses and it is also taught

at kindergarten school. The use of English in Indonesia is significant enough. Knowing that, the government releases policy to improve the quality of English teaching. By improving the quality of the teacher and other components in educational process, we hope that English teaching can be muchbetter and better.

Grammar is one of the essential English language elements needed to master all of the language skills such as listening, grammar, reading and writing. As stated by James (1998:64), the learner's ignorance of target language can be expressed in term of four categorizes: grammaticality, correctness, strangeness ans infelicity. Grammaticality is synonymous with well formedness. It means that grammar and the language can not be separated each other. It also supports the speakers or writers in communication and avoids misunderstanding. If someone can speak a language, she/he also knows the grammar well. On the other hand, if someone does not know the language grammar he/she will be confused in catching the message, so he/she will never be able to communicate each other since without grammar, a language is useless and meaningless.

Generally, the objective of English teaching in Indonesia especially in junior high school is to enable students to have the mastery in developing communication competence in both oral and written forms. But the method usually used in teaching English in Indonesia is not enough to support the goal of English teaching in Indonesia. As a result teaching English in some of the junior and senior high schools in

Indonesia is still considered unsatisfactory, like in SMP N 1 Ketanggungan.

SMP N 1 Ketanggungan is one of schools that resides in south Brebes Regency. As a school that verge with two towns, SMP N 1 Ketanggungan have good predicate in Brebes regency. Like another school, the students of SMP N 1 Ketanggungan still have poor mastery in English tenses. For example in here, the students are still confused about the concept on tenses itself. They are confused when they must use present tense or past tense. They can't differentiate the function and the form of tenses. They habitually use simple present tense moreover in sentence that should be in the form of past tense. They are also confused about the form of the tense itself, they don't know clearly what the tense forms are. In their mother tongue, there are no distinction if something happen now, tomorrow, or yesterday. For example in their mother tongue they say *dia makan*, the form is the same although it happened now, tomorrow, or yesterday. They just add one word such as *sekarang, kemarin, nanti* to make difference. In their mother tongue, the verb is settled. In English, the verb must be changed depending on the time. For example, in present we will say *He eats*, in past it will change to *He ate,* and in future it will be *He will eat.*

The teacher usually used traditional method to teaching English. Traditional method just focussess on vocabulary and remains the material. In addition, the students also just try to reach high score. Everything in

school now is just about score. If the students want to pass the exam and continuing their study in their favorite school they must get high score to defeat their rival. It's bad habbit for education in Indonesia. Students should learn about understanding something, not only for score but also for their knowledge. This problem taken a bad turn because the method that usually used is just traditional method. In this era of globalization, teacher needs more than just traditional method to make the student understand well the importance of understanding English and the application. They didn't understand that this is not only about the score, but its also about the habits that the students do. When students learn to understand English subject, master the material, and learn their knowledge about English perfectly, the high score will follow. Due to the fact, it needs some efforts to improve the students' grammar mastery especially in grammar. One of the improvement of tenses mastery deals with the method that we call Dynamic Assessment. Dynamic Assessment not only can be used to test but also as the teaching tools.

To help the teachers in teaching grammar to junior high school students, teachers may use an interesting and effective teaching method to present their teaching materials that also help them to reach their needs of high score. One of the alternatives is Dynamic Assessment. Dynamic Assessment is a kind of interactive assessment used in education. Dynamic Assessment is a product of the research conducted by developmental psychologist Lev Vygotsky. One purpose of dynamic

assessment is to determine if a students has the potential to learn a new skill. Furthermore, Dynamic Assessment also can help student to reach their need of high score. Dynamic Assessment not only an ordinary teaching method but also teaching and preparing of the test itself. Because of that reason, the writer interested in conducting a research entitled **"IMPROVING GRAMMAR MASTERY BY USING DYNAMIC ASSESSMENT AT THE 7th YEAR STUDENTS OF SMP N 1 KETANGGUNGAN IN 2010/2011 ACADEMIC YEAR".**

B. **Problem Statement**

This research problem is formulated in the following questions:

1. Does Dynamic Assessment improve the students' grammar mastery?

2. How is the implementation of Dynamic Assessment to improve the students' grammar mastery?

C. **Objective of the Study**

Based on the problem of the study mentioned above, the writer formulates some objectives of the study as follows:

1. **General**

In general, the objective of the study is to improve the students' grammar mastery using Dynamic Assessment.

2. **Specific**

a. Describing whether or not Dynamic Assessment can improve students grammar mastery.

b. Describing the implementation of Dynamic Assessment to improve the students' grammar mastery especially in tenses.

D. **Limitation of the Study**

To make the problem easy to be discussed deeply, the writer focused the problem as follows:

1. The subject of reseacher in this research is the 7th year students of SMP N 1 Ketanggungan.

2. The implementation of Dynamic Assessment to improve the students' grammar mastery especially in tenses.

E. **Benefit of the Study**

There are some expected benefits that could be taken by this research. They are as follows:

1. Theoretical benefit

   The result of research can be used as input in English teaching learning process.

2. Practical benefit

   a. For researcher, this result gives and adds more information about English teaching technique.

   b. For teacher, the result can improve the teacher professionalism quality as an educator.

   c. For learners, the result can improve their activity, creativity, capability, and achievement in learning English especially in grammar.