

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

As a global language, English that must be mastered by everyone all over the world. Through English, people can connect with the outside world in variety of ways, including educational aspects. In English education, there are skills that must be learned. Those skills are speaking, reading, listening, and writing. Grammar may be found by combining all of those skills. Grammar means forming and clustering words into sentences.<sup>1</sup> As Penny defined that “grammar as the process a language manipulate and combine words to generate longer units of meaning”.<sup>2</sup> As a nutshell, grammar is crucial for those who want to master English well since it allows us to combine words and phrases correctly.

In Japan, students have difficulty learning English grammar because of differences in letters and pronunciation, so that students’ understanding is not good during the learning process.<sup>3</sup> Meanwhile, most students in Indonesia believe grammar to be the most difficult topic in English. It raises the teaching burden, but it presents a challenge for the teacher to educate grammar without tension. Because dealing with grammar entails engaging with patterns and norms, hence students find it more complicated and frustrating to master it without sharing a

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<sup>1</sup>Suryadi & Junaida, *Complete English Grammar-Belajar Bahasa Inggris dari Awal sampai Mahir*, (Yogyakarta: Pustaka Pelajar, 2008), p. 1

<sup>2</sup>Penny Ur, *Grammar Practice Activities: A Practical Guide for Teachers*, (Cambridge: Cambridge University Press, 1988), p. 4

<sup>3</sup>Henna Paakki, *Difficulties in Speaking English and Perceptions of Accents: A Comparative Study of Finnish and Japanese Adult Learners of English*. (Finland: University of Eastern Finland, 2013)

discussing with other friends. Grammar teaching covers a wide range of topics. One of them concerns conditional sentences. Students must comprehend grammar and all components of conditional clauses, such as, forms, formation, and meaning.

The researcher observed while observing teaching practice in one of Medan's school. The children are quite fatigued and dissatisfied with the usual technique of teaching them, particularly English. In the classroom, they just sit and listen silently to the explanation. They become perplexed when it comes to exercising. Because they believe they do not participate in the learning process. They grasp what is being taught to them at the moment, but it does not stay with them for long. They will forget the stuff as time goes on.

Based on the fact, the researcher found the method to teach them, it's not only improve the skills of students, but also help students build their own understanding, build confidence in communicating ideas, and respect student reactions and decision in class. Student centered learning (SCL) approach may be capable of resolving students' problem in mastering grammar. Student centered learning (SCL) is an approach that focuses on learners and their needs in tackling some of education's difficulties.

Student centered learning (SCL) is a revolutionary method of teaching based on constructivist learning theory, in which students have an important part in developing their own knowledge from new material and previous experiences. We hear a lot that students are required to participate in the learning process so that they may grasp for themselves the material that will significantly influence

their behavior and education. SCL has switched the focus of teaching from the teachers to the students themselves by putting students' interests, ideas, and voices at the heart of the method.<sup>4</sup> SCL enables students to choose their own learning paths and takes them seriously for being active participants in their educational process.<sup>5</sup>

In the process of SCL approach, educators as facilitators, facilitators only act as providers, which is an active and independent experience in the learning process are students. Allah said in Al-Kahf verse 60 of the Holy Qur'an<sup>6</sup>:

وَإِذْ قَالَ مُوسَىٰ لِفَتَاهُ لَا أَبْرَحُ حَتَّىٰ أَبْلُغَ مَجْمَعَ الْبَحْرَيْنِ أَوْ أَمْضِيَ حُقُبًا (٦٠)

“And (remember) when Musa (Moses) said to his boy-servant: “I will not give up (travelling) until I reach the junction of the two seas or (until) I spend years and years in travelling.” (Q.S. Al-Kahf: 60)

The Qur'an verses paradigm of autonomous learning is similar to the story of the Prophet Moses, who journeyed to visit the Prophet Khidir with the goal to seek more broad and profound knowledge.

The researcher chose Conditional Sentence because several reasons. First, it's one of the topics which must be explored due to its distinct qualities. It refers to the tenses employed and has implicit meaning.<sup>7</sup> Second, few studies have investigated Conditional sentences. One of them has been identified by Ika

<sup>4</sup> L. J. Pertanen, Chemistry Education Research and Practice (2018), *Royal Society of Chemistry*, p. 3

<sup>5</sup> Attard, Angele, et.al, *Student Centered Learning: An Insight into Theory and Practice*, (Bucharest: Partos Timisoara, 2010), p. 9

<sup>6</sup> Muhammad Taqi-ud-Din Al-Hilali & Muhammad Muhsin Khan. *Translation of the meanings of the Noble Qur'an in the English Language*, (Madinah: King Fadh Complex), p. 394

<sup>7</sup> Armstrong, S, McIvor G, McNeill, F. and McGuinness P. *International Evidence Review of Conditional (Suspended) Sentences*. (Canberra: Canberra University press, 2013)

Puspita Ningrum (2017), who has difficulty using conditional sentences in tenth grade students. Then, it was done by Dewi Yusuf (2013), who used problem-solving activities to gain a better understanding of conditional type 2. Anita Jayanti (2011) performed that the use of substitution drills of conditional type 1. Another study is Dewi Rumaidah (2017), who analyzed conditional error in type 3. Siti Fatimah (2019) also analyzed about student's problems in understanding and constructing English conditional sentences.

Several few studies above were using one of type conditional sentences while in this research use five types in commonly and sequence of tenses. So that, with SCL, the capacity to learn Conditional Sentences will deepen their comprehension and allow them to use it in their everyday routines.

As per the explanation above, the writer formulated the research title is **“THE USE OF SCL (STUDENT CENTERED LEARNING) APPROACH IN PROGRESSING STUDENTS’ MASTERY CONDITIONAL SENTENCES”**.

### **B. Research Questions**

From the background of the study, the research problem formulated as following:

1. How is student's ability at mastery conditional sentences before using student-centered learning approach?
2. How is the use of student-centered learning approach at mastery conditional sentences?
3. How is the students' progressing at mastery conditional sentences after using student-centered learning approach?

### C. Objectives of Study

1. To determine student's ability at mastery conditional sentences before using SCL approach
2. To describe the use of SCL approach at mastery conditional sentences
3. To establish the students' progressing at mastery conditional sentences after using SCL approach

### D. Significances of Study

The significance of the study from theoretical and practical aspects can be seen as following:

#### 1. Theoretically

This study is expected to provide additional learning English to enable students actively, creatively, and confidently.

#### 2. Practically

This study is believed to enhance the principal, English educators, the learners, and more studies:

##### a. For the Principal of SMK Tritech Indonesia Medan

This result is used as basic information in mastery conditional sentences for students.

##### b. For English educators

It may be used for the mastery of conditional sentences on students in the class.

##### c. For the learners

It is expected that it can motivate them in learning English to



make it easier to master conditional sentences using SCL approach.

d. For other studies

It is expected to provide more information to other researchers who want to do more research on the same topic.

#### **E. Limitations of Study**

From the problems above, the research found many problems related to mastery conditional sentences. Therefore, the researcher would like to restrict the strategies. However, there are a lot of teaching strategies can use to resolve these issues. In this research, SCL approach was used to mastery conditional sentences at SMK Tritech Indonesia Medan.

