CHAPTER I

INTRODUCTION

A. Research Context

Al-mujtama' Islamic Boarding School was founded by KH. Abdul Ghafur Syaifuddin Lc in 1987 M. Al-mujtama' Islamic Boarding School was in Plakpak village, Pegantenan district, Pamekasan regency, Madura. Because it departs from the wishes of the people, it is not surprising that even though they are still relatively young, this Islamic boarding school is progressing very rapidly, as evidenced by the existence of various levels of education managed by this Islamic boarding school.

Starting from Early Childhood Education (PAUD) to tertiary level, each level of education is equipped with various suggestions and facilities to support modern education. Not only that, managers and teaching staff in Islamic boarding schools are graduates of leading universities in Indonesia and even abroad so that the students produced are able to compete at the national and international levels.

In Al-Mujtama' there are some Markaz or club of rooms. There are MTIA (Markaz Tahfidzul Qur'an Putri Al-Mujtama'), MKA (Markaz Kitab Al-Mujtama'), and FEC (Flower English Center). In the Markaz there are some programs, especially in Flower English Center that study about English.

Flower English Center is a Markaz special of English students that have interest and want to know more about English. They will join some programs with mentors in Flower English Center, they learn about English skills,

memorizing of vocabularies, grammar class and others. Some of classes have different mentors and different programs, they join the programs daily.

Based on the results of an interview with one of the mentors at the Flower English Center, it was found that there is a final exam program which is carried out every year with the aim of ensuring that Flower English Center members master the material that has been taught while at the Markaz.

From the results of this exam, it can be found that several students can continue to the next level if they pass the test and there are some students who have to stay at the previous level because their test scores do not pass in order to continue to the next level.[1]

There is a phenomenon that occur, students think that tense are a learning process that is something difficult to understand, therefore, in conveying learning in class, mentors need a bridge or strategy that facilitates the continuity of planning, implementation and also achieving goals in a lesson. So, students will more easily understand tense. Because whether a strategy is appropriate or not can determine the success or failure of learning.[2]

The term of strategy comes from the word *'Strategies'* which means all efforts used in the military in order to achieve victory in war.[3] In the context of learning, the strategy means the general pattern of teacher-student behavior in learning activities. The general nature of this pattern means that several types

[1] The interview has been taken on 7th May 2023
[2] The interview has been taken on 7th May 2023
[3] Laksmi Dewi and Masitoh. *Strategi Pembelajaran.* (Jakarta: DEPAG RI, 2009). 3.

and sequences of actions in question appear to be used and applied by teacher-students in several types of learning events.[4]

Strategy in the context of learning can be interpreted as a learning activity in which there is a teacher as a teacher and students as students. In which there are several lessons and interaction activities between the two to achieve maximum and good results in the process.

Tense has definition of grammatical in location and time.[5] In more detail, tense has meaning of a situation and a time that relation to another time, usually a meaning of speech.[6]

Tense has a relationship with a special verb in ending or the inclusion of an auxiliary verb in indicating time. Furthermore, it is said that the grammatical forms of verbs are discussed in relation to tenses. If we learn English tense, then we can use English grammar both in spoken and written form.[7]

Tenses are collections of words that describe time and things that have happened, are happening, or will happen. By mastering tenses, students can get several benefits, such as students will know and understand the meaning of time and action in a sentence. Students can know how to read and write English sentences that are used every day properly and correctly. If we learn English tenses, then we can use English grammar both in spoken and written forms.

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[4] Made Wena. *Strategi Pembelajaran Inovatif Kontemporer: Suatu Tinjauan Konseptual Operasional.* (Jakarta Timur: Bumi Aksara, 2016)
[5] Comrie, Bernard. *Tense.* (Cambridge: Cambridge University Press, 1985)
[6] Salaberry, R. & Shirai, Y. *L2 Acquition of Tense-aspect Morphology.* (2002)
[7] Marcella, Frank. *Modern English: A Practical Reference Guide.* (New Jersey: Prentice Hall Inc., Englewood Cliffs, 1972).

Based on the explanation, the researcher would like to research about strategies in teaching tense in Flower English Center. By using the strategies, the mentors is able to motivate the learners for researcher is interested do the research about "Strategies in Teaching Tense in Flower English Center at Al-Mujtama' Islamic Boarding School".

B. Research Focus

1. What strategies does the mentors use in teaching tense in Flower English Center at Al-Mujtama' Islamic Boarding School?

2. How does the mentors use the strategies in teaching tense in Flower English Center at Al-Mujtama' Islamic Boarding School?

C. Research Objective

The research aims to solve the problem. Therefore, this section contains a description of the objectives to be achieved in the research. The content is closely related to the research problem that has been formulated. Knowing problem solving and finding answers to research problems is a function of conducting research. Based on the research problems above, the researchers can determine the research objectives of the study, namely:

1. To know what strategies the mentors' use in teaching tense in Flower English Center at Al-Mujtama' Islamic Boarding School.

2. To describe how the mentors use the strategies in teaching tense in Flower English Center at Al-Mujtama' Islamic Boarding School.

D. Significance of Study

The research objectives that can be taken from this research are:

1. Theoretical significance

    The results of this study are expected to be able to increase knowledge about efforts to practice communication skills between students through tense strategies used by teacher. So that it can provide the own good for science as a framework for improving the quality of teaching learning by mentoring students in classes such as English courses.

2. Practical significance

    a. Teacher

        It is hoped that it can motivate to teachers in create effective techniques in teaching and learning. Useful for teachers as information to find out how to increase of using strategies in teaching tense.

    b. Students

        It is hoped that through the tense in class students become know and interested in the teaching and learning process and can remember, develop and practice in everyday life.

    c. Next Researcher

        It is hoped that this research can be used as a reference for those who want to do research in teaching, especially the strategies used in teaching tense.

    d. School

        Make a meaningful contribution to schools that learning with use some strategies can increase of using strategies in teaching tense and

interest in lessons so that schools can maintain and even improve various types of teaching methods that must be in school.

e. Researcher

To find out the teacher's efforts in developing students to master in tense by using strategies in teaching tense in Flower English Center at Al-Mujtama' Islamic boarding school. This study will provide knowledge the strategies in teaching tense. This research can be used as material to expand the knowledge of researchers in preparing themselves as prospective and professional educators.

f. IAIN Madura

This research is expected to be useful as an addition to the literature and as an insight into the library of IAIN Madura.

E. Scope and Limitation of Study

Scope is range of the thing that a subject. It means that scope is refers to the problem or issue that the researcher wants to study with the project. Scope means is arrangement or organization of things the subject to know what the study will explain and focus on the specific the study not explain to other study that unsuitable with it. The scope of this study only focused on what are strategies the mentors use in teaching tense and how does the mentors use the strategies in teaching tense in Flower English Center class.

Limitation is role, fact or condition that limited or controlled by the study. The limitation of this study is limited students in Flower English Center at Al-Mujtama' Islamic Boarding school.

F. Definition of Key Term

1. Mentor

   Mentor has the meaning of a guide or a guiding friend. Mentoring is a process of transferring some knowledge information in the social and psychological fields in which there are mentors (advisors, information providers) and mentees (mentored people, or in other terms called students).

2. Strategy

   Strategy in context of learning can be interpreted as a learning activity in which there is a teacher as a teacher and students as students. In which there are several lessons and interaction activities between the two to achieve maximum and good results in the process.

3. Tenses

   Tenses is collection of words that describe time and things that have happened, are happening, or will happen. Students will know and understand the meaning and time of action in a sentence. Students can know how to read and write English sentences that are used every day properly and correctly. If we learn English tenses, then we can use English grammar both in spoken and written forms.

4. Flower English Center

   Flower English center is a Markaz or club that located at Al-Mujtama' islamic boarding school and special room for English students.