

## CHAPTER I

### INTRODUCTION

#### A. Background of Study

In Indonesia, English is learnt and taught in elementary school, junior high school, Senior high school and university. English is important for students and taught at school because they will face TOEIC test which consists of many English grammar questions. Besides, many of the students will directly go to work after they graduate from the school and English will help them in finding a good job. It will give them a plus mark.

However there are some problems faced by students. Most students get bad mark, especially in grammar. Grammar is the most common problem faced by students when they learn English<sup>1</sup>. It becomes the most difficult part in learning English for students especially for ESL students because it talks and studies how to arrange and combine sentences in order to understand the meaning as intended by the user.

In English there are three types of tenses. Those are present, past, and future tenses which each type has different function. Hornby stated that tenses stand

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<sup>1</sup>H. Douglas Brown, *Principle of language learning and teaching*, 5th edition. (Francisco university: pearson Education , 2007) p. 41

for a verb form or series of verb form used to express time relation<sup>2</sup>. Every English sentence indicates information about situation happens in particular time, whether present, past, or future. The use of verb forms will be different, it depends on event that happens in present, past or future time. Most students get difficulty to make correct tenses, they feel confused how to use second verb (v2) in regular or irregular. Even though curriculum of junior high school nowadays is focusing on genre, not on grammar any more, they need to study grammar itself because English grammar is the rule to make correct sentences.

Teachers often ask what exactly the best media to teach grammar is. In the early days of grammar teaching, using reliable media is one way to help and make grammar easy for the students. Because media is aid to transfer idea to the students. According to Gagne media is everything in student's environment that can encourage students to study<sup>3</sup>. Briggs said media is tools to give stimulus for student in order process of learning run well<sup>4</sup>.

One of the media that can be used in teaching grammar is movie because it offers interactive learning and more vivid and personalized forms of self-regulated learning<sup>5</sup> besides that, movie also has some benefits, movie is

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<sup>2</sup>Albert Sidney Hornby, *Advanced Learner's Dictionary*, (New York: Oxford University Press, 1975). P. 78

<sup>3</sup>Yusuf Hadi Miarso. *Media pembelajaran*. Departemen Pendidikan Dan Kebudayaan, (Depdikbud: Pustekkom)

<sup>4</sup> Ibid hal.1

<sup>5</sup>Jadin, T., Gruber, A., & Batinic, B. (2009). *Learning with E-lectures: The Meaning of Learning Strategies*. *Educational Technology & Society*, 12 (3), 282–288. P. 282

one of interesting authentic materials, so it does not make students bored and they feel more interested to study. Then, it can create students motivation and it is also memorable for students<sup>6</sup>. Beside that movie can encourage and make student easy to understand of simple past.

There are many movies that can be used but in this study the writer use “NARNIA” because it is an animated movie with good graphic. It is appropriate for students of junior high school. Beside that, this movie presents material that is used to teach simple past. Moreover, hopefully the students are interested in this media and easy to understand simple past.

When the writer did the teaching internship (PPL) in SMP Antartika, the writer got difficulty when he taught genre text especially narrative and recount. Then, English teacher of SMP Antartika said that there were many students of SMP Antartika got difficulty in understanding simple past. Most students got bad mark in examination although the teacher explained it in detail, therefore they got difficulty in learning genre text (narrative and recount). Moreover, they did not have eagerness to understand simple past.

Finally, the writer decides to choose SMP Antartika as the setting for his research because students of SMP Antartika have low competence in understanding grammar. And the writer focuses on class B of second grade of SMP Antartika Surabaya because they got difficulty in simple past tense.

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<sup>6</sup>Jeremy Harmer, *The Practice of English Language Teaching*. (England: Pearson Education Limited, 2001). P.282

Based on the explanation above, the researcher is interested in making a research entitled **“The Use of Movie as a Media in teaching Simple Past Tense at the Second Grade of SMP Antartika Surabaya”**.

#### **B. Problem Of The Study**

- A. Does movie improve students’ understanding of simple past in SMP Antartika Surabaya?
- B. What are the students’ responses on using movies as media in teaching simple past tense in SMP Antartika Surabaya?

#### **C. Objective Of The Study**

Based on the problem of the study above, the study aim are:

- 1. To find out the improvement of the students’ understanding simple past in SMP Antartika Surabaya.
- 2. To find out the students’ responses on using movie as media in teaching simple past tense in SMP Antartika Surabaya.

#### **D. Significance of the Study**

The researcher hopes that this research gives some benefits for teaching learning english theoretically and practically.

## **1. Theoretical significance**

The present study is expected to give useful point. It hopefully can give useful information about good media that is used in teaching-learning process and to enrich literature of English teaching, especially in English education department. In addition to gives references for other researcher who wants to conduct research about media in teaching grammar.

## **2. Practical significance**

The result of the research can give contribution to teachers and writer :

### **a. Teacher**

Explaining materials to students will be easier for teachers. And the teaching and learning process will be more fun.

### **b. Writer**

The writer will be able to improve his English teaching approach so that the writer can help the students to improve their understanding of English grammar.

## **E. Scope and limitation**

This study is only limited on the students' understanding of simple past tense that focuses on the verbal form. The writer uses “ NARNIA “ as media in teaching simple past and the subject of this study is second grade of SMP Antartika Surabaya especially class B.

## F. Definition of Key Term

To avoid misunderstanding and misinterpretation, it is necessary to define the following key terms:

- a) A movie is a series of moving pictures recorded with sound that tells a story, shown at the cinema/ movie theaters<sup>7</sup>. And in this research, the writer use “Narnia 3 - The Voyage And The Dawn Trader” to make students interested.
- b) Improvement is making something better. It means that after implementing the treatment, hopefully students will understand simple past tense easier.
- c) Simple past tense is one of materials that is taught in second grade of SMP Antartika Surabaya, which expresses actions or situation that happened in the past.

## G. Systematization of Discussion

### Chapter I : Introduction

This chapter explains the background of the study, problem of the study, objective of the study, significance of the study, scope and limitation, and systematization of discussion.

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<sup>7</sup>*Oxford Advanced Learner's Dictionary, fourth edition*, (British: Oxford University Press, 1995, p.517)

## **Chapter II : Review and Related Literature**

This chapter reviews the understanding theory related to the study. To be more specific, it discusses about: Grammar (Definition of grammar, arguments and reasons why teaching grammar is very important and explanation of simple past). Media of learning ( definition and kinds of media, explanation of movie including advantages and disadvantages).

## **Chapter III : Research Methodology**

This chapter focuses on a description of the research design, subject of the study, setting of the study, data of the study, research instrument, data collection technique, and data analysis.

## **Chapter VI : Result and Discussion**

This chapter contains the data presentation and discussion of the research. In this chapter the writer describes all the result of the research, those are students' responses on using movie as media in teaching simple past tense and the improvement of the students' understanding of simple past. And then, relate the result to the teory.

## **Chapter V : Conclusion**

This chapter mainly presents the conclusion and suggestion of the thesis. It content about the implementation of using movie as media in

teaching simple past tense at second grade SMP Antartika Surabaya and about student's responses during implementing of the treatments.