

CHAPTER II
THE EFFECTIVENESS OF THE LITTLE MERMAID FILM
TO FACILITATE STUDENTS' UNDERSTANDING ON
SIMPLE PAST TENSE

A. Previous Research

There were two previous researches related to this research:

1. A research entitled: *Stimulating Students' Oral Use of Simple Past Tense Through Storytelling* (A Study with 8th Grade Students of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in the Academic Year of 2009/ 2010) was done by Siti Fannah (Student Number: 053411204). Student of English Department in Walisongo State Institute For Islamic Studies.

The result of the research was the mean of grammar score of experimental class (the students taught using storytelling) was 78,62 and the mean of grammar score of control class (students taught using non-storytelling) 68,79. There was difference in grammar score between students taught using storytelling and those taught using non-storytelling. It was showed by the mean of experimental class was higher than control class ($78,62 > 68,79$). On the other hand, the test of hypothesis using t-test formula showed the value of t-test is higher than value of t-table. The value

of t-test was 3,35, while the value of t-table on $\alpha + 5\%$ is 2.003 ($3.35 > 2.003$). the hypothesis was acceptable¹.

The differences between this research and the writer's research was based on the medium and participants. She did the research using storytelling as a medium in stimulating students' oral use of simple past tense with 8th gradestudents of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in the Academic Year of 2009/ 2010, and the writer did the research using "The Little Mermaid "film as a medium to facilitate students' understanding on simple past tense at eighth grade of SMP N 23 Semarang in the academic year of 2012/2013.

2. A research entitled: *Facilitating Students' Understanding on Simple Past Tense Through Simple Past Board Game* (an Experimental Research at the Seventh grade of MTs Miftahussalam Wonosalam Demak in the Academic Year of 2011/ 2012) was done by Nur Hayati (Student Number: 073411068). Student of English Department in Walisongo State Institute For Islamic Studies.

The result of this research: The average was 84,78. It was higher than the average of post-test of the control class that was 76,43. The t-test result was 4,29875. It was higher than the t-table

¹ Siti Fannah, (Student number: 053411204), *Stimulating Students' Oral Use of Simple Past Tense Through Storytelling (A Study with 8th GradeStudents of MTs Sumber Payung Bataal Barat Ganding Sumenep Madura in the Academic Year of 2009/ 2010)* , Student of English Education Department Program of Tarbiyah Faculty, Walisongo State Institute For Islamic Studies, 2010

that was 1,67. Since the t-test was higher than the t-table, the hypothesis was accepted. It means that there was a significant difference in students' achievement on simple past tense between students who were taught using "simple past board game" and those who were taught using conventional learning or lecturing².

The differences between this research and the writer's research was based on the method and participants. She did the research using Simple Past Board Game as a method in Facilitating Students' Understanding on Simple Past Tense at the seventh grade of MTs Miftahussalam Wonosalam Demak in the Academic Year of 2011/ 2012, and the writer did the research using "The Little Mermaid" film as a medium to facilitate students' understanding on simple past tense at eighth grade of SMP N 23 Semarang in the academic year of 2012/2013.

B. Theoretical Framework

1. General Concept of Grammar

a. Definition of Grammar

Grammar is one of the language components beside phonology and vocabulary. We need a theory of grammar or language which helps us understand how texts work.

² Nurhayati, (Student number: 073411068), *Facilitating Students' Understanding on Simple Past Tense Through Simple Past Board Game* (an Experimental Research at the Seventh grade of MTs Miftahussalam Wonosalam Demak in the Academic Year of 2011/ 2012), Student of English Education Department Program Of Tarbiyah Faculty, Walisongo State Institute For Islamic Studies, 2012

Grammar is concerned with how sentences and utterances are formed. *Oxford Learner's Pocket Dictionary* stated, "grammar is rules for forming words and making sentences".³ Many linguists had defined grammar based on their own opinions. They were as follow:

- 1) H. Douglas Brown said. "grammar is the system of rules governing, the conventional arrangement and relationship of words in sentence".⁴
- 2) Jeremy Harmer had argued, "Grammar is a description of the rules for forming sentences, including an account of the meaning that these forms convey".⁵
- 3) Linda Gerot states, "grammar is a theory of language of how language is put together and how it works".⁶

Based on the definition above, it can be concluded that grammar is the rules of the means of language to construct the sentence and it guides people how to speak and write correctly.

³As. Horriby,*Oxford Learner's Pocket Dictionary*, (New York : Oxford University Press, 2003), p. 18

⁴H. Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), p. 361.

⁵ Scott Thornburry, *How to Teach Grammar*, (Malaysia: Longman, 2004), Vol.6 p. 13.

⁶ Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia:Gerd Stabler,1995), p. 2.

b. The Importance of Grammar

After we knew the definition of grammar, it is easy to understand why grammar is very useful and important. A theory of grammar which helps us to understand how texts work. Without knowing grammar of the language, we cannot construct the sentences or utterances in understandable forms. Every speaker of a language knows the uses of the language as means the utterances will be more understandable.

Grammar adds meaning that are not easily inferable from the immediate context. Grammar not only makes a person more conscious of stylistic effects but also helps a writer in diagnosis writing problems. By studying grammar of the target language without neglecting to other components, the learners will understand the language either oral or written. The important of grammar explained in verse Ibrahim 24:

أَلَمْ تَرَ كَيْفَ ضَرَبَ اللَّهُ مَثَلًا كَلِمَةً طَيِّبَةً كَشَجَرَةٍ طَيِّبَةٍ أَصْلُهَا ثَابِتٌ⁸⁸

وَفُرْعَاهَا فِي السَّمَاوَاتِ

“Dost thou not see how Allah sets forth the case of a good Word, which is like a good tree whose root is firm fixed and every one of whose branches reaches into the heavens?” . (Q.S. Ibrahim/14 :24).⁷

⁷ Muhammad Zafrulla Khan, *The Quran*, (Britain: Curzon press Ltd, 1985), p. 240

Actually, this verse states that learning grammar is important. “A good word” can be inferred with producing the language accurately and appropriately. The place of grammar is considered as fundamental factors, parable like a good tree whose root is firm fixed means that one should possess the basic knowledge of grammar in order to be able to communicate grammatically and understandable.

Grammar represents linguistic competence. To understand the nature of language, we must understand the nature of grammar. The common part of the grammar makes it possible to communicate through language.

Based on the explanation above, grammar is one of the important language components that must be learned and understood because it is used to communicate with other people, both oral or written. Learning grammar may help us become a more effective writer or speaker. It can help us avoid making errors.

2. General Concept of Simple Past Tense

a. Definition of Simple Past Tense

Tense is a systematic structure to describe different forms of verbs that show the time of action. Tense is a form of a verb which determines: time of action and the complete action at the time or something happened, past is beyond in time, after.⁸ Meanwhile, simple past tense expresses daily

⁸ As. Hornby, *Oxford Advanced Learner's Dictionary*, p. 617.

habits or usual activities. According to Betty Schramper Azar, he said, “simple past tense is a form that indicates an activity or situation began and ended at the particular time in the past”.⁹

From the definition above, it can be concluded that simple past is one of part of tenses. Simple past tense is a tense which tells and expresses actions that happened in the past. For example, they broke the glasses in the road yesterday, my brother passed the English exam two days ago etc.

b. Usage of Simple Past Tense

The usages of simple past tense are as follow: ¹⁰

- 1) To indicate that something happened at the specific time in the past. For example:
 - a) I met her three days ago
 - b) He went to Bali last year
- 2) To indicate the situations that exists for a period of time in the past. For example:
 - a) The train was ten minute late
 - b) When did you wait for me?
 - c) We met her at the airpot

⁹ Betty Schramper Azar, *Understanding and Using English Grammar*, (United State: prentice hall regents, 1989), p.24.

¹⁰ Fuad Mas’ud, *Essentials of English Grammar; A Practical Guide*, (Yogyakarta: BPFY-Yogyakarta, 2005), Vol. 3. p. 24.

- 3) To indicate past habit.
- a) They never ate chocolates
 - b) I always used an computer
 - c) She usually came late

In simple past tense, both of interrogative and negative form always use auxiliary verb **Did**. Also, in interrogative and negative form, the verb which is used in past tense is V_1 (simple present tense).

c. Pattern of Simple Past Tense

1) Verbal Sentence

Verbal sentence is sentence that has predicate as verb.¹¹ There are three forms of verbal sentence. They are positive, negative, and interrogative sentences. They can be put into the pattern as follows:

(+) $S + V_2 + O$

(-) $S + \text{did} + V_1 + O$

(?) $\text{Did} + \text{not} + S + V_1 + O ?$

Example:

- (+) I played football with my friends yesterday
- (-) I did not play football with my friends yesterday.
- (?) Did you play football with your friends yesterday?

¹¹ Idi Supono, *English Grammar, Tata Bahasa Inggris Lengkap*, (Jakarta: PT Wahyu Media, 2007), p. 169.

2) Nominal Sentence

Nominal sentence is also called non verbal sentence. Every non verbal sentence always uses *to be*. Note that we do not use *did* in negatives and questions but we use *was/were*.¹² The pattern of non verbal sentence as follows:

(+) S + was/were + O
(-) S + was/were + not+ O
(?) Was/were + not+ S +O ?

Example:

(+) She was a doctor

(-) She was not a doctor

(?) Was she a doctor ?

3) Adverb of time in simple past tense

Yesterday, ago, this morning, last week, last year etc.

4) Regular and Irregular Verb

a) Regular Verb

(1) If a verb is regular, the past simple ended in *-ed*.

Example:

to work = worked to happen = happened

to play = played to finish = finished

¹² Raymond Murphy, *English Grammar in Use*, (America: Cambridge University Press, 1994), Vol. 2 p. 10.

- (2) The verb that the last letter ended by *Y* and before the *Y* is consonant, so that, the *Y* changes into *I* and then added by *-ed*.

Example: To carry = carried

To cry = cried

To apply = applied

- (3) Verb ended by *Y* but before the *Y* is *Vowel*, the verb added by *-ed*.

Example: To obey = obeyed

To play = played

- (4) Verb one word ended by consonant, the consonant doubled in *Ing* form or on form II added by *-ed*.

Example:

To stop = stopping = stopped

To spell = spelling = spelled

- (5) In a verb ends in *-e*, we add *-d*.

Example: hope/hoped, smile/smiled, dance/danced.

- (6) If final syllable is not stressed, the final consonant isn't doubled.

Example: Visit/ visited, develop/ developed, happen/ happened, remember/ remembered.

(7) In British English verbs ending in *I* have – *II* – before –*ed* whether the final syllable is stressed or not.

Example: travel/travelled, cancel/cancelled.

(8) Do not double final consonant if there are two vowels letter before it (oil – *ed* etc)

Example: boil/ boiled, explain/ explained, need/ needed.

(9) Do not double the consonant if the word ends in two consonants (*-rt, -lp, -ng* etc).

Example: start/started, help/helped.

(10) Do not double *Y* or *W* at the end of words (at the end of word *Y* or *W* are not consonants).

Example: stay/stayed, play/played.

Table 2.1

List of Regular Verb

No.	Infinitive	Past Tense	Past Participle	Meaning
1.	Agree	agreed	Agreed	menyetujui
2.	Carry	carried	Carried	memikul
3.	Clean	cleaned	cleaned	membersihkan
4.	Close	closed	closed	menutup
5.	Cook	cooked	cooked	memasak
6.	Earn	earned	earned	mendapatkan
7.	happen	happened	happened	terjadi
8.	Help	helped	helped	membantu
9.	Listen	listened	listened	mendengarkan
10.	Open	opened	opened	membuka
11.	Play	played	played	bermain

12.	Show	showed	Showed	menunjukkan
13.	Stay	stayed	Stayed	tinggal
14.	Study	studied	Studied	belajar
15.	Try	tried	Tried	mencoba
16.	Type	typed	Typed	mengetik
17.	Wait	waited	Waited	menunggu
18.	Wash	washed	Washed	mencuci
19.	Watch	watched	Watched	menonton

b) Irregular Verb

When the past simple do not end in *-ed* (for example “saw” the verb is irregular).

- (1) With some irregular verbs, all these forms (infinitive, past simple and past participle) are the same, for example “hit”.
 - (a) Don’t hit me. (infinitive)
 - (b) Somebody hit me as I came into the room. (past simple)
 - (c) I have never hit anybody in my life. (past participle present perfect)
- (2) With other irregular verbs, the past simple is the same as the past participle (but different from the infinitive), for example “tell = told”.
 - (a) Can you tell me what to do? (infinitive)
 - (b) She told me to come back the next day. (past simple)
 - (c) Have you told anybody about your new job? (past participle – present perfect)

The following verbs can be regular or irregular:

Burn - burned or burnt, Dream – dreamed or dreamt, Learn – learned or learnt, Smell – smelled or smelt, Spell – spelled or spelt, etc.

Time signal:

Yesterday, yesterday morning, yesterday afternoon, last night, last week, last Friday, last month, last year, last century, an hour ago, all last year, in 1990, regularly, never.¹³

Table 2.2
List of Irregular Verb

No.	Infinitive	Past Simple	Past Participle	Meaning
1.	begin	began	Begun	memulai
2.	Bring	brought	brought	membawa
3.	Cut	Cut	Cut	memotong
4.	Draw	Drew	Drawn	menggambar
5.	Drink	drank	Drunk	minum
6.	Forget	forgot	forgotten	Lupa
7.	Go	Went	Gone	pergi
8.	Know	Knew	known	mengetahui
9.	Make	Made	made	membuat
10.	Meet	Met	met	bertemu
11.	Put	Put	put	meletakkan
12.	Read	Read	read	membaca
13.	Run	Ran	run	berlari
14.	See	Saw	seen	melihat

¹³ Dony Hariyanto, *English 4.Grammar for General Application*, (Surabaya : Gitamedia Press, 2003) p.263.

15.	Sell	Sold	Sold	menjual
16.	sing	Sang	Sung	menyanyi
17.	Speak	spoke	spoken	berbicara
18.	Spend	spent	Spent	menghabiskan
19.	Tell	Told	Told	menceritakan
20.	Think	thought	thought	berfikir

3. General Concept of Media

a. The Definition of Media

In Arabic, media are (وسائل) intermediary or mediator a message from sender to receiver.¹⁴ According to Azhar Arsyad, “media are instruments that can send and transmit learning messages”.¹⁵ In addition, Gerlach and Elly as quoted by Azhar Arsyad said, “a medium broadly conceived is any person, material, or event that establishes conditions which enable learners or students to acquire knowledge, skills, and attitudes”.¹⁶

Based on those definition, it can be concluded that media is considered as instructional device which is used to convey message and help students become affective and enhance their interested in learning process. Media enable students to acquire knowledge, skills, science, and attitude

¹⁴ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003, p.3.

¹⁵ Azhar Arsyad, *Media Pembelajaran*, p. 4.

¹⁶ Azhar Arsyad, *Media Pembelajaran*, p. 3.

easily. The teacher allowed to use media during teaching and learning process to support the presentation of the lesson.

b. The Kinds of Media

According to Azhar Arsyad, teaching media can be classified into three kinds, they are:

- 1) Visual media : kinds of media that can be seen. They focus on attack our visual sense that can be formed such as pictures, flashcard, newspaper, realia, map, etc.¹⁷
- 2) Audio media : kinds of media that can be heard such as radio, music or song, tape, cassette, mp3 player, etc.¹⁸
- 3) Audio visual media : It is teaching media that can be seen and can be heard because it contains sounds and pictures such as video clips, film, video, television, news, VCD, etc.¹⁹

Oemar Hamalik classified media of teaching foreign language into four types, they are as follow:

1) Visual

Visual media is teaching media that is related to sense of view. It is an image that conveys messages to the students through photo, picture, chart, graph, which illustrate the real object or situation. visual media are usually prepared on papers.

¹⁷Azhar Arsyad, *Media Pembelajaran*, p. 89.

¹⁸Azhar Arsyad, *Media Pembelajaran*, p. 44.

¹⁹Azhar Arsyad, *Media Pembelajaran*, p. 30.

2) Audio

Audio media is a device that relates to our hearing. The message delivered is expressed by using audible symbols. For example: radio, tape recorder, or electronic transcription. Audio recording is related with the students' skill especially in listening

3) Audio-visual

It is a media that can be seen and listened, like a film, video, or television. This media is very important in teaching learning process. By seeing video, students can analyze gestures, paralinguistic, and expressions that help students to see beyond what they are listening and seeing.

4) Drama

Combination of visual and audio media can be effective when used for enjoy teaching and learning situation. For example, two or more students simulate the drama action, role play, games or theatrical group.

In this study the researcher uses audio visual aids (film) as an alternative medium because it can motivate students to learn and to focus on the material given by the teacher. Film also conveys some messages, informations, knowledge, ideas, etc which related to the material.

c. Function of Media

According to Hamalik, “the function of media is to arouse the students’ interest and their motivation in learning”.²⁰ Also, it can bring psychological influences toward them. Levie & Lentz said that there are four functions of media, especially visual media.²¹ They are as follow:

1) Attention Function

In attention function, visual media can attract and point at students’ attention to concentrate on what they learn.

2) Affective Function

Visual media makes students more enjoyable and comfortable during the learning process. Pictures and symbols in visual media can arouse their emotion and attitude.

3) Cognitive Function

Pictures and symbols in visual media can facilitate students’ understanding on the information they get in the pictures.

4) Compensatoris Function

The function of visual media accommodates the low students in receiving and understanding the lesson which is served by texts.

²⁰Azhar Arsyad, *Media Pembelajaran*, p. 15.

²¹Azhar Arsyad, *Media Pembelajaran*, p. 16.

It can be concluded that there are so many functions of media. By using the media, students are hoped that they will be able to receive and absorb messages in the materials easily. Also, they can arouse their learning, especially learning English.

d. Film as One of Media in Language Teaching

Film can be an effective medium in the teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). It means that film can be more effective than other instructional media for relating one idea to another, for building continuity of thought, and for creating dramatic impact.

From explanation above, it can be concluded that film is a useful way to facilitate students so that it can improve their understanding on learning simple past tense.

4. General Concept of Film

a. Definition of Film

Based on *Oxford Advanced Learner's Pocket Dictionary*, *film* is a series of moving picture recorded with sound that tells a story, shown on television or at the cinema / movie theater.²²

²² As. Horriby, *Oxford Advanced Learner's Dictionary*, (Oxford University Press: 1987), p. 165,

The ability of film in serving a motion picture and its sound has certain interest. Film can serve an information, teach creativity, explain a process, shorten and lengthen times, and influence someone's attitude.

b. Elements Of Film

To analyze the movie, the first thing is to understand the elements of it. There are five elements of story :

1) Setting

The setting is the time and place in which it happens. Authors often use description of landscape, scenery, building, seasons, and weathers to provide strong sense of setting.

2) Character

A character is a person or sometimes an animal, who takes part in action of story or other literary work. There are two characters of story:

a) Protagonist, the protagonist character is the central character or the hero, also called as good guy.

b) Antagonist, the antagonist character is the enemy of the protagonist, also called as bad guy.

3) Plot

A plot is series of events and character action that relied of the central conflict; it is the sequent of events in a story or play. The plot is planned, logical series of

events having a beginning, middle, and end. There are five essential parts of plot:

- a. Introduce, the beginning of story character, and the setting is revealed.
- b. Rising action, it is where the events in the story become complicated and the conflict in the story is revealed.
- c. Climax, this is highest point of interest and the turning point.
- d. Falling action, the events and complication begin to resolve themselves.
- e. Denouement, this is final outcome or untangling of events of the story.

4) Conflict

The conflict is the struggle between two people or things in a story. There are two types of conflict:

- a. External, a struggle with a force outside one's self.
- b. Internal, a struggle within one's self: a person must make some decisions, overcome pain, etc.

5) Theme

The themes are the central idea or believe in a story. The statement above can be concluded that in the story, there are five elements of a story, which we have to know and understand when watching a film or reading story, because these are part of the story. If we don't know

about that, we will not understand in crevice a story, and what we can take from the story.

5. The Use of Film in Teaching Simple Past Tense

Teaching English as a foreign language sometimes make the teachers realize that are transferring knowledge to the students is not easy. A good teacher will not surrender if the students are boring with the lesson.

Film is one of teaching media. Film produces an emotional responses in audiences. We can be amused, frightened, excited, we can express sorrow, pity, tension, patriotism, and revulsion. By using film during the teaching and learning process, it is hoped that teacher will be able to motivate the students to learn and pay attention to the material presented. One of advantages of film is colorful film can add reality of object, which is practiced. So, it can show reality of pictures in form of nature expression. It can improve students' understanding in simple past tense.

a. Advantages of Using film

There are some advantages of film as a medium in teaching learning process. They are:

- 1) Film has particular value, such as completing basic experience, provoking new inspiration, attracting

attention, showing treatment of real object, explaining abstract things, etc.²³

- 2) Film can describe process.
- 3) Film can arouse impression of room and time.
- 4) The pictures are three dimensions.
- 5) The sound can arouse reality of pictures in form of nature expression.
- 6) Film can tell expert's voice while watching his/her appearance.
- 7) Color film can add reality of object, which is practiced.
- 8) Film can show scientific theory and animation.

b. Disadvantages of using film

Beside the advantages, film has disadvantages as follows:

- 1) During playing film, teachers cannot explain any material because it can disturb students' concentration.
- 2) Students cannot understand the film well if it is played too fast.
- 3) It is difficult to repeat what is gone except playing it once more.
- 4) The equipment is expensive.

A good film is film that can fulfill students' need in relation to the material studied. The duration of the

²³ Sudarwan Danim, *Media Komunikasi Pendidikan*, (Jakarta: Bumi Aksara, 2008), p. 19.

Little Mermaid film was 7,35 minutes. The researcher played the film twice, so the students can understand it and do the teacher's instruction well.

c. The Use of Little Mermaid Film in Teaching Simple Past Tense

Many different kinds of approaches, methods, and media that can be used by teachers in English language teaching and learning. They try to use them depending on their assumption about how the students learn and what methodology or media that can support the teaching learning. In this case, the writer try to use media (film) that can give a motivation to the students to learn in order they can improve their understanding on learning English, especially in learning simple past tense.

The Little Mermaid film is 1989 American animated musicalfantasy film produced by Walt Disney Feature Animation and based on the Hans Christian Andersen's fairy tale of the same name. It features the voice talents of Jodi Benson, Pat Carroll, Samuel E. Wright, Christopher Daniel Barnes, Kenneth Mars, Buddy Hacket, Jason Marin and Rene Auberjonois.

The Little Mermaid film is a fairytale. It gives a great motivation and draws a girl's struggle to keep her palace and her prince. It is the animated film that is full of different characters. It uses interesting pictures and amazing voices. It

is also one of narrative story. So, all part of the film became concern in delivering the material. The researcher believed that during the teaching simple past tense, the students will not be bored and they will be more enthusiastic to join the teaching learning. The students will be easy to understand simple past tense well.

The rules of learning simple past tense by using Little Mermaid film are as follow :

- 1) Teacher greets the students
- 2) Teacher checks the students attendance
- 3) Teacher asks about the students' past life
- 4) Teacher encourages students and motivates them about how important of simple past tense in English language use.
- 5) Teacher gives explanation to the students about simple past tense
- 6) Teacher gives the example of simple past tense.
- 7) Students listen carefully to their teacher's instruction.
- 8) Teacher plays a film (the little mermaid) twice
- 9) Students analyze the film and search sentences in the form of past tense
- 10) Students write the sentences into worksheets
- 11) Students change the sentences into positive, negative, and interrogative form
- 12) Students demonstrate their result

- 13) Students and teacher correct the exercises together
- 14) Teacher gives feedback to the students related to the material
- 15) Teacher gives confirmation about the material

6. Characteristics of Junior High School Students

Junior High School have special characteristics that make them different from elementary school and senior high school students. They are categorized into adolescent learners. As a teacher, we have to know their characteristics, so that the teacher can make an appropriate design and adequate programs to fit the particular requirement of individuals of this group.

According to Harmer, the characteristics of Junior High School students are as follow: ²⁴

- a. they seem to be less lively and humorous than adult,
- b. identity has to be forced among classmates and friends, peers approval may be considerably more important for the students than the attention of teacher, this for younger sister is so crucial,
- c. they would be much happier if such problems did not exist,
- d. they may be descriptive in the class,
- e. they have a great potential creativity and passionate commitment,

²⁴ Jeremy Harmer, *The Practice of Language Teaching*, (England: Longman, 2001), p. 39.

In addition, the teenager, if they are engaged, have a great capacity to learn, a great potential for creativity and passionate commitment to things which interested them. So, teacher should provide opportunities for them to explore and experiment in a stable and supportive atmosphere, because they learn new experiences, new rules, and this range of age is one of the most challenging times in life.

Teenager (teens) are sensitive to how other perceive their changing physical and emotional selves along with their mental capabilities. One of the most important concerns of the secondary school teacher is to keep self-esteem high by:

- a. Avoiding embarrassment of students at all cost.
- b. Affirming each person's talents and strengths.
- c. Allowing mistakes and other errors to be accepted.
- d. Encouraging small group work where risks can be taken more easily by a teen.²⁵

Based on the several characteristics above, the teacher should provide opportunity for them to explore their creativity. In addition, the teachers also have to support them by giving good facilities and atmosphere in the teaching learning process.

As we know that grammar is also one of the more difficult aspects of language to teach well. Therefore, teacher role is needed to motivate secondary school students in teaching learning

²⁵ H. Douglass Brown, *Teaching by Principle an Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), 2nd Ed, p. 92.

process and they should have discipline and responsibility if the teacher will encourage the students to learn English well.

C. Hypothesis

Hypothesis in statistic is a statistical statement about parameter of population, while hypothesis in research is a temporary answer of research question of a research.²⁶ The hypothesis is the assumption that possibly true or possibly also wrong. It is provisional truth determined by researcher that should be tested and proved.²⁷ It was carried out by investigation in the analysis part of the data to receive proof whether the hypothesis could be accepted or not received because the hypothesis was the provisional answer.

In this research, the hypothesis was that The Little Mermaid film was effective to facilitate students' understanding on simple past tense at eighth grade of SMP N 23 Semarang in the academic year of 2012/ 2013. The researcher concluded that there was significant differences between students' achievement in simple past tense who was taught by using the Little Mermaid film and students who was not taught by using the Little Mermaid film.

²⁶ Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2011), p. 85.

²⁷ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), Vol. 13., p. 116.