

CHAPTER I

INTRODUCTION

A. Background of the Research

Language is a system of human communication. It cannot be separated from human life. It is one of society equipments. According to Communicative Language Theory as proposed by Nunan and Lamb, “language is defined as a system for the expression of meaning: primary function – interaction”.¹ Language is a system of arbitrary vocal symbols used for human communication. Language provided opportunity for sending message among the speakers. Language allowed them to say things and express their communication each other.

People use language for different purpose. They use it to introduce themselves, to communicate, to persuade, to negotiate, and to socialize with others.

English is the most important language that is used to communicate with people in the world. English as foreign language has been given a special attention and role, especially in education. Teaching English as a foreign language is the most challenging teaching practices. In Indonesia, most of students said that learning English is more difficult subject than Indonesian language because

¹ David Nunan and Clarice Lamb, *The Self-Direct Teacher Managing the Learning Process*, (New York: Cambridge University Press), p. 14.

some facts, such as they are unmotivated to learn English, they know nothing from the start, English is a new language for them, etc. So, teachers must have creativity to increase their interest in teaching English.

Alvin W Howard said, “teaching is an activity to try helping, guiding someone to get, to change, and to improve skills, attitude, ideals, appreciations and knowledge”.² It means that a teacher must be able to bring a change of good attitude toward the students. Thus, a teacher who got a knowledge, he should tell the knowledge to the students and try to create a good students. As Allah stated in verse Ali Imran 187:

وَإِذْ أَخَذَ اللَّهُ مِيثَاقَ الَّذِينَ أُوتُوا الْكِتَابَ لَتُبَيِّنُنَّهُ لِلنَّاسِ وَلَا تَكْتُمُونَهُ

فَنَبَذُوهُ وَرَاءَ ظُهُورِهِمْ وَأَشْرَوْا بِهِ ۖ ثُمَّ قَلِيلًا ۖ فَبِئْسَ مَا يَشْتَرُونَ ﴿١٨٧﴾

“You shall surely be tried in your possessions and in your persons and you shall surely hear many hurtful things from those who were given the Book before you and from those who set up equals to God. But if you show fortitude and act righteously, that indeed is a matter of strong determination”. (Q.S. Ali Imran/3 :187).³

The teacher must be able to make and formulate a learning objectives, to think about how to serve a material in teaching learning process, and to create an education interaction. Teaching involves the

² Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*, (Jakarta: Rineka Cipta, 2010), p. 32.

³ Al-Aliyy, *Al-Qur'an dan Terjemahannya*, (Bandung:CV. Penerbit Diponegoro, 2000), p. 59.

application of technical and professional skills and knowledge to particular situation. It must necessarily involves teachers making judgements in the light of the skills and knowledge. Teaching can become more than simply the application of technical and professional skills and knowledge, and teachers become more than simply practitioners.⁴

In this research, the researcher wants to discuss one of the problem connected with English teaching and learning, especially in teaching and learning grammar. Most of students felt that grammar is a difficult subject. They aren't understand about the lesson. In this case, the teacher's role is very important, that is to encourage them to study hard and better.

Grammar is essentially about a systems and patterns we use to select and combine words. By studying grammar, both teacher and students will be able to recognize the regularity and the structure of the words. Grammar is one of the language components. Horriby said, "grammar is rules for forming words and making sentences".⁵ In short, studying grammar may help us become a more effective writer or speaker. It can help us avoid making errors in forming words and making sentences.

⁴ Graham Hitchcock and David Hughes, *Research and The Teacher: A Qualitative Introduction to School-Based Research*, (New York: Routledge, 1995), p. 5.

⁵ As Horriby, *Oxford Learner's Pocket Dictionary*, (New York: Oxford University Press, 2003), p. 187.

In learning, students motivation is very important. So, a teacher is demanded for arouse it. In this case, many ways to increase students motivation. They are creating certain conditions, using interesting media, applying a unique concepts or methods, using simulation and games, etc. To make the students motivate and enjoyable to learn, the teacher should use the interesting teaching media and can make the students interested in learning. Therefore, it is important for teachers to gain some knowledge. Azhar Arsyad said, "media are instruments that can send and transmit learning messages".⁶ 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".⁷ The teacher is allowed to use media during teaching and learning process to support the presentation of the lesson. As we know that there are so many function using media. They are: to improve students' interest, to make an effectiveness in educational process, the students will receive and absorb messages in the materials easily, etc.

Teaching English as a foreign language sometimes make the teachers realize that are transferring knowledge to the students are not easy. A good teacher will not surrender if the students are bored with the lesson. One of strategies to make teaching and learning process

⁶ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2003),p.3.

⁷ Azhar Arsyad, *Media Pembelajaran*, p. 4.

more effective is that teachers should be able to vary their teaching strategies in order to accommodate different learning styles of their children. As a teacher of the English subject, we have to be able to choose the best media which are related to materials in order that students more easy to understand the materials when the teaching learning procces in the class. Besides it all, using an interesting media can also make them to learn dilligently and it can increase their spirit in learning English.

In this case, film can be an alternative media of languge teaching. Film as audiovisual media which gives students the opportunity to extern their ability and to explore their talent. Film can be effective media in the teaching learning process because it stimulates students both receptive skills (listening and reading) and productive skills (writing and speaking). One of advantages of film is colorful film that can add reality of object, which is practiced. It can show reality of pictures in form of nature expression. So, during the teaching simple past tense, the students will not be bored and they will be more enthusiastic to join the teaching learning process. The students will be easy to understand simple past tense.

In choosing film for classroom study, teachers need to consider how well the film will help students meet the outcomes. The teachers also need to consider the quality of the film, appeal and appropriateness for students. Because of that, the writer chooses film entitled “The Little Mermaid” Film as medium in facilitating students’

understanding on simple past tense at eighth grade of SMP N 23 Semarang in the academic year of 2012/2013.

B. Questions of The Research

The research questions of this study are as follow:

1. Is the Little Mermaid Film effective to facilitate students' understanding on simple past tense at eighth grade of SMP N 23 Semarang in the academic year of 2012/2013 ?
2. How effective is the Little Mermaid Film to facilitate students' understanding on simple past tense at eighth grade of SMP N 23 Semarang in the academic year of 2012/2013 ?

C. Objectives of The Research

Based on the problem formulation above, the objectives of the research are as follow:

1. To know the effectiveness of the Little Mermaid Film to facilitate students' understanding on simple past tense at Eighth Grade of SMP N 23 Semarang in the academic year of 2012/2013 or not.
2. To find out the effectiveness of The Little Mermaid Film to facilitate students' understanding on simple past tense at eighth grade of SMP N 23 Semarang in the academic year of 2012/2013.

D. Pedagogical Significance

1. For school

From the result of this research, the writer hopes that it can be a positive contribution and it can be a consideration tools

for school about the use of Little Mermaid Film to facilitate students' understanding on simple past tense at eighth grade of SMP N 23 Semarang.

2. For the teacher

The writer hopes that the teacher can use 'The Little Mermaid' film as an alternative medium in teaching simple past tense. Also, it is expected that the result of research can improve their way to teach grammar, especially in simple past tense.

3. For the students

The writer hopes that students will improve their understanding on simple past tense by using film as an alternative medium, because film can make students interested and more enthusiastic in learning, especially learning simple past tense. This medium can also give them a motivation to learn English.

4. For the writer and the reader

This research can be evaluation for the writer who frequently used monotonous media and technique when teaching in the classroom, and it can be a reference to the next researcher.