

CHAPTER I

INTRODUCTION

A. Background of the Study

English becomes the most essential language in the world, it is not only used for international communication but also introductory language in education. People around the world speak English when they meet in every international meeting and it is widely used not only in the countries of which native language is English, but also in other countries where English becomes second language or foreign language.

One of language components that is very important to know by students is grammar. Penny Ur, a teacher trainer, and author of *Grammar Practice Activities* has stated “there is no doubt that a knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language”.¹ Because grammar is important in learning English, the students should master it.

¹ Scott Thornbury, *How to Teach Grammar*, Pearson Education Limited, Essex, 1999, 14.

Nowadays, teaching English can not be far a way from the technology, which is the application of scientific knowledge to practical tasks by organisations that involve people and machine.² Crawford clarifies that technology brings flexibility and choice to education.³ Teachers have the freedom to use technology as media while teaching. One of the most appreciated materials applied to language learning and teaching is, of course, video. According to survey which conducted by Canning-Wilson, reveals that students like learning language through the use of video, which is often used to mean quite different things in language teaching.

Based on the observation in Al-Rahmah Boarding School, the students felt difficult in understanding grammar, and they didn't have any interest in learning it. So that, to attract students and build their interest teacher needs to find attractive method and use media is effective and the researcher in this research

²Ismail ÇAKIR, "The use of video as an audio-visual material in foreign language teaching classroom", *The Turkish Online Journal of Educational Technology – TOJET*, Vol. V, (October, 2006), 67.

³James Crawford, *The role of materials in the language classroom: Finding the balance*. In J. C Richards & W. A. Renandya (Eds.) *Methodology in Language Teaching: An anthology of current practice*, (Cambridge: CUP, 2002), 80-91.

used the video as a media in teaching grammar to build students' interest in learning.

Video can be useful particularly to create students' curiosity and arouse interest⁴. It means that using video in teaching makes students curious about the lesson and interested in learning. Video contains the visual or moving object while also producing the sounds or voice. Through video, learning English is delivered more lively since students can hear the language and watch the situation of the language use at the same time. This variety is really interesting if used in learning. Based on the information above, the use of video in the EFL classrooms provides benefits for the students in teaching and learning activities. However, it sometimes does not work effectively in the classroom due to some challenges that cannot be figured out well by the teachers as facilitators in the classrooms, such as limited knowledge about techniques of using video in the classrooms, but it can help the teacher in teaching.

⁴ Gulden Ilin, Ozge Kutlu, Abdurrahman Kultuay, "An action research: Using videos for teaching grammar in ESP class", *Elsevier Ltd*, (2012), 273

B. Limitation of the Problem

Due to the researcher found many obstacles, so the focus of this study is to investigate the use of video in increasing students' grammar mastery on simple present tense at the eighth grade of Al-Rahmah Boarding School.

C. Statements of the Problem

Based on background of the study, statement of problem of this research are:

- 1) How is students' initial Grammar mastery at the eighth grade of Al-Rahmah Boarding School?
- 2) How is video applied in teaching Grammar?
- 3) How is the influence of video in teaching students' grammar in mastering simple present tense?

D. Objectives of the Study

The objectives of the study are:

- 1) To identify students' initial Grammar mastery at the eighth grade of Al-Rahmah Boarding School.

- 2) To investigate the application of video in teaching Grammar.
- 3) To investigate the influence of video in teaching students' grammar.

E. Previous Study

There are some previous researches related to the topic of this study that focusing on teaching grammar. The first research is from Gulden Ilin et al, An action research: Using videos for teaching grammar in an ESP class. Collaborative action research cycle has been used by the researchers in four adult learners taking English courses for business purposes at a private language school constituted the participants of the study. In this research the students believe an effective teacher is active so has program, at the same time the teacher is fluent and gives examples. The result from this research is the students said that the teacher is not boring, uses computer and has rules.⁵

⁵ Gulden Ilin, Ozge Kutlu and Abdurrahman Kultuay, 2013. "An action research: Using videos for teaching grammar in ESP class", (Turkey: Procedia - Social and Behavioral Sciences, 2012)

The next previous research is from Sitti Hadijah, Teaching by using video: ways to make it more meaningful in EFL classroom. The researcher used descriptive qualitative research. In this case, the teachers have to be able to invite the students to be active viewers. It means that the students do not only watch the video when it is presented by the teachers, but they also could gather valuable information that can enhance their English skills. The result of this research is the students became more active in learning using video.⁶

The researcher concluded from the previous studies above that the usage of video for grammar teaching bring positive values during teaching and learning activities, even some problems inevitably appear. And also the usage of video for grammar teaching motivates students to take apart in the lesson.

However, from those previous studies, none of the studies had been conducted using video to teach grammar on simple present tense. Therefore, the researcher strongly believed that this study which the title is “USING VIDEO TO IMPROVE

⁶ Sitti Hadijah, “Teaching by Using Video: Ways to make it More Meaningful in EFL Classrooms”, Islamic University of Riau, 2016.

STUDENTS' GRAMMAR MASTERY ON SIMPLE PRESENT TENSE" is deserved to investigate deeply.

F. Hypotheses

There are two hypothesisises in this study, they are:

1. H_a = Video develops students' Grammar significantly.
2. H_o = Video does not develop students' Grammar significantly.

G. Significance of the Study

Practically this study will able to help the teacher to teach Grammar more easily by using video, to help students to enjoy and understand in learning Grammar, to help the researcher as learning resource later and to gain knowledge from it.

Harmer states that video can give essential extra benefits for students' learning experiences; enrich the students' experience about language in use, improve their cross cultural understanding, develop their creativity, and increase their

motivation in learning⁷. According to the statement, using video can facilitate the students in more interesting learning activities because they can get different learning experience when it can be implemented by teachers effectively.

H. The organization of Writing

To make this research comprehend, the researcher will be organized as follows:

Chapter I is introduction. In this chapter the researcher puts some points: background of the study, limitation of the problem, statement of the problem, objective of the study, previous of the study, hypothesis, significance of the study and organization of the study.

Chapter II is theoretical frameworks. This chapter consists of grammar, simple present tense and video.

Chapter III is research methodology. This chapter consists of research design, research site, respondents, techniques of data collection, data analysis.

⁷ Jeremy Harmer, *The Practice of English Language Teaching* (3rd Edition), (London: Longman Group Ltd, 2001), 282.

Chapter VI is the result of the research. This chapter deals with data analysis and interpretation.

Chapter V is conclusion and suggestion. This chapter gives the conclusion and the suggestion of the research.