

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, statement of the problems, objective of the study, scope and limitation of the study, significance of the study, and definition of key terms.

1.1 Background of the Problem

In Indonesia many phenomena way of teaching English even more so in teaching of grammar. In teaching of grammar many ways, so the students can understand the explanation. The way of teaching is like using songs, movies and many more. The phenomenon of the method used in teaching this grammar will make it easier for students who study it can be easy to accept and more enthusiastic to learn grammar. Teachers can also use the phenomenon of the developing method so that in the learning process can be more varied and fun.

In the school to be researched by the researcher there is a way of teaching that is still done normally, the way that a teacher who deliver the material using only the whiteboard and books that students have, while the media to support a learning process is very much like song, video, and so on.

The most often become to complain is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So, many students are not interest in learning English. Therefore, the English teach suggested in order to be able mastering of method, such as, a qualified teacher is the teacher who is able to suit best method or technique to the material that is being taught.

The teacher that uses the interesting media or teaching method will make the students more enthusiasts in learning, and the knowledge they got will be retained better in their memory. By giving learner autonomous to learn what they like outside of the classroom activities is preferable. Harmer said that “language is too complex and varied for there to be enough time for students to learn all they need to in classroom”. By carrying the contents what the learner like about something outside of textbook to the classroom activities, it likely can give the learner good stimulant to learn English language.

Based on interviews conducted by researchers at the 7th grade teacher SMP Muhammadiyah 2 Surabaya, there are some problems in teaching students the most trouble distinguishing types of words in a sentence. The teacher said the students are very difficult to distinguish between verbs and adjectives as well as the limited vocabulary that is owned by the 7th grade students at SMP Muhammadiyah 2 Surabaya. Given such issues, they will be very difficult to make descriptive sentences using simple tenses present tense because of problems experienced by them. Based on the above conditions, it can be concluded that the ability of students to use tenses in describing something still low.

In connection with the above problem, researcher has a view to address the problem and to enhance students' understanding of SMP Muhammadiyah 2 Surabaya on this matter through the media hello English as a medium to stimulate and guide students to better understand. Media hello English can help students to develop vocabulary, help them distinguish the types of words and learn tenses with more varied and enjoyable. According to Gerlach and Ely InArsyad (2002) Said that if the media is understood broadly human, material or events that establish the conditions that caused the student is able to acquire the knowledge, skills or attitudes. So according to this understanding, peer teachers, textbooks, and outside the school environment for a student is the media. Tools that are physically used to convey the content of the material comprising among others books, tape-recorder, tapes, video camera, video recorder, films, slides, photographs, images, graphics, television and computers (Gagne and Briggs, 2002: 4)

According to Alley (2016) stated that Hello English was a learning application designed to help learning the English language to make it more fun and this application was one of the best application ever for learning English. This time, researchers use these applications to support learning when being in the classroom and help teachers to raise the willingness of students to teaching grammar to make it more fun, and make students more easily make sentences or even paragraphs as describing something that is within the paragraph that uses tenses simple present tense.

1.2 Statement of The Problem

1. How is the effectiveness of hello English application in teaching simple present tense at seventh graders on junior high school?

1.3 Hypothesis

1. The calculation of the data

H_0 : $\rho > \alpha$ The hello English application is not effective for students' grammar mastery.

H_1 : $\rho < \alpha$ The hello English application is effective for students' grammar mastery.

2. Standard of academic assessment

The criteria of academic assessment based on passing grade from school is 75 score.

3. Observation checklist

There are two observation checklist in learning process. They are observation checklist for teacher and students. The explanation of the observation checklists in below:

3.1 Observation checklist for teacher

When the teacher gets the score more than 70% in observation checklist. It is called effective in learning process. Then, the teacher gets score less than 70% in observation checklist, it is called not effective in learning process.

3.2 Observation checklist for students

When the teacher gets the score more than 70% in observation checklist. It is called effective in learning process. Then the teacher gets score less than 70% in observation checklist, it is called not effective in learning process.

4. Students' responses

When the result of questionnaire $\geq 70\%$, it is called positive effect and the media can be used in learning process. Then, the result of questionnaire $\leq 70\%$, it is called negative effect and the media cannot be used in learning process.

1.4 Objective of The Study

This study aims to know the effectiveness of hello English application in teaching simple present tense at seventh graders in junior high school.

1.5 Scope and Limitation of The Study

This scope of the study is focused on the students in seventh graders in SMP Muhammadiyah 2 Surabaya. Then, the limitation of the study is focused on the teaching of simple present tense by using Hello English application and the teacher teaches simple present tense by using Hello English Application 7b class.

1.6 Significance of The Study

The study is expected to have both academic and practical contributions for the students, teacher and researcher. Academically, it is to help teacher/researcher to find out the alternative way of teaching simple present tense, especially to produce the relevant and valid knowledge for their class to add their knowledge.

Practically, it can be used as a medium for understanding students' knowledge of tenses, and perhaps guiding, helping and encouraging students to learn tenses.

1.7 Definition of Key Terms

To avoid misunderstanding, the researcher makes key terms with specific meaning. They can be defined in the following:

- A. Alternative Media is media that differ from established or dominant types of media in terms of their content, production, or distribution. Alternative media take many forms including print, audio, video, Internet and street art.
- B. Hello English Application is an application that is developed by Culture Alley being the best educational apps for learning English.
- C. Simple Present Tense is the tense that give explanation about the general truth, habitual action and order.