CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar is the set of rules that control how words are constructed and arranged become meaningful. Grammar is needed by the students who learn English, they can understand the systematic of English by studying and mastering grammar. "…if grammar rules are too carelessly violated, communication may suffer" (Harmer, 1998:12). Students have to master grammar in the process of learning English. There are some parts of grammar such as part of speech, clause, tenses, etc. In this case, the most common problems which is faced by learners is understanding tenses.

Tenses has 16 parts which one of them is simple past tense that students have to know and understand. Simple past tense is a part of tenses which has important role in grammar. The reason of the researcher chooses simple past tense because it must be taught on the first grade students of senior high school and the syllabus of first grade students of senior high school explains that simple past tense has to be taught to the students. On the other hand, simple past tense must be mastered by the students who learn English as a foreign language. When students do not master simple past tense, it means that they do not master grammar completely. By learning simple past tense, students know how to make good sentences in forms of simple past tense, students understand how to distinguish all of the forms which are used in the simple past tense and students able to tell their past experiences by using simple past tense forms.

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In teaching simple past tense, teachers have to teach the students by interesting media which makes students interested in learning it. In addition, interesting media makes students enjoy and do not get bored in learning English especially in learning simple past tense. There are two kinds of sentences in every tense that students have to understand these are nominal sentence and verbal sentence, those sentences should be mastered by the students. When students understand well about how tenses work, it influences others aspects such as writing, reading, speaking and listening. As the result, students also will be able to produce more grammatical sentences.

Most of English teachers in SMAN 2 Sintang teach tenses by using conventional media such as text book, white board, LKS (*Lembar Kerja Siswa*) and other printed materials, they seldom apply interactive multimedia to keep the students' interest. Therefore, those situations make students feel bored and sometimes do not like learning tenses especially simple past tense. The effects of not mastering simple past tense can be seen from many aspects such as low ability of speaking, writing, reading and listening.

Based on explanation above, the researcher believes that the students are bored to learn English with white board media. For that reason, it is necessary to apply interesting and interactive media. In this case, the researcher proposes multimedia as an appropriate media to teach simple past tense. Multimedia present the learning materials in teaching simple past tense to make students interested in learning English tenses. Sanjaya Misra (2005:57) cited that Multimedia with such as graphics, video, sound, and text, make teaching and

learning more interesting. In this case, the researcher is going to introduce Macromedia Flash 8 as the multimedia in teaching and learning that can make students more active and interested in learning tenses.

Macromedia Flash 8 is multimedia program which is used to make interactive media in teaching and learning. Suyanto in Luthfiana, (2012:25) cited that Macromedia Flash 8 is a kind of multimedia programs that is used to make a simple interactive media which emphasizes on the visual and audio effect. This application is supported by great animation and graphic to produce an interactive multimedia and make video animation on the web, interactive CD, teaching-learning tools and simple games. It can also be added by sounds, image, or picture effects.

There are some research findings that found by the researcher which show the effectiveness of multimedia especially Macromedia flash 8. First research was done by Mayu Mila Luthfiana (2012) this research was conducted at SMK Muhammadiyah 1 Moyudan in the academic year of 2011/2012. The research finds that Macromedia Flash 8 is affective used in the classroom. Second is the research from Zarkoni (2014) that was conducted at MTs SA PANCASILA Salatiga in the academic year of 2013/2014. The research shows that the class which was taught by using Macromedia Flash 8 player (experiment class) shows significant improvement.

From the statements above, the researcher concludes that Macromedia Flash 8 is effective in teaching simple past tense. Furthermore, the researcher decides to conduct research which entitled "The effect of using Macromedia

Flash 8 on teaching simple past tense to the first grade students of SMAN 2 Sintang". The researcher hopes that this multimedia will bring positive influence in process of teaching and learning simple past tense to the first grade students of SMAN 2 Sintang.

B. Research Problems

Based on the research background above, the researcher formulated the problems of the research are below:

1. Is the use of Macromedia Flash 8 effective than white board media on teaching simple past tense to the first grade students of SMAN 2 Sintang?

2. Is there any differences in the simple past tense mastery between the first grade students of SMAN 2 Sintang who are taught using Macromedia Flash 8 and those who are taught using white board media?

C. Research Purposes

Related to the formulation of the problems, the purposes of this research are:

1. To find out whether the use of Macromedia Flash 8 is more effective than white board media on teaching simple past tense to the first grade students of SMAN 2 Sintang.

2. To find out whether there is difference in the simple past tense mastery between the first grade students of SMAN 2 sintang who are taught using Macromedia Flash 8 and those who are taught using white board media.

D. Scope of Research

1. Research Variables

This research consists of two variables, there are independent and dependent variable. According to Urdan (2005:3) "A variable is pretty much anything that can be codified and have more than a single value (e.g.,income, gender, age, height, attitudes about school, score on a measure of depression, etc.)". The variables in this research are as follows:

a   Independent variable

In this research, first variable is called as independent variable. "Independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome" (Cohen, 2007:504). The independent variable in this research is using Macromedia flash 8

b   Dependent variable

The second variable of this research is called dependent variable. "A dependent variable is the outcome variable, that which is caused, in total or in part, by the input, antecedent variable. It is the effect, consequence of, or response to, an independent variable" (Cohen, 2007:504). The dependent variable in this research is students' simple past tense mastery.

2. Research Terminologies

To limit the scope of this research, the researcher was only discuss such as follows:

a. Macromedia flash 8

This research focus on teaching media especially the use of Macromedia Flash 8 on teaching simple past tense which implies interactive animation, slides and pictures that make students interested in learning tenses.

b. Simple past tense

This research discusses about simple past tense which is used in English material at senior high school level in grade X.

c. First grade students

This research was done to the first grade of SMAN 2 Sintang in academic year of 2015/2016.

E. Significance of the Research

From the research that the researcher conducted in the first grade of SMAN 2 Sintang it can be useful in terms of:

1. For the Students

In this research, it is hoped that students have high motivation in learning tenses and it influences the student's outcome in learning English.

2. For the English teacher

This research can encourage teacher to find the best media applied in the classroom especially Macromedia Flash 8 in teaching tenses in this case is simple past tense.

3. For the school

This research can be beneficial regarding to improve the quality of the students in SMAN 2 Sintang who have taught by Macromedia flash 8.

4. For the other researchers

The result of this research can be used as guideline and references for the other researcher who want to conduct research about interactive multimedia especially Macromedia flash 8.

F. Research Hypotheses

In order to find out the answers to the research problems, the researcher created research hypotheses in this research. "Hypothesis is usually considered as the principal instrument in research. Its main function is to suggest new experiments and observations" (Kothari, 2004:183). There were two hypothesis in this research alternative hypothesis (Ha) and null hypothesis (Ho)

1. Null Hypothesis (Ho)

There is no significant effect of using Macromedia Flash 8 on teaching simple past tense to the first grade students of SMAN 2 Sintang in academic year of 2015/2016.

2. Alternative Hypothesis (Ha)

Macromedia Flash 8 is significant effective on teaching simple past tense to the first grade students of SMAN 2 Sintang in academic year of 2015/2016.