

CHAPTER I INTRODUCTION

This chapter describes the reason for conducting the research. It deals with several points: an introduction that concerns with a background of research, formulation of the problems, purpose of the research, significance of the research, rationale, hypothesis, and previous research.

A. Background of Research

English articles system is one of the most difficult parts of English grammar for the EFL/ESL learners. It is not easily acquired by them. Furthermore, Kim and Lakshmana also said that ESL/EFL learners need more time to acquire the article system than any other grammatical forms. According to Armingayo (2015), many students who still use some parts of grammar like using articles. They often make some errors to use them in sentences. In “Wall Street English” said that article is one of the common error that often encountered a student in writing English.

From the preliminary observation conducted at junior high school SMP Al-Islam Cilengkrang, the students commonly have difficulty in using English articles. They sometimes get bored with the way how to teach article that is employed by the teachers in teaching grammar. Besides, the student’s anxiety about the article, they also bored with the lesson. As a result, mostly the students have low scores on English due to the less in mastering grammar from the eighth grade. It is usually faced by the eighth grade because of the difficulties in understanding the article.

Students’ difficulties in learning English grammar, commonly found as low of the students’ comprehension in the way to use or completely answer the English grammar questions in the test, formative test or summative test and also in the national examination.

Before getting treatment using video animation in learning articles, students have 50% difficulty. when getting treatment using video animation, students' difficulty in learning grammar articles decreased by 25%. so in the understanding of learning grammar articles using video animation is beginning to increase.

Harmer (2010) defined grammar as the set of rules that represent the structure of a language and manage the way that sentences are formed. To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages, and make them meaningful.

Video as an instructional media can be employed in English learning activities. According to Khan (2005), “visuality of movies can facilitate comprehension for the language learners in an ideal visual context which makes it an effective language-teaching tool.” Moreover, Harmer (2010) claims that “video recommend foreign language learners a chance to improve their ability to understand comprehension input since it gives more detail on the facial expression, intonation, and physical movements related to the material.” As a solution, animation videos are taken as the media to improve students’ speaking ability.

A movie can be a very useful mode of teaching grammar as well as vocabulary of any language to the students. According to Hu (2006), type of films and movies also recommend auditory and graphic materials evenly, which beneficial for the students to understand the language without so much effort. When seeing any films, the students listen to the characters and also observe their actions. The scenes of a film make the communication real in such a way that by seeing the feature film, students can relate to the happenings in the movies and thus are likely to learn in a natural way, picking up language in the process. Similarly, talking about using movies in English teaching classrooms, Xu and Guo (2007) assert that, for almost all the films, students find the moving images to be very eye-catching, fascinating, and inspiring, as compared to the conventional material produced in books, due to the pictorial nature and convenience of the medium. These movies can significantly intensify the eagerness and resourcefulness of the students.

Media is very important role in teaching-learning. The teacher can use the media in giving material to students' in teaching the English language. According to Asyhar (2012), there are four types of learning media, namely: a) Visual media,

b) Audio media, c) Audio-visual media, d) Multimedia. In this research, the researcher only focuses on one media that is audio-visual media.

Master (2002) states that learning article by using video can have a role in student enhancement. It also can improve a student's grammar article skills.

This research is related to some previous researches. The first is Inayati & Damayanti (2016) in their journal "Improving student's Grammar Ability Using Article Johnny grammar word challenge application in junior high school". It was conducted at University level, while this research will be conducted in Junior High School level. The second is Herdi & Andriana (2017) in the journal "A Study on the student's ability in using the preposition of direction". It discusses the students' ability in using the preposition of direction, to improve student's grammar skills. The third is Mushtaq & Zehra (2016) "Teaching English Grammar through Animated Movies" it discusses the method of teaching English through animated movies.

This research is different from the previous research. It focus on the implementation of the media animation video in improving student's grammar mastery under the title: "**Improving Student's Grammar Mastery in Using Articles by Exposing Animation Video**" (Quasi-Experimental Study at Junior High School).

B. Research Question

According to the description above, the research question can be formulated as follows:

1. What is the student's ability in using article before applying animation video?
2. What is the student's ability in using article after applying animation video?
3. How is the students significant ability in using article after and before animation video?

C. Research Purpose

From the research question above, this research aims to reveal the expected result, as follows:

1. To describe student's ability in using article before applying animation video
2. To describe student's ability in using article after applying animation video

3. To describe student's ability in using article before and after animation video

D. Significances of the Research

This research has two significances including theoretically and practically. Theoretically, this research can become a reference for the other researcher who will conduct the relevant study.

Practical Significances: This way can make the English teacher easier to teach grammar article using animation video. As we know, a lot of students who like animation video, and this research use animation video, so that the students can be easier to learn grammar article.

Theoretical Significances: As what John Hes said that learning article by using video can have a role in student enhancement. It also can improve a student's grammar article skills. Therefore students more focus and the teacher gives the instruction clearly so the student can apply it.

E. Rationale

Article is part of grammar. According to Tetreault & Leacock (2010), articles are ideal targets for automatic error detection because they are among the most frequent of English learner errors. Research typically focuses on the use of the indefinite and definite article as well as the zero-article. In English, there are three articles namely a, an and the. Moreover, Azar (2002) adds that the article system a/an is used with a singular generic count noun (not a plural generic count noun, not a generic noun-count noun).

On the other hand, Fry et al (1993) mentions that English articles (a, an and the) are considered to be the most frequent words in English. Moreover, Master (2002) said that the Article the is shown to be the most frequent word in English and a to be the fifth most frequent word. In addition Berry (2003) states that nearly eight and half percent of the English next contains the and a. Depending on these statistics, it is obvious that the English articles are a significant part of English language. Kim & Lakshmanan (2007) also said that ESL/EFL learners need more time to acquire the article system than any other grammatical form.

Some of the rules of the use "THE":

"THE" is used to designate something or someone mentioned earlier; if the article (article) "A" is used to mention the first time.

1. I bought a book and a pencil yesterday.
 - a. The book is expensive and the pencil is cheap.

All countable nouns in the singular (singular must use "THE" or "A").

- b. A cat sits in the window.

"THE" is used to designate something that is obvious (specifically) among other things of a similar type.

- c. The 104 bus not the 105

"THE" is used when the speaker and the listener both have the same understanding of what is intended.

- d. The office (my or our office)

"THE" is used for something special and there is only one fruit of all kinds. for example: the horizon the sun the equator the weather and also for the names of planets, for example the planet mars, the planet mercury, the planet venus, but mercury, venus, mars and so on, do not use the if without the word planet.

"THE" is used for the superlative degree of adjective, a phrase or clause.

- e. The hardest test of the semester

"THE" is used to indicate the order of time, wind direction and direction.

- f. The beginning, the end, the middle
- g. The top, the bottom, the back, the center, the inside, etc.

Some of the rules of the use "A" and "AN"

"A" can be used with something that can be counted, singly.

- a. A woman
- b. A fire gun

"AN" is used if the noun starts with a vowel sound:

- a. A home
- b. A one o'clock

But if it starts with a consonant using A, for example:

- a. A home
- b. A one o'clock

According to Courville, Shen, Lin, & Huang (2018), many scientific articles are not able to communicate their results effectively. Some of the most frequent mistakes are redundancies, ambiguities and inconsistencies, grammatical errors, or incomplete or outdated bibliographical revisions.

According to Master (2002) the English Article can be teach as a binary distribution between classification (a and \emptyset) and identification (the). All the other elements of article usage can be understood within this framework, allow a one form/ one function correspondence for and the. Furthermore, the nation of classification and identification can be introduced as distinct concept before the various rules for article usage are taught. This simplified schema is provide as a pedagogical tool for selecting the appropriate article, a universally acknowledge difficulty for nonnative speaker of English.

According to Schirta (2011) in her research "Teaching Grammar Article and Critical Thinking through YouTube" states the benefits of using animation movie in grammar classes. She suggests that visuals involve students in collaborate activities and kindle their thoughts, memorization and creativity. She also asserts that the animation movie enable students to discuss language issues and learn grammar article. She maintains that a movie is administered in the brains of the students to accelerate learning and asserts that animation movie employ both hemisphere of our brain; the left one that handles the discourses, plot, cadence, and words, and the right one which processes images based on visuals and sound effects.

F. Hypotesis of the Research

According to Creswell (2012), hypotheses are prediction the research makes about the expected relationship among variables. In addition, "hypotheses is based on the assumption about something that cleared the problem guide to the next research" (Sudjana, 2012). Hypotheses has two possibilities; it may be right or wrong, accepted or not. So it should be proved by hypotheses is describe as follows:

1. H_0 accepted if $t_{\text{ount}} < t_{\text{table}}$: it means that there is no significant influence of using animation video to stimulate student's grammar article
2. H_a accepted if $t_{\text{count}} > t_{\text{table}}$: it means that there is significant influence of using animation video to stimulate student's grammar article

G. Previous of the Research

This research relates to some previous studies. First research is explained by Inayati & Damayanti (2016), it analyzes the effectiveness of Johnny Grammar Word Challenge in improving students' grammar ability especially simple past tense in Junior High School level. It needs an appropriate technique outside the class activity called MALL (Mobile Assisted Language Learning).

Second is research by Mushtaq & Zehra (2016), explained about, concluded that animated movies in grammar teaching classes can serve as a positive strengthening tool for the language learning process as the animated movie very increase the learning speed and proficiency of the students.

Third is, research by Ramadhika (2014). In this study, the authors explain that video animation is important for grammar learning and improving learning for students.

Fourth is, research by Shima, Paris, & Yussof (2012) it describes, grammar lesson is by using language games. Language games are important to create elation in language lessons. This session reports on a study that direct to explore the benefits of us animation video to teach grammar.

Fifth is research by Utami (2015) it describe, the results agree to explain how to read reading sing using song lyrics strategies to improve student achievement.

This research is different from the previous research Ramadhika (2014), was conducted at the senior high school level, while this study is conducted at the junior high school level. The researcher takes data at the junior high school level, it is because junior high school students are more open minded in mind and related to their attitude. in this present research discussed students' about Grammar Article and how they identify about grammar.