

CHAPTER I

INTRODUCTION

A. Background of The Study

Information technology has become a part of everyday life, from sending messages via WhatsApp, surfing the internet and even ordering food. Information technology, computers, smart phones, and the internet, have been widely used not only in developed countries, but also in developing countries. The use technology, such as computers, internet, video games, smart phones, and other technological devices, is not only used by adults but also by children.

The existence of this technology is called digital native. A digital native is someone who was born during or after digital was introduced more widely and they get used to interacting with digital from an early age so that they have started to understand from an early age about things related to digital. This digital native has a character that is born after 1980, but with a note that they live in a place surrounded by technology. Doing many tasks at one time, for example: working on paper on the computer while listening to music, and others.¹ Digital natives that we often encounter today are Android-based mobile phones.

In addition to digital native, now we have entered the fourth industrial revolution, where this fourth revolution emphasizes the use of digital technology. Because every aspect of human life is inseparable from technology, including language learning and teaching.

According to Miangah dan Nezarat in Sholihatul Hamidah Daulay and friend's journals, learning languages using mobile or called MALL (Mobile-Assisted Language Learning) can be interpreted as an increase in language learning by using mobile phones. As a generation of CALL (computer Assisted Language Learning) as well as MALL (Mobile-Assisted Language Learning) can be an extraordinary resource that offers benefits that cannot

¹Syaifuddin Sabda, Analisa Fitria, Lathifaturrahmah. 2015. Digital native and digital immigrant (study tentang penggunaan TI oleh guru madrasah di Kalimantan Selatan), p.1

be done by its predecessors, and provides many benefits such as providing formal learning that is no longer done face to face. class, but can be remotely using a computer or mobile phone.²

English is the international language used by people in the world to communicate. Speaking or writing in English, grammar rules must be used. There are 4 things that are very important to learn in English, namely: speaking, listening, reading and writing. Apart from this it cannot be denied that the 16 tenses are quite confusing for students. The past tense is one of them because, there is a second form of the verb used.

According to Parrot in Mannun Sahila's thesis that learners often have difficulty to master the forms of the simple past tense. In particular, the often need opportunities to study and practice. They should practice every day both in the school and home.³ Moreover, the past tense ability is often used in writing skills. Without the tenses, especially the past tense, the writing will be irregular.

Therefore, as a teacher must be innovative and creative in developing learning methods. For this reason, the appropriate method used is a method that can be used both at school and at home so that students can practice English anytime and anywhere. Thus the researchers chose a method that uses applications so that students can learn anytime and anywhere.

Based on the experiences of researchers, who have done field experience practice or what is called PPL 3 times in school, both observation of school buildings and direct teaching

² Rahmah Fithriani, Utami Dewi, Sholihatul Hamidah Daulay, Maryati Salmiah, and Widia Fransiska, (2019), "Using Facebook in EFL Writing Class: Its Effectiveness from Students' Perspective" in The Second Annual International Conference on Language and Literature, KnE Social Sciences, pages 634–645. DOI 10.18502/kss.v3i19.4892

³ Mannun Sahila. 2019. The Effectiveness of English tenses android application to improve student's grammar on simple past tense, (IAIN Salatiga) p.5.

practice at school seeing the situation of student at school, students are not too interested in English lessons because there is no learning media that are suitable or interesting to them. What's more, an English subject, namely past tense. Because, past tense used second form of the verb. As a researcher, the researcher use the application as a media for teaching English. Which later will be effectively used for the learning and teaching process. With this application it will make students feel happy, interested and can practice their English skills wherever and whenever they want because the English application used by research can be downloaded on Andriod based mobile phones.

The application used by the researcher is proficient in memorizing English. This application is used to learn all English lessons, especially the past tense. The use of this application can attract the attention of students to learn English because the application has interesting and fun features. So that students enjoy the learning process.

Researchers hope that by learning English using the application students can easily make past tense sentence. English has three forms are present tense, past tense, and future tense. Simple present tense is used for events or activities that are being carried out and also daily habits that are being carried out and also daily habits that are often used. Simple past tense is used for activities that have been done in the past. Simple future tense is used for activities carried out in the future.⁴ Simple past tense is one of the most important tenses to be learned and profecient by students, especially ninth grade students.

Based on the above background, the researcher will examine **The Effectiveness of Mahir Hafalan Bahasa Inggris Application for Teaching Past Tense at Mts Lab UINSU Medan.**

⁴ Grace Widjaja. 2014. Complete English Grammar and the Exercises. Salatiga: Bhuana Ilmu Populer, p.129

B. Identifications of the Study

The identifications of the study are :

1. The students have less interesting in learning English
2. The students have low ability to create sentence in simple past tense
3. The teacher media does not use an exiting media in teaching tenses

C. Limitation of the Study

As explained in the background section, researchers only focus on researching the use of Mahir Hafalan Bahasa English Application in order to effectively teach English in simple past tense.

D. Formulation of the Study

The formulation of the study is:

1. Is there significant of mahir hafalan bahasa inggris application for teaching simple past tense?

E. Aims of the Study

The Aims of this study is:

1. To know the significant effect of Mahir Hafalan Bahasa Inggris Application for teaching simple past tense.

F. Significance of the study

The significance of this study are:

1. For english teachers, they can use this aplication media in the process for teaching English
2. For students, will help speed up mastering tenses especially past tense.

