

## **Chapter One**

### **Introduction**

In this study, the researcher investigated various topics discussed in this chapter. First, the research background explains why the researchers are interested in knowing the use of the finger method in learning English. The research questions intended to be investigated are also discussed in this chapter. In addition, the research objectives establish a list of questions that must be answered. The importance of this research also shows how it can help certain groups of people. Finally, an arrangement of chapters is presented that summarizes each chapter.

### **Background of the Research**

With the development of the internationalization of education, English language education is getting more attention. English has become increasingly significant in Indonesian Education (Zein, 2024). A teacher can use various methods of teaching English to teach English. Teaching methods are intended to enable learners to understand the material effectively. According to Setiyadi (2020.), “method is a strategy for teaching a new language grounded in the theoretical framework selected to teach the language” (p.6). Effective teaching methods can help students understand difficult concepts, motivate them to learn, and increase their involvement in learning. Along with developments in technology and research in the field of education, teaching methods continue to evolve to accommodate different student learning styles and maximize learning outcomes. According to Harris (1969: 345, as cited in Muzdalifah 2016), learning English can be done in several ways. Those are giving total physical activity, providing hands-on activities, internalizing concepts through visual aids, and explaining things with nonverbal language.

The finger method is a method that is done using only the fingers of the hand and can be used for learning. The finger method, or learning English using the finger method, is an innovative learning method that aims to make students understand the material. Mastering English grammar, especially tenses, can be done using the finger method. According to (Afidah & Ma'arif, 2017a), using magic fingers can be an alternative for teachers to teach grammar and make it easier for students to remember and practice grammar. However, this activity also requires the teacher to be creative by using finger puppets and various stories. This is also to continue to improve and increase students' learning motivation to understand the English taught by the teacher. (Thai & Mohd Yasin, 2016) stated that teachers must continuously modify and enrich various teaching methods to attract students and improve learning outcomes.

All teachers have used English teaching methods and implemented them in learning English in English classes. One of them is in Borobudur Language Village. Borobudur language village is an interesting place for English language courses, and students can learn English in a fun way; learning conducted by the English teacher uses the finger method. This is an innovation that increases students' motivation to learn English. Every teacher uses this method to learn to recognize vocabulary and grammar. In Borobudur language village, teachers have tried hard and creatively to increase their students' motivation by using learning methods that are more interesting and easier for students to understand. Based on preliminary observations, using the finger method in the Borobudur Language Village, most students felt more enthusiastic and did not get bored easily during learning. During the learning process, the teacher applying the finger method can be the right and effective choice for learning English in the Borobudur Language Village.

From several previous studies, there was research conducted to examine the use of the finger method in learning English. Handungoda and Karunarathna (2019) have conducted research focusing on innovative grammar teaching techniques using the 'grammar in finger' technique in sentence structure. Researchers used the experimental method to collect data. (Afidah & Ma'arif, 2017a) also examined the benefits of the magic finger method in improving students' grammar skills. This research uses a grammar test to collect data. This research shows that there is still little research on the effectiveness of using the magic finger method in learning grammar.

The finger method has become a common practice in learning English. In one course institution, precisely in the Borobudur Language Village, a finger method is used as part of the learning strategy. Previous research shows that using the finger method can increase or improve students' grammar skills. However, this research will focus specifically on whether this finger method can effectively improve English language skills, which is different from previous research approaches.

### **Identification the Problem**

The use of the finger method in learning language, both in learning at school and outside of school, is not widely used in learning English. During the observation, the researcher will research the methods used to learn English, especially grammar. The researcher also found out whether the finger method used in the Borobudur language village was effective for learning grammar. According to Rustam (2019), the media should follow the students' level of thinking and the most important thing is the teacher's ability to use the media to be chosen.

Some of the obstacles encountered during the observation were: First, many teachers still need to optimize the finger method for learning English. Therefore, applying the finger method for learning English becomes less effective. The researcher found out further the effectiveness of using the finger method in learning English. Second, some teachers still need strategies that can attract students more and motivate students to learn using the finger method. Therefore, the researcher wants to know the effectiveness and strategies to help students learn English using the finger method.

Therefore, this problem needs to be realized because the finger method is an innovation in learning English. Students want excellent and effective learning strategies for learning English. This research can assist teachers in implementing the finger method's effectiveness in learning English. In addition, several solutions to problems have been found during the application of the finger method in learning English.

### **Delimitation of the study**

The limitation of this study was that it focused on the application of the finger method in learning English. This research was conducted in one of the English language courses in the Borobudur Language village. The researcher chose students from Borobudur Language village to participate in this study. The findings in this study described the effectiveness of using the finger method in teaching English grammar, not other methods. The researcher only focused on teaching English grammar with the present tense, including the simple present tense, present continuous tense, present perfect tense, and present perfect continuous tense.

### **Research Question**

Based on the background above, the researcher formulated a research question, namely:

1. How is the learners' grammar ability before applying the finger method?
2. How is the learners' grammar ability after applying the finger method?
3. Statistically significant difference between learners' grammar ability before and after applying the finger method?

### **The Objective of the Research**

Based on the research questions above, this study aims as follows:

1. To identify the learners' grammar ability before applying the finger method,
2. To identify the learners' grammar ability after applying the finger method,
3. To identify statistically significant difference between learners' grammar ability before and after applying the finger method.

### **The Significance of the Research**

This research is expected to provide benefits and more knowledge for students, teachers, and future researchers.

#### ***Students***

This research is used to determine the finger method's effectiveness in helping students learn English. Students can use this research as a strategy and solution if they need more effectiveness in learning English using the finger method.

#### ***Teacher***

The finger method is an alternative to using more interesting learning media. Therefore, teachers can use this research to determine which learning methods are effective in facilitating students' learning.

### *Future researcher*

By understanding the results of this study, future researchers who are interested and have the same problems as this research are expected to be a source of reference from a different point of view for those who will conduct research in the same field.

### **Organization of the Research**

This research consists of five chapters. The first chapter describes the research background, identification, problem definition, research questions, objectives, and significance. This chapter also discusses the research question from this study regarding the effectiveness of using the finger method. Furthermore, it discusses the purpose of this research, which is to find the effective use of the finger method in learning grammar.

Chapter two is a review of the literature studies. This chapter provides an overview of the literature review, including English grammar skills, the importance of mastering English grammar, the grammar teaching methods, and the grammar-translation method (GTM). This chapter outlines theoretical studies related to the general description of the application of the finger method for learning grammar and also the benefits of using the finger method.

Chapter three outlines the methodology for this study and explains how the researcher conducts it. The researcher will use a quantitative approach with an experimental design. The researcher chose Borobudur Language Village as the place for this research. Participants in this research are students from an intensive grammar class in Borobudur Language. The researcher will use validity and reliability techniques in analyzing research data. For the instrument, the researcher will use pre-test and post-test focusing on present tenses for the topic.

Chapter four contains findings and discussion. In this chapter, the outcomes of the data analysis are presented.

Chapter five contains conclusions and suggestions. This chapter contains responses to research questions raised by the research as well as recommendations made by the researchers. Suggestions are offered to educators, students, and those conducting additional research.