**CHAPTER 1**

**INTRODUCTION**

This chapter presents the background, research problems, purpose of the research, and significance of the research and organization of the research.

1. Background

English is one of the foreign languages used around the world. Many people want to learn and master it because of its importance in the world. However, they sometimes find some difficulties and some of them surrender to learn it.

In Indonesia, English is taught as compulsory subject in Elementary School, Junior High School, Senior High School, and University. It seems that English has been considered important in all level of school. According to Murdibjono, the function of English lesson in Junior High School is a total student’s development in science, technology and culture. If they have master English, it is hoped that they can grow and develop so they became citizen who clever, able and they have good personality (MudziatusSholihah,2008: 2).

Knowledge of the grammatical system of the language, it was argued, was but one of the many components which underlay the nation of communicative competence (Richard and Renandya, 2002: 145).

Grammar is important in teaching English because it is one of language component that makes it possible for us to talk about language. Grammar is sometimes defined as “the way words are put together to make correct sentence” (Penny, 1996: 75). In grammar, there are many tenses that used in every sentence. Tenses is the verb form that shows the time of the action or state: the present/ past/ future ( Oxford dictionary, 2008: 458). Every tense is to show the time of he action in the sentences so, it’s important to learn about the tenses .

The tense hat often use is the present simple but, there are many student in every school level still difficult to mastery the present simple tense well.

 Teaching and learning grammar is important, especially for students in junior high school. There are many students find a lot of difficulties in grammar especially in simple present tense, the teacher must find the effective materials, methods, and media in teaching simple present tense for the students, to make them interest in learning grammar and the process of teaching learning become enjoyable.

In teaching English, teacher should realize about student condition and know the student’s ability. By knowing this, it is expected that teacher will be ready to teach their students and get their objective course. Moreover, it is expected that teacher can find the good method in teaching learning process.

 The important thing in teaching learning is media because using media in teaching grammar especially simple present tense, make the students interest to learn the lesson of simple present tense and make the students more active and memorable also make the teacher more easier in explain the material.

 From above description about the importance of simple present tense, it can be concluded that teacher should be able to teach the student simple present tense well and appropriately. Thus, teacher should be able to find any appropriate media to fulfill student’s need, in this case is about simple present tense.

Nowadays, many English teachers still concern on teaching grammar especially in simple present tense theoretically. The students are not encouraged to apply the theories given by the teacher on the paper. It makes the students always difficult to improve their ability. Many English teachers still teach simple present tense in conventional way and they aren’t use media and in teaching grammar especially simple present tense consequently, the students would easily get bored in class and thought that grammar is boring and difficult activity to learn. The fact proves that grammar especially simple present tense is still difficult for the students.

One of alternative media to improve understanding in English course, especially in simple present tense, the researcher tries to apply realia. By using this media the researcher believe that all of the students in the class will be more active in teaching and learning process and also it can increase their motivation and achievement in their grammar.

Realia is authentic objects, such as photographs, menus, brochures, receipts, maps, etc. ([Jennie](http://ielanguages.com/blog/author/admin/),2010). Realia is everyday, authentic objects, such as photographs, menus, brochures, receipts, maps, movies, television shows, commercials, etc. that are used to teach and learn languages. Some researchers include any items that can be used to prompt conversations or role-play, such as telephones, but those are generally meant to be employed in the classroom with other learners. For self-study, the most helpful realia illustrates how the language is actually used in the country where it is spoken. Visiting the country to experience the language is obviously the best way to learn, but in the absence of the time and money necessary for travel, the internet can provide much of the realia needed (Jennie, 2010).

Finally, according to the background mentioned above the writer focusses the study on the effectiveness of teaching simple present tense using realia for first grade in MTS AL HUDA Bandung.

1. Research Problem

Based on the background described, the writer of this thesis formulated the problems as follow :

1. How is the student’s achievement in simple present tense of the first grade students of MTS AL HUDA Bandung before taught by using realia?
2. How is the student’s achievement in simple present tense of the first grade students of MTS AL HUDA Bandung after taught by using realia?
3. Is there any significant between student’s achievement in simple present tense before using realia and after using realia of the first grade students of MTS AL HUDA Bandung?

. C. Purpose of the research

This study intended to get solution and description of the problem through analysis and study that have been previously mentioned in the research problems, they are:

1. To find out the student’s simple present tense achievement before taught by using realia.
2. To find out the student’s simple present tense achievement after taught by using realia.
3. To find out significant different scores before and after taught by using realia.
4. Significance of research

The result of the research is to give some contribution to those relate.

1. Students

A good teaching model, will give good result in teaching, learning and all related too when it is applied well by teacher.

By implementation of the model above by the teacher. It will give positive progress for student in their ability in simple present tense.

1. Teachers

By reviewing this thesis, teacher will have reference of teaching media to teach grammar especially simple present tense by using a good media for certain level of student. By using the teaching media, it is hoped that there will be some improvement on students’ simple present tense ability.

1. For The Researcher

The researcher can enrich his method because it will give some knowledge to the researcher. Therefore ;the researcher knew the benefit of teaching simple present tense by using realia. Optimally the researcher got useful experiences in teaching grammar especially for simple present tense.

1. Scope and Limitation of the Research

In this study, the writer only focuses the effects of treatment using realia. It is conducted only for the first grade student of MTs AL-Huda Bandung. Thus, the result of this study only generalized or applied to the target population, specifically to the first Grade Students of MTs AL-Huda Bandung.

1. Definition of Key Terms

From the research problem stated above, this study focusses the used media to improve students’ simple present tense mastery for first grade in MTS AL HUDA Bandung. In order to avoid misunderstanding, the key terms used in this study are defined as follows:

1. Simple present tense.

Simple present tense is used to talk about things in general, habitual action and the general truth. Simple present tense is the basic form of the verb, and it is often used by people every day but a lot of students at all level of school still confused to use this tenses in their sentences.

1. Realia

Realia is real thing or concrete objects that are used in the classroom to build background knowledge and vocabulary (IyenNurlaelawati, S.Pd., M.Pd. Sri Setyorini, M.A. )

G. Hypothesis

The hypothesis of this study can be mastered alternative and null hypothesis.

1. Ha (Alternative Hypothesis)

There is significant effect of treatment with by using realia and before using realia of the first grade students at MTs AL HUDA Bandung.

1. Ho (null Hypothesis)

There is no significant effect after treatment by using realia and before using realia of the first grade students at MTs AL HUDA Bandung.

H. Organization of the research

To create a good proposal, it needs to be organized systematically. This proposal is divided into three chapters. first chapter until three chapter. Every chapter has different significant contain.

The first chapter is introduction. It consists of background of the study, formulation of the research problem, purpose of the study, significance of the study, the definition of the key terms and Organization of Study.

The second chapter deals with review of related literature. This chapter discusses the relevant theories and these to support the study.

The third chapter is research methodology. This section discusses pattern of the research design, subject of study, research instrument and data collection.

 **CHAPTE II**

**REVIEW OF RELATED LITERATURE**

In this chapter the writer will present the grammar, simple present tense, media, the function of media, and teaching simple present tense using realia.

1. Grammar

 Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), inasmuch as without a good knowledge of grammar, learners' language development will be severely constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns. According to Ur (1999), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use.

1. Teaching Grammar

The role of grammar is perhaps one of the most controversial issues in language teaching. In the early parts of the twentieth century, grammar teaching formed an essential part of language instruction, so much so that other aspects of language learning were either ignored or downplayed. The argument was that if you knew the grammatical rules of the language, you would be able to use it for communication. This concept was strongly challenged in the early 1970s. Knowledge of the grammatical system of the language, it was argued, was but one of the many components which underlay the notion of communicative competence. To be considered a competent user of a language, one needs to know not only the rules of grammar, but also how the rules are used in real communication. During this period, grammar teaching became less prominent, and in some cases, was abandoned.

1. Simple Present tense

 "The **present tense tense** designates action occurring at the time of speaking or writing: *She* ***lives*** *in Toronto.* It is used to indicate habitual actions: *I* ***exercise*** *every morning.* It is also used to express general truths (*Time* ***flies***) and scientific knowledge (*Light* ***travels*** *faster than sound*) (Robert DiYanni and Pat C. Hoy II, 2002). Simple present tense use to talk about things in general. Simple present tense use to say that something happens repeatedly, or that something is true in general (Raymond Murphy, 1998: 4). The simple present tense expresses events or situations (Betty schrampfer azar third edition, 1999: 2).

 Simple present tense:

|  |
| --- |
| (+) S + V1(s/es) + O(-)S + DO/DOES + NOT + V1 + O(?) DO/DOES + S + V1 + O ? |

EXAMPLE:

(+) Andy buys a book

(-) Andy does not buy a book

(?) Does Andy buy a book?

(fuad mas’ud) Simple present has some function as follow:

1. Simple present tense is used to show the habitual action
* Andy always goes to school every day
* She comes to her grandmother’s house every Sunday
* They play football every afternoon
1. Simple present tense is used to show the general truth
* A year has twelve months
* The earth goes round the sun
* The sun rises in east and sets in west
1. (Moh. Kusnadi) simple present tense is used to ask a request and command.
* May I borrow your pen? (request)
* Make a team that consist of 5 people! (command)
1. Media

 As foreign language which is not used every day in society, English become difficult to learn. To solve this problem, the teacher must know the approach, strategy, and method that can make the students interest to learning English.

1. Definition of Media

Media is an instrument to deliver the message to the receiver (prof. Dr. Azhar Arsyad, M.A, 1996: 3). Media is any extension of man which allows him to effect other people who are not in face to face with him. Which is includes letters, television, film. It also be able to deliver messages to the students effectively.

1. The advantages of media

 According to the result of observation which is show the positive effect of media as a direct teaching learning in class is:

1. By using media in teaching learning, it can decrease the misunderstanding of information so, information can be delivered to the student equally as a base of study, exercise, and application.
2. By using media, teaching learning process becomes more interesting. Media can be associated to make students interest and give their attention in lesson. It shows that media has motivation aspect.
3. Teaching and learning process becomes more interactive by applying theory of study and psychology principle in student’s participation, feedback, and support.
4. The time of teaching learning can be shorten because media only need short time to deliver the messages and the content of the lesson.
5. The quality of study can be improved if media in teaching learning is organized well, specific, and clear.
6. The instruction can be delivered anytime and anywhere if needed. Especially if the instruction planned as an individual utility.
7. Student’s attitude for teaching learning process can be enhanced.
8. Kinds of Media

 There are some kinds of media. According to the Seels and Glasgow, media defined into:

1. Traditional Media
2. Visual Projected Media
* Projection *apaque* (visible)
* Projection *overhead*
* Slides
* Filmstrips
1. Visual unprojected
* Picture, poster
* Photos
* Chart, graphics, diagram
1. Audio
* Cassette
1. Presentation Multimedia
* Slide plus sound (tape)
* Multi – image
1. Visual Dynamic
* Film
* Television
* Video
1. Printed
* Textbook
* Module
* Workbook
* Magazine
* Hand – out
1. Games
* Puzzle
* Simulation
* Game board
1. Realia
* Model
* Specimen
* Manipulative (map, dolls)
1. Technology Media
2. Telecommunications Media
* Teleconference
1. Microprocessor Media
* Computer-assisted instruction
* Computer game
* System tutor intelligent
* Compact (video) disc

 From the several kind of media above, the writer decide the realia as media to teaching simple present on MTS AL HUDA Bandung.

1. Realia

 Realia is three dimension which can be brought into classroom as media in teaching leaning such as box, doll, and another things which madem from plastic (fruit toys, car toys,etc).

 Realia is one way of presenting words to bring the real things or duplicates of the real thing that they will present into classroom to make the lesson and teaching and learning process becomes more interesting for students also make the lesson becomes memorable and doesn’t bored so, students will spend their attention.

1. Kinds of Realia

There are two kinds of thing which can be brought into classroom as realia, those are the real thing (original thing) and imitative thing.

* 1. Real thing (original thing)

 Real thing is existing of any original things, not copied in fact that can be seen or touched.

 There are many kinds of the real things which can be used as realia. For example, the things that are already in classroom (blackboard, ruler, eraser, etc), the small things in house that can be brought into classroom such as, magazine, newspaper, watch, etc. teacher also can use human being as realia to present some of parts of human body.

* 1. Imitative thing

 There are many kinds which can be brought into classroom as subtitude for the original things, such as doll, box, globe, toys (car, motor cycle, plane, ship, animal,etc). Those things are plastic and wooden made, so they are save for children and also they can be used as media in several time (Erfina. 24, 2010).

1. The benefits of using realia in classroom

The use of realia is commonplace in the ESL/EFL classroom and is widely considered to have great value in fostering an active teaching-learning environment. By presenting information through diverse media, realia helps to make English language input as comprehensible as possible and to build "an associative bridge between the classroom and the world" (Heaton, 1979). As Berwald (1987) notes, realia "are not only a series of artifacts that describe the customs and traditions of a culture, but they are also a set of teaching aids that facilitate the simulation of *experience* in the target culture".

Realia provides language learners with multi-sensorary impressions of the language which, as Rivers (1983) notes is "learned partly at least through seeing, hearing, touching, and manipulating" items. And interaction with authentic materials aids in contextually grounding instruction by bringing students into contact with language as it is used in the target culture in order to meet actual communication needs. The use of realia, then, can enhance linguistic and cultural comprehensibility, which are both prerequisites for real language learning (Bryan Smith, 1998).

Using realia helps to make English lessons memorable by creating a link between the objects and the word or phrase they represent.

Using Realia for learning vocabulary/grammar It is unrealistic to bring real objects into your classroom for every single word that you wish to teach and some words will lend themselves better than others to using realia. Remember, realia can be used indirectly as a tool for teaching grammar; for example, items of food and drink are perfect for teaching uncountable and countable nouns (Chris Soames, 2010).

1. Teaching Simple present tense through realia

Because the writer focus is on realia, so writer explains as follow:

 Realia is the technical term for any real objects that are introduced into the classroom for teaching purposes. Thus, a word family such as the names of different fruits could be taught by using pictures of fruit, or they could be taught using realia – real fruit. In this presentation the teacher uses realia to elicit examples of the present simple in a beginners’ class (Scott thornbury,2000: 57). Realia is useful in the students’ need in mastering grammar especially simple present tense. By using realia, the teacher use real object and involved students as if in the situation that happen on sentences as a sample also to engage students interest in learning grammar especially simple present tense.

Example:

 The teacher shows the class a collection of objects that she says she found in a bag in the teachers’ room. They include such thing as a bus pass, a programme for the current jazz festival, an empty glasses case, the guarantee for a well-known brand of watches, a guitar pick, etc. the teacher divides the class into pairs and hands each pair an object, then the teacher tell them should try to work out some characteristics of the owner of that object, so the teacher can work out who the bag belongs to and return in. The students study their object and then pass it on to the pair on their left until they have had a chance to look at them all.

 The teacher also can bring the toys such or statues than teacher asks the class: “do you think it’s man or woman?” depending on the student’s response, the answer is he / she. Than the teacher asks the students to write sentences according to the subject which is in simple present tense form.

Example: He wears a jazz

 He goes swimming

**CHAPTER III**

**RESEARCH METHODS**

This chapter presents the reseach method. It focusees the method used in conducting this study. The decision covers research design, populationand sample, variable data,Data Collection and Data Processing Procedures and content validity.

1. Research Design

Research is a way of observation or inquiry and has the objective to find answers to problems or the discovery process, (Sukardi, 2010:3). Experimental research is scientific investigation in which an investigator manipulates and controls one or more independent variables and observes the dependent variable or variables for variation concomitant to the manipulation of the independent variables (Ary, 1985:20). Experimental research can be done in the laboratory, in the class with talking students as population.

Experimental research is unique in two very important respect : it is the only type of research that directly attempts to influence a particular variable, and when properly applied, it one or more dependent variable. An experimental usually involves two group or subjects, an experimental group and a control group, although it is possible to conduct an experiment with one group by providing all treatments to the same groups, (Ary,1985).

This study uses pre-experimental with one-group pretest-posttest design. According to Arikunto (2006:85) there are kind of pre-experimental design, those are: one shot case study, pre-test and pos-test group. In pre-test and post-test group observation do two times, those are: before experimental call pre-test and after experimental call post-test.

This study is classified as pre-experimental design because it is little or no control of extraneous variables. In the one-group pre-test and post-test design, a single group is measured or observed not only after being exposed to a treatment of same sort, but also before, (Arikunto, 2006)

The test illustration or one group pre-test and post-test design. (sukardi,2007:184)

|  |  |  |
| --- | --- | --- |
| Pre-test | Independent variable | Post-test |
| Y1 | X | Y2 |

The procedures of experimental research that use one-group pretest and posttest design, there are:

1. Administering a pretest with a purpose of measuring simple present tense achievement of first grade students at MTs AL HUDA Bandung.
2. Appliying the experimental treatments teaching simple present tense by using realia to the subject first grade students MTs AL HUDA Bandung.
3. Administering posttest with the purpose of measuring simple present tense achievement of first grade student MTS AL HUDA Bandung.

Different distributed to application of the experimental treatment are determined by comparing the pre-test and post-test score.

In this study, the researcher use experimental research with quantitative approach. The researcher want to know the effectiveness of using realia in teaching simple present tense to the students present tense achievement by experimental research. The impact is assessed by providing a specific treatment. The effectiveness will be known after know the significant differences between the students who are taught before using realia and those are taught after by using realia.

1. Place and Time of the Research

 Place of the research is a place of the study process which is used to get the problem solving of the research is happened (sukardi, 2003:53). In this research, the researcher chooses MTs AL HUDA Bandung because on the researcher’s opinion, the students of MTs AL HUDA Bandung have enthusiasm in English but sometimes they have difficulties to improve their ability in simple present tense. The research will be done in April – June 2012.

1. Population and Sample

 Population is the group to which the researcher would like the results of a study to be generalizable; it includes all individuals with certain specified characteristics stated by(R. Fraenkel 1996:587)

 In this study, the researcher took the population that are all of first grade which consist of one class, the researcher took the VII A class as sample of this research which consist of 20 students of first grade at MTs AL HUDA Bandung kab. Tulungagung.

Sampling is a technique to taking the sample according to Sugiyono (2007). Sampling is also as a way the researcher select number of individuals as a sample which represents the population. In this research, the researcher used purposive sampling technique. The researcher took one class of class VII A ofMTs AL HUDA Bandung kab. Tulungagung because the students of the first grade has homogeneity than other classes. In first grade, there are 20 students consist of 10 boys and 10 girls.

1. Variable data

A variable is a concept- a noun that stands for variation within a class of objects. Variables can be classified in several ways. The most important classification is on the basis of their use within the research under consideration, when they are classified as independent variables or dependent variables (Ary,1985:30).

1. Independent variable: is variable that consequence of or upon antecedent variables. In this study the teaching simple present tense by using realia is independent variable.
2. Dependent variable: is the response or the criterion variable that is presumed to be caused by or influenced by the independent treatment conditions and any other. Independent variable is student’s achievement in simple present tense ability.
3. Data and data source

Data is a rough material researcher collects from the world he is studying (Bogdan, 106:1998). While, source of data is a source in which data is taken.

Data in this study only uses primary data. Ary (1985) stated that the primary data is data which are collected directly from the sample. Primary data of this study was taken from the students’ score of the pre-test and post-test. Then, the source of data of this study was all of students of the fifth grade students of MTs AL HUDA Bandung kab. Tulungagung.

1. Method of Collecting Data and Instrument

To collect the data, the researcher use pretest and posttest as instrument to collecting the data.

1. Test

According to Ary and Friends, a test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned (Donald, Ary, 2006: 218). In this research, test is used as a main method. The test is given to all students in first grade students at MTs AL HUDA Bandung. The questions of the pretest are 30. The test items of pretest are different with posttest but similar in their level. The forms of test are made in the following form:

1. Multiple choice test that consists of 10 items, the students must choose the correct answer. The score for each item is 1, so all score are 10.
2. Fill in the blank the test that consist of the 10 items, the student must match of the pair. The score for each items are 2 so all score are 20.

Score = $\frac{Right score of multiple choice + right score of fill in the blank the test }{20}$ x 100

Score = $\frac{20}{20}$ x 100

The test will be done twice, pretest and posttest.

1. Pretest

Pretest is a test that given to all first grade students at MTs AL HUDA Bandung to measure their achievement before treatment process ( teaching by using realia). This test is given to know the basic competence for all students and to know their earlier knowledge before they get treatment.

1. Posttest

Posttest is a test that is given to all first grade students at MTs AL HUDA Bandung after they get treatment (teaching by using realia). It is done to know the final score and to know the students difference before and after they get treatment.

There are two important characteristics that every measuring instrument should process validity and reliability. Validity is concerned with what a test measures and for whom it is appropriate. The validity of the test is the extent to which it measures what it is supposed tpo measure and nothing else (Heaton, 1975:159). While reliability reserve too consistently with which a test measure whatever it measures. Validity is very important because one of main characteristic of test, without has this characteristic a test there is not important.

1. Validity

In this test, the validity of the test was ensured in term of content validity and construct validity.

* Construct validity

The construct validity of test is test which is capable of measuring certain specific characteristics in accordance with a theory of language behavior and learning (Heaton, 1975: 159). Construct validity is concept or theory which basis of use a skills of language. Brown mentioned (in Isnawati, 2011:29) that a construct is any theory, hypothesis or model that attempts to explain observed phenomena in our universe or perception.

According to Isnawati (2011:50), there are techniques that are suggested only for possible use in achievement test:

* Definition

The teacher gives definition about simple present tense and the students guess it. Not all items can be identified using a definition. Nor can all words be defined entirely in words more common or simple than themselves.

* Gap filling

This technique can take the form of one or more sentence with a single word missing.

Based on the explanation above, in the test, the researcher asked the students to answer the questions in the form of multiple choice and write down the missing word of the sentence to measure the students’ simple present achievement and this fulfill the construct of grammar (simple present) test and therefore valid in term of construct validity.

* Content validity

The content validity is a kind of validity which depends on a careful analysis of the language being tested and of the particular course objectives (Heaton, 1975: 159). A test is said to have content validity if its contents constitutes a representative sample of the language skills, structures, etc being tested (Isnawati, 2011:27). The try out test of this study had content validity because the items were taken from sources for the first grade students of MTs AL HUD Bandung Tulungagung. The content validity in this research can be showed as below:

**Table 3.1. Content Validity**

|  |  |  |  |
| --- | --- | --- | --- |
| No | Competence Indicators | Test Item | Percentage |
| 1 | Students are able to choose the right “to be” that used in simple present tense. | 12467 | 5%5%5%5%5% |
| 2 | Students are able to choose the right sentence form of simple present tense. | 35 | 5%5% |
| 3 | Students are able to choose the right verbs that used in simple present tense. | 8910 | 5%5%5% |
| 4 | Students are able to decide the right to be and verb(s/es) in sentences. | 1112131415161718 | 5%5%5%5%5%5%5%5% |
| 5 | Students are able to make the negative and interrogative sentence. | 1920 | 5%5% |
|  | Tota;l | 20 | 100% |

1. Reliability

Reliability is a necessary characteristic of any good test for it to be valid at all and a test must be reliable as measuring instruments. A reliable test is consistent and dependable (Isnawati, 2011:18).The researcher gives test for 20 students to know the reliability of test.

In this research the researcher uses Kuder-Richardson Formula 20 to test the validity of the questions. To get Kuder-Richardson reliability, it requires test administration only once. One correct answer is given point 1, while incorrect answer is given 0.

KR-20:

r11= $\frac{k}{k-1}(\frac{S^{2}-\sum\_{}^{}pq}{S^{2}})$

Where :

r11 = Reliability using equality KR-20

p= proportion of correct answer for an item

q= proportion of incorrect answer for an item (p=1-p)

Ʃpq = total multiplication between p and q

k= total of question

 **Table 3.2. score of students test**

See appendix I

1. **Step I**

*p*= $\frac{\sum\_{}^{}x\_{i}}{N}$

*p1*=$\frac{17}{20}$ =0,85 , *p2*= $\frac{12}{20}$ = 0,6,........,etc

1. **Step II**

q = 1-p

q1 = 1- 0,85 = 0,15, q2= 1- 0,6 = 0,4.......,etc

1. **Step III**

$Σ$pq= 4,277

**d. Step IV**

S2  =$\frac{Σx^{2}-\frac{(Σx)^{2}}{N}}{N}$

 = $\frac{2267-\frac{(205)^{2}}{20}}{20}$

= $\frac{2267-2101,25}{20}$

= $\frac{165,75}{20}$

= 8,287

S2 = 8,287

**h. Step VIII**

r11= $\frac{k}{k-1}(\frac{S^{2}-\sum\_{}^{}pq}{S^{2}})$

= $\frac{20}{20-1}(\frac{8,287- 4,277}{8,287})$

 =$\frac{20}{19}(\frac{4,01}{8,287})$

 =1,053 x 0,484

$r\_{11}$ = 0,51

Based on the analyze above, score of student test is reliable, because the result of $r\_{11}$ is 0,51.

1. Data Analysis

Technique of data analysis was the way data can analyzed by the researcher. In managing and analyzing quantitative data collected from the research, the researcher will use quantitative data analysis, so the researcher analyzes the data using statistical technique. The research design that is used by the researcher is pre-experimental design in the form of one-group, pre test-posttest design.

1. Observation

Observation is monitoring with systematic phenomenon, which is investigated. In other words, the researcher observes the teaching learning process and draws conclusion of whatever happens in teaching grammar by using realia.

1. The data from the test

The data abstained from the test will be analyzed statically. To test formulated hypothesis, the researcher employed the formula that is suitable for the experimental research. The formula use is T-test statically (such as good or bad, abnormal of data failed, satisfy or disappointed) or average normal of data distributor. It means that the test was to find whether these were any significant derivation between pre-test or post-test.

The data are analyzed by using the following formulation of T-test. (Zen Airudin, 2002: 24).

 t=$ \frac{D}{S X D}$

 note

 D = means of differential pre-test and post-test

 SD = standard deviation

 S X D = standard error of the mean for the differences to find out the

 Percentage of data, the researcher uses percentage formula as follow:

 P = $\frac{f}{n}$ x 100%

 Notes

 P = percentage

 F = frequency of the counted value

 n = number of class

1. Hypothesis Testing

The hypothesis of this study was as follow:

* 1. If T-Test score is bigger than T-table, the alternative hypothesis (Ha) is accepted. It means that there is different score to the fifth grade before using realia and after using realia. The difference is significant.
	2. If T-Test score is smaller than T-table, the Null Hypothesis (Ho) is rejected. It means that there is no different score to the first grade before using realia and after using realia. The difference is not significant

CHAPTER IV

DATA PRESENTATION AND DISCUSSION

In this chapter the writer would like to present the description of the treatment, the analysis of the data and the result of the discussion.

1. Data Presentation

The result of the research found in the field is presented and analyzed based on each of research problems. The data presentation and data analyze are being described bellow:

1. Teaching and Learning process
2. Pre – treatment

During conducting this research, the researcher observed the situation, condition of the student’s mastery on simple present.

According to the pretest, the researcher found that the student’s achievement of simple present in MTs AL HUDA Bandung was poor.

That was because the teacher seldom to practice the simple present in learning process so the student also seldom got a lesson about simple present. It caused the students confused when the teacher gave exercise about simple present.

1. Treatment

After getting the result of pretest, the researcher gives treatment to all students. The treatment is teaching grammar (simple present tense) using realia. It is media to help students to improve their grammar (simple present tense) mastery. Students become more active in teaching learning process. By using realia as a media in teaching learning process, it gives the student a new way to improve their grammar (simple present tense) mastery and it makes students interested in learning by realia as the media.

The teacher used realia as media to teach the students in simple present. When teaching and learning process was done, the students were interested in learning English grammar especially for simple present tense. The students were enthusiastic to read and answer the questions that given by the teacher.

1. Post – treatment

After treatment, the researcher gives posttest to students. Posttest is used to know students grammar (simple present tense) mastery after they are taught by using realia. The researcher wants to know how far the student remember and understand the lesson which is given when treatment process is done. The result of posttest shows the student’s grammar (simple present tense) mastery is improved significantly.

1. Data Analysis

As mentioned previously, the researcher wants to know whether there was different about student’s mastery in grammar (simple present tense) before and after taught by using realia. The result of test will be present as follows:

1. Student’s achievement before using realia.

**Table 4.1**

The student’s achievement before using realia (pretest)

|  |  |  |
| --- | --- | --- |
| No. | Subject | Score |
| 1 | A | 35 |
| 2 | B | 50 |
| 3 | C | 45 |
| 4 | D | 35 |
| 5 | E | 40 |
| 6 | F | 40 |
| 7 | G | 60 |
| 8 | H | 30 |
| 9 | I | 45 |
| 10 | J | 55 |
| 11 | K | 75 |
| 12 | L | 30 |
| 13 | M | 75 |
| 14 | N | 55 |
| 15 | O | 55 |
| 16 | P | 55 |
| 17 | Q | 80 |
| 18 | R | 40 |
| 19 | S | 45 |
| 20 | T | 70 |
|  |  | ∑X = 1015 |

The computation of the mean score pre test

X = $\frac{∑X}{N}$ = $\frac{1015}{20}$ = 50,75

The mean score of pretest was 50,75.

 The numbers of the test given were 20 questions for 20 students. The pretest was done before treatment process (teaching simple present tense by using realia). This test is given to know the basic competence for all students and to know their earlier knowledge before they get treatment.

 Furthermore, the researcher analyze the frequency and the percentages of the student’s score for pretest, the result of frequency and the percentages will be presented as follows:

The frequency and percentages of the student’s score for pretest

**Table 4.2**

**The student’s simple present tense mastery before taught by using realia**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Criteria of Score | Frequency (f) | Percentages (p) |
| A | 90 – 100 | - | 0% |
| B | 80 – 89 | 1 | 5% |
| C | 70 – 79 | 3 | 15% |
| D | 60 – 69 | 1 | 5% |
| E | 20 – 59 | 15 | 75% |

 To know whether the students got good result or not, the researcher gave criteria as follow:

**Table 4.3**

**Score’s Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Precentage | Grade | Criteria |
| 1 | 90 – 100 | A | Excellent |
| 2 | 80 – 89 | B | Very good |
| 3 | 70 – 79 | C | Good |
| 4 | 60 – 69 | D | Sufficient |
| 5 | 20 – 59 | E | In sufficient |

 Based on the data in table 4.2 and 4.3, the result of pretest achieved there are 16 students get in sufficient score, 1 student get sufficient score, 3 students get good score, 1 student gets very good and nobody get excellent score. It means that there were 75 % students get In sufficient score, 5 % students get sufficient score, and 15 % students get good score, 5 % who get very good and 0% students get excellent score in mastering grammar before using realia.

1. The student’s Achievement after using realia (posttest)

**Table 4.4**

**The student’s achievement after using realia (posttest)**

|  |  |  |
| --- | --- | --- |
| No. | Subject | Score |
| 1 | A | 65 |
| 2 | B | 50 |
| 3 | C | 80 |
| 4 | D | 55 |
| 5 | E | 65 |
| 6 | F | 50 |
| 7 | G | 65 |
| 8 | H | 40 |
| 9 | I | 60 |
| 10 | J | 60 |
| 11 | K | 80 |
| 12 | L | 95 |
| 13 | M | 80 |
| 14 | N | 80 |
| 15 | O | 80 |
| 16 | P | 100 |
| 17 | Q | 95 |
| 18 | R | 65 |
| 19 | S | 50 |
| 20 | T | 75 |
|  |  | ∑**Y =** 1390 |

The computation of the mean score of post test

X = $\frac{∑y}{N}$ = $\frac{1390}{20}$ = 69,2

The mean score of posttest was 67,2

 The numbers of the test given were 20 questions for 20 students. The posttest was done after treatment process (teaching simple present tense using realia). It is done to know the final score and to know the student’s difference competence before and after they get treatment. Furthermore, the researcher analyzes the frequency and the percentages will be presented as follows:

The frequency and percentages of the student’s score for posttest.

**Table 4.5**

**The student’s simple present tense mastery after taught by using realia**

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Criteria of Score | Frequency (f) | Percentage (p) |
| A | 90 – 100 | 3 | 15% |
| B | 80 – 89 | 5 | 25% |
| C | 70 -79 | 1 | 5% |
| D | 60 – 69 | 6 | 30% |
| E | 20 – 59 | 5 | 25% |

 To know whether the students got good result or not, the researcher gave criteria as follows:

**Table 4.6**

**Score’s Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
| No. | Precentage | Grade | Criteria |
| 1 | 90 – 100 | A | Excellent |
| 2 | 80 – 89 | B | Very good |
| 3 | 70 – 79 | C | Good |
| 4 | 60 – 69 | D | Sufficient |
| 5 | 20 – 59 | E | In sufficient |

 The result of posttetst shown that there were 3 students get In sufficient score, 5 students get sufficient score, 1 students get good score, 6 students get Very good score, 5 students get Excellent. It means that there 15% students get in sufficient score, 25% get sufficient score, 5% students get Good score, 30% students get very good score, 25% students get Excellent.

 The result of pretest and posttest in the percentage and criteria had different. It indicates that treatment was effective. To make the analysis more reliable the writer analyzed it by using t- test formula.

1. The significant difference between student’s mastery on grammar (simple present tense) before and after taught by using realia.

**Table 4.7**

**The different between pretest and posttest**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Pretest (x) | Posttest (y) | (d) | d2 |
| 1 | 35 | 65 | 30 | 900 |
| 2 | 50 | 50 | 0 |  |
| 3 | 45 | 80 | 35 | 1225 |
| 4 | 35 | 55 | 20 | 400 |
| 5 | 40 | 65 | 25 | 625 |
| 6 | 40 | 50 | 10 | 100 |
| 7 | 60 | 65 | 5 | 25 |
| 8 | 30 | 40 | 10 | 100 |
| 9 | 45 | 60 | 15 | 225 |
| 10 | 55 | 60 | 5 | 25 |
| 11 | 75 | 80 | 5 | 25 |
| 12 | 30 | 95 | 65 | 4225 |
| 13 | 75 | 80 | 5 | 25 |
| 14 | 55 | 80 | 25 | 625 |
| 15 | 55 | 80 | 25 | 625 |
| 16 | 55 | 100 | 45 | 2025 |
| 17 | 80 | 95 | 5 | 25 |
| 18 | 40 | 65 | 25 | 625 |
| 19 | 45 | 50 | 5 | 25 |
| 20 | 70 | 75 | 5 | 25 |
| **N=20** | ∑X = 1015 | ∑Y = 1390 | ∑D =365 | ∑D2=11875 |

The significance test for this design is:

 t = D

 S x D

1. D = ∑D = 365

 N 20

 D = 18.25

1. SD = $\sqrt{∑D}$2 D2

 N

2

 = $\sqrt{\begin{array}{c} 11875 (18.25) \\ \\ \end{array}}$

202

 = $\sqrt{593.75 \\_ 333.06}$

 = $\sqrt{260.69}$

 SD = 16.145

SD

1. S x D = $\sqrt{N^{}-1^{}}$

 16.145

 **=** $\sqrt{19}$

 **=** 16.145

4.358

 S x D = 3.791

1. tcount = D

S x D

 = 18.25 = 4.814

 3.791

 tcount = 4.814

After get the result of tcount, so tcount is consulted to ttable

db = N – 1

 = 20 – 1

 = 19

It is found that ttable for t0,05 = 2.093

The result of the t-test was 4.814. The writer consulted the critical value on the t-table using the 5% (0,05) alpha level of significance and 20 degree of freedom which was 2.093. Since the obtained t-value was higher than the critical value on the table (4.814 > 2.093) the difference was satistically significant. The result is we reject the null hypothesis. It means that there were any significant different between score of pretest and posttest.

1. Discussion

The object of this study was known if there was an effect of using realia in teaching simple present for student’s mastery in grammar (simple present tense) achieved by first grade students of MTs AL HUDA Bandung in academic year 2011 – 2012.

 The use of realia will significant if tcount > ttable. Data analysis above shows that 4.814 > 2.093, so Ho is rejected or Ha is accepted.

 In the pretest, the overage score 1015, while in the posttest the average score was 1390 , although it shows a slight difference between the two means, the result shows that the posttest was better than the pretest.

 According to the convention of level achievement, the result of teaching simple present tense using realia was excellent – the average score was 1390.

 To check the significant of the treatment, the writer analyzed by using t-test formula. The result of the t-test was 4.814. The writer consulted the critical value on the t-table using the 5% (0,05) alpha level of significance and the 20 degree of freedom which was 2.093. Since the obtained the t-value was higher than critical value on the table (4.814 > 2.093), the difference was satistically significant. The result is we reject the null hypothesis. It means that there were any significant different between score of pretest and posttest. It can conclude that the students get good achievement in mastering simple present tense after taught by using realia. The student’s mastery on simple present tense improve significantly, so teaching simple present tense by using realia is effective to improve student’s mastery on simple present tense.

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