AN UNDERGRADUATE THESIS

THE INFLUENCE OF APLICATION TEXTUAL ENHANCEMENT TECHNIQUE TOWARD STUDENT'S SIMPLE PRESENT TENSE MASTERY AT THE SEVENTH GRADE OF SMP IT BINA INSANI METRO IN ACADEMIC YEAR 2016/2017

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1438 H/2017 M

THE INFLUENCE OF APLICATION TEXTUAL ENHANCEMENT TECHNIQUE TOWARD STUDENT'S SIMPLE PRESENT TENSE MASTERY AT THE SEVENTH GRADE OF SMP IT BINA INSANI METRO IN ACADEMIC YEAR 2016/2017

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in English Education Department

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We have given guidance and enough improvement to research which is written by:

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.
Wassalamu'alaikumWr.Wb.

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RATIFICATION PAGE

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The Research Proposal Entitled: THE INFLUENCE OF APLICATION TEXTUAL ENHANCEMENT TECHNIQUE TOWARD STUDENT'S SIMPLE PRESENT TENSE AT THE SEVENTH GRADE OF SMP IT BINA INSANI METRO IN ACADEMIC YEAR 2016-2017, written by: DESTY RATNASARI Student Number 1291597, English Education Departement, has been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 20th, 2017 at 08.00-10.00 a.m.

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ABSTRACT

THE INFLUENCE OF APLICATION TEXTUAL ENHANCEMENT TECHNIQUE TOWARD STUDENT'S SIMPLE PRESENT TENSE MASTERY AT THE SEVENTH GRADERS OF SMPIT BINA INSANI METRO IN ACADEMIC YEAR 2016/2017

By:

DESTY RATNASARI

This research to investigate the influence of application Textual Enhancement technique (X) toward the students' Simple present tense mastery (Y) at the seventh grade of SMPIT Bina Insani Metro.

Furthermore, this research is quantitative research with the true experimental design, by applying pre-test and post-test as the instrument. The data was analyzed by using *t-test* formula that enable to investigate a positive influence from the traetment by investigating the differences between the experimental group which received the treatment (Textual Enahncement technique) and the control group which didn't receive the treatment. *Chi-Square* formula to investigate a significant influence from the treatment by investigating the significant differences of students pre-test and post-test score (before and after the treatment) in experimental class.

Finally, the result of data analysis from t-test formula illustrates that $t_{observed}$ = 3.333 is higher than t_{table} with the significant level of 5% = 2.021 and 1% = 2.704. Thus, it can be inferred that there is a positive ifluence. Then, the result of data anlysis from *Chi-Square* formula illustrates that χ^2_{observed} = 15.583 is higher than χ^2_{table} with the significant level of 5% = 5.99 and 1% = 9.21. It means that there is a significant influence. Therefore, the Alternative Hypothesis (Ha) is accepted. With the result that there is a positive and significant influence of using Textual Enhancement technique toward the students' simple present tense mastery at the seventh grade of SMPIT Bina Insani Metro.

ABSTRAK

PENGARUH PENGGUNAAN TEHNIK TEXTUAL ENHANCEMENT TERHADAP KEMAMPUAN SIMPLE PRESENT TENSE SISWA KELAS VII SMPIT BINA INSANI METRO TP 2016/2017

Oleh:
DESTY RATNASARI

Penelitian ini bertujuan untuk meneliti apakah terdapat pengaruh positif dan signifikan dari penggunaan tehnik Textual Enhancement (X) terhadap kemampuan siswa simple present tense (Y) pada kelas VII SMPIT Bina Insai Metro.

Penelitian ini adalah penelitian kuantitatif *True Experimental Design* (Penelitian Murni) dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Data di analisis dengan menggunakan rumus *t-test* yang memungkinkan untuk mengetahui pengaruh positif dari perlakuan dengan menemukan perbedaan antara kelompok eksperimen yaitu kelas yang mendapatkan perlakuan (tehnik Textual enhancement) dan kelompok control yang tidak mendapatkan perlakuan. Rumus *Chi-Square* digunakan untuk mengetahui pengaruh signifikan dari perlakuan dengan menemukan perbedaan signifikan dari nilai *pre-test* dan *post-test* siswa (sebelum dan sesudah perlakuan) di kelas eksperimen.

Hasil analisis data menunjukkan bahwa $t_{observasi}$ = 3.333 lebih tinggi dibandingkan dengan t_{table} dengan taraf signifikan 5% = 2.021 dan 1% = 2.704. Dengan demikian, dapat diartikan bahwa terdapat pengaruh positif. Kemudian, hasil analisa data dari rumus *Chi-Square* menunjukkan bahwa$\boldsymbol{\chi^2}_{observed}$ = 15.583 lebih besar dari pada $\boldsymbol{\chi^2}_{table}$ dengan taraf signifikan 5% = 5.99 and 1% = 9.21. Dapat di artikan bahwa terdapat pengaruh signifikan. Oleh karena itu, Alternalif Hipotesis (Ha) diterima. Dengan hasil akhir bahwa ada pengaruh positif dan signifikan dari penggunaan tehnik Textual enhancement terhadap kemampuan penguasaan grammar simple present tense siswa di kelas VII SMP IT Bina Insani Metro.

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name	: Desty Ratnasari
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States that this undergraduated thesis is originally the result of the writer's research, in exception of certain parts which are expected from the bibliography mentioned.

Metro, 5 June 2017

The writer

Desty Ratnasari
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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 5 Juni 2017

Penulis

Desty Ratnasari

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MOTTO

وَمِنْ ءَايَـٰتِهِ ٱلَّيْلُ وَٱلنَّهَارُ وَٱلشَّمْسُ وَٱلْقَمَرُ ۚ لَا تَسْجُدُوا۟ لِلشَّمْسِ وَلَا لِلْقَمَرِ

وَٱسْجُدُوا۟ لِلَّهِ ٱلَّذِى خَلَقَهُنَّ إِن كُنتُمْ إِيَّاهُ تَعْبُدُونَ ﴿٣٧﴾

Artinya : “ And of His signs are the night and day and the sun and moon. Do not prostrate to the sun or to the moon, but prostate to Allah, who created them, if it should be Him that you worship. (Fussilat : 37)

DEDICATION

" I highly dedicate this undergraduate thesis to:

Firstly, my beloved parents Giono and Atina Khasana, also everyone who have supported me to finish this undergruated thesis.

ACKNOWLEDGEMENT

In the name of Allah, the most Gracious and the most Merciful. Praise to be Allah, the Lord of the worlds for His Mercy and Blessing so that I could accomplish this undergraduate thesis.

Second, I would like to extend her gratitude to the sponsor, Dr.Widhiya Ninsiana,M.Hum and co-sponsor Ahmad Subhan Roza,M.Pd. who have constantly given their endorsement, time, and guidance so that the researcher could finish this undergruate thesis. There is nothing she could do to return their deeds.

The credits also go to the English lecturers of English Education Programmed of State Intitute for Islamic Studies Metro who have sincerely shared their knowledge to lead their students to a better future. I am indebted to all of people who have helped for finishing this undergruate thesis.

I could not endure the obstacles which arose during the process without my family support. The greatest grateful is addressed to my parents, my sisters and my friends who have continuously provided encouragement for me in carrying out the study.

I realize the imperfectness of this undergruted thesis; nevertheless, I hope that this title piece undergruted thesis of can contribute something to the betterment of English teaching and learning in general.

Metro, 5 June 2017

The writer,

DESTY RATNASARI

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CHAPTER I

INTRODUCTION

A. Background of study

Language is a tool that has some important rules in human life. Language is not only for communicating ideas to another but also for thinking and negotiating with others. As a set of tools, language is not an inheritance but it is acquired through a long process of learning. Based on the Longman Dictionary of Language Teaching and Applied Lingustics, language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances.[1] It is mean that language is the important aspect in human life and now English is international language to communicate in this world.

In Indonesian education, the English has become an obligatory subject in every level of education as in elementary to the university level. In each level of education, the material of English have to mastered. For the mastering of English language it helps the students to know more about the knowledge in the world either about English or the science and many kinds others.

Learning a language particularly learning English, involves four basic skills: listening, speaking, reading skill, and writing skill. They are called language skills. Beside the langauage skills, English has some aspects which can be tought to the students. Those aspects are vocabulary, pronouncation,

[1] Jack C Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics (Third Edition)*, (London: Pearson, 2002), p. 283

and grammar. They are called langauge aspects. In order to learn English well, both the language skills and language aspects are interrelated each other.

In learning English, language skills and language aspects can not be separated. Language aspects can complete the language skills. To learn English the students should be able to use appropriate basic structural patterns and master grammar and vocabulary. Grammar is an important aspect for forming words and building English Sentences. Grammar also the most important aspect to communicate with other people, because grammar can show our meaning in communication, so that other people can understand our messege.

Grammar teaching has been a matter of debate for a long time especially for foreign or second language teaching. On the side of this continum, according to Krashen and Terrel "there are people who claim that grammar teaching is not necessery because does not help in the acquisition of the language."[2] On other side of the continum there are others who clime that grammar teaching is necessery. Cowan highlight the importance of teaching grammar when he says " grammaries on aspect of adult language on which instruction can have a lasting effect".[3] Accurancy without fluency is meaningless. At the same time fluency without accurancy is not desirable. So that, grammar will allow us to be better communicator, listener, thinker, reader and writer. We will be able to understand from simple until complex sentenceses. Simple present tense is tense denoting an action happening in

[2] Krashen, Stephen and Tracy Terrel,The natural approach:*Language Acquisition in the classroom*,(Oxford: Peragamon,1983)

[3] Cowan, R,*The teacherr's grammar of English*,(Cambridge: CUP,2009), p.3

this time. This tense is used to talk about things in general. Textual Enhancement (TE) is related to techniques used to increase the visual appearance of texts, in terms of the targeted linguistic forms. It includes using boldface letters, using different font types, underlining, color-coding, *italicization*, capitalization, etc, to direct learners' attention to the aimed linguistic form.

The reseacher was interview with the English teacher of SMP IT Bina Insani Metro on December 2016, it was known that student of VII A (Asma' binti abu bakar) class had low ability in using Simple present tense. It was found that many students often did not understand why some sentences used auxiliaries, is , am, and are instead of auxiliaries do and does. Moreover, some students were confused in differentiating which subject used auxiliaries do and whichs ones used does. All the problems above since the students did not understand the right rule of Simple Present Tense.

Therefore, the reseacher encourege to find out causes of the problems undergone by the students through interview on Desember 2016. The student comments were as follows: Simple present tense was still difficult, they feel bored to study grammar, they did not understand what their teacher had taught about simple present tense. The most significant reason is the way how to the teacher Simple Present Tense influence the student's motivating in learning. Furthemore, the students also often thought that learnig Simple Present tense was difficult. This assumption made the students afraid and had low motivated to study. As a result, most of students were afraid to ask the

points that they do not understand to the teacher in learning process. This situation make the students passive in their learning process, because the teaching learning English is considered conventional.

Based on the statement, English teacher should think critically in order to find creative approach in teaching grammar, so that the students will take much participation during the learning process. In relation of this, the reseacher interest conducting a study which focus on influence of Textual Enhancement technique to Simple Present Tense.

Below is the students' test result of final examintaion at the seventh grade of SMP IT Bina Insani Metro:

Table 1
The Students' Test Result final Examination of simple Present Tense

No	Range	Frequency	Presentage (%)	Category
1	80-100	2	0,9	Excellent
2	70-79	2	0,9	High
3	50-69	10	45,45	Fair
4	0-49	8	36,36	Low
		22	100%	

Source: The Students' Test Result of Simple Present Tense that was taken on Pre survey at Desember 8th, 2016.

The English minimun passing grate in this school is 70. It means that the students who get the score under 70 do not pass the examination. In fact, there are only 2 students who get score 80-100 or 0,9%, 2 students get score 70 – 79 or 0,9%, 10 students get score 50 – 69 or 45,45% and 8 students get score 0 – 50 or 36,36%. So from the data above it can be known that the

students English Simple Present Tense result is low. The problem is caused by students' difficulty in understand basic rule of simple present tense and they have low motivation in grammar lesson. Therefore, the researcher tries to apply Textual Enahncement technique to solve both of problems above.

Based on situation above the researcher will conduct a research entitled:

"THE INFLUENCE OF APLICATION TEXTUAL ENHANCEMENT TECHNIQUE TOWARD THE STUDENTS' SIMPLE PRESENT TENSE MASTERY AT THE SEVENTH GRADERS OF SMP IT BINA INSANI METRO".

B. Problem Identification

The reseacher found many problems based on the background above. The reseacher would like to identify the problems as follow:

1. The student have low score in Simple Present Tense.
2. The student have low motivation in grammar lesson.
3. The student feels so bored in English grammar subject.
4. The teaching learning English is considered conventional.

C. Problem Limitation

Based on the problem identification above, the researcher focuses on the first and the third problem that the students have low score in Simple Present Tense and they have low motivation in grammar lesson.

D. Problem Formulation

Based on the problem limitation above, the writer wants to show the problem formulation in this research as bellow:

"Is there any positive and significant influence of Aplication Textual Enhancement Technique toward students' Simple Present Tense mastery at the seventh graders of SMP IT Bina Insani Metro in Academic Year 2016/2017?"

E. The Objective and Benefit of the Study

1. Objectives of the study

Related to the problem formulated above this research is intended to find out and know whether there is any positif and significant influence of aplication Textual Enhancement technique toward the students' Simple Present Tense mastery.

2. Benefits of Study

The benefits of the study in this researh can be organized as follows:

a. Theoretical benefits

The result of the research can be useful input English teaching learning process for teaching simple present tense using textual enhancement technique.

b. Practical benefits

There are three kinds of practical benefit in this research namely:

1. For the teacher

   The reseacher hopes that this research will be positive inspiration for the teacher in teaching and learning process, especially in teaching simple present tense that can implementate textual enhancement.

2. For the students

   The students can more participate fully in the class. So they will have more understand about simple present tense material.

3. For the other researchers

   This result can be used as prior information for the other researchers that conduct a relevan research.

4. For the Head Master

   The headmaster can convey to the teachers that they should know about students' problem in order to reach learning process effectively.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Simple Present Tense

1. The Concept of Grammar

According to james D. William, "grammar is the formal study of the structure of a language and describes how words fit together in meaningfull construction."[4] It means that grammar is a system of rule relationship of word in sentence, grammar includes complement of word (article, adjective, adverb,etc)

Brown states that grammar is the system of rule governing the conventional arrangement and relationship of word in the sentence. [5]

From the statement above the reseacher assumed that Grammar is not only relationship or arragement of word in sentence but also explain about form, level, contruct a sentence and contextualalized in meaningfull of language. so, from grammar we are not only know about the word or sentence but also situation context an dmeaningfull in language. It's can make we as speaker in use lnaguage in complex.

Beside that According to Trask, grammar is the rules for constructing words and sentences in a particular language, or the

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[4] James D. Williams, *The Teachers Grammar book*, (London:Soka University, 2005), p.2

[5] H. Douglas Brownm, *Teaching by principles in interactive Approach to alnguage pedagogy*, Second edition, (New York : Longman: 2001), p.362.

Branch of linguists studyng this.[6] Thus grammar is not only the rule system of the communicatve competence to produce agood sentence, but also the most important rule that will be influential in the langaugae skills, such as listening, speaking, reading and writing.

Harmer state that grammar is partly the study of what form (or structure) are possible an a language.[7] Tradionally, grammar has been concerned almost exclusively with analysis of the level of the sentence. It will drive the students to be a good writer, the students will know well the meaning of the words.

Moreover Diane Larsen Freman defines that:

Grammar is one of three dimensions of language that are interconnected. Grammar gives us the form or the structure of langaage, but those foorms are literrally meaningless without a second dimension, that of semantics (meaning), and a third dimension pragmatics.[8]

Based on the definitions from expert above, it seems that grammar plays an important role in combining units of language to form sentences. The sentences are acceptable or grammatically if they follow the rules of grammar. Since a communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar. It should be admitted, good mastery in grammar will enable people easily to express information, feelings, and ideas in

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[6] Trask, R.L. key, *Concepts in languague and linguistic*. (New york: Routledge, 1997), p.105

[22] Thornbury, Scott. Series editor : Jeremy Harmer . *How to Teach Grammar*.(Edinburgh Gate :Longman Ltd, 1999), p.1

[8] H. Dougles Brown. *Teaching by principle: An interactive Approach to Language Pedagogy (2nd Ed)* (New York : Addison wesley, san Fransisco State University, 2000), p, 36

their thought to others. In other words, it can be said that communication failure will happen if people does not master the grammar because the purpose of communication cannot be reached. From that statement, it is clear that grammar is important to be mastered by the students in order to be able to express their feelings, emotions, and to be able to use English appropriately.

2. The Concept of Tenses

Naturally, three kinds of tenses such as : past, present and future. Each group of tenses has some form, we must understand it, so that our English ability will be better. In oxford Advanced Learner's Dictionary, the definition of Tense is a form of a verb that shows the time of its action in relation to the time of speaking : a verb in the past/future/ presen tense.[9]

Moreover Burks defines that "tense means time". However, it should be pointed out that time is relation to action is a concept that exist in the mind of the speaker, reader, or listener. Tense, in actual usage, refers consistenly only to grammatical forms. Often tense and time do not correspond at all.[10]

It means that tense is that shows activities that happen in the past time, present time, and future time. furthermore, the functionof tense is to give adverb of time.

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[9] AS Hornby, *Oxford Learners, Pocket Dictionary* of Current English (New York: Oxford University Press, 2003) p. 427

[10] George E. Wilson, Julia M. Burks, *Let's Write English*, American book Company, (New York, cincinnati Atlanta Dallas, San Fransisco, 1980), p. 192-193

3. The Definition of Simple Present Tense

Simple Present Tense is one of tenses that is important to be mastered by the students. The simple present tense says that something was trus in the past, is tru in the present, and will be true in the future. It used for general statements of fact .[11]

According to Eugene Ehrlich, Simple present tense is used to present action, habitual action and the simple future action true for all time.[12] The basic of Simple Present tense always use form ; S+V1.

From anne Seatan's book, he explain about: Simple present tense express a general truth or a custumary action.[13]

Furthemore , Murphy states that simple present tense is used to talk about thing in general. We are not thinking only but now, we us it to say something happens all the time or repeatedly, or something is true in general, it is not important whether the action is happening of the time speaking.[14] In discussing the matter, simple present tense.

Based on the explanation above,the reseacher conlcude that Wrong perception of Simple Present Tense will affect the students" ability in constructing or understanding Simple Present Tense sentences itself. Simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general.

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[11] Betty Schrampfer Azar, *Fundamental of English Grammar*, (Longman, Washington, 2006), p. 4

[12] Eugene Ehrlich, *English Grammar* (City University of New York, 2000), p. 49

[13] Anne seatan, *Basic English Grammar,* (New York, 2000), p. 80

[14] Murphy Rymond, *English Grammar in Use*, (England : Cambridge University Press), p.4

4. The Form of Simple Present Tense

a. Basic form of Simple present tense

Betty Schampfer Azzar explained the form of simple present tense and present progresive by the table below:

Table 2
Form of Simple Present Tense

	Simple present tense
Statement	(I-You-They) work (he-She-it) works
Negative	(I-You-They) do not work (he-She-it) does not work
Question	Do (I-You-They)? Does (he-She-it)?
*Construction of pronoun with be : I'm, you're, We're, They're, He'is, She's, It's. ** Constructions of verb with not : don't, doesn't, aren't, isn't, (Note : am, and not are contarcted.	

(Source : Betty Schampfer : 3)[15]

According to Robby Lou the form of simple present tense in table bellow:

[15] Betty Schrampfer Azar; *Fundamental of English Grammar*, p. 3

Table 3

Fom of Simple present tense

Firmulation : Subject (I/We/You/They) + infinitive or Subject (He/She/It) + Infinitive + -s/es		
Statement	I/We/You/They He/She/ It	Work Works
Negative :	I/We/They He/She/It	Do not work Does not work
Question	Do Does	I/ You/ They work? He/ She/ It work?
Short Answer :	Yes { I/ You /We/They Yes { He/She/It	Do Does
	No { I/ You /We/They No { He/She/It	Do not/don't Does not / does'nt

*Note :

"do not can be abbreviated don't, and also does not can be abbreviated doesn't)[16]

[16] Robby Lou, *English Grammar and How to Use it*, (Jakarta:E plus, 2005), p.33

Table 4

The list auxiliary verbs of simple present tense

Form	Subject	Verb "be"
1st person Example : I am here	I	Am
2 nd Person Example : You are busy	You	Are
3th person Example : He is a soldier	He	Is
3th person Example : She is a doctor	She	Is
3th person Example : It is cold day	It	Is
1th person (Plural) Example:	We	Are
2 nd Person (plural) Example: You are the best	You	Are
3 th person (plural) Example: they are student's	They	are

Adverbs of time, adverb of place usually use in simple present tense, as follows:

Table 5

The adverb of times and places in simple present tense

English	Indonesia
At night	Pada malam hari
On Sunday	Di hari minggu
Twice a week	2x semingu
Every week	Setiap minggu

Every day	Setiap hari
Here	Disini
There	Disana
Always	Selalu
Usually	Biasanya
Often	Sering
Sometimes	Kadang-kadang
Seldom	Jarang
Rarely	Hampir tidak pernah

b. Verb Ending with –s/es

In the simple present tense, it usually uses the base verb. Especially for the subject pronoun “he, she, and it” are added –s/es and the end oh it verb in the postive form pf simple present tense. According to Betty Schampfer, there are some rules of adding –s/es on the end of verb. They are as follows:

1) Visit = visits
   Speak = Speaks
   Answer = Answers
   Happen = Happens
   It final by -s not –es
2) Hope = Hopes
   Write = Writes
3) Catch = catches
   Wash = washes
   Pass = Passes

Buzz = buzzes

It final –es is added if the verb ends in-ch, -sh, -s, -x, or –z

4) Do = does

Go = goes

5) Study = Studies

Try = tries

If a verb end in a consonant + y, change the –y to –i and add es

Note : vowels = A,I,E,O,U, Consonants = all the other letters in the alphabet.[17]

c. Question Word (wh- question and how)

To talk english fluently, we need learn about words wich are used to make the question sentences. They aren't the answer yes/no but it is an informations.[18]

According to Murphy Ramond they are six question words such as where? Who? What? Why?When? and How.[19]

1) Where is used about place

Example: Where is your brother?

2) What is used to ask about something

Example : what is yor name?

3) Who is used to ask a person as subject

Example : who is that man?

4) Why is used to ask reason

Example : Why you angry?

[17] Betty Schampfer azar, *Fundamental of English Grammar*, p.8.
[18] Robby Lou, *English Grammar and How to Use it*, p.54.
[19] Murphy Raymond, *English Grammar in Use*,p. 12.

5) When is used to ask abot time

Example : When does Bela come?

5. The Use of Simple Present Tense

The simple presene tense performance the following functions:

a. Expresses general truths

It mens that simple present tense shows a thing that is true in general.[20]

For the example:

- I **am** Indonesian
- Bruce Lee and Jet Lee **are** film stars
- The earth **revolves** around the sun
- Ice **is** cold

From the examples above, we can coclude that simple present tense expresses a thing that is true in general.

b. Expresses customs and habitual actions, often with such adverbial expressions as frequently, usually, every day, and so on. It is also the usual present trnse form of stative or private verbs, such as wish, hope, fear, love, like, understand, and know[21].

For the example :

- Rose always **comes** on time
- I **spend** very much summer in the mountains
- She **always** studies very hard
- I **learn** English everyday

[20] George E. Wilson, Julia M. Burks, *Let's Write English*, p. 193
[21] Betty Schrampfer Azar, *Fundamental of English Grammar*,p. 11

c. When used with the verb do, shows emphasis

If there is Simple present tense used do in the sentence, it's point out stressing.

For the example :

- He does **look** like his father
- We do not speak Italian, but we **do speak** French
- She may not be brilliant, but she **does** get good gardes.
- **Do** writer to her!

d. Expresses commands or request (second person only)

For the example ;

- Please **let** me know how you get along
- **Get out** of my sight!
- **Telephone** him if you have time

e. Expresses future time with future time adverbial

- She **leaves** next week
- Classes **begin** the day after tomorrow
- The team **plays** in St. Louis next month.

f. Expresses a schedule/ timetbale or a plan.

For example

- The bus **arrives** at 5.30 a.m
- The bank **opens** at 8.30 and **closes** at 4.00
- Festival Javanese Culture **starts** tomorrow

g. Expresses a description and definition

For example :

- A doctor ***works*** in hospital. He ***examines*** the sick people. He ***gives*** medicine too.
- Teachers ***teach*** in schools. They ***expline*** and *give* homework and ***correct*** students' worksheet.
- An architect ***is*** a person who ***plans*** a new building.

B. The Concept Of Textual Enhancement Technique

1. Definition of Textual Enhancement Technique

Historically, according to Nasaaji and Fotos "approaches to grammar teaching can be viewed in terms of three general instructional approaches, beginning with those that coceptualized teaching in terms of methods with an exclusive focus on grammar (Focuse on Form), continuing later as types of exposure to meaningful communication (Focuse on meaning)."[22]

In English education, Input enhancement, previously known as consciousness-raising, is a type of FonF (Focus on Form) approach. FonF is a kind of instruction that draws the learner's attention to linguistic forms in the context of meaningful communication. Textual Enhancement is carry out to enhance the saliency of input in written or oral text with a view to

[22] Hossein Nasajji and Sandra Fotos,*Teaching Grammar in Second Language Classrooms*.(New York:R0utledge2011),page 41

faciliting learner's noticing of target forms and tehereby enhancing their acqusition.[23]

According to Najassi and Fotos, Textual Enhancement (TE) which is a non-explicit and external input enhancmenet technique, as an external attention drawing device whereby any particular feature of the oral or written input (e.g. grammatical items or structures, lexical or phonological items) can be made perceptually salient to L2 learners in a planned way so that they can notice the targeted forms without any explicit metalinguistic explanation. This input enhancement technique can be applied by teachers, researchers or material developers intentionally, in written or visual input, through typographical alterations such as bold facing, underlining, enlarging, capitalizing, italicizing or colour coding.[24]

Textual Enhancement (TE) is considered an "implicit and unobtrusive way" of directing learners' attention to targeted forms, because it tends to focus learners' attention primarily on the meaning of the text, and incidentally on mapping form-meaning relationships. Another potential constraint on the effect of TE on the acquisition of targeted constructions might be that as learners' attention is focused on the meaning of the text, they might not have attentional resources available for processing linguistic forms.

As Wong has highlighted, there are techniques that would help teachers to expose learners to comprehensible input and positive evidence while at the same time drawing learner's attention to some linguistics properties of the target language. Wong has identified two main techniques that would help learners notice and possibly acquire a targeted feature: input

[23]Akhter Jahan and Judit Kormos, "*The impact of textual enhancement on EFL learners' grammatical awareness of future plans and intentions*", *International Journal of Applied Linguistics* , (US :Lancaster University),Vol. 25/ No.1, page 47

[24]Hossein and Sandra Fotos.*Teaching Grammar in Second Langauge Classrooms*,(Routleged),2011.

flood and the textual enhancement techniques.[25] The advantage of input flood is that it provides comprehensible meaning-bearing input. It is also effective as it does not disrupt the flow of communication. However, because this technique is so implicit it is difficult to know whether learners are learning something through the flood.

According to Wong has defined textual enhancement as the use of typographical cues such as bolding or italics to draw the reader's attention to particular information in a text.[26]

Beside that, Ron Cowan in his book said that " Textual Enhancement refers to the practice of typhograpically highlighting a paricular grammatical structure in written passage for example capital letter, boldface, underlining, italic and some combination of these.[27]

Based on the definiton above the researcher can conclude that Textual Enhacement (TE) is related to techniques used to increase the visual appearance of texts, in terms of the targeted linguistic forms. It includes using boldface letters, using different font types, underlining, color-coding, *italicization*, capitalization, etc, to direct learners' attention to the aimed linguistic form. This technique help satudent to easier focus to the target linguistic form.

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[25] James F. Lee, Alessandro G. Benati, *Research and Perspektives on Processing Instruction*, Germany, The Deutsche Nationalbibliothek, 2009) page.73

[26] Ibid .,p. 73

[27] Ron Cowan,The Teacher's Grammar of English.(New york: Cambridge University press, 2008) p. 41

2. The Characteristic of Textual Enhancement Technique

Characteristic of Textual Enhancement in grammar tasks will involve following these guidelines:

a. Grammatical tasks using textual enhancement should use written input;

b. Target form is enhanced visually altering its appearance in the text (the form can be italicized, bolded or underlined). The font, character and can be enlarged or the form could be altered by highlighting the form with different colors.[28]

3. Types of Textual Enhancement Technique

a. Textual Enhancement in Written Text

Textual enhancement can be used with both written and oral texts. In written text, this can be accomplished by typographically highlighting certain target words embedded in the text by means of textual modifications, such as underlining, boldfacing, italicizing, capitalizing, color coding or a combination of these. When designing textually enhanced texts, the following steps should be taken:

1) Select a particular grammar point that you think your students need to attend to.

2) Highlight that feature in the text using one of the textual enhancement techniques or their combination.

[28] James F. Lee, Alessandro G. Benati, *Research and Perspektives on Processing Instruction.* P.74

3) Make sure that you do not highlight many different forms as it may distract learners' attention from meaning.
4) Use strategies to keep learners' attention on meaning.
5) Do not provide any additional metalinguistic explanation.

For example:

The following provides an example of an enhanced text. The target form is the ***simple present tense*** in English. Each instance of the target form has been highlighted using the bold type.

For Example :

> The man ***goes*** with his dog to the park. He ***brings*** a ball with him to throw for the dog. When he ***arrives*** at the park, he ***throws*** the ball very far, and the dog ***chases*** after it. The dog comes back with the ball in his mouth. The man is very happy to see the dog come back with the ball. He ***spends*** the rest of the day throwing the ball for his dog to chase.[29]

b. Textual Enhancement in Oral Texts

Textual enhancement can also be used with oral texts. Oral input can be made more noticeable through various intonational and phonological manipulations, such as added stress, intonation, or repetitions of the targeted form, or even through gestures, body movement, or facial expressions.

For example, if students have problems with a certain target form, such as definite articles in English, the teacher can highlight those features when interacting with students by using added stress or

[29] Hossein Nasajji and Sandra Fotos,*Teaching Grammar in Second Language Classrooms*.page 41

repetition in his or her speech. Repetition is a useful textual enhancement device because it not only makes a certain form perceptually salient but it also allows the learner to have a longer time to process the incoming input. Hence it may cause the learner to better notice the targeted form. The following from Nassaji illustrates an example of enhanced oral input during student–teacher interaction.[30] In this example, the learner has made an error in the use of the past tense of catch during his conversation with the teacher. The teacher has reformulated the learner's error and has enhanced it with an added stress and rising intonation.

Example (2)

Student: and she catched her.

Teacher: She CAUGHT her? [enhanced with added stress]

Student: Yeah, caught her.[31]

4. Procedure of Textual Enhancement Technique

The procedure of the technique are:

1. Select a particular grammar point that you think your students need to attend to.
2. Highlight that feature in the text using one of the textual enhancement techniques or their combination.
3. Make sure that you do not highlight many different forms as it may distract learners' attention from meaning.

[30] Ibid, page 31

[31] Hossein Nasajji and Sandra Fotos , *Teaching Grammar in Second Language Classrooms* p.42.

4. Use strategies to keep learners' attention on meaning.
5. Do not provide any additional metalinguistic explanation.

For example:

The following provides an example of an enhanced text. The target form is the ***Simple Present Tense*** verbs in English. Each instance of the target form has been highlighted using the bold type.

Example (1)

The man ***goes*** with his dog to the park. He ***brings*** a ball with him to throw for the dog. When he ***arrives*** at the park, he ***throws*** the ball very far, and the dog ***chases*** after it. The dog comes back with the ball in his mouth. The man is very happy to see the dog come back with the ball. He ***spends*** the rest of the day throwing the ball for his dog to chase.

5. Advantage and Disadvantage of Textual Enhancement Technique

a. Advantage

In their review of a number of textual enhancement studies, they arrived at the following conclusions:

1) Simple enhancement is capable of inducing learner noticing of externally enhanced forms in meaning-bearing input.
2) Whether or not it also leads to acquisition depends largely on whether the learner has prior knowledge of the target form.
3) Learners may automatically notice forms that are meaningful.

4) Simple enhancement is more likely to induce learner noticing of the target form when sequential to comprehension than when it is concurrent with comprehension.
5) Simple enhancement of a meaningful form contributes to comprehension.
6) Simple enhancement of a non-meaningful form does not hurt comprehension.
7) Simple enhancement is more effective if it draws focal rather than peripheral attention."[32]

b. Disadvantage

Most of the studies that have used textual enhancement have found that this technique may help learners notice the target structure, but it does not necessarily bring about learning. However, although textual enhancement may promote noticing, it alone may not be able to bring about learning. Thus, to be most effective, textual enhancement needs to include more explicit forms of enhancement including various forms of inputand output-based practices and corrective feedback. As Batstone noted, if learners want to learn grammar effectively, they have to "act on it, building it into their working hypothesis about how grammar is structured". This may not happen unless learners are exposed to ample opportunities for noticing as well as producing the target form. Furthermore, although textual enhancement is easy to

[32] Ibid page .,45

create and use, one short coming is that it is not always clear which forms should be highlighted in the text.[33]

C. Theoretical Framework and Paradigm

1. Theoretical Framework

Certainly, every research has variables. Variables is a general class of objects, events, situations, characteristics, and attributes that are interest to the researcher. In this research, the researcher determines two variables.[34] They are independent variable (X) and dependent variable (Y). The independent variable (X) is the use of textual enhancement technique and the dependent variable (Y) is the students' mastery in Simle present tense. Scott W.explains that "the independent variable, that is, the variable that is systematically controlled by the researcher to determine the effect of that variable. By systematically changing the independent variable and holding all other variables constant, the researchers can be confident that any change in the dependent variable—the outcome the researchers are measuring—is actually due to the effect of the independent variable".[35] It means that independent variable is a controlling variable that influences dependent variable in research.

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[33] Hossein Nasajji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms*.46

[34] Mark Balvanes And Peter Caputi, *Introduction Quantitative Research Methods*, (New Delhi: Sage Publications, 2001.), p. 46

[35] Scott W. Vanderstoep and Deirdre D. Johnston, *Research Methods for Everyday Life*, (San Francisco: Jossey-Bass, 2009), p. 35

Simple present tense is part of grammar that must be mastered by the student. Many student consider that Simple present tense difficult to learn. Some people seem to find grammar easy. Although grammar is hard, grammar is tools to be good speaker and writer or listener. The problems faced in the class are the students have difficulties to memorize the rule of Simple presen tense formula. So, the teacher need to use an appropriate technique to solve it.

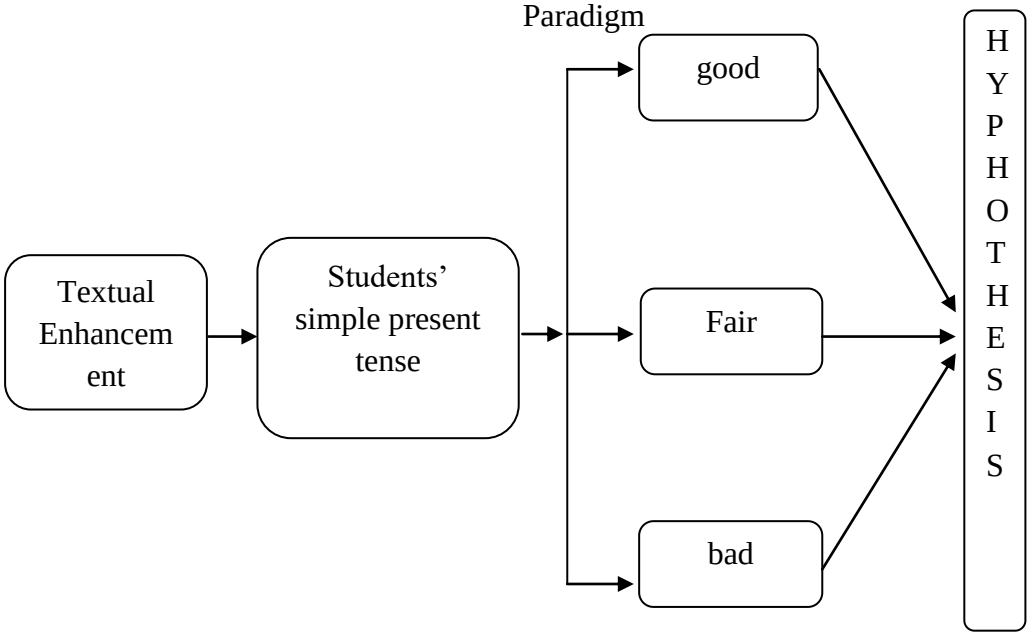
Actually, there are so many techniques in teaching grammar especially Simple present tense. In this research, the researcher uses Textual Enhancement technique to teach simple present tense that focus at the seventh grade of SMP IT Bina insani. The researcher assumes that if teacher uses textual enhancenent technique in teaching grammar about simple present tense, the students will be easier to focus and my be helpful particularly in enhancing leraners' abilities to comprehend the target form.

If textual enhancement technique is applay effective for teaching simple present tense, it will give good influence to simple present tense mastery. But if textual enahncement technique is applay uncorrectly for teaching simple present tense, so it will give no influence to the student's simplpe present tense mastery.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as following:

Figure 1
Paradigm



Based on the figure above, it can be seen that if the textual enhancement technique is applay effectively and students's simple present tense is good, so there is a positive and significant influence of using textual enhancement technique toward the students' simple present tense mastery. Conversely, if the textual enhancement technique is apply uncorrectly so students's simple present tense is bad, so there is no a positive and significant influence of using textual enhancement technique toward the students' present tense mastery.

D. Hypothesis

1. Hypothesis Formulation

The research hypothesis are the hypotheses developed from observation, the related literature, and/or the theory described in the study. A research hypothesis states the relationship one expects to find as a result of the research.[36] It may be a statement about the expected relationship or the expected difference between the variables in the study.

John Cresswell explains that hypothesis is prediction the researcher makes about the expected relationship among variables in quantitative research.[37] There are two kinds of hypotheses, such as alternative and null hypothesis.

Based on assumption above, hypothesis for this research can be formulated as follows:

a. Alternative Hypothesis (Ha)

There is a positive and significant influence of using textual enhancement technique toward the students' simple present tense at the seventh grade of SMP IT Bina Insani Metro in academic year 2016.

b. Null Hypothesis (Ho)

There is no a positive and significant influence of using textual enhancement technique toward the students' simplle present tense at

[36] Donal Ary et all., *Introduction to research in Education*, (USA: Wadsworth Cenggage Learning, 2010), 8th Edition, p. 91

[37] John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches Third Edition*, (The United States of America: Sage Publications, 2009), P. 132

the seventh grade of SMP IT Bina Insani Metro in academic year 2016 .

2. Statistical Hypothesis

Related to the concept of statistical hypothesis, Yogesh explains that "A hypothesis may be stated in the null form which is an assertion that no relationship or no difference exists between or among the variables. This form null hypothesis is a statistical hypothesis which is testable within the framework of probability theory. It is also a non- directional form of hypothesis".[38]This hypothesis is considered as an assumption about a population parameter.

The formulation of statistical hypothesis in this research are:

a. If $t_{observed} > t_{table}$, So Ha is accepted and Ho is rejected.

b. If $t_{observed} < t_{table}$, So Ha is rejected and Ho is accepted.

[38] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International (P) Ltd., Publishers, 2006), p.61

CHAPTER III

RESEARCH METODOLOGY

A. Research Design

In this research, the reseacher uses the quantitative research, in the form of true experimental design. According to Jhon W. Cresw ell, Experimental designs is the traditional approach to conducting quantitative research.[39] The basis of the experimental design is the experiment, which can be defined as: *a test under controlled conditions that is made to demonstrate a known truth or examine the validity of a hypothesis*.[40]

According to Nazir, "true experimental design is the design where the treatments are manipulated to do a comparison, between groups with high validity and controlling the variances."[41]

Since it is a true experimental research with applying pretest posttest control group design, the writer administered pretest and posttest to both experimental and control group. The group that had given a treatment called experimental group and the group that had not given a treatment called control group.

In this research, the researcher conduct the experimental design that used two classes namely class B as a control class that didn't receive the treatment and class A as an experimental class that receive the treatment that

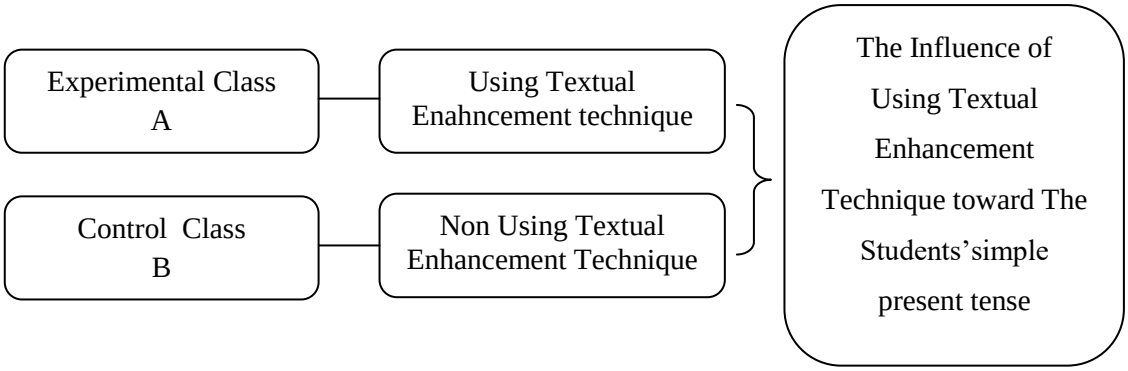
[39]Creswell, John W. *Educational Research Fourth Edition*.(Boston: Pearson, 2012), P. 282

[40] Daniel Muijs,2004, *Doing Quantitative Research in Education with SPSS*, London:Sage Publication, P 1.

[41] *Ibid.,* p. 282

was teaching by using Textual Enhancement technique. The design is follows:

Figure 2
The Influence of Using Textual Enhancement
In Experimental and Control Group



Firstly, both of groups receive the pre-test before doing a treatment. Secondly, the experimental class, (Class A) get a treatment using Textual Enahncement technique and control class (Calss B) don't get a treatment. Thirdly, both groups received the post-test with the same instrument in the pre-test. Finally, it could be found the influence of using Textual Enhancement technique toward the students' simple present tense mastery.

According to Danil Muijs, the influence of treatment had formulated as follow[42]:

[42] Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R & D,* C.V Alphabeta, Jakarta, P. 76

Table 6
The True Experimental Design

	Pre-test	Treatment	Post-Test
Experimental Group	X	X	X
Control Group	X		X

This research will be conducted at the seventh grade of SMP IT Bina Insani Metro. The reseacher intended to investigate implementation textual ehancement technique influence the students simple present tense mastery.

B. Population, Sample and Sampling Technique

1. Population

A population is defined as all members of any well-defined class of people, events, or objects.[43]According to John W. Creswell population is a group of individuals who have the same characteristic.[44]

The population of this research is students of the seventh grade of SMP IT Bina Insani Metro in academic year 2016/2017. The totals of population in this research are 53 students divided into two classes.

2. Sample

As Creswell asserts that a sample is a sub group of the target population that the writer plans to study for generalizing about the target

[43]AryDonald,et.all.*Introduction to Research in Education: Eighth Edition*, (United States:: Wadsworth, Cengage Learning, 2010,) p.148.

[44]Creswell, John W. *Educational Research Fourth Edition*.(Boston: Pearson, 2012), p.142.

population.[45] In the other words, a sample is the representative of population in a research. In order to generalize the research result to the real population, the taken sample must be reflected and represented the population. Accordingly, the sample of this research the writer selected class A which consist 21 students and class B which consist of 21 students.The sample totally 42 students, both male and female are involved in this research. The students are almost at the same age, and both of students have different characteristic and achievement.

3. Sampling Technique

Reseacher divide sample into two classes , one class as the control group and another as the experimental group. Sampling refers to the process of selecting the individuals who will participate in a research study.[46] In this research, the researcher used a cluster purposive sampling technique as a sampling technique which based on previous knowledge of a population and the specific purpose of the research. The researcher choosed VII A as experimental class because they have low score in present tense matery.

C. The Operational Definition of Variables

A variable is a characteristic or attribute of an individual or an organization that researhers can measure or observe and varies among

[45] *Ibid* .
[46] *Ibid.*

individuals or organizations studied.[47] They are keys ideas that the writer seek to collect information on to address the purpose of their study.

According to *Kerlinger* "Variable is a property that take on different value." A variable is any feature or aspect of an event function or process that, by its presence and nature, affects some other event or process, Which is being studied.

Referring to the statements of the problem in the first chapter of this research, the variables examine are classified into independent and dependent variables.

1. Independet Variable

   Independent variable (X) is variable that causes, influences, or affects outcomes. It also called treatment, manipulated, antecedent or predictor variable. The independent variable in this research is the using textual enhancement technique. The definition of textual enhancement is related to techniques used to increase the visual appearance of texts, in terms of the targeted linguistic forms. It includes using boldface letters, using different font types, underlining, color-coding, *italicization*, capitalization, etc, to direct learners' attention to the aimed linguistic form. By using this technique the students will focus on the target linguistic. The reseacher will conduct questionare to know the student comprehension about textual enhancement.

[47]*Ibid.,p.*112

Then, the researcher determines some indicators that should be attained by students in roundtable technique (independent variable) are as follows:

a. The students are able to focuse on the target language
b. The students are able to be more confidence in participation.
c. The students are able to make notice by using bold, italic or capitalization target of langage.

2. Dependent Variable

Dependent variable (Y) is variable that depends on the independent variable. Dependent variable in this research is simple present tense mastery. It means that how effective is the using Textual Enhancenment technique in order to increase student's simple present tense mastery. The dependent variable is the important variable in reasearh. This variable is a product and interaction between variable that correlated in research.

In order to assess students' simple present tense mastery, the reseacher will use test in form of multiple choice questions. Some indicators that should be attained by the students in simple present tense mastery (dependent variable) are:

a. The students are be able to understand the formula of simple present tense mastery.
b. The students are be able to focus on simple present tense
c. The students are be able to make simple present tense correctly

d. The students are able to answer the qusetion of simple present tense mastery.

D. Data Collection Method

1. Test

The valid data can be reached through several techniques of data collection method, one of them is test. Moreover, Anderson with Arsenault decided that "instrument includes test and questionnaire, observation schedule and any other tool used to collect data".[48]

Whereas, this research is a true experimental design research with applying pre-test and post-test group design. So, the researcher used test as data collection method to measure dependent variable. The researcher used multiple choice tests as a data collecting method to measure students' present tense mastery by giving 20 questions, the students must choose between A,B,C and D.

a. Pre-test

The pre-test was held in the first meeting before doing treatment in order to know ability of the students before doing the action research.

b. Post-test

The post-test was held in the last meeting after doing treatments to find out whether the treatment gives any contribution to the

[48] Gary Anderson and Nancy Arsenault, *Fundamental of Education Research*, (USA: Falmer Press, 2005), p. 94

students' achievement in the class or is there any significant different between the experimental class and the control class scores.

2. Documentation

Arikunto asserts that documentation was the way of getting information through written text or document, magazine, book, rule, note, and other.[49]The researcher uses the documentation method to get detail information about the English achievement of students especially in simple present tense mastery.

3. Questionnaire

Questionnaire is the writing questions which are used to get the information from the respondents about themselves or all of the happened that they know. It means that the questionnaire is the draft of questions for respondents to get the information as the researcher needs. This method is used to know factor student's low in using simple present tense matery.

E. Research Instrument

Research instrument doing to know validity and rehabilities research instrument itself. Research instrument is a tools facilities that are used by researcher to collecting the data better, completely, and systematically, so that data easy to be used.

Instrument included test and questionnaires, obversation schedules any other tool used to called data. Ideally, by quantitative instruments, the

[49]Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktik*. (Jakarta: Rineka Cipta, 2010), p.274.

reliability and validity should be reported. Furthemore, the research instrument involves:

1. Instrument Blueprint

Instrument in this research is designed and adjusted with the indicators which have been specified.

Table 7
The Research Instrument Blueprint Post-test

No	Variable	Variable Indicator	Test Number	Types of Test1
1.	Variable (X) Textual enhancement technique	1. The students are able to focuse on the target language 2. The students can improve their language accurancy 3. The students able to make notice by using bold, italic or capitalization target of langage	1	Questionnaire
2.	Variable (Y) subject-verb agreement	1. The student can be able to understand the formula of simple present tense 2. The students can be able to focus on simple present tense 3. The student can be able to differ types of simple present tense	1-20	Multiple Choice

2. Instrument Calibration

"Instrument calibration is the scale of measurement which will be used to decide the instrument standard which will be used."[50]

Furthemore, the reseacher use the standard for test instrument as following: There was one of kind of test. The test guided the students to answer the question that consist of simple present tense. The score of item are 5, total score of all item was 100, the score determined based on the number of correct answer.

According to statement above, the instrument used in this research get data by using respondent outside of population to know validity and realibility.

a. Validity

Concerning to the test, a result data is valid if instruments wich will be tested have good validity. According to Suharsimi " Instrument collecting data was valid, if give score accurancy".[51]Validity on other hand is seen as strenght of qualitative research, but is used to suggest determining of researcher, findings are accurate from the stand pointof the researcher, the participant, or reader of account.

Validity is the most important consideration in developing and evaluating measuring instruments. Validity was defined as the

[50] Departemen Pendidikan dan Kebudayaan RI, *Kamus Besar Bahasa Indonesia,* Balai Pustaka, Jakarta, p. 494

[51] Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan,* Bumi Aksara, Jakarta, 1999, p.66

extent to which an instrument measured what it claimed to measure.[52]

b. Reliability

Reliability means depend performance or trustworthiness. The term means essentiality the same thing with respect to measurement. Basically reliability is the degree to which a test consistently measures whatever it measure.

Reliability deals with the reliance. It means that a test can give consistent and stable result of condition of the subject when it is given repeatedly. Based on this condition, the researcher tries to find the reliability of the instrument.

F. Data Analysis Technique

In accordance with the method in present research, that is true experimental design research, the data were analyzed to investigate whether there is any significant influence of using Textual Enhancement technique toward the students's simple present tense mastery at the seventh grade of SMP IT Bina Insani Metro, the researcher will use Chi-Square formula.

According to Donal Ary, when dealing with nominal data, the most widely used tests of significance are the Chi-Square tests. They compare observed frequencies and expected frequencies.[53]It is used to examine the significant differences between observed frequencies and expected

[53] Donal Ary, *Introduction to Research*, p. 188

frequencies in this research, the researcher uses Chi-Square formula. The formula of Chi-Square:[54]

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Where:

χ^2 : Chi-Square obtained

f_o : observed frequency

f_h : expected frequency

Secondly, In accordance with the method in present research, that is true experimental design research, the data were analyzed by using t-test that enabled to investigate the differences between experimental and control groups. By using t-test, the writer can examine the differences between the means of control group and experimental group and decide whether those differences are likely to happen by chance or by treatment effect.

The t-test in this research would be formulated as follow:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Note:

M_y : Mean Sample Experiment

M_x : Mean Sample Control

N_x : Number of the Students of Control group

[54] *Ibid.*

N_y : Number of the Students of Experiment group

X : Deviation X2 and X1

Y : Deviation Y2 from the mean if Y1[55]

[55] Suharsimi Arikunto, *ibid*, p. 311-312

CHAPTER IV

THE RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. Short Story About the Establishment of SMP IT Bina Insani Metro

SMP IT Bina Insani Metro is established in Metro city since April 1th 2011. It is the first integrated Islamic junior school in Metro which is established by the Para Juara Lampung Foundation. Then, it has Motto "The school of champion and the hunter students become people who have capability in each field and bring the benefit for people's life". The first head master who lead the school is Mr. Ismanto S.Pd and now head master is Mrs. Intan Caria, S. Pd.I.

b. Vision, Mission, and Purpose of SMP IT Bina Insani

1) Vision

To create human resources that "Pious, Leaders, Professional and Entrepreunership to succeed world-hereafter".

The purpose of this vision was to make the students to be the generation of faith and piety to Allah SWT, have good intelligence and master at technology and information, has a noble morality in dealing and communication Technology and able to turn challenge into oppurtunities.

2) Mission

- Providing a condocive, competitive and fun in condition in learning and memorizing Alqur'an.
- Providing chance and facilitation for the school members in habituate worshipping.
- Providing training for teachers on a reguler and continous basis in the field of teaching skills and deepening in concept of any subject matter.
- Implement active learning , innovative , creative , effective and fun.
- Nurture a culture of fear competition in the development of character, potential and competence of every member of the school.
- Train educates students to dare to compete and dare to express opinions in class and in public.
- Polite habits manners and morals in veryday life.
- Encourage every member of the school produce work and appreciate each work.
- Facailiting activities that can improve mental attitude and entrepreneurial every school community.

c. School Identity of SMP IT Bina Insani Metro

Number of School : 69787371

Name of School : SMP IT Bina Insani

Adress : Jl. DR. Soetomo, kel. Purwoasri, kec. Metro Utara,kota Metro, provinsi Lampung.

Postal Code : 34117

Website : smpit.binainsani_komet@yahoo.co.id

Status : Accreditation C

d. The Conditions of SMP IT Bina Insani Metro

1) Buildings of SMP IT Bina Insani Metro

SMP IT Bina Insani Metro is located in Dr. Sutomo streetnumber 28 Purwoasri, Metro Utara with lands 7058 $m^{2.}$ The bulidings are permanent with 3 bulidings which consist of 6 classroom; 3 classes are the male (ikhwan) classes and the others are the female (akhwat) ones, both of them are divided for seventh to ninth grade. It is completed by two mosques that each also used by male and female. It also has a library that its function still together with offfice.

2) Conditions of Teachers and Official Employers in SMP IT Bina Insani Metro

The conditions of teacher and official employers in SMP IT Bina Insani have been good enough for learning process. The numbers of teacher and official employers in SMP IT Bina Insani can be identified as follows:

Table 8
The Condition of Teacher and Official Employers in
SMP IT Bina Insani

No	Name	Sex	Occupation
1	Agus Saputra, S.Pd	Male	Teacher
2	Azwar annas, S.pd.	Male	Teacher
3	Bagus Prayoga	Male	Teacher
4	Diki mandela, S.Pd	Male	Teacher
5	Ismanto, S.pd	Male	Teacher
6	Zainal Ariffudin, S.Pd	Male	Teacher
7	Muhammad Sofwan, S.Pd	Male	Teacher
8	Bekti Amanah	Female	Teacher
9	Desty Ratnasari	Female	Teacher
10	Fadila ramadhani S. Pd	Female	Teacher
11	Maida Lestari	Female	Teacher
12	Intan Caria, S.Pd	Female	Headmaster
13	Putri Pravitasari, S.Pd	Female	Teacher
14	Ryan dwi Pusparingga, S.Pd	Female	Teacher
15	Elly Agustina, S.Pd	Female	Teacher
16	Habthin Masriyah, S.Pd	Female	Teacher
17	Ika Agustina, S.Pd	Female	Teacher
18	A.Widyawati, S.Pd	Female	Teacher
19	Tini Sukmawati, S.Pd	Female	Teacher
20	Umi susilowati,S.Pd	Female	Teacher
21	Dwi Lestari, S.Pd	Female	Official Employe
22	Aan Hidayatullah	Male	Security guard

Source: Documentation of SMP IT Bina Insani was taken on May 9th, 2017.

3) Quantity of SMP IT Bina Insani MEtro

The quantities of the students in SMP IT Bina Insani Metro are 170 students that can be identified as follows:

Table 9
The Quantity of Students in SMP IT Bina Insani Metro

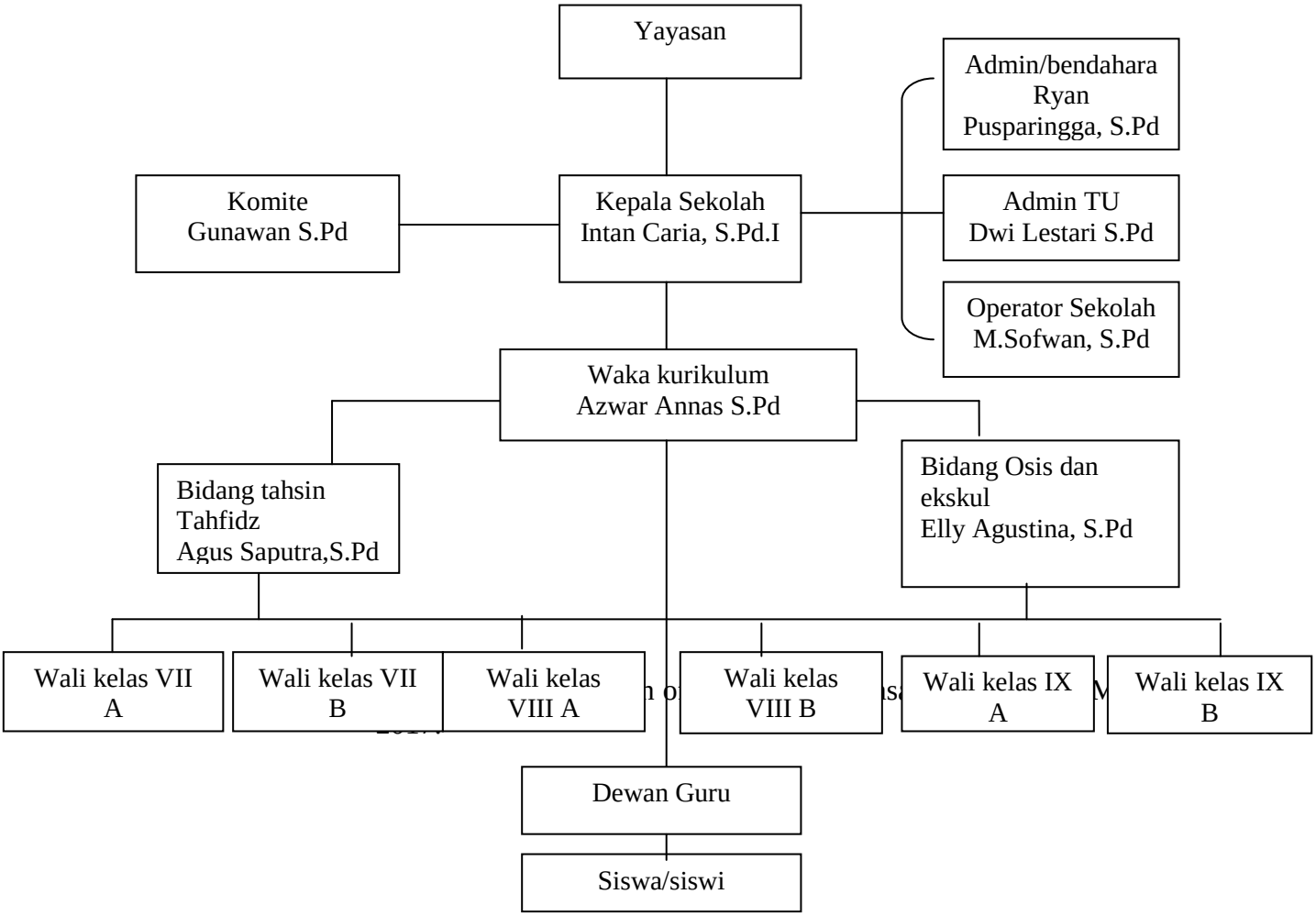
No	Class	Male	Female	Amount
1	VII	22	31	53
2	VIII	28	26	54
3	IX	29	34	63
Total				**170**

Source: Documentation of Absence Class SMP IT Bina Insani was taken on May 9th, 2017.

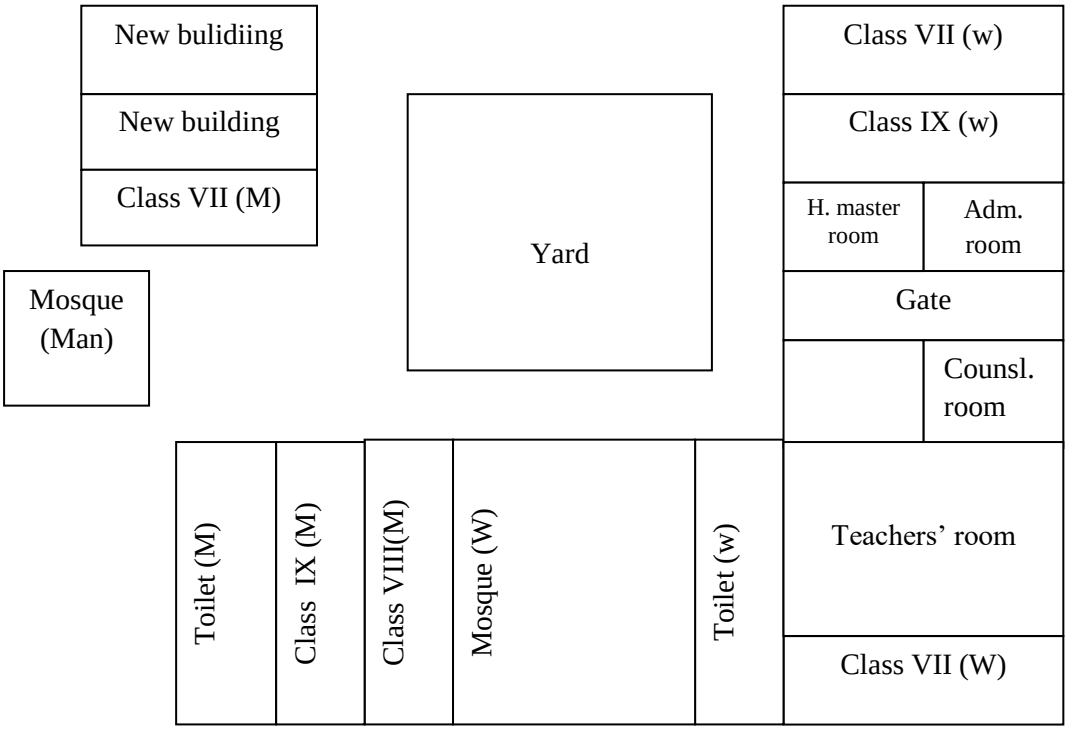
e. Organization Structure of SMP IT Bina insani

To support the development of this school. SMP IT Bina Insani Metro has structure of organization such as 22 teacher and 170 students are involved together. Then, to improve student's potentials, it also tries to develop some extracurricular as follow: (1) integrated Islamic scout; (2) English and arabic clubs; (3) Mathematics and science group ; (4)Football club (6) Writing club, (7) Taekwondo. There also special program that distinguish these schools with goverment schools that program Tahsin dan Tahfidz Qur'an. The success of this program also become one of the graduation criteria where the astudents must memorize a least two chapters (juz) Qur'an.

Figure 3
The Organization Structure of
SMP IT Bina Insani Metro



f. Location Sketch of SMP IT Bina Insani Metro



Source : adapted from the location sketch of SMP IT Bina Insani Metro.

2. Research Data

a. The Result of the Students' Pre-Test

The researcher conducted pre-test in the first meeting of the research in order to find out the initial different between the classes who have similar level. The pre-test in this research is multiple choice test. The Result of Students' Experimental Class Pre-Test can be identified as follows:

Table 11
The Result of Students' Experimental Class Pre-Test at the Seventh Grade of SMP IT Bina Insani Metro

NO	NAME	SCORE
1.	ANH	55
2.	AF	55
3.	ENA	45
4.	FKP	45
5.	FKUP	70
6.	GSUM	45
7.	LS	50
8.	MWC	45
9.	NGFN	55
10.	NAFH	60
11.	RAP	60
12.	RWH	50
13.	RA	50
14.	RS	45
15.	STA	75
16.	UQN	50
17.	VAH	55
18.	VGA	55
19.	WMN	70
20.	YNI	65
21.	ZP	50
Total		1150
Average		54,761
The highest score		75
The lowest		45
The number of the students who got 70 or more		3

Source: The Result of Students' Experimental Class Pre-Test on May 10th, 2017.

Based on the table above, the researcher measured the class interval using Sugiono's formula as follows:

R = the highest score – the lowest score

= 75-45

= 30

K = 1+3.3 log n

= 1 + 3.3 log 21

= 1+4.363

= 5.363 (5)

P = $\frac{R}{K}$

= $\frac{30}{5.363}$

= 5.593 (6)

Note :

R = A distance from Score maximum and score minimum

K = The Number of interval class

P = The Length of interval class

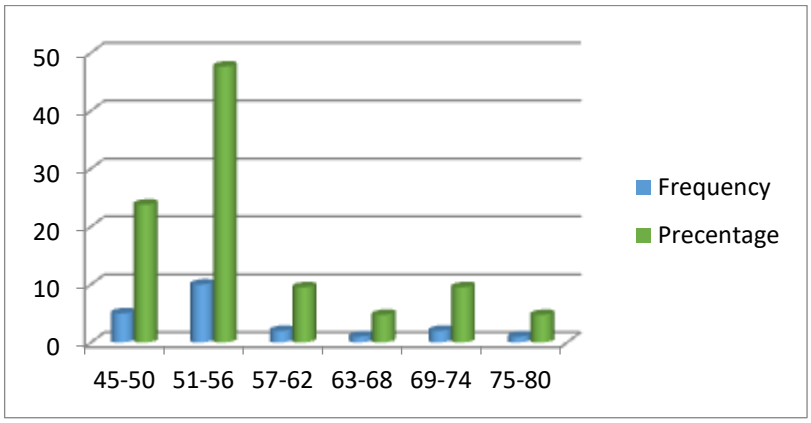
After knowing the interval class, then the data is taken from interval above was put on the table of frequency distribution as follows:

Table 11
Frequency Distribution as the Result of Experimental Class Pre-Test at the Seventh Grade of SMPIT Bina Insani Metro

Interval	Frequency	Category	Percentages %
45-49	5	Low	23,809%
50-56	10	Low	47,619%
57-62	2	Fair	9,523%
63-68	1	Fair	4,761%
69-74	2	Fair	9,523%
75-80	1	Good	4,761%
	21		100%

Based on the table of frequency distribution above, it can be inferred that only three students who passed from 70 as the Minimum Mastery Criteria (MMC). Therefore, it can be concluded that the students' simple present tense is very low.

Figure 4
The Chart of Frequency Distribution of the Students' Simple Present Tense Score in Pre-Test (Experimental Class)



Furthermore, The Result of Students' Control Class Pre-Test can be identified as follows:

Table 12
The Result of Students' Control Class Pre-Test at the Seventh Grade of SMP IT Bina Insani Metro

NO	NAME	SCORE
1.	AFR	50
2.	AAD	70
3.	ASI	45
4.	FAA	75
5.	FR	45
6.	FI	60
7.	GBH	45
8.	GAR	65
9.	HMA	70
10.	M.EF	45
11.	MJV	50
12.	MH	45
13.	MAR	70
14.	MIT	50
15.	MRA	45
16.	NGP	65
17.	NK	55
18.	RAM	50
19.	RAF	60
20.	RA	75

21.	SA	50
Total		1185
Average		56,428
The highest score		75
The lowest		45
The number of the students who got 70 or more		5

Source: The Result of Students' Control Class Pre-Test on May 10th, 2017.

Based on the table above, the researcher then measured the class interval using Sugiono's formula as follows:

R = the highest score – the lowest score

= 75-45

= 30

K = 1+3.3 log n

= 1+4.363 = 5.363

= 5

$P = \frac{R}{K}$

$= \frac{30}{5}$

= 6

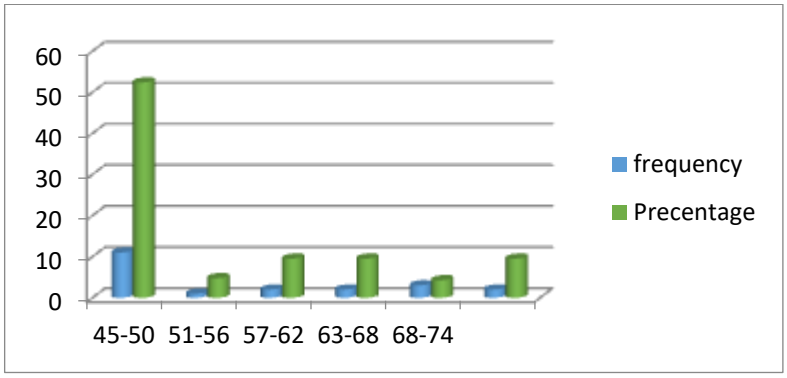
After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 13
Frequency Distribution as the Result of Control Class Pre-Test at the Seventh Grade of SMP IT Bina Insani Metro

Interval	Frequency	Category	Percentages %
45-50	11	Low	52,38%
51-56	1	Low	4,76%
57-62	2	Low	9,52%
63-68	2	Fair	9,52%
69-74	3	Fair	14,28%
75-80	2	High	9,52%
	21		100%

Based on the table of frequency distribution above, it can be inferred that there were only 5 (23.809%) students who passed from 70 as the Minimum Mastery Criteria (MMC). Therefore, it can be inferred that the students' Simple Present tense is low.

Figure 5
The Chart of Frequency Distribution of the Students' Simple Present Tense Mastery Score in Pre-Test (Control Class)



b. The Result of the Students' Post-Test

The researcher conducted post-test in the last meeting of the research in order to compare the students' simple present tense before and after a treatment was given. And the data of post-test score at the control class as follows:

Table 14
The Result of Students' Control Class Post-Test at the Seventh Grade of SMP IT Bina Insani Metro

NO	NAME	SCORE
1.	AFR	70
2.	AAD	80
3.	ASI	45
4.	FAA	60
5.	FR	55
6.	FI	70
7.	GBH	65
8.	GAR	60
9.	HMA	70
10.	M.EF	60
11.	MJV	50
12.	MH	55
13.	MAR	55
14.	MIT	80
15.	MRA	60
16.	NGP	50
17.	NK	45
18.	RAM	60
19.	RAF	50
20.	RA	60
21.	SA	50
Total		1250
Average		59.523
The highest score		80
The lowest		45
The number of the students who got 70 or more		5

Source: The Result of Students' Control Class Post-Test on May 14th, 2017.

Based on the table above, the researcher then measured the class interval using Sugiono's formula as follows:

R = the highest score – the lowest score

= 80-45

= 35

K = 1+3.3 log n

= 1+4.363 = 5.363

= 5

$P = \frac{R}{K}$

$= \frac{35}{5}$

= 7

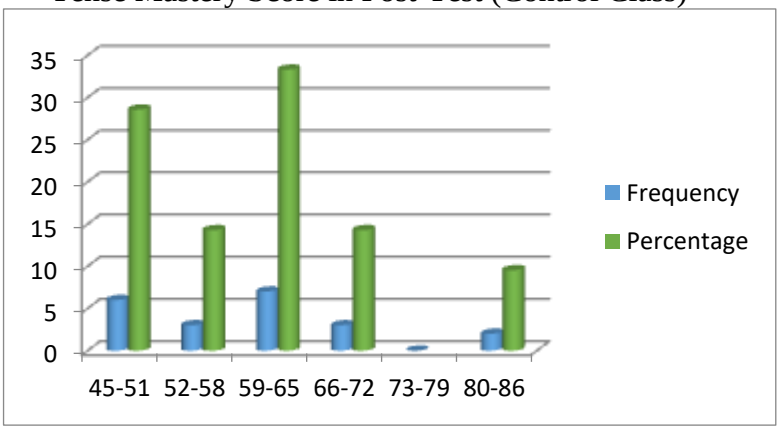
After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution as follows:

Table 15
Frequency Distribution as the Result of Control Class Post-Test at the Seventh Grade of SMP IT Bina Insani Metro

Interval	Frequency	Category	Percentages %
45-51	6	Low	28,57%
52-58	3	Low	14,28%
59-65	7	Fair	33,33%
66-72	3	Fair	14,28%
73-79	-	High	-
80-87	2	High	9,52%
	21		100%

Based on the table of frequency distribution above, it can be inferred that there were only 5 (23,809%) students who passed from 70 as the Minimum Mastery Criteria (MMC). Therefore, it can be concluded that the students' Simple Present Tense is still low.

Figure 6
The Chart of Frequency Distribution of the Students' Simple Present Tense Mastery Score in Post-Test (Control Class)



The researcher also conducted post-test for the experimental class. The result of the students' post-test at the experimental class can be identified as follows:

Table 16
The Result of Students' Experimental Class Post-Test at the Seventh Grade of SMPIT Bina Insani

NO	NAME	SCORE
1.	ANH	65
2.	AF	70
3.	ENA	80
4.	FKP	65
5.	FKUP	60
6.	GSUM	80
7.	LS	75
8.	MWC	55
9.	NGFN	65
10.	NAFH	85
11.	RAP	90
12.	RWH	65
13.	RA	75
14.	RS	65
15.	STA	85
16.	UQN	55

17.	VAH	60
18.	VGA	60
19.	WMN	80
20.	YNI	75
21.	ZP	75
Total		1485
Average		70,571
The highest score		90
The lowest		55
The number of the students who got 70 or more		11

Source: The Result of Students' Experimental Class Post-Test on May 14th, 2017.

Based on the table above, the researcher then measured the class interval using Sugiono's formula as follows:

R = the highest score – the lowest score

= 90-55

= 35

K = 1+3.3 log n

= 1+4.363 = 5.363

= 5

$P = \frac{R}{K}$

$= \frac{35}{5}$

= 7

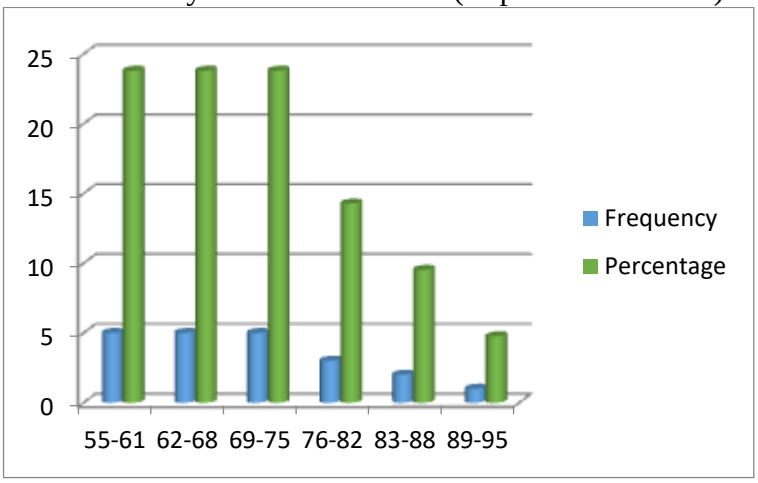
After knowing the interval class, the data then is taken from interval above was put on the table of frequency distribution, as follows:

Table 17
Frequency Distribution as the Result of Experimental Class Post-Test at the Seventh Grade of SMP IT Bina Insani Metro

Interval	Frequency	Category	Percentages %
55-61	5	Low	23,8%
62-68	5	Fair	23,8%
69-75	5	Fair	23,8%
76-82	3	High	14,28%
83-88	2	High	9,52%
89-95	1	High	4,76%
	21		100 %

Based on the table of frequency distribution above, it can be inferred that there were 11 (52.378%) students passed from 70 as the Minimum Mastery Criteria (MMC) or high category. Therefore, it can be concluded that the students' Simple Present Tense in post test was increased or good.

Figure 7
The Chart of Frequency Distribution of the Students' Simple Present Tense Mastery Score in Post-Test (Experimental Class)



B. Hypothesis Testing

After applying the method, the researcher analyzed the data by using two formulas, as follows:

1. Analyzing the data by using t-test

The researcher used t-test in order to prove whether there is any positive influence between experimental class which received the treatment using Textual Enhancemnet Technique and control class which didn't receive treatment using Textual Enhancemnet Technique at the seventh Grade of SMP IT Bina Insani Metro, as follows:

a. Preparing the table in order to investigate the differences between experimental class and control class.

Table 18
The Authentic Table of the Differences between Experimental Class and Control Class at the Seventh Grade of SMP IT Bina Insani Metro

NO	Control Class				NO	Experimental Class			
	Subject	Pre-Test (X1)	Post-Test (X2)	Difference (X)		Subject	Pre-Test (Y1)	Post-Test (Y2)	Difference (Y)
1.	AFR	50	70	20	1.	ANH	55	65	10
2.	AAD	70	80	10	2.	AF	55	70	15
3.	ASI	45	45	0	3.	ENA	45	80	35
4.	FAA	75	60	-15	4.	FKP	45	65	20
5.	FR	45	55	10	5.	FKUP	70	60	-10
6.	FI	60	70	10	6.	GSUM	45	80	35
7.	GBH	45	65	20	7.	LS	50	75	25
8.	GAR	65	60	-5	8.	MWC	45	55	10
9.	HMA	70	70	0	9.	NGFN	55	65	10
10.	M.EF	45	60	15	10.	NAFH	60	85	20
11.	MJV	50	50	0	11.	RAP	60	90	30
12.	MH	45	55	10	12.	RWH	50	65	15
13.	MAR	70	55	-15	13.	RA	50	75	25
14.	MIT	50	80	30	14.	RS	45	65	20

15.	MRA	45	60	15	15.	STA	75	85	10
16.	NGP	65	50	-15	16.	UQN	50	55	5
17.	NK	55	45	-10	17.	VAH	55	60	5
18.	RAM	50	60	10	18.	VGA	55	60	5
19.	RAF	60	50	-10	19.	WMN	70	80	10
20.	RA	75	60	-15	20.	YNI	65	75	10
21.	SA	50	50	0	21.	ZP	50	75	25
The Result		**1185**	**1250**	**∑ X= 65**	The Result		**1150**	**1485**	**∑ Y= 330**

b. Putting the data into t-test formula in order to get $t_{observed}$:

$M_x = \frac{65}{21} = 3{,}0952$ $\qquad$ $M_y = \frac{330}{21} = 15{,}714$

$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$ $\qquad$ $\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$

$= 3.775 - \frac{(65)^2}{21}$ $\qquad$ $= 7.650 - \frac{(330)^2}{21}$

$= 3.775 - \frac{4.225}{21}$ $\qquad$ $= 7.650 - \frac{108.900}{21}$

$= 3.775 - 201{,}190$ $\qquad$ $= 7.650 - 5.185{,}714$

$\sum x^2 = 3.573{,}81$ $\qquad$ $\sum y^2 = 2.464{,}286$

Therefore the researcher counted by using the formula of t-test as follow:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{3{,}095 - 15{,}714}{\sqrt{\left(\frac{3.573{,}81 + 2.464{,}286}{21 + 21 - 2}\right)\left(\frac{1}{21} + \frac{1}{21}\right)}}$$

$$= \frac{+12{,}619}{\sqrt{\left(\frac{6.038{,}096}{40}\right)\left(\frac{2}{21}\right)}}$$

$$= \frac{12{,}619}{\sqrt{(150{,}952 x 0.095)}}$$

$$= \frac{12.619}{\sqrt{14.340}} = \frac{12.619}{3.786} = 3.333$$

Moreover, after putting the data above into formula t-test, the researcher got $t_{observed}$ is 3.333

2. Analyzing the data by using chi-square test

The researcher used chi-square test to prove whether there is any significant influence of using Textual Enahncement technique in at the Seventh Grade of SMP IT , as follows:

a. Preparing the table distribution frequency of pre-test and post-test in experimental class (VII A)

Table 19
Distribution Frequency of Pre-Test And Post-Test
In Experimental Class (VII A)

Variables	Category			Total
	High	Fair	Low	
Pre-Test	1	5	15	21
Post-Test	6	10	5	21
Total	7	15	20	42

b. Putting the data into Chi-Square analysis technique in order to get $\chi^2_{observed}$.

$$\chi^2 = \sum \frac{(f_o - f_h)^2}{f_h}$$

Table 20
Testing of The Data

Sel:	f_o	$f_h = \frac{Cn \times Rn}{N}$	$f_o - f_h$	$(f_o - f_h)^2$	$\frac{(f_o - f_h)^2}{f_h}$
1	1	3.5	-2.5	6.25	1,785
2	5	7.5	-2.5	6.25	0.833
3	15	10	5	25	2.5
4	6	3.5	2.5	6.25	1,785
5	10	7.5	2.5	6.25	0.833
6	5	10	-5	25	2.5
∑	**42**	**42**	**0**	**100**	**10.236**

Moreover, after putting the data ab ove into Chi-Square analysis, the researcher got $\chi^2_{observed}$ is 10.236

C. Interpretations

Honestly, the researcher has formulated the alternative hypothesis (Ha) and null hypothesis (Ho) are as follows:

1. Alternative Hypothesis (Ha)

   There is a positive and significant influence of using Textual Enhancement technique toward the students' Simple Present Tense at the Seventh Grade of SMP IT Bina Insani Metro.

2. Null Hypothesis (Ho)

   There is no a positive and significant influence of using Textual Enhancement Technique toward the students' Simple Present Tense at the Seventh Grade of SMP IT Bina Insani Metro.

Furthermore, after Ha and Ho has formulated, the researcher consulted $t_{observed}$ to t_{table} and f_o to f_h as follows:

c. If $t_{observed} > t_{table}$ and $\chi^2_{observed} > \chi^2_{table}$, So Ha is accepted and Ho is rejected.

d. If $t_{observed} < t_{table}$ and $\chi^2_{observed} < \chi^2_{table}$, So Ha is rejected and Ho is accepted.

It means that if the $t_{observed}$ is higher than t_{table} (there is a positive influence) and $\chi^2_{observed} > \chi^2_{table}$ (there is a significant influence), Ha is accepted and Ho is rejected. On the other way, if the $t_{observed}$ is smaller than t_{table} (there is no a positive influence) and $\chi^2_{observed} < \chi^2_{table}$ (there is no a significant influence), Ha is rejected and Ho is accepted.

1. Interpretation of $t_{observed}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of $t_{observed}$ is 3.333. If the researcher interprets it base on the concept above. It can be infered that there is a positive influence of using Simple Present tense technique toward the students' Simple Present Tense at the Seventh Grade of SMP IT Bina Insani Metro.

a. Statistical Significance

The hypothesis applied in this present research is there is a positive influence of using Textual Enhancement technique toward the students' Simple Present tense at the Seventh Grade of SMP IT Bina Insani Metro.

To know the critical value of t_{table}, the researcher firstly counted degrees of freedom (d.f), as follows:

d.f $= N_x + N_y - 2$.

d.f = N_x+N_y – 2

= 21+21-2

= 40

The degrees of freedom (d.f) was 40, the researcher was able to find it in t-table. So, it is not done interpolation.

Table 21
Critical Value of t_{table}

	5%	1%
d.f 40	2.021	2.704

Source: Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010).

From all data analysis above, it can be known that:

$t_{observed}$ = 3.333

t_{table} = 2.021 (5%) and 2.704 (1%)

Furthermore, the data confirm that $t_{observed}$ is higher than $t_{table,}$ or it can be written as 2.021<3.333>2.704. It means that there is a positive influence of using Textual Enhancement technique toward the students' Simple Present Tense mastery at the seventh Grade of SMPIT Bina Insani Metro.

2. Interpretation of $\chi^2_{observed}$

After analyzing the data in hypothesis testing, the researcher found that the critical value of $\chi^2_{observed}$ is 10.236. If the researcher interprets it base on the concept of hypothesis. It can be infered that there is a significant influence of using Textual Enhancement technique toward the

students' Simple Present Tense mastery at the seventh Grade of SMP IT Bina Insani Metro.

b. Statistical Significance

The hypothesis applied in this present research is there is a significant influence of using Textual Enhancement technique toward the students' Simple present tense mastery at the seventh grade of SMP IT Bina Insani Metro.

To know the critical value of χ^2_{table}, the researcher firstly counted degree of freedom (d.f), as follows:

d.f = (Column - 1) (Row - 1)

d.f = (3 - 1) (2 - 1)

d.f = (2) (1) = 2

The degrees of freedom (d.f) was 2, the researcher was able to find it in χ^2_{table}.

Table 22
Critical Value of χ^2_{table}

	5%	1%
d.f 2	5.99	9.21

Source: Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010).

From all data analysis above, it can be known that:

$\chi^2_{observed}$ = 10.236

χ^2_{table} = 5.99 (5%) and 9.21 (1%)

Furthermore, the data confirm that $\chi^2_{observed}$ is higher than χ^2_{table} or it can be written as 5.99 <10.236>9.21. There are high or significant

difference between $\chi^2_{observed}$ and χ^2_{table}. It means that there is a significant influence of using Textual Enhancement technique toward the students' Simple Present tense mastery at the seventh grade of SMP IT Bina Insani Metro.

Regarding to the all the finding above, the data confirm that $t_{observed}$ is higher than t_{table} (there is a positive influence) and $\chi^2_{observed} > \chi^2_{table}$ (there is a significant influence). It means that Ha is accepted and Ho is rejected. On the other word, there is a positive and significant influence of using Textual Enhancement technique toward the students' simple present tense mastery at the seventh grade of SMP IT Bina Insani Metro.

Thus are agreeable by the statement from Han that Textual Enhancement techinque appears fully effective in a number of studies. Textual enhancement is learning technique that can be used repeatedly in many grammar lesson, at a variety of places in the lesson plan. The present study can be included among those which favor exploiting textual enhancement in the language classroom. These result show green light for the inclusion of textual enhancement in the reading learners, which aim to teach grammar points.

So that Textual Enhancement technique has a positive influence toward the students simple present tense mastery at the seventh grade of SMP IT Bina Insani Metro.

D. Limitations

However, after conducting the research and gaining the data from test and documentation, the researcher found some problems and limitations are as follows:

1. Problem in applying Textual Enhancement technique

   In the first activity of the treatment, the researcher did not face difficulty to manage the class. Most of students are able to be active and participate fully during the lesson. However, in the end activity of the treatment, the researcher faced difficulty to manage the class because the students have losed their concentration or their focus. For example, when the researcher asked students to analyze the text, most of students seemed very busy with their friends. Also, the class was a little noisy.

2. Students' problem in grammar class

   Some students did not care more about grammar. So, they have some errors in their writing sentences.

3. This research was conducted at the Seventh Grade of SMP IT Bina Insani Metro, so the result was limited only to this grade in this school. Moreover, this research was held in academic year 2016/2017, and then the result of this research is only for that year. It means this research is not generally accepted.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data by using t-test formula, the researcher found that the critical value of $t_{observed}$ is 3.333. Then, considering the t_{table} by using df.40, the researcher found it in the table. So it's not done interpolation, and as the result, from df 40, it can be known that the critical value of t_{table} for the 5% level is 2,021 and for the 1% level is 2,704. Beside that, after analyzing the data by using Chi-Square formula, the researcher found that the critical value of $\chi^2_{observed}$ is 10.236. Then, considering the χ^2_{table} by using df.2, the researcher found it in the table. the critical value of χ^2_{table} for the (5%) level is 5.99 and for the (1%) level is 9.21.

From those all of the data analysis, it can be seen that $t_{observed}$ (3.333) is higher than t_{table} (5%=2,021, 1%=2,704), or it can be written as (2.021< 3.333 >2.704). It means there is a positive influence. Beside that, the data confirm that $\chi^2_{observed}$ is higher than χ^2_{table} or it can be written as 5.99 <10.236>9.21. There are high or significant difference between $\chi^2_{observed}$ and $\chi^2_{table.}$ It means that there is a significant influence.

Therefore, it can be infered that Ha is accepted and Ho is rejected. It means that there is a positive and significant influence of aplication Textual Enhancement technique toward the students' simple present tense mastery at the seventh Grade of SMP IT Bina Insani Metro.

B. Suggestion

Based on the explanation above, the writer suggests some points as follows:

1. For the Teachers

   The teacher should choose a great technique in teaching English especially in grammar class in order that the student can more participate fully in the class and understand the material that is delivered by the teacher, because by a great technique in teaching and learning, it can automatically improved the student motivation in learning process and try the best effort to accepting the material that is taught by the teacher.

2. For The Students
   a. The Students should be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should ask to the teacher.
   b. The students should to care more about grammar especially in using simple present tense.
3. For The School
   a. The researcher greatly expects that this study can give contribution for the school, such as a good inspiration for further studies in learning english grammar.
   b. The school is recommended to make the further study in applying Textual Enhancement technique which is done by the teacher in learning grammar.

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APPENDIXES

SILABUS

Sekolah : SMP IT BINA INSANI
Kelas : VII
Mata Pelajaran :Bahasa Inggris
Semester : 2
Standar Kompetensi : 12. Menulis

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan untuk berinteraksi dengan lingkungan terdekat .

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	- Teks fungsional Pendek berupa: • Undangan • Pengumuman • Pesan singkat 1. Tata bahasa • Kalimat sederhana -Mengundang -Mengumumkan -Menyampiakanpesan 2. Kosa kata Kata terkait tema tks 3. Tanda baca 4. Spelling	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan tata bahasa: *noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative* 3. Membuat frasa, kalimat sesuai dengan materi 4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek 5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman 6. Membuat teks tulis fungsional pendek sendiri dengan bebas	▪ 1. Melengkapi rumpang teks fungsional pendek ▪ 2. Menyusun kata menjadi teks fungsional yang bermkana ▪ 3. Menulis teks fungsional pnedek	Test tulis	Melengkapi kalimat rumpang Menyusun kalimat acak essay	*Complete the following sentences / text using suitable words* *Arrange the word into good sentences* *Write simple present tense on the situation given.*	4x40 menit	- Buku teks yang relevan contoh undangan, pengumuman SMS - gambar yang relevan - Tempat-tempat umum yang ada teks fungsional

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	- Teks fungsional Pendek berupa: • Undangan • Pengumuman • Pesan singkat 1. Tata bahasa • Kalimat sederhana -Mengundang -Mengumumkan -Menyampiakanpesan 2. Kosa kata Kata terkait tema tks 3. Tanda baca 4. Spelling	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan tata bahasa: *noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative* 3. Membuat frasa, kalimat sesuai dengan materi 4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek 5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman 6. Membuat teks tulis fungsional pendek sendiri dengan bebas	▪ 1. Melengkapi rumpang teks fungsional pendek ▪ 2. Menyusun kata menjadi teks fungsional yang bermkana ▪ 3. Menulis teks fungsional pnedek	Test tulis	Melengkapi kalimat rumpang Menyusun kalimat acak essay	*Complete the following sentences / text using suitable words* *Arrange the word into good sentences* *Write simple present tense on the situation given.*	4x40 menit	- Buku teks yang relevan contoh undangan, pengumuman SMS - gambar yang relevan - Tempat-tempat umum yang ada teks fungsional
6.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkunguan terdekat dalam teks berbentuk *descriptive/ procedure.*	1. teks rumpang berbentuk deskriptive 2. tata bahsa kalimat sederhana -simple present tense 3. kosa kata -kata terkait tema dan jenis teks -penggunaan auxiliary ver, have,	1. 1. Review ciri kebahsaan teks descriptive 2. Menulis kalimat sederhana berdasarkan penggunaan tata bahasa simple present tense 3. Melengkapi kalimat rumpang dengan kata	1. Memahami ciri kalimat simple present tense 2. Melengkapi kalimatrumpang 3. Menyusun kalimat simple present		1. Multiple chice 2. Completion 3. Jumbled sentences 4. essay	*1. choose a,b,c,or d correct answer* *2. complete sentences using suitable words* *3. rearrange the following sentences correctly* *4. write the sentences of simple present*	4x40 menit	Buku tekstang relevan. Gambar terkaittema/topik Benda-benda sekitar

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	- Teks fungsional Pendek berupa: • Undangan • Pengumuman • Pesan singkat 1. Tata bahasa • Kalimat sederhana -Mengundang -Mengumumkan -Menyampiakanpesan 2. Kosa kata Kata terkait tema tks 3. Tanda baca 4. Spelling	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan tata bahasa: *noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative* 3. Membuat frasa, kalimat sesuai dengan materi 4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek 5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman 6. Membuat teks tulis fungsional pendek sendiri dengan bebas	▪ 1. Melengkapi rumpang teks fungsional pendek ▪ 2. Menyusun kata menjadi teks fungsional yang bermkana ▪ 3. Menulis teks fungsional pnedek	Test tulis	Melengkapi kalimat rumpang Menyusun kalimat acak essay	*Complete the following sentences / text using suitable words* *Arrange the word into good sentences* *Write simple present tense on the situation given.*	4x40 menit	- Buku teks yang relevan contoh undangan, pengumuman SMS - gambar yang relevan - Tempat-tempat umum yang ada teks fungsional
	has, do, does, can 4. tanda baca dan spelling	kerja yang tepat 4. Menyusun kalimat positive negativedan introgative berdasarkan tata bahasa teks deskriptive	tense 4. Menulisn kalimat simple present tense			*tense*		

Kompetensi Dasar	Materi Pokok/ Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1 Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat	- Teks fungsional Pendek berupa: • Undangan • Pengumuman • Pesan singkat 1. Tata bahasa • Kalimat sederhana -Mengundang -Mengumumkan -Menyampiakanpesan 2. Kosa kata Kata terkait tema tks 3. Tanda baca 4. Spelling	1. Tanya jawab yang berkaitan dengan materi 2. Membahas dan mengembangkan kosakata dan tata bahasa: *noun, noun phrase, adj, verb, adverb, simple Pr tense, imperative* 3. Membuat frasa, kalimat sesuai dengan materi 4. Membahas struktur atau ciri-ciri teks tulis fungsional pendek 5. Membuat teks tulis fungsional pendek terpimpin ataudengan teman 6. Membuat teks tulis fungsional pendek sendiri dengan bebas	▪ 1. Melengkapi rumpang teks fungsional pendek ▪ 2. Menyusun kata menjadi teks fungsional yang bermkana ▪ 3. Menulis teks fungsional pnedek	Test tulis	Melengkapi kalimat rumpang Menyusun kalimat acak essay	*Complete the following sentences / text using suitable words* *Arrange the word into good sentences* *Write simple present tense on the situation given.*	4x40 menit	- Buku teks yang relevan contoh undangan, pengumuman SMS - gambar yang relevan - Tempat-tempat umum yang ada teks fungsional
Kartakter yang diharapkan : percaya diri (trustworthines) Rasa hormat dan perhatian (respect) Tekun (diligent)								

Mengetahui
Kepala SMP IT Bina Insani

Intan Caria

Metro, 16 Maret 2017
Guru Mata Pelajaran,

Desty Ratnasari

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : SMP IT Bina Insani
Mata Pelajaran : Bahasa Inggris
Topik Pembelajaran : Simple Present Tense
Kelas/Semester :VII (Tujuh) / Satu
Alokasi Waktu : 2 x 40 menit

I. Standar Kompetensi : 6.1 Mengungkapkan makna dalam teks tulis fungsional dan essay pendek sederhana berbentuk deskriptive dan recount untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar : 6.2 Mengungkapkan makna dan langkah retorika dalam essay pendek sederhana dengna menggunakan ragam bahasa tulis secara akurat, lancar untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk deskriptive.

III. Indikator :
1. Memahami ciri kalimat simple present tense
2. Melengkapi kalimat rumpang
3. Menyusun kalimat simple present tense
4. Menulis kalimat-kalimat simple present tense

IV. Tujuan Pembelajaran

Pada kahir pembelajaran, siswa dapat merespon makna dalam:

1. Mengidentifikasi tata kebahasaan simple presen tense
2. Melengkapi kalimat rumpang
3. Menulis kalimat dalam bentuk simple present tense

V. Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines)
Rasa Hormat dan perhatian (respect)
Tekun (diligence)

VI. Materi Pembelajaran

1. Simple Present Tense

Simple present tense digunakan untuk menunjukkan suatu peristiwa , kejadian, kegiatan yang terjadi berulang-ulang atau berlangsung terus-menerus. Simple present tense digunakan untuk menunjukkan suatu fakta/ Merupakan kebenaran umum.

Patterns :

Verbal Sentences :

(+) S+ Verb 1 +E /Es+ complement

(-) S+Do/Does+Not+Verb 1 + Complement

(?) Do/Does+Verb+Complement

Examples:

(+) She Studies English every day

(-) She does not study English every day

(?) Does she study English every day

Nominal Sentences :

(+) S+To be (Am,Is, Are) + Compplement

(-) S +To be (Am, Is, Are,)+ Not+ Complement

(?) To Be (Am, Is, Are) +S + Complement?

Examples :

(+) Arif is a student of SMP IT Bina insani

(-) Arif is not a student of SMP IT Bina insani

(?) Is Arif a student of SMP IT Bina Insani

Teks :

The man ***goes*** with his dog to the park. He ***brings*** a ball with him to throw for the dog. When he ***arrives*** at the park, he ***throws*** the ball very far, and the dog ***chases*** after it. The dog comes back with the ball in his mouth. The man is very happy to see the dog come back with the ball. He ***spends*** the rest of the day throwing the ball for his dog to chase.

VII. Metode/ Tekhnik : Textual Enhancement Technique

VIII. Langah-Langkah kegiatan

Kegiatan Pendahuluan Apersepsi • Guru mengucapkan salam dan bertanya kabar kepada siswa • Guru Mengawali pembelajaran dengan berdoa • Guru memberikan ice breaking kepada siswa Motivasi • Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai • Guru memberikan pengarahan tentang textual enhancment
Kegiatan Inti Eksplorasi Dalam kegiatan eksplorasi , guru: • Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari • Menjelaskan materi tentang simple present tense • Menganalisis struktur kalimat simple present tense Elaborasi • Memberikan teks yang berkaitan dengan tema dengan menggunkan textual enhancemnet technique • Menganalisis struktur kalimat simple present tense yang terdapat dalam teks • Membuat contoh kalimat simple present tense dari teks yang diberikan • Meminta siswa mengerjakan tugas individu Konfirmasi • Memberikan umpan balik pada siswa dengan memberikan reward pada siswa terbaik • Memberikan konfirmasi pada pekerjaan yang sudah dikerjakan oleh siswa • Memfasilitasi siswa dalam melakukan refleksi untuk

memperoleh pengalaman belajar yang dilakukan • Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi simple present tense
Kegiatan penutup • Bersama-sama dengan peserta didik dan/ atau sendiri membuat simpulan plajaran • Melakukan penilaian dan / atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram • Memberikakn umpan balik terhadap proses dan hasil pembelajaran • Merencanakan kegiatan tidak lanjut dalam bentuk pembelajaran remidi, program tugas individual maupun kelompok sesuia hasil belajar peserta didik

A. Media belajar

1. Buku Bahasa Inggris
2. LCD/ Proyektor
3. Papan tulis
4. Kamus

B. Sumber referensi

Betty Schrampter Azar, *Undesrtandig and Using English Grammar*, (USA : Prentice Hall Regent, 1989.

Akh.Kardimin..*Essetial English Grammar*.Yogyakarta:Pustaka Pelajar,2008.

C. Penilaian

Indikator pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/soal
1. Memahami ciri kalimat simple present tense	Tes tulis	1. Multiple chouice	1. Chooice a, b, c, or d to correct answer

2. Melengkapi kalimat rumpang 3. Menyusun kalimat Simple present tense 4. Menulis kalimat simple present tense		2. Completion 3. Jumbled Sentences 4. Essay	2. Complete the Sentences using suitable words 3. Rearrange the Following sentences correctly 4. Write sentences of simple present tense

a. Instrumen:

Choose the correct answer A, B, C, or D.

b. Pedoman Penilaian

Tiap nomor benar diberi skor 1

Nilai maksimal 100

Skor maksimal 20 X 1 = 20

$$\text{Nilai perolehan} = \frac{\text{Skore Perolehan}}{\text{Skor maksimal}} \times 100$$

c. Rubrik Penilaian

Uraian	Skor
Jawaban Benar	1
Jawaban salah	0

Metro, 16 Maret 2017

Guru Mapel Bahasa Inggris

Reseacher

Agus Saputra

Desty Ratnasari

NPM. 1291597

Kepala SMP IT Bina Insani

Intan Caria

Observation sheet of the students' activity

Location : SMP IT Bina Insani Metro
Observation class : VII
Total of students : 22
Topic : Simple Present Tense
Day/Date :
Indicators :

1. The students pay attenstion to teh teachers's explanation
2. The teacher give question to the other students
3. The students are able to answer the question of the teacher
4. The students work activity in self
5. The students are able to do task well.

No	Students' initial					
		1	2	3	4	5
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

Pre test

The Students' mastery of Simple Present Tense

Direction

1. Don't forget pray before do the task
2. Write down your name and class is a answer sheet
3. Read the questions correctly and clearly
4. Don't cheat and don't discuss with your friends
5. Choose the correct answer A, B, C, or D,

1. She ..... happy because he is there.
   a. be c. are
   b. is d. To be
2. I like her hair unravel so that she.....more beautiful.
   a. looked c. looks
   b. look d. looking
3. Retna ..... the problems that she will face soon.
   a. don't know c. doesn't knows
   b. don't knows d. doesn't know
4. She ..... her dog everyday
   a. To feed c. Feeds
   b. Feed d. Feeding
5. I ..... always..... to the dentist
   a. Do not, go c. Do not, went
   b. Does not, go d. Does not, went
6. When .....you .....a shower?
   a. Do, took c. Do, taken
   b. Do, take d. Do, taking
7. Q: Do you like to sing?
   A: …
   a. Yes, I likes to sing
   b. Yes, I like to sing
   c. Yes, I am liking to sing
   d. Yes, I liked to sing
8. I ..... breakfast every day at 7 AM
   a. Eat c. Ate
   b. To eat d. Eaten
9. Our English teacher always . . . . . our homework every week.
   a. Check c. Checking
   b. Checked d. Checks
10. One of my friends alwas . . . . . to bali every year.
    a. Go c. To go
    b. Goes d. Going
11. . . . . your Uncle come here every year?
    a. Do c. Did

b. Does d. Will

12. The train always . . . . . on time.
    a. Arrive c. Arrives
    b. To arrive d. Arrived
13. I don't . . . . . time to swim on monday.
    a. Having c. Has
    b. Had d. Have
14. . . . . you have enough time to attend the party?
    a. Does c. Didn't
    b. Did d. Do
15. Marzuki . . . . . a very thick book about Indonesian History.
    a. Has c. Had
    b. Have d. Hid
16. Does the coach of Soccer club . . . . . the team regularly?
    a. Train c. Trained
    b. Trains d. Training
17. Mr. And Mrs. Bambang often . . . . . late.
    a. Comes c. Came
    b. Coming d. Come
18. Q : When do you do your homework?
    A: …
    a. I have did my homework at 6 PM
    b. I did my homework at 6 PM
    c. I do my homework at 6 PM
    d. I am doing my homework at 6 PM
19. Q: Do you enjoy playing in the park?
    A: …
    a. No, I doesn't enjoy playing in the park
    b. No, I no enjoy playing in the park
    c. No, I don't enjoy playing in the park
    d. No, I don't enjoys playing in the park
20. Q: Does he love his mother?
    A: …
    a. He love his mother
    b. He loves his mother
    c. He to love his mother
    d. He is loving his mother

Post Test

The Students' mastery of Simple Present Tense

Direction

6. Don't forget pray before do the task
7. Write down your name and class is a answer sheet
8. Read the questions correctly and clearly
9. Don't cheat and don't discuss with your friends
10. Choose the correct answer A, B, C, or D,

1. Lia always .....dinner. she likes cooking very much.
   a. Make c. made
   b. Makes d. Making
2. Our Math teacher . . . . . check the attendance list every day.
   a. Do not c. Did not
   b. Does not d. Not doing
3. ..... the meeting take place in your office?
   a. Do c. Does
   b. Dod d. Don't
4. My father always . . . . . Karate every week.
   a. Practices c. Practice
   b. Practicing d. Is practicing
5. Do your father and mother . . . . . in a hotel?
   a. Stays c. Stay
   b. To stay d. Staying
6. Every day the security officer at my school . . . . . around the building once every hour.
   a. Walks c. To be walking
   b. Is walking d. Walking
7. Does your friend . . . . . about this problem?
   a. Understands c. Understand
   b. To understand d. Understood
8. My Biology teacher . . . . . always kind to every student.
   a. Are c. Am
   b. Is d. was
9. The earth . . . . . once within 24 hours every day.
   a. Rotating c. Rotate
   b. Rotates d. Rotated
10. Handoko And Mrs Sunarni . . . . . always happy every time.
    a. Am c. are
    b. Is d. Were
11. My father doesn't . . . . . coffee every morning.

a. To drink
b. Drink
c. Drinks
d. Drinking

12. Eko, Yoga and Nanda . . . . . my best friend.
a. Is
b. Am
c. Wes
d. Are

13. Jakarta ..... on of the biggest cities in Indoensia.
a. Are
b. Is
c. am
d. Do

14. My uniques animals.....the National park
a. Inhabit
b. Inhabits
c. inhabited
d. Inhabiting

15. Q : When do you do your task?
A: …
a. I have did my task 6 PM
b. I did my task at 6 PM
c. I do my task at 6 PM
d. I am doing my homework at 6 PM

16. Q: Do you enjoy playing football?
A: ….....
a. No, I doesn't enjoy football
b. No, I no enjoy playing football
c. No, I don't enjoy playing football
d. No, I don't enjoys playing football

17. Are they the students of Junior High school 1 Pekalongan?
a. No, they are
b. Yes, they is not
c. Yes, they are
d. Yes, are no

18. My grandfather..... tamatoes in his garden this summer.
a. Don't grow
b. Not go
c. Not goes
d. Do not go

19. Water .....at 0 degree Celcius and .....at 100 degree
a. Freezes-boils
b. Boils-freezes
c. Freeze-boil
d. Boil-freeze

20. The children..... for the school right now
a. leave
b. leaving
c. Leaf
d. Leaves

Answer key Pre Test

NO	Answer key	No	Answer key
1	B	11	A
2	C	12	C
3	A	13	D
4	C	14	D
5	A	15	A
6	B	16	A
7	B	17	A
8	A	18	C
9	D	19	C
10	A	20	A

Answer Key Post Test

No	Answer key	No	Answer key
1	B	11	B
2	B	12	D
3	A	13	B
4	A	14	B
5	C	15	C
6	A	16	C
7	C	17	A
8	B	18	A
9	B	19	A
10	C	20	A

Task 1

Direction:

1. Don’t forget pray before do the task
2. Write down your name and class in a piece of paper
3. Read the questions correctly and clearly
4. Don’t cheat adn don’t discuss with your friends
5. Coplete the following sentences with the correcct verb forms

1. She.....(looks, look) very beautiful today
2. Jonathan .....(are, is) singer
3. They.....(catches , catch) the rain early in the morning
4. West Java .....(am, is) one of beautiful province in Indoneisa
5. Dimas ..... (drive, drives) motorcylcle when go to school.
6. My mother.....(cooks, cooking) friedrice for me
7. Water ... (boil, boils) at 100 degrees centigrade
8. The swimming bath ..... (open, opens) at 09.00 every day
9. His father .....(works, work) in the hospital
10. They..... (are, am) the student of SMP IT Bina Insani Metro

Task 2

Name :.....

Class :.....

Direction :

1. Don’t forget pray before do the task
2. Write down your name and class in a piece of paper
3. Read the questions correctly and clearly
4. Don’t cheat adn don’t discuss with your friends
5. Coplete the following sentences with the correcct verb forms

1. Candra is famous student in SMP 1 Metro

   (-).....

   (?).....

2. Rona goes to market every morning to help his mother

   (-).....

   (?).....

3. My mother reads holy Qur’an every night

   (-).....

   (?).....

4. They study English twice a week.

   (-).....

   (?).....

5. Memey eats banana every morning

   (-).....

   (?).....

Table 6
The Result of Students' Experimental Class Pre-Test at the seventh Grade of SMPIT Bina Insani Metro

NO	NAME	SCORE
1.	ANH	55
2.	AF	55
3.	ENA	45
4.	FKP	45
5.	FKUP	70
6.	GSUM	45
7.	LS	50
8.	MWC	45
9.	NGFN	55
10.	NAFH	60
11.	RAP	60
12.	RWH	50
13.	RA	50
14.	RS	45
15.	STA	75
16.	UQN	50
17.	VAH	70
18.	VGA	55
19.	WMN	85
20.	YNI	65
21.	ZP	50
Total		1175
Average		55,952
The highest score		80
The lowest		45
The number of the students who got 750 or more		4

Table 8
The Result of Students' Control Class Pre-Test at the seventh Grade
of SMPIT Bina Insani Metro

NO	NAME	SCORE
1.	AFR	50
2.	AAD	70
3.	ASI	45
4.	FAA	75
5.	FR	45
6.	FI	60
7.	GBH	45
8.	GAR	65
9.	HMA	70
10.	M.EF	45
11.	MJV	50
12.	MH	45
13.	MAR	70
14.	MIT	50
15.	MRA	45
16.	NK	65
17.	NGP	55
18.	RAM	50
19.	RAF	60
20.	RA	75
21.	SA	50
Total		1185
Average		56,428
The highest score		75
The lowest		45
The number of the students who got 75 or more		5

Table 10
The Result of Students' Control Class Post-Test at the Seventh Grade of SMPIT Bina Insani Metro

NO	NAME	SCORE
1.	AFR	70
2.	AAD	80
3.	ASI	45
4.	FAA	60
5.	FR	55
6.	FI	70
7.	GBH	65
8.	GAR	60
9.	HMA	70
10.	M.EF	60
11.	MJV	50
12.	MH	55
13.	MAR	55
14.	MIT	80
15.	MRA	60
16.	NK	50
17.	NGP	45
18.	RAM	60
19.	RAF	50
20.	RA	60
21.	SA	50
Total		1250
Average		59.523
The highest score		80
The lowest		45
The number of the students who got 75 or more		5

Table 12
The Result of Students' Experimental Class Post-Test at the Seventh Grade of SMPIT Bina Insani

NO	NAME	SCORE
1.	ANH	65
2.	AF	70
3.	ENA	80
4.	FKP	65
5.	FKUP	60
6.	GSUM	80
7.	LS	75
8.	MWC	55
9.	NGFN	65
10.	NAFH	85
11.	RAP	90
12.	RWH	65
13.	RA	75
14.	RS	65
15.	STA	85
16.	UQN	55
17.	VAH	60
18.	VGA	60
19.	WMN	80
20.	YNI	75
21.	ZP	75
Total		1485
Average		70,571
The highest score		90
The lowest		55
The number of the students who got 70 or more		11

The Documentation of the Research

The students doing the pre test

The teacher give the material about vocabulary “things in the house”

The teacher explain about the guessing game

The students give respons and ask to the teacher about the guessing game

The students play the guessing game

The teacher review the students vocabularies

The students doing post test

PHOTO DOCUMENTATION

Pre- Test in Control and Experimental class

Treatment in Experimental class

Post-Test in Control and Experimental Class

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507 Faksimili (0725) 47296
Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

Nomor : 2419/In.28/R.1/TL.00/05/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
Kepala SMP IT BINA INSNI METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2418/In.28/R/TL.01/05/2017, tanggal 08 Mei 2017 atas nama saudara:

Nama	:	**DESTY RATNASARI**
NPM	:	1291597
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP IT BINA INSNI METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF APLICATION TEXTUAL ENHANCEMENT TECHNIQUE TOWARD STUDENT'S SIMPLE PRESENT TENSE MASTERY AT THE SEVENTH GRADERS OF SMP IT BINA INSANI METRO IN ACADEMIC YEAR 2016/2017".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 08 Mei 2017
Wakil Rektor Bidang Akademik
dan Kelembagaan,

Dr. Suhaili, S.Ag, MH
NIP 197210011999031003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507. Faksimili (0725) 47296.
Website: www.metrouniv.ac.id, e-mail: iainmetro@metrouniv.ac.id

SURAT TUGAS

Nomor: B-2418/In.28/R/TL.01/05/2017

Rektor Institut Agama Islam Negeri Metro, Menugaskan Kepada Saudara:

Nama	:	**DESTY RATNASARI**
NPM	:	1291597
Semester	:	10 (Sepuluh)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP IT BINA INSNI METRO. guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE INFLUENCE OF APLICATION TEXTUAL ENHANCEMENT TECHNIQUE TOWARD STUDENT'S SIMPLE PRESENT TENSE MASTERY AT THE SEVENTH GRADERS OF SMP IT BINA INSANI METRO IN ACADEMIC YEAR 2016/2017".
2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 08 Mei 2017

Mengetahui,
Pejabat Setempat

Intan Earia, S.Pd.I

an. Rektor,
Wakil Rektor Bidang Akademik,

Dr. Suhairi, S.Ag, MH
NIP 197210011999031003

YAYASAN PARA JUARA LAMPUNG
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP IT BINA INSANI METRO
"Sekolahnya Para Juara Pemburu Dunia Akhirat"
Alamat: Jl. Dr. Soetomo Kel. Purwoasri, Kec. Metro Utara. Kota Metro
Email: smpit.binainsani_komet@yahoo.co.id / www.smpitbikomet.wordpress.com
NPSN : 69787371 - Telp (0725) 47379 c.p 08127263855

No. : 440/YPJL/SMPIT-BI/VI/2017
Lamp. : -
Perihal : Surat Balasan

Kepada Yth.
Ketua STAIN Jurai Siwo Metro
Di
Tempat

Assalamu alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : 2419/In.28/R.1/TL.00/05/2017 tertanggal 8 Mei 2017 perihal izin Penelitian maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan izin penelitian:

Nama	: Desty Ratnasari
NPM	: 1291597
Jurusan	: Tarbiyah
Program Study	: Bahasa Inggris
Judul	:The Influence of Aplication Textual Enhancement Technique Toward Student's Simple Present Tense Mastery at The Seventh Graders of SMP IT Bina Insani in academic year 2016/2017.

Demikian surat ini kami buat, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuhu.

Metro, 8 Mei 2017
Kepala Sekolah

Intan Caria, S.Pd.I
NIP.

KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) JURAI SIWO METRO
JURUSAN TARBIYAH

Sekretariat : Jl. Ki. Hajar Dewantoro 15 A Metro, Telp (0725) 41507

Nomor : Sti.13/JST/PP.00.9/510/2016 Metro, 10 Februari 2016
Lamp : -
Hal : **IZIN *PRA SURVEY***

Kepada Yth.,
Kepala SMP IT Bina Insani Metro
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama : Desty Ratnasari
NPM : 1291597
Jurusan : Tarbiyah
Prodi : PBI
Judul : **The Influence of Textual Enhancement Technique Toward Student's Simple Present Tense at The Seventh Grade of SMP IT Bina Insani Metro in academic year 2016/2017.**

Untuk melakuan PRA SURVEY di SMP IT Bina Insani Metro

Demikianlah permohonan ini disampaikan, atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan,

Dra. Hj. Akla, M.Pd
NIP. 19691008 200003 2005

YAYASAN PARA JUARA LAMPUNG
SEKOLAH MENENGAH PERTAMA ISLAM TERPADU
SMP IT BINA INSANI METRO
"Sekolahnya Para Juara Pemburu Dunia Akhirat"
Alamat: Jl. Dr. Soetomo Kel. Purwoasri, Kec. Metro Utara. Kota Metro
Email: smpit.binainsani_komet@yahoo.co.id / www.smpitbikomet.wordpress.com
NPSN : 69787371 - Telp (0725) 47379 c.p 08127263859

No. : 296/YPJL/SMPIT-BI/I/2017
Lamp. : -
Perihal : Surat Balasan

Kepada Yth.
Ketua STAIN Jurai Siwo Metro
Di-
Tempat

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Teriring salam dan do'a semoga Allah SWT senantiasa melimpahkan rahmat serta hidayah-Nya kepada kita semua dalam kehidupan ini. Amin. *Shalawat* dan salam semoga senantiasa dicurahkan atas teladan kita Rasulullah Muhammad SAW.

Berdasarkan surat nomor : Sti.13/JST/PP.00.9/510/2016 tertanggal 10 Februari 2016 perihal izin Pra Survey maka kami berkenan memberikan izin, berikut nama mahasiswa yang akan melaksanakan survey:

Nama	: Desty Ratnasari
NPM	: 1291597
Jurusan	: Tarbiyah
Program Study	: Bahasa Inggris
Judul	:The Influence of Textual Enhancement Technique Toward Student's Simple Present Tense at The Seventh Grade of SMP IT Bina Insani in academic year 2016/2017.

Demikian surat ini kami buat, kami ucapkan terima kasih.

Wassalamu'alaikum Warahmatullahi Wabarakatuhu.

Metro, 5 Januari 2017
Kepala Sekolah

Intan Caria, S.Pd.I
NIP.

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo MetroTimur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail:iain@metrouniv.ac.id

Nomor : P.0758/In.28/FTIK/PP.00.9/04/2017
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:
1.Sdri. Dr. Widhiya Ninsiana, M.Hum
2.Sdr. Drs. Kuryani Utih, M.Pd
Dosen Pembimbing Skripsi
Di –
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Saudara untuk membimbing mahasiswa tersebut dibawah ini:

Nama : Desty Ratnasari
NPM : 11291597
Jurusan : Tarbiyah/TBI

Dengan ketentuan sebagai berikut:

3. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing, bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   a. Ass. Dosen Pembimbing bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
8. Waktu menyelesaikan skripsi:
   e. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   f. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
9. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
10. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Indonesia dengan:
   d. Pendahuluan ± 1/6 bagian
   e. Isi ± 2/3 bagian
   f. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan Saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 April 2017
Wakil Dekan Bidang Akademik
dan Kelembagaan

Dra. Isti Fatonah, MA
NIP. 196705311993032003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.pustaka.metrouniv.ac.id; *e-mail*: pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-648/In.28/S/OT.01/06/2017

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

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Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 12 Juni 2017
Kepala Perpustakaan

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No	Hari/Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1.	25th May 2017	Repair Abstract	
2.	26th May 2017		

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No	Hari/Tanggal	Hal-hal yang dibicarakan	Tanda Tangan
1.	25th May 2017	- revise title - Abstract - dedication - acknowledgment	
2.	6th June 2017	- Repire abstract.	
3.	8th June 2017	Repire acknowledgment	
4.	12 June 2017	Acc to Munaqasah	

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CURICULUM VITAE

Desty Ratnasari who stands as the researcher in this present research was born in Adirejo, Jabung, East Lampung on June 05th 1993. She comes from simple and harmonic family. He is the second doughter from Giono and Atina Khasanah.

He took his kindergarten at TK Adirejo, took elementary school at SDN 1 Adirejo, and took his junior high school at SMPN 1 Jabung for three years. Then, having graduated from junior high school, he continued his study in SMAN 1 Pasir Sakti East Lampung. In that school, he is declarated as secretary in OSIS. After graduated from senior high school, he continued his study in IAIN Metro with English Education Study Program. While he was a student in IAIN, he joined in the JSEC and active in LDK Al-ishlah IAIN Metro. Now, he get the job as a teacher in SMP IT Bina Insani Metro. She really hope that he is able to continue his study to master of degree and to be a succesfull person that can present a happiness for his parents.