

THE EFFECT OF WORD WALL MEDIA ON THE STUDENTS' ABILITY IN SIMPLE PRESENT TENSE MASTERY AT GRADE X OF SMAN 1 TANJUNG TIRAM

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ABSTRACT

This Research aims to investigate The Effect of Word Wall Media on Students Ability in Simple Present Tense Mastery. This Research was conducted by Experimental Research . The population of this Research was the students at grade X of SMA N 1 Tanjung Tiram . the total number of the population Two hundred fifty two students in seven class . there were 36 students chosen as the sample by using random sampling technique . The sample was divided into two group , namely Control Group and Experiment Group . The Experiment group was taught by using Word Wall Media and control group was taught without using Word Wall Media . The instrument for collecting the data was Multiple choice [-test . The data was analyze by using t- test formula . It means that the alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected . based on the finding of this research , it was found that there is a significant effect of Word Wall Media in Simple Present Tense Mastery at grade x of SMA Negeri 1 Tanjung Tiram.

Key word: Simple Present Tense Mastery, Word Wall Media.

INTRODUCTION

The Background of the Study

Language is specifically human ability for acquiring and using complex system communication. It is primary an instrument of communication among human being in community. Language is needed express what people are feeling and to integrate into certain situation or particular social environment. Nowadays, many people are able to master not only their own native

language, but also other foreign language. One of them which is well-known at this time is English.

English is a global language and it plays an important role in the international world. Consequently, Indonesian government has recommended that English as one of the foreign languages that should be taught as a compulsory subject in both junior and senior high school;

even it has been implemented in elementary school.

In English subject, student have the four basic skills of language: those are listening, speaking, reading, and writing. In mastering those skills, students also have to know the language components; grammar, vocabulary, and pronunciation. Besides, the creativity of the teachers in conducting the teaching learning process also influences the students in acquiring the target language. For that reason, the teachers must choose the best way or method in their teaching learning process. This also can reduce the students in being bored.

Many people would agree that English language some of the most troublesome yet fascinating problems are concentrated in the area of the finite verb phrase, including, in particular, tense, aspect, mood, and modality. One of the most important parts in grammar to be learnt is tense. While Simple Present Tense is one of the English language rules that students should understand.

Based on the writer's observation, the most difficult English sub skill to be learned is grammar. There are some difficulties faced by students in mastering grammar especially in simple present tense. They are: first most of students why still do not understand in the forms and usage of simple present tense. Second, they often make some mistakes to put the right verb in the sentences of the simple present tense. Third, the students were not enthusiastic with

the teaching and learning process about grammar. The writer observed when Magang III in classroom activities at SMA SWASTA SEI BEJANGKAR

These problems can be influenced by some factors. The writer assumed these problems are caused by method or technique in teaching grammar, since some teachers taught grammar just by giving explanation and exercises. Of course it makes students less comprehension. It makes students less interested in grammar, and makes students bored. These problems are important to be solved so that students get more comprehension in material of grammar, and students think that grammar is an interesting skill.

To solve problem, English teachers familiarize them to imagine to learn simple present tense by using various images and words that are attached to the wall. By applying the media the teacher gives students time to think for themselves by looking at the picture, namely the media word wall, so that they can make simple present tense sentences correctly. Furthermore, the teacher must give them the opportunity to write another simple present tense sentence by showing another word wall media. This situation encourages writers to raise issues for this proposal. The writer purpose word wall as an alternative media in teaching grammar simple present tense. Therefore, word wall media is very crucial to be applied in teaching simple present tense on students,

writer decided to choose this topic as the title : The Effects of Word Wall Media on students' Ability in Simple Present Tense Mastery at Grade X of SMA Negeri 1 Tanjung Tiram in 2018/2019 Academic Year .

Objective of the Study

In accordance with the problem formulated above, the objective of the research is to find out The effect of word wall media on students' ability in simple present tense mastery at grade X-2 SMA N 1 Tanjung Tiram in 2018/2019 Academic year .

Hypothesis

Based on the theory and the objective of the study, it can be formulated hypothesis, that there is significant the effect of clustering ideas technique on students' ability in writing recount text.

(H_a) : There is a Significant effect of Word Wall Media on the Student Ability in Simple Present Tense Mastery at Grade X of SMA N 1 Tanjung Tiram in 2018/2019 Academic Year

(H₀) : There is no significant effect Word Wall Media on Student Ability in Simple Present Tense Mastery at Grade x of SMA N 1 Tnjung Tiram in 2018/2019 Academic Year .

THE RESEARCH METHOD

This study was conducted At SMA N 1 Tanjung Tiram in 2018/2019 Academic Year. This school was located on JL Kampung Lalang Batu Bara . This research was started on May 2019. The population of this study at grade X of SMA Negeri 1

Tanjung Tiram .The grade X students of this school was divided into four classes with 36 students in each class. So, the population of this research 252 students of four classes. The sample of this research will take at grade X MIA-2 as an experimental group and grade X MIA -1 as a control group which consist of 72 students for both of class.

Research Design

This study was conducted in experimental design, namely the effect of Word Wall Media on students' ability in Simple Present Tense at grade X of SMA Negeri 1 Tanjung Tiram in 2018/2019 Academic Year. There were two groups of students, namely control group and experimental group. The experimental group was taught by using Word Wall Media and control group was taught conventionally. Both groups are given pre-test and post-test.

The Instrument for collecting Data

The instrument of this research used test; pre-test and post-test. Test that was used is multiple choices test with four options; a, b, c, and d and completing the dialogue . The pre-test was given before the treatment and the post-test was given after the treatment. Here, this research give the instruction of the test based on Basic Competency-Kompetensi Dasar (KD) that the first year students of Senior High School are expected to be able to express meaningful ideas in term of pattern of the simple present tense and

multiple choice in the form of simple present tense.

DATA AND DATA ANALYSIS

Data

The source of the data was taken from students of SMA Negeri 1 Tanjung Tiram grade X which consisted of Seven classes with the amount of students 252students .This Researchwas taken it was only for grade X MIA 1 as experimental group and X MIA 2 as control group of SMA Negeri 1 Tanjung Tiram with the amount of the students was 36 students for every class.

Pre Test of Experiment Class the highest value is 75 and the lowest is 60.Data was taken before giving a treatment and explanation material .Post Test of Experiment Class the highest value is 90 and the lowest is 80.Data was taken after giving a treatment and used Word Wall Media .The highest value is 90 and the lowest is 80. Data was taken from the result after Wor Wall Media was given . After the Treatment was given , it can be seen there was an increasing in student learning outcomes .

Pre Test of Control Class the highest value is 75 and the lowest is 60.Data was taken before giving treatment and explanation material.Pre Test of Experiment Class the highest value is 80 and the lowest is 70.Data was taken after giving treatment and explanation material.

The highest learning outcames of student is 80 and the lowest is 70 ,

and differs from the experimental class . Class Control of learning was given only in the conventional . The above result can be seen there was a difference between Experimental classes and Control classes , because the learning outcomes of student in lower grade control .There are different in students' scores. Student who learn to use Word Wall Media of learning (Experimental Class) got better result compared with conventionally taught classes (Control Class) .

Discussion

Based on the table 4.3 and 4.6 above , so it can analyze on the score to find out the differences score between pre – test and post – test in experimental and control group. Based on the analysis above , it can be seen that the student' score in the post – test is higher than the students' score in pre – test . it means that the students' ability in Simple Present Tense Mastrey is effective . Meanwhile , the mean of the differences score between pre – test and post – test experiment group is 665 .

Based on the analysis above , it can be seen that the students score in post – test is higher than the students' score in the pre – test but there is no significant effect to the students score . Meanwhile , the differences score between pre – test and post – test of control group is 283 . It means that the difference of the students' ability in experiment and control group was higher than before .

After this research calculated the data, the score of the experimental group was higher than control group, 86% of the students have ability in Simple Present Tense, with knowing pattern of Simple Present Tense. It means that the Word Wall Media is effective to students' in Simple Present Tense. There are several effective the successful of students as following below:

1. The students was given treatment by CIT
2. The high motivation of student to the study
3. The students diligent comes to school
4. The students interactive in the class
5. The students always re-study at home
6. The students give attention and listen the advice from the teacher

Discussion

After analyzing the data into t – test, it was score that t – score was 0,85, if this consulted to critical score product moment degree of freedom (df) N_1+N_2-2 or $36+36-2=70$. So, the critical score of t – score $>$ t – table.

It means that there is significance effect in Simple Present Tense Mastery by using Word Wall Media. Based on the result, it can be drawn the conclusion that teaching Simple Present Tense can be taught by the use of Word Wall Media.

CONCLUSIONS AND SUGGESTIONS

Conclusion

From the discussion in the previous chapter, it can be concluded that using Word Wall can increase the students' ability in simple present tense mastery. The students' simple present tense mastering before using Word Wall is very poor. It is different from the students' mastery after using Word Wall. It was found in students post-test was higher than the pre-test, which proved that used of Word Wall in learning activity contributed to the students' more effective in teaching simple present tense mastery. Word Wall can increase the students' ability in simple present tense mastery. Therefore, Word Wall is helpful to activate the students' background knowledge that is very important to help students practice their mastering simple present tense.

The students' achievement in learning simple present tense by word wall media has a significant improvement. It can be seen in the following facts:

1. The students' improvement of simple present tense can be seen in the improvement of their achievements in pre-test, post-test I and post-test II
2. From the result of field notes, it showed that the class condition during teaching and learning process creates the positive atmosphere in the classroom, and also makes students actively in teaching and learning process
3. From the result of observations and interviews showed

the students were motivated and interested to participate and actively in teaching and learning simple present tense by word wall media .

Suggestion

Based on the data prescribed previously, this reasearch gives some suggestions as follows :

1. Suggestion for the students

Students should learn other components or recount text such as; Defition of simple present tense , pattern of simple pressent tense and example of simple present tense

2. Suggestion for the teachers

Teacher should use particular technique that minimize students' problem in writing. The Media suggested should brings students fun and encourage students to write more easy. Media Word Wall is one of the Media suggested in helping students to write more easy and fun., students use this kind of visual Media in exploring ideas in mind until it become a good piece of writing.

3. Suggestion for other researchers. Other researchers should have a good mastery of teaching material and enough skill of demonstrating the media of word wall in the classroom since these things influence the students' successful of their achievements in learning simple present tense . Furthermore, the researchers should varied the media in classroom teaching to avoid students' boredom since in some meetings of the research conduction they have to learn the same material with the same media . Teacher should have a

competence in applying particular media . in class to bring the media understood by the students so that they can apply the media in their own work. The instruction must be clearly pronounced by the teacher so that the explanation must be easily understood by the students

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