CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

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Forum Komunikasi Ilmiah dan Ekspresi Kreatif Ilmu Pendidikan

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Penyunting menerima artikel yang belum pernah diterbitkan di media cetak yang lainnya. Syarat- syarat, format dan aturan tata tulis artikel dapat diperiksa pada *Petunjuk bagi Penulis* di sampul belakang dalam jurnal ini. Artikel yang masuk akan ditelaah oleh Tim Penyunting dan Mitra Bestari untuk dinilai kelayakannya. Tim akan melakukan perubahan tata letak dan tata bahasa yang diperlukan tanpa mengubah maksud dan isinya.

Petunjuk Penulisan Cakrawala Pendidikan

1. Artikel belum pernah diterbitkan di media cetak yang lainnya.
2. Artikel diketik dengan memperhatikan aturan tentang penggunaan tanda baca dan ejaan yang baik dan benar sesuai *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan (Depdikbud, 1987)*
3. Pengetikan Artikel dalam format Microsoft Word, ukuran kertas A4, spasi 1.5, jenis huruf *Times New Roman*; ukuran huruf 12. Dengan jumlah halaman; 10 – 20 halaman.
4. Artikel yang dimuat dalam Jurnal ini meliputi tulisan tentang hasil penelitian, gagasan konseptual, kajian dan aplikasi teori, tinjauan kepustakaan, dan tinjauan buku baru.
5. Artikel ditulis dalam bentuk esai, disertai judul sub bab (heading) masing-masing bagian, kecuali bagian pendahuluan yang disajikan tanpa judul sub bab. Peringkat judul sub bab dinyatakan dengan jenis huruf yang berbeda, letaknya rata tepi kiri halaman, dan tidak menggunakan nomor angka, sebagai berikut:

   PERINGKAT 1 (HURUF BESAR SEMUA TEBAL, RATA TEPI KIRI)
   Peringkat 2 (Huruf Besar-kecil Tebal, Rata Tepi Kiri)
   Peringkat 3 (*Huruf Besar-kecil Tebal, Miring, Rata Tepi Kiri*)

6. Artikel konseptual meliputi; (a) judul, (b) nama penulis, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi latar belakang dan tujuan atau ruang lingkup tulisan, (g) isi/pembahasan (terbagi atas sub-sub judul), (h) penutup, dan (i) daftar rujukan. Artikel hasil penelitian disajikan dengan sistematika: (a) judul, (b) nama-nama peneliti, (c) abstrak dalam bahasa Indonesia dan Inggris (maksimal 200 kata), (d) kata kunci, (e) identitas penulis (tanpa gelar akademik), (f) pendahuluan yang berisi pembahasan kepustakaan dan tujuan penelitian, (g) metode, (h) hasil, (i) pembahasan (j) kesimpulan dan saran, dan (k) daftar rujukan.
7. Daftar rujukan disajikan mengikuti tata cara seperti contoh berikut dan diurutkan secara alfabetis dan kronologis.

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8. Pengiriman Artikel via email ke hudaferi@gmail.com paling lambat 3 bulan sebelum bulan penerbitan.

Daftar Isi

THE EFFECTIVENESS OF ESA WITH WPS PRESENTATION IN THE TEACHING OF SIMPLE PRESENT TENSE FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstrak: Tujuan dari penelitian ini adalah untuk memperoleh perbedaan yang signifikan antara skor siswa yang diajarkan menggunakan ESA dengan Presentasi WPS dan nilai siswa yang diajarkan menggunakan metode konvensional dalam pengajaran simple present tense untuk siswa SMP. Sampel diambil dari 29 siswa kelas VII SMP PGRI Panggungrejo. Ini adalah penelitian eksperimental semu yang menerapkan desain pre-test dan post-test control group. Semua data dianalisis menggunakan ANCOVA menggunakan SPSS 20. Hasil penelitian membuktikan bahwa mengajar menggunakan ESA dengan Presentasi WPS berbeda signifikan lebih baik daripada menggunakan metode konvensional.

Kata Kunci: *ESA, WPS Presentation, Grammar, Simple Present Tense*

Abstract: The objective of this research is to obtain the significant difference between students' score taught using ESA with WPS Presentation and students' score taught using conventional method in the teaching of Simple Present Tense for junior high school students. The sample is taken from 29 students of the seventh-grade students of SMP PGRI Panggungrejo. This quasi-experimental research applies pre-test and post-test control group design. All the data are analyzed using ANCOVA using SPSS 20. The result proves that the teaching using ESA with WPS Presentation is better significant different than using conventional method.

Key Words: *ESA, WPS Presentation, Grammar, Simple Present Tense*

INTRODUCTION

Grammar is one of important aspects in a language to formulate how words are arranged based on structural rules to create a sentence. Good grammar mastery is needed in every writing activity in order that a writer can produce better writing so that grammatically, a reader will be easy to understand both, explicit and implicit lesson in every writing works. Moreover, Freeman (2014, In Celce-Murcia, 2014: 256) has stated that besides becoming the form of

language, grammar is also used to make meaning significant. The word chosen and the structure used in a sentence decide the meaning of a sentence. Sometimes, some sentences with the same meaning from other languages have different aims.

English is a language with many rules used as regulation to make sentences as a tool to express human events. For instance, Learners who are willing to tell their activity in past will differ from those who want to tell present or future happening. Certainly, the aim will be different. Moreover, Rozakis, (2003: 4) also has added that a word meaning in English is not only about how it is pronounced and spelled, but also how it is placed in a sentence. This becomes a reason of why English is called as a flexible language.

Grammar has many academic branches to discuss. This study concerns only to discuss about tenses, or more specifically is about the Simple Present Tense. This tense is used to express an event or situation that exists always, usually, or habitually in the past, present, or future (Azar, 2003: 4). This tense is one of some basic knowledges in grammar that students should learn. It cannot be neglected that, because simple present tense is a basic knowledge in learning English, a student should understand this tense better before learning others.

Nowadays, students' mastery in grammar have been retrograded.

Rifa'i (2012: 99) has found 177 errors on compositions made by students of STKIP PGRI Blitar, he has concluded that students' grammar and vocabulary need to improve intensively. Ulfa et al (2014: 1) has done a study in SMP Negeri 1 Jember and has found 234 items or 57% grammatical error made by the students. Abushihab (2014: 1) also has found totally 179 grammatical error made by Turkish Learners of English as a Foreign Language. Faisal et al (2015: 1) also have found 97% error made by students of State Junior High School No 07 in Banda Aceh. Anugraeni (2016) on her thesis about analysis grammatical error made by students of SMP Negeri 2 Purwokerto also has found 58.67 grammatical errors on morphology and 41.33 errors on syntax. The studies above have proved that, English teacher need to find the more effective way to improve students' grammar mastery.

In EFL (English foreign language) or EL2 (English second language) contexts, grammar understanding often becomes the main problem in language learning, because mostly the English grammar has grammatical pattern with EL2 or EFL student's mother tongues. It is lexically related with a study done by Okoro (2017: 64) that has shown that student's mother tongue interference affects the easiness of student's grammar understanding. That fact makes teacher should choose an appropriate way to teach their students. Choosing an appropriate

method will help teachers to take a place and a role in class. It is important because what the teacher does to behave can be one of the problem makers in class (Harmer, 2003: 127). Asmani (2014: 28) states that teacher's material understanding and methodology actually are not able to be divided. Therefore, choosing an appropriate method can minimize the problems in class and create a bigger chance to the students to learn grammar maximally.

In teaching, teacher's material mastery and methodology that is chosen are not able to be divided (Asmani, 2014: 28). It means that besides mastering the material, teachers should choose the appropriate methodology or the way how to deliver the materials to students. David (1997, in Westwood, 2008: 1) has suggested that design and selection of teaching method should take into account not only about the nature of the subject, but also how the students learn. Moreover, Harmer (1998: 25) says that teacher should motivate, explore, and give chance to students to try their knowledge.

Harmer (1998: 25) mentions there are three elements that should be included to language classroom to make students learn effectively. The elements are engage, study, and activate (ESA). Engage means a condition where teacher engage the students interest that make their emotion be ready to study. Study means students focus on the information given or language, and how it is structured. And activate is focused on how students use the language freely and communicatively.

In addition, to maximize students' understanding, the use of media can be important to teaching activity. One of many media that can be used is computer. Westwood (2008: 36) states "Computers in the classroom have provided learners and their teachers with fast and easy ways of accessing information, communicating electronically with others, and producing high quality work and graphics".

Using computer in language learning is usually called CALL (Computer Assisted Language Learning). The study of Naba'h et al (2009: 431), Chien (2011), and Dehghani et al (2015: 88) have proved that CALL gives better result for students in language learning, and they recommend teacher to use CALL in teaching and learning activity. Computer enables teachers to install educational software to be used in teaching. One kind of educational software that is able to use is presentation software. Lari (2014: 1672) has studied about the impact of using presentation software technology and been proved that it gives significant positive effect on students' learning score. There are many kinds of presentation software that can be used in classroom, such as Microsoft Power Point, Prezi, Open Office Impress, WPS Presentation, etc.

Based on all information above, it can be believed that combining ESA with presentation software can give better effect in teaching simple present tense. This study examines about the effectiveness of ESA with WPS Presentation in the teaching of grammar for Junior High School Students.

RESEARCH METHOD

The research design that used in this study is an experimental research. It applies the quantitative research since it involved certain number of variable and data. The type of data used was interval where they were taken from the students' grammar scores. This study was conducted using quasi-experimental design which applied non-randomized pretest-posttest control group design (Ary, 2010 : 316).

This study was due to find out the effectiveness of two teaching methods; ESA and GTM in the teaching and learning process of simple present tense. This study applied two different treatments to both groups; control and experimental. The control group was taught using GTM, while the experimental group was taught using ESA.

Population and Sample

The population of this research was all of the seventh grade students of SMP PGRI Panggungrejo that consist of 29 students as the sample of the research. The classes were given pre-test at the first meeting to measure the homogeneity of classes before treatment.

Technique of Collecting Data

The technique of collecting data in this thesis uses test technique. The data is taken by using pre-test and post-test. The pre-test is given before the treatment and the post-test is given after the treatment. The questions consist of 10 questions where the questions of pre-test and post-test are same to keep the quality of the questions still same. All the question's types are essay which the maximum score can be gotten from every question is 10. To make a good test, there should be, at least, two requirements to fulfill in order that procedure the accurate data. They are validity and reliability. They are tested using SPSS 20.

Technique of Analyzing Data

This thesis uses ANCOVA formula to prove the hypothesis as suggested by Pallant (2007: 291) who states that ANCOVA can be used when we have two group pre-test or post-test design. Further she also says that the score on the pre-test are treated as a covariate to control for pre-existing differences between the groups. Because of the purpose of this data analysis is to test the hypothesis in the first chapter, so the statistical analysis of the data gathered in this study is conducted. The score of the experimental tests both pre-test and post-test are analyzed by using SPSS for windows version 20.

RESEARCH FINDINGS

After being compared between r_{table} and n, it is found that r_{table} is 0.514 gotten from r_{table} list that has N=15 at the significance 5%. After being compared, it is found that all $r_{observed}$ are lower r_{table}. All the questions used in this study are valid.

Testing of Instrument's Reliability

The analysis of instrument reliability found that the alpha value is 0.849 and r_{table} is 0.514. The alpha value is higher than r_{table}. It can be concluded that the instrument is reliable.

Testing of Homogeneity

Test of homogeneity is used to know whether the variant of some populations are same or different (Raharjo, 2015). This test is usually used as the requirement to independent sample t-test and ANCOVA. Pallant (2007: 298) states that if the interaction is significant at an alpha level of .05, then it means that the assumption is violated. The finding proved that the value of significance of group * pretest is 0.507. It means the data is not violated. Based on that data, the ANCOVA analysis can be continued.

Testing of Linearity

Generally linearity is used to know whether two variables are significantly linear of not (Raharjo: 2015). Pallant (2007: 298) states that if the covariate has a curvilinear relationship. Based on the scatter plots for each group, shown the linear relationship (straight line) for each group. It can be concluded that the data is statistically linear.

Levene's Test of Equality of Error Variance [a]

Levene's Test of Equality of Error Variance [a] is used to test whether the assumption of equality of error variance is violated or not. If the significant value is higher than 0.05 the variances are equal, bit if the significant value is lower than 0.05 the variances are not equal (Pallant, 2007: 302). The finding showed that the significant value is 0.190 which is higher than 0.05. Levene's Test of Equality of Error Variance [a] is not violated.

One Way Analysis of Covariance

Pallant(2007, 302) states that if the significance value is lower than 0.05 then the groups id significantly different. The finding showed that the significance of the pre_test is 0.00. 0.00 is lower than 0.05.It means that there is significant difference between students' mean score taught using GTM and ESA with WPS Presentation .

Estimated Marginal Means

The result estimated marginal means, says that the students taught using ESA with WPS Presentation get better mean score than those taught using GTM, where the marginal mean of students' score taught using ESA with WPS Presentation is 81.104 and the marginal mean of students' score taught GTM is 75.603.

CONCLUSION

From the conclusion of ANCOVA's, that states that states there is significant difference

between students' mean score taught using GTM and ESA with WPS Presentation, and from the estimated marginal means that finds the marginal mean of students' score taught using ESA with WPS Presentation is 81.104 and the marginal mean of students' score taught GTM is75.603, it can be interpreted that teaching simple present tense for Junior High School students using ESA with WPS Presentation is more effective than teaching simple present tense for Junior High School students using conventional method.

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