ABSTRAK

Putri Rahmadani. 2313.151. Pengembangan Media dalam Pengajaran Grammar dengan Menggunakan *"Magic Tube"* pada Kelas Dua di SMP N 01 Candung. Skripsi. IAIN Bukittinggi.

Berdasarkan pengamatan peneliti di lapangan, siswa masih bermasalah dalam pembelajaran *grammar*. Mereka tidak tertarik dalam pembelajaran dan mempunyai nilai *grammar* yang rendah dalam ujian. Salah satu penyebab masalah siswa dalam penguasaan grammar tersebut adalah tidak adanya media yang baru dalam pengajaran *grammar*. Jadi, tujuan penelitian ini adalah untuk mengembangkan media *magic tube* dalam pengajaran grammar di kelas dua SMP N 01 Candung.

Jenis penelitian ini adalah penelitian R&D, dengan prosedur ADDIE. Populasi dari penelitian ini adalah siswa kelas dua SMP N 01 Candung tahun pelajaran 2017/2018. Ada enam lokal kelas dua, yaitu VIII.1-VIII.6. peneliti mengambil kelas VIII.1 sebagai sampel dan kelas VIII.5 sebagai kelas untuk *try out*. Kelas VIII.1 terdiri dari 22 siswa dan kelas VIII.5 terdiri dari 22 siswa. Ada beberapa instrumen dalam penelitian ini, yaitu wawancara, lembar validasi, lembar observasi dan tes. Wawancara dilakukan kepada guru Bahasa Inggris dan siswa. Lembar validasi produk diisi dan divalidasi oleh salah satu dosen Bahasa Inggris di IAIN Bukittinggi, yaitu Mr. Dr. H. Darul Ilmi, S.Ag, M.Pd dan lembar validasi buku pedoman diisi dan divalidasi oleh salah satu instruktur di LBPP LIA Bukittinggi, yaitu Ms. Indah Nindia Iswar, M.Pd. Lembar observasi diisi dan ditanda tangani oleh guru Bahasa Inggris di SMP N 01 Candung, yaitu Mr. Afrizen, S.Pd. Setelah itu tes awal dan tes akhir dilakukan pada kelas VIII.1 sebagai sampel.

Setelah menganalisa data dengan menggunakan analisis data kuantitatif dan kualitatif, ditemukan bahwa media *magic tube* adalah media terbaru dalam pengajaran *grammar* yang belum pernah diterapkan disekolah ini. Aplikasi dari media *magic tube* ini efektif, praktis dan meningkatkan penguasaan *grammar* siswa. Media ini valid dengan nilai rata-rata dari validitas produk 77,77% yang tergolong ke kriteria valid. Buku pedoman dari media ini juga valid dengan nilai rata-rata dari hasil analisis validitas 83,15% yang tergolong ke kriteria valid. Media ini praktis dengan nilai rata-rata dari praktikalitas produk 87,05% yang tergolong ke kriteria sangat praktis. Selanjutnya, media ini efektif dengan uji dua rata-rata membuktikan bahwa t-hitung>t-tabel (13.88<2.093). Lalu, dengan uji satu rata-rata membuktikan bahwa t-hitung > t-tabel (3.20<1.729), yang artinya Ha diterima. Lalu, nilai rata-rata siswa di tes akhir lebih tinggi dari 80, yaitu 85. Jadi, produk ini efektif.

ABSTRACT

Putri Rahmadani. 2313.151. The Development of Media in Teaching Grammar by Using "Magic Tube" at the Second Graders of SMP N 01 Candung. Thesis. IAIN Bukittinggi.

Based on the researcher's observation in the field, the students still have problems in learning grammar. They were not motivated in learning and have low grammar score in the test. One of the causes of the students' problems in grammar mastery was there was no current media in teaching grammar. So that, the aim of this research was to develop magic tube media in teaching grammar at the Second Graders of SMP N 01 Candung.

This research design was R&D, with ADDIE procedure. The population of this research was the second graders of SMP N 01 Candung in the academic year 2017/2018. There were six classes of second graders, namely VIII.1-VIII.6. The researcher took class VIII.1 as the sample and class VIII.5 for tried out the test. Class VIII.1 consisted of 22 students and class VIII.5 consisted of 22 students. There were some instrumentations used in this research,namely interview, validation sheet, observation sheet and test. The interview was done to the English teacher and the students. Validation sheet of product was filled and validated by one of English lecturers in IAIN Bukittinggi, namely Mr. Dr. H. Darul Ilmi, S.Ag, M.Pd and validation sheet of guide book was filled and validated by one of instructors at LBPP LIA Bukittinggi, namely Ms. Indah Nindia Iswar, M.Pd. Observation sheet was filled and signed by the English teacher at second graders at SMP N 01 Candung, namely Mr. Afrizen, S.Pd. After that the pre test and post test were done at class VIII.1 as the sample.

After analyzed the data by using quantitative and qualitative data analysis, it was found that the magic tube media was the current media in teaching grammar that never given before in this school. The application of magic tube media was effective, practical, and improve students' grammar mastery. This media was valid with the means score of validity product was 77,77% with belonged to valid criteria. The guide book of media was also valid with the means score of analysis validity result was 83,15% with belonged to valid criteria.This media was practical with the means score of practicality product was 87,05 % with belonged to very practical criteria. Then, this media was effective with the test of Two Means Score proved that of t-observed > t-table (13.88<2.093). After that, with the test of One Means Score proved that t-observed > t-table (3.20<1.729), it means, Ha was accepted. Then, the students' means score on post test was higher than 80, that was 85. So, the product was effective.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar is one of basic competences in learning a language, especially English. To be able and more effective manner in using the language, the students have to study grammar. The students who have knowledge of correct grammar will be easy for simple language use. On the other hand, they will get difficulties to produce or understand the language if they do not have enough knowledge on grammar.

There are four skills of English language, they are listening, speaking, reading and writing. In listening skill, the students can be easy to listen and understand the language because they have good knowledge on grammar. In speaking, grammar also helps the students how to speak English correctly. In writing skill, the students can write and combine words in sentence clearly because they use the correct grammar. Then, in reading skill, grammar helps the students how to read and understand the language easily.

Grammar is important because it is the foundation which makes possible for learners to write about language. Pandian, et.al admit that grammar is taught not as an end in itself as in the structural approach to language teaching where the aim is grammatical accuracy but grammar is a means to an end which is effective communication[1]. It means that grammar is really important for existence of the language and without grammar, language

[1] Pandian, et.al, Curriculum Development, Materials Design and Methodologies: Trends and Issues (Pulau Pinang: Universiti Sains Malaysia, 2016), p22

will not have meaning. In addition, grammar also forms the structures of words that make up sentences. Patel and Jain argue that grammar is a scientific statement of the principles of good usage which concerns with the relation of words in the sentence[2].

Although the grammar is very important in English language learning, but it does not guarantee students' knowledge about grammar is enough because there are many grammatical parts that have to be known and comprehended by the students. One of them is grammatical structures in making sentences. One of the teachers' job is to help the students correct on grammatical structures. The aim of grammar practice is to get students to learn the structures correctly, so that they will be able to produce them in good composition on their own. It means that the teachers should guide the students practice grammar thoroughly learning structures.

One of the principles in teaching grammar is to explain to the students the methods that can be used in mastering grammar itself. Patel and Jain state that there are four methods of teaching grammar, namely deductive method, inductive method, inductive deductive method and incidental method. Each of them has advantages and disadvantages. Teacher should be creative in using and varying the method in order to avoid students' boredom in learning English grammar.

Also, there are many instructional media can be used by the teacher in teaching English grammar. According to Dash and Dash, types of

[2] Patel and Jain, English Language Teaching: Methods, Tools & Techniques (Jaipur: Sunrise Publishers & Distributors, 2008), p141

instructional or educational media are including projected, non-projected, audio, visual, audio-visual, hardware, software, big media, little media, two-dimensional and three-dimensional. Then, each type of media above has many different parts, for example visual media includes models, picture cut-outs, etc[3].

Nowadays, teaching grammar at school tended to use deductive method. In deductive method, the teacher used a grammar text book. The teacher explained in front of the class using media at white board. But, disadvantages of deductive method were made the learners become inactive during classroom teaching, and this method was not students centered but teacher centered. Because of uninterested learning from the students themselves, they could not mastering English grammar well. Then, the English teacher rare bring media in teaching grammar. Most of them explained grammar deductively in front of the class and separated from the context of teaching. Even, there was no currect and variation media in teaching grammar.

Based on the researcher's preliminary observation at SMP N 01 CANDUNG on 2nd of February 2017, the researcher found some problems about teaching grammar; firstly students' comprehension about grammar structure was still low. It was supported by the interview that the researcher did with the English teacher Mr. Afrizen, S.Pd. He said that the students were confused with the rules of tenses. Most of them were still error when creating

[3] Dash and Dash, Teaching English as an Additional Language (New Delhi: Atlantic Publishers & Distributors, 2007), p123

sentences. The following table is the example of students' grammar errors based on the interview with the English teacher; Mr. Afrizen, S.Pd. The students' grammar errors are listed below:

Table 1.1 The Students' Grammar Error when Creating the Sentences

No	Students error	Correct sentence	Students error	Explanation
1.	To be	What is your opinion about our school?	What your opinion about our school?	The student omit the to be (is)
2.	Negative sentence in Simple Present	He does not study English twice a week	He does not studies English twice a week	The student did not change Verb become Verb 1 when create negative sentence
3.	Interrogative sentence in Simple Present	Do you study English everyday?	What you study English everyday?	The student think that the word "what" mean "Apakah"
4.	Negative sentence in Simple Past	He did not go to the market yesterday	He did not went to the market yesterday	The students did not change Verb become Verb 1 when create negatife sentence

Sources : English teacher

The students' grammatical errors above are also supported by students' document test of the second grade students at SMP N 01 CANDUNG, there are some of grammar errors that students did. For example, "I am not hungry" as grammatically correct sentence, however some of the students wrote that sentence become "I not hungry" as an incorrect sentence.

Second, the phenomena was the students bored and uninterested in learning grammar structure. It was supported by the observation that the

researcher did. Most of the students were passive in the classroom; it could be seen from their behavior in grammar learning activity in the classroom, they tended to do other activities every time they didn't understand; as a result, only some of the students got involved in the classroom activity.

Third, the students have lack of self-confidence. The fact, when they found difficulties they wait the teacher to explain it and do not try to solve it by themselves. It makes them feel difficult in doing the test or exercises which is given by their teacher. The suitable teaching media and creative teacher are needed to teach these needs since teaching structure is not easy.

Fourth, the problem can be addressed from the teachers' technique and teachers' media. The teacher used a conventional technique; For instance, the teacher explained the rules of simple tenses directly and students write the sentences as teacher wrote in the class. Also, The teacher still used the convensional media, she just explained the material without use variety and interesting media and she just used a handbooks or LKS in learning process, So, the students didn't understand the use in the sentence.

In teaching English especially grammar, the teacher must be creative because English is as foreign language for the students. The teacher should use an interactive media to catch the students' attention in learning English grammar. Media is an intermediary or a message channel from sender to receiver. So, media is one of important elements in teaching to make the students enjoy in the class. The teacher should use variety of teaching media in the classroom teaching and learning process. According to Tafani, students

and teachers should be able to use in their classrooms different media through different technologies. Media provide teachers and students with creative and practical ideas. They enable teachers to meet various needs and interests of their students. They also provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills. They entertain students and encourage reading English in general, both inside and outside the classroom, promoting extensive reading by giving the students the confidence, the motivation and the ability to continue their reading outside the classroom.[4] It means, media is important in teaching and learning grammar.

Meanwhile, it can be stated that there is no current media used in teaching grammar. The media used in teaching grammar are only the usual media like pictures, music and etc. Tsai and Lin state that the teacher can use music to teach grammar.[5] Then, Tuan and Doan mention that teacher can teach English grammar through games.[6] In addition, Shylaja and Ravindram add that the teacher can teach grammar by using technological tools, such as computers, mobile phones, and social media, like blog, twitter, facebook, skype, etc.[7] Moreover, Hasanah assumes that teaching grammar can be interested by using

---

[4]Tafani, Vilma, Teaching English through Mass Media, (Albania: University Elbasan, 2009), p81

[5]Tsai and Lin, Using Music to Teach Grammar, (Kitakyushu: Chinese Culture University, 2001), p371

[6]Tuan and Doan, Teaching English Grammar through Games, (Vietnam: Ho Chi Minh City University, 2010), p61

[7]Shylaja and Ravindram, Teaching and Learning Grammar for Teens Using Technological Tools. (Tamilnadu: CSI Bishop Appasamy College of Arts and Science, 2014), p18

pictures.[8] Finally, Povjakalova describes that teaching grammar to young learners can be done by using interactive whiteboard.[9] In short, all of the media above have been using by the teacher commonly in teaching grammar. So, it can be said that there is no current media appear in teaching grammar.

Due to the problems above, teacher needs to help students improve their grammar especially in making a sentence. So, the researcher was interested to develop media that can help students in learning grammar. Based on the phenomena above, the researcher wanted to solve the problems in teaching grammar with a development in teaching media on a Research and Development setting entitled: "The Developing of Media in Teaching Grammar by Using "Magic Tube" at the Second Graders of SMP N 01 Candung".

B. Identification of the Problem

In relation to the background of problem above, there were some problems that occur in students' grammar mastery:

1. Most of students were still made errors in grammar structure
2. Most of students were difficult to arrange the sentence in correct grammar
3. Some students were passive in the grammar classroom

[8]Hasanah, Henny Uswatun, Teaching Grammar Using Pictures, (Pamekasan: STAIN Pamekasan, 2015), p103

[9]Povjakalova, Alexandra, Teaching Grammar to Young Learners Using Interactive Whiteboard, (Brno: Masaryk University in Brno, 2012), p1

4. The teacher still applied the conventional media such as handbooks or LKS and write on white board

C. Formulation of the Problem

Based on the identification of the problem above, this research was formulated as:

1. How was the use of media in teaching and learning grammar at the Second Graders of SMP N 01 Candung currently?
2. How to develop Magic Tube media in teaching grammar at the Second Graders of SMP N 01 Candung?
3. How to measure the validity, effectivity and practicality of Magic Tube media developed in teaching grammar at the Second Graders of SMP N 01 Candung?

D. Purpose of the Research

The main purpose of this research was to design a media in teaching grammar structure at the second graders of SMP N 01 CANDUNG. Then, the purposes of the research were listed below:

1. To know the use of media in learning grammar at the Second Graders of SMP N 01 Candung currently.
2. To describe the development of Magic Tube media in teaching grammar at the Second Graders of SMP N 01 Candung.

3. To measure the validity, effectivity and practicality of Magic Tube media developed in teaching grammar at the Second Graders of SMP N 01 Candung.

E. Specification of the Product

The specification of product explained what exactly “Magic Tube” was and how it worked as the media in teaching and learning English grammar. “Magic Tube” was one of instructional media in teaching in the type of visual media that can be used by the students in understanding the grammar structure. This “Magic Tube” was used for teaching and learning grammar structure especially for making Present Tenses and Past Tenses. The researcher chose these tenses because these were the basic tenses students learned at the second graders of SMP N 01 CANDUNG. Then, these tenses were used commonly in the context of teaching in the classroom at the second graders. In addition, “Magic Tube” was used to help students easy to make sentence in present and past tense in the form of such sentences, namely positive sentence, negative sentence, interrogative sentence and question words.

In this research, the researcher developed a product that was “magic tube” as teaching media in teaching grammar at the second graders of SMP N 01 Candung. According to Rashkin, the definition of the term “product” is quiet broad and includes any pilot model, process, invention, technique,

patent, or similar property.[10] It means, a product can be something used by the teacher in teaching as the teaching aids or teaching media. The product can be designed for either to help teacher in explaining the teaching materials or to help students in learning the materials.

The magic tube was a teaching media in teaching grammar which was formed in tabular form. In this tube, the students can be helped in constructing positive, negative and interogative sentence correctly. Then, in this tube the students can be helped in making 5W+H questions (what, when, where, why, who and how). So, the students' grammar was improved effectively and easily.

This magic tube was completed with the vocabularies and materials learned in the second graders of SMP N 01 Candung. It means, this product was suitable with the students' learning materials in daily classroom learning process.

F. Significance of the Development

The significance of the development in this research showed that there was no current media in English language teaching and learning, especially grammar, because grammar was usually taught separated from the context. Although there were many types of instructional media in language teaching can be used by the teacher, the teachers were still rare to bring and use media

[10] Rashkin, Michael D, Practical Guide to Research and Development Tax Incentives: Federal State and Foreign (New York: A Wolters Kluwer Business, 2009), p79

in teaching grammar. Also, there was no such a media can improve students grammar effectively until now.

"Magic Tube" was one of current media in teaching English grammar. This media was needed to be developed and applied by the English teacher in order to make students become active, interactive and innovative in learning grammar. The implementation of "Magic Tube" in learning grammar was easy and simple, so that students enjoy and interest in the classroom. In addition, by the application of "Magic Tube" in teaching and learning grammar, students' motivation was increased because this was the new invention for them in learning English.

G. Assumptions and Limitations of the Product

The researcher assumed that this was the currect teaching media and has many advantages for students in learning grammar. But, there was still limitation in this research. The limitations of the product were as below:

1. In this research, the researcher developed the product in limited tenses used, they were present and past tense. Actually, this "Magic Tube" can be developed for more tenses used in English grammar.
2. The use of "Magic Tube" was limited for four question patterns, positive, negative, interogative sentence and 5W+H questions.

H. Definition of the Key Terms

This research was provided with several definition of key terms in order to avoid misunderstanding while reading:

1. Media are the kinds of tools available when using a teaching method of interaction between teachers and learners[11]
2. Grammar is a set of rules that generate the sentence and a scientific theory of the knowledge about the language[12].
3. Magic Tube is a tubular media in teaching grammar that can help students in making sentence in grammatically correct.

I. Writing System

This research consisted of five chapters, they were chapter 1 until chapter 5. Chapter 1 was introduction, chapter 2 was review of related literature, chapter 3 was development method, chapter 4 was findings and discussions, and then chapter 5 was conclusions and suggestions. Then, each chapter described some subheadings, they were described as the paragraphs below.

Chapter 1 was introduction, which consisted of background of the problem, identification of the problem, formulation of the problem, purpose of the research, specification of the product, significance of the development, assumptions and limitations of the product, definition of the key terms, and then writing system.

---

[11] Gray, et.al, Training to Teach in Further and Adult Education (United Kingdom: Stanley Thornes Publishers, Ltd 2001), p93

[12] Larson, Richard K., Grammar as Science (Hong Kong: SNP Best-set Typesetter Ltd, 2010), p65

Chapter 2 was review of related literature, which consisted of the nature of grammar, that contained of definition of grammar, teaching grammar, assessing grammar, present tense, and past tense. Then, the nature of media, that contained of definition of instructional media, significance of instructional media in teaching, classification of instructional media, principles of using instructional media, magic tube media and media evaluation. After that, it consisted of conceptual framework.

Chapter 3 was development method, which consisted of development design, development procedure, product testing, subject testing, data type, instrumentation in data collection (interview, questionnaire, validation sheet, observation sheet and test), and technique of data analysis.

Chapter 4 was findings and discussions, which consisted of findings which contained of analysis, design, development, implementation, and evaluation. Then, it consisted of explanation of validity, practicality, effectivity, and discussions.

Chapter 5 was conclusions and suggestions, which consisted of conclusions, and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Grammar

1. Definition of Grammar

Grammar not only refers to the part of language components, but it has broad definitions. As stated by Weaver, grammar can be defined as: parts of speech (elements or categories), syntactic structures (phrases, clauses, sentence types; roles of elements within larger structures), "correct" sentence structure (subject-verb agreement and such), "correct" punctuation and other aspects of mechanics, appropriate usage (often thought of as "standard" or educated forms) and sentence sense; style (appropriate and effective use of syntactic options; ability to manipulate syntactic elements)[13]. So, grammar is a part of speech and other language components in the communication.

Moreover, grammar is a part of language rules. Celce-Murcia and Hilles mention that grammar is a subset of those rules which govern the configurations that the morphology and syntax of a language assume[14]. According to Purpura, formal grammar is defined as a systematic way of accounting for and predicting an 'ideal' speaker's or hearer's knowledge of the language. This is done by a set of rules or 'principles' that can be used to generate all well-formed or grammatical utterances in the

[13] Weaver, Constance, Teaching Grammar in Context (New York: Longman, 2002), p1

[14] Celce-Murcia and Hilles, Techniques and Resources in Teaching Grammar (New York: Oxford University Press, 1988), p16

language[15]. In other words, grammar is a subset from a set of language rules or principles.

In addition, grammar is the study of a language structure. Patel and Jain agree that different expert have give different opinion about teaching of grammar. Grammar is a scientific statement of the principles of good usage which concerns with the relation of words in the sentence. Actually, the language can not be learnt without studying of grammar of the language. In other words, "Grammar is not a code of rules." Grammar is also a study of language by specialist, made in order to establish the rules and principles which underline the correct speech and writing, rules and principles which are followed more or less unconsciously by the native speakers[16]. It means, grammar is a principle of good language usage which relates to words and sentences.

Furthermore, grammar, grammar knowledge, grammatical ability and grammatical performance have different meaning, but they are related to each other. Purpura describes that grammar refers to a system of language whereas grammatical knowledge is defined as a set of internalized informational structures related to the theoretical model of grammar. Grammatical ability is, then, the combination of grammatical knowledge and strategic competence; it is specifically defined as the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations. Whereas, grammatical

[15] Purpura, James, Assessing Grammar (Cambridge: Cambridge University Press, 2005), p6

[16] Patel and Jain, English Language Teaching: Methods, Tools & Techniques (Jaipur: Sunrise Publishers & Distributors, 2008), p141

performance is defined as the observable manifestation of grammatical ability in language use[17]. It can be stated that grammar is related to a grammar knowledge and grammatical ability.

Thereafter, grammar is usually called a structure. Ur assumes that grammar is sometimes defined as the way words are put together to make correct sentences. A specific instance of grammar is usually called a structure. Grammar does not only affect how units of language are combined in order to 'look right'; it also affects their meaning[18]. Then, Fromkin, et.al admit that grammar refers to the explicit theory constructed by the linguist and proposed as a description of the speaker's competence[19]. As has been said, grammar is a language structure that indicates the way words are put together in a sentence.

Actually, grammar and vocabulary are the two components of language learning which are so important to be learned. Pachler and Redondo mention that vocabulary without grammar has shape and meaning, but with grammar it has a unique purpose and definition – the user is empowered to build his own edifice with precision, detail, individuality and style. Grammar has the further advantage of assisting in the learning process by reducing the demands on memory[20]. In particular, grammar is a basic component in a language, beside vocabulary.

---

[17] Purpura, James, Assessing Grammar (Cambridge: Cambridge University Press, 2005), p85

[18] Ur, Penny, A Course in Language Teaching: Practice and Theory (Cambridge: Cambridge University Press, 2009), p75

[19] Fromkin, et.al, An Introduction to Language (Boston: Wadsworth, 2003), p14

[20] Pachler and Redondo, A Practical Guide to Teaching Modern Foreign Languages in the Secondary School (Canada: Routledge, 2007), p76

In conclusion, grammar is a basic component in a language. It is a language structure, rule, principle or the way words put together in a sentence correctly. Without grammar, a language does not have a purpose and meaning. Grammar is also known by grammatical ability or grammar knowledge.

2. Teaching Grammar

Teaching grammar is the activity done by the teachers in the classroom process. It has broad meaning. Weaver argues that teaching grammar usually means teaching descriptive and prescriptive grammar: that is teaching sentence elements and structure, usage, sentence revision, and punctuation and mechanics via a grammar book or workbook, or perhaps a computer program. Teaching grammar means as a system, and teaching it directly and systematically, usually in isolation from writing or the study of literature[21]. It means, teaching grammar can be descriptively and prescriptively depend on the content of the language is taught.

In addition, teaching grammar is the important thing should be done in the classroom, because it is needed in learning a language. Fromkin, et.al state that teaching grammars are used in school to fulfill language requirements. Teaching grammars state explicitly the rules of the language, list the words and their pronunciations, and aid in learning

[21] Weaver, Constance, Teaching Grammar in Context (New York: Longman, 2002), p7

a new language or dialect[22]. In other words, teacher should teach grammar explicitly to the students in order to make them become fluent in English language structure.

Furthermore, teaching grammar is an important matter in language teaching and learning. Weaver gives various reasons for teaching formal grammar, they are listed as the following:

a. The study of grammar is important simply because language is a supreme human achievement that deserves to be studied as such.
b. The study of grammar can be an important vehicle for learning to study something the way a scientist does.
c. The study of grammar will help form the mind by promoting "mental dicipline".
d. The study of grammar will help students score better on standardized tests that include grammar, usage and punctuation.
e. The study of grammar will help people master another language more readily.
f. The study of grammar will help people master socially prestigious conventions of spoken and/or written usage.
g. The study of grammar will help people become better users of the langauge, that is, more effective as listeners and speakers, and especially as readers and writers[23].

[22] Fromkin, et.al, An Introduction to Language (Boston: Wadsworth, 2003), p17

In line with the opinion above, teaching grammar should not be separated from the English skills, because it is one of the compenents of these skills. Buckley and Bird mention that grammar will also be taught in the reading and project activities that the teacher engage in across the curriculum. Grammar can be discussed under two headings – syntax and grammar. Syntax refers to understanding the way word order changes meaning, while grammar refers to the 'bound morphemes', the word endings that change meaning[24]. So, grammar should be taught related with other English skills, such as reading and writing.

Moreover, the teacher can teach grammar from grammar-focused to task-focused instruction. Richards and Renandya admit that grammar-focused activities characteristic are reflect typical classroom use of language, focus on the formation of correct examples of language, produce language for display, call on explicit knowledge, reflect controlled performance, etc. Whereas, the characteristic of task-focused activities are reflect natural language use, call on implicit knowledge, reflect automatic performance, etc[25]. Finally, grammar can be taught by giving students grammar-focused instruction or task-focused instruction.

Furthermore, there are several practical application can be used by the teacher in grammar teaching. This is supported by Pachler and

---

[23] Weaver, Constance, Teaching Grammar in Context (New York: Longman, 2002), p7

[24] Buckley and Bird, Speech and Language Development for Teenagers with Down Syndrome (United Kingdom: The Down Syndrome Educational Trust, 2002), p44

[25] Richards and Renandya, Methodology in Language Teaching: An Anthology of Current Practice (Cambridge: Cambridge University Press, 2002), p154

Redondo, which are stated that these following are some examples of possible approaches ranging from 'high tech' to 'no-tech' in teaching grammar[26]:

a. 'high tech'
    1) The interactive whiteboard allows pupils to manipulate words on screen effortlessly.
    2) Grammar software and websites enable repeated and individualised practice with instant, non-threatening feedback.
    3) The use of PowerPoint and interactive software enables the teacher to enhance presentational techniques, using the potential of graphics to clarify concepts.

b. 'no tech'
    1) Colour-coded cards for the establishment and practice, for example, of gender and agreement.
    2) Timelines to establish the concept and use of tense.
    3) 'Washing lines' to illustrate and practise, for example, word order.

In summarizing, teaching grammar should be directly and systematically. Grammar teaching can be done by the teacher by relate it with other English skills, for example in reading text, writing activity, speaking activity and listening. Then, the grammar task can be in form of grammar-focused task and also task-focused instruction.

[26]Pachler and Redondo, A Practical Guide to Teaching Modern Foreign Languages in the Secondary School (Canada: Routledge, 2007), p85

3. Assessing Grammar

Assessing or testing students' grammar is needed because teaching it necessary and testing is one of factors should be considered by the teacher. According to Hughes, wherever the teaching of grammar is thought necessary, then consideration should be given to the advisability of including a grammar component in achievement test. Whether or not grammar has an important place in an institution's teaching, it has to be accepted that grammatical ability, or rather the lack of it, sets limits to what can be achieved in the way of skills performance. The successful writing of academic assignments, for example, must depend to some extent on command of more than the most elementary grammatical structures[27]. It means, testing and assessing grammar is important because it will influence students' English skills, such as writing.

In the same way, Brown and Abeywickrama state that in terms of assessment, grammar is central to language description and test-taker performance, and therefore it's important to know how best to assess a learner's knowledge of grammar. In assessing students' grammar, some tasks that can be used are:[28]

a. Selected response

    1) Multiple-choice tasks

[27] Hughes, Arthur, Testing for Language Teachers, (Cambridge: Cambridge University Press, 2003), p173

[28] Brown and Abeywickrama, Language Assessment Principles and Classroom Practices (New York: Pearson Education, Inc, 2010), p294

The most common selected response task presents a blank or underlined word/words in a sentence and the test-taker must choose the correct response from options that are given.

2) Discrimination tasks

Discrimination tasks are another type of selected response task that ask the test-taker to attend to input that can be either language or nonlanguage and to respond in the form of a choice between or among contrasts or opposites, such as true/false, right/wrong, same/different, etc.

3) Noticing tasks or consciousness-raising tasks

These tasks contain a wide range of input in the form of language or nonlanguage and are considered particularly helpful for learners.

b. Limited production

1) Gap-filling tasks

The language is presented in the form of a sentence, a dialog, or passage in which a number of words are deleted.

2) Short-answer tasks

In some assessment tasks, the input is presented in the form of a question or questions following a reading passage or oral/visual stimulus. The expected test-taker response can vary from a single word to a sentence or two.

3) Dialogue-completion tasks

Here the input is presented in the form of a short conversation or dialogue in which a part of the exchange or the entire exchange is left blank and the expected response is meant to be grammatically correct.

c. Extended production

1) Information gap tasks

This task, more commonly known as the info-gap task, presents the input in terms of incomplete information. That is, one test-taker is given half-or some- of the information and another test-taker is given complementary information. Both test-takers then have to question each other to get all the information.

2) Role-play or simulation tasks

The input in the role-play task presents test-takers with a language or nonlanguage prompt that asks them to take on a role or simulate a situation to solve a problem, make a decision, or perform a transaction collaboratively.

Moreover, in making item test for assessing grammar, there are many types of assessment can be used. Harris describes that the item types for testing grammar are[29]:

a. Completion (multiple-choice)

[29] Harris, David P, Testing English as a Second Language, (New York: McGraw-Hill Book Company, 1979), p26

The most common type of multiple-choice structure item presents a context in which one or more words are missing, followed by several alternative completions.

b. Sentence alternatives (multiple-choice)

Another item type does away with the item stem altogether and simply presents several sentences from which the examinee chooses the acceptable version.

c. Sentence interpretation (multiple-choice)

A third type of structure item presents a stimulus and then asks for an interpretation. This become a kind of reading comprehension task in which the crucial clues are structural.

d. Scrambled sentence (multiple-choice)

For the testing of word order, test writers sometimes use the device of the scrambled sentence in which the examinee rearranges a jumbled series of elements so as to form an acceptable sentence.

e. Completion (supply type)

This item type is extremely useful in informal classroom-testing situations. This completion item type is as a fill-in exercise.

f. Conversion (supply type)

Another popular type of short-answer structure test requires the examinees to convert or transform a series of sentences in a specified manner – by changing them from present to past tense, from active to passive voice, from singular to plural and so forth.

In addition, there are some techniques can be used in assessing and testing grammar. Hughes states that four techniques are presented for testing grammar[30], as below:

a. Gap filling

   Ideally, gap filling items should have just one correct response.

   For example: What was most disturbing ..... that for the first time in his life Henry was on his own. (was)

b. Paraphrase

   Paraphrase items require the student to write a sentence equivalent in meaning to one that is given. It is helpful to give part of the paraphrase in order to restrict the students to the grammatical structure being tested.

   For example: testing present perfect with for

   It is six years since I last saw him.

   I ..... six years.

c. Completion

   This technique can be used to test a variety of structures.

   For example: Good morning Mr. Cole. Please come in and sit down. Now let me see. (1) Which school .....?

d. Multiple choice

   For example:

   A: They left at seven. They ..... be home by now.

[30] Hughes, Arthur, Testing for Language Teachers, (Cambridge: Cambridge University Press, 2003), p174

B: Yes, but we can't count on it, can we?

a. can b. could c. will d. must

From all of the ideas above, it can be summarized that grammar test should reflect on the sentence rules learn by the students in daily teaching and learning process. Then, in assessing grammar, there are some test characteristics/types should known by the teacher and students and also teacher can vary the test form in assessing students' grammar ability.

4. Present Tense

There are several verb tenses in English, one of them is present tense. Kubesh, et.al admit that the tense of a verb tells a reader the time the action takes place: past, present, or future. Present tense means now. For example: I *walk* to the store[31]. Keck and Kim add that simple present is used to express the facts, for example 'I speak Arabic, Somali, and English'[32]. It means, simple present tense is used to show the fact and the action in present time.

In addition, there are three basic tenses that have formed time reference in grammar, namely present, past and future. Comrie explains that present tense means coincidence of the time of the situation and the present moment[33]. Then, Chand agrees that present indefinite or simple present is used to show that action done or spoken about is in present time

[31] Kubesh et.al, Operation English Grammar: Spying Out Parts of Speech, Sentences and Punctuation (Coloma: HOCPP, 2007), p16

[32] Keck and Kim, Pedagogical Grammar (Philadelphia: John Benjamins B.V, 2014), p206

[33] Comrie, Bernard, Tense (Cambridge: Cambridge University Press, 2000), p36

and also to show daily/routine etc[34]. So, present tense shows the phenomena or action in the present moment.

Moreover, the present tense indicates that the action is happening at the present time. Spinelli assumes that the action can be at the moment the speaker is speaking, a habitual action, or a general truth. There are three forms of the verb that indicate the present tense. Each form has a slightly different meaning, they are present, present progressive and present emphatic[35]. In other words, the present tense is the tense that tell the action in the time speaker speaking or the general truth.

In line with those opinions, Wekker gives the tenses verb form of present tense as the verb+es/s, for example student enjoys loud music[36]. Then, Means clarifies that a present tense belongs to simple tenses which the verb expresses present occurences (what is happening now)[37]. In short, the verb used in the present tense belongs to the verb1 in English language pattern.

In the same way with the ideas above, Karlsson admit that the present tense is used for non-past time usually a time simultaneous with the moment of utterance, and sometimes also future time, i.e. later than the moment of utterance. It is also used for general eternal truths [38]. Then,

---

[34] Chand, S., IBPS Bank Clerk-V Preliminary Examination (New Delhi: S. Chand and Company PVT. LTD, 2008), p18

[35] Spinelli, Emily, English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish (Michigan: The Olivia and Hill Press, 2007), p62

[36] Wekker, Aarts, Contrastieve Grammatica Engels/Nederlands (Leiden: Springer Science+Business Media Dordrecht, 1991), p62

[37] Means, Thomas L., English and Communication for Colleges (Ohio: South-Western Cengage Learning, 2012), p98

[38]Karlsson, Fred, Finnish an Essential Grammar, (New York: Routledge, 2002), p152

according to Raifsnider and Warnasch, the basic negative simple present tense is formed with *not* · The pattern is: subject + auxiliary verb *do* or *does* + *not* + main verb (without -s!). Questions in the present tense are a lot like negatives, because you always need to use the auxiliary *do* or *does*, except with *be*· Questions in the simple present tense begins with *do* or *does*, then the subject, and then the main verb (again, always without an -*s* ending!)·[39]

In conclusion, present tense is the tense that show general truth or the action in the present moment or present time. It is the tense that means now. The action or the speaking from the speaker happens presently. Then, the pattern of simple present tense is subject+verb+s/es. The pattern of simple present tense can be seen below:

Table 2.1 The Pattern of Simple Present Tense

Sentences	Formula	Example
Positive (+)	S+V-1 S+/-auxiliary (do/does)+ bare infinitive	She likes eating out
	S+be (am/is/are)	The children are naughty
Negative (-)	S+auxiliary (do/does)+not+bare infinitive	She doesn't like eating out
	S+be (am/is/are)+not	The children aren't naughty
Interogative (?)	Do/does+S+bare infinitive	Does she like eating out?
	Be (am/is/are)+S	Are the children naughty?

[39] Raifsnider and Warnasch, Fluent English, (New York: Routledge, 2002), p14

5. Past Tense

Past tense is one of the tenses in English. Buckley and Bird describe that there are many tenses in the English language, but they are simplified to present, future and past tenses. The past tense of verbs comes in two forms, regular and irregular. The regular form is the 'ed' form, while the irregular forms are all different and have to be learned individually[40]. It means, the verb used in past tense can be regular verb and irregular verb.

Furthermore, past tense indicates something that happened in the past. Huddleston and Pullum explain that the term 'past tense' refers to a grammatical category associated with verbs: *likes* is a present tense form and *liked* is a past tense form. The usual definition found in grammar books and dictionaries says simply that past tense expresses or indicates a time that is in the past[41]. It means, simple past tense shows the action or phenomena happened in the past time.

Likewise the ideas above, past tense means in the past. According to Kubesh, et.al, past tense means before now. The example of the sentence is 'I *walked* to the store yesterday'[42]. Korn adds that tense means 'time'. It is the characteristic of verbs which indicates the time of action or state of being described. There are six tenses in English, but that usually

---

[40] Buckley and Bird, Speech and Language Development for Teenagers with Down Syndrome (United Kingdom: The Down Syndrome Educational Trust, 2002), p46

[41] Huddleston and Pullum, A Student's Introduction to English Grammar (Cambridge: Cambridge University Press, 2005), p6

[42] Kubesh et.al, Operation English Grammar: Spying Out Parts of Speech, Sentences and Punctuation (Coloma: HOCPP, 2007), p16

use the simple 'past' which indicates action completed in the past and as such leads to an outcome. This follows the practice in novels, fictions, fairy tales etc[43]. Therefore, simple past tense tells the action that completed in the past.

Moreover, the past tense is used to express an action that occured in the past. Spinelli assumes that past tense divides broadly into two categories. The first is the simple past that is a simple tense; it consists of one word (worked). The other past tenses are compound tenses; they consist of more than one word – an auxiliary plus a main verb (was working, did work)[44]. To summarize, there are two categories of simple past tense, they are simple tense and compound tense.

Furthermore, the pattern of simple past tense is verb+ed. Wekker explains the form of past tense is V+ed, for example 'Queen Victoria died in 1901'[45]. Then, Means adds that a past tense verb expresses action recently completed. There are a regular and an irregular verb rules of this tense[46]. Then, Chand mentions that past indefinite or past tense is used to show that action happened in past but when it started or ended is not given[47]. In short, past tense uses verb+ed in its pattern. The, it is showed that the action happened in past but when it started or ended is not given.

---

[43] Korn, Janos, Science and Design of Systems (United Kingdom: Matador, 2009), p230

[44] Spinelli, Emily, English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish (Michigan: The Olivia and Hill Press, 2007), p64

[45] Wekker, Aarts, Contrastieve Grammatica Engels/Nederlands (Leiden: Springer Science+Business Media Dordrecht, 1991), p62

[46] Means, Thomas L., English and Communication for Colleges (Ohio: South-Western Cengage Learning, 2012), p99

[47] Chand, S., IBPS Bank Clerk-V Preliminary Examination (New Delhi: S. Chand and Company PVT. LTD, 2008), p18

In line with the ideas above, Comrie defines past tense as the location of the situation prior to the present moment[48]. In addition, Keck and Kim state that past tense (both regular and irregular) is used to express actions that were completed at a specific point in time in the past. For instance: 'I graduated from high school in May, 2008'[49]. In brief, past tense expresses an action that is completed in the past time.

In the same way, Karlsson admits that the past tense is used for past time, to express an action which took place before the moment of utterance[50]. Then, Raifsnider and Warnasch admit that questions and negatives in the past tense require a helping verb: *did* instead *of do* or *does.* Questions in the simple past tense use *did*, following the same pattern as questions in the simple present *tense*, *did* + main verb in base form + rest of sentence. To form a negative in the simple past tense, use the auxiliary verb *did* before the main verb, and insert *not* between the two verbs. The pattern is: subject + *did* + *not (didn't)* + main verb. Again, the main verb is not in the past tense, but reverts to its root or basic form just as in questions.[51]

In conclusion, simple past tense is the tense that show an action completed in the past. The pattern of simple past tense is verb+ed. This tense is usually used regular and irregular verb. Sometimes, past tense is

[48] Comrie, Bernard, Tense (Cambridge: Cambridge University Press, 2000), p36
[49] Keck and Kim, Pedagogical Grammar (Philadelphia: John Benjamins B.V, 2014), p206
[50] Karlsson, Fred, Finnish an Essential Grammar, (New York: Routledge, 2002), p152
[51] Raifsnider and Warnasch, Fluent English, (New York: Routledge, 2002), p24

showed that the action happened in past but when it started or ended is not given. The pattern of simple past tense can be seen below:

Table 2.2 The Pattern of Simple Past Tense

Sentences	Formula	Example
Positive (+)	S+Verb-2 (past tense)	The teacher came
	S+be (was/were)	I was a stamp collector
Negative (-)	S+did+not+bare infinitive	The teacher didn't come
	S+be(was/were)+not	I wasn't a stamp collector
Interogative (?)	Did+S+bare infinitive	Did the teacher come?
	Be (was/were)+S	Was i a stamp collector?

B. The Nature of Media

1. Definition of Instructional Media

Media can be defined as the tools used by the teacher in teaching activity in the classroom. Dash and Dash admit that teaching aids are those materials which are quite helpful in improving the quality of teaching and learning. These aids are supplementary devices by which the teacher tries to clarify doubts, teach new concepts/words, establish new ideas, make interpretations, ensure correct appreciation of facts, reteach, and improve his instruction[52]. It means, instructional media is the teaching aid used by the teacher to improve the quality of teaching and learning.

In addition, media in language teaching and learning is also known by instructional media or educational media. It has similar meaning with

[52] Dash and Dash, Teaching English as an Additional Language (New Delhi: Atlantic Publishers & Distributors, 2007), p122

other terms which includes in teaching aids. This opinion is supported by Dash and Dash, which is stated that these terms used in different literatures mean the same thing: instructional materials, audio-visual aids, educational communication technology, learning resources, instructional aids, educational media, and instructional media[53]. In other words, media that is used by the teacher in teaching English is also known by instructional media or educational media.

In the same way with the opinions above, a teacher's definition of media is crucial because it shapes how one practices media literacy education. Scheibe and Rogow admit that (a) media convey messages through visuals, language, and/or sound, (b) media messages are mass-produced for a mass audience and are mediated by some form of technology, (c) producers of media messages are not in the same physical space as the receiver(s) of those messages.[54] It means, media is a means for teaching students to convey messages.

Moreover, media refers to the tools that help teacher delivers the information to the students according to the topic being learned. Sedlak and Sedlak mention that the media or materials are the means a teacher uses to present information, practice skills, or reinforce related experiences, but it is the teacher who organizes the instruction and directs

[53] Dash and Dash, Teaching English as an Additional Language (New Delhi: Atlantic Publishers & Distributors, 2007), p122

[54] Scheibe and Rogow, The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World, (California, Corwin, 2012), p13

the learner's activities.[55] In short, teacher uses the media in language teaching and learning to deliver the materials to the students.

Furthermore, all instructional media should be viewed as resources to be used to attain specific objectives of instruction books, filmstrips, field trips, data banks, and other media are data sources which students can use in relation to questions, problems, issues, values, and hypotheses that arise in dynamic programs of instruction. Instructional media should be considered in terms of the level of concreteness or abstractness of experience that is appropriate for the children who are to use them, (Aquino[56]). To summarize, the instructional media is a resorce to achieve specific language objectives.

In summarizing, media is also known by instructional media, educational media or teaching media. Media is a kind of tools using by the teacher as teaching aids that help teacher deliver the materials or information to the students. It is used to reach the language goals in teaching and learning activity.

2. Significant of Instructional Media in Teaching

Instructional media has some significances for the teacher in teaching activity. According to Salandanan, et.al, the instructional devices prepared by teacher take the center stage in the teaching methodology.

---

[55] Sedlak and Sedlak, Teaching the Educable Mentally Retarded (New York: State University of New York Press, 1985), p123

[56] Aquino, Gaudencio V., Teaching Models Strategies and Skills: A Guide to Efficient-Effective Teaching (Manila: Rex Book Store, Inc, 1997), p102

The teaching aids is used to provide a concrete experience about the lesson for the children since they are seen or heard or both[57]. In short, instructional media is used to take the center stage in teaching and learning process.

In addition, Salandanan agrees that the use of instructional media provides a concrete and direct learning experience for children. Still in the concrete stage of their intellectual development they understand and attach meanings to objects and phenomena which they personally see, hear, manipulate, and witness[58]. Briefly, teaching media is the important tools for students to achieve meanings in language learning.

In addition, teachers use a variety of media and materials for certain reasons. Sedlak and Sedlak admit that the following are teacher's reasons in using instructional media:[59]

a. Changing materials minimizes boredom on the part of the learner.
b. Presentation of the same information in a different format facilitates transfer and generalization of a skill.
c. Use of different materials and examples facilitates concept formation.
d. The use of different materials maintains the learner's interest and helps focus attention.

[57] Salandanan, et.al, The Teaching of Science and Health, Mathematics and Home Economics, and Practical Arts: Teaching Strategies III (Quezon City: Katha Publishing CO, Inc, 1996), p11

[58] Salandanan, Gloria G., Teaching Approaches and Strategies (Quezon City: Katha Publishing CO, Inc, 1996), p153

[59] Sedlak, Robert A. and Sedlak, Denise M., Teaching the Educable Mentally Retarded (New York: State University of New York Press, 1985), p123

e. Different materials provide alternatives for extended practice which is necessary for skill development in basic academic areas.

Moreover, one of the reasons why the teacher should bring media in teaching is because teaching with media is brain friendly. Tileston agrees that teacher should bring media or technology to the classroom because[60]:

a. Media/technology is not limited by the classroom walls
b. Media/technology does not know or care what the student's socioeconomic status maybe, and thus helps to level the playing field for these students
c. Media/technology provides an equal opportunity for everyone to learn
d. Media/technology is more in tune with the way our students learn today
e. Media/technology is so much a part of the real world that to limit its use in the classroom is to limit our students' ability to compete in the world.

[60] Tileston, Donna, Walker, What Every Teacher Should Know About Media and Technology, (California, Corwin Press, 2004), p2

In the same way with those ideas above, Bazalgette identifies three interrelated strands of describing the aims of media in learning[61]. they are as below:

a. Cultural: broadening learners' experience of different kinds of media form and content
b. Critical: developing learners' critical skills in analysing and assessing media outputs
c. Creative: developing learners' creative skills in using media for expression and communication, and for participation in public debate.

Furthermore, the use of media in teaching and learning process makes students think critically and beyond their world. This opinion is supported by Share, which assumes that media literacy as an essential building block for literacy education and asserted the importance of teaching students when they are young that all messages have a purpose. Media literacy is an important metacognitive skill to help students think "outside of the box", a most important skill for creativity, innovation, and transformation.[62] In other words, teaching media is needed to improve students' creativity and activity in language learning.

[61] Bazalgette, Cary, Teaching Media in Primary Schools, (London, Sage Publications Inc, 2010), p111

[62] Share, Jeff, Media Literacy is Elementary: Teaching Youth to Critically Read and Create Media, (New York, Peter Lang Publishing, Inc, 2009), p91

From all of the opinios above, it can be concluded that there are some significances of media in teaching and learning activity. The instructional media gives some contributions toward the teacher and also the students. By using media, teacher can deliver the materials easily and students can understand and comprehend the materials easily.

3. Classification of Instructional Media

There are several types of instructional media in language teaching and learning. Dash and Dash state that instructional media can be classified in five different ways[63], as stated below:

a. Classification No.1
    1) Projected materials: films, slides, OHP
    2) Non-projected materials: pictures, charts, etc.

b. Classification No.2
    1) Audio materials: radio, tape-recorder, record-player, etc.
    2) Visual materials: models, picture cut-outs, etc.
    3) Audio-visual materials: TV, sound film strips.

c. Classification No.3
    1) Hardware: computer, epidiascope
    2) Software: books, magazine, etc.

d. Classification No.4
    1) Big media: VCR, TV, computer
    2) Little media: radio, audio cassettes, etc.

[63] Dash and Dash, Teaching English as an Additional Language (New Delhi: Atlantic Publishers & Distributors, 2007), p123

e. Classification No.5

1) Two-dimensional materials: printed materials, chalk board, bulletin board, flanel board

2) Three-dimensional materials: static model, dynamic model, working model, sectional model, specimen of various kinds.

In line with the ideas above, Salandanan, et.al argue that a general listing of educational media for teaching and learning includes: textbooks, encyclopedia, newspapers, documents, collections, transparencies, models, mockups, puppets, specimens, radio programs, magazines, journals, supplementary books, flat pictures, photographs, flannel board materials, graphs, charts, diagrams, cartoons, posters, displays, fair exhibits, recordings, slides, clippings, films, maps, globes[64]. So, there are some lists of educational media that can be used by the teacher in teaching and learning process.

Furthermore, model is a kind of media that can be used by the teacher in delivering materials to the students. Gaberson, et.al admit that media include static models or visual representations such as photographs, charts, posters, and handouts; moving visuals such as DVDs; and audio media such as CDs, real audio, and podcasts. Instructional media promotes learning through different senses, facilitating comprehension of difficult concepts and complex skills[65]. In other words, there are many

[64] Salandanan, et.al, The Teaching of Science and Health, Mathematics and Home Economics, and Practical Arts: Teaching Strategies III (Quezon City: Katha Publishing CO, Inc, 1996), p12

[65] Gaberson, et.al, Clinical Teaching Strategies in Nursing (New York: Springer Publishing Company, LLC, 2015), p173

kinds of media in teaching include static models, visual representation, etc.

Moreover, there are three main types of media that are generally useful in all areas of the curriculum should be considered. This is supported by Aquino, which mentions that the first is printed materials include textbooks, pamphlets, programmed materials, references, source materials, activity booklets, periodicals, other reading materials, and simulation games. The second is audio-visual materials include sound and film resources such as motion pictures and television, realia and models of realia such as costumes and dioramas, pictorial resources such as photographs and sketches, graphic materials such as maps and diagrams, projectors and viewers for handling slides, tapes, and other media, supplies and materials for making charts, slides, maps, and other items. The third is community resources inlcude locally available printed and audio-visual resources plus field trips, persons to interview, service projects, libraries, museums, recreational areas, and the mass media[66]. In short, the media types in teaching all content areas are including printed materials, audio-visual materials and community resources.

---

[66] Aquino, Gaudencio V., Teaching Models Strategies and Skills: A Guide to Efficient-Effective Teaching (Manila: Rex Book Store, Inc, 1997), p104

Indeed, there are several types of instructional media in teaching. Gaberson, et.al mention that they are described as the following descriptions [67]:

a. Models
b. Nonprojected still visuals: brochure and pamphlet, diagram, handout and other types of written materials, photographs, and poster.
c. Projected still visuals: document camera, digital camera, overhead transparency, slide, and whiteboard.
d. Audio technologies: audiotape, CD, podcast, and real audio
e. Video technologies: CD, DVD, film, and video on the web
f. Multimedia: CD-ROM, CAI and other computer technology, DVD, podcast, virtual reality and the web.

From all of the ideas above, it can be summarized that there are several characteristics of instructional media in teaching grammar. They belong to visual media, audio, and audio-visual instructional media. Then, model is one types of instructional media that can be used by the teacher in delivering materials effectively in teaching grammar.

4. Principles of Using Instructional Media

Actually, there are five principal media forms with the learning experiences they support and the methods used to deliver them. According to Laurillard, they are as the following table [68]:

[67] Gaberson, et.al, Clinical Teaching Strategies in Nursing (New York: Springer Publishing Company, LLC, 2015), p174

Table 2.3 Five Principal Media Forms with the Learning Experiences

Learning experience	Methods/technologies	Media forms
Attending, apprehending	Print, TV, video, DVD	Narrative
Investigating, exploring	Library, CD, DVD, Web resources	Interactive
Discussing, debating	Seminar, online conference	Communicative
Experimenting, practising	Laboratory, field trip, simulation	Adaptive
Articulating, expressing	Essay, product, animation, model	Productive

(Source: Laurillard, Diana, Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies, (London: Routledge Falmer, 2003))

Moreover, teacher should know the media choice principle. Hays states that teacher should choose the medium that best communicates the information to be learned, for example[69]:

a. For a small amount of information to be remembered for a short time, audio is better than text.
b. Text is better than sound for longer retention.
c. Pictures are useful for presenting spatial information, especially for complex tasks.
d. Simple illustrations with captions are more effective than text for summarizing information.

In addition, there are some principles and questions should be considered in making models as one of the classifications of instructional

[68] Laurillard, Diana, Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies, (London: Routledge Falmer, 2003), p90

[69] Hays, Robert T., The Science of Learning: A Systems Theory Approach (Florida: Brown Walker Press, 2006), p225

media. Duminy and Maasdorp describe that when making a model, the following questions should be considered[70]:

a. Is it durable and lasting?
b. Is it too complicated/simple for the group it is intended for?
c. Is it up-to-date in the sense that the latest scientific knowledge is incorporated in its construction?
d. Are the various parts of the model labelled? If so, is it easy to cover the labels up when the need arises?
e. Does it come in durable packaging for safe storage when not in use?

Furthermore, both students and teacher should know the principles of media in teaching and learning activity as a set of capabilities to media messages and experiences. Scheibe and Rogow explain some major principles in using media, as follows[71]:

a. Access – having physical access to up-to-date media technologies and high-quality content and knowing how to use the technologies effectively.
b. Understanding – comprehending basic, explicit messages from media sources as a precursor to being able to ask analytical questions about those messages

[70] Duminy and Maasdorp, Teaching Practice, (Pinelands, Maskew Miller Longman (Pty) Ltd, 2006), p19

[71] Scheibe and Rogow, The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World, (California, Corwin, 2012), p19

c. Awareness – paying attention enough to notice the presence media messages and their role in one's life
d. Analysis – decoding media messages in order to think critically and independently about them
e. Evaluation – making informed, reasoned judgments about the value or utility of media messages for specific purposes
f. Creation – making media messages for particular purposes and using multiple media formats
g. Reflection – contemplating how personal experiences and values influence reactions to and production of media messages and assessing the full range of potential effects of one's production choices on oneself and others
h. Participation – initiating or joining in collaborative activities that are enabled by interactive media technologies.

In summarizing, the teacher should know the instructional media principles in order to make an effective teaching grammar to the students. The principles of media can be based on learning experiences, methods/technologies and media forms. Then, the principles of media can be based on the medium that best communicates the information to be learned, and so on.

5. Magic Tube Media

The use of media in teaching English is an essential aspect which should be considerated by the teachers nowadays. According to Lemish, media are one of the most shared and homogenizing mechanisms engaged in by children throughout the world. Whether they use media in the classroom or the community center, for most children today media are part of their taken-for-granted everyday experience. Children around the world are constantly "on" some form of a media experience [72]. So, the students learn best by using media.

The application of teaching media in the classroom will make the interaction between teacher and students effective and the aims of the lessons will be achieved effectivelly. Hart agrees that teachers had for some time used the kind of group and practical work which of ten characterizes media teaching. Meanwhile, teachers in grammar schools had increasingly been moving to active group work, using drama and the video camera, for example, to clarify and reflect on literaly texts [73]. So, the use of media teaching or media education is needed especially in teaching and learning grammar.

Magic Tube was a new media in teaching grammar and it enriched students' ability on grammar. Lemish argues that many writers claim that high hopes and great expectations were expressed that each new medium

---

[72]Lemish, Dafna, Children and Media: A Global Perspective, (West Sussex: John Wiley & Sons, Inc, 2015), p2

[73]Hart, Andrew, Teaching The Media: International Perspectives, (New York: Routledge, 1998), p58

would enrich children's lives, stimulate their imagination and creativity, widen their education and knowledge, encourage multicultural tolerance, narrow social gaps, and stimulate development and democratization processes [74]. In brief, a new media will enrich students' ability and knowledge in language learning.

In the application of Magic Tube media, students learn to make sentences one by one in a group. They were active in learning because they construct a concept collaboratively. This idea is supported by Leonard who mentions Vygotsky's theory of socio-cognitive constructivism which stated that an important aspect of socio-cognitive constructivism, socio-cognitive is an initial state that occurs among individuals in a collaborative learning environment. In this environment, different perspectives and idea within the group of learners lead to increases in individual cognitive development among the participants [75]. In other words, learning collaboratively in the application of this Magic Tube media will make students develop their cognitive ability.

Magic Tube is a tabular media in learning grammar which combines students' act and thought. Konzulin states that this idea is the same as the theory from Vygotsky, which assumes that the students' interaction with objects is always only one element in a wider activity that is socially and historically specific. This activity is organized and

[74]Lemish, Dafna, Children and Media: A Global Perspective, (West Sussex: John Wiley & Sons, Inc, 2015), p5

[75]Leonard, David C, Learning Theories A to Z (Westport: Greenwood Publishing Group, Inc, 2002), p178

controlled by society and its representatives. The formula "from action to thought" should therefore take into account the sociocultural nature of action and its development and internalization in students [76]. In short, the students' direct interaction with an objet or a media will improve their ability socially and internally.

Through Magic Tube media, students build their understanding on a concept material by themselves. This activity is precious in order to make students comprehend the materials easily. Jarvis agrees that this opinion is the same as Piaget's theory of discovery learning, who states that students need to construct their understanding of the world rather than passively accepting it from others. This is an active process, and could not be achieved in the traditional classroom situation where information was delivered didactically. Students learn best by discovery [77]. It means, this Magic Tube media is one of discovery learning media which needs to be implemented by the teacher to their students.

Moreover, the Magic Tube media is a media which provide students with learning through playing, and students will enjoy the learning activity while playing. Selmi, et.al belief that research demonstrates that learning can occur through play. Theories on learning and play have formed the foundation of early students' education. Piaget and Vygotsky formulated theories explaining how young children actively

[76]Kozulin, Alex, Psychological Tools: A Sociocultural Approach to Education, (Harvard: The President and Fellows of Harvard College, 1998), p37

[77] arvis, Matt, The Psychology of Effective Learning and Teaching, (United Kingdom: Nelson Thornes Ltd, 2005), p26

participate in learning through the construction of play activities. Piaget suggests that play provides environments for children to rehearse skills that they already have developed. In contrast, Vygotsky proposes that play activities actually create the context for young children to engage in skills that they do not have and to develop those skills [78]. Briefly, in the implementation of this media, students play Magic Tube media and they participate actively in the learning process.

Then, Magic Tube belongs to an active and communicative media because it provides an active activity and discussion to the students when apply this media in learning grammar. Lemish adds that there are five forms of such mediation: (1) *active* mediation included parental participation in activities and discussion; (2) *specific active* mediation promoted internet safety; (3) *restrictive* mediation monitored amount of time and nature of activities; (4) *digital* mediation monitored children's activities with digital media; and (5) *technical* mediation of their activities[79]. Briefly, the Magic Tube media is an active media because it makes students participate actively in the grammar classroom activity.

In conclusion, Magic Tube is a tabular media which belongs to an active and communicative media. It makes students active and participate in the grammar learning process. As a result, students comprehend and understand the concept of the materials well. Furthermore, the

[78]Selmi, et.al, Early Childhood Curriculum for All Learners: Integrating Play and Literacy Activities, (United Kingdom: Sage Publications,Inc, 2015), p53

[79]Lemish, Dafna, Children and Media: A Global Perspective, (West Sussex: John Wiley & Sons, Inc, 2015), p24

implementation of the Magic Tube media makes students learn best through discovery learning and collaborative learning with other students and also the teacher.

6. Media Evaluation

Media evaluation is needed in order to make successful teaching and learning process. Rabinowitz, et.al mention that successful design is a consequence of an interaction between art and science. Artistically, there are ways to present information that are pleasing and engaging. The media developer might design a system that looks good, but the most important thing is this media should work [80]. It means, in evaluating media of teaching the criteria of the product are either looks good or should work appropriately.

In addition, media evaluation is an essential aspect in evaluating such product in order to make this product useable by the students. Bednarek assumes that the evaluation is needed because of some reasons. Firstly, there is still much research to be undertaken regarding the phenomenon of evaluation. Secondly, evaluation itself is a significant element of our lives: as a device for interpreting the world and offering this evaluation to others, it pervades human behaviour: when we interact with the world around us, we perceive, categorize and evaluate what we encounter. Thirdly, it must be pointed out that although we can find a

[80] Rabinowitz, et.al, The Design of Instruction and Evaluation: Affordances of Using Media and Technology, (New Jersey: Lawrence Erlbaum Associates, Inc, 2004), p7

wealth of research on the media in general, much of it is either non-linguistic (in a strict sense) or of a limited scope (focusing on a few aspects of media language, offering case studies, etc.).[81] It means, media evaluation is the process in order to make the media product become more useful for the users or the students.

In the same way, Arsyad mentions that the aim of media evaluation are as the following:[82]

a. To know whether the media is effective or not.
b. To know whether the media can be repaired or improved.
c. To decide whether the media is cost-effective based on the students' achievement in learning.
d. To choose the appropriate media used in the teaching and learning process in the classroom.
e. To know whether the teaching materials can be delivered by this media well.
f. To measure teacher's ability in using teaching media.
g. To know whether the media can give contributions on students' learning achievement.
h. To know the students' attitudes toward the media.

Before evaluating media, it is an important way to do an anlysis towards the media. Monnin states that the five questions for teaching media analysis are[83]:

---

[81] Bednarek, Monika, Evaluation in Media Discourse: Analysis of a Newspaper Corpus, (New York: Continuum, 2006)

[82] Arsyad, Azhar, Media Pengajaran, (Jakarta: PT Raja Grafindo Persada, 1997), p174

a. Who is sending the message and what is the author's purpose?

b. What techniques are used to attract and hold attention?

c. What lifestyles, values, and points of view are represented in this message?

d. How might different people interpret this message differently?

e. What is omitted from this message?

In addition, there are some criteria should be considered in evaluating media. Arsyad describes that the criteria to review the teaching media are as below:[84]

a. Content and purpose quality
    1) Accuracy
    2) Importance
    3) Complexity
    4) Stability
    5) Readability
    6) Equity
    7) Conformity with the students' conditions.

b. Instructional quality
    1) Giving learning opportinity
    2) Giving help to learning
    3) Motivation quality

---

[83] Monnin, Katie, Teaching Graphic Novels: Practical Strategies for the Secondary ELA Classroom, (Gainesville: Maupin House Publishing, Inc, 2010), p105

[84] Arsyad, Azhar, Media Pengajaran, (Jakarta: PT Raja Grafindo Persada, 1997), p175

4) Instructional flexibility

5) Connecting with other teaching programs

6) Instructional social interaction quality

7) Testing quality and assessment

8) Can give effect to the students

9) Can give effect to the teacher and his/her teaching

c. Technical quality

1) Readability

2) Easy to use

3) Display quality

4) Liability quality

5) Program management quality

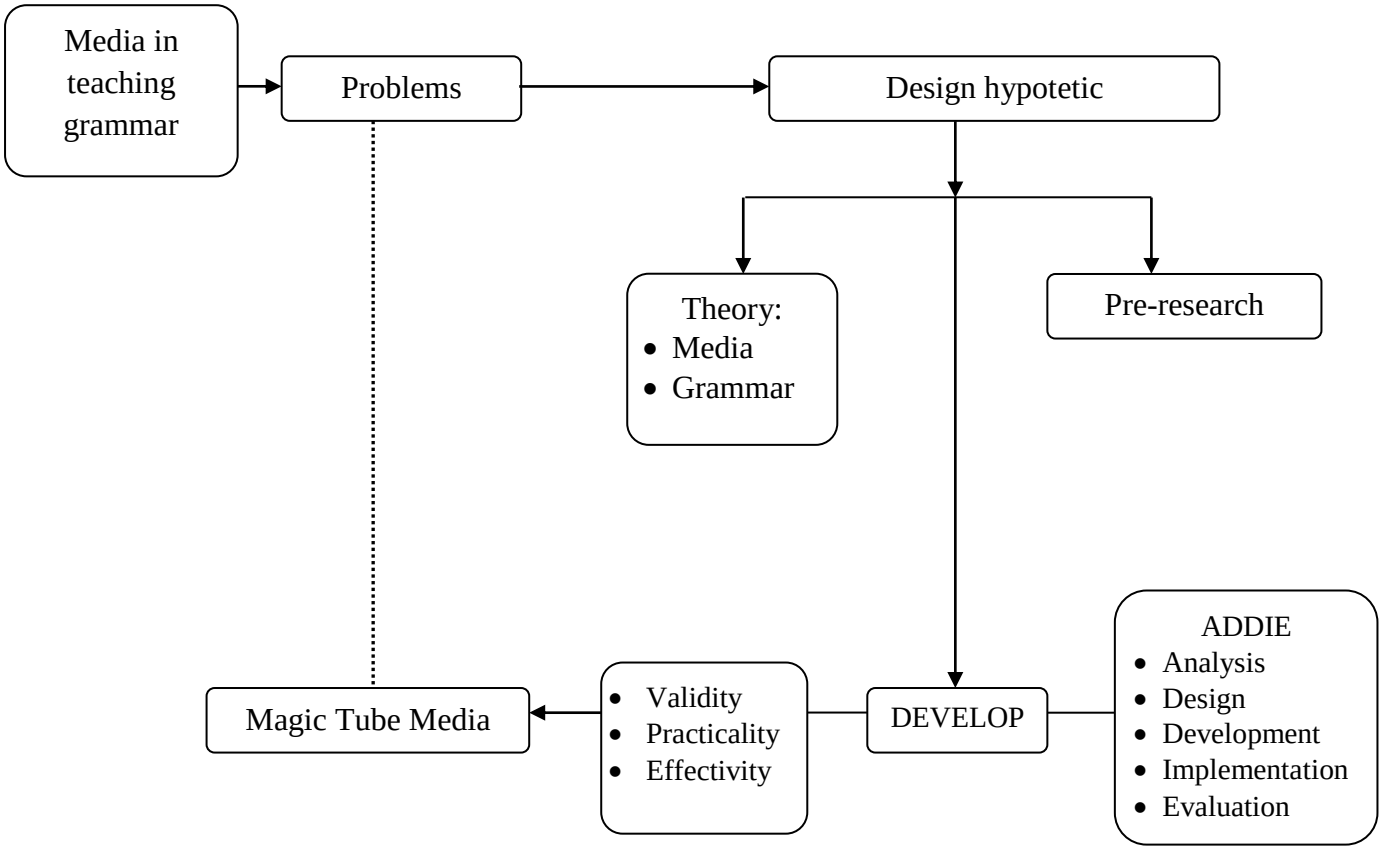
6) Documentation quality

From the ideas above, it can be summarized that the media evaluation is the process to evaluate or revise such product. This product which is used as the teaching media is needed to be evaluated in order to make the usefulness of this media increased and this media can be applied effectively by the teacher and students in teaching and learning activity.

C. Conceptual Framework

In this research, the researcher provided the conceptual framework in order to make this research becomes more understandable. This conceptual framework was created as below:

Figure 2.1 Conceptual Framework



From the display above, it can be explained that media was one of the aids in teaching grammar. Commonly, there was a problem about inappropriate media used in teaching grammar. Even, the English teacher rare brings media in teaching grammar. However, there were so many types of teaching media can be used and applied by the teacher in teaching English, especially grammar. Based on the problems above, the researcher created a design hypotetic about the development of media in teaching grammar. It was based on pre-research and the theory of media and grammar.

Furthermore, the researcher developed the media by followed the ADDIE procedure. The steps were analysis, design, development,

implementation and evaluation. Then, the product of media was evaluated its validity, practicality and effectivity by using the instrumentations. After that, the magic tube media was produced. ‘Magic Tube’ was a kind of tubular media that can make students easy to recognize the simple present and past tense. The students can make sentences in present and past tense form correctly by the help from ‘Magic Tube’.

CHAPTER III

DEVELOPMENT METHOD

A. Development Design

This research was Research and Development (R&D). According to Rashkin, the term "research and development" encompasses a broad range of activities. Often the term is used interchangeably with the term "research." Research is the scientific investigation that is performed in order to discover new information or to develop or improve products and technology. In scientific circles, it is generally accepted that R&D consists of three categories of research: basic, applied, and development.[85]

According to Held, et.al, R&D consists of two words: research and development. For definitions it is not possible to make a clear cut between these two parts. So, there is a fluent transition from research to development. In general, research means "investigations to discover, revise, or apply knowledge", and development can be defined as the utilization of science and theoretical based knowledge, with the aim to create products or processes which are acceptable for production and the market or as "progression from a simple to a more complex form"[86].

Moreover, Bragg states that the definition of R&D is broken into two parts. Research is the planned search for the discovery of new knowledge.

---

[85] Rashkin, Michael D, Practical Guide to Research and Development Tax Incentives: Federal State and Foreign (New York: A Wolters Kluwer Business, 2009), p24

[86] Held, et.al, Impact of Big Pharma Organizational Structure on R&D Productivity, (Switzerland, Hoffmann – La Roche Ltd, 2009), p15

Development is the enhancement of existing products or processes, or the creation of entirely new ones. [87]

The stage of this research and development was in a cycle. Held, et.al mention that interpreting R&D as one block, it can be said that it is "the first stage of a product life cycle, in which science and technology are applied to the development of new products. The term is also used more generally to describe any systematic activity within an organization aimed at gaining it a competitive edge in the future."[88]

In this research, the researcher chose to follow the procedure of R&D version of the ADDIE (Analysis-Design-Development-Implementation-Evaluation) proposed by Fenrich[89]. ADDIE model of development has five stages, they were as below:

1. Analysis

   The initial purpose of the analysis phase is to define the actual problem and then determine whether the problem needs a solution. The analysis phase should provide with a concise problem definition and initial estimates of the resources needed.

2. Design

   The design phase leads the researcher to create the instructional strategy, which is what needs to be done to ensure that the students will effectively

[87] Bragg, Steven M, The Ultimate Accountants' Reference Including GAAP, IRS & SEC Regulations, Leases, and More, (New Jersey, John Wiley & Sons, Inc, 2010), p273

[88] Held, et.al, Impact of Big Pharma Organizational Structure on R&D Productivity, (Switzerland, Hoffmann – La Roche Ltd, 2009), p16

[89] Fenrich, Peter, Practical Principles of Instructional Design, Media Selection, and Interface Design: With a Focus on Computer-Based Training/Educational Software, (Canada, Informing Science Press, 2014), p53

and efficiently learn. Another component of the design phase is to define the standards and needed utilities so that the development of product can begin.

3. Development

   The development phase leads the researcher through creating a storyboard of the instructional strategy, deciding on the media needed to teach the material, and then developing and programming the materials.

4. Implementation

   Implementation is the process the researcher needs to follow of trying the system in the real world to find out what works and what needs revision.

5. Evaluation

   Evaluation is the systematic collection and analysis of information to aid in decision making and planning. Evaluation is an ongoing process throughout the instructional development cycle.

B. Development Procedure

In this research, the researcher chose to follow the procedure of R&D from Fenrich[90]. The procedures of ADDIE were as the following descriptions:

[90] Fenrich, Peter, Practical Principles of Instructional Design, Media Selection, and Interface Design: With a Focus on Computer-Based Training/Educational Software, (Canada, Informing Science Press, 2014), p53

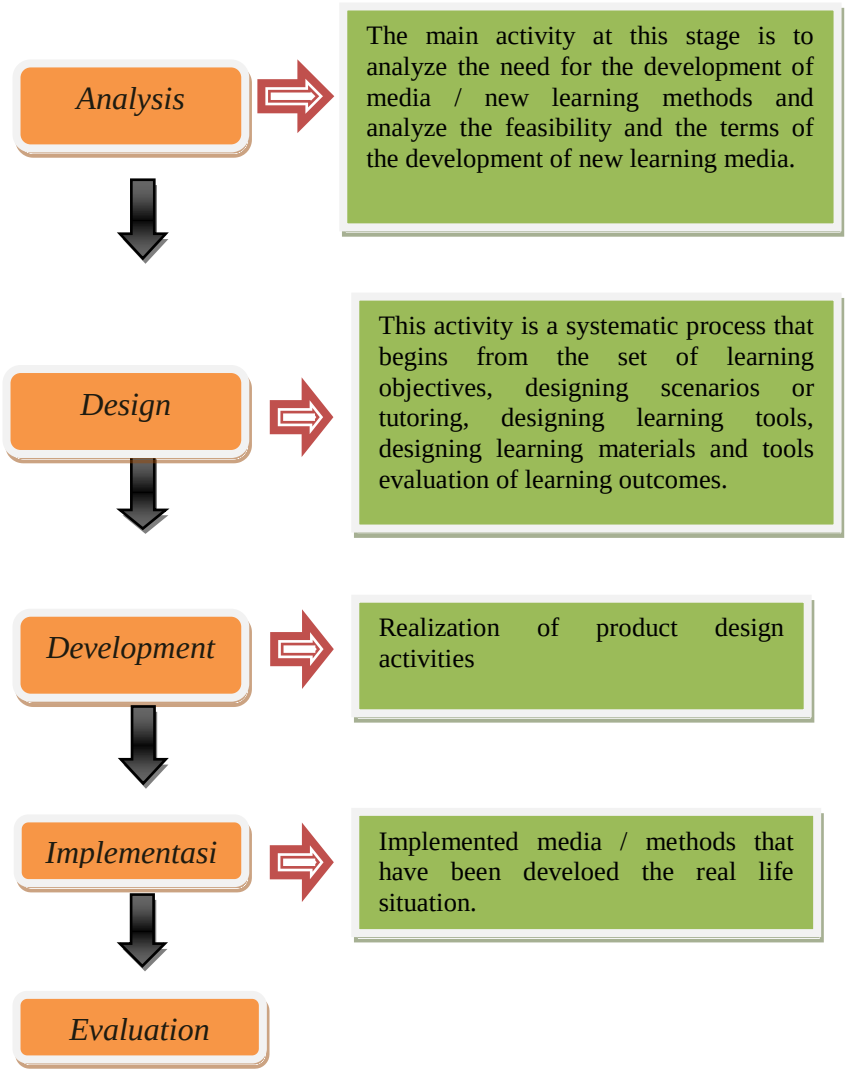


Figure 3.1 ADDIE Model

(*Sources: Fenrich, Peter, Practical Principles of Instructional Design, Media Selection, and Interface Design: With a Focus on Computer-Based Training/Educational Software*)

C. Product Testing

The aim of this activity was to collect the data about the weaknesses of the product. The data was used as the reason to revise the product. Nieveen and Van der Akker state that to have a good product, it is needed evaluation or testing towards the product in order to know the advantages and

weaknesses from the product.[91] The product testing in the research and development was aimed to collect the data as the basis to decide the level of effectivity, efficiency and the interest from the product.

There were 3 classes of the second graders of SMP N 01 Candung, namely VIII.1-VIII.6. In testing the product, the test was done to the students in one class which was chosen randomly, where the students was taught by using magic tube media, according to the teaching materials and was given test at the end. This testing product was done to the class VIII.1 which consisted of 22 students. This activity is aimed as the evaluation to the practicality of the product. Before testing the product, the students were given pre-test to know their grammar achievement, then after given treatment by using this product, the students was tested again in post-test to know their grammar achievement after treatment. Then, the researcher compared their grammar achievement before and after given the product.

D. Subject Testing

The subject testing in this research was the students in the second graders of SMP N 01 Candung. The testing was done to one class, that was to VIII.1 which consisted of 22 students. This product was used by students and also the English teacher in the second graders of SMP N 01 Candung.

[91] Nieveen & Van den Akker, Educational Design Research (London: Routledge, 2006), p151

E. The Type of Data

The data in this research was about the development of magic tube media in teaching grammar at the Second Graders of SMP N 01 Candung. The data can be presented as below:

1. Data of pre-evaluation of the product, that was interview with the English teacher and to the students about the daily teaching and learning process of grammar.
2. Data of the product revision, that can be seen from suitability of the learning purpose and materials, strategy and the evaluation, which is taken from validation sheet.
3. Data of the appropriateness of the product, in the form of the students' learning process, students' activities in learning, and teacher's activity. This data is taken from observation sheet and interview.
4. Data of students' achievement in grammar. This data is to know the effectivity and practicality of the product. This data is taken from the test (grammar test in pre test and post test).

F. Instrumentations

Instrument in this research were needed in order to get the data to answer research questions. The instrument used in a research designed optimally in order to get the data. In this research, the researcher used interview, validation sheet, observation sheet and test.

1. Interview

According to Cohen, et.al, the interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard. The purposes of the interview are: to evaluate or assess a person in some respect, to select or promote an employee, to effect therapeutic change, as in the psychiatric interview, to test or develop hypotheses, to gather data, as in surveys or experimental situations and to sample respondents' opinions, as in doorstep interviews.[92]

In this research, the researcher interviewed the English teacher as the doer in teaching grammar who really knows about students' achievement and weaknesses in grammar learning and also knows about the teaching media usually used in teaching grammar. The type of the interview was the informal conversational interview. Cohen, et.al describe that the characteristics of informal conversation interview is the questions emerge from the immediate context and are asked in the natural course of things; there is no predetermination of question topics or wording.[93]

2. Validation Sheet

The validation format was used to get content validity and construct validity from the product. In this sheet, the researcher checked

[92] Cohen, et.al, Research Methods in Education (Sixth Edition), *(*Canada, Routledge, 2007), p349
[93] Cohen, et.al, Research Methods in Education (Sixth Edition), *(*Canada, Routledge, 2007), p353

the suitability between the product and the materials and also with the subject of this research.

3. Observation Sheet

The observation sheet was used to know the practicality and effectivity of the product. This sheet contained of the students' activity during the teaching and learning process. Whether there was any significant differences before using media magic tube and after using media magic tube or not.

4. Test

Cohen, et.al admit that in tests, researchers have at their disposal a powerful method of data collection, an impressive array of tests for gathering data of a numerical rather than verbal kind.[94] The researcher gave the grammar test to the students in form of multiple choice test form. The purposed of this test was to measure the students' grammar mastery based on the answers that given by the students. A good test should be valid and reliable.

a. Validity

According to Lodico, et.al, validity focuses on ensuring that what the instrument "claims" to measure is truly what it is

[94] Cohen, et.al, Research Methods in Education (Sixth Edition), *(*Canada, Routledge, 2007), p414

measuring.[95] To determine the validity of the test, the researcher tried out the test to the class VIII.5 with 22 students at SMP N 01 Candung. Then, the result was analyzed by using SPSS. For details information see appendix 11.

b. Reliability

Lodico, et.al state that reliability refers to the consistency of scores, that is, an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different raters[96]. Then, Cohen, et.al state that reliability in quantitative research is essentially a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents[97]. To determine the reliability of the test, the researcher tried out the test to the class VIII.5 with 22 students at SMP N 01 Candung. Then, the result was analyzed by using SPSS. For clear information, see appendix 11.

G. Technique of Data Analysis

The data which were taken from various instruments analyzed by using descriptive qualitative and quantitative.

1. Data from interview was transcribed and described by using descriptive qualitative.

---

[95] Lodico, et.al, Methods in Educational Research: From Theory to Practice (Second Edition), (San Francisco, John Wiley and Sons, Inc, 2010), p93

[96] Lodico, et.al, Methods in Educational Research: From Theory to Practice (Second Edition), (San Francisco, John Wiley and Sons, Inc, 2010), p93

[97] Cohen, et.al, Research Methods in Education (Sixth Edition), *(*Canada, Routledge, 2007), p146

2. Data about the product was validated by using validation sheet through content validation and construct validation.
3. Data from the test was computed by using quantitative analysis and then described the result.
4. The data about practicality and effectivity was analyzed by using descriptive qualitative.

Then, to analyze the data about practicality, validity and effectivity, the researcher used descriptive analysis as below:

1. Validity Analysis

   Validity of this product was analyzed by validators. In this research, the researcher used the formula and the criteria for validity from Sugiyono[98] that can be seen below:

$$V = \frac{\text{Score Obtained}}{\text{Maximum Score}} X100\%$$

   The result from the validation then was measured by using qualitative criteria as follows:

Table 3.1 Validity Criteria

Score	Criteria
0%-20%	Not Valid
21%-40%	Less Valid
41%-60%	Enough Valid
61%-80%	Valid
81%-100%	Very Valid

2. Practicality Analysis

[98] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta, 2012)

Practicality analysis was done to the product as the response of English teacher and students as the subject in this research. The formula of practicality was suggested by Sugiyono, as the following:[99]

$$P = \frac{\text{Score Obtained}}{\text{Maximum Score}} X100\%$$

The result from the practicality then was measured by using qualitative criteria as follows:

Table 3.2 Practicality Criteria

Score	Criteria
0%-20%	Not Practical very much
21%-40%	Not practical
41%-60%	Less practical
61%-80%	Practical
81%-100%	Very practical

3. Effectivity Analysis

After getting the pre-test and post test, the researcher analyzed the scores by using the formula suggested by Sudijono as follow:[100]

$$\text{Mark} = \frac{\text{Obtained Score}}{\text{Ideal Maximum Score}} \times 100$$

Mark : student's mark

Obtained Score : student's correct answers

Ideal Maximum Score: total items that should be answered correctly

Then, the researcher analyzed the data for both pre-test and post test by using the t – test formula, as the following descriptions:

[99] Sugiyono, Metode Penelitian Kuantitatif, Kualitatif dan R&D, (Bandung: Alfabeta, 2012)

[100] Sudijono, Anas, Pengantar Evaluasi Pendidikan, (Jakarta: PT. Raja Grafindo Persada, 2009), p318

Two Means Score test:

$$t_o = \frac{\bar{d}}{\frac{s_d}{\sqrt{n}}}$$

The criteria:

1. Ho was accepted if t-observed < t-table
2. Ho was rejected if t-observed > t-table

One Means Score test:

$$t_o = \frac{\bar{x} - \mu_0}{S_{\bar{x}}}$$

$$t_o = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$$

Ho : μo = 80

Ha : μo > 80

CHAPTER IV

FINDINGS AND DISCUSSIONS

J. Findings

This chapter explained about the data description of this research and answered the formulation of problems which were stated in chapter I. The explanation was about how was the use of media in teaching and learning grammar at the Second Graders of SMP N 01 Candung currently? How to develop Magic Tube media in teaching grammar at the Second Graders of SMP N 01 Candung? And then, how to measure the validity, effectivity and practicality of Magic Tube media developed in teaching grammar at the Second Graders of SMP N 01 Candung?

The researcher used Research & Development design with version of ADDIE (Analysis-Design-Development-Implementation, and Evaluation). The explanation of each stage could be seen below.

5. Analysis

Before develop a product, namely magic tube media, the researcher analyze the real condition and situation in daily teaching and learning process of grammar.

a. Interview with the English teacher

Before the researcher created media, the researcher need to interview the English teacher. This interview purposed to get the information about how was the media used by the teacher and how was media needed in this time. Based on the information gotten, the

media used in teaching and learning grammar was convensional media. The English teacher said that he used media such as electronic media, laptop, video, table, in focus, etc. He assumed that he should use media in teaching grammar in order to make students understand the material and concept fastly. He made the media by himself, for example he put table of words and pictures at power point and then show to the students through in focus.

Furthermore, the English teacher admitted that he still found a problem in teaching students about tenses. The students still have difficulties in changing verbs of present tense and past tense. Also, in changing positive sentence to the negative and interogative sentence. Then, he argued that the application of teaching media that usually he used in daily teaching and learning grammar is simple and easy for the students, but still not effective yet. It was because the students still found difficulties in arranging the sentences and also changing the sentences pattern. So that, it was needed an effective and current media in tecahing grammar as the solution for the students problems above.

Then, the transcription of interview with the English teacher can be seen on Appendix 17.

b. Interview with the students

The information of the media used in daily teaching and learning grammar was also came from the students as the participant

in the classroom who received the application of media used by their English teacher. According to the students, the teacher used media in teaching and learning process but only in a few times. The students admitted that the English teacher used internet, in focus, laptop, Handphone, books, syllabus, white board and pieces of paper. The students argued that they were easy to understand the material if the English teacher used convensional media like marker and whiteboard, because the interactive media, like the concept from power point make them difficult to understand the material.

From the phenomena above, it was needed to develop an effective media in teaching grammar. The media was a current media, but easy to applied to the students. Also, the media should solve the students real problems in the field.

Then, the transcription of interview with the English teacher can be seen on Appendix 18.

6. Design

In designing the media, the researcher made framework on a piece of paper first. After the framework was done, the researcher chose the materials to be used. Then, the researcher made the magic tube media which contains of the grammar contents. After that, the researcher validated the media to some English lecturers in IAIN Bukittinggi. The grammar materials included in magic tube media could be seen below.

SW+1H	TOBE/AUX	SUBJECT	TOBE/AUX	NOT	VERB	SUFFIX	ADJECTIVE	NOUN	ADVERB OF PLACE	ADVERB OF TIME
WHAT	DO	I	DO	NOT	ATE	S	ANGRY	BANANA	IN THE CLASSROOM	TODAY
WHEN	DOES	YOU	DOES		COOK	ES	BEAUTIFUL	BOOK	AT HOME	YESTERDAY
WHERE	DID	THEY	DID		CUT	ED	BUSY	COFFE	TO SCHOOL	LAST WEEK
WHO	IS	WE	IS		DRANK		COLD	HAIR	TO THE BEACH	LAST NIGHT
WHY	AM	SHE	AM		DRINK		HANDSOME	ISYA	TO THE MARKET	EVERY DAY
HOW	ARE	HE	ARE		EAT		HOT	MILK	IN THE KITCHEN	EVERY NIGHT
	WAS	IT	WAS		GO		HAPPY	MOVIE	AT OFFICE	EVERY MORNING
	WERE	ADI	WERE		PRAY		LATE	NAIL	IN BEDROOM	
	DON'T	ADI&ANI			READ		LAZY	QUR'AN	IN THE CINEMA	
	DOESN'T				SLEEP		RAINY	RICE	AT MOSQUE	
	DIDN'T				SLEPT		SHY	SUSUH	IN THE BARBERSHOP	
	ISN'T				WALK		SAD			
	AREN'T				WATCH					
	WASN'T				WENT					
	WEREN'T				WORK					

Figure 4.1 Grammar Materials on Magic Tube Media

7. Development

In this stage, the researcher made the real media. The magic tube media contains of tube and its stand. Also, it was completed with guide book, to make the students understand the use of magic tube media in learning grammar. Below were the display of the magic tube media and the guide book.



Figure 4.2 Magic Tube Media from Above



Figure 4.3 Magic Tube Media and Its Stand



Figure 4.4 How to Operate Magic Tube Media



Figure 4.5 Magic Tube Media Put on and off from Its Stand



Figure 4.6 The Stand Easy Packaging



Figure 4.7 Cover of Guide Book

8. Implementation

Before implemented the magic tube media, the researcher gave students pre test, to know the students' beginning ability. Then, after implemented the product, the researcher gave students post test, to know the effectivity of the product and students' achievement, whether there was a differences or not.

In implemetation of this magic tube media, the researcher divide into two meetings. The first meeting was to taught present tense and the second meeting for taught past tense. The researcher divided the classes into some small groups, because there was limited time to practice this

media to all of the students individually. There were three/four students in each group, so that the researcher can treat them easily.

In the learning process by using magic tube media, the students seem enthusiastic trying how to use the media in turn. They were happy because it was the first time they met magic tube media. The package was interested them to know more about the use of this media. After they were practiced one by one, the researcher asked them to write some sentences they found in the media. Then, they can write all of the sentences correctly.

From the phenomena of the implementation of magic tube above, it can be concluded that magic tube media was an effective media for teaching grammar. It made students easy making sentences accordance with its pattern. In other words, magic tube media gave significant effect to the students' grammar ability.

9. Evaluation

Although has been implemented effectively, this magic tube media was still needed an evaluation. Based on the researcher's research, the magic tube media need to be improved more detail about the materials included, such as the additional of "definite and indefinite verbs", other familiar verbs and etc. Then, the tenses used can be improved for other tenses pattern, except present and past tense. Also, the package of magic tube media can be simplified for the future.

In the implementation of the Magic Tube media, the researcher can find some advantages and disadvantages of this product. The first advantage is it makes students participate actively in the learning process by directly practice and try to use the media one by one in a group. The second advantage is the students learn best in the classroom activity by discovery learning and collaborative learning. The last, but not least, the students improve their grammar mastery easily by learning through Magic Tube media.

Then, there are some disadvantages of Magic Tube media. The first is due to the limitation of grammar aspects presented in the tube. So that, not all the grammar aspects, such as verbs and adverbs learn by the students. The second disadvantage is because of this Magic Tube media cannot be provided one media for each student, so that they only learn it one by one.

K. Explanation of Validity, Practicality and Effectivity

4. Validity

To measure the validity of the product, the researcher gave validation sheet to one of English lecturers in IAIN Bukittinggi, namely Dr. H. Darul Ilmi, S.Ag, M.Pd. Based on the result, magic tube media was valid and it can be used to teach grammar to the students. The indicator of validity were including effectivity and efficiency, reliability,

maintenable, usability, properness, clearness, and availability. The result of validity analysis from the validator can be seen in the table below:

Table 4.1 The Analysis of Validity Product

No.	Assessment Aspect	Indicator	Assessment	Percentage	Criteria
1.	Efektivitas dan Efisiensi	1	4	80%	Valid
		2	4	80%	valid
2.	Reliability (kehandalan)	1	4	80%	Valid
3.	Maintenable (pemeliharaan)	1	4	80%	Valid
4.	Usabilitas (penggunaan)	1	4	80%	Valid
5.	Ketepatan	1	4	80%	Valid
		2	4	80%	Valid
6.	Kejelasan	1	4	80%	Valid
7.	Ketersediaan media	1	3	60%	Enough Valid
Sum		11	35	700%	
Means Score				**77,77%**	**Valid**

From the findings above, it can be summarized that the means score result of product validation was 77,77% that can be interpreted from the table interpretation belongs to Valid. So that, the product has achieved its validity. Moreover, there were some suggestions from the validator about the use of media, that was the media should be represented the learning materials and actually, every teaching media has its advantages and weaknesses.

Then, the researcher analyzed the validity of guide book from product. The result of validation analysis can be seen in the table below:

Table 4.2 The Analysis Validity of Guide Book from Content Expert

No.	Assessment Aspect	Indicator	Assessment	Percentage	Criteria
1.	Isi/Materi	1	5	100%	Very valid
		2	5	100%	Very valid
		3	5	100%	Very valid
		4	5	100%	Very valid
		5	3	60%	Enough valid
		6	5	100%	Very valid
2.	Penyajian	7	4	80%	Valid
		8	4	80%	Valid
		9	5	100%	Very valid
		10	4	80%	Valid
		11	3	60%	Enough valid
		12	3	60%	Enough valid
		13	4	80%	Valid
		14	4	80%	Valid
3.	Grafik buku pedoman penggunaan media pengajaran grammar *magic tube*	15	4	80%	Valid
		16	4	80%	Valid
		17	4	80%	Valid
4.	Bahasa buku pedoman penggunaan media pengajaran grammar *magic tube*	18	4	80%	Valid
		19	4	80%	Valid
Sum			79	1580%	
Means Score				**83,15%**	**Valid**

From the findings above, it can be summarized that the means score result from guide book of product validation was 83,15% that can be interpreted from the table interpretation belongs to Valid. So that, the guide book of product has achieved its validity. Moreover, there were some suggestions from the validator about the use of guide book, such as parts of magic tube media should be explained, provide more pictures about how to use the media, the cover of guide book should display about

magic tube as well as the teacher and students' interaction when using magic tube in learning grammar, etc.

5. Practicality

To get the data about practicality, the researcher gave observation sheet to the English teacher at the second graders of SMP N 01 Candung, namely Mr. Afrizen, S.Pd. From observation sheet result, generally, the magic tube media was effective, innovative, simple and easy to implemented. Although there was still a limitation of the product, but in general, this product can improve students grammar ability related with present tense and past tense.

The result of practicality analysis can be seen below:

Table 4.3 The Analysis of Practicality Product

No.	Assessment Aspect	Assessment	Percentage	Criteria
1.	Media pengajaran grammar *magic tube* mudah dipahami	4	80%	Practical
2.	Media pengajaran grammar *magic tube* dapat mencapai tujuan pembelajaran dengan baik	4	80%	Practical
3.	Media pengajaran grammar *magic tube* memiliki langkah-langkah yang efektif dan efisien	4	80%	Practical
4.	Media pengajaran grammar *magic tube* dapat membantu siswa memahami materi	4	80%	Practical

	“present tense” dengan baik			
5.	Media pengajaran grammar *magic tube* dapat membantu siswa memahami materi “past tense” dengan baik	4	80%	Practical
6.	Media pengajaran grammar *magic tube* dapat membantu siswa membuat kalimat positif Bahasa Inggris dengan baik	4	80%	Practical
7.	Media pengajaran grammar *magic tube* dapat membantu siswa membuat kalimat negatif Bahasa Inggris dengan baik	5	100%	Very Practical
8.	Media pengajaran grammar *magic tube* dapat membantu siswa membuat kalimat tanya Bahasa Inggris dengan baik	5	100%	Very Practical
9.	Media pengajaran grammar *magic tube* dapat membantu siswa membuat kalimat tanya dalam bentuk 5W+H Bahasa Inggris dengan baik	5	100%	Very Practical
10.	Media pengajaran grammar *magic tube* dapat mengembangkan nilai-nilai disiplin, kerja sama, dan kemandirian	4	80%	Practical
11.	Media pengajaran grammar *magic tube* dapat membantu keterlaksanaan pembelajaran dengan efektif	4	80%	Practical
12.	Media pengajaran grammar *magic tube* dapat mengaktifkan	5	100%	Very Practical

	siswa dalam pembelajaran			
13.	Media pengajaran grammar *magic tube* yang dikembangkan sesuai dengan situasi dan kondisi perkembangan ilmu dan teknologi saat ini.	4	80%	Practical
14.	Media pengajaran grammar *magic tube* dapat memberi kesempatan yang luas kepada siswa untuk berlatih berbagai keterampilan dasar Bahasa Inggris	5	100%	Very Practical
15.	Siswa sebagai peserta didik mampu menyelesaikan berbagai tugas dan latihan yang diberikan dalam pembelajaran grammar	4	80%	Practical
16.	Media pengajaran grammar *magic tube* dapat mengatasi keterbatasan waktu untuk belajar	4	80%	Practical
17.	Media pengajaran grammar *magic tube* dapat meningkatkan motivasi siswa dalam belajar	5	100%	Very Practical
SUM		**75**	**1480%**	
Means Score			**87,05%**	**Very Practical**

From the table above, it can be concluded that the means score of practicality analysis was 87,05% that belongs to very practical. In other words, the product has achieved its practicality.

6. Effectivity

To get the effectivity of the product, the researcher gave experimental treatment to 20 students at the class VIII.1 of SMP N 01 Candung. Before doing treatment, the researcher gave pre test. Below was the result of pre test:

Table 4.4 The Students' Score in Pre test

No.	**Respondent Code**	**Correct Answer**	**Total Items**	**Final Score**
1	AN	20	30	67
2	AK	18	30	60
3	AF	18	30	60
4	HA	17	30	57
5	BIP	19	30	63
6	BOP	17	30	57
7	CDC	17	30	57
8	FR	19	30	63
9	IA	22	30	73
10	IQA	20	30	67
11	LGR	20	30	67
12	MAD	17	30	57
13	NIR	19	30	63
14	PF	22	30	73
15	RR	16	30	53
16	RHA	21	30	70
17	RH	19	30	63
18	SNA	17	30	57
19	TR	19	30	63
20	VAR	15	30	50
TOTAL SCORE				**1240**
MEANS SCORE				**62**
STANDAR DEVIASI				**6**
VARIANCE				**40,2339181**

From the table above, it can be stated that there were 20 students on pre test. The lower score of pre test was 50 and the higher score was 73. The total score was 1240 and the means score was 62. So, it can be stated that the students' score of grammar test still low because it was below Minimum Achievement Criteria (KKM=78).

After doing treatment, that is teaching grammar by using magic tube media, the researcher gave post test to the students at the class VIII.1. The result of post test can be seen below:

Table 4.5 The Students' Score in Post test

No.	Respondent Code	Correct Answer	Total Items	Final Score
1	AN	26	30	87
2	AK	24	30	80
3	AF	25	30	83
4	HA	23	30	77
5	BIP	28	30	93
6	BOP	28	30	93
7	CDC	24	30	80
8	FR	25	30	83
9	IA	28	30	93
10	IQA	24	30	80
11	LGR	26	30	87
12	MAD	24	30	80
13	NIR	24	30	80
14	PF	28	30	93
15	RR	30	30	100
16	RHA	27	30	90
17	RH	25	30	83
18	SNA	23	30	77
19	TR	25	30	83

20	VAR	23	30	77
TOTAL SCORE				**1700**
MEANS SCORE				**85**
STANDAR DEVIASI				**7**
VARIANCE				**46,1988304**

From the table above, it can be stated that there were 20 students on post test. The lower score of post test was 77 and the higher score was 100. The total score was 1700 and the means score was 85. So, it can be stated that the students' score of grammar test has improved than pre test. The means score on post test was above Minimum Achievement Criteria (KKM=78). It means, the magic tube media was effective to the students.

Then, the researcher analyze the effectivity of product by using Two Means Score test and One Means Score test. The result of Two Means Score Test can be seen below:

Table 4.6 Students' Score on Pre Test and Post Test

Score / Class	Pre Test	Post Test
VIII.1	Total Score = 1240	Total Score = 1700
	Means Score = 62	Means Score = 85
	Standard Deviation = 6	Standard Deviation = 7
	Variance = 40.2339181	Variance = 46.1988304

From the table above, the researcher calculated the Two Means Score Test as the following descriptions:

The Result of Two Means Score Test

$$t_o = \frac{\bar{d}}{\frac{s_d}{\sqrt{n}}}$$

$$\bar{d} = \sum \frac{d}{n} = \frac{460}{20} = 23$$

$$s_d = 7.40634$$

$$t_o = \frac{23}{\frac{7.40634}{\sqrt{20}}}$$

$$t_o = \frac{23}{\frac{7.40634}{4.47}}$$

$$t_o = \frac{23}{1.656}$$

$$t_o = 13.88$$

The level of significant and the t-table was:

α = 0.05

Db = 20-1=19

t-table= 2.093

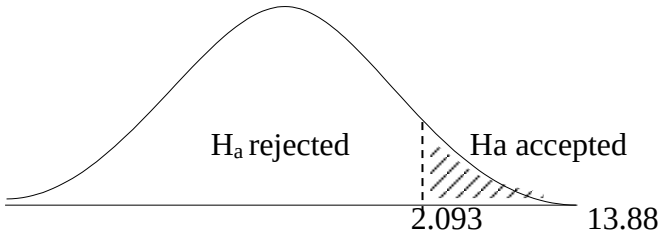
The criteria was:

3. Ho was accepted if t-observed < t-table
4. Ho was rejected if t-observed > t-table

Conclusion:

Because of t-observed > t-table (13.88<2.093), so, H0 was rejected. It means, there was a significant differentiation between students' score in pre-test and post-test. In other words, the product was achieved its effectivity.

Figure 4.8 The Curve of The Result of Two Means Score Test



From the data, it means that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the t-observed was higher than the t-table. So, it can be concluded that the product was achieved its effectivity.

Then, the result of One Means Score Test was explained below:

The Result of One Means Score Test (POST-TEST)

Ho : μo = 80

Ha : μo > 80

$$t_o = \frac{\bar{x} - \mu_0}{S_{\bar{x}}}$$

$$t_o = \frac{\bar{x} - \mu_0}{\frac{s}{\sqrt{n}}}$$

$$t_o = \frac{85 - 80}{\frac{7}{\sqrt{20}}}$$

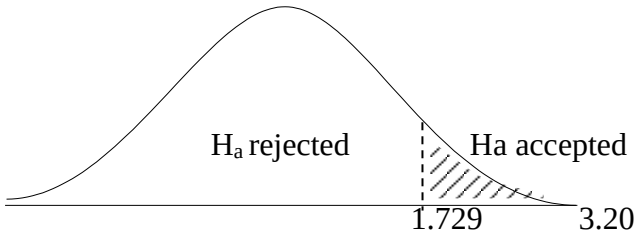
$$t_o = \frac{5}{\frac{7}{4.47}}$$

$$t_o = \frac{5}{1.56}$$

$$t_o = 3.20$$

The t-table = 1.729, at the level of significant 0.05/2 with the degree of freedom (n-1) 20-1 = 19. T-observed > t-table (3.20<1.729), it means, Ha was accepted. Then, the students' means score on post test was higher than 80, that was 85. So, the product was effective.

Figure 4.9 The Curve of The Result of One Means Score Test



From the data, it means that the descriptive hypothesis (H_a) is accepted or the null hypothesis (H_0) is rejected because the t-observed was higher than the t-table. So, it can be concluded that product was effective.

L. Discussion

Grammar is one of language elements or components in a language. Without sufficient knowledge of grammar, the students can not build a language both oral and written effectively. So that, the teaching activity of grammar should be done effectively to the students. One of the ways was by implementing an effective teaching media to the students. Teaching media belongs to the teaching aids, instructional media or educational media which help both teacher and students in the classroom activity. Teaching media helps the teacher in delivering the materials to the students and it can help students understand and comprehend the materials well.

Magic tube has proven that the students' grammar ability can be improved by the application of this media. The students' grammar score has been improved from pre test and post test. Pre test was done before the implementation of the product, while post test was done after the implementation of the product.

In the implementation of this product, the students practice how to make sentences individually. The students learn how to make simple present tense and also past tense. The sentences they made consisted of positive, negative, interrogative, and 5W+H questions. Besides, the students also learn how to change verb in both tenses. They comprehend well the concept of simple present tense and also past tense by Magic Tube media. Also, most of them are enthusiastic in practicing, because they are trying the new media in learning activity.

This phenomena proves that the students need media in their language learning. This opinion is related with an idea from Lemish, who states that children of both genders and all ages, races, religions, classes, and geographical regions of the world use media on a regular basis, enjoy them tremendously, and learn more about the world from them than from any other socializing agent.[101]

During the implementation of magic tube media, the students enjoy the teaching and learning process. They feel happy because they new meet this current media and easy to be learned. The students understand the materials presented by this product. They understand the present tense and past tense concept also how to built the sentences. After that, the students can make sentences of 5W+H questions correctly.

Furthermore, the effectiveness of magic tube media was also proven by the students' achievement on post test. Their score were improved than pre test score. It means, they understand the materials easily and answer the questions items on post test well. This is because the effect of magic tube media in learning grammar.

[101]Lemish, Dafna, Children and Media: A Global Perspective, (West Sussex: John Wiley & Sons, Inc, 2015), p1

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

M. Conclusions

As the result of the research which has been described and discussed in the previous chapter, the researcher concluded that:

1. The use of media in teaching and learning grammar at the Second Graders of SMP N 01 Candung currently was in form of conventional media, such as whiteboard, power point materials, table, and etc. It did not motivate students in learning grammar.
2. The interactive media in teaching grammar by using magic tube media can be developed by the ADDIE (Analysis-Design-Development-Implementation-evaluation) which was done in this research.
3. Based on the interview, validation sheet, observation sheet and grammar test that the researcher analyzed, the result showed that the interactive media in teaching grammar by using magic tube media was valid, practical and effective.

N. Suggestions

The suggestions proposed in this research related to the development of interactive learning media in teaching grammar by using magic tube media was as follows:

1. To the students who learn English grammar in every level of education suggested that they can use the magic tube media in order to make them easy to learn grammar.
2. The English teachers suggested to used magic tube media in teaching grammar in order to make them explain the materials easily to the students.
3. The next researchers suggested can continue the research by seeing the successful of this media toward the result of students' grammar escpesially subject of simple present tense and past tense.

BIBLIOGRAPHY

Aquino, Gaudencio V. 1997. *Teaching Models Strategies and Skills: A Guide to Efficient-Effective Teaching.* Manila: Rex Book Store, Inc.

Arsyad, Azhar. 1997. *Media Pengajaran.* Jakarta: PT Raja Grafindo Persada.

Bazalgette, Cary. 2010. *Teaching Media in Primary Schools.* London: Sage Publications Inc.

Bednarek, Monika. 2006. *Evaluation in Media Discourse: Analysis of a Newspaper Corpus.* New York: Continuum.

Bragg, Steven M. 2010. *The Ultimate Accountants' Reference Including GAAP, IRS & SEC Regulations, Leases, and More.* New Jersey: John Wiley & Sons, Inc.

Brown, H. Douglas and Abeywickrama, Priyanvada. 2010. *Language Assessment Principles and Classroom Practices.* New York: Pearson Education, Inc.

Buckley, Sue and Bird, Gillian. 2002. *Speech and Language Development for Teenagers with Down Syndrome.* United Kingdom: The Down Syndrome Educational Trust.

Bungin, Burhan. 2011. *Metode Penelitian Kuantitatif: Komunikasi, Ekonomi, dan Kebijakan Publik Serta Ilmu-Ilmu Sosial Lainnya.* Jakarta: Kencana Prenada Media Group.

Celce-Murcia, Marianne and Hilles, Sharon. 1988. *Techniques and Resources in Teaching Grammar.* New York: Oxford University Press.

Chan, S. 2008. *IBPS Bank Clerk-V Preliminary Examination.* New Delhi: S. Chand & Company PVT. LTD.

Cohen, Louis, Manion, Lawrence and Morrison, Keith. 2007. *Research Methods in Education (Sixth Edition).* Canada: Routledge.

Comrie, Bernard. 2000. *Tense.* Cambridge: Cambridge University Press.

Dash, Neena and Dash, M. 2007. *Teaching English as an Additional Language.* New Delhi: Atlantic Publishers and Distributors (p) Ltd.

Duminy, P.A., MacLarty, A.H and Maasdorp, N. 2006. *Teaching Practice.* Pinelands: Maskew Miller Longman (Pty) Ltd.

Fenrich, Peter. 2014. *Practical Principles of Instructional Design, Media Selection, and Interface Design: With a Focus on Computer-Based Training/Educational Software.* Canada: Informing Science Press.

Fromkin, Victoria, Rodman Robert and Hyams, Nina. 2003. *An Introduction to Language.* Boston: Wardsworth.

Gaberson, Kathleen B., Oermann, marilyn H., and Shellenbarger, Teresa. 2015. *Clinical Teaching Strategies in Nursing*. New York: Springer Publishing Company, LLC.

Gay, Lorraine R, Mills, Geofrey and Araisian, Peter W. 2011. *Educational Research : Competencies for Analysis and Applications.* New Jersey: Pearson Education, Inc.

Gray, David, Griffin, Colin and Nasta, Tony. 2001. *Training to Teach in Further and Adult Education.* United Kingdom: Stanley Thornes (Publishers) Ltd.

Harris, David P. 1979. *Testing English as a Second Language.* New York: McGraw-Hill Book Company.

Hart, Andrew. 1998. *Teaching The Media: International Perspectives.* New York: Routledge.

Hasanah, Henny Uswatun. 2015. *Teaching Grammar Using Pictures.* Pamekasan: STAIN Pamekasan.

Hays, Robert T. 2006. *The Science of Learning: A Systems Theory Approach.* Florida: Brown Walker Press.

Held, Sebastian, Bolte, Claus, Bierbaum, Martin and Schoffski, Oliver. 2009. *Impact of Big Pharma Organizational Structure on R&D Productivity*. Switzerland: Hoffmann – La Roche Ltd.

Huddleston, Rodney and Pullum, Geoffrey K. 2005. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press.

Hughes, Arthur. 2003. *Testing for Language Teachers.* Cambridge: Cambridge University Press.

Jarvis, Matt. 2005. *The Psychology of Effective Learning and Teaching.* United Kingdom: Nelson Thornes Ltd.

Karlsson, Fred. 2002. *Finnish an Essential Grammar.* New York: Routledge.

Korn, Janos. 2009. *Science and Design of Systems*. United Kingdom: Matador.

Keck, Casey and Kim, Youjin. 2014. *Pedagogical Grammar*. Philadelphia: John Benjamins B.V.

Kozulin, Alex. 1998. *Psychological Tools: A Sociocultural Approach to Education.* Harvard: The President and Fellows of Harvard College.

Kubesh, Katie, McNeil, Niki and Bellottu, Kimm. 2007. *Operation English Grammar: Spying Out Parts of Speech, Sentences, & Punctuation*. Coloma: HOCPP.

Laurillard, Diana. 2003. *Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies*. London: Routledge Falmer.

Lemish, Dafna. 2015. *Children and Media: A Global Perspective*. West Sussex: John Wiley & Sons, Inc.

Leonard, David C. 2002. *Learning Theories A to Z.* Westport: Greenwood Publishing Group, Inc.

Lodico, Marguerite G., Spaulding, Dean T., and Voegtle, Katherine H. 2010. *Methods in Educational Research: From Theory to Practice (Second Edition).* San Francisco: John Wiley and Sons, Inc.

Means, Thomas L. 2012. *English and Communication for Colleges.* Ohio: South-Western Cengage Learning.

Monnin, Katie. 2010. *Teaching Graphic Novels: Practical Strategies for the Secondary ELA Classroom.* Gainesville: Maupin House Publishing, Inc.

Muliyardi. 2006. *Pengembangan Model Pembelajaran Matematika Menggunakan Komik di Kelas I SD.* Disertasi: Program Pascasarjana Universitas Negeri Surabaya.

Nieveen, N., McKenney, S. & Van den Akker, J. 2006. *Educational Design Research.* London: Routledge.

Pachler, Norbert and Redondo, Ana. 2007. *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School.* Canada: Routledge.

Pandian, Ambigapathy, Foo, Thomas Chow Voon and Ismail, Shaik Abdul Malik Mohamed. 2016. *Curriculum Development, Materials Design, and Methodologies: Trends and Issues*. Pulau Pinang: Universiti Sains Malaysia.

Patel, M.F., and Jain, Praveen M. 2008. *English Language Teaching (Methods, Tools and Techniques).* Jaipur: Sunrise Publishers and Distributors.

Povjakalova, Alexandra. 2012. *Teaching Grammar to Young Learners Using Interactive Whiteboard.* Brno: Masaryk University in Brno.

Rabinowitz, Mitchell, Blumberg, Fran C. and Everson, Howard T. 2004. *The Design of Instruction and Evaluation: Affordances of Using Media and Technology.* New Jersey: Lawrence Erlbaum Associates, Inc.

Raifsnider, Barbara and Warnasch, Christopher A. 2002. *Fluent English.* New York: Routledge.

Rashkin, Michael D. 2009. *Practical Guide to Research & Development Tax Incentives: Federal State, and Foreign.* New York: A Wolters Kluwer Business.

Richards, Jack C., and Renandya, Willy A. 2002. *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Salandanan, Gloria G. 2008. *Teaching Approaches & Strategies.* Quezon City: Katha Publishing CO., Inc.

Salandanan, Gloria G., Santos, Rosita G. and Diaz, Eden C. 1996. *The Teaching of Science and Health, Mathematics and Home Economics, and Practical Arts: Teaching Strategies III.* Quezon City: Katha Publishing CO., Inc.

Scheibe, Cyndy and Rogow, Faith. 2012. *The Teacher's Guide to Media Literacy: Critical Thinking in a Multimedia World.* California: Corwin.

Sedlak, Robert A., and Sedlak, Denise M. 1985. *Teaching the Educable Mentally Retarded.* New York: State University of New York Press.

Selmi, Ann M, Gallagher, Raymond J. and Mora-Flores, Eugenia R. 2015. *Early Childhood Curriculum for All Learners: Integrating Play and Literacy Activities.* United Kingdom: Sage Publications,Inc.

Share, Jeff. 2009. *Media Literacy is Elementary: Teaching Youth to Critically Read and Create Media.* New York: Peter Lang Publishing, Inc.

Shylaja, Arokya and Ravindram, K. 2014. *Teaching and Learning Grammar for Teens Using Technological Tools.* Tamilnadu: CSI Bishop Appasamy College of Arts and Science.

Spinelli, Emily. 2007. *English Grammar for Students of Spanish: The Study Guide for Those Learning Spanish.* Michigan: The Olivia and Hill Press.

Sudijono, Anas. 2009. *Pengantar Evaluasi Pendidikan.* Jakarta: PT. Raja Grafindo Persada.

Sugiyono. 2012. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta.

Tafani, Vilma. 2009. *Teaching English through Mass Media*. Albania: University Elbasan.

Tileston, Donna, Walker. 2004. *What Every Teacher Should Know About Media and Technology*. California: Corwin Press.

Tsai, Yu-hsin and Lin, Li-yun. 2001. *Using Music to Teach Grammar*. Kitakyushu: Chinese Culture University.

Tuan, Luu Trong and Doan, Nguyen Thi Minh. 2010. *Teaching English Grammar through Games.* Vietnam: Ho Chi Minh City University.

Ur, Penny. 2009. *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Weaver, Constance. 2002. *Teaching Grammar in Context.* New York: Longman.

Wekker, Aarts. 1991. *Contrastieve Grammatica Engels/Nederlands.* Leiden: Springer Science+Business Media Dordrecth.