The Effect of Visual Input Enhancement toward Students' Grammar Mastery in Simple Present at the Eleventh Grade of SMAN 1 Tigo Nagari in Academic Year 2017/2018

A THESIS

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ABSTRAK

Mailistia, 2313.048. Pengaruh *Visual input Enhancement* terhadap Penguasaan Tata Bahasa Siswa dalam kalimat Simple Present Kelas XI di SMAN 1 Tigo Nagari Tahun Ajaran 2017/2018. Skripsi, Institut Agama Islam Negeri Bukittinggi, 2018.

Penelitian ini dilatarbelakangi oleh beberapa permasalahan yang masih banyak dihadapi siswa di kelas XI IPA SMAN 1 Tigo Nagari untuk meningkatkan kemampuan *grammar simple present* dalam belajar bahasa Inggris. Terdapat beberapa permasalahan yang ditemukan oleh peneliti, yaitu siswa kelas XI kesulitan dalam belajar bahasa inggris dan mendapatkan nilai yang rendah karena guru tidak mempersiapkan mental siswa sebelum memulai pembelajaran tetapi langsung menjelaskan materi dan memberikan tugas. Selain itu siswa juga memiliki kosa kata yang terbatas dalam memahami isi teks.

Penelitian ini menggunakan quasi eksperimen dengan pendekatan kuantitatif. Peneliti menggunakan soal essai. Populasi penelitian ini adalah 55 orang siswa kelas XI IPA SMAN 1 Tigo Nagari dan sampel dari penelitian ini adalah siswa kelas XI IPA.1 dan XI IPA.2. Ada 30 siswa di kelas XI IPA.1 mereka diperlakukan sebagai kelas eksperimen dan diberi perlakuan dengan *Visual Input Enhancement.* Kelas XI IPA.2 terdapat 25 orang siswa dan mereka diperlakukan sebagai kelas kontrol, dan tidak diberikan perlakuan dengan *Visual Input Enhancement.* Untuk menentukann sampel, peneliti menggunakan teknik sample purposive sampling.. Untuk menganalisa data yang telah dikumpulkan, penulis menggunakan tes normalitas dengan memakai uji Liliefors dan menggunakan tes homogenitas dengan memakai uji-f. Sedangkan untuk menguji hipotesis peneliti menggunakan uji t dan mengkonsultasikannya dengan tabel z dengan $\alpha = 0.05$.

Hasil penelitian menunjukkan bahwa ketiga hipotesis diterima. Hipotesis pertama, peneliti melakukan perhitungan terhadap nilai *post-test* dan *pre-test* kelas eksperimen. Hasil penghitungan memperlihatkan bahwa $T_{hitung} > T_{table,}$ 2,64 > 1,96. Dapat disimpulkan bahwa terdapat efek yang signifikan dari *Visual Input Enhancement* terhadap kemampuan *grammar simple present tense* siswa. Hipotesis kedua, peneliti melakukan penghitungan terhadap nilai *post-test* kelas eksperimen dan kelas kontrol. Hasil memperlihatkan bahwa T_{hitung} 2,14 > T_{tabel} 1,96. Dapat disimpulkan terdapat perbedaan yang signifikan antara pemahaman membaca siswa yang diberi perlakuan dengan *Visual Input Enhancement* dengan siswa yang tidak diberi perlakuan dengan *Visual Input Enhancement.* Hipotesis ketiga, peneliti melakukan penghitungan terhadap nilai *post-test* kelas eksperimen dan kelas kontrol. Hasil penghitungan memperlihatkan bahwa $T_{hitung} > T_{table}$ atau 2,14 > 1,645. Jadi, kemampuan *grammar simple present tense* siswa

yang diberi perlakuan dengan *Visual Input Enhancement* lebih baik dari pada siswa yang tidak diberi perlakuan dengan *Visual Input Enhancement.*

Key words: *Visual Input Enhancement, grammar simple present tense*.

ABSTRACT

Mailistia, 2313.048 The Effect of Visual Input Enhancement towards Students' Grammar Mastery in Simple Present Tense at the Eleventh Grade of SMAN 1 Tigo Nagari in Academic Year 2017/2018. A Thesis, State Islamic Institute of Bukittinggi, 2018.

This research was done because the researcher found most of students at Eleventh grade of SMAN 1 Tigo Nagari still encountered problem in English especially in grammar mastery in simple present tense. There were some problems found by the researcher, where the students of grade Eleventh difficulties in learn English and got low mark which was due to the teacher did not prepare mental of students before learning, but directly explained the material and gave task. Furthermore, students had lack of vocabularies in comprehend the text.

This research used quasi experimental research by using quantitative approach. The reseacher used test in form of Essay to collect the data. The population of the research was 55 students of the Eleventh grade students at SMAN 1 Tigo Nagari and the sample was XI IPA.1 and XI IPA.2. There were 30 students in the class XI IPA.1 that was treated as experimental class. It was taught with Visual input Enhancement.. There were 25 students in the class XI IPA.2 as the control class. It was taught without Visual Input Enhancement. To determine the sample, the researcher used purposive sampling. In order to analize the data, the researcher used the normality test by using Liliefors test and tested the homogeneity of the data by using f test. The researcher used t test formula to test the hypothesis and consulted its result with the z table with $\alpha = 0.05$.

The result of this research showed that the three hypothesis were accepted. First hypothesis, the researcher calculated pre-test and post-test experimental class. It showed that $T_{obtained} > T_{table}$ 2.64 > 1.96. It can be concluded that there

was significant effect of Visual Input Enhancement towards students' grammar mastery in simple present tense. Second hypothesis, the researcher calculated post-test of experimental class and control class. It showed $T_{obtained}$ 2.14 > T_{table} 1.96. There was significant difference between students who were taught with Visual Input Enhancement and the students who were taught without Visual Input Enhancement. Third hypothesis, the researcher calculated *post-test* of experimental and control class. It showet that $T_{obtained} > T_{table}$ or 2.14 > 1.645. So, the grammar simple present tense of the students who were taught with Visual Input Enhancement better than the students who were taught without Visual Input Enhancement.

Key words: *Visual Input Enhancement, Grammar Simple Present Tense*.

CHAPTER I

A. Background of the problem

Language is a tool of communication that is used to express and convey thought and idea to others. It is also created by people from their daily need and they keep their relationship and society. There are many languages used by people all over the world. English as one of languages should be mastered by people because it is an international language and people usually use it to communicate with different countries to run business or to continue to study abroad.

In learning a language, a learner should master several components, one of them is grammar. Grammar is important because it is the foundation which makes possible for learners to write about language. As stated by Patel, "Grammar is a scientific statement of the principles of good usage which concern with the relation of

words in the sentence[1].It means that grammar has important roles in formulating and combining words in a sentence grammatically.

It is believed that the knowledge of grammar can significantly assist language learners in comprehending and acquiring the target language. It can provide them with the insight of how linguistic elements of target language work to form meaningful and acceptable use of the language. As proposed by Weaver, grammar gives students the description of how words are combined into meaningful syntactic structure, which enables them to understand and produce the language described[2]. Therefore, the study of grammar should not likely be abandoned in the process of teaching a foreign language including English.

Despite of being long debated, grammar is still important to be taught in EFL class. The learned ability of language is deeply rooted from the systematic rules in the language which is known as grammar. Without explaining grammatical rules, students will likely be hard to distinguish which utterances are acceptable and which are not.

In addition, the knowledge of grammar is main support for communicative competence, i.e linguistic competence. Celce-Murcia et.al propose that communicative competence is practically unusable unless it is supported by other competences such as linguistic competence, sociolinguistic competence, strategic competence, discourse competence and pragmatic competence.[3] Among these five competence, linguistic competence seems to be the most crucial one as it contains the knowledge of linguistic elements, grammar, and vocabulary. Absence of this competence will make acquisition impossible since students do not understand the

[1] M.F Patel, Praveen M. Jain, *English Language Teaching: Methods, tools, and techniques*, (Jaipur: Sunrise Publisher & Distributor, 2008), p. 141
[2] Weaver, C: *Teaching grammar in context.* Portsmouth: Boyston/Cook, 1996.
[3] Celce-Murcia, M, *Communicative Competence*: Pedagogycally Motivated Model with Content Specification, 1995

input from what they read, and they hear. Moreover, lack knowledge of grammar makes students language production sound ignorant and difficult to understand.

Grammar is very important component in language. A language is not strong if the language has no grammar, because grammar is the root of language. In English learning, grammar has several tenses, they are simple present tense, simple past tense, and simple future. Tenses are form of time that relates with verb and auxiliary of verb. The students should know the tenses to make the correct sentences. If the students can understand and know all of the tenses, the student were easy to understood how to make the correct sentence. One of many tenses in grammar is simple present tense. As Azar states that simple present tense is a form of sentence that expresses daily habits or usual activities and general statements.[4] So, the simple present tense is a sentence that expresses our daily habits.

The instructional book used in grammar teaching did not seem to present students with good input exposure either. In the learning process, the teachers used grammar books designed in PPP (Presentation, Practice, and Production) grammar teaching model, even sometimes they used the book about theoretical grammar, which only exposed students to linguistic foundation of English grammar.

Based on the researcher preliminary research by doing an interview with the English teacher at eleventh grade of SMAN 1 Tigo Nagari on February 2017, the researcher found some problems in the research field. First, researcher found that the English teacher did not active the students background knowledge before learning, but directly explained the material and gave task. In other words, students were demanded to know and memorize the grammatical rules and syntactic patterns of the target

[4] Betty Schrampfer Azar, *Fundamental of English Grammar*, (New Jersey : Practice Hal, Inc : 1989), p.2

languages. Second, the students did not understand how to use simple present tense. Despite demanding students to know the rules, the teachers seemed not to really consider whether their students had understood the rules or noticed the given grammatical features.

Third, the students lack of motivation in study English. When teacher asked them to write a sentence, some of them did not understand the grammar correctly. They tend to talk with other students and also some of them were sleepy in the class. It made the learning process was not successful.

In conclusion, the problem of the research are the English teacher did not active the students background knowledge before learning, but directly explained the material and gave task and the students lack of motivation in study English. It made the learning process was not successful.

To overcome, problems of the research visual input enhancement that strategy to teach grammar in simple present at the Eleventh Grade of SMA N 1 Tigo Nagari. The term visual input enhancement was first introduced by Sharwood Smith. Sharwood Smith says," the teaching of formal aspects of language need to necessarily proceed by rules and drills, but can be done by judiciously highlighting relevant aspects of language. Visual input enhancement is given the centrality of the role of noticing, the question then becomes how to facilitate the noticing of a certain form.[5] By applying Visual Input Enhancement strategy in learning process it can be helping the students' to more understand about the Simple Present Tense.

Textual Enhancement- Based Grammar Instructional (TEBGIM) is a model of a plan of pattern that can be used to shape curricula, to design instructional materials and to guide instruction in the classroom and other settings. There are five

[5] Sharwood Smith and Rutherford. *Teaching Grammar in Second Language Classrooms*, (New York: 270 Madison Avenue, New York, 2011), p.37

components of model when implementing a certain model including TEBGIM. The first is sintax. The are three activities here pre, whiles- activities, post- activities. The second is social systems. The third is principles of reaction where are certain rules understood by lecturers and students.[6] But, from the are many models above the researcher only use sintax for the research. Because, this models almost the same with strategy were use in her research.

Based on problem above, the researcher interested in conducting the research entitled "The Effect of Visual Input Enhancement Towards Students Grammar Mastery in Simple Present Tense at the Eleventh Grade Students of SMA N 1 of Tigo Nagari Academic Year 2017/ 2018"

B. Identification of the Problem

Based on the background of the problem above, there are some problems that found by the researcher at the eleventh grade of SMAN 1 Tigo Nagari:

1. The English teacher did not prepare mental of students before learning, but directly explained the material and gave task.
2. Students did not understand how to use simple present.
3. Students lack of motivation to study English because they do not understand the grammar.

C. Limitation of the Problem

It is necessary to limit the scope of the problem to have a clear focus of this research. The researcher focused on discussing about the effect of Visual Input Enhancement Toward Students Grammar Mastery in Simple Present Tense.

D. Formulation of the Problem

[6] [6] Roza Veni, *Textual Enhancement- Based Grammar Instructional Design for English Students* , (Bukittinggi: IAIN Bukittinggi Press: 2017), p.5

Based on the limitation of the problem above, the problem is formulated in the following questions:

1. Is there any significant effect of visual input enhancement toward students' grammar mastery in simple present tense?
2. Is there any significant difference on grammar mastery between who are taught by visual input enhancement and those are taught without using visual input enhancement?
3. Does using visual input enhancement give better result than without visual input enhancement toward students' grammar mastery in simple present tense?

E. Purpose of the Research

The purpose of this research are:

1. To find out whether there is significant effect of visual input enhancement toward student grammar mastery in simple present tense.
2. To find out whether there is significant difference on grammar mastery between who are taught by visual input enhancement and those are taught without using visual input enhancement.
3. To find out whether using visual input enhancement give better result than without visual input enhancement toward students' grammar mastery in simple present tense

F. Significance of the Research

The significance of the study can be used for:

1. For the researcher, as the equipment to obtain Strata 1 Degree on English Education Department in IAIN BUKITTINGGI, and get more knowledge and experiences through the research.

2. For Readers, It can give valuable information and enrich reader's knowledge about grammar mastery in simple present.
3. For the teachers, they will get the information about the effect of visual input enhancement toward students grammar mastery in simple present.

G. Definition of the Key Term

To avoid the misunderstanding of this research, the definition of the key term are:

1. Effect is the change or result of treatment produce by visual input enhancement toward students' grammar mastery in simple present tense.
2. Visual input enhancement is given the centrality of the role of noticing, the question then becomes how to facilitate the noticing of a certain form.[7]
3. Grammar is formulating and combining words in a sentence grammatically.
4. Simple present tense is a form of sentence that expresses daily habits or usual activities and general statements.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review of the Related Theories

1. The Nature of Visual Input Enhancement

a. The meaning of Input Enhancement

The term input enhancement was first introduced by Sharwood Smith says, "the teaching of formal aspects of language need to necessarily proceed by rules and

[7] Ibid.

drills, but can be done by judiciously highlighting relevant aspects of language." They further noted: " instructional strategies which draw the attention of the learner to specifically structural regularities of the language, as distinct from the message content, will under certain conditions significantly increase the rate of acquisition over and above the rate expected from learners acquiring that language under natural circumstances where attention to form may be minimal and sporadic.[8] So, the visual input enhancement is an effort to draw learners attention the features.

Although in their original discussions, Sharwood Smith and Rutherford used the notion of consciousness-raising, Sharwood Smith reconsidered the use of this term in his later publications. He argue that the term is misleading because it implies that learners' internal attention mechanisms can be controlled or manipulated by the input, which is not true. Sharwood Smith prefers input enhancement as it is more accurate and suggests that what is controlled is external to the learner and can only be restricted to the materials presented.[9] In conclusion, visual input enhancement is more accurate to the learner to the materials presented in simple present tense.

b. Types of Input Enhancement

There are many types of input enhancement**.** The first is explicit input enhancement, second is implicit input enhancement, third is positive input enhancement and the last is negative input enhancement. First, Explicit enhancement may be overt form focused intervention in which the teacher explicitly directs learners' attention to particular linguistic features through various forms to meta linguistic explanation and rule presentation. Second, Implicit enhancement occurs

[8] Sarwood smith and Rutherford, *Teaching Grammar in Second Language Classrooms*, (New York: 270 Madison Avenue, New York, 2011), p.37

[9] Hossein Nassaji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms*, (New York: 270 Madison Avenue, New York, 2011), p.38

when learners' attention is drawn to grammatical forms while their main focus is on meaning. Third, Positive input enhancement refers to those strategies that make a correct form salient, thus, highlighting what is correct in the language. This has been referred to as positive evidence in the SLA literature. An example would be using stress to highlight a given correct form in the input. In such cases "if the learner has a different perception of the L2 grammar than is evidenced by the input, then positive evidence may serve as a trigger to change that grammar and bring it in line with the native-speaker grammar". The last is Negative input enhancement highlights "given forms as incorrect, thus signaling to the learner that they have violated the target norms". An example of this would be the use of corrective feedback.[10] In case, there are four types of visual input enhancement as Hossein Nassaji and Sandra Fotos states.

In conclusion, there are four types of visual input enhancement. The first is Explicit enhancement is focused intervention in which the teacher explicitly directs learners' attention to particular linguistic features through various forms to meta linguistic explanation and rule presentation, second is implicit enhancement occurs when learners' attention is drawn to grammatical forms while their main focus is on meaning. Third is, Positive input enhancement refers to those strategies that make a correct form salient, thus, highlighting what is correct in the language. And then, Negative input enhancement highlights "given forms as incorrect, thus signaling to the learner that they have violated the target norms".

[10] Hossein Nassaji and Sandra Fotos, *Teaching Grammar in Second Language Classrooms*, (New York: 270 Madison Avenue, New York, 2011), p.122-133

c. The procedure of Visual Input Enhancement

The procedures of input enhancement is:

1. Pre- activities

   Activating students' background knowledge and reviewing previous lesson.

2. While- activities

   In this strategy, students discovered how grammar works on their own so that such tasks made the students much less dependent on the researcher.

   a. Attending task was a step where students read to a sentence that they precess for meaning.
   b. Noticing task was a step where students reread the same sentence but they paid attention to the grammar feature.
   c. Analyzing task was a step where students were asked to discover how the target grammar structure works by analyzing the new sentence by reading it carefully.
   d. Checking task was a step where students completed an activity to check if they understood how the target structure works.
   e. Production task was a step where students were given the opportunity to try out the target structure in their own sentences or short paragraphs.

3. Post- activities

   Guiding students to conclude the leraned material. It was undertaken by students to see their comprehension on grammar lesson in simple present tense. [11]

So, visual input enhancement can be used the target words embedded in the text by means of textual modifications, such as underlining, boldfacing, italicizing, capitalizing, color coding or a combination of these.[12] For example, white used the italic, bold face, and larger type face to the target form.[13] Look at the example is:

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[11] Roza Veni, *Textual Enhancement- Based Grammar Instructional Design for English Students* , (Bukittinggi: IAIN Bukittinggi Press: 2017), p.5

[12] Ibid.

[13] White, *Procedure Visual Input Enhancement on the Web: Its potential in L2 Research and Pedagogy*, (Cambridge: Cambridge University Press: 2001), p.80

The man **goes** with his dog to the park. He **brings** a ball with him to throw for the dog. When he **arrives** at the park, he throws the ball very far, and the dog **chases** after it. The dog comes back with the ball. He **spends** the rest of the day throwing the ball for his dog to chase.[14]

Based on an example above, the researcher conclude that the example of an enhanced text. The target form is the third person singular verbs in English. Each instance of the target form has been highlighted using bold type.

The effect of procedure input enhancement has been generally measured through a grammar in simple present tense which participants a given passage containing many instances of particular grammatical forms which are procedure enhanced.[15] Then, they were tested whether the exposure to the procedure enhanced input in simple present tense had any impact on their learning of the form.

Based on explanation above we can conclude that there are many of procedure to conduct enhancement. It depends on context were used in sentence of simple present tense.

2. The Nature of Grammar

a. The definition of grammar

English students who have purpose to master English should be master the grammar of the English. Ur states that "grammar defined as the way a language manipulates and combines words or bits of words order to form longer units of meaning". It means grammar consists of principles or rules that allow someone to

[14] Ken Urano, *Procedure Visual Input Enhancement on the Web: Its potential in L2 Research and Pedagogy*, (Cambridge: Cambridge University Press: 2001), p.85

[15] Mi-Jeong Song. *Getting Learners' Attention: Typographical (procedure) Input Enhancement, Output, and Their Combined Effects.* Seoul National University, 195.

create an infinite number of possible sentences out of a finite numbers of words. The rules of grammar can consist of tenses. Tenses are the form of sentences that have certain time signals that related with the using of verb and auxiliary verb. They are simple present tense, simple past tense, present continuous tenses, etc.

In making these tenses, student has to know the form of sentence in order to construct a good message to others. For example, in English the present tense form of the verb be in the third person has to distinct forms, one (is) being used with a singular subject, and the other (are) with a plural, and if the plural are is combined with a singular subject, the result is usually unacceptable or ungrammatical.[16]

A sentence such as: This is a book is grammatical, whereas this are a book is ungrammatical sentence. Hence, a student who knows grammar is one who has mastered and can apply these rules to express her-self in what would be considered acceptable language forms.

b. Grammar and models

1). PPP Model

A very popular form of grammar- based approach is presentation-practice-production (PPP) model of language instruction. In the PPP model, grammar instruction consists of a structured three stage sequence: a presentation stage, a practice- stage and a production stage. In the presentation stage, the new grammar rule or structure. The main purpose of this stage is to help the students become familiar with the new grammatical structure and keep it in their short-term memory. The presentation is followed by a practice stage, in which students are given various kinds of written and spoken exercise to

[16] Ur Penny , *Grammar Practice Activities: A Practical Guide for Teachers*, (Cambridge: Cambridge University Press,1999) ,p4
John S. Hartanto, et, al, Accurate, Brief and Clear English Grammar,(Surabaya: Penerbit Indah, 1996), p, 248

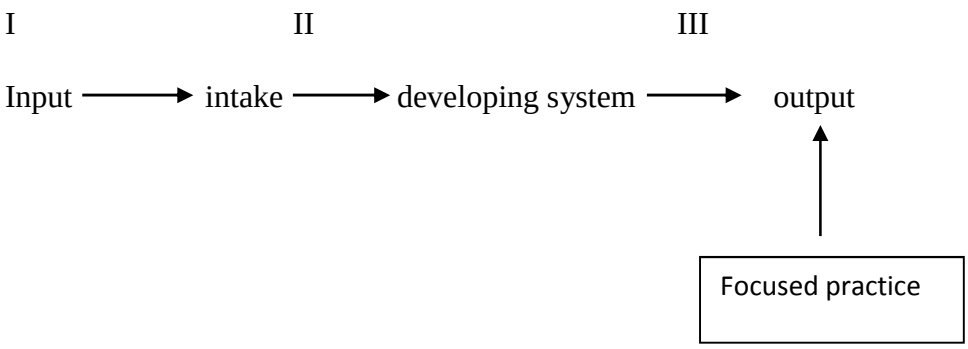
repeat, manipulate or reproduce the new form. The aim of the practice stage is to help the students gain control of the knowledge introduced in the presentation stage, to take it in, and to move it to their long-term memory. Finally, in the production stage, students encouraged to use the rules they have communicative activities. The aim of this stage is to fully master the new form by enabling learners to internalize the rules and use the automatically for the sake of fluency.

Unfortunately, this grammar instruction model has been significantly reviled in the second language teaching literature as an ineffective methodology that does not accord with the representations of language acquisition processes. In spite of these negative critical points, PPP model is still commonly applied in most English language teaching (ELT) textbooks (and probably classroom).

Negative arguments about this supposedly ineffective grammar teaching model have perpetrated. It is evident in the classroom that even after performing well on grammar exercise and test, learners continue to make errors in their own language production. Underlying argument from language acquisition theory also contributes to disprove the effectiveness of PPP. It is held by many that second language are best learnt the same way that first language are, through communicative activity, whether input or output-based, and that, therefore, a presentation- practice model is in principle doomed to failure.

This displeasing phenomenon has led second language professionals to search for alternatives to the traditional methods that make sense in terms of

second-language acquisition research and likely to work better. To ma it clearer, this model is presented in the figure 2.1 :



In the traditional model, PPP model stresses the output rather input since the underlying assumptions of the more common PPP model is practice makes perfect.

2). The Natural Approach

This present instructional approach in grammar teaching derived from Krashens input hypothesis, based on the provision of a large amount of comprehensible input, whether the spoken or written, at a level of i+1(just above the learners present level of acquisition), on the assumption that accurate and appropriate grammar will best be acquired through the resulting intake.[17] This approach has been extensively criticized and is not widely applied in EFL context.

3) Task-Based Instruction

Proponents of task-based instruction argue that it is preferable to provide learners with plenty of encounters with varied natural language in input and their

[17] Krashen and Tereell, 1983

own interactions. In this way they are likely to have more opportunities to encounter the different grammatical items as they are ready for them. This option is in line with that of Krashen who claims that language is best learnt through naturalistic processes with addition of active output as well as input as a means of acquisition in which the interaction taking place during the processes contributes to this acquisition i.e grammar.[18]

In conclusion, grammar and methods they are many. But, usually the researcher use task based instruction because, Proponents of task-based instruction argue that it is preferable to provide learners with plenty of encounters with varied natural language in input and their own interactions.

3. The Nature of Simple Present Tense

A. The definition of Simple Present Tense

Structure (grammar) is a very important component in language. All of the skills use the grammar. A language is not strong if the language has no grammar, because is the root of language. In learning English, the students should know about the tenses to make the correct sentence, if the students can understand and know all of the tenses, the students will be easy to understand how to makes the correct sentence. Tenses are form of time that relate with verb and auxiliary verb. Tenses divide to three part, they are: Past, Present, and Future. Although teacher and students know many tenses, but the researchers focuses this research only in simple present tense.

[18] Scoot Thornbury. *Teaching Grammar Creatively,* 1999:(New York)p.14

According Azar, simple present tense is a form of sentence that expresses daily habits or usual activities and general statement.[19]

B. The Part of Simple Present Tense

a. Verbal Sentence

Table 2.1

Verb

Verb	Verb + es	Meaning
Watch	Watches	Menonton
Pass	Passes	Lulus
Do	Does	Mengerjakan
Study	Studies	Belajar
Fly	Flies	Terbang
Wash	Washes	Mencuci
Go	Goes	Pergi

Note:

a) Letter ‘y’ is preceded by a consonant changes to ‘i’ (see: studies and flies).

b) Verb have changed into has irregularly.

[19] Betty Schrampfer Azar, *Fundamental of English Grammar*, (New Jersey : Practice Hal, Inc : 1989), p.2

The simple present tense is used to express to concepts when it is formed with action verbs, they are: general information and habits.

Table 2.2

Affirmative, negative, and interrogative in simple present tense

Affirmative	Negative	Interrogative
I play You play He plays She plays It plays We play You play They play	I do not play You not play He does not play She does not play It does not play We do not play You do not play They do not play	Do I play ? Do you play ? Does he play ? Does she play ? Does it play ? Do we play Do you play ? Do they play ?
(subyek + verb in present)	Subyek + aux negative + verb in present	Aux + subyek + verb in present

Examples:

a) I play tennis (general information).

b) I play tennis (habit).

The difference between a sentence with the concept of general information and one with the concept habits it a time expression. As you can see in affirmative there is no auxiliary and the verb is used in its present form, but in negative and interrogative we use the auxiliary, and the verb is in its simple form. It is also important to notice that with the third person we add a final "s" to the verb in affirmative, and the auxiliary changes to Do in negative and to Does in interrogative. See the following table.

Table 2.3

Auxiliary	**Form of verbs**	**3rd Person**
Affirmative	Present	V + s/es
Negative	Simple	Does not
Interrogative	Simple	Does

Time expression the meaning of simple present tense of the activities carried out over and over - repeat (daily activity).

Formula is:

As verbal : S + Verb + s/es in third person As nominal : S + TOBE (is, am, are) + noun / adjective / adverb of place

When $verb_1$ added the letter “s” and when added to the letter “so the ice” becomes singular verb is correct. Almost the singular verb is formed by adding the letter “s” at the end $verb_1$ ($verb_1$ + s). However, given the number of verbs by very much, hence the need to understand or memorize now is when we need to add “ice”. Provision is that if $verb_1$ with the letter “o. x, ch, y, th, s, and sh” then $verb_1$ + es.

b. Nominal Sentence

The sentences use “to be” in simple present tense for nominal sentences, when the sentences do not contain verb or no action in it. For example:

a) She / He / It + is
b) I + am
c) They / We/ You + are

Use:

a) Am with the personal I
b) Is with the personal pronouns he, she or it (or with the singular form of nouns)
c) Are with the personal pronouns we, you or they (or with the plural form of nouns)

Example:

I am hungry	You are hungry

It is hungry	We are hungry
She is hungry	You are hungry
He is hungry	They are hungry

c. Repeat Action

Use the simple present tense to express the idea that an action is repeated or usual. The action can be habit, a hobby, a daily activity, a scheduled event or something that often happens. It can also be something a person often forgets or usually does not do.

The example are:

a) I play tennis.
b) She does not play tennis.
c) Does he play tennis?
d) The train leaves every morning at 8 AM.
e) When does the train usually leave?

d. Factor Generalizations

The simple present can also indicate the teacher believes that a fact was true before, is true now, and will be true in the future. It is not important if the teacher is correct about the fact. It is also used to make generalizations about people or things. The example are:

a) Cats like milk, (Verbal)
b) Birds do not like milk, (Verbal)
c) Do pigs like milk? (Verbal)

d) California is in America, (Nominal)

e) California is not in the United Kingdom, (Nominal)

e. Scheduled Events in the Near Future

The teachers occasionally use simple present tense to talk about scheduled events in the near future. This is most commonly done when talking about public transportation, but it can be used with other scheduled events as well.

The example are:

a) The train leaves tonight at 6 pm.

b) The bus does not arrive at 11 am, it arrives at 11 pm.

f. Now (Noun-Continuous verbs)

The teacher sometimes use simple present tense to express the ideas that can action is happening or is not happening now. This can only be done with Noun-Continuous verbs and certain Mixed Verbs.

Examples:

a) I am here now.

b) She is not here now.

c) He needs help right now.

d) He does not help right now.

g. Adverb Placement

The example below show the placement for grammar adverbs, such as:

a) Here

b) Everywhere

Based on form above, it can be conclude visual input enhancement has some procedure based on expert. The teacher can use those steps to increase the student grammar. However, researcher uses procedure of visual input enhancement according to Hossein Nassaji and Sandra Fotos because more easily to use.

C. Review of the Related Studies

In supporting this research, there were several studies that had generally brought positive effect of using visual input enhancement that had been conducted can improve student improvement. The first study is Rashtchi and Gharali conducted an experimental research to Determine whether Noticing Through Input Enhancement had any Impact on the Acquisition English Conditional Sentences in Iranian EFL. Two intact classes with 26 females students in each were chosen. The study employed a pre-test post-test non-equivalent groups design with two groups. The enhanced group receive a set of material in which if-clauses were enhance through enlargement and different combinations of **bolding**, *italics* and <u>underlining</u>; whereas, the enhanced group received the same set of text with no enhancement on If-clauses.[20] So, visual

[20] Rastchi and Gharali, *Teaching Grammar in Second Language Classroom*, (New York;270 Madison Avenue, New York, 2010), p. 45

input enhancement gives positive effect on the acquisition of English Conditional sentences.

The second study is conducted by Mayen. In her research, she attempted to analyzed the Effect of Input Enhancement Strategy Supported by Visual Prompts in the Acquisition of Spanish Verbal Morphology by Child 12 learners. Two experimental groups of L2 Spanish child learners, ages seven to nine, were exposed to a variety of input enhancement strategy applied to Spanish verbal morphology.[21] The result of the present study show that using input enhancement strategy supported by visual aids help L2 child learners to notice and retain the Spanish verbal morphology studied facilitating its intake.

In conclusion, in the first study the procedure that they use same with the researcher using and different with the second studies they are applied to Spanish verbal morphology. So, the related studies that same with the researcher is the first study.

Based on the previous study above, the researcher conduct the reach about using visual input enhancement toward student grammar mastery in simple present tense. The researcher wants to know either using visual input enhancement in significant effect in simple present tense at the first grade students of SMA N 1 of Tigo Nagari Academic Year 2017/2018.

D. Hypothesis

Based on the background, formulation and purposes of the problem above. The hypothesis of this research are formulated as presented here :

[21] Rosas Mayen, *Teaching Grammar in Second Language Classroom*, (New York: 270 Madison Avenue, New York, 2013),p. 39

1. Ha : there is significant effect of using visual input enhancement toward students grammar mastery

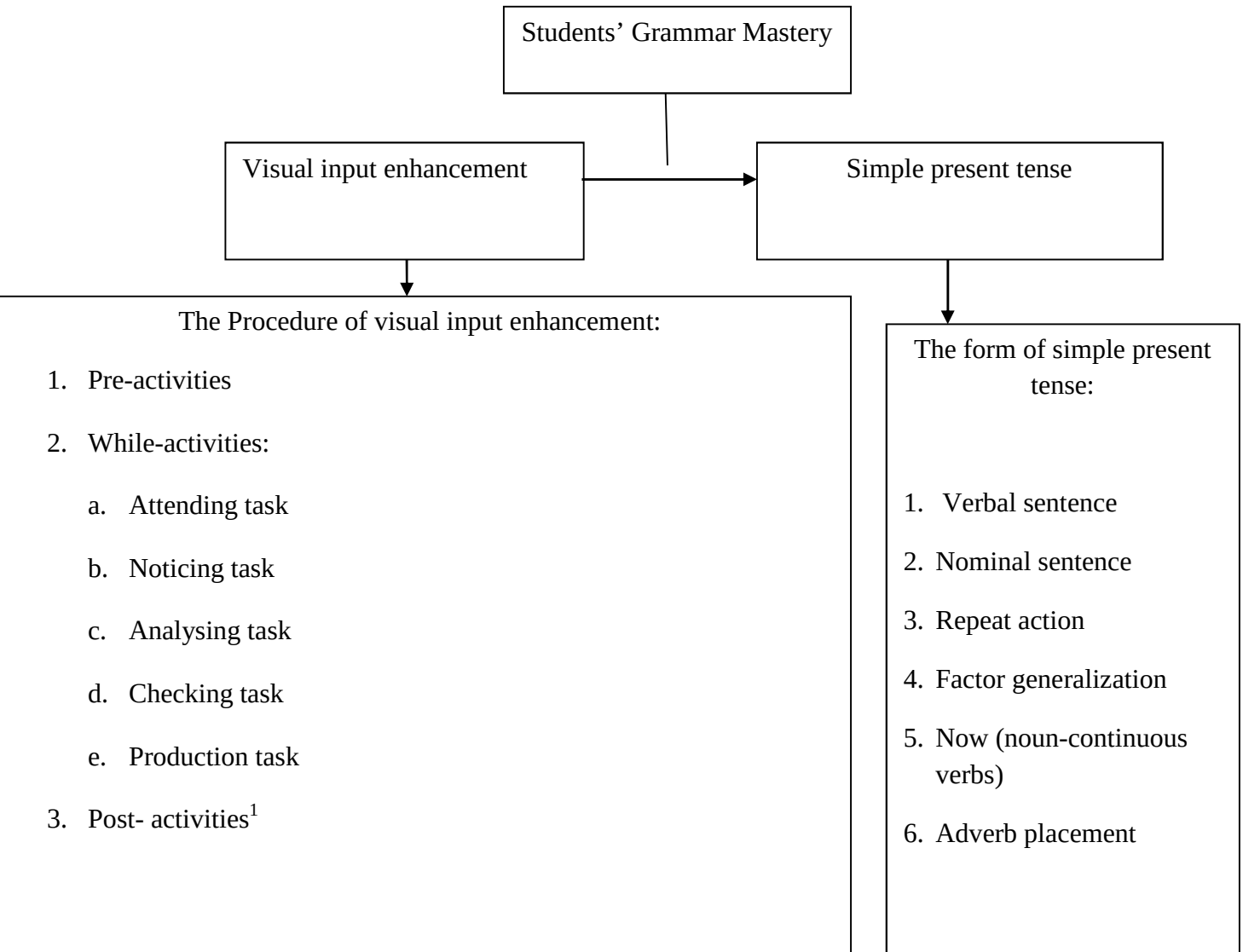
   Ho: there is no significant effect of using visual input enhancement toward students grammar mastery
2. Ha : there is significant difference on grammar mastery between students who are taught by using visual input enhancement and those who are taught without visual input enhancement

   Ho : there is no significant difference on grammar mastery between students who are taught by using visual input enhancement and those who are taught without visual input enhancement
3. Ha: using visual input enhancement better result than without visual input enhancement students grammar mastery

   Ho: using visual input enhancement does not give better result than without visual input enhancement students grammar mastery

E. Conceptual Framework

Conceptual framework is framework of the theory problems that are taken by the researcher. This research is intended to see the effect of using visual input enhancement toward student grammar mastery in simple present tense. The research can be shown in a diagram as follow:


Students' Grammar Mastery
Visual input enhancement
Simple present tense
The Procedure of visual input enhancement:
1. Pre-activities
2. While-activities:
a. Attending task
b. Noticing task
c. Analysing task
d. Checking task
e. Production task
3. Post- activities[1]
The form of simple present tense:
1. Verbal sentence
2. Nominal sentence
3. Repeat action
4. Factor generalization
5. Now (noun-continuous verbs)
6. Adverb placement

1. Is there any significant effect of visual input enhancement toward students' grammar mastery in simple present tense?
2. Is there any significant difference on grammar mastery between who are taught by visual input enhancement and those are taught without using visual input enhancement?
3. Does visual input enhancement give better result than without visual input enhancement toward students' grammar mastery in simple present tense?

language manipulates and combines words or bits of words order to form longer units of meaning. In models of teaching grammar the teacher help students to learn grammar in context. Here, there is a strategy to help students in teaching grammar and gives them opportunity to practice the grammar. Visual input enhancement refers to the strategies that make a correct form salient, thus, highlighting what is correct in the language. It hopes that student grammar mastery improves after using that.

CHAPTER III

RESEARCH METHOD

A. Design of the Research

In conducting this research, the researcher uses the quasi experimental-quantitative research. Two classes were used in this research. There were control and exprimental class. The researcher want to know the effect of visual input enhancement toward students' grammar mastery in simple present tense. Gay states that the experimental method is the only type of research that can truly establish cause and effect relationship.[22] The purpose of experimental research is to observe the possible of cause effect relationship by giving treatment to the experimental class and comparing the result to those that do not use in the control class. Moreover, Gay state that the experimental class typically receives a new treatment or treatment under investigation, while the control class receives a different treatment or is treat as usual.[23] The experimental class is the only class who got different treatment.

In this case, experimental class was treated by using visual input enhancement while control class was treat without visual input enhancement. The research was described in the table.

[22]L. R Gay, *Educational Research*, (New York: Macmilan Publishing Company, 1976), p. 260
[23]Ibid., p. 261

Table 3.1: Control-Group Pre Test-Post Test Design

Group	**Pre-Test**	**Treatment**	**Post-Test**
Experimental	T_1	X	T_2
Control	T_1	-	T_2

Where:

X= The treatment

T_1= Pre-test

T_2= Post-test

- = No treatment

Based on the research design above, the researcher gave pre-test to both classes. Then, the researcher did the treatment to the experimental class. But, the researcher did not give special treatment to the control class. After that, the post test was conduct to the experimental and control class. The different treatment was given to the experimental class in order to measure students' grammar mastery.

B. Population and Sample

1. Population

The population and sample are two important elements in the research. Population can be in form of a group of people or things that are plan to be the target of a research. Suharsimi says that population is all subject of research.[24] It is not limited on certain criterion. It is the group of interest to the researcher, the group to which she or he would like to the results of the study to be generalizable.[25] In this case, the population of this research is eleventh grade students of SMAN 1 Tigo Nagari academic year 2017/2018. The population was describes in the following table.

Table 3.2 Table of Population

No.	Classes	Students
1.	XI.IPA1	30
2.	XI.IPA2	25
Total		55

Source: English Teacher of SMAN 1 Tigo Nagari Academic Year 2016/2017

The population of this research was 41 students that were the total of the three classes of the eleventh grade in SMAN 1 Tigo Nagari.

2. Sample

The researcher need experimental class and control class, and researcher chose XI IPA.1 and XI IPA.2 as the samples in this research. The researcher use a purposive sampling technique. Sugiyono states that purposive sampling is a sampling technique of

[24] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, (Jakarta: PT Asdi Mahasatya, 2002), p. 108

[25] L. R Gay op. cit. p. 102

data sources with particular consideration.[26] In this research, the researcher chosen both of the XI IPA.1 and XI IPA.2 because of some considerations. First, these classes had the same ability in English grammar. Second, both of these class had same teacher in English lesson. Third, these two classes were normal and homogen. The English teacher of eleventh grade also suggest the researcher to choose XI IPA.1 and XI IPA.2 as the sample. The researcher will follow the steps bellow.

a. Collect the mark or score of students' essay test simple present tense (daily habit).

b. Test the normality of the data.

The purpose of testing the normality of the data is to know whether the data spreads out normaly or not.

Liliefors test uses to test the normality of the data. It can be do in these steps bellow.[27]

1) Arrange the data from the lowest to the highest.
2) Find the up frequency cumulative (Fk(a))
3) Find the empiric proportion (Sn(Xi)) with the pattern Sn (Xi)=FK(a) / n
4) Find the mean score ($\bar{x}$) and standard deviation (s)

$$\bar{x} = \frac{\sum fxi}{n}$$

$$s = \sqrt{\frac{\sum f(xi - \bar{x})^2}{n-1}}$$

Note: $\bar{x}$ = mean score

[26]Sugiyono, *MetodePenelitianPendidikan,* (Bandung : Alfabeta, 2009), p. 300

[27]Arifmiboy, *Kumpulan Materi Kuliah Statistik Pendidikan*, (Bukittinggi:STAIN Sjech Djamil Djambek), p. 78

$\sum fxi$ = score frequency times test result

n = total frequency

s = standard deviation

5) Find the score of Zi by using this formula : $Zi = \frac{xi - \bar{x}}{s}$

6) Find the score of P (Zi) by consulting the score of Zi with Z table

7) Find Sn (Xi)-P (Zi)

8) Find the absolute score of Sn (Xi)– P (Zi)

9) Determine the higher score of absolute mark Sn (Xi)– P (Zi). It is name with Lo (Liliefors)

10) Test the Lo score with Liliefors table with the certain degrees of freedom (α): 0.05

11) Take the conclusion, if the $L_{tab} > L_O$, it will conclude that the data is distribute normally with the degree of freedom in (α) 0.05.

c. Test the homogeneity of data

The purpose of the homogenity test is to know whether the population is homogeneous or not, so the researcher used the F test. The homogeneity test by using F test can be done by following the steps bellow.[28]

1) Use the formula :

$$F_{hit} = \frac{s1^2}{s2^2}$$

2) Consult with table F which α (0.05)

F_{tab}right = fα (V_1,V_2)

[28]Ibid., p. 88

F_{tab} left $= \frac{1}{F\alpha\ (v2,v1)}$

Note: F = homogeneity data

$s1^2$ = highest variant

$s2^2$ = lowest variant

df = degree of freedom

v1 = high total sample minus 1

v2 = low total sample minus 1

3) If the range of score of F_{hit} located between F_{tab} Left and F_{tab} Right, it can be concluded that both of the classes are homogenus.

C. Instrumentation

There were two kinds of tests that use in this research, pre-test and post-test. Pre-test use to know the students' grammar in simple present at the beginning, and post-test use to know the development of the students' grammar in simple present at the end after given the treatment. The students have to answer the questions after they read the material.

The instrument of this research was simple present test that consist of the identifying the input enhancement in simple present. The test form is essay test.

In addition, the instrument should have validity and reliability to get research finding. If the test was not valid and reliable, the instrument that use by the researcher could not be apply in the research.

1. Validity

Validity will be uses to discover whether a test measures accurately what is intend to measure or it measures what it is purpose to measure. The test can be said as a valid

test if it measures what is intend to measure and instrument is call as a valid instrument when it can give the true description about the data base on the reality or fact.[29] In other word, test should measure what should be measure. The validity test by using product moment.[30]

$$Rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

Where:

Rxy = Correlation index

N = The sum of testee

Σxy = The sum item score and total score

Σx = The sum of x

Σy = The sum of y

2. Reliability

If the test gives the current result as the same as the previous test that concern with the test consistently measures whenever it is used. A reliable measure in one that provides consistent and stable indication of the characteristic being investigate.[31] The researcher will use the formula of K-R 20 as follow:[32]

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

[29]Suharsimi Arikunto, *Dasar-Dasar Evaluasi: Revisi*, (Jakarta: Bumi Aksara, 2007) p. 58
[30]Ibid., p. 72
[31] Ibid., p. 87
[32] Ibid., p. 100

Explanation

r_{11} = Reliability coefficient

p = Proposition of students who give right answer

q = Proposition of students who give wrong answer

Σpq = Sum of multiplication of p and q

n = The sum of item

S = Standard deviation

If: 0,8‹ R11 ‹ 1,00 : very high

0,6‹ R11 ‹ 0,8 : high

0,4‹ R11 ‹ 0,6 : average

0,2‹ R11 ‹ 0,4 : low

0,0‹ R11 ‹0,2 : very low

D. Technique of The Data Collection

In same line with the researh design above, the data was taken from students' grammar in simple present test. The pre-test was given to experimental class and control class. The pre test was used to know the students' grammar simple present at the beginning.

The post test was given to the experimental and control class after giving treatment (Visual Input Enhancement) to experimental class. The post test was used to know the changing or developing of the students' grammar in simple present tense. The researcher took the students grammar in simple present tense scores. The scores of the students on this test were collected in order to be used as data.

E. Technique of the Data Analysis

The data analysis is purposed to test the hypothesis of the research. After getting the mean score of pre- test and post test the researcher used the t-test in analyzing the data. The researcher used the T-test in analyzing the data. The researcher used the formula of T-test.[33]

$$t = \frac{\bar{X}1 - \bar{X}2}{\sqrt{\left(\frac{(n1-1)\,s1^2 + (n1-1)s2^2}{n1+n2-2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

Note:

X_1 = Mean of experimental class

X_2 = Mean of control class

S_1 = Standard deviation of the experimental class

S_2 = Standard deviation of the control class

n_1 = Total students of experimental class

n_2 = Total students of control class

For the first question formulation of the problem, pre-test and post-test scores of the experimental were analyzed to see whether there is or there is no significant effect of visual input enhancement towards students' grammar mastery in simple present. For second and third questions of the formulation of the problem, researcher compared the result of post-test between the students of experimental class and students of control class to know whether there is or there is no significant difference, and is the grammar mastery in simple present tense of the students who are taught with visual input enhancement better than the students who are taught without using visual input enhancement.

[33]Iqbal Hasan , *Pokok-pokok Materi Statistik, (*Jakarta: Bumi Aksara, 2008), p. 152

To find out whether the value of T_o indicated a significant effect of visual input enhancement towards students' grammar mastery in simple present tense grammar mastery in simple present tense, the researcher used T test with the level of significant 0,05. The alternative hypothesis (Ha) will be accepted if **– T½~ > T hit > T½~.**

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

The research findings include the students' score of grammar mastery from both control and experimental classes and the analyses of students' score. This chapter explains about the analysis of the data collected to answer the formulation of the problems; 1) Is there any significant effect of Visual Input Enhancement towards students' grammar mastery in Simple Present Tense? 2) Is there any significant difference between students who are taught by Visual Input Enhancement and those who are taught without Visual Input Enhancement? 3) Is grammar mastery of the students who are taught by Visual Input Enhancement better than the students who are taught without Visual Input Enhancement? The finding consists of three parts, they are description of the data, analysis of the data and testing the hypothesis.

1. Description of the Data

The data of this research was based on the research that had been done by the researcher at the XI.IPA of SMA N 1 Tigo Nagari. The scores of the students' grammar mastery were collected after conducting the pre-test at the beginning of the research and the post-test at the end of the research, both the experimental and control classes were used as the data of this research.

There were 55 students who were involved in the pre-test; 30 students in the experimental class and 25 students in the control class. There were also 55 students who were involved in the post-test; 30 students in the experimental class and 25 students in the control class. The statistic of the data in both of the experimental and control classes will be explained below.

a. Pre-test Data of Experimental and Control Classes

1) Experimental Class

Table 4.1

Pre Test Score of Experimental Class

No	Name	Xi	Xi^2
1	A S N	70	4900
2	A R	76	5776
3	A A	56	3136
4	A D S	83	6889
5	A G	73	5329
6	D F	63	3969
7	D P	76	5776
8	D Y	30	900
9	D	63	3969
10	D P S	76	5776
11	D W	76	5776
12	E S	70	4900
13	H A	43	1849
14	I	60	3600
15	I A	70	4900
16	I	73	5329
17	M W	76	5776
18	N	80	6400
19	R R	76	5776
20	R M	70	4900
21	R S	53	2809
22	R	56	3136
23	R W	53	2809
24	R J A	66	4356
25	T P	73	5329
26	T S	80	6400
27	W K	70	4900

28	Y E	70	4900
29	Y R	80	6400
30	A	46	2116
		ΣXi= 2007	ΣXi^2= 138781

According to the data, the lowest score of pre-test that was gained by the experimental class is 30 and the highest score is 83. It was found that there was one student who got 43 ,one student got 46, two students got 53, two students got 56, one student got 60, two students got 63, one student got 66, six students got 70, three students got 73, six students got 76, and three students got 80.

2) Control Class

Table 4.2

Pre Test Score of the Cotrol Class

No	Name	Xi	Xi^2
1	A B	80	6400
2	A M	60	3600
3	A A	76	5776
4	F	80	6400
5	H D	73	5329
6	L S	73	5329
7	L P A S	76	5776
8	M RS	80	6400
9	M RZ	76	5776
10	M Y S	76	5776
11	M S	56	3136
12	M	73	5329
13	N S	40	1600
14	N F W	63	3969

15	N Y	66	4356
16	N A	80	6400
17	P	70	4900
18	RM	66	4356
19	RN	60	3600
20	S	70	4900
21	S Y	76	5776
22	S F	60	3600
23	T A F	56	3136
24	W H	70	4900
25	W S A	46	2116
		$\Sigma Xi = 1702$	$\Sigma Xi^2 = 118636$

The data obtained showed that the lowest score of pre-test that was gained by the control class is 40 and the highest score is 80. It was found that there were five students who got 76, three students got 73, three students got 70, two students got 66, one student got 63, three students got 60, two students got 56, one student got 46, one student got 43, one student got 80.

After classifying the data in pre-test, the researcher made the result calculation of scores that was gained from the pre-test. This was done by the researcher to know the result of student's score including mean, standard deviation, variant, the lowest and highest scores as on table below.

Table 4.3

The Cummulative Test Result of the Pre-test

Class	N	Mean	Standard Deviation	Variant (S^2)	The Lowest	The Highest

			(S)		Score	Score
Experimental	30	66,9	12,47	155,61	30	83
Control	25	68,08	10,73	115,16	40	80

The table above showed that the mean of the experimental class pre-test score is 66,9 while the mean of the control class pre-test score is 68,08. The the standard deviation of experimental class is 12,47 and the variant is 155,61. The standard deviation of control class is 10,73 and the variant is 115,16.

b. Post-test Data of Experimental and Control Classes

The post-test conducted at the end of the treatment in order to find out the effect of Visual Input Enhancement towards students' grammar mastery in simple present tense. It was given to the experimental and control classes after treated. Both classes were given the same test material and time allocation. The description is bellow.

1) Experimental Class

Table 4.4

Post Test Score of Experimental Class

No	Name	Xi	Xi^2
1	A S N	66	4356
2	A R	80	6400
3	A A	73	5329
4	A D S	80	6400
5	A G	73	5329
6	D F	73	5329
7	D P	80	6400
8	D Y	60	3600
9	D	76	5776
10	D P S	70	4900
11	D W	76	5776
12	E S	73	5329

13	H A	66	4356
14	IF	76	5776
15	I A	66	4356
16	IL	76	5776
17	M W	80	6400
18	N	83	6889
19	R R	70	4900
20	R M	73	5329
21	R S	70	4900
22	R	70	4900
23	R W	66	4356
24	R J A	70	4900
25	T P	80	6400
26	T S	83	6889
27	W K	70	4900
28	Y E	73	5329
29	Y R	80	6400
30	A	73	5329
		$\Sigma Xi = 2205$	$\Sigma Xi^2 = 163009$

The data showed that the lowest score of the post-test that was gained by the experimental class is 60 and the highest score is 83. After classifying the data, it was found that there is one student who got 60, four students got 66, six students got 70, seventh students got 73, four students got 76, six students got 80, two students got 83. It means that there was significant progress on students' post-test score if it was compared to the pre-test score. The significant progress on experimental class achievement occured after getting the treatment.

2) Control Class

The post-test scores of control class are follow.

Table 4.5

Post Test Score of the Control Class

No	Name	Xi	Xi^2
1	A B	83	6889
2	A M	66	4356
3	A A	73	5329
4	F	73	5329
5	H D	76	5776
6	L S	73	5329
7	L P A S	73	5329
8	M RS	80	6400
9	M RZ	80	6400
10	M Y S	73	5329
11	M S	60	3600
12	M	76	5776
13	N S	40	1600
14	N F W	63	3969
15	N Y	70	4900
16	N A	83	6889
17	P	60	3600
18	RM	66	4356
19	RN	60	3600
20	S	70	4900
21	S Y	76	5776
22	S F	60	3600
23	T A F	60	3600
24	W H	70	4900
25	W S A	53	2809

		ΣXi= 1717	ΣXi^2= 120341

From the data above, the lowest score of post-test that was gained by the control class is 40 and the highest score is 83. After classified, one student got 40, one student got 53, five students got 60, one student got 63, two students got 66, three students got 70, five students got 73, three students got 76, two students got 80, and two student got 83. Based on the calculation of the score that was gained in the post–test of grammar (simple present tense) test of both class, it can be summarized as follow.

Table 4.6

The Cummulative Test Result of the Post-Test

lass	N	Mean	Standard Deviation (S)	Variant (S^2)	The Lowest Score	The Highest Score
Experi-mental	30	73,5	5,69	32,46	60	83
Control	25	68,68	10,03	100,72	40	83

The table above showed that the mean score of the experimental class post-test score is 73,5 while the mean score of the post-test score of control class is 68,68. It means that the mean score of the experimental class was higher than the control class. The standard deviation of the experimental class is 5,69 and the control class is 10,03.

After doing the pre-test and post-test, the researcher compared both of the result of pre-test and post-test from the experimental and control classes. The comparison test result of pre-test and post-test from the experimental class and control class is showed in the following table.

Table 4.7

The Comparison of Pre-test and Post-test of the Experimental and Control Classes

Test Result / **The Class**	**Pre-test**	**Post-test**
Experimental Class (XI.IPA 1)	Pre-: 66,9 $\bar{x}$ = 12,47 S^2 = 155,61	Post: 73,5 $\bar{x}$ = 5,69 S^2 = 32,46

Control Class (XI. IPA 2)	68,08 $\bar{x}$ = 10,73 S^2 = 115,16	68,68 $\bar{x}$ = 10,03 S^2 = 100,72

Based on the table above, the post-test result of the experimental class was higher than the pre-test. It means that the treatment that had been done by the researcher could help the students to improve their grammar mastery in simple present tense. The comparison of the post-test results between experimental and control classes showed that the control class test result was lower than experimental class. The mean score of the post-test result of control class (68,68) was lower than the experimental post-test result (73,5). It means that the students who were treated with Visual Input Enhancement gave better result than the students who were taught without Visual Input Enhancement.

2. Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analysis; pre-test and post-test from the experimental and control classes. The pre test of the two classes showed that both experimental class and control class were almost equal at the beginning of the research because they were normal and homogenous. The researcher used the Liliefors test to find out whether the data distributed normally or not and used F-test to obtain whether the data of two classes were homogenous or not.

a. Normality Test of Pre-test Score of Experimental Class and Control Class

Normality test was used in this research to know that the data distributed normally or not. Mean score and Standard Deviation were used to identify the value of columns which were used to find the normality.

Table 4.8

Normality Test of Pre-test Score of Experimental Class

Mean score	Standard deviation	Variant	L o	L tab
66.9	12.47	155.61	0.1135	0.161

The Lo of the data is **0,1135**. L table for n= 30 on the level of significance 0.05=0.161 It means that L_{tab} > Lo or 0,161 > 0,1135. It can be concluded that the sample distributed normally.

Mean score and standard deviation of pre test in control class should be known to test the normality. Then, the data was used to find the value of the colums which were used to make sure the data distributed normally or not.

Table 4.9
Normality Test of Pre-test Score of control Class

Mean score	Standard deviation	Variant	L o	L tab
68.08	10.73	115.16	0.1335	0.173

From the column, the score of **Lo= 0.1335**. L_{table} for n= 25 with the level of significance 0.05= 0.173. It means that L_{table}> Lo (0.173 > 0.1335). It could be concluded that the sample distributed normally.

b. Homogeneity of the Pre-Test Score

The homogenity of the data was used to find out whether the data were homogenous or not. The pre test data of experimental class and control class is presented in the table below.

Table 4.10
Homogenity Pre Test Score in the Experimental Class and the Control Class

Class	Number of Score	Mean Score	Sample	Standard Deviation	Variant	F Hit	F Tab Right	F Tab Left
XI IPA	13	67,4	30	11,71	155,61		3,07	0,35
XI IPA	10	68,08	25	10,73	115,61			

It can be concluded that the data was homogenous because F_{obtain} located between F_{tab}Left and F_{tab}Right. 1.35 located between 0.35 and 3.07. F_{table}left < $F_{obtained}$ < F_{table}right or 0.35 < 1.35 < 3.07

c. Normality Test of Post-test Score of Experimental Class and Control Class

Researcher calculated the mean score and standard deviation of the post test of each classes. It was needed to identify the normality of the data. The normality test of pre-test is showed by the table below.

Table 4.11

Normality Test of Post-test Score of experimental class

Mean Score	Standard Deviation	Variant	L o	L tab
73,5	15,87	32,46	0.1319	0.173

From the column, the score of **Lo = 0.1319**. L_{table} for n= 30 with the level of significance 0.05=0.173. It means that L_{table} > Lo (0.173>0.01319). It could be concluded that the sample distributed normally.

The normality test of post test score of control class can be seen bellow.

Table 4.12

Normality Test of Post-test Score of control Class

Mean Score	Standard Deviation	Variant	L o	L tab
68,68	10,03	100,72	0.0851	0.173

From the column, the score of **Lo=0.0851**. L_{table} for n= 25 with the level of significance 0.05=0.173. It means that L_{table} > Lo (0.173>0.0288). It can be concluded that the sample distributed normally.

d. Homogenity of the Post Test Score

The homogeneity of the data was used to find out whether the data of post-test experimental class and control class homogeny or not. The data can be seen in the table below.

Table 4.13

Homogeneity of Post Test Scores in Experiment Class and Control Class

Class	Mean	Mean	Sample	Standard	Variant	F	F Tab	F

	Score	Score		Deviation		Hit	Right	Tab Left
XI MR	7	73,5	30	5,697	32,46	3,10	3,37	0,24
XI DPS	10	68,68	25	10,03	100,72			

It can be concluded that on level of significant 0.05, The data was homogenous because F_{hit} was located between F_{tab}left and F_{tab}right. 3,10 is located between 0.29 and 3,37. So, the data was homogenous.

3. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the $T_{obtained}$ by using T_{test} of the both classes, the hypothesis was tested. The hypothesis of this research was tasted as follow.

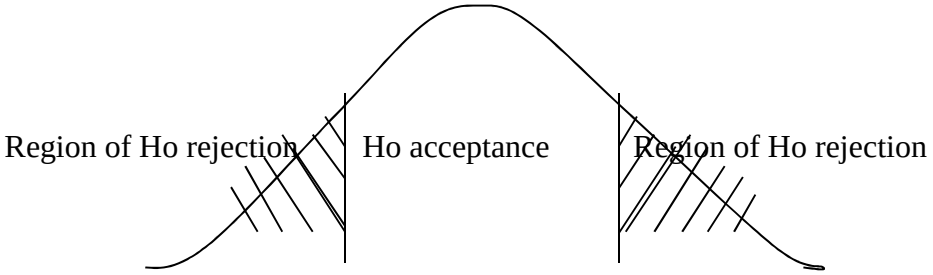
a. The First Hypothesis

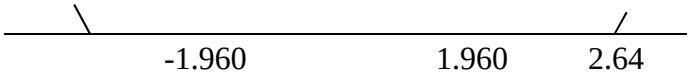
The first hypothesis of this research, there is any significant effect of Visual Input Enhancement at the Eleventh grade of SMAN 1 Tigo Nagari. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether Ho or Ha is accepted or rejected through comparing the pre-test and post-test of experimental class. The value of the $T_{obtained}$ was compared with the value of the T_{table}. If the value of $T_{obtained}$ is bigger than the value of T_{table}, the alternative hypothesis (Ha) is accepted. However, if the value of $T_{obtained}$ is the same or less than the value of T_{table} the null hypothesis (Ho) is accepted.

From the calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test ($\bar{x}1$) is 73,5. It was greater than the mean score of the pre-test ($\bar{x}2$) 66,9 Then, the standard deviation of each class was obtained and they were analyzed

by using t-formula to find the value of $T_{obtained}$. It was found that $T_{obtained}$ is 2,64 and the T_{table} for degrees of freedom (df) = (na + nb – 2) = (30+30 – 2) = 58 with level of significance ($\propto$) 0.05/2 (0.025) is 1.960. Through comparing the $T_{obtained}$ and the T_{table}, it can be seen that $-T_{table}\ ½\propto > T_{obtained} > T_{table}\ ½\propto$.

Figure 4.1: The Curve of the T-test Result in the Pre-test and the Post-test of Experimental Class





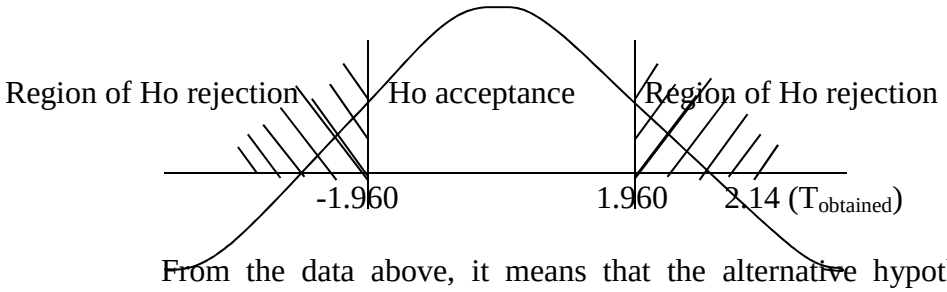
From the data in curve above, it means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected because the value of $T_{obtained}$ was higher than the T_{table} or ($-T_{table}$ ½∝ > $T_{obtained}$ > T_{table} ½∝). It can be concluded that there was significant effect of Visual Input Enhancement towards students grammar mastery in simple present tense at the Elenth grade of SMAN 1 Tigo Nagari. The significant effect also can be seen from the calculation of mean score in pre test and mean score in post test. From the calculation, mean score of pre test was 66,9 and mean score of post test was 73,5. It showed that the mean score of post test was higher than pre test in experimental class.

b. The Second Hypothesis

The second hypothesis, there is any significant difference of the students' grammar mastery in simple present tense between the students who are taught with Visual Input Enhancement and the students who are taught without Visual Input Enhancement. To measure whether the researcher would accept or reject the hypothesis, the researcher used the formula two tails test to find whether Ho or Ha is accepted or rejected through comparing the post test of experimental and control classes. The value of the $T_{obtained}$ was compared with the value of the T_{table}. Ha will be accepted and Ho will be rejected if $-T_{table}$ ½∝ > $T_{obtained}$ > T_{table} ½∝).

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class ($\bar{x}1$) is 73,5. It was greater than the mean score of the post-test in control class 68,68. Then, the standard deviation of each class was obtained and they were analyzed by using T formula to find the value of $T_{obtained}$. It was found that $T_{obtained}$ is 2,14, and the T_{table} for degrees of freedom (df) = (na + nb – 2) = (30+25 – 2) = 53 with level of significance (∝) 0.05/2 (0.025) is 1.960. Through comparing the $T_{obtained}$ and the T_{table}, it could be seen that $-T_{table}$ ½∝ > $T_{obtained}$ > T_{table} ½∝.

Figure 4.2: The Curve of the T-test Result in the Post-test of Experimental and Control Classes



From the data above, it means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected because the value of $T_{obtained}$ was bigger than the value of T_{table} or $-T_{table}$ ½∝ > $T_{obtained}$ > T_{table} ½∝. So, it could be concluded that there was significant difference of the students' grammar mastery in

simple present tense between the students who were taught with Visual Input Enhancement and the students who were taught without Visual Input Enhancement. The significant effect also can be seen from the calculation of mean score in the post test of experimental class and mean score in the post test of control class. From the calculation, mean score of post test in the experimental class was 73,5 and mean score of post test in the control class was 68,68. It showed that the mean score of post test in the experimental class was higher than post test in the control class.

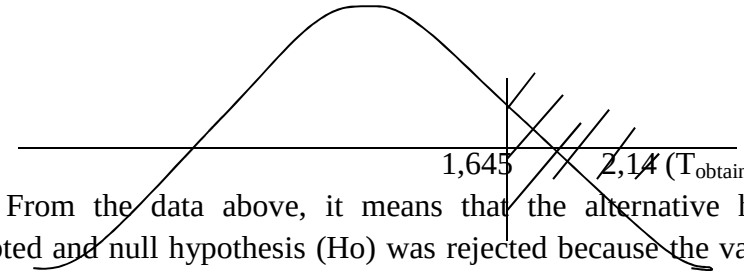
c. The Third Hypothesis

The third hypothesis, is the students' grammar mastery in simple present tense of the students who were taught with Visual Input Enhancement better than the students who were taught without Visual Input Enhancement. To prove the third hypothesis, the researcher used the formula one tail test-right to find whether Ho or Ha is accepted or rejected through comparing the post test of experimental and control classes. The value of the $T_{obtained}$ was compared with the value of the T_{table}. If the value of $T_{obtained}$ bigger than the value of T_{table} or $T_{obtained} > T_{table}$, it means that Ha will be accepted and Ho will be rejected.

From the calculation of post-test score of the experimental and control classes, the mean score of the post-test in experimental class ($\bar{x}1$) is 73.5. It was greater than the mean score of the post-test in control class ($\bar{x}2$) 68.68

Then, the standard deviation of each class was obtained and they were analyzed by using t-formula to find the value of $T_{obtained}$. It was found that $T_{obtained}$ is 2,14, and the T_{table} for degrees of freedom (df) = (na + nb – 2) = (30+25 – 2) = 53 T with level of significance ($\propto$) 0.05 was 1.645. Through comparing the $T_{obtained}$ and the T_{table}, it can be seen that $T_{obtained} > T_{table}$ or 2,14 > 1,645.

Figure 4.3: The Curve of the T-test Result in the Post-test of Experimental and Control Classes



From the data above, it means that the alternative hypothesis (Ha) was accepted and null hypothesis (Ho) was rejected because the value of $T_{obtained}$ higher than T_{table} or $T_{obtained} > T_{table}$. So, it could be concluded that the students' grammar mastery in simple present tense of students who were taught with Visual Input Enhancement better than the students who were taught without Visual Input Enhancement. The significant effect also can be seen from the calculation of mean score in the post test of experimental class and mean score in the post test of control

class. From the calculation, mean score of post test in the experimental class was 73,5 and mean score of post test in the control class was 68,68. It showed that the mean score of post test in the experimental class was higher than post test in the control class.

B. Discussions

Based on the hypothesis that the reseracher explained, the resercher had been answered the three formulation of the problen in chapter I. In this research, the researcher had seen the effect of Visual Input Enhancement. There were two classes involved in this research. one class was assigned as the experimental class and another as control class. The experimental class was treated with Visual Input Enhancement while the control class was treated without Visual Input Enhancement which was used by the researcher in Eleventh grade of SMAN 1 Tigo Nagari.

First, from the calculation of the pre-test and post-test scores in experimental class, it could be concluded that the alternative hypothesis (Ha) was accepted because $T_{obtained}$ was higher than T_{table} (2,64>1,960). So that, there was significant effect of Visual Input Enhancement toward students' grammar mastery in simple present tense .

Second, The data obtained in this research through pre-test and post-test indicated that the mean scores of experimental and control classes were significantly different. The mean score of the students' post-test in the experimental class was 73,5 while the mean score of students' post-test in control class was 68,68 The different result of the two classes could be seen from the testing of hypothesis. The value of $T_{obtained}$ was higher than T_{table} in the level of significance 0.05/2 (0.025). It means that the alternative hypothesis was accepted and the null hypothesis was rejected. It can be concluded that there was significant difference between students who were taught with Visual Input Enhancement and students who were taught without Visual Input Enhancement in SMAN 1 Tigo Nagari.

Third, the data of the experimental and control classes were also obtained. It was found that the mean score of post-test of experimental class ($\bar{x}1$) was higher than the mean score of control class ($\bar{x}2$). The curve of t-test result was shown that the $T_{obtained}$ was higher than the T_{table}, $2.14 > 1.645$. The result proved that the grammar mastery in simple present tense of the students who were taught with Visual Input Enhancement was better than the students who were taught without Visual Input Enhancement.

The strategy may influence and help the students success in their learning. Related to Rita, students are able to become aware of the strategy they have used, teacher presentation and modelling help students become aware of their own thinking, and self evaluation support the students to practice strategies in new learning task.[34] Thus, by using Visual Input Enhancement students more enthusiastic and active in learning because Visual Input Enhancement have several benefit to apply in learning.

[34]Rita Elain et all, quadrilingual education in singapore, journal of education, (http://www.springer.com) 2016 p.107

The preperation were motivated students to learn. Their spirit was burn on and found that the learning activity was interesting. Students who are not ready with the grammar simple present tense not actively interested in what they are doing are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.[35] Students could get much from the sentence because they were enthusiastic and enjoy the learning process.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and the discussions in the previous chapter, the researcher concludes this research that focus on students' grammar mastery through Visual Input Enhancement activity.

1. The students' grammar mastery post-test score in the experimental class was higher than the students' grammar (simple present tense) pre-test score. It means that there was significant effect of Visual Input Enhancement towards students' grammar mastery in simple present tense. It was supported by the data, in which the mean score of the students in the pre-test from the experimental group is 66,9 which has been improving in the post-test, the students' mean score is 73,5. The t-test result was shown that the $T_{obtained}$ was higher than the T_{table} (2,64>1,960) . It means that hyphothesis (Ha) of this research can be accepted that Visual Input Enhancement gave significant effect towards students' grammar mastery in simple present tense.
2. There was significant difference between the students who were taught by Visual Input Enhancement and students who were taught without Visual Input Enhancement. It was found that the value of $T_{obtained}$ was higher than the value of T_{table} (2,14>1,960). Moreover, the mean score of post-test in experimental class was greater than the mean score of post-test in control class.
3. The using of Visual Input Enhancement in teaching Simple Present Tense was better than without Visual Input Enhancement. It was proved by the data of the post-test of

[35]Jeremy Harmer, *How to Teach English, An Introduction to the Practice of English Language Teaching,*(Malaysia: Longman, 2001), p. 70

both classes where the mean score of experimental class is 73,5 and the mean score of control class is 68,68 meanwhile both of classes had the same level of ability in the pre-test. It also compared with the T-test result, $T_{obtained}$ was greater than the T_{table} (2,14 > 1,645).

B. Suggestion

Based on the findings of the research, the researcher would like to propose some suggestions as following.

1. Based on the result of the research, the English teacher can apply the Visual Input Enhancement to increase students' grammar mastery in simple present tense since it can motivate and interest the students to learn.
2. Further researchers are suggested to conduct a study on the effect of Visual Input Enhancement in teaching other skills to explore the use of this method in other skills.

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