**SKRIPSI**

**USING GRAMMAR BOOSTER COMPUTER PROGRAM TO TEACH
ENGLISH GRAMMAR TO THE SECOND YEAR STUDENTS OF
SMKN 2 PAREPARE**

**By**

**NURSAM**
**Reg. Num: 10.1300.113**

**ENGLISH PROGRAM
OF TARBIYAH AND ADAB DEPARTMENT
STATE ISLAMIC COLLEGE (STAIN) PAREPARE**

**2018**

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**Reg. Num: 10.1300.113**

Submitted to the English Program of Tarbiyah and Adab Department
of State Islamic of Parepare in Partial Fullfilment
of the Requirements for the Degree of
Sarjana Pendidikan Islam (S.Pd.I.)

**ENGLISH PROGRAM**
**OF TARBIYAH AND ADAB DEPARTMENT**
**STATE ISLAMIC COLLEGE (STAIN) PAREPARE**

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**Skripsi**

**As Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)**

**English Program**

**Submitted By**

**NURSAM**
**Reg. Num: 10.1300.113**

**to**

**ENGLISH PROGRAM**
**OF TARBIYAH AND ADAB DEPARTMENT**
**STATE ISLAMIC COLLEGE (STAIN) PAREPARE**

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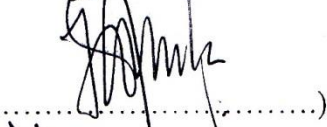
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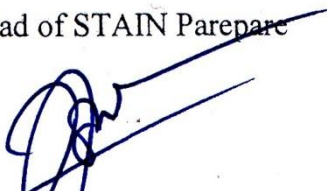
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بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

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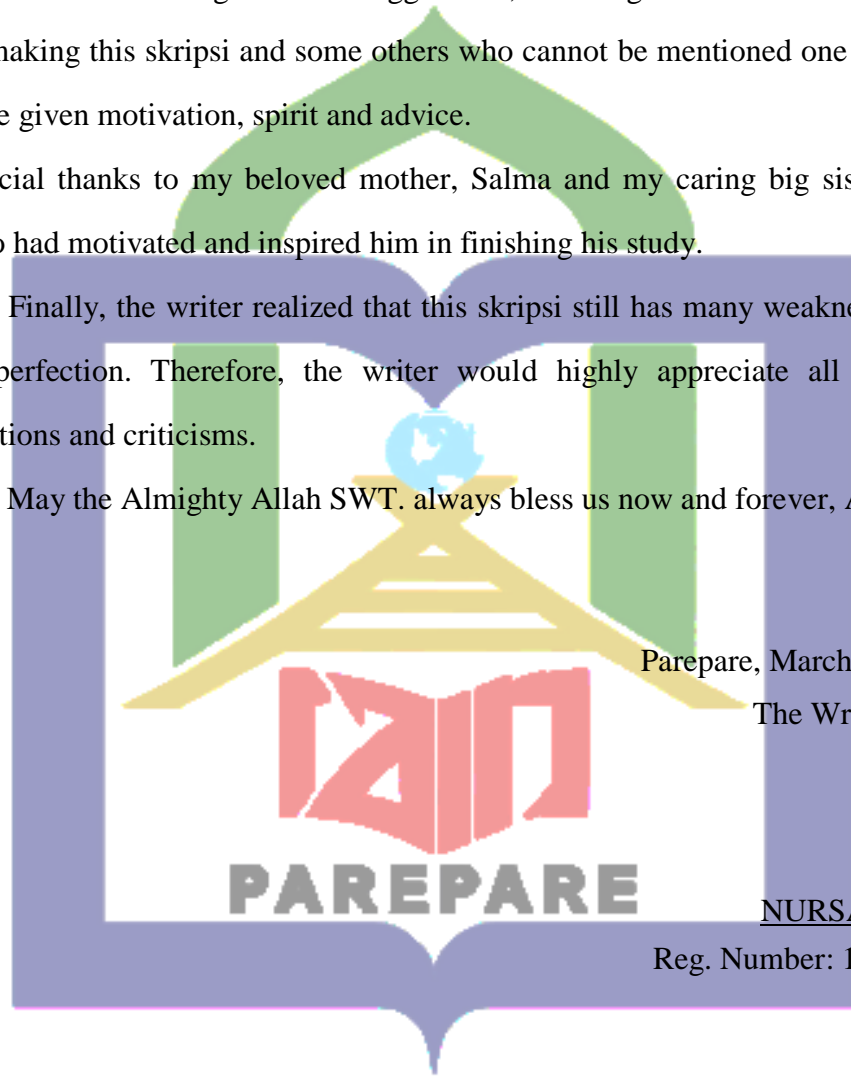
May the Almighty Allah SWT. always bless us now and forever, Amin.

Parepare, March 19th 2018

The Writer,

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# DECLARATION OF THE AUTENTICITY OF THE RESEARCH

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Title of Skripsi        :   Using Grammar Booster Computer Program To Teach English Grammar To The Second Year Students of SMKN 2 Parepare.

Stated that this skripsi is his own writing and if it can be proved that it is copied, duplicated or complied by any other people, this skripsi and the degree that has been got would be postponed.

Parepare, March 19$^{th}$ 2018

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# ABSTRACT

**NURSAM**, *Using Grammar Booster Computer Program to Teach English Grammar to the Second Year Students of SMKN 2 Parepare.* (Supervised by Nurhamdah and Amzah Selle)

This research was aimed to find out the improvement of using grammar booster computer program toward students' grammar mastery at the second year students of SMKN 2 Parepare.

This research was conducted to the second year students of SMKN 2 Parepare in Academic Year 2016/2017. The researcher took 2 classes as the objects of the research, where TP. B class was the control class while Las. A was the experiment class. The researcher gave grammar tests to measure the students' improvement and questionnaire to see the extend of the grammar booster application in the class.

The research was conducted for about one month from 27 of November to 27 of December 2016, where both experiment and control classes were given pre-test and post-test but only class Las.A which was the experiment class that was given the treatment. The researcher then gave questionnaire to the experiment class afterward.

The result of the research used comparison analysis formula to find out if using grammar booster computer program is able to improve students' grammar mastery. The result of T-$_{test}$ is 0.109 while degree of freedom $n1 + n2 - 2 = 22 + 22 - 2 = 42$ and the T$_{tab}$ is 2.018. It means that T-$_{test}$ is smaller than T-$_{table}$ $(0.109 < 2.018)$. The program did not make significant differences but it made the students interested in learning English as well as understood the material easier. The conclusion is grammar booster 2 computer program is not able to improve students' Grammar Mastery at the second grades of SMKN 2 Parepare.

Key word : Grammar mastery

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# CHAPTER I

# INTRODUCTION

## 1.1 Background

Communication has a great affection in people's life. It covers most of our routines in personal, social, and commercial matters. There are various ways to convey our ideas and thoughts. Some commonly used ways to communicate are sign, written, and oral communication each with its own advantages. Oral and written communications are preferred by our society. It's not only because they are parts of our customs but they also deliver what we mean more easily and efficiently. Sign communication sure needs less efforts to do than oral and written communications do, but it creates a guessing game to people who read the signs.

Oral and written communications can provide more packs of information if we use them properly. When someone wants to use oral or written communication, one should know some basic rules and elements they have in order to make them work. Both oral and written communications build up people's comprehension by arranging some elements. Those elements are words, sounds, sentences, and utterances. Unfortunately, those elements will remain useless without a little something that will glue them together which is called grammar. Grammar is a branch of linguistics that deals with the form and structure of words.[1] In traditional age of language, grammar was once considered as the most important part of language for the better comprehension and understanding are formed by grammatical sentences and utterances. But in communicative age of language, most people believe

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[1] Laurie E. Rozakis, Ph.D., *The Complete Idiot's Guide to Grammar and Style, Second Edition* (New York: Marie Butler-Knight, 2003), h. 7York: Marie Butler-Knight, 2003), h. 7

that grammar should not get that kind of attention anymore since language should be taught communicatively.

However, most of teachers still show how important grammar really is. For instance, when young learners misplace "to be" in their sentences or say "Susi have a new baby sister" the teacher will probably correct them by saying that their sentences or utterances are grammatically wrong. It means that grammar sure is important.

SMKN 2 is one of vocational high schools in Parepare. It was set up on the 13th of September in 1978. It is located on Jl. Jend. A. Yani, no. 151 Parepare. The current principal is Drs. Kusnan Sossong, M.Si. The school employs around 161 teachers and 11 staffs. It also has around 1031 students which are divided into several majors such as: Automotive, Electricity, Building, and Multimedia. The school has been running education in Parepare for decades.

The former name of the school was STM 80, but it was changed into SMKN 2 Parepare. The school provides the students with various kinds of facilities. There are classrooms, language lab, canteen, school health facility, workshops, and many more.

The students also study English as one of their lessons based on their curriculum. Yet, from the last survey, the researcher got an opportunity to interview one of the teachers of the school in his residence. One of building teachers stated that the students' English capability was still below average. It might be caused by the studying time table which is very limited and only done once in a week. He also stated that there was no additional school program to cover that flaw. This valuable information answers the low scores that the students of the got from the test they took in the course where the researcher taught several years ago. Based on these, the

researcher chooses the students of SMKN 2 Parepare as research objects to apply a method to fix this problem by using computer program and to see whether this method could make a good difference.

In this modern world, there are many ways and facilities to teach English. Teachers can use various kinds of text books, chalk or marker boards, and computer with LCD projectors. Facilities like these could be very handy in teaching for both teachers and students. Teachers could deliver the material they are teaching more easily and much more interesting, while the students could enjoy themselves in learning because the material becomes much more interesting.

Although some teachers still use boards to provide the materials, most teachers especially in leading schools and universities have been using computers for teaching. Computers are considered the best facilities for teaching because they can make the studying process much more interesting. As we probably know that learning involves some senses we have, such as: sight, hearing, and touch. Providing multiple teaching multimedia tools will help students to have a better learning. Computers can provide information that requires both sight and hearing in the classroom.

Computers can also replace most gizmos teacher usually prepare for English teaching, it means teachers don't need to carry bigger and heavier equipment to the class. Teachers can save more time for writing on the board which usually slows down material delivery, because teachers can prepare a material document in his laptop which later will be displayed on the screen or wall through LCD projector. Those amazing features of computers are because the programs people put in inside them.

Grammar booster was made by Rachel Finnie on the 2nd of October 2002 published by New Edition. It is a four-level full-color series of grammar reference and practice books. The series is suitable for use on its own or with any beginner, elementary, pre-intermediate, and intermediate course. Grammar points are clearly presented through a fun cartoon strip featuring Jim and Tonic, two endearing cartoon characters, who not only appeal to the students' imagination but also help them to understand and practice the grammar points presented.[2]

1. Grammar points are taught in short easy stages which students can easily cope with.

2. A wealth of exercises after the presentation of each grammar point gives students plenty of exercise.

3. Clear and simple explanations of all the grammar points covered enable students to study alone and gain a better understanding of the material.

4. A communication activity and a writing task and the end of every unit will help students consolidate the grammar points covered in each unit in a fun and effective way.

5. Five review sections which check students' understanding of all the grammar points covered in the previous units.

6. Five progress tests in a separate booklet give teachers the opportunity to assess their students' progress.

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[2] Sophia Zaphiropoulos, Grammar Booster 2: Teacher's Book. www.amazon.com/Grammar-Booster-2-Teachers-Book/dp/960403099X, ( Accessed on 28th March 2016).

CENTRAL LIBRARY OF STATE OF ISLAMIC INSTITUTE PAREPARE

Since grammar covers a lot of discussions and the researcher has limitation to explain the entire discussions, the researcher narrows down the research into two tenses, simple present tense and simple past tense. These discussions are chosen because the researcher believes that they are not too difficult to learn for the students of senior high school level as well as the two tenses would be handy for the students to express themselves about their daily life. Simple present tense is chosen because it can give the students better understanding about how to express their habits in real life situation. The students can also understand that simple present tense could be used more than just talk about habit, but they can also apply it to talk about something else.

One of the most made mistakes by the students is to express the past events or activities. That's why simple past tense is chosen to provide this information. Simple past tense is meant to give a broader picture about how to explain past events or activities where the researcher is about to use computer and programs in it to do the job. Grammar booster computer program is mainly used as personal English course by many students around the globe. It is not commonly used as teaching tool in the classroom environment.

Therefore, the researcher wants to observe if "Using Grammar Booster computer program to teach English grammar to the second year students of SMKN 2 Parepare" can improve students' grammar mastery in writing.

## 1.2 **Problem statement**

In viewing of background above: the researcher would formulate the research problem statement as follow:

1.2.1 Is using grammar booster computer program able to improve grammar mastery of the second year students of SMKN 2 Parepare?

1.2.2 To what extend is the program able to improve students' grammar mastery?

**1.3 Objective of the Research**

Relating to the research question above, the writer states the objective of the research is to find out whether or not using grammar booster 2 computer program to teach is able to improve grammar mastery of second year students of SMKN 2 Parepare and how much it is able to improve it.

**1.4  Significance of the Research**

**1.4.1   Theoritical significance.**

The theoretical significances of this research are meant to give small pieces of contribution to academic development, namely:

1.4.1.1 The teacher, this research will be useful as information to English teacher to apply technology to increase her/his students' interest in learning English.

1.4.1.2 To other researcher, it will be useful information for the next invent in applying a short account but useful one and also for paying attention on the interest subject.

1.4.1.3 The result of this research is expected to use as a feedback for knowledge and science especially in teaching English. The researcher hopes for the result of it.

**1.4.2   Practical significance.**

The practical significances are meant to help both student and teachers about the other possible ways to deliver the materials as well as to give a small piece of

information to other researcher who would like to commence the similar field of research. Those practical significances are:

1.4.2.1 The teachers, this small piece of information could be one of several ways the teachers could use to apply the strategy of their teaching before entering the classroom. Teachers can also save time to write the material on the board, since most of the required information is in it.

1.4.2.2 The students, this method can be a breath of fresh air in the classroom, since the students would find studying much more interesting due to pretty and interesting display of the program especially when they are studying during midday.

1.4.2.3 The students, this research could be a great example to the students that English can be learnt in various of ways, and the application of computer programs in the classroom could give a good and different experience of studying.
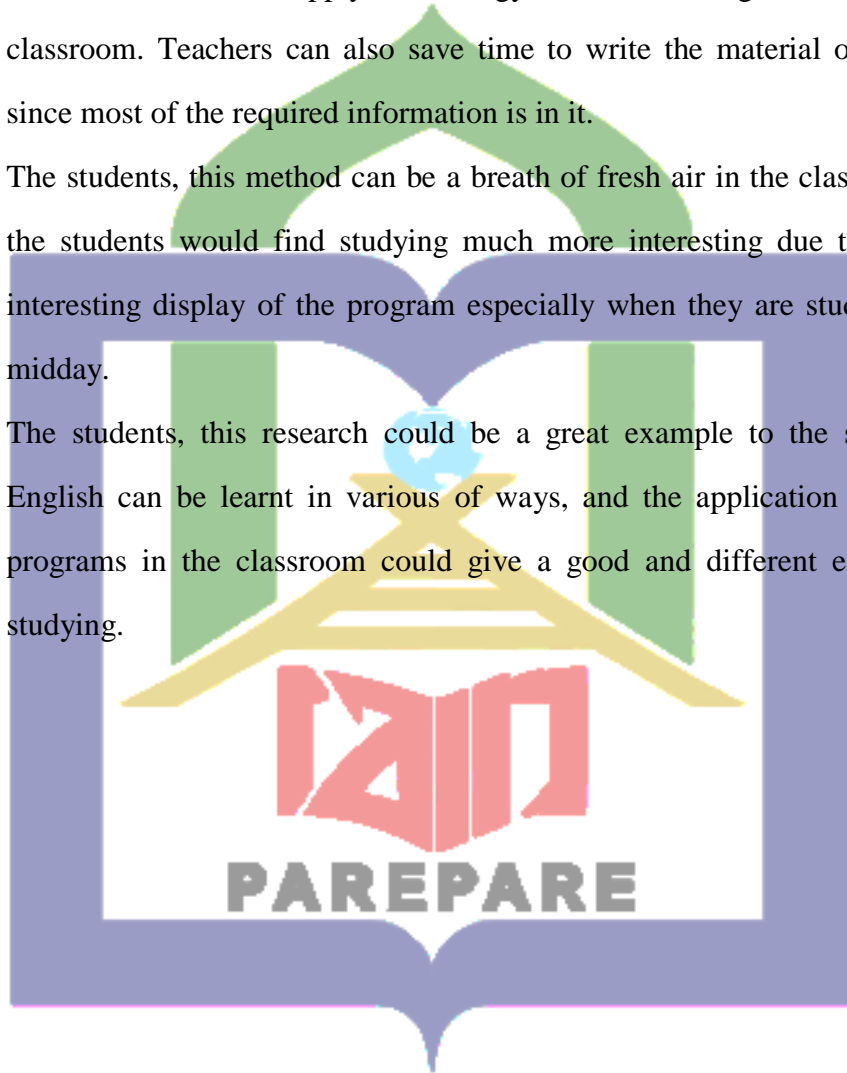
# CHAPTER II

## REVIEW OF RELATED LITERATURE

### 2.1 Some Pertinent Ideas

#### 2.1.1 Definition of grammar

English can be learnt by many different ways. Some people learn it by the interaction in their daily life where English is spoken all the time. Others spend some time to learn it from home, school, or other institutions. Nowadays, people believe that they can speak English without knowing the building blocks of English, grammar. That's not entirely true, because people who get their language acquisition from the interactions will not have a better understanding of how the language actually works. As the result, they are limited in expressing themselves because what they say is what they have heard. When they are about to say something that they've never heard before, they will be confused and thus the conversation cannot occur. When young English learners interact with someone who knows English better, they will get corrections about what is good to say and what isn't. For instance, when the young learners say "I am do my homework", people who know English better will probably say that it is not right and give some corrections and explain why the expression was incorrect. That is a simple example that we actually learn grammar all the time through our daily English interaction and we need it.

But exactly, what is grammar? Is it just ability to make good and understandable sentences or something more? Well, here are some explanations to widen our understanding about grammar. Grammar is a branch of linguistics that deal with the form and structure of words. Grammar is one of the oldest fields of study, as

well as one of the most durable. Even Plato can be labeled an early grammarian, because he was responsible for dividing the sentence into subject and verb (*anoma* and *rheme*).[1] English grammar does not just happen like what we already have today. The term of grammar is derived from the Greek word grammatikē, where gram meant something written. The part tikē derives from technē and meant art. Hence, grammatikē is the art of writing.

### 2.1.2 The kinds of grammar

#### 2.1.2.1 Prescriptive grammar

As already known, until the end of the sixteenth century, the only grammars used in English schools were Latin grammars. The aim was to teach Englishmen to read, write and sometimes converse in this lingua franca of Western Europe. One of the earliest and most popular Latin grammars written in English was William Lily's grammar, published in the first half of the 16 century. It was an aid to learning Latin, and it rigorously followed Latin models.

The Renaissance saw the birth of the modern world. It widened linguistic horizons. Scholars turned their attention to the living languages of Europe. Although the study of Greek and Latin grammar continued, they were not the only languages scholars were interested in. As can be expected, the first grammars of English were closely related to Latin grammars. Latin had been used in England for centuries, scholars had treated it as an ideal language.

They were struck by its rigor and order. English, which replaced Latin, had to appear as perfect as Latin. As a result, some English scholars were greatly concerned with refining their language. Through the use of logic they hoped to improve English.

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[1] Laurie E. Rozakis, *The Complete Idiot's Guide to Grammar and Style, Second Edition*, p.8

The first grammars of English were prescriptive, not descriptive. The most influential grammar of this period was R. Lowth's Short Introduction to English Grammar (1762). The aim of this grammar was "to teach us to express ourselves with propriety and to enable us to judge of every phrase and form of construction, whether it be right or not". Unfortunately, the criterion for the discrimination between right and wrong constructions was Latin. As Latin appeared to conform best to their concept of ideal grammar, they described English in terms of Latin forms and imposed the same grammatical constraints.

### 2.1.2.2 Descriptive grammar

In the second half of the 19 century the development of prescriptive grammar was completed. The best prescriptive grammars of the period, C.P. Mason's English Grammar, 1858 and A. Bain's Higher English Grammar, 1863, paved the way for the appearance of a new type of grammar, viz. descriptive, or scientific grammar: a need was felt for a grammar which could give a scientific explanation of the actually occurring structures without assessing the correctness of the structures. Henry Sweet, the father of a new approach to linguistic studies, described it in the preface to his work, New English Grammar, Logical and Historical (1891) as follows: Similar to prescriptive grammarians, Sweet mostly concerned himself with the written language, the language of the best writers of his time.[2]

Sweet also adopted the grammatical system of his predecessors, but in classifying words into word classes he was more explicit as regards the criteria, or principles, of classification than prescriptivists. The scholar seemed to adhere to the

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[2] Innovative Language Learning, Generative Grammar.
www.innovativelanguage.com/tag/generative-grammar/ (Accessed on 1st October 2015).

same conception of parts of speech as his ancient colleagues, viz. parts of speech are syntactic categories – they manifest themselves in the sentence as relational categories: the noun is related to the verb, the adverb is related to the verb, the preposition is related to the noun, the adjective is related to the noun. This approach can be clearly seen in his description of the noun The term scientific grammar means reliance on facts and the use of the inductive method.

Henry Sweet was the first to undermine the old tradition in linguistic studies where the function of grammar was to prescribe what is judged to be correct rather than describe actual usage. Among his followers we can mention Poutsma, Kruisinga, Zandvoort, Curme, and Jesperson. However, of all the descriptivists, special mention should be given to Otto Jespersen (1860–1943), a Danish linguist whose most enduring work is in the theory of grammar and the grammar of English. Like Sweet, he proposes three principles of classification – meaning, form, and function. He is much more original in syntactic studies. His theory is set out in The Philosophy of Grammar (1924).[3]

It is based on the concepts of ranks distinguished in nexus (predication) and junction (subordination). The term rank is used of successive levels of subordination, or dependency. E.g. in the junction very cold water, water has the highest rank and is a primary; cold has the next highest rank and is a secondary; very has the lowest and is a tertiary. The ranks are also distinguished in nexus, e.g. He (primary) writes (secondary) a letter (primary) every day (tertiary). This sentence contradicts his theory of ranks since a letter is subordinate to writes.

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[3] Laimutis Valaika, Janina Buitkiene, *An Introductory Course in Theoretical English Grammar*, (Vilnius: Unpublished, 2003), h. 10 - 20

If the scholar had been more consistent, he would have had to apply the same principle of subordination to both junction and nexus structure, as he did in his analysis of a furiously barking dog and a dog barks furiously. Despite this inconsistency, the theory of ranks undoubtedly served as an impulse to transformational-generative grammarians who saw transformational relations between predicative and non-predicative structures. Non-predicative structures were treated as transformationally derived from the corresponding predicative ones – both were built on the same type of subordination.[4]

Descriptive Grammar in Summary, unlike prescriptivists, descriptivists focus their attention on actual usage without trying "to settle the relative correctness of divergent usages", while descriptivists rely on the English of the best authors of their day as well as the English of the past. To them, change in language is not associated with corruption.

### 2.1.3 Approaches in teaching grammar

Teaching grammar in foreign language classes has always been a main issue which is discussed among language teachers. Each language has unique grammar and native speakers acquire their mother tongue without learning the grammar rules. This is the reason that approaches to teaching grammar are debated.

In the past grammar, teaching was seen as the fundamental goal in foreign language classrooms. It was taught to produce correct sentences both written and orally. It was presented directly in the text books so that the learners obtained the rules of language first. This type of teaching approach is called deductive teaching

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[4] The Open University, English Grammar In Context.
www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/english-grammar-context/content-section-2.1 (01/10/2015) (Accessed on 1st October 2015)

which was applied mostly in grammar translation method. However, grammar teaching approaches have been largely changed from deductive to inductive, because when pupils are taught in a deductive approach their attention is directed to grammar rules rather than understanding the language. In an inductive teaching, learners are taught grammar rules as well. However, the aim allows students to discover the rules from the provided examples.

In the case of grammar teaching, there are two main approaches. These are deductive and inductive approach. Despite the fact that deductive and inductive approaches have the common goal of teaching grammar they separate from each other in term of way of teaching.[5]

### 2.1.3.1 Inductive Approach

Inductive approach is a process where learners discover the grammar rules themselves by examining the examples. In an inductive approach, it is also possible to use a context for grammar rules. That is to say, learners explore the grammar rules in a text or in an audio rather than isolated sentences. Thornbury notes that in an inductive approach, learners are provided with samples which include the target grammar that they will learn. Then, learners work on the examples and try to discover the rules themselves. When students obtain the grammar rule and they practice the language by creating their own examples.

### 2.1.3.2 Deductive Approach

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[5] Olenka Bilash, Inductive And Deductive Instruction. www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/inductivedeductive.html (Accessed on 14th April 2016).

Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the man target is to teach grammar structures. For instance, these principles are convenient for the classes that grammar translation method is applied. According to Thornbury's there basic principles, a deductive lesson starts with presentation of the rules by the teacher. Secondly, teacher gives example by highlighting the grammar structures. Then, the students make practice with the rules and produce their own examples at the end of the lesson.[6]

Grammar has wide areas of discussions. It covers the eight parts if speech as well as the 16 tenses and much more. Therefore, the researcher narrowed down the discussion and chooses 2 of 5 main tenses in English. They were simple present tense and simple past tense.

### 2.1.4 Simple present & simple past tense

### 2.1.4.1 Simple present tense

Most young learners in Indonesia believe that learning English is very difficult to do. The challenges do not only come from English pronunciation, but also from the language system itself. In bahasa Indonesia, there is no such thing as tense. It means the way we use verbs will be always in the same forms despite any time signals we use. The only things that change in conversation both spoken and written are the adverbs of time. But in English, we will use different forms of verbs for every different time where the actions happen. For example, when we are telling about what

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[6] Kubra Sik, "Using Inductive Or Deductive Method In Teaching Grammar To Adult Learners Of English"(Erzurum: Unpublished, 2014), h. 29-34

we normally do every day then we will say "I always go to school at 7 o'clock". But, when we try to explain what we do in past time we will say "I came to your house last night".

That part of the language system makes English challenging to learn. The first example is called "simple present tense" while the second one is known as "simple past tense". Each is used in different way and purpose. The following will help you to understand them better.

We use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general:

1. Nurses look after patients in hospitals.
2. I usually go away at weekends.
3. The earth goes round the sun.
4. The café opens at 7:30 in the morning.

Remember:

I *work* … but He *works* … They *teach* … but My sister *teaches* …

We use *do*/*does* to make questions and negative sentences:

| Do | I/we/you/they | Work? | I/we/you/they | Don't | Work |
|---|---|---|---|---|---|
| Does | She/he/it | Drive? | She/he/it | Doesn't | Drive |
| | | Do? | | | do |

*Examples*;

1. I come from Canada. Where do you come from?
2. I don't go away very often.
3. What does this word mean? (not what means this word?)

4. Rice doesn't grow in cold climates.

We use the present simple to say how often we do things:

1. I get up at 8 o'clock every morning.

2. How often do you go to the dentist?

3. Julie doesn't drink tea very often.

4. Robert usually goes away two or three times a year.

Sometimes we do things by saying something. For example, when you promise to do something, you can say 'I promise …'; when you suggest something, you can say 'I suggest …';

1. I promise I won't be late. (not I'm promising)

2. What do you suggest I do? I suggest that you …

In the same way we say: I apologize … / I advise … / I insist … / I agree … / I refuse … etc.[7]

The nominal form of present simple is made by joining subjects with one of the three different predicates, namely: nouns, adjectives, and adverbs both time or place. To understand better how to make the sentence, see the patterns below:

| I **am** a teacher | I **am not** a teacher | **Am** I a teacher? |
|---|---|---|
| You **are** my students | You **are not** my students | **Are** you my students? |
| She **is** a nurse | She **is not** a nurse | **Is** She a nurse? |
| My father **is** an accountant | My father **is not** an accountant | **Is** My father an accountant? |

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[7] Raymond Murphy, *English Grammar In Use, Third edition* (Singapore: KHL Printing Co Pte Ltd, 2005), p. 4

The positive form is made by binding subjects and predicates with tobe, the negative is made by giving additional "not" after the tobe, and the interrogative is made by swapping the positions of subjects and tobe.[8]

### 2.1.4.2 Simple past tense

The simple past tense is used to talk about activities or situations that began and ended in the past.[9] It has both verbal and nominal forms like present simple, but it has different type of verbs. To understand better about how to build the sentence, try to look at the following patterns:

| | | |
|---|---|---|
| I **came** to your house last night. | I **did not come** to your house last night. | **Did** I **come** to your house last night? |
| She **called** you this morning | She **didn't call** you this morning. | **Did** she **call** you this morning? |
| | They **didn't study** statistic last year. | |
| They **studied** statistic last year. | | **Did** they **study** statistic last year? |

| | | |
|---|---|---|
| I **was** at the hospital yesterday. | I **was not** at the hospital yesterday. | **Was** I at the hospital yesterday? |
| We **were** afraid to ask you out with us. | We **were not** afraid to ask you out with us. | **Were** we afraid to ask you out with us? |
| | The party **was not** in Bob's house. | **Was** the party in Bob's house? |
| The party **was** in Bob's house. | | |

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[8] Angela Downing, *English Grammar, Second edition* (New York: Routledge, 2006), p.35

[9] Betty Schrampfer Azar, *Fundamental of English Grammar, Third Edition* (USA: Susan Van Etten, 2003), h. 25

Simple past tense uses V2 in verbal form. To change the sentence into negative, we need to put "did not" between subjects and the verbs and change V2 back to V1. Interrogative sentences are made by putting "did" before the subjects.

Simple past tense is much more similar with present simple. The only differences are the adverbs of time and the "tobe". Simple past tense uses time signals such as: yesterday, last night, this morning, two days ago, and etc. Simple past tense uses "was/were", where "was" is used for all singular subjects while "were" is for all plural ones. To make negative statements, we put not after was or were and we put the "tobe" before the subjects to make interrogative sentences.

### 2.1.5 The role of computer in teaching language

### 2.1.5.1 Computer as tutor

Artificial intelligence research has led to the specification of criteria for "intelligent tutoring systems" (Neuwirth, 1989). An intelligent tutor should have the ability to perform the task being taught and to discuss it articulately. Thus, a spelling tutor should be able to correct misspellings and to identify them as instances of general spelling rules. A second important requirement is a representation of the student's evolving knowledge, so that misconceptions can be diagnosed and addressed appropriately. Third, the system should have strategies for teaching. It should know how to present material, how to pose problems, and how to achieve the appropriate balance between tutor-direction and support for student-directed inquiry.

Not surprisingly, designing an intelligent tutoring system for language use is difficult. Little such software exists today, and the most successful computer tutors have been designed for well-constrained topics Within mathematics and

science. Onesuch programfor language is Iliad (Bates & Wilson, 1982), which was designed to tutor deaf children who have difficulties mastering language forms such as negation and question formation (see Knapp, 1986, for a discussion of computer use for other special needs). Iliad can generate syntactic variations of a core sentence. For example, from the sentence "John ate the apple," Iliad might generate:

1. Did John eat the apple? What did John eat?
2. Who ate the apple? etc.

The tutoring component asks the child to carry out similar transformations and comments on the result. Iliad could, in principle, be extended to allow children to design their own transformation rules, either using a simple grammar notation or by using examples. Thus, a child might propose:

"Which apple did John eat?"

As a new transformation of "John ate the apple," and then test it on other sentences. The child would type "Mary sees the cat," and the system would use the rule to produce "Which cat did Mary see?" A related program is JIP2 (Schuster, 1986), which tutors nonnative speakers in English. It incorporates an explicit model of the student's developing grammar.

Hundreds of tutoring programs exist that do not qualify as intelligent tutoring systems. These programs are designed to teach letters of the alphabet, spelling, vocabulary, synonyms and antonyms, grammar, punctuation, capitalization, and word usage. They are useful for developing skills in these areas, but extensive reliance on them may interfere with addressing a greater need: helping students

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to learn purposeful  use of language in its complete forms (Warren  & Rosebery, 1988).

### 2.1.5.2 Computer as tool

Word processing (see Olds, 1985) has become such a commonplace  fixture within English and language arts classrooms  that some people  now take it for granted,  saying, "We only do word processing; when will we start  real  computer use?"  Of course, word  processing  is real  computer use, and  serves  an important function, even if it only helps with the practical details of creating and sharing texts within a classroom.• Moreover,  there  is some, albeit mixed, evidence that in making it easier  to compose  and revise, to see problems  with a text, and  to share  texts, students  learn to be better  writers  and readers (Bruce & Rubin, in press; Collins & Summers, 1989; Daiute, 1985; Levin; Boruta, & Vasconcellos, 1982; Michaels & Bruce, 1988; Roblyer, Castine, & King, 1988; Rubin  & Bruce,  1985, 1986; Wresch, 1984).

There are now hundreds of word processing program that allow writers to enter and revise text.  Some, like Balik Street Writer (Scholastic),  present  menus of functions from which the  author  chooses, thus making it easy to  learn  and  to use the  system, but with some sacrifice of flexibility.  More  complex programs,  such as Wordbench (Addison-Wesley)  allow writers to control details of text format,  permit access to  indexed  notes,  and  have capabilities  for  tables  of contents,  lists, footnotes  and  endnotes, bibliographies,  and indexes.

Assistance in reading.  But word processing is only one of the ways computers serve as tools for writing and  reading (see  Wresch, 1988).  Programs  with speech synthesizers,  or  stored  speech,  now assist readers who encounter unfamiliar words

(McConkie & Zola, 1985; Rosegrant & Cooper, 1983). On-line dictionaries help with word meanings. Hypertext systems, which allow the storage of multiple, linked texts, can provide further explanations, additional examples, or commentaries on the text at hand, as the section on Computers as Media illustrates.

Generating ideas and planning. It is in the area of writing that we find the widest range of tool-like uses of computers. Several software programs have been designed to help with the tasks of planning and generating ideas (see Pea & Kurland, 1986). One program, called CAe, offers students advice on composing persuasive text.

For instance, a student might ask for advice about choosing the next sentence. The computer suggests actions based on keywords it finds in the preceding text written by the student. Several word processing programs have an option to turn off the screen when text is being entered, so that the student is not distracted by the visual image of what is written. This technique is called "invisible writing" (see Marcus & Blau, 1983). It is one way of facilitating "free writing" (Elbow, 1973) and encourages students not to focus on editing prematurely. Idea generation activities are . included in many other programs such as (a) Seen (H. Schwartz), a literature-oriented program; (b) Writers Helper (Conduit), which displays the tree of ideas developed by the writer; (c) Writing Workshop (Milliken), which includes three prewriting programs; and (d) Writing a Narrative (MECC), a tutorial on narrative structure and point of view.

Computers also offer the capability of moving text around in various ways and of viewing it from different vantage points. For instance, outline generating

programs such as More (Symantec) allow a writer to build hierarchical structures for ideas. These programs have become known as "idea processors."

### 2.1.5.3 Computer as way to explore language

Computer-based microworlds have been developed in various areas of science and mathematics to allow students to explore new domains, test hypotheses, construct models, and discover new phenomena (Papert, 1980). The same technology can be used to create microworlds for language. Investigations within these microworlds can be highly motivating for students. Moreover, they lead students to think deeply about language patterns, conceptual relationships, and the structure of ideas. We are only at the beginning of this potentially powerful role for computers in language instruction.

An example of this approach is the use of the programming language, Logo, to construct models of language structure and use (Goldenberg & Feurzeig, 1987). Students work within any genre, or mode of discourse, to build up their theories about meaning and form. For instance, they can write programs that gossip.

In this case, gossip is viewed as comprising descriptions of actions that someone else has allegedly taken, actions that are newsworthy because they involve surprising revelations about the other's character.

### 2.1.5.4 Computer as media

Increasingly, computer-based writing is not published as words on a printed page. Electronic mail, on- line documentation, and "electronic encyclopedias" are read directly from a video screen. The computer has thus become a new communications medium, one that facilitates traditional paper-based writing, but allows other forms of writing as well. There are now multimedia messaging and

conferencing systems that allow users to send not just text, but images, graphics, spread sheets, voice and video, for example, Diamond (Thomas, Forsdick, Crowley, Robertson, Schaaf, Tomlinson, & Travers, 1985). These systems are being equipped with a variety of fonts to permit writing in languages such as Arabic, Russian, and Japanese. They can also display text in appropriate orientations, such as right-to-left or down a column. Research (Levy, 1988) is exploring how our current concepts of texts, documents, and media must change as these systems are used, and how to understand the possibilities for enhancing communication and exploring language.

Moreover, the computer can be used to create webs of related information (see Beeman, 1988). Explicit connections between texts allow readers to travel from one document to another or from one place within a document to another. The computer can help a reader to follow trails of cross-reference without losing the original context. Electronic document systems also facilitate co-authoring of text. A group of children can create a common electronic notebook by making their own contributions, viewing and editing one another's items, then linking the items together.

Authors and readers can now be given the same set of intergrated tools to create, browse through, and develop text. They can move through material created by other people, add their own links and annotations, and merge the material with their own writings. In consequence, the boundaries between author and reader may begin to disappear. Research is needed to understand these changes and the consequences they have for reading and writing instruction.

Several programs help writers organize thoughts using a tool described as linked note cards. Notecards (Xerox) includes a multi windowed display that allows a writer to create individual notes that can be linked to other notes. Notes can contain graphic images or text. With the hypertext editing system IRIS (Brown University), a person reading an article about cars has a choice of how much detail to see about the history of cars, their manufacture, their relation to the rubber industry, and so on. Hypertext has now become available on microcomputers (e.g., Apple'sHypen:ard). These systems open up new possibilities for communication. The challenge is to use this powerful medium in more open and enriching ways.

### 2.1.5.5 Computer as learning environtment

Computers can be used to foster social interaction and thereby contribute to language development and learning (Handa, 1990). It is through feedback from others, peer tutoring, and sharing ideas that reading and writing skills develop. Several writing programs, such as the Quill Mailbag and Library (Rubin & Bruce, 1985, 1986) facilities, make it easier for writers to share their products. Mailbag is a simple electronic mail system in which writers can send messages to individuals (other students or the teacher), to groups, or to the whole class. Library allows texts to be stored with complete titles and authors' names and keywords to facilitate fmding the text by selecting a topic. It allows students to store two authors' names with a text as a way of supporting collaborative writing.

Electronic networks are being used increasingly for communication among students and teachers. For example, the Computer Chronicles News Network allows children to share news items from around the world. Research is now

underway (see Riel, 1988) to explore different ways of organizing such networks. Some networks are focused on a task; others have a looser conference structure. Some have centralized direction and others do not. It is too soon to say what the full implications of different network participant structures might be.

Teachers are also beginning to use electronic networks for communicating. In a project in Alaska (Bruce & Rubin, in press), teachers developed a community through the use of electronic mail. Their shared need to learn better ways of teaching for nonmainstream students was partially met through the exchange of classroom ideas and mutual encouragement over an electronic network. The network made exchange of messages much faster than ordinary mail and greatly eased the task of sending the same message to many people at once. Moreover, other writing already in electronic form, such as students' texts or a teacher's text written for a university course, could also be easily transmitted and shared with other teachers. There is now a Computers and Composition Digest used primarily in its electronic form. Teachers, researchers, and software developers interact through issues of the digest, which are constructed out of electronic mail messages and sent via networks to over 600 sites.

Research on using real-time communication networks to teach English language skills or composition is also underway, as in the ENFI consortium (Batson, 1988; Sire, 1988; Thompson, 1987). In these systems, students engage in a written form of conversation. Their typed messages are transmitted immediately to others in the group. Such an environment requires students to formulate their ideas as written text but allows faster response than traditional writing or even

electronic mail. Many students find these environments more conducive to writing than traditional writing classes.

### 2.1.6 Grammar booster 2 computer program

People have made a lot of breakthroughs so far that lead us to a better life. They have invented many things that we may use to ease our jobs. People have invented new theories of some things, they have made better ways to accomplish their job. Now, we can spend less time for travelling by various options of transportation. We can use less strength and energy because the presence of advance machineries and robotic gadgets. We can even have access to almost all kind of information in the palm of our hands through the internet. These are accomplished by technology. It helps us to make the hard job simpler, and the simpler jobs become even much simpler. It also turn the big devices smaller and lighter, and of course portable.

Technology has turned the faces of almost everything in our lives, and education is not an exception. In traditional time, all schools depended on chalk and blackboards in the class. Nowadays, we see less schools use them. Most schools use board markers and whiteboards, because it is considered cleaner than using chalk. Formerly, students took note about their lessons on books, now most of them are using computers. Computers are very useful gadgets ever invented since we could do many activities in it. We could get entertainment, work, and education in computers.

Computers are not luxurious things now, because many vendors are offering their own computer products with affordable prices. Computers have become part of our need in our daily lives. They help us to do our jobs easily and quickly. For the students, computers can be their best friends in learning process. They help the students to find the information they need to finish their homework. They can also

help the students to do mathematical stuffs more accurately. In fact, we can perform self-study from the computers with the help of the right computer programs.

There are many kinds of computer programs, each one of them is used for different activities and in different kind of places. Employees use computers to do their paper work. Doctors run computers to monitor the patients' health condition in the hospital, while students and teachers use them for studying and exam matters of course these computers has been installed with the correct programs. Without these programs, computer will be just a box.

Grammar booster was made by Rachel Finnie on the 2nd of October 2002 published by New Edition. It is a four-level full-color series of grammar reference and practice books. The series is suitable for use on its own or with any beginner, elementary, pre-intermediate, and intermediate course. Grammar points are clearly presented through a fun cartoon strip featuring Jim and Tonic, two endearing cartoon characters, who not only appeal to the students' imagination but also help them to understand and practice the grammar points presented.

### 2.1.7 Conclusion

Technology can be used to change writing instruction in a variety of ways. Computers can aid at places where teacher time and attention are insufficient. They can facilitate the processes of generating ideas and organizing text. Unlike teachers, they can give feedback at any convenient moment. They can comment upon features of written texts. With the aid of a text editor, revision of text is more efficient and rewarding. Computers can increase the time-on-task and can help lessen the teaching load. They can thus create time and opportunity for teacher

involvement with essential aspects of writing processes that are beyond the reach of the computer.

New technologies can also help to realize a more functional way of teaching writing. Ideals of writing across the curriculum may become more feasible with the support of computers. By means of computer networking, communities of student-writers can be established. Real audiences and meaningful goals can stimulate the development of competency in written communication as well as enhance motivation.

But the potential value of computers is far from full realization and there is a lack of research to validate the many claims being made. Many of the uses described here require a rethinking of student and teacher roles, of curricula, and of school activities. Moreover, current programs and models for computer-based activities are often clumsy to use or difficult to integrate with other learning. Costs are still high, especially when viewed as only a portion of the meager resources available for instructional materials. And too often, the best computer resources are inequitably distributed; Despite these problems, the use of computers for English language arts instruction is in fact growing and promises to be an increasingly important aspect of learning in the future.

## 2.2 Previous research findings.

Computers have been used by us for many years. They have been parts of our lives almost every day. Yet for some reasons, we haven't fully applied them in the classrooms like many other traditional teaching instruments despite the fact that they are very useful almost in every field of work and study. Many researchers also have made some researches and found significant results.

Bertram C. Bruce (1990) convinced that computer was a device with some well-defined function, such as a drill on basic skills. Due to its unique capabilities, computers could be used as tutors since they could individualize instruction, provided material at a controlled pace, and recorded student progress. As tools, they aided in reading, allowed students to produce and format texts easily, facilitated revision of texts, and checked for spelling errors. They stored in a compact and easily accessible form all sorts of information that learners need, from style sheets to encyclopedia data. Ways to explore language, they made the regularities, the beauties, and the difficulties of language something that students could examine and interact with in new ways. Media, they made possible new modes of communication and "hypertexts" or "hypermedia" which allowed the intermixing of tables, charts, graphs, pictures, sounds, videos, and text. Environments for communication, they were a new social realm that permits new forms of meaningful communication and configured the relationships among students and teachers.[10]

Dr. Nedal A. Bani Hani (2013) investigated the effect of using computer in teaching English grammar to the Jordanian university students and found out that computers were very useful in teaching. He also stated that computers provided a means of amplifying or extending our natural talents and capabilities. He stated that computers could make teaching more effective because of their interactive capability.[11]

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[10] Bertram C. Bruce, "Roles For Computers In Teaching The English Language Arts"(Urbana-campaign: Unpublished, 1990), h. 2-3

[11] Nedal A. Bani Hani, "The Effect Of Using Computer In Teaching English Grammar To The Jordanian University Students: The Passive Voice A Model"( Irbid: Unpublished, 2013), h. 663

Bassma Basheer Nomas (2013) stated that computers could be used to develop the writing skills of English learners. He also added that the use of computers and graphic-based programs can make the writing task much easier and enjoyable, and can make them express their thoughts more clearly, grammar skills could also be improved with the aid of word processing programs.[12]

These facts could be convincing information that computers are not just regular electronic devices that can only play music or games, process words for typing, or just watch videos. In Nedal's research he focused on convincing us that computers can be applied in the classrooms, yet he does not cover the detail about what programs to use and how we use them in the class. Both Bassma and Bertram stated that using computer with Computer Assisted Language Learning (CALL) programs could make teaching process much more effective, because the characteristic of the computer programs is very interactive that would make students understand the materials easily.

Unlike those previous researches above that emphasized the use of the programs personally, the researcher wants to see if the grammar booster 2 computer program can be applied in daily classroom environment as teaching instrument like other traditional instruments since the program is mainly used as personal English learning course. That is why the researcher is very interested to see if the application of this program in the school could improve the students' grammar mastery. Based on the previous researches above, the researcher is confident that this method would bring significant differences.

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[12] Bassma Basheer Nomass, "The Impact Of Using Technology In Teaching English As A Second Language"(Baghdad: Unpublished, 2013), h. 114

### 2.2.1 The concept of using computer in teaching grammar

Computers have made a triumphal entry into education in the past decade, and only a dyed-in-the wool Luddite would deny that they have brought significant benefits to teachers and students alike. However, an uncritical use of computers can be just as disadvantageous to students as a refusal to have anything to do with them.[13]

Until very recently, using computers in teaching English was not part of the core curriculum at most teacher training institutions, so it is safe to say that the vast majority of teachers active today received no formal training in this field. But technology has become a part of our everyday life to such an extent that there is no excuse for not including it in our teaching, especially if it makes teaching and learning more convenient and effective. It is also true that some teachers do not use technology in their lessons because they do not feel comfortable in this field. They are afraid that if they make mistakes, their students will respect them less as the traditional teacher role does not allow the teacher to show any weaknesses or inexperience.

At the same time, the overwhelming majority of teachers accepts that computers do have a place in teaching – a ministry survey showed that 94% of foreign language teachers agrees with this claim. Still, only a very small percentage of them actually use computers in their lessons. Their reason for this is that they have no experience in this field and would require training to get started. While this project cannot claim to solve this problem and provide all the assistance needed, teachers must realize that they are also responsible for their own professional development.[14]

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[13] Paul Shoebottom, Using Computer In Language Teaching. www.esl.fis.edu/teachers/support/teach.htm (Accessed on 16th February 2015)

[14] WordPress, Using Computer In Teaching English. www.ictenglish.com/?page_id=38 (Accessed on 16th February 2015)

Therefore, the application of computer programs in English teaching process breathed fresh air since it provided both audio and visual elements in the process.

### 2.2.2 How to use computer program in the classroom

The way to apply computer programs in the classroom is quite simple. The procedures could be done as follows:

1. The teacher displayed the image from the computer through LCD projector on the wall or screen in the classroom.
2. Students paid attention on the displayed image on the wall or screen.
3. The teacher ran Grammar booster program from the computer to deliver simple present and simple past tense materials.
4. The teacher then asked the students about what they understood from the given material.
5. Students explained what they could understand.
6. Teacher ran evaluation by using the program.

### 2.2.3 The benefit of using computer program in teaching grammar

1. Teachers could save time writing the materials on the board, since they had been provided in the programs.
2. Teachers was able to prepare teaching materials easily.
3. Teaching process was much more interesting.
4. The computer programs involved both students' hearing and visual.

### 2.3 The conceptual framework.

Teaching grammar, especially simple present and simple past tenses through was meant to see if computer programs usage in the class did make significant differences to the students' grammar mastery which was one of the most important aspects in learning a new language. The research conducted a pre-experimental research to

know the students' achievement before and after the treatment was done, which was the fatal information in the process.

The conceptual frameworks underlying this research were given as displayed below:

```
┌─────────────────────────┐
│  The second year students│
│  of SMKN 2 Parepare      │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│   Grammar Mastery        │
│   Post test              │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│    Teaching              │
│    Grammar               │
└─────────────────────────┘
            │
            ▼
     ╭───────────────────╮
     │ DEDUCTIVE APPROACH│
     │  (Thornbury 1999) │
     ╰───────────────────╯
            │
```

```
╭──────────────╮      ╭──────────────╮      ╭──────────────╮
│  TEACHER'S   │      │EXAMPLES FROM │      │STUDENTS MAKE │
│ PRESENTATION │      │  TEACHER     │      │  EXAMPLES    │
╰──────────────╯      ╰──────────────╯      ╰──────────────╯
```

```
┌─────────────────────────────────────┐
│     APPLYING GRAMMAR BOOSTER         │
└─────────────────────────────────────┘
            │
            ▼
        ┌─────────┐
        │ TENSES  │
        └─────────┘
```

```
┌──────────────────┐          ┌──────────────────┐
│  SIMPLE PRESENT  │          │   SIMPLE PAST    │
└──────────────────┘          └──────────────────┘
```

```
╭──────────────╮   ╭──────────────────╮   ╭──────────────╮
│  ANIMATION   │   │ MAIN MATERIAL    │   │ EXERCISES (30│
│INTRODUCTION(15│   │DISPLAY & teacher's│  │   mnts)      │
│    mnts)     │   │explanation (30 mnts)│ │              │
╰──────────────╯   ╰──────────────────╯   ╰──────────────╯
```

```
┌─────────────────────────────────────┐
│    GRAMMAR BOOSTER BASED TEST        │
└─────────────────────────────────────┘
            │
            ▼
┌─────────────────────────────────────┐
│    STUDENTS' GRAMMAR ACHIEVEMENT     │
└─────────────────────────────────────┘
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Notation;

1. The input where the data would be taken from consists of students of SMKN 2 Parepare as the object of the research. The school had around 1000 students that came from several majors. Since that number was quite large, the researcher took sample from the second year students which was decided by using purposive sampling technique. To acquire the first understanding about the students' capability in grammar, a pre-test was done to measure the students' grammar mastery before the treatment was applied.

2. The process of the research or the overview showed how the treatment was done. In the process, teaching grammar was done deductively. Deductive approach was an approach that is used to teach English grammar and it was also called as traditional approach. It had three basic characteristic (Thornbury : 1999) namely;
   a. Material delivery.
   b. Teacher examples, and
   c. Students examples

Grammar booster as the main instrument in the research worked pretty much the same way. That was why the researcher believed both the approach and the computer program could go hand in hand well during the process. Grammar had a wide field of discussion, so the researcher narrowed down the material into two main tenses which were simple present and simple past tense.

They were chosen because some considerations. First, they were two of five main tenses that normally taught in most senior and vocational high schools. Second, in daily life these two tense were very fundamental and widely used in most common conversation. Since the limited available time, the researcher chose them among many different discussion in grammar booster program. Third, those two tenses were chosen because grammar booster computer

programs included them in the available course. Grammar booster worked in three ways namely:

a. Animation introduction about the chosen discussion. In this section, the program trained the students' listening as it introduced the material with fun animation display for about 15 minutes which could be repeated several times.

b. Main material page displayed the main core of the discussion such as formulas and short explanation that helped the teacher to deliver the material easily for around 30 minutes or more.

c. The exercise page tested the students understanding about the given material. This page helped the researcher or the teacher to measure students' achievement after the treatment which was done around 30 minutes.

3. The output or the result was measured through grammar booster based test as post-test after the treatment is given.

## 2.4 Hypothesis

Based on the conceptual framework, the researcher formulates hypothesis as follows:

1. Null Hypothesis (Ho), Using grammar booster computer program is not able to improve students' grammar mastery of the second year students of SMKN 2 Parepare.

2. Alternative Hypothesis (Hi), Using grammar booster computer program is able to improve students' grammar mastery of the second year students of SMKN 2 Parepare.

3. Null Hypothesis (Ho), Using grammar booster computer program is not able to broaden students' understanding about when to use simple present and simple past tense of the second year students of SMKN 2 Parepare.

4.      Alternative Hypothesis (Hi), Using grammar booster computer program is able to broaden students' understanding about when to use simple present and simple past tense of the second year students of SMKN 2 Parepare.

# CHAPTER III

# METHOD OF THE RESEARCH

## 3.1  The Research Design

The design of this research was quasi experiment. In this research, the researcher took 2 different classes of the second year students of SMKN 2 Parepare as experiment class and control class.

| CLASS | POST-TEST | TREATMENT | PRE-TEST |
|---|---|---|---|
| EXPERIMENT | $O_1$ | X | $O_3$ |
| CONTROL | $O_2$ | | $O_4$ |

Where:  $O_1$    : Pre-test of the experiment class

$O_2$    : Pre-test of the control class

X       : Treatment

$O_3$    : Post-test of the experiment class

$O_4$    : Post-test of the control class[1]

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[1] Kuntjojo, M.Pd. Metodologi Penelitian.(Kediri: unpublished, 2009),p.48.

## 3.2 Location and Duration of the Research

The location of this research was done at SMKN 2 Parepare by focusing at the second Grade students on academic year 2016/2017, and the research was conducted for approximately 1 month from 27 of November to 27 of December 2016.

## 3.3 Population and Sample

### 3.3.1 Population

Population was the totality of objects or individuals that have certain characteristics, clear and complete studied.[2] Population was all good value calculation and measurement results, both quantitative and qualitative, of the particular characteristics of the group of objects that complete and clear. The population in each study should be mentioned explicitly, namely with regard to the amount of members of the population as well as the research area mentioned explicitly, namely with regard to the amount of members of the population and area of research was covered. The population this research was the whole students of second grade.

### 3.3.2 Sample

The sample was part of the number and characteristics possessed by the population. When large populations and researchers may not learn all that there was in the population due to several factors, the researchers used the sample drawn from the population, and the samples taken must right representative.[3] Sample was a representative portion of the population studied.[4]

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[2] M. Iqbal Hasan, *Pokok-Pokok Materi Statistik* 2 (Statistik Inferensif) cet; 1, (jakarta: Bumi Aksara, 1999), p. 83.

[3] Sugiyono, S*tatistik untuk Penelitian* (Bandung: Alfabeta, 2012), p. 62.

[4] Suharsimi Arikunto, *Prosedur Penelitian* (Jakarta: Rineka Cipta, 2012), p. 109.

The most important requirement to be considered in taking a sample there were two kinds, namely the insufficient number of samples and profiles pick samples should be representative. For that there needs to be how to choose in order to truly represent all the existing population.

After initial research surveys at the study site, the researcher obtained and decided that the samples in this research were students of class XI TP.B and class XI Las.A. This decision was made based on several considerations, namely;

1. Both classes had 22 active students each which was the sufficient and equal number of students for the research.
2. Based on the information given by Mr. Anwar Nur, the chief of the English teacher community of the school, both classes had had the best achievement records since their first year of study.

Total of sample in this research can be seen in this follow table:

**Table 3.1 Sample class XI TP.B and XI LAS.A SMKN 2 Parepare**.

| NO | CLASS | SEX | | TOTAL |
|----|-------|-----|-----|-------|
| | | Male | Female | |
| 1 | XI TP.B | 22 | 0 | 22 |
| 2 | XI LAS.A | 22 | 0 | 22 |
| **TOTAL NUMBER** | | **44** | **0** | **44** |

*(Source: SMKN 2 Parepare)*[5]

In this case, the researcher took class XI TP.B and XI LAS.A as the objects of the research, and the total samples were 44 students. The researcher used purposive sampling in determining the samples of this research.

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[5] Tata Usaha, SMKN 2 Parepare.

## 3.4  Instrument and Procedure of Collecting Data

### 3.4.1   Instrument of the Research

1.  Grammar test

The instrument of this research was grammar booster based test to measure the students' grammar mastery. The tests were given twice. The first test was pre-test given before the treatment. This test has 10 number, 5 numbers were filling the blanks  and other 5 numbers were multiple choices. The second test was given after the treatment. The test also had 10 numbers, 5 numbers were filling the blanks and other 5 sentences were multiple choices as well.

2. Questionnaire

To measure what extend grammar booster computer program improves, the researcher gave positive questionnaire to the students along with the post-test after the treatment was given. The questionnaire had 10 items using Likert scale.

## 3.5  Procedure of Collecting Data

In the process to procedure collecting data, the researcher gave pre-test to the students to find out the students' ability and then the researcher gave the treatment 4 times in each class. After the treatment was given, the researcher gave the post-test along with the questionnaire. Then, the researcher analyzed the data.

## 3.6  Technique of Data Analysis

In technique analysis data the researcher used the quantitative approach to account the data and the researcher used the t test.

### 3.6.1 Scoring the students answer

$$\text{Score} = \frac{\text{Students Corret Answere}}{\text{The Total of item}} \text{x } 100^{156}$$

**3.6.2 Finding out the mean score of pre-test and post-test by using the following formulas:**

$$\overline{\mathbf{X}} = \frac{\sum \mathbf{X}}{\mathbf{N}}$$

In which:

X : Mean Score

N : A number of Sample

∑X: Total of Scores[7]

3.6.3    Calculating the rate percentage of the students' score

$$\mathbf{P} = \frac{\mathbf{F}}{\mathbf{N}} \mathbf{x} \ \mathbf{100\%}$$

Where:

P: Percentage

F: Frequency

N: Total number of sample

3.6.4    The test of significant[8]

Finding the difference of the mean score between pre-test and post-test by calculate the t-test value. The formula is as follows:

[6] Departemen Pendidikan dan Kebudayaan. *Kurikulum Pendidikan Dasar: Garis-garis Besar Program Pengajaran.*(Jakarta: Depdikbud, 1985),p.7.

[7] L. R. Gay. *Educational Research Competencies for Analysis and Application.*(United States of America: Charles E. Merril Publishing Company, 1976),p.298

[8] Cathrine Dawson. Practical Research Methods. (United Kingdom: How To Books Ltd, 2002), p.110

$$t = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n1 + n2 - 2}\right)\left(\frac{1}{n1} + \frac{1}{n2}\right)}}$$

$$SS_1 = \sum X_1^2 - \frac{(\sum X1)^2}{n1} \text{ and } SS_2 = \sum X_2^2 - \frac{(\sum X2)^2}{n2}$$

in which :

Notation:

T   : Test of significance

$\overline{X}_1$  : Experiment class post test mean score

$\overline{X}_2$  : Control class post test mean score

$N_1$  : Experiment class sample

$N_2$  : Control class sample[9]

3.6.5   Finding Likert scale questionnaire.

The questionnaire is positive and to find Likert scale questionnaire uses the following formula:

Index percentage : $\frac{Total\ score}{Y} \ x\ 100\%$

Where:

Y: Likert scale highest item score x n[10]

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[9] *Ibid,*.p.350.

[10] Catherine Dawson, *Practical Research Method*, (UK: How to books Ltd, 2002), p.87

a. The data obtained from the students questionnaires are classified according to the following procedure:

**Tabel 3.2 Likert Scale of Questionnaire**

| Category | Score |
|---|---|
| - Strongly Agree (SA) | 5 |
| - Agree (A) | 4 |
| - Undecided (U) | 3 |
| - Disagree (D) | 2 |
| - Strongly Disagree (SD) | 1 |

There are 10 items of 10 positive statements

b. The students' scores are calculated and tabulated each item

c. Finding the percentage of the students' answer

d. The scores are interpretated by using the following classification.

**Table 3.3 The interpretation of the scores classification**

| Number | Percentage | Classification |
|---|---|---|
| 1 | 81-100 % | Very Strong |
| 2 | 61-80 % | Strong |
| 3 | 41-60 % | Enough |
| 4 | 21-40 % | Low |
| 5 | 0-20 % | Very Low |

[11]

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[11] Catherine Dawson, *Practical Research Method*, p.89

# CHAPTER IV

## FINDINGS AND DISCUSSIONS

This chapter consists of two sections, finding of the research and the discussion of the research.

### 4.1 Findings

After running the research to the second grade students of SMKN 2 Parepare, the researcher found the result of students' grammar mastery as follow:

4.1.1   Finding through the test.

Finding through the test was one way a researcher in collecting the data. This test helped the reseracher in finding and collecting data. The data was taken from two sources namely control class which was class TP.B and experiment class which was class Las.A as shown below:

**Table 4.1 The Students' of TP.B (control) class scores on Grammar Test**

| No | Names | Gender | Pre-test (X) | Classification | Post-test (Y) | Classification |
|----|-------|--------|--------------|----------------|---------------|----------------|
| 1 | Amri Usman | L | 10 | Poor | 60 | Fair |
| 2 | Amse Payung Allo | L | 10 | Poor | 50 | Poor |
| 3 | Andika Anggara S.P | L | 30 | Poor | 40 | Poor |
| 4 | Andri | L | 30 | Poor | 70 | Fair |
| 5 | Bhayu Budman | L | 40 | Poor | 70 | Fair |
| 6 | Briant Jangen Madoro | L | 30 | Poor | 70 | Fair |

| | | | | | | |
|---|---|---|---|---|---|---|
| 7 | Bustanul Arifin Rf | L | 50 | Poor | 70 | Fair |
| 8 | Cakra Wardana | L | 40 | Poor | 70 | Fair |
| 9 | Claudio | L | 50 | Poor | 50 | Poor |
| 10 | Hermansyah | L | 30 | Poor | 50 | Poor |
| 11 | Hijir Wirabuana | L | 30 | Poor | 60 | Fair |
| 12 | Muh. Iqbal | L | 40 | Poor | 50 | Poor |
| 13 | Muh. Kasmin | L | 20 | Poor | 60 | Fair |
| 14 | Rahmat Hidayat | L | 20 | Poor | 40 | Poor |
| 15 | Rayan | L | 50 | Poor | 70 | Fair |
| 16 | Ripal Ramli Barung | L | 30 | Poor | 40 | Poor |
| 17 | Saprianto | L | 20 | Poor | 40 | Poor |
| 18 | Saputra | L | 50 | Poor | 70 | Fair |
| 19 | Shandy Ramadhan | L | 40 | Poor | 70 | Fair |
| 20 | Yeriko Lois | L | 60 | Fair | 70 | Fair |
| 21 | Zulkarnain. S | L | 30 | Poor | 70 | Fair |
| 22 | Zulkifli | L | 10 | Poor | 60 | Fair |
| | Σ | | 720 | | 1300 | |

$$\bar{X} = \frac{\sum X}{n} = \frac{720}{22} = 32.727 \qquad \bar{Y} = \frac{\sum Y}{n} = \frac{1300}{22} = 59.091$$

**Table 4.2 The Students' of Las.A (experiment) class scores on Grammar Test**

| No | Names | Gender | Pre-test (X) | Classification | Post-test (Y) | Classification |
|----|-------|--------|--------------|----------------|---------------|----------------|
| 1 | Aco Setiawan | L | 50 | Poor | 70 | Fair |
| 2 | Agus Yuwandar | L | 50 | Poor | 70 | Fair |
| 3 | Arham Nasir | L | 50 | Poor | 70 | Fair |
| 4 | Arjuna Arifing | L | 50 | Poor | 80 | Good |
| 5 | Asmin Ahmad | L | 60 | Fair | 60 | Fair |
| 6 | Muh. Darwin. R | L | 50 | Poor | 70 | Fair |
| 7 | Muh. Fajar. H | L | 50 | Poor | 60 | Fair |
| 8 | Muh. Iqbal | L | 50 | Poor | 70 | Fair |
| 9 | Nasrullah | L | 60 | Fair | 70 | Fair |
| 10 | Sodarwin | L | 50 | Poor | 60 | Fair |
| 11 | Sugian Erianto | L | 60 | Fair | 70 | Fair |
| 12 | Yusril | L | 20 | Poor | 30 | Poor |
| 13 | Ahmad Ramadhani | L | 40 | Poor | 60 | Fair |
| 14 | Riswanto | L | 30 | Poor | 70 | Fair |
| 15 | Yudi Parawansa | L | 30 | Poor | 70 | Fair |
| 16 | Muh. Tahir | L | 40 | Poor | 60 | Fair |
| 17 | Resya Ariyandi | L | 30 | Poor | 50 | Poor |
| 18 | Nurfazal. M | L | 40 | Poor | 50 | Poor |
| 19 | Rahmat | L | 50 | Poor | 60 | Fair |

| No | Name | | | | | |
|----|------|---|----|------|----|------|
| 20 | Henok Saleng | L | 30 | Poor | 40 | Poor |
| 21 | Andar | L | 10 | Poor | 50 | Poor |
| 22 | Muh. Akmal Akib | L | 10 | Poor | 50 | Poor |
| | $\Sigma$ | | 910 | | 1340 | |

$$\bar{X} = \frac{\sum X}{n} = \frac{910}{22} = 41.364 \qquad \bar{Y} = \frac{\sum Y}{n} = \frac{1340}{22} = 60.909$$

Based on the data above, there was difference on the students' grammar mastery in the pre-test and post-test. It showed that the control class has 32.727 mean score on pre-test and 59.091 mean score on post-test without treatment, while the experiment class had 41.364 mean score on pre-test and 60.909 mean score on post test after given the treatment. It means that students' grammar mastery after teaching by using grammar booster computer program improved.

4.1.2   Finding T-test value.

**Table 4.3 The Post-test Values of Experiment and Control Class**

| Sample No | Experiment Class (X1) | X1$^2$ | Control Class (X2) | X2$^2$ |
|-----------|----------------------|--------|-------------------|--------|
| 1 | 70 | 4900 | 60 | 3600 |
| 2 | 70 | 4900 | 50 | 2500 |
| 3 | 70 | 4900 | 40 | 1600 |
| 4 | 80 | 6400 | 70 | 4900 |
| 5 | 60 | 3600 | 70 | 4900 |
| 6 | 70 | 4900 | 70 | 4900 |
| 7 | 60 | 3600 | 70 | 4900 |
| 8 | 70 | 4900 | 70 | 4900 |

| | | | | |
|---|---|---|---|---|
| 9 | | 70 | 4900 | 50 | 2500 |
| 10 | | 60 | 3600 | 50 | 2500 |
| 11 | | 70 | 4900 | 60 | 3600 |
| 12 | | 30 | 900 | 50 | 2500 |
| 13 | | 60 | 3600 | 60 | 3600 |
| 14 | | 70 | 4900 | 40 | 1600 |
| 15 | | 70 | 4900 | 70 | 4900 |
| 16 | | 60 | 3600 | 40 | 1600 |
| 17 | | 50 | 2500 | 40 | 1600 |
| 18 | | 50 | 2500 | 70 | 4900 |
| 19 | | 60 | 3600 | 70 | 4900 |
| 20 | | 40 | 1600 | 70 | 4900 |
| 21 | | 50 | 2500 | 70 | 4900 |
| 22 | | 50 | 2500 | 60 | 3600 |
| Σ | | **1340** | **84600** | **1300** | **79800** |

$$SS_1 = \sum X_1^2 - \frac{(\sum X1)^2}{n1} \qquad SS_2 = \sum X_2^2 - \frac{(\sum X2)^2}{n2}$$

$$SS_1 = 84600 - \frac{1795600}{22} \qquad SS_2 = 79800 - \frac{1690000}{22}$$

$SS_1 = 84600 - 81618.182 = \mathit{2981.818}$ $\qquad$ $SS_2 = 79800 - 76818.182 = \mathit{2981.818}$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{SS_1+SS_2}{n1+n2-2}\right)\left(\frac{1}{n1}+\frac{1}{n2}\right)}}$$

$$= \frac{60.909 - 59.091}{\sqrt{\frac{2981.818+2981.818}{22+22-2}\left[\frac{1}{22}+\frac{1}{22}\right]}}$$

$$= \frac{1.818}{\sqrt{(3052.814)\,(0.091)}}$$

$$= \frac{1.818}{\sqrt{277.528}}$$

$$= \frac{1.818}{16.659}$$

$$= \textit{0.109}$$

Df : $n1 + n2 - 2 = 22 + 22 - 2 = 42$

Based on the data above, it shows that T-$_{test}$ is 0.109 while the T-$_{table}$ with 5% significant value is 2.018. It means that T-$_{test}$ is smaller than T-$_{table,}$ so the null hypothesis (H0) was accepted and alternative hypothesis (Hi) wa rejected. In summary, there was not significant change to the students' grammar mastery after the application of grammar booster 2 computer program in the class.

### 4.1.3 The percentage score of Class 2 TP.B

**Table 4.4 The percentage of Class Las.A pre-test scores**

| Number | Scores | Classification | Frequency | Percentage |
|--------|--------|----------------|-----------|------------|
| 1 | 86-100 | Very Good | 0 | 0 |
| 2 | 71-85 | Good | 0 | 0 |
| 3 | 56-70 | Fair | 3 | 13.60% |
| 4 | ≤ 55 | Poor | 19 | 86.40% |
| Total | | | 22 | 100% |

$$P = \frac{F}{N} \times 100\% \quad P = \frac{3}{22} \times 100\% = 13.60 \quad P = \frac{19}{22} \times 100\% = 86.40$$

**Tabel 4.5 The percentage of Class Las.A post-test scores**

| Number | Scores | Classification | Frequency | Percentage |
|--------|--------|----------------|-----------|------------|
| 1 | 86-100 | Very Good | 0 | 0 |
| 2 | 71-85 | Good | 1 | 4.55% |
| 3 | 56-70 | Fair | 16 | 72.73% |
| 4 | ≤ 55 | Poor | 5 | 22.73% |
| Total | | | 22 | 100% |

$$P = \frac{1}{22} \; x \; 100\% = 4.55 \quad P = \frac{16}{22} \; x \; 100\% = 72.73$$

$$P = \frac{5}{22} \; x \; 100\% = 22.73$$

The data above showed the percentage of students' scores in class Las.A before and after the treatment was given. It showed that after the pre-test was given there were 3 students or 13.60% who got fair category, while there were 19 or 86.40% students who got poor category. After the treatment was given, the post-test result shows that there was 1 or 4.55% student who got good category, 16 or 72.73% students got fair category, and 5 or 22.73 students got poor category.

4.5 The finding of Questionnaire

**Score and percentage of Questionnaire**

**Table 4.6 Using grammar booster 2 computer program is very interesting**

| No | Category | Score | Frequency | Sum of the scores |
|----|----------|-------|-----------|-------------------|
| 1 | Strongly Agree (SA) | 5 | 8 | 40 |
| 2 | Agree (A) | 4 | 14 | 56 |
| 3 | Undecided (U) | 3 | | |
| 4 | Disagree (D) | 2 | | |
| 5 | Strongly Disagree (SD) | 1 | | |
| Total | | | 22 | 96 |

Based on the data from item number 1 from 22 respondents, it can be concluded that students agreed that using grammar booster 2 computer program was very interesting as the position presented below:

| 0 | 22 | 44 | 66 | 88 | 110 |
|---|----|----|----|----|-----|
|   | SD | D  | U  | A  | SA  |
|   |    |    |    |    | **96** |
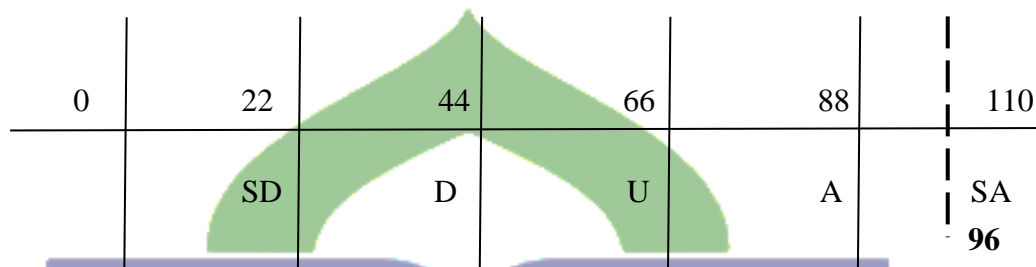
Based on the data above, the students thought using grammar booster 2 is interesting was: 96/110 x 100% = 87.27%. This was categorized very strong as presented below:

| 0% | 20% | 40% | 60% | 80% | 100% |
|----|-----|-----|-----|-----|------|
|    | Very  Low | Low | Enough | Strong | Very Strong |
|    |     |     |     |     | **87.27%** |
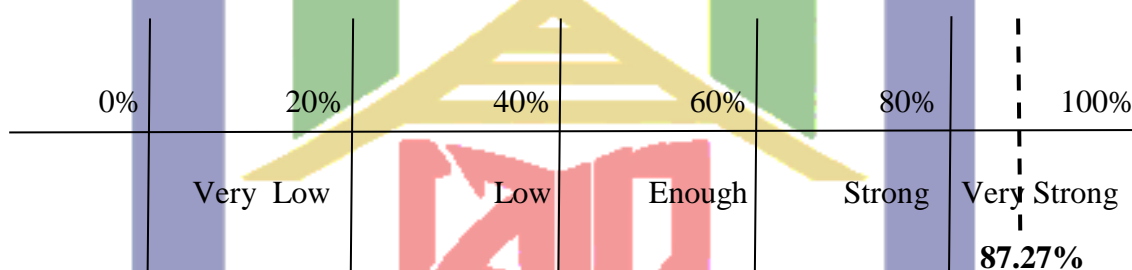
The statement from item 1 was a positive statement. It was using grammar booster 2 computer program in classroom wa very interesting, the students strongly agreed with this statement and its percentage was very strong. It means that using grammar booster 2 computer program in the classroom is very interesting during the studying process.

**Tabel 4.7 I become interested in studying English due the using of grammar booster 2**

| No | Category | Score | Frequency | Sum of the scores |
|----|----------|-------|-----------|-------------------|
| 1 | Strongly Agree (SA) | 5 | 5 | 25 |
| 2 | Agree (A) | 4 | 15 | 60 |
| 3 | Undecided (U) | 3 | 2 | 6 |
| 4 | Disagree (D) | 2 | | |
| 5 | Strongly Disagree (SD) | 1 | | |
| **Total** | | | **22** | **91** |

Based on the data from item number 2 from 22 respondents, it was concluded that students agreed that I become interested in studying English due to using of grammar booster 2 as the position presented below:

| 0 | 22 | 44 | 66 | 88 | 110 |
|---|----|----|----|----|-----|
| | SD | D | U | A | SA **91** |
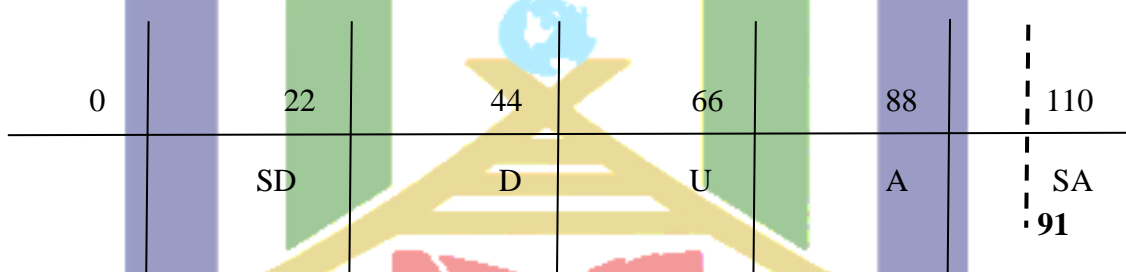
Based on the data above, the students thought that I become interested in studying English due to the using of grammar booster 2 was: 91/110 x 100% = 82.73%. This was categorized very strong as presented below:

| 0% | 20% | 40% | 60% | 80% | 100% |
|----|-----|-----|-----|-----|------|
| | Very Low | Low | Enough | Strong | Very Strong **82.7%** |

53
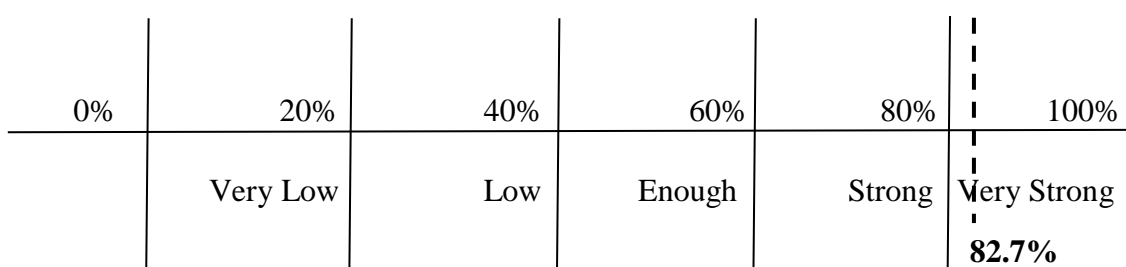
The statement from item 2 was a positive statement. It was I become interested in studying English due to the using of grammar booster 2, the students strongly agreed with this statement and its percentage was very strong. It means that The students become interested in studyin English due to the using of grammar booster 2 computer program.

**Tabel 4.8 The materials in grammar booster are easy to understand**

| No | Category | Score | Frequency | Sum of the scores |
|----|----------|-------|-----------|-------------------|
| 1 | Strongly Agree (SA) | 5 | 4 | 20 |
| 2 | Agree (A) | 4 | 14 | 56 |
| 3 | Undecided (U) | 3 | 4 | 12 |
| 4 | Disagree (D) | 2 | | |
| 5 | Strongly Disagree (SD) | 1 | | |
| | **Total** | | **22** | **88** |

Based on the data from item number 3 from 22 respondents, it can be concluded that students agree that the materials in grammar booster are easy to understand as the position presented below:

| 0 | 22 | 44 | 66 | 88 | 110 |
|---|----|----|----|----|----|
| | SD | D | U | A | SA |

**88**

Based on the data above, the students thought that the materials in grammar booster are easy to understand was: 88/110 x 100% = 80%. This was categorized strong as presented below:

| 0% | 20% | 40% | 60% | 80% | 100% |
|---|---|---|---|---|---|
| | Very Low | Low Enough | | Strong | Very Strong **80%** |

The statement from item 3 was a positive statement. It was the materials in grammar booster are easy to understand, the students agreed with this statement and its percentage was strong. It means that The students think that the materials in grammar booster 2 are easy to understand.

**Tabel 4.9 I can make sentences correctly due to the using of grammar booster2**

| No | Category | Score | Frequency | Sum of the scores |
|---|---|---|---|---|
| 1 | Strongly Agree (SA) | 5 | 1 | 5 |
| 2 | Agree (A) | 4 | 9 | 36 |
| 3 | Undecided (U) | 3 | 12 | 36 |
| 4 | Disagree (D) | 2 | | |
| 5 | Strongly Disagree (SD) | 1 | | |
| | **Total** | | **22** | **77** |

Based on the data from item number 4 from 22 respondents, it can be concluded that students' answers were undecided that I can make sentences correctly due to the using of grammar booster 2 as the position presented below:

| 0 | 22 | 44 | 66 | 88 | 110 |
|---|---|---|---|---|---|
| | SD | D | U | A | SA |
| | | | | **77** | |

55

Based on the data above, the students thought I can make sentences correctly due to the using of grammar booster 2 was: 77/110 x 100% = 70%. This was categorized strong as presented below:

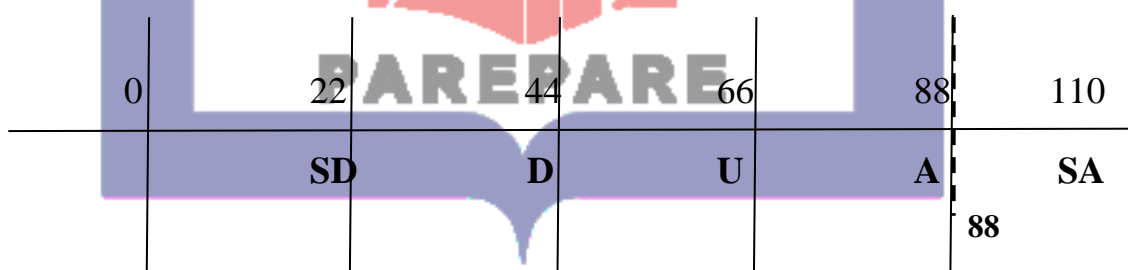| 0% | 20% | 40% | 60% | 80% | 100% |
|---|---|---|---|---|---|
| | Very Low | Low | Enough | Strong | Very Strong |

**70%**
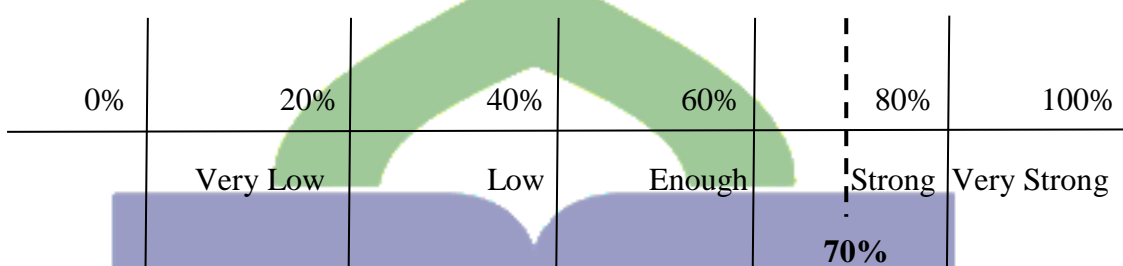
The statement from item 4 was a positive statement. It was I can make sentences correctly due to the using of grammar booster 2, the students agreed with this statement and its percentage was strong. It means that The students can make sentences correctly due to the using of grammar booster 2 computer program.

**Tabel 4.10 Grammar booster provides detailed explanation about the use of simple present tense.**

| No | Category | Score | Frequency | Sum of the scores |
|---|---|---|---|---|
| 1 | Strongly Agree (SA) | 5 | 6 | 30 |
| 2 | Agree (A) | 4 | 13 | 52 |
| 3 | Undecided (U) | 3 | 3 | 9 |
| 4 | Disagree (D) | 2 | | |
| 5 | Strongly Disagree (SD) | 1 | | |
| **Total** | | | **22** | **91** |

Based on the data from item number 5 from 22 respondents, it can be concluded that students agree that grammar booster provides detailed explanation about the use of simple present tense as the position presented below:

| 0 | 22 | 44 | 66 | 88 | 110 |
|---|----|----|----|----|-----|
|   | SD | D  | U  | A  | SA  |
|   |    |    |    |    | **91** |

Based on the data above, the students thought grammar booster provides detailed explanation about the use of simple present tense was: 91/110 x 100% = 82.73%. This was categorized strong as presented below:

| 0% | 20% | 40% | 60% | 80% | 100% |
|----|-----|-----|-----|-----|------|
|    | Very Low | Low | Enough | Strong | Very Strong |
|    |     |     |     | **82.7%** |   |

The statement from item 5 was a positive statement. It was grammar booster provides detailed explanation about the use of simple present tense, the students strongly agreed with this statement and its percentage was very strong. It means that The students believed that grammar booster provided detailed explanation about the use of simple present tense.

**Table 4.11 Grammar booster provides detailed explanation about the use of simple past tense.**

| No | Category | Score | Frequency | Sum of the scores |
|----|----------|-------|-----------|-------------------|
| 1 | Strongly Agree (SA) | 5 | 8 | 40 |
| 2 | Agree (A) | 4 | 13 | 52 |
| 3 | Undecided (U) | 3 | 1 | 3 |
| 4 | Disagree (D) | 2 | | |
| 5 | Strongly Disagree (SD) | 1 | | |
| | **Total** | | **22** | **95** |

Based on the data from item number 6 from 22 respondents, it can be concluded that students agree that grammar booster provides detailed explanation about the use of simple past tense as the position presented below:

| 0 | 22 | 44 | 66 | 88 | 110 |
|---|----|----|----|----|-----|
| | SD | D | U | A | SA |
| | | | | | **95** |

Based on the data above, the students thought grammar booster provides detailed explanation about the use of simple past tense was: 95/110 x 100% = 86.36%. This was categorized strong as presented below:
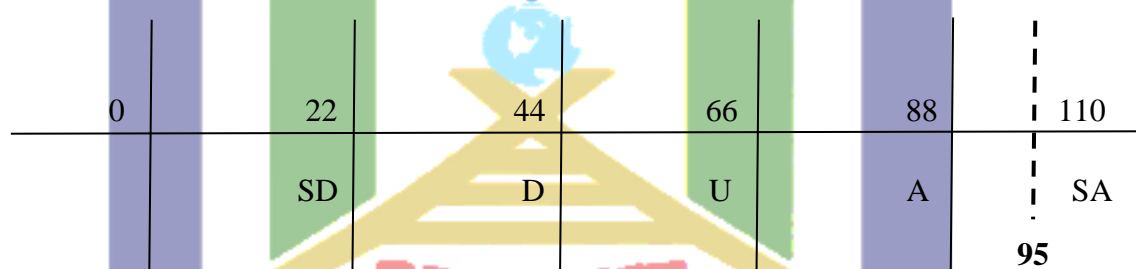
| 0% | 20% | 40% | 60% | 80% | 100% |
|----|-----|-----|-----|-----|------|
| | Very Low | Low | Enough | Strong | Very Strong |
| | | | | | **86.36%** |

The statement from item 6 was a positive statement. It was grammar booster provides detailed explanation about the use of simple past tense, the students strongly agreed with this statement and its percentage was very strong. It means that The students believed that grammar booster provided detailed explanation about the use of simple past tense.
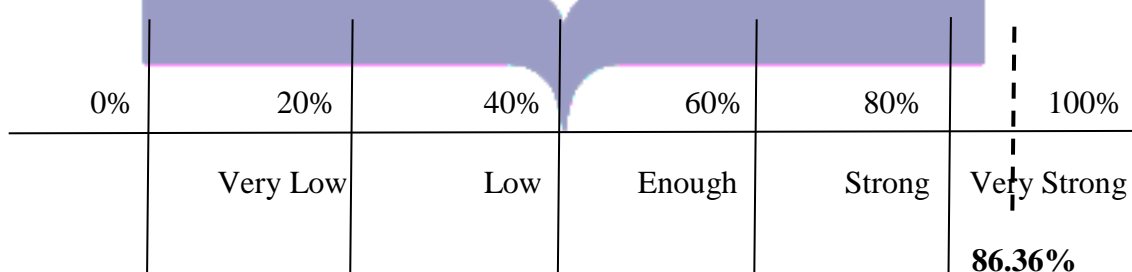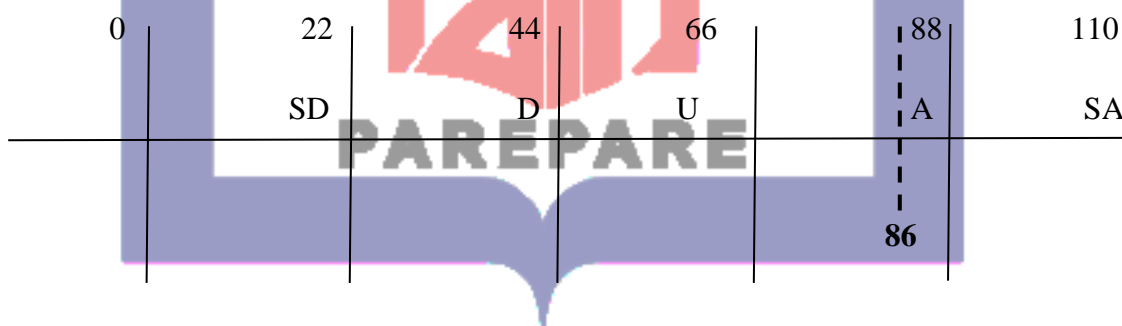
**Tabel 4.12 I can distinguish the difference between the usage of simple present and simple past tense.**

| No | Category | Score | Frequency | Sum of the scores |
|----|----------|-------|-----------|-------------------|
| 1 | Strongly Agree (SA) | 5 | 3 | 15 |
| 2 | Agree (A) | 4 | 14 | 56 |
| 3 | Undecided (U) | 3 | 5 | 15 |
| 4 | Disagree (D) | 2 | | |
| 5 | Strongly Disagree (SD) | 1 | | |
| | **Total** | | **22** | **86** |

Based on the data from item number 7 from 22 respondents, it can be concluded that students agree that I can distinguish the difference between the usage of simple present tense and simple past tense as the position presented below:

| 0 | 22 | 44 | 66 | 88 | 110 |
|---|----|----|----|----|-----|
| | SD | D | U | A | SA |

**86**

Based on the data above, the students thought I can distinguish the difference between the usage of simple present tense and simple past tense was: 86/110 x 100% = 78.18%. This was categorized strong as presented below:

| 0% | 20% | 40% | 60% | 80% | 100% |
|---|---|---|---|---|---|
| | Very Low | Low | Enough | Strong | Very Strong |
| | | | | **78.18%** | |

The statement from item 7 was a positive statement. It was I can distinguish the difference between the usage of simple present tense and simple past tense, the students agreed with this statement and its percentage was strong. It means that The students can distinguish the difference between the usage of simple present tense and simple past tense after the application of grammar booster 2.

**Tabel 4.13 I can know what nominal sentences are**

| No | Category | Score | Frequency | Sum of the scores |
|---|---|---|---|---|
| 1 | Strongly Agree (SA) | 5 | 4 | 20 |
| 2 | Agree (A) | 4 | 8 | 32 |
| 3 | Undecided (U) | 3 | 10 | 30 |
| 4 | Disagree (D) | 2 | | |
| 5 | Strongly Disagree (SD) | 1 | | |
| | **Total** | | **22** | **82** |

Based on the data from item number 8 from 22 respondents, it can be concluded that students' answers were undecided that I can know what nominal sentences are as the position presented below:

| 0 | 22 | 44 | 66 | 88 | 110 |
|---|---|---|---|---|---|
| | SD | D | U | A | SA |
| | | | | **82** | |

60

Based on the data above, the students thought I can know what nominal sentences are was: 82/110 x 100% = 74.54%. This was categorized strong as presented below:

| 0% | 20% | 40% | 60% | 80% | 100% |
|---|---|---|---|---|---|
| | Very Low | Low | Enough | Strong | Very Strong |

**74.5%**
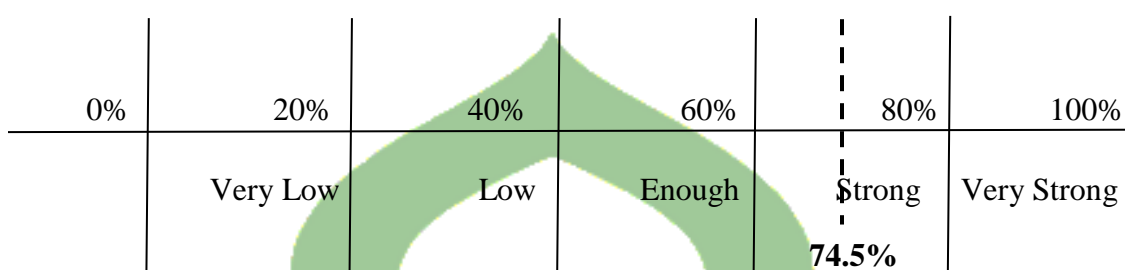
The statement from item 8 was a positive statement. It was I can know what nominal sentences are, the students agreed with this statement and its percentage was strong. It means that The students can know what nominal sentences are after the application of grammar booster 2.

**Tabel 4.14 I can know what verbal sentences are**

| No | Category | Score | Frequency | Sum of the scores |
|---|---|---|---|---|
| 1 | Strongly Agree (SA) | 5 | 5 | 25 |
| 2 | Agree (A) | 4 | 11 | 44 |
| 3 | Undecided (U) | 3 | 6 | 18 |
| 4 | Disagree (D) | 2 | | |
| 5 | Strongly Disagree (SD) | 1 | | |
| | **Total** | | **22** | **87** |

Based on the data from item number 9 from 22 respondents, it can be concluded that students agree that I can know what verbal sentences are as the position presented below:

| 0 | 22 | 44 | 66 | 88 | 110 |
|---|---|---|---|---|---|
|  | SD | D | U | A | SA |
|  |  |  |  | 87 |  |

Based on the data above, the students thought I can know what verbal sentences are was: 87/110 x 100% = 79.1%. This was categorized strong as presented below:

| 0% | 20% | 40% | 60% | 80% | 100% |
|---|---|---|---|---|---|
|  | Very Low | Low | Enough | Strong | Very Strong |
|  |  |  |  | 79.1% |  |

The statement from item 9 was a positive statement. It was I can know what verbal sentences are, the students agreed with this statement and its percentage was strong. It means that students can know what verbal sentences are after the application of grammar booster 2.
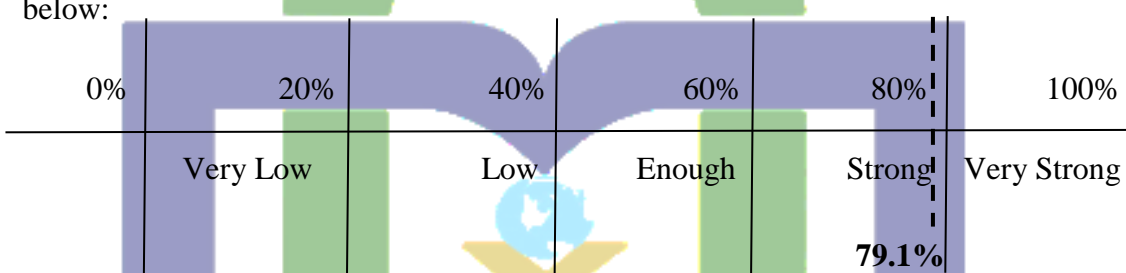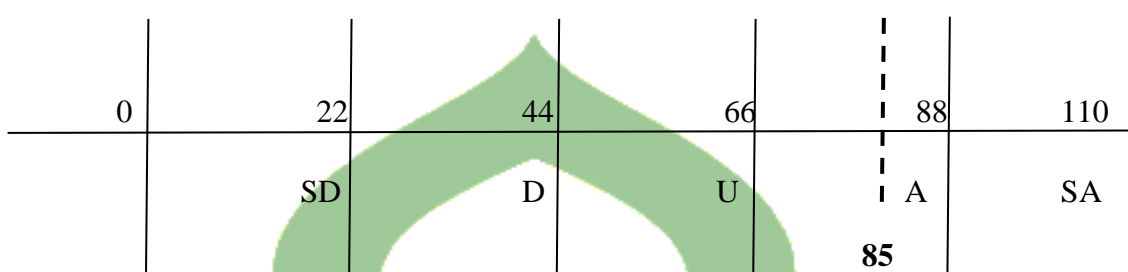
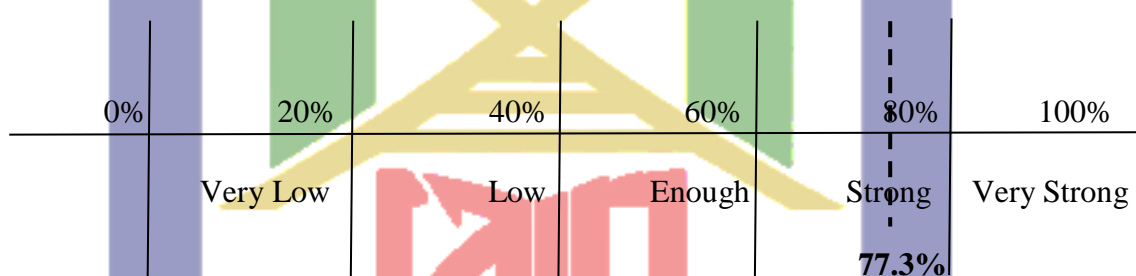**Tabel 4.15 I can analize sentence errors in simple present and simple past tense**

| No | Category | Score | Frequency | Sum of the scores |
|---|---|---|---|---|
| 1 | Strongly Agree (SA) | 5 | 6 | 30 |
| 2 | Agree (A) | 4 | 10 | 40 |
| 3 | Undecided (U) | 3 | 5 | 15 |
| 4 | Disagree (D) | 2 | 1 |  |
| 5 | Strongly Disagree (SD) | 1 |  |  |
|  | **Total** |  | **22** | **85** |

Based on the data from item number 10 from 22 respondents, it can be concluded that students agree that I can analyze sentence errors in simple present and simple past tense as the position presented below:

| 0 | 22 | 44 | 66 | 88 | 110 |
|---|---|---|---|---|---|
| | SD | D | U | A | SA |

**85**

Based on the data above, the students thought I can analyze sentence errors in simple present and simple past tense was: $85/110 \times 100\% = 77.3\%$. This was categorized strong as presented below:

| 0% | 20% | 40% | 60% | 80% | 100% |
|---|---|---|---|---|---|
| | Very Low | Low | Enough | Strong | Very Strong |

**77.3%**

The statement from item 10 was a positive statement. It was I can analyze sentence errors in simple present and simple past tense, the students agreed with this statement and its percentage was strong. It means that The students can analyze sentence errors in simple present and simple past tense after the application of grammar booster 2.

## 4.2 Discussions

The discussion dealt with the interpretation of the finding derived from the result of statistical analysis through test. Grammar had fundamental role to build good sentences, as someone improved his grammar mastery he also began to understand how language actually works

In this research, the researcher narrowed down grammar in two basic tenses namely, simple present and simple past tense. Based on the data that the researcher has found after giving grammar test before and after the treatment was given, in the pre-test both classes showed that most students' scores were mostly categorized in poor category and only few of them in fair category. However after the treatment was given, the poor category in experiment class decreased from 86.40% to 22.73%. Fair category increased from 13.60% to 72.73%. And also, good category increased from 0% to 4.55%.

As for the total score differences, Class TP.B which was the control class got 720 while class Las.A which was the experiment class got 910 and it was higher than total score of control class. While after the treatment was given, total score of the class TP.B which was the control class was 1300 and the total score of class Las.A which was the experiment class was 1340. The control class has post-test mean score 59.090, while the experiment class got 60.909, which is higher.

Whereas the significance between the pre-test and post-test of experiment class, it showed that $T_{test}$ is 0.109 while the $T_{table}$ with 5% significant value was 2.018. It means that $T_{test}$ is smaller than $T_{table}$, so the null hypothesis (H0) was accepted and the alternative hypothesis (Hi) was rejected.

The result of the questionnaire also showed that item 1 taken from 22 respondents concluded that students strongly agree that grammar booster was very interesting judged from 96 of 110 total sum scores. It was also categorized as very strong judged from the percentage calculation which was 87.27% of 100%. In item 2 taken from 22 respondents concluded that students strongly agreed that they became interested in studying English due to using grammar booster 2 in the class judged from 91 of 110 total sum scores. It also categorized as very strong judged from the percentage calculation which was 82.7% of 100%.

In item 3 taken from 22 respondents concluded that students agreed that materials in grammar booster 2 were easy to understand judged from 88 of 110 total sum scores. It was also categorized as strong category judged from the percentage calculation which was 80% of 100%. In item 4 taken from 22 respondents concluded that students agreed that they could make correct sentences due to the using of grammar booster 2 program judged from 77 of 110 total sum score. It was also categorized strong judged from the percentage calculation which was 70% of 100%.

In item 5 taken from 22 respondents concluded that students strongly agreed that grammar booster 2 provided detailed explanation about the use of simple present tense judged from 91 of 110 total sum score. It was also categorized as very strong category judged from the percentage calculation which was 82.7% of 100%. Item 6 taken from 22 respondents concluded that students strongly agreed that grammar booster 2 provided detailed explanation about simple past tense judged from 95 of 110 total sum score. It was also categorized as very strong category based on the percentage calculation which was 86.36% of 100%.

In item 7 taken from 22 respondents concluded that students agreed that they could distinguish the difference between simple present and simple past tense judged from 86 of 110 total sum score. It was also categorized as strong category based on the percentage calculation which was 78.18% of 100%. In item 8 taken from 22 respondents concluded that students agreed that they could know what nominal sentences were after the application of grammar booster 2 in the classroom judged from 82 of 110 total sum score. And also, it was categorized as strong category judged from the percentage calculation which was 74.5% of 100%.

In item 9 taken from 22 respondents concluded that students agreed that they could know what verbal sentences were judged from 87 of 110 total sum score. It was also categorized as strong category based on the percentage calculation which was 79.1% from 100%. And finally, in the 10 item taken from 22 respondents concluded that students agreed that they could analyze sentence errors in simple present and simple past tense judged from 85 of 110 total sum score. As well as it was categorized as strong category based on percentage calculation score.

In summary, grammar booster 2 did not improve students' grammar mastery but it made them interested in studying English due to its fun yet detailed material. It also gave the students a better understanding how each tense was used well.

# CHAPTER V

## CONCLUSION AND SUGGESTIONS

This chapter presents two parts namely conclusion and suggestion. Conclusion deals with finding and discussion of previous chapter. The suggestion deals some ideas given by the researcher.

### 5.1 Conclusion

Based on the description of the previous chapter, the researcher concluded that the result of the research about using grammar booster 2 computer to teach the second year students of SMKN 2 Parepare as follows:

5.1.1 The result of the pre-tests showed the mean score of class TP.B is 32.727 while class Las.A gets 41.364. After the treatment was given to class Las.A, it showed that the result of their mean score was still higher than class TP.B which is 60.909 while class TP.B gets 59.091. However, after the test of significance was done it showed that the program did not make a significant result. The result of the test of significance shows that $T_{test}$ is 0.109 while the $T_{table}$ with 5% significant value is 2.018. It means that $T_{test}$ is smaller than $T_{table}$, so the null hypothesis (H0) was accepted and the alternative hypothesis (Hi) was rejected.

5.1.2 The result of the questionnaire also showed that most of the students strongly agreed that the application of grammar booster 2 in the class makes them interested in learning English because of the fun and interesting look of the program. It also showed that the students agreed that they understood more

about the delivered materials which were simple present and simple past tense because the program provided detailed material yet easy to understand.

## 5.2 Suggestions

Based on the result of this research, the researcher gave some suggestion to the readers, as follows:

5.2.1 Students of SMKN 2 Parepare had to learn more about English especially about the grammar of the language, they also needed to understand that there were many alternative ways to learn it, so they could choose which suits them well.

5.2.2 For the teachers, they might want to present a better method in teaching English, especially teaching grammar to improve students' ability.

5.2.3 For the future researchers, they could use this researcher as literature to guide them when they wanted to run the similar research, although this researcher was still far from perfection.
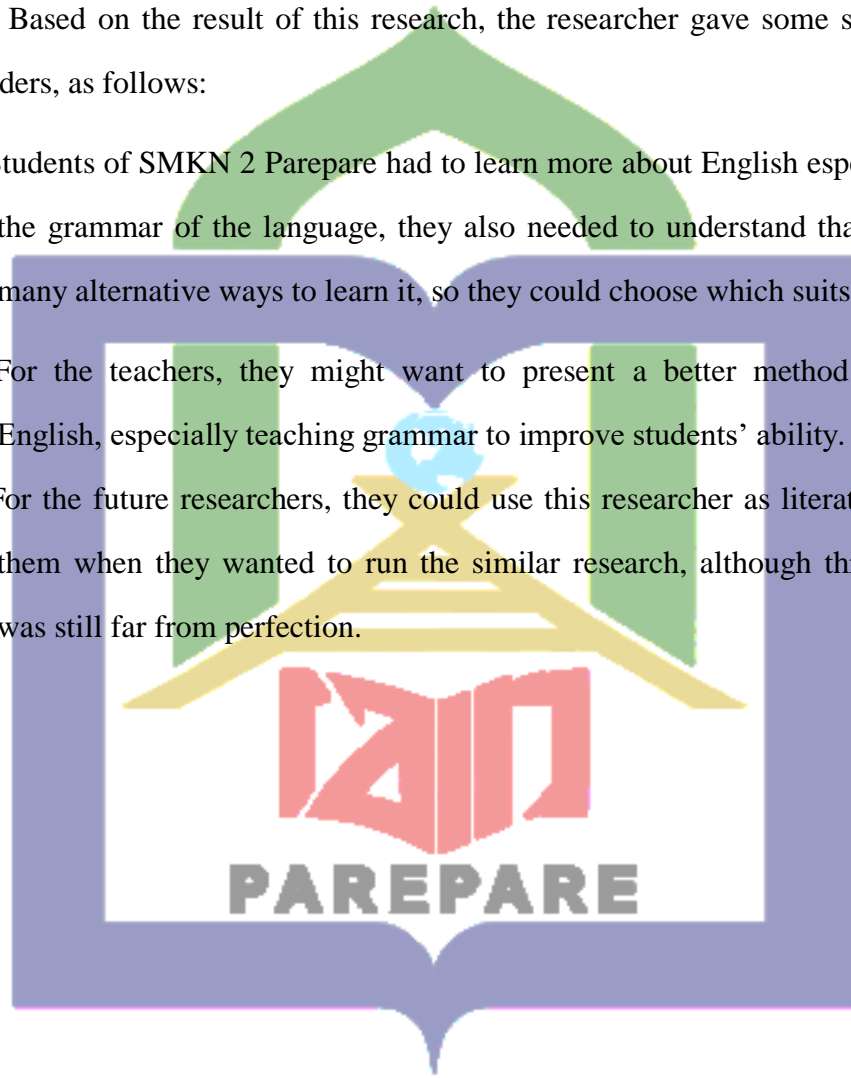
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# APPENDICES
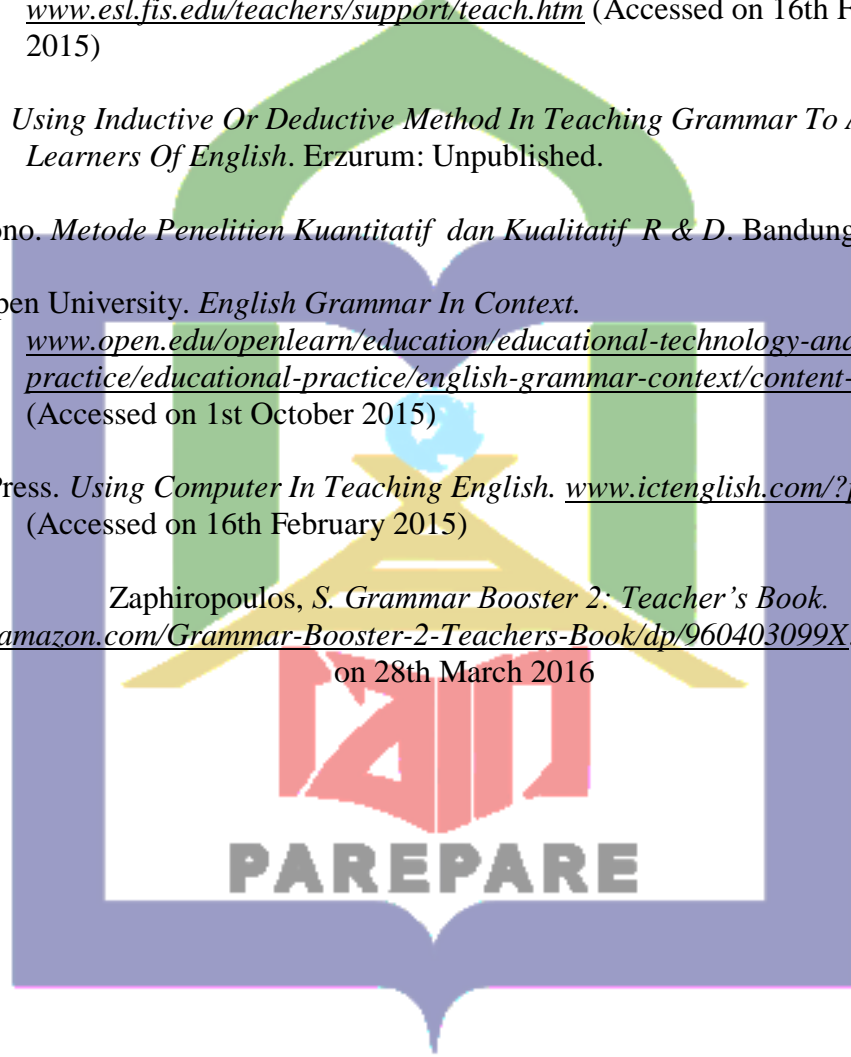
**RENCANA PELAKSANAAN PEMBELAJARAN**

|  |  |
|---|---|
| Satuan Pendidikan | : SMKN 2 Parepare |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/ Semester | : XI Las.A / 3 |
| Materi Pokok | : Simple Present Tense In Nominal |
| Tema | : Describing |
| Sub Tema | : Describing People |
| Alokasi Waktu | : 2 x 45 menit |

## A. Kompetensi Inti

1. Menghayati dan mengamalkan ajaran agama yang dianutnya

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan simple present tense bentuk nominal, sesuai dengan konteks

penggunaannya

4. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon penggunaan simple present tense bentuk nominal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## C. Indikator

1. Mensyukuri anugerah Tuhan akan keberadaan Bahasa Inggris sebagai bahasa pengantar komunikasi international.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.

3. Menganalisis  fungsi sosial, struktur teks, dan unsur kebahasaan dari simple present tense bentuk nominal, sesuai dengan konteks penggunaanya

4. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon penggunaan simple present tense bentuk nominal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## D. Tujuan Pembelajaran

Setelah pembelajaran berlangsung peserta didik diharapkan:

1. Mensyukuri anugerah Tuhan akan keberadaan Bahasa Inggris sebagai bahasa pengantar komunikasi international.

2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3. Menganalisis  fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan simple present tense bentuk nominal, sesuai dengan konteks penggunaannya.

4. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan simple present tense, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.

## E. Materi Pembelajaran

*Fungsi sosial:*

Menjalin hubungan dengan guru, teman dan orang lain

*Struktur teks:*

a. *Giving physical description of someone*

- I am tall.

- You are short.

- They are strong.

- She is pretty.

- He is handsome.

- Our class is always neat.

- Your house is messy.

- Etc.

b. *Responding and background information of someone*

- *I am diligent.*

- *You are hot-temperred.*

- *We are calm.*

- *She is polite.*

- *He is rude.*

- *Our teacher is my uncle.*

- *He is your neighbor.*

- *My grandparents are from Bone.*

*Unsur kebahasaan:*

     a. Penggunaan kata ganti subyek.

     b. Penggunaan tobe.

     c. Penggunaan kara sifat and benda.

     d. Ucapan, tekanan kata, ejaan

**F. Metode Pembelajaran**

Pendekatan                : Scientific
Model Pembelajaran    : Project based learning
Metode                  : Penugasan, tanya jawab dan diskusi kelompok

## G. Kegiatan Pembelajaran

| Kegiatan | Deskripsi | Alokasi Waktu |
|---|---|---|
| **Pendahuluan** | 1. Sebelum pembelajaran di mulai, guru mengucapkan salam dan peserta didik merespon salam.<br>2. Mengajukan pertanyaan-pertanyaan tentang materi yang sudah dipelajari dan terkait dengan materi yang akan dipelajari<br>3. Memberitahukan tujuan pembelajaran atau kompetensi dasar yang akan dicapai;<br>4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas. | 10 menit |
| **Inti** | 1. Mengamati<br>  a. Mengkondisikan siswa untuk siap mengikuti pelajaran dengan menunjukkan Animasi pada program grammar booster yang menunjukkan penggunaan kalimat simple present tense bentuk nominal.<br>  b. Meminta siswa untuk menirukan kalimat yang ditampilkan, kemudian membuat kalimat yang sejenis.<br>  c. Memberi motivasi dengan menanyakan manfaat atau alasan siswa mempelajari cara mendeskripsikan orang dalam bahasa inggris.<br>  d. Menyampaikan tujuan pembelajaran tentang ungkapan-ungkapan tentang pemberian ucapan selamat.<br>  e. Menyampaikan tujuan pembelajaran tentang describing people.<br>2. Mempertanyakan<br>  a. memberikan kesempatan untuk siswa bertanya tentang | 70 menit |

| Kegiatan | Deskripsi | Alokasi Waktu |
|---|---|---|
| | perbedaan berbagai ungkapan-ungkapan tentang describing people dalam bahasa Inggris dan bahasa Indonesia<br><br>b. memberikan kesempatan untuk siswa bertanya tentang kemungkinan menggunakan ungkapan-ungkapan tentang describing people dengan media yang lain.<br><br>c. memberikan kesempatan untuk siswa bertanya tentang berbagai konteks penggunaan berbagai ungkapan-ungkapan tentang describing people.<br><br>3. Mengekplorasi<br><br>a. memberi siswa sebuah teks percakapan tentang ungkapan-ungkapan pemaparan jati diri yang belum benar.<br><br>b. Memperlihatkan contoh percakapan tentang ungkapan-ungkapan pemberian ucapan selamat.<br><br>c. Meminta siswa untuk mengoreksi percakapan tersebut dengan ungkapan-ungkapan tentang pemberian ucapan selamat yang dilihatnya.<br><br>4. Mengasosiasi<br><br>a. memberi siswa sebuah handout tentang deskripsi dari gambar seseorang.<br><br>b. meminta siswa untuk membandingkan informasi yang mereka lihat pada gambar dengan deskripsi yang ada pada handout yang mereka miliki.<br><br>5. Mengkomunikasikan<br><br>a. Siswa diminta untuk memilih kertas yang bertuliskan nama dari salah satu teman kelas mereka.<br><br>b. Siswa diminta untuk mendeskripsikan nama yang mereka pilih, dan siwa yang lain menebak siapa orang yang dimaksud berdasarkan inforamsi yang diberikan. | |

| Kegiatan | Deskripsi | Alokasi Waktu |
|---|---|---|
| **Penutup** | 1. Dengan sikap tanggung jawab, peduli, responsif, dan santun siswa bersama guru menyimpulkan pembelajaran. <br> 2. Siswa mengerjakan soal/tes. <br> 3. Guru mengakhiri pelajaran dan memberikan pesan untuk tetap belajar. <br> 4. Guru memberikan tugas PR <br> 5. Menyampaikan rencana kegiatan pertemuan berikutnya | 10 Menit |

**H. Media dan Sumber Belajar**

    **a. Alat dan Media**

        - Handout describing people
        - Laptop, LCD

    **b. Sumber Belajar**

      - Buku Siswa Bahasa Inggris SMA untuk Kelas X Kurikulum 2013. Erlangga
      - Buku Buku Siswa Bahasa Inggris SMA untuk Kelas X Kemendiknas 2008. BSE

**I. Penilaian Proses dan Penilaian Hasil Belajar**

    a. Sikap:
      - Observasi, penilaian diri, teman sejawat
      - Menggunakan daftar cek atau skala penilaian (*rating scale*) yang disertai rubrik (lihat Rubrik)

    b. Pengetahuan:
  - Lisan & penugasan (lihat rubrik)

    c. Keterampilan:
  - Unjuk kerja/Praktik, Proyek (lihat Rubrik)

**PENILAIAN SIKAP**

| N | Nama | Religius | Percaya diri | Tanggung jawab | Santun |
|---|---|---|---|---|---|

| o. | Siswa | BT | MT | MB | SK | BT | MT | MB | SK | BT | MT | MB | SK | BT | MT | MB | SK |
|----|-------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| 1. |       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 2. |       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| 3. |       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |
| … |       |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |

Keterangan

BT : Belum Tampak : 1
MT : Mulai Tampak : 2
MB : Mulai Berkembang : 3
SK : Sudah Membudayakan : 4

**Rubrik Penilaian Sikap**

| Rubrik | Skor |
|--------|------|
| Menunjukkan adanya usaha sungguh-sungguh dalam melakukan kegiatan secara terus-menerus dan ajeg/konsisten | 4 |
| Menunjukkan ada usaha sungguh-sungguh dalam melakukan kegiatan yang cukup sering dan mulai ajeg/konsisten | 3 |
| Menunjukkan sudah ada usaha sungguh-sungguh dalam melakukan kegiatan tetapi masih sedikit dan belum ajeg/konsisten | 2 |
| Sama sekali tidak menunjukkan usaha sungguh-sungguh dalam melakukan kegiatan | 1 |
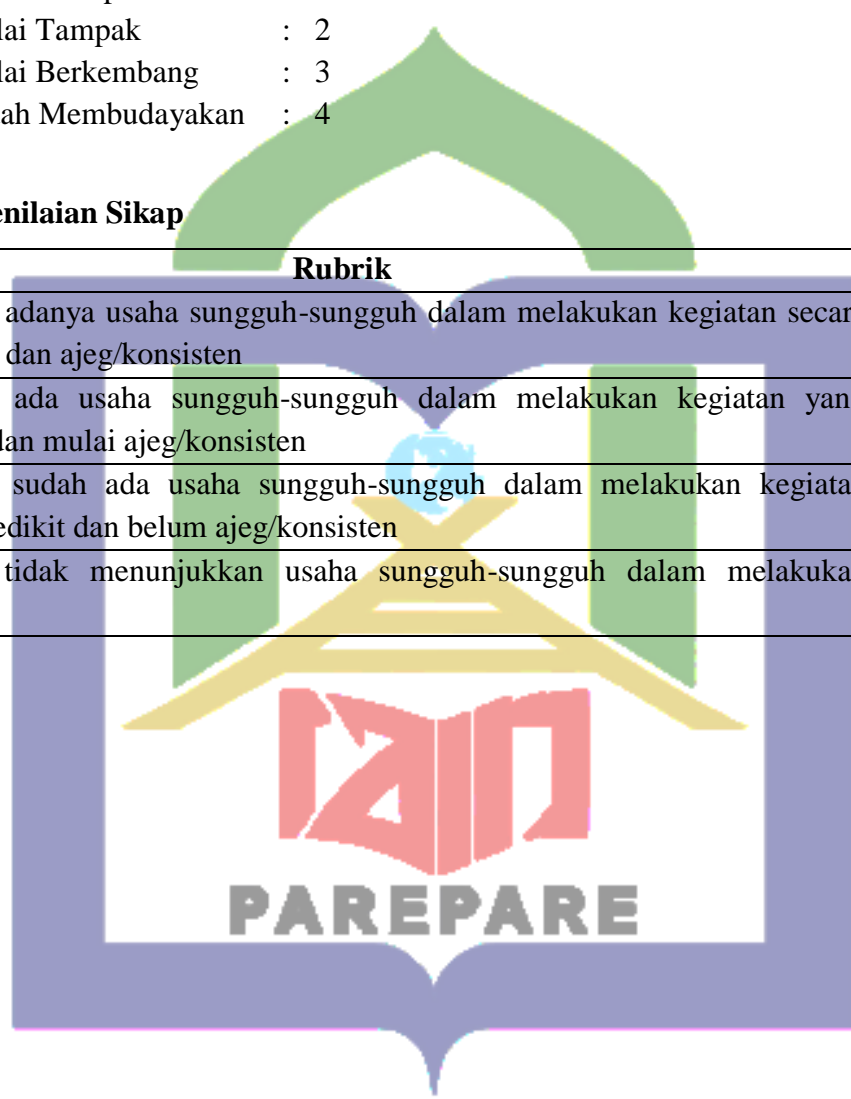
**PENILAIAN PENGETAHUAN**

| NO. | NAMA SISWA | PENILAIAN | | | | JUMLAH NILAI | KET |
|---|---|---|---|---|---|---|---|
| | | PENGU-CAPAN | PEMA-HAMAN | KOSA KATA | KETELITIAN | | |
| 1. | | | | | | | |
| 2. | | | | | | | |
| | RATA – RATA | | | | | | |
| | NILAI MAX | | | | | | |
| | NILAI MIN | | | | | | |

**Rubrik Penilaian Pengetahuan**

**Pengucapan**

1 : Sulit dipahami

2 : Banyak kesalahan dan  mengganggu makna

3 : Ada beberapa kesalahan dan mengganggu makna

4 : Ada kesalahan tapi tidak mengganggu makna

5 : Hampir sempurna

**Pemahaman**

1.  Tidak memahami

2.  Kurang memahami

3.  Cukup memahami

4.  Memahami

5.  Sangat memahami

**Kosakata**

1: Banyak kesalahan sehingga sulit dipahami

2: Banyak kesalahan dan  mengganggu makna

3: Ada beberapa kesalahan dan mengganggu makna

4: Ada kesalahan tapi tidak mengganggu makna

5: Hampir sempurna

**Ketelitian**

1. Tidak teliti

2. Kurang teliti

3. Cukup teliti

4. Sangat teliti

**PENILAIAN KETERAMPILAN**

| NO. | NAMA SISWA | NO SOAL | | | | JUMLAH NILAI |
|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| 1. | | | | | | |
| 2. | | | | | | |
| | | | | | | |

Rubrik Penilaian Keterampilan

1. Di isi tapi salah

2. Di isi kurang betul

3. Di isi hampir betul

4. Di isi betul

## DESCRIBING EXERCISE

Listen to your friend carefully as he/she reads description of some famous people. Then, guess who they are based on the description you hear.

**1.** (Deddy corbuzier) Who am I?

- I am tall.

- I am bald

- I am tv host as well as a magician
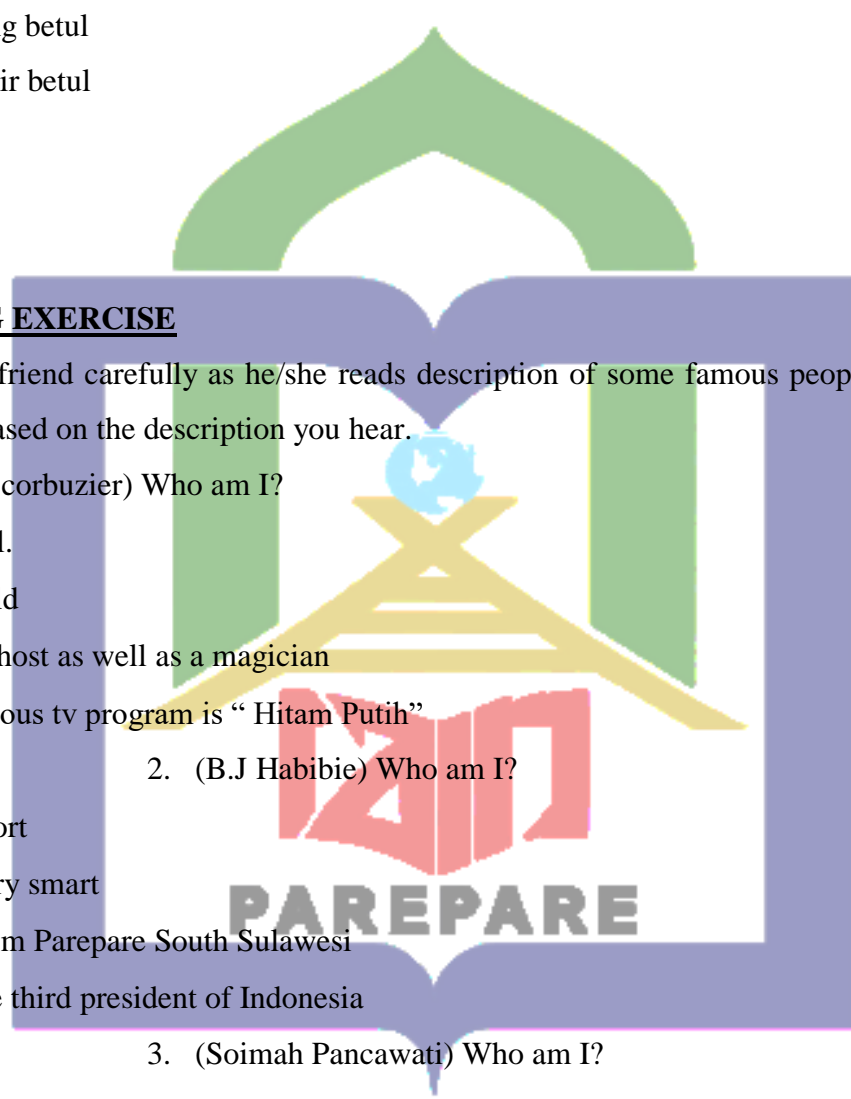
- My famous tv program is " Hitam Putih"

2. (B.J Habibie) Who am I?

- I am short

- I am very smart

- I am from Parepare South Sulawesi

- I am the third president of Indonesia

3. (Soimah Pancawati) Who am I?

- I am beautiful

- I am funny

- I am a dangdut singer

- I am one of the judges in D'Academy

4. (Opie Kumis)

- I am comedian

- I am not young, but very charming

- I have thick Moustache

- My moustache becomes my last name on tv

5. (Justin Bieber) Who am I?

- I am very handsome

- I am blonde

- I am a singer

- One of my famous song is baby

6. Andre Taulani/Desta
7. Sule/Resky febian
8. Spiderman/Deadpool
9. Cak lontong/Komeng
10. Tom cruise/Jhonny depp

Parepare,   2  November  2016

Mengetahui,

Guru Pamong Bahasa Inggris                    Mahasiswa PPL

**Supiyani Latjo, S.Pd, M.Si**                **Nursam Arsyad**
**NIP.196708141999032004**                   **NIM.10.1300.113**

Nama : ……………………………………………………………………………

Nis : ……………………………………………………………………………

Kelas : …………………………………………………………………………

*I.* *Complete the senteces by using the correct tobe (am, is, or are/ was, were)!*
1. Steve ………. My brother.
2. We ………. too tired to think last night.
3. My grandparents ………. farmers many years ago.
4. The firemen ………. So brave.
5. ………. one of your friends absent today?

*II.* *Find the mistakes and rewrite the sentences correctly!*

1. James goes to the library this morning.

……………………………………………………………………………………………

2. I celebrated my birthday with my friends tonight.

……………………………………………………………………………………………

3. We didn't study English on Mondays.

……………………………………………………………………………………………

4. My father didn't sent my letter yesterday.

……………………………………………………………………………………………

5. Did you jog every morning on weekends?
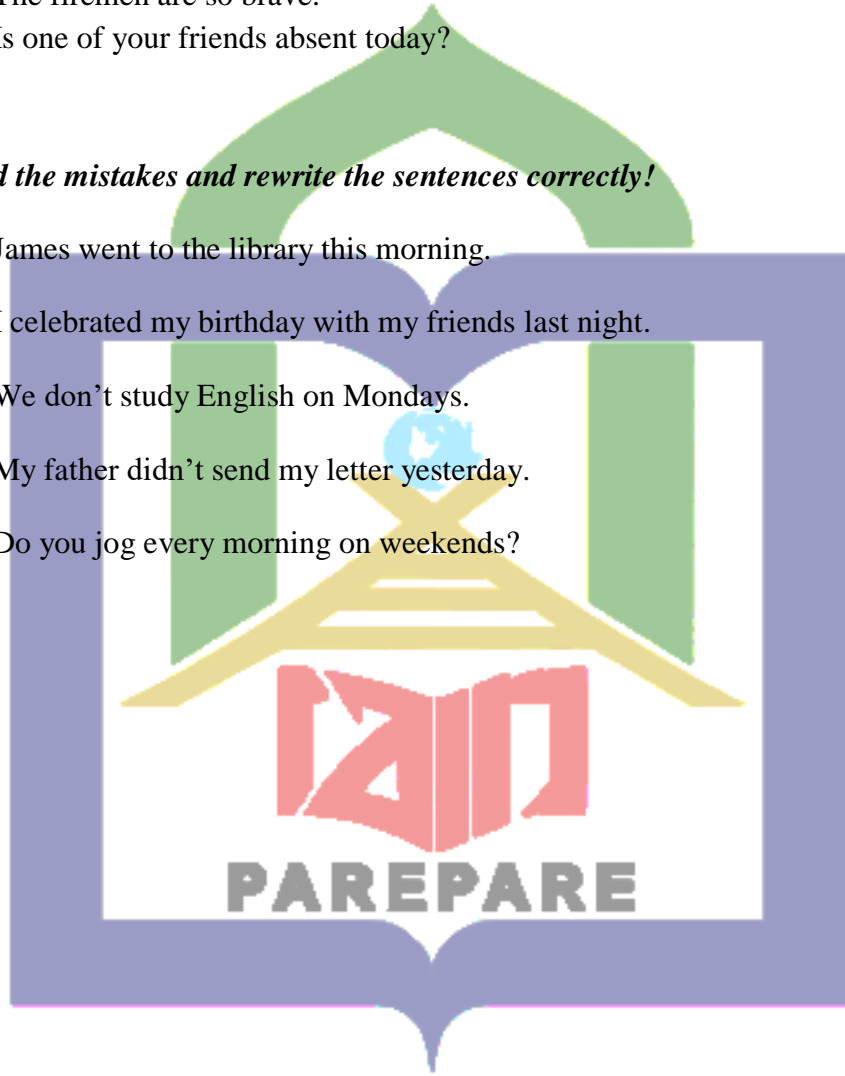
……………………………………………………………………………………………

**PRE-TEST ANSWER KEY**

I.    *Complete the senteces by using the correct tobe (am, is, or are/ was, were)!*
6.   Steve is My brother.
7.   We were too tired to think last night.
8.   My grandparents were farmers many years ago.
9.   The firemen are so brave.
10.  Is one of your friends absent today?

II.   *Find the mistakes and rewrite the sentences correctly!*

6.   James went to the library this morning.

7.   I celebrated my birthday with my friends last night.

8.   We don't study English on Mondays.

9.   My father didn't send my letter yesterday.

10.  Do you jog every morning on weekends?

| Nama  : ......................................................................................... |
|---|
| Nis     : ......................................................................................... |
| Kelas  : ......................................................................................... |

*I.*   *Complete the senteces by using the correct tobe (am, is, or are/ was, were)!*

11. That ………. your mother.

12. I ………. ready enough to take exam yesterday.

13. The tailors ………. very skillful.

14. The women ………. so pretty when they were still young.

15. ………. your shoes missing?

**II.**   **Find the mistakes and rewrite the sentences correctly**

11. Our dog have many puppies last year.

……………………………………………………………………………………

12. I bought many fruits from the market every day.

……………………………………………………………………………………

13. She didn't came to my party last night.

……………………………………………………………………………………

14. Do they return the book in library this morning?

……………………………………………………………………………………

15. We normally went to school on foot every morning.

……………………………………………………………………………………

**POST TEST ANSWER KEY**

*I.*  *Complete the senteces by using the correct tobe (am, is, or are/ was, were)!*
   16. That is your mother.
   17. I was ready enough to take exam yesterday.
   18. The tailors are very skillful.
   19. The women were so pretty when they were still young.
   20. Are your shoes missing?

**II.**  **Find the mistakes and rewrite the sentences correctly**

   16. Our dog had many puppies last year.

   17. I buy many fruits from the market every day.

   18. She didn't come to my party last night.

   19. Did they return the book in library this morning?

   20. We normally go to school on foot every morning.
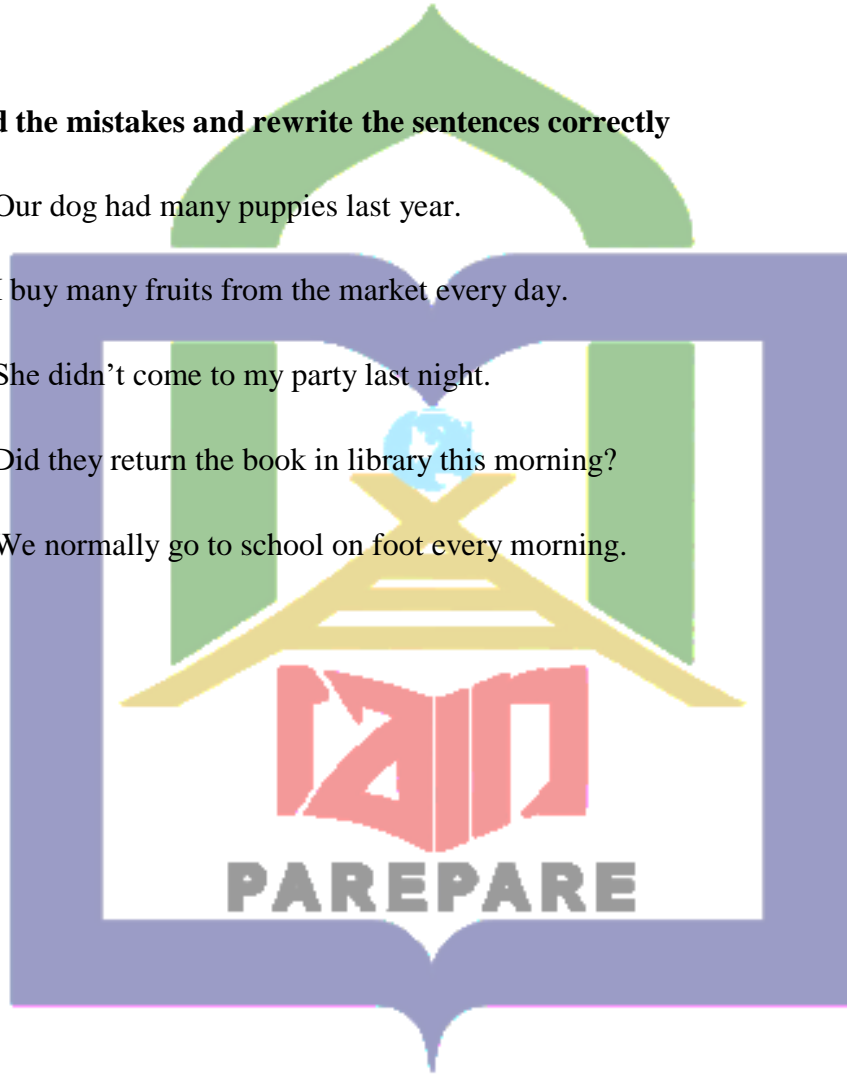
**ANGKET PENELITIAN**

USING GRAMMAR BOOSTER COMPUTER PROGRAM TO TEACH ENGLISH GRAMMAR TO THE SECOND YEAR STUDENTS OF SMKN 2 PAREPARE

PETUNJUK:

I. Angket ini tidak bertujuan untuk menilai/menguji anda.

II. Angket ini bertujuan untuk mengetahui pendapat anda tentang pengaplikasian program computer grammar booster 2 pada mate pelajaran bahasa Inggris di dalam kelas.

III. Berilah tanda check list **(√)** pada kolom menurut pendapat anda secara jujur tanpa ada pengaruh dari pihak lain.

**SS : Sangat setuju**

**S: Setuju**

**R: Ragu**

**TS: Tidak setuju**

**STS: Sangat tidak setuju**

IV. Jika ada hal yang kurang jelas, silahkan tanyakan pada peneliti atau yang mewakili.

| No | Pernyataan | SS | S | R | TS | STS |
|---|---|---|---|---|---|---|
| 1. | - Penggunaan program computer grammar booster 2 di dalam kelas sangat menarik.<br>- Using grammar booster 2 computer program in classroom is very interesting. | | | | | |
| 2. | - Saya menjadi tertarik belajar bahasa Inggris karena penggunaan grammar booster 2.<br>- I become interested in studying English due to the using of grammar booster 2. | | | | | |
| 3. | - Materi pelajaran pada grammar booster 2 mudah dipahami. | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | - The materials in grammar booster are easy to understand. | | | | | |
| 4. | - Saya mampu membuat kalimat dengan benar karena penggunaan grammar booster 2. <br> - I can make sentences correctly due to the using of grammar booster 2. | | | | | |
| 5. | - Grammar booster menyediakan penjelasan yang detail tentang penggunaan simple present tense. <br> - Grammar booster provides detail explanation about the use of simple present tense. | | | | | |
| 6. | - - Grammar booster menyediakan penjelasan yang detail tentang penggunaan simple past tense. <br> - Grammar booster provides detail explanation about the use of simple past tense. | | | | | |
| 7. | - Saya jadi bisa membedakan penggunaan antara simple present dengan simple past tense. <br> - I can distinguish the difference between the usage of simple present and simple past tense. | | | | | |
| 8. | - Saya jadi mengetahui tentang apa itu kalimat nominal. <br> - I can know what nominal sentences are. | | | | | |
| 9. | - Saya jadi mengetahui tentang apa itu kalimat verbal. <br> - I can know what verbal sentences are. | | | | | |
| 10. | - Saya jadi bisa menganalisa kesalahan pada kalimat simple present dan simple past tense. <br> - I can analize sentence errors in simple present and simple past tense. | | | | | |

Tanda Tangan

_____

# JURUSAN TARBIYAH
## SEKOLAH TINGGI AGAMA ISLAM NEGERI
## (STAIN) PAREPARE

Sekretariat : Jl. Amal Bakti No. 8 Parepare  Kode Pos 91132 Telepon (0421) 21307 Fax (0421) 24404

Nomor : Sti/19/PP.00.9/2799a/2014
Lamp. : -
Hal : **Penetapan Pembimbing Skripsi**

Kepada YTH.
1. Hj. Nurhamdah, M.Pd
2. Drs. Amzah, M.Pd.

di-
  Tempat

Assalamu Alaikum Wr. Wb.
  Berdasarkan surat permohonan mahasiswa:
  Nama        : Nursam
  Nim         : 10.1300.113
  Jurusan     : Tarbiyah
  Prodi       : Pendidikan Bahasa Inggris
Pada tanggal 12 September 2014 tentang pengusulan judul penelitian *The Effectiveness of Teaching English Grammar by Using Computer Program to The Second Year Students of SMKN 2 Parepare*, maka dengan ini kami menunjuk dan menetapkan bapak /ibu sebagai pembimbing mahasiswa yang bersangkutan dalam Penulisan skripsi.
  Demikian surat penetapan ini diberikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Parepare, 11 Nopember 2014

An. Ketua
Ketua Jurusan Tarbiyah,

**BAHTIAR, S.Ag., M.A.**
NIP. 19720505 199803 1 004

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
**SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE**
Alamat : JL. Amal Bhakti No. 08 Soreang Kota Parepare ☎ (0421)21307 📠 (0421) 24404
Website : www.stainparepare.ac.id Email: email.stainparepare.ac.id

mor      : B 1953 /Sti.08/PP.00.9/10/2016
mpiran  : -
al        : Izin Melaksanakan Penelitian

Kepada Yth.
Kepala Daerah KOTA PAREPARE
Cq. Badan Kesatuan Bangsa dan Politik
di
    KOTA PAREPARE

*Assalamu Alaikum Wr. Wb.*

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN) PAREPARE :

Nama                            : NURSAM
Tempat/Tgl. Lahir               : PAREPARE, 22 Maret 1988
NIM                             : 10.1300.113
Jurusan / Program Studi         : Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester                        : XIII (Tiga Belas)
Alamat                          : JL. LASIMING NO.5, KOTA PAREPARE

Bermaksud akan mengadakan penelitian di wilayah **KOTA PAREPARE** dalam rangka
penyusunan skripsi yang berjudul :

" *USING GRAMMAR BOOSTER COMPUTER PROGRAM TO TEACH ENGLISH
GRAMMAR TO THE SECOND YEAR STUDENTS OF SMKN 2 PAREPARE*"

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan
dukungan seperlunya.

Terima kasih,

21 Oktober 2016

A.n Ketua

Wakil Ketua Bidang Akademik dan
Pengembangan Lembaga (APL)

Djunaidi

Parepare, 25 Oktober 2016

Nomor : 070/ 102 /BKBP
Perihal : **Izin Penelitian.-**

K e p a d a
Yth. **Kepala SMK Negeri 2 Kota Parepare**
Di -

P a r e p a r e

D A S A R :
1. UU Nomor 32 Tahun 2004 Tentang Pemerintah Daerah.
2. UU Nomor 8 Tahun 1985 Tentang Organisasi Kemasyarakatan.
3. Peraturan Daerah Kota Parepare Nomor 4 Tahun 2010 Tentang Organisasi dan Tata Kerja Lembaga Teknis Daerah.
4. Peraturan Walikota Parepare Nomor 21 Tahun 2011 Tentang Tugas Pokok, Fungsi dan Uraian Tugas Badan Kesatuan Bangsa dan Politik Kota Parepare.
5. Surat Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL) STAIN Parepare Nomor : B-1953/Sti.08/PP.00.9/10/2016 Tanggal 21 Oktober 2016. Perihal Izin Melaksanakan Penelitian.

Setelah memperhatikan hal tersebut diatas, maka pada prinsipnya Pemerintah Kota Parepare (Cq. Kepala Badan Kesatuan Bangsa dan Politik Kota Parepare) dapat memberikan **Izin Penelitian** kepada :

N a m a : **NURSAM**
Tempat/Tgl Lahir : Parepare, 22 Maret 1988
Jenis Kelamin : Laki-laki
Pekerjaan : Mahasiswa
A l a m a t : Jl. Lasiming No. 5, Kota Parepare

Bermaksud untuk melakukan **Penelitian** / Wawancara di Kota Parepare dengan judul :
**" USING GRAMMAR BOOSTER COMPUTER PROGRAM TO TEACH ENGLISH GRAMMAR TO THE SECOND YEAR STUDENTS OF SMKN 2 PAREPARE "**

Selama : Tmt. 27 Oktober s/d 27 Desember 2016
Pengikut / Peserta : Tidak Ada

Sehubungan dengan hal tersebut diatas pada prinsipnya kami dapat **menyetujui** kegiatan dimaksud dengan ketentuan :
1. Sebelum dan sesudah melaksanakan kegiatan harus melaporkan diri kepada Instansi/Jawatan Badan yang bersangkutan.
2. Pengambilan Data/Penelitian tidak menyimpang dari masalah telah diizinkan, semata-mata untuk kepentingan Ilmiah.
3. Mentaati semua Per Undang-undangan yang berlaku dan mengindahkan Adat Istiadat setempat.
4. Menyerahkan 1 (satu) berkas Foto Copy hasil **"Penelitian"** kepada Pemerintah Kota Parepare (Cq. Kepala Badan Kesatuan Bangsa dan Politik Kota Parepare)
5. Surat Izin akan dicabut kembali dan dinyatakan tidak berlaku, apabila ternyata pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut diatas.

Demikian disampaikan kepada Saudara untuk dimaklumi dan seperlunya,-

a.n. KEPALA BADAN KESATUAN BANGSA DAN POLITIK KOTA PAREPARE
Sekretaris

Drs. A. LUTFI MUSA, M.Si.
Pangkat : Pembina Tk. I
Nip. : 19670418 199403 1 005

TEMBUSAN : Kepada Yth,
Gubernur Prov. Sul Sel Cq. Kepala BKB Sul Sel di Makassar
Walikota Parepare di Parepare
Kepala Dinas Pendidikan Kota Parepare di Parepare
Ketua STAIN Kota Parepare di Parepare
Sdr. **NURSAM**
..............................

**PEMERINTAH PROVINSI SULAWESI SELATAN**
**DINAS PENDIDIKAN**
**SMK NEGERI 2 PAREPARE**
Jl. Jend. Ahmad Yani No. 151 ☎ (0421) 21962 - Fax. (0421) 28149 Parepare (91131)
Email : smknduapare2@yahoo.co.id    Website : www.smknegeri2parepare.sch.id

## SURAT KETERANGAN PENELITIAN
Nomor : 421.5/048/SMKN.2/II/2017

Yang bertanda tangan dibawah ini, Kepala SMK Negeri 2 Parepare menerangkan bahwa :

| | | |
|---|---|---|
| N a m a | : | **NURSAM** |
| NIM | : | **10.1300.113** |
| Tempat / Tgl. Lahir | : | **Parepare, 22 Maret 1988** |
| Jenis Kelamin | : | **Laki-Laki** |
| Pekerjaan | : | **Mahasiswa** |
| Alamat | : | **Jl. Lasiming No. 5 Kota Parepare** |

Telah mengadakan penelitian pada SMK Negeri 2 Parepare, dalam rangka penyusunan Tesis yang berjudul : **"USING GRAMMAR BOOSTER COMPUTER PROGRAM TO TEACH ENGLISH GRAMMAR TO THE SECOND YEAR STUDENTS OF SMKN 2 PAREPARE"**

Selama ± 2 bulan terhitung 27 Oktober s/d 27 Desember 2016.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Parepare, 07 Februari 2017
Kepala SMK Negeri 2 Parepare,

**Drs. H. FATTAHUDDIN, MH**
**Pangkat : Pembina Utama Muda**
NIP. 19630630 198903 1 009

DELTA PAS  KAN  IAF

# CURRICULUM VITAE

The writer, Nursam was born on March 22nd, 1988 in Parepare. He is the fifth as well as the last child in his family; he has three sisters and one brother. His father's name is M.Arsyad and his mother's name is Salmah. He likes the combination of happy gaming and browsing in interner. His educational background, he began his study in SDN 30 Parepare, and graduated in 2000, at the same year he registered in SMPN 9 Parepare

and graduated in 2003, at the same year he registered in SMKN 2 Parepare graduated in 2006 and on 2010 he registered on State Islamic Collage of Parepare (STAIN) at Engish program and finished his study with title of skripsi "*Using Grammar Booster Computer Program to teach English Grammar to the second year students of SMKN 2 Parepare*"