

**THE IMPACT OF VISUAL GRAMMAR CUES ON STUDENT'S
MASTERY IN WRITING THE SIMPLE PRESENT TENSE
MTs MUHAMMADIYAH 1 SALAWATI**



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**THE IMPACT OF VISUAL GRAMMAR CUES ON STUDENT'S
MASTERY IN WRITING THE SIMPLE PRESENT TENSE
MTs MUHAMMADIYAH 1 SALAWATI**

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Degree of Sarjana Education (S1)**

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Sorong, April 23th 2025

My Sincerely



Gita Christ Natalia Faidiban

MOTTO AND DEDICATION

MOTTO

“For there is a future, and your hope will not be cut off”

(Proverbs 23:18)

DEDICATION

I proudly dedicate this thesis especially for:

Myself

My strongest father, Mr. Zeth Faidiban

My beautiful mother, Mrs. Maria Mangori


My sister, Priskila Faidiban, S.K.M

My Younger Brother, Bripda Samuel Faidiban

all of my family that I love.

The last, my Almamater Unimuda Sorong

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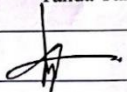
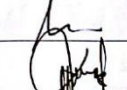
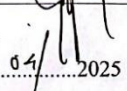



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I realize that this thesis is still far from perfect. Therefore, I openly welcome constructive criticism and suggestions for future improvements. Hopefully, this thesis can provide benefits to readers and contribute to the development of knowledge.

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ABSTRACT

Gita Christ Natalia Faidiban/148820321019, 2025. The Impact Of Visual Grammar Cues On Student's Mastery In Writing The Simple Present Tense MTs Muhammadiyah 1 Salawati in the academy year 2024/2025. Thesis, English Education Department, Faculty of Education Language, Society and Sport, University of Education Muhammadiyah Sorong. March 2023.

The objective of this research is to know whether or not visual grammar cues impact students' mastery in writing simple present tense at MTs Muhammadiyah 1 Salawati. This research employed pre-experimental design. The population of this research is eight grade of MTs Muhammadiyah 1 Salawati. The sample of this research was VIII B consists of 22 students. In the collecting data, the researcher assigned student to complete the sentence based on picture and changing positive and negative sentence based on the picture. In analyzing the data researcher used IBM SPSS statistics 25.0 program to calculate the data. The Null Hypothesis (H_0) rejected and the alternative Hypothesis (H_a) is accepted. After analyzing data the result of paired sample t-test. In addition to result of sig. (2-tailed) is 0,00, which is smaller than 0,05. It means the visual grammar cues impacted the students' mastery in writing simple present tense at MTs Muhammadiyah 1 Salawati. The results of this study indicate that the use of Visual Grammar Cues impacts students' understanding of the Simple Present Tense in writing. Visual Grammar Cues can be used as an alternative method in grammar learning, particularly in understanding and applying the Simple Present Tense. A visual-based approach can help students with a visual learning style to more easily comprehend sentence patterns and grammar rules. Considering the results of this study, it is hoped that the Visual Grammar Cues method can be more widely implemented in English language learning to enhance students' understanding of grammar.

Keyword : Visual Grammar Cues, Simple Present Tense, Writing

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CHAPTER I

INTRODUCTION

1.1 Background

Education was very necessary to create a society that had high competitiveness, especially in the era of globalization. With the development of science and technology, human resources were also required to master various expertise and skills, think critically and creatively, in order to be able to face and solve various existing problems and challenges. Living in the era of globalization required someone to be good at communicating in English as an international language (Wanda & Ratna, 2023). One of the things that someone had to have in the era of globalization was language skills.

In The American Heritage College Dictionary, *it* was written: 'Grammar was the study of words and their component parts combined to form sentences;' 'Grammar was the study of structural relationships in language or in a language.' From these two definitions of grammar, it could be synthesized that grammar was the study of words and their components combined to form sentences or sentence structures in a language (James et al., 2023). Grammar was the system of rules or sentence structures that had to be studied properly so that the sentences spoken or written were correct according to the rules of English.

Grammar was an important part of learning a language, especially English. When someone wanted to learn a new language in a formal form, they generally studied grammar (Fiqih et al., 2024). According to Chin, mastering the structure or grammar of English had a very vital role in developing students' writing skills,

including in writing sentences. He also said that grammar was one aspect that was claimed to be able to make something meaningful in writing (Fiqih et al., 2024). According to Larsen-Freeman, grammar was not just a set of rules that had to be memorized, but also a system that helped language users construct complex and accurate meanings (Aeni & Lida, 2024). Good mastery of grammar allowed students to convey their thoughts and ideas more clearly and effectively.

Grammar was an essential part of learning a language, especially English. When someone wanted to learn a new language in a formal setting, they generally studied grammar (Fiqih et al., 2024). According to Chin, mastering the structure or grammar of English played a vital role in developing students' writing skills, including sentence construction. He also stated that grammar was an aspect believed to give meaning to writing (Fiqih et al., 2024). According to Larsen-Freeman, grammar was not just a set of rules to be memorized but also a system that helped language users construct complex and accurate meanings (Aeni & Lida, 2024). A good mastery of grammar allowed students to express their thoughts and ideas more clearly and effectively.

In research, (Dewi and Leli, 2023) stated that errors in the use of the simple present tense in descriptive texts were very common among students in writing English. Meanwhile, the simple present tense was important as a basic rule for students to create and use sentences to communicate in everyday life. Sometimes, students still made mistakes when writing descriptive texts. For example, students might have written 'He, walk to school every day' instead of 'He walks to school every day. Errors related to singular-plural, word form, word choice, verb tense,

adding or removing words, word order, unfinished sentences, spelling, punctuation, capitalization, articles, unclear meaning, and run-on sentences were among the thirteen categories of errors listed. These errors occurred when students wrote descriptive texts, and they needed to be noted, checked, and categorized to improve students competence in writing descriptive texts. By using visual grammar, students could master sentence structures and grammar rules well, while also expanding their vocabulary.

Based on the results of observations on 8th grade students of MTs Muhammadiyah 1 Salawati for English subjects, it was seen that students did not understand how to use the simple present tense in writing, and also did not know or recognize the difference between the simple present tense and other tenses. Seeing the difficulties faced by MTs Muhammadiyah 1 Salawati students in learning English grammar, particularly in the use of tenses (simple present tense), it was necessary to analyze students' abilities in understanding the use of the simple present tense. By analyzing students' abilities in understanding the use of the simple present tense, it helped to identify the factors that caused students to have great difficulty in mastering it.

To solve the problem, researchers wanted to use visual grammar cues. Visual cues in writing were images, symbols, or other visual elements that could help students make text easier to understand and remember. Writing was a difficult skill in learning English (Megawati, 2016). To help students grasp ideas in writing more easily, researchers needed to be creative and innovative. The application of visual media helped students generate ideas more easily. Therefore, researchers used

visual grammar cues because the benefits of visual grammar cues helped the brain focus on the most important information, assisted visual learners in processing information, made concepts more tangible for young learners, and helped children learn new skills or become more independent.

What differentiated this research from Dewi & Leli's 2023 research was that most of Dewi & Leli's 2023 research only focused on the simple present tense, while researchers focused more on visual grammar cues in the use of the simple present tense in writing. Based on the explanation above, the researcher was interested in analyzing the impact of visual grammar on students' mastery of the simple present tense in writing at MTs Muhammadiyah 1 Salawati

1.2 Formulation of the Research

Based on the background of the problem above, the formulation of the problem in this study was : Does visual grammar cues impact students mastery in writing simple present tense at MTs Muhhamadiyah 1 Salawati?

1.3 Objective of the Research

Based on the formulation of the problem above, the purpose of this study was: To know wheter or not visual grammar cues impact students mastery in writing simple present tense at MTs Muhhamadiyah 1 Salawati

1.4 Hypothesis of Research

The research hypothesis was :

1. Null Hypothesis

Visual grammar cues did not impact the students' mastery in writing simple present tense at MTs Muhammadiyah 1 Salawati.

2. Alternative Hypothesis

Visual grammar cues impacted the students' mastery in writing simple present tense at MTs Muhammadiyah 1 Salawati.

1.5 Significance of the Research

The results of this study could provide contributions to students, teachers, and other researchers.

- a. **Teacher:** The results of this study were expected to be useful for teachers in teaching the simple present tense, especially in impact the quality of students' writing by paying attention to grammar properly..
- b. **Student:** The results of this study could help students improve their writing skills using the simple present tense by applying correct grammar so that what they wrote could be conveyed well.
- c. **Researcher:** The results of this study could be used as a reference for those who wanted to conduct research on the impact of grammar on students' mastery of the simple present tense in writing.

1.6 Operational Definition

To understand the topic of this research more easily, this study used two variable methods, as follows:

1. Visual grammar cues were visual clues used to help understand and teach grammar concepts. These visual clues could be in the form of pictures, illustrations, symbols, etc. By using visual grammar cues, teaching the simple present tense became easier for students to understand.

2. Simple present tense was a tense used to indicate the time of an action or state in a language. It helped 8th-grade students of MTs Muhammadiyah 1 Salawati gain basic knowledge on how to construct statements that referred to a certain period in a sentence.

CHAPTER II

LITERATURE REVIEW

2.1 Theory of Grammar

2.1.1 Definition of Grammar

Grammar was one of the sciences that helped students compose sentences into paragraphs. Language could not be separated from grammar because grammar was one of the basics in learning a language. In addition, grammar was the structural foundation of our ability to express ourselves. Chowdhury (2014) defined grammar as the rules in a language that changed the form of words and combined them into sentences.

Grammar was also one of the most important subjects in every English language learning process because grammar was another definition of grammar and had to be understood when first learning English. Grammar was an explanation of how, sometimes also called rules or laws, to use patterns of arranging words into sentences (Melalolin et al., 2020). Grammar was described as a 'rule' in a language to create sentences. The definition of grammar seemed to have the same keywords, namely rules or regulations. So, in essence, grammar could be interpreted as a set of certain rules for arranging words into sentences in a language, providing meaning for anyone who used the language, whether in speaking, listening, writing, reading, or just thinking. Some parts of grammar focused on patterns of word arrangement, sentences, paragraphs, nouns, verbs, and punctuation.

2.1.2 The Importance of Learning Grammar

Halliday (2014:25) stated, 'Grammar was designed to bring a study of wording, but one that interpreted wording by reference to what it meant.' Thus, grammar functioned as a form of learning about the arrangement of words so that understanding the meaning of words could be interpreted properly and correctly. Mastery of grammar, as one of the functions of language, greatly supported students in developing listening skills. Basically, the arrangement of words had to follow the correct writing rules to avoid different interpretations of the words' meanings. Grammar was the set of rules or regulations used in language (Aliong, 2020). Therefore, students had to understand it first so that they could use language as their power of expression both orally and in writing properly and correctly.

From the explanation above, we could underline many advantages, for example :

a. Good grammar

Good grammar made someone a better listener, speaker, reader, writer, and communicator. Words were just words until we learned how to put them together. With good grammar, we learned to say what we meant. There were fewer misunderstandings and better communication.

b. Great grammar builds our own style

A person became more advanced in English when he or she could develop his or her own unique communication style, which could lead to a lucrative career as a writer or public speaker.

c. Logic and reasoning

Understanding and using grammar correctly helped people think logically. Without logic and organization, speaking and all other communication skills were disorganized. The more we understood grammar, the more clearly, meaningfully, and freely we were able to organize and communicate our own ideas and understand the ideas of others.

Gaining a thorough understanding of grammar was essential when learning a language because it provided learners with the tools necessary to understand and utilize the language effectively. Grammar served several purposes in language acquisition, enabling individuals to communicate accurately, understand written and spoken texts, and express themselves clearly. In this introduction, we discussed in depth the importance of learning grammar and highlighted key points that underlined its importance in language development.

According to Markovic (2019), the objectives of learning grammar included various aspects :

First, learning grammar facilitated effective communication, which was one of its primary purposes. By providing rules and structure, grammar enabled individuals to construct meaningful sentences, express their thoughts, and engage in conversation. Understanding grammar empowered learners to convey their ideas accurately and ensured successful communication interactions.

Second, grammar played a vital role in impact reading and listening skills. When a person had a solid understanding of grammar structures, they could interpret the intended meaning of written or spoken texts more effectively. Grammar knowledge enabled learners to identify sentence structures, understand word relationships, and interpret the message conveyed by the text.

In addition, grammar was essential in developing good writing skills. By understanding grammar rules, students could organize their ideas, structure paragraphs, and create coherent written work. Good grammar ensured clarity, coherence, and cohesion in writing, allowing individuals to express their thoughts effectively and convey information.

Furthermore, learning grammar improved accuracy in language use. It equipped individuals with the ability to avoid common errors and misunderstandings, ensuring that their language production was in line with standard usage. Grammar proficiency improved learners' ability to choose the right words, construct grammatically correct sentences, and convey meaning accurately, resulting in more accurate language production.

Furthermore, mastery of grammar was essential in achieving overall language proficiency. Grammar formed the foundation of a language, allowing learners to understand its underlying structures and patterns. Gaining knowledge of grammar empowered individuals to improve their language skills, expand their vocabulary, and communicate fluently in a variety of contexts.

Learning grammar also empowered individuals to express themselves effectively and creatively. Understanding grammar structures equipped learners

with the ability to manipulate language, play with words, and convey their ideas in a variety of ways. Grammar provided the tools necessary to communicate nuance, emotion, and personal perspective, facilitating more nuanced and expressive language use.

In addition, grammar learning fostered language awareness by making learners aware of the mechanisms and structures of a language. This learning helped individuals analyze and reflect on language use, thereby fostering a deeper understanding of how language functioned and developed. By developing language awareness, learners became more proficient language users and engaged in metalinguistic reflection.

In conclusion, learning grammar served many purposes in language acquisition. Grammar facilitated effective communication, improved comprehension skills, enhanced writing proficiency, improved accuracy, contributed to overall language proficiency, enabled self-expression, and developed language awareness. Recognizing and accepting the purpose of learning grammar could greatly benefit language learners on their journey towards linguistic competence and effective communication.

2.2 Theory of Visual Grammar Cues

2.2.1 Definition of Visual Grammar Cues

In the *Visual Cues of ESL Students Class* explained by Bethany Calderwood (2023), all teachers should have incorporated a variety of strategies to support the language development of English language learners (ELLs) in their classroom. Whether ESL (English as a Second Language) students participated in a pull-out

class or worked in the general education classroom, they benefited from language support. One common strategy was the use of visual cues. Visual cues were concrete visible stimuli that drew a student's attention, highlighted information, triggered memory, or gave clues. The definition of visual cues included cues such as pictures, symbols, facial expressions, actions or gestures, and written language.

The four domains of language learning were listening, speaking, reading, and writing. Visual cues supported the process of listening and reading by giving students a second stimulus that also helped to define the language they saw or heard. Visual cues could also be used to trigger vocabulary recall for students who were writing or speaking.

Visual cues were part of communication and could engage the sensory cortex that was dedicated to human vision. They came in many forms, including facial expressions, body language, images, symbols, and gestures. Visual cues were an intrinsic part of communication and were used to convey meaning and information by engaging the sensory cortex dedicated to human vision. Visual cues came in many forms, including body language, facial expressions, gestures, images, and symbols. They helped the brain focus on the most important elements among the multitude of visual experiences that crossed our sight daily.

In psychology, visual cues referred to the various visual stimuli we used to interpret and understand the environment and the people within it. Our eyes received a two-dimensional image, yet the brain understood the departments in the surroundings. The placement of objects in different positions generated several physiological and psychological depth cues such as perspective, size, overlapping,

motion parallax, and binocular disparity. Several other visual cues played a vital role in perceiving the state of the environment, such as :

1. Orientation was an object's placement relative to the viewer's line of sight. The placement helped determine the shape and geometry of the object from the user's viewing angle.
2. Color helped in distinguishing between different elements. Objects with sharp and vibrant colors stood out and were easier to notice than others. Colors could also communicate emotions and moods, influencing how we perceived objects.
3. An object's texture described its surface. It helped simulate the object's feel and helped the brain distinguish between different surfaced objects.
4. Scale described the size of an object relative to its distance from the viewer. If we were already aware of how big an object usually was, its relative size helped determine how far the object might be. Scale also helped compare objects of different sizes, such as a leaf in front of a tree.
5. An object's shape was described by its curvatures and edges. These created the outline of the object and gave it its unique geometry. The brain found it easy to remember objects based on the shape they resembled, e.g., a circle, square, or triangle.

Conclusions from these studies suggest that visual cues can direct user focus, an insight that can help increase user retention on the page or increase sales by capturing audience attention. The human brain is much faster at processing visual information than written information. Designers can leverage unique and prominent

visual cues to hook users to their content. The correct use of visual cues maximizes content effectiveness, brings businesses maximum ROI from marketing campaigns, and boosts user interaction and sales.


Visual cues provide clues to the meaning of language. Some examples are:


- Pictures, such as photographs paired with vocabulary or pictures and words labelling classroom objects and places.
- Gestures and facial expressions used to suggest the meaning of the teacher's words, such as telling students where to go and pointing in the right direction.
- Word cues such as creating sentence frames for students to record information and opinions.

Visual cues can be used to support student learning. Posting graphics, charts, and word walls can support vocabulary acquisition. Teachers can use gestures and facial expressions to add emphasis and information to their spoken language. Schedules and labels in the classroom can also add information. Writing key words and phrases on the board during instruction shows students important points in a lecture.

Picture 2.1 Example Of Visual Grammar Cues

Test-takers see the following picture

1. 

2. 

Test-takers read:

1. What is the man doing in 1st picture?
2. What is the man doing in 2nd picture?

Test-takers write:

1. He is eating, he is eating his lunch, he is holding the spoon etc.

Source : Y Purwaningtias (2018)

2.3 Simple Present Tense

2.3.1 Definition of Simple Present Tense

There were several definitions of simple present tense given by several experts. According to Ghazi Ghaith, simple present tense was very important in everyday life. According to Azar, "simple present tense was used to express daily habits or activities. Simple present tense was true in the past, true in the present, and would be true in the future. It was used for general statements of fact" (Rahmayanti, 2023). In English, present tense could be used to express actions in the present, acceptance in the future, or actions that began in the past and continued.

According to Hewings, the present tense was used to describe what was always true or a situation that existed at that time and, as far as people knew, would continue indefinitely. It was also used to talk about habits or things that happened regularly. Betty explained that, in general, the simple present expressed events or situations that always existed, usually, habitually, at that time, had existed in the past, and might exist in the future (Rahmayanti, 2023). This meant that the simple present tense was used to express general truths, repeated actions, and even something that was certain in the future.

From the definition above, I concluded that the simple present tense was used to express habits or daily activities and to talk about general truths. The simple present tense was a form of simple words used in ongoing situations and for talking about habits that were happening at that time. The simple present tense was a tense that had certain characteristics. These characteristics could be seen

from the function and form of the simple present tense. It had an agreement between the subject and the verb or predicate.

2.3.2 The Function of Simple Present Tense

The functions or uses of simple present tense sentences were :

1. Stating an event or incident that happened at that time (reality).
2. Expressing an activity or action that was carried out repeatedly (repeated actions or habitual actions).
3. Stating an event that was a general truth, namely an event that was considered true by most or all people.
4. Expressing a scheduled action.

The difficulty in determining a present tense sentence was due to not understanding the event referred to in the simple present tense. Actually, it was quite simple. Grameds only needed to understand that the simple present tense was a sentence that could be used in the following conditions :

1. Recurring events

Recurring events are events that occur routinely or are customary. Usually marked with time information. Example sentences:

- I eat three times a day
- Our class starts at 09.00 am
- I am a doctor

2. General truth

Explaining about facts or general truths that are undeniable. Example sentences:

- The sun rises from the east.

- Rabbit eats vegetables

3. Expressing feelings, emotions, thoughts, or possessions

An example sentence is:

- I'm excited about this good news
- Cat has 4 legs
- She is so beautiful

4. Giving orders or instructions

An example sentence is:

- **Pour**sugar to the glass of water and stir it until they mix
- **Charge**battery approximately 8 hours until the battery icon is fully charged

5. Future condition

Expressing a future condition but the time is already scheduled or close to now. Example sentences are:

- The birthday party starts from 07.00 pm
- I arrived home at 06.00 am

6. Adverb Of Frequency

In recognizing simple present tense sentences, it could be seen from the time description. Because simple present tense was a sentence that showed repeated events and general truths, the time descriptions commonly used in simple present tense were always, usually, sometimes, often, seldom, never, three times a day, three days a week, once a month, every day, every month.

2.3.3 Formulation of Simple Present Tense

Formulation of Simple Present Tense:

Verb Tense (verbal)

(+) S+ V1+ (s/es) + O

(-) S + do/does + not + O

(?+) do/does + S + V1 + O

(?-) do/does + not + V1 + O

Nominal tense

(+) S + to be (am, is, are) adj/adv/Noun

(-) S + to be (am, is, are) + not + adj/adv/N

(?+) to be (am, is, are) + ad/adv/N

(?-) to be (am, is, are) + not + adj/adv/N

Caption read

S = Subject

V1 = First form verb

(s/es) = adding suffix to the verb appropriate to the subject

To be = Linking verb

Adj = adjective

Adv = adverb

N = Noun

2.4 Teaching Steps Visual Grammar Cues in Writing Simple Present tense

1. Introducing Present Tense
2. Give an example to students how make a sentence simple present tense

3. Use visual grammar cues
4. Show the picture and make a sentence of the simple present tense from the picture
5. Give the next picture and ask the student to make a sentence of the simple present tense from the picture on the whiteboard
6. Provide an explanation that this is an example of the simple present tense
7. After students understand, Provide an explanation to students visual grammar cues with the negative sentence
8. Show other picture and make the negative sentence of the simple present tense from the picture
9. Give the next picture and ask students to make negative sentence of the simple present tense from the picture on the whiteboard
10. Provide an explanation that this is an example of a negative sentence simple present tense

2.5 Previous Research

Several researchers have highlighted similar methods, some of them are as follows:

First, in the research of (M. Dzaki Sholihin 2023) entitled "Student's Mastery Of Grammar In Simple Present Tens" states that students' mastery of grammar in simple present tense can be improved through diverse learning approaches, constructive feedback, and structured exercises. With continuous effort, it is hoped that students can master the simple present tense better and apply it effectively in everyday communication.

Second. in the research of (Tira Nur Fitria 2019) entitled “Errors In Students' Writing Composition In Simple Present Tense My Daily Activity”. stated that when teaching English subjects, teachers can provide clearer explanations of English grammar rules, such as in parts of speech, tenses or other aspects especially in simple present tense. Therefore, students may be able to understand these rules correctly in writing. Teachers should also use their creativity to develop teaching materials. They can use various methods or strategies in learning English to solve students' problems, so that students will gain a better understanding of the types of tenses. When learning English subjects, students must master grammar rules especially the use of tenses well before learning English. Therefore, they can write English compositions well. Students should do more writing exercises/practices and should be encouraged to use grammar correctly.

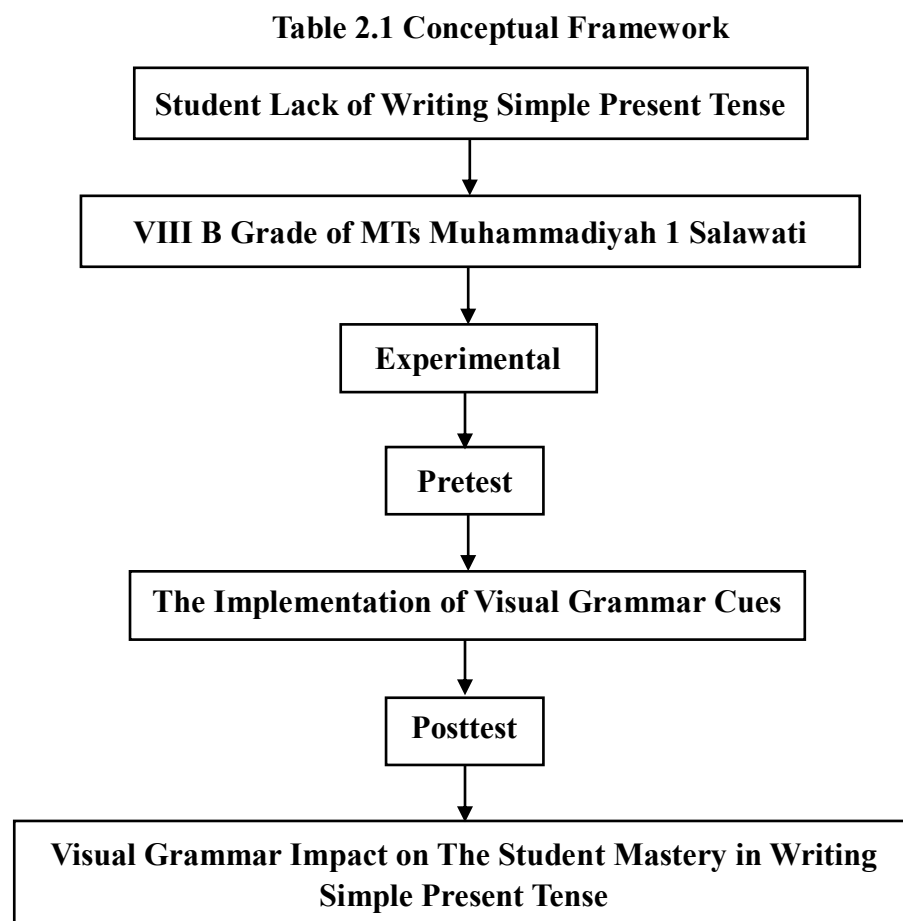
Third. in the research of (Prita Pantau Putri Santosa 2017) entitled "The Relationship Between Grammar Mastery and English Narrative Writing Skills of Grade XI Students of SMK Negeri 2 Depok" states that in the teaching and learning process, especially in English language learning, teachers in this case are English teachers need to strengthen students' ability to master grammar. This is because of the importance of grammar in the use of language as a means of communication. Mistakes in the use of grammar will result in errors in capturing the intended meaning.

The similarities between the research above and what the researcher is looking at are how to write simple present tense, several obstacles that students often experience in writing using simple present tense, and how to improve students'

abilities. The difference is that the research above does not discuss on visual grammar cues, while researchers focus more on visual grammar cues. In this study, researchers used a pre-experiment with a focus on one class about visual grammar cues that have an impact on students' mastery of writing simple present tense. Participants in this study were students of class VIII MTs Muhhamadiyah 1 Salawati.

2.6 Conceptual Framework

The conceptual framework underlying this research is given in the following figure:



Researchers conducted an experiment to see students' differences in writing simple present tense. After that, the researcher tried to apply visual grammar cues, which aimed to make it easier for students to learn to write simple present tense. Then, the researcher carried out another test (post-test) to see whether there was a change in students' understanding of writing simple present tense after using the visual grammar cues learning method.

CHAPTER III

RESEARCH METHODS

3.1 Types of research

This study used quantitative research methods. Quantitative research involved collecting numerical data and applied analytical techniques to test hypotheses, draw conclusions, and understand the relationships between the variables studied (Prasetiyo, 2019). The research method used in this study was the experimental method because it deliberately caused an event or condition and then examined the consequences. Experiments were a way to find a causal relationship between two factors caused by researchers.

The experimental method chosen used a pre-experimental model. The research design was illustrated in Table 3.1 below.

Table 3.1 One Group Pre-test & Post-test Design

Group	Pretest	Treatment	posttest
Experiment (E)	X1	O	X2

Source: Sugiyono in Yuliana (2021)

Information :

E = Experimental class

X1 = Pretest

X2 = Final test (posttest)

O = Learning treatment uses visual grammar cues

The following is an explanation of the design steps:

1. Provide a pre-test to measure students' writing skills before the treatment is carried out (pre-test).
2. Providing learning treatments using visual grammar cues.
3. Providing a final test to measure students' writing skills after the treatment is carried out (posttest).

3.2 Population and Sample

3.2.1 Population

The population includes all research subjects. To obtain research data, data sources are needed. In every research must always face the object of research. So, in this case, the researcher determines that the research population consists of the students of MTs Muhammadiyah 1 Salawati class VIII, which includes two classes.

Tabel 3.2 Population Subjects

CLASS	MALE	FEMALE
VIIIA	12	8
VIIIB	12	10

3.2.2 Sample

The sample in this study consists of students of MTs Muhammadiyah 1 Salawati class VIII, with one class including 22 students (12 male students and 10 female students) who participate in all stages of the research from pretest to posttest.

It was assumed that each individual or group in the population had an equal opportunity to be used as a research sample, and it was hoped that elements of subjectivity could be avoided.

3.3 Variables

In this study there are two variables, the independent variable and the dependent variable. Both variables are identified as follows:

1. Independent variable : Visual Grammar Cues
2. Dependent variable : The Student ability in writing simple present tense

3.4 Research Background

3.4.1 Research Location

This research is conducted at MTs Muhammadiyah 1 Salawati, which is located in Sorong Regency, Southwest Papua Province.

3.4.2 Research Time

This research is conducted for 6 meetings, starting in January 2025 and continuing until completion.

3.5 Research Instruments

According to Sugiyono (2017), research instruments were used to collect data, and the most common instrument used in research is a list of questions asked and given to each respondent who was as a research sample during observation. Researchers will assigned students to complete the sentence based on picture, and changing positive and negative sentence based on picture.

3.6 Technique of Collecting Data

3.6.1 Pre-test

The purpose of the pre-test is to assess students' understanding of writing using the simple present tense. The researcher will assigned students to complete the sentences based on picture and changing positive and negative sentence based on picture. This test was given at the first meeting.

3.6.2 Post-test

The purpose of the pretest is to assess the impact students learning using visual grammar cues of students on what has been learned in writing sentens using simple present tense. The researcher will assign students to complete the sentences based on picture and changing positive and negative sentence based on picture. This test is given at the last meeting.

3.7 Data Analysis Technique

3.7.1 Scoring the students'

In testing students' grammar, the researcher assigned students to complete the sentences based on picture and changing positive and negative sentence based on picture.

The assessment was conducted according to the table below:

Table 3.2 Assessment Score

Test Item	Scoring Rule		Amount
	True	False	
Complete 10 sentences based on pictures	1	0	10

Changing positive and negative sentences according to the picture	1	0	5
Max Score			

Student test scores are calculated using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S = scores of the test

r = the score of the right answers

n = total items

Table 3.3 Classification Scoring of Vocabulary Rubric

No	Classification	Range
1	Very Good	90-100
2	Good	70-89
3	Fair	50-69
4	Poor	30-49
5	Very Poor	10-29

Source : according to Brown as cited in Mari (2023)

3.7.2 Mean

The average score is the average score. Darmadi (2011) calculated the score based on the results of the pre-test and post-test. The average score was calculated by the researcher using the following formula:

$$M = \frac{\sum x}{N}$$

Notes:

M = Means of students' score

Σx = The sum of students' scores

N = Total number of students

3.7.3 Normality Test

The normality test aimed to determine whether the data came from a normal distribution each variable with a normal distribution. The test used the Shapiro-Wilk method. Discussion were made using the Normality Test method includes: 1) If the significance value > 0.05 , then the data is considered to be normally distributed. 2) If the significance value < 0.05 , then the data is not normally distributed.

3.7.4 Paired Samples T Test

Paired Sample T-Test was a method hypothesis testing on the same sample group by getting two different treatments that produced two paired data. In this study, the paired sample T test was carried out to determine whether there was a difference between the average score of students before being given treatment (pre-test) and the average score after being given treatment (post-test). The Paired Sample T-Test in this research was carried out using a program SPSS.

The possible results of this research were (Ho) there was a influence of visual grammar cues on student learning outcomes in impact students' ability to write simple present tense and (Ha) there was an influence of visual grammar cues on student learning outcomes in impact students' ability to write simple present tense.

3.7.5 Hypothesis Testing

The significance of hypothesis testing in this study is as follows:

1. If the sig value (2-tailed) $< 0,05$, then there is significant difference between before learning using visual grammar cues and after learning using visual grammar cues from pretest and posttest data
2. If the sig value (2-tailed) $> 0,05$, then there is no significant difference between before learning using visual grammar cues and after learning using visual grammar cues from pretest and posttest data.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1 Findings

4.1.1 The Description of Treatment

The researcher presented the research data from the students writing simple present tense learning by visual grammar cues method. The researcher used pre-experimental. The researcher chose class VIII B as experimental class. The experimental class consists of 22 students with 12 male and 10 female when the researcher is doing the present, treatment and posttest.

The pretest is given the first meeting. This is to determine the student writing simple present tense abilities. This test consists of 15 items : 10 items complete the sentence based on picture and 5 items changing positive and negative sentence based on picture. After getting the the pretest, the student of experimental will be given treatments. In the first meeting, the researcher provided material on the introduction to the simple present tense and visual grammar cues. In the second meeting, the researcher presented material on the differences in the simple present tense, verbal sentences, non-verbal sentences, and the formulation of the simple present tense. In the third meeting, the researcher delivered material explaining the formula of the simple present tense (positive and negative sentences), the characteristics of the simple present tense, and its usage. On the last day of the treatment, or the fourth day, the researcher provided more in-depth explanations on writing in the simple present tense using visual grammar cues. When the treatment finished, the researcher give the posttest to the students.

The use of Visual Grammar Cues throughout the treatment help students better understand the structure of simple present tense sentences, including the correct use of subject-verb agreement, the distinction between verbal and non verbal sentences, and the appropriate application of positive and negative sentence forms. By incorporating visual aids such as images, symbols, and color-coded grammar cues, students can more easily recognize patterns, memorize rules, and apply them accurately in their writing. As a result, their ability to construct grammatically correct sentences in the simple present tense improves, leading to enhanced writing skills and fewer errors.

4.1.2 The Students Score

Table 4.1 The Students Score of Pretest and Posttest

NAMA	PRETEST	POSTTEST
A	87	93
B	33	67
C	93	93
D	67	93
E	80	87
F	13	93
G	66	80
H	53	60
I	67	93
J	67	87
K	33	53
L	13	53
M	73	80
N	60	73
O	53	87

P	53	67
Q	33	93
R	60	93
S	67	53
T	47	87
U	40	53
V	47	53

Table 4.1 shows the results of students' pretest and posttest scores, where the pretest was carried out before treatment and the posttest was carried out after treatment.

Tabel 4.2 Average Percentage Change In Student Grades

Classification	Range	Pretest		Posttest	
		F	P	F	P
Very Good	90-100	1	5%	7	32%
Good	70-89	3	14%	7	32%
Fair	50-69	10	45%	8	36%
Poor	30-49	6	27%	0	0%
Very Poor	10-29	2	9%	0	0%
Total		22	100%	22	100%

Tabel 4.1 show a significant impact in the performance of 22 students after taking the posttest. Before the posttest, the majority of students were in the "Fair" category (10 students, 45%) and "Poor" category (6 students, 27%), with only 1 student (5%) achieving the "Very Good" category. Additionally, there were still 2 students (9%) in the "Very Poor" category, indicating that many students had relatively low scores before the intervention.

However, after the posttest, there was a significant impact. The number of students who reached the highest category, "Very Good," increased from 1 student to 7 students (32%), while the "Good" category also increased from 4 students to 7 students (32%). Although the number of students in the "Fair" category remained relatively stable (from 9 to 8 students, 36%), the biggest difference was seen in the lower categories, where no students remained in the "Poor" or "Very Poor" categories.

Overall, a total of 6 students who were previously in the lower categories successfully improved their scores, moving up to the "Good" or "Very Good" categories. These results indicate that after the given learning process, most students experienced a significant impact in their understanding and academic performance, as reflected in their transition to higher score categories. This suggests that the applied method was impact in enhancing student learning outcomes.

4.1.3 The Students Mean Score and Standard Deviation

The table below explained the students mean score and standard deviation in pretest and posttest for experimental.

Tabel 4.3 The Mean Score and Standard Deviation in Pretest and Posttest

Descriptive Statistics				
	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Pretest	22	54.77	4.536	21.278
Posttest	22	76.86	3.480	16.322

The table 4.3 showed that the mean score in the pretest for experimental is 54.77 with standard deviation 21.178. While the mean score in the posttest of experimental is 76.86 with standard deviation 16.322. It indicated the mean score

in the pretest of experimental is higher than the mean score in the posttest of experimental.

4.1.4 Normality Test

Table 4.4 Normality Test in Pretest and Posttest

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.110	22	.200*	.965	22	.602
Posttest	.233	22	.003	.814	22	.001

*. This is a lower bound of the true significance.

In this study, the Shapiro-Wilk normality test was used to determine whether the pretest and posttest data were normally distributed. The primary reason for choosing this test is that Shapiro-Wilk is more suitable for small sample sizes, as in this study, which involved only 22 students. Compared to other normality tests, Shapiro-Wilk has a higher test power, making it more sensitive in detecting whether the data follow a normal distribution or not.

The table above showed that the significant score pretest in experimental is 0.60 and distributed normally because the significant score is higher than 0.05. While the significant score posttest of experimental is 0.01 and is not distributed normally because the significant is lower than 0.05.

4.1.5 Paired Sample T Test

Table 4.5 Paired Sample Test in Pretest and Posttest

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-22.091	20.887	4.453	-31.352	-12.830	-4.961	21	.000

The data analysis above was used to determine whether there was a significant difference in pretest score and posttest score of experimental. Statistically, there is significant difference if the sig.(2-tailed) smaller than 0.05 and there is no significant difference if the sig.(2-tailed) bigger than 0.05. In this research, the null hypothesis (H_0) accepted. It indicated there is significant difference using visual grammar cues on students learning in impact students ability to write simple present tense.

4.1.6 Hypothesis Testing

Based on the hypothesis test results, the Sig. (2-tailed) value is 0.00, which is smaller than 0.05. This indicates a significant difference between the pretest and posttest scores. Therefore, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted, meaning that the use of Visual Grammar Cues significantly improves students' understanding of the Simple Present Tense in writing.

4.2 Discussion

This study aims to analyze the impact of using Visual Grammar Cues in impact students' mastery of the Simple Present Tense in writing. To achieve this objective, the study employs a pre-experimental method with a one-group pretest-posttest design, where students are given an initial test (pretest) before the intervention, followed by lessons using Visual Grammar Cues, and finally assessed again through a posttest to observe any impacts.

Based on the research results, there was a significant increase in students' average scores from the pretest to the posttest. The average pretest score was 55.73,

while the average posttest score increased to 76.86. This impact indicates that students showed progress in understanding and writing using the Simple Present Tense after being taught with Visual Grammar Cues.

When analyzing the distribution of students' scores before and after the intervention, a significant change can be observed in the number of students categorized as "Very Good" and "Good." Before the intervention, only 1 student (5%) fell into the "Very Good" category, and 3 students (14%) were in the "Good" category. However, after the intervention, 7 students (32%) reached the "Very Good" category, and another 7 students (32%) were in the "Good" category.

Conversely, before the Visual Grammar Cues lessons, 6 students (27%) were in the "Poor" category, and 2 students (9%) were in the "Very Poor" category. After the intervention, no students remained in the "Poor" or "Very Poor" categories. This indicates that visual-based learning successfully improved students' understanding of writing using the Simple Present Tense.

These results show that the Visual Grammar Cues method not only impacts the impact of students' scores but also reduces the number of students who struggle to understand the Simple Present Tense. This impact demonstrates the impact of visual-based learning strategies in helping students master grammatical concepts that were previously difficult to comprehend.

The observed impact in students' scores can be interpreted as evidence that Visual Grammar Cues positively impact students' ability to understand and apply grammatical rules in writing.

Visual Grammar Cues help students grasp sentence patterns in the Simple Present Tense more concretely. Through images, symbols, and other visual examples, students can more easily remember grammar rules compared to conventional text-based or theoretical methods. With the assistance of images and colors in learning, students can grasp concepts and sentence patterns more quickly and accurately. Agustinus & Olga (2023) stated the use of pictures in teaching helps students construct simple sentences in English, enabling them to understand and remember sentence patterns in the Simple Present Tense more easily compared to conventional text-based methods.

Before the intervention, many students struggled to write sentences correctly, especially in using the base form of verbs (V1) and adding -s/-es for singular subjects. After the intervention, these errors significantly decreased, indicating that the Visual Grammar Cues method helped students better understand the fundamental rules of the Simple Present Tense. Maulidatul & Bradhiansyah (2022) stated that many students struggled to write sentences correctly, especially in using the base form of verbs (V1) and adding -s/-es for singular subjects. After the intervention, these errors significantly decreased, indicating that the method used helped students better understand the fundamental rules of the Simple Present Tense.

Visual-based learning tends to be more engaging for students compared to traditional methods. This aligns with the theory that visual media can enhance students' memory and understanding, as the human brain processes images more quickly than written text. Common errors found before the intervention include: *He go to school every day* (should be *He goes to school every day*), or *She play basketball* (should be *She plays basketball*). After receiving visual-based learning,

students were able to identify and correct these mistakes independently. Eri & Sri Wiyanah (2024) stated that visual-based learning, specifically through comic strips, significantly enhanced students' engagement compared to traditional methods. The findings support the theory that visual media can improve students' memory and comprehension, as the human brain processes images more rapidly than written text. Prior to the intervention, common errors included sentences like "He go to school every day" (instead of "He goes to school every day") and "She play basketball" (instead of "She plays basketball"). Following the implementation of visual-based learning, students were able to independently identify and correct these mistakes.

Visual Grammar Cues serve as a "visual reminder" that helps students remember grammar rules more easily. Compared to rote memorization, which is often less impact, visual-based learning enables students to understand concepts more deeply and apply them with ease. Andi (2020) stated that visual-based learning, specifically through comic strips, significantly enhanced students' engagement compared to traditional methods. the use of visual-based learning media can improve students' learning outcomes in the Indonesian language subject. The study emphasizes that visual learning media serve as a "visual reminder" that helps students remember grammar rules more easily. Compared to rote memorization, which is often less impact, visual-based learning enables students to understand concepts more deeply and apply them with ease.

The results of the Paired Sample T-Test showed that the Sig. (2-tailed) value=0.00, which is smaller than 0.05. This indicates a significant difference

between pretest and posttest scores, supporting the alternative hypothesis (H0) that Visual Grammar Cues impact influence students' mastery of the Simple Present Tense. These findings also reinforce previous studies, which state that using visual media can enhance students' grammar comprehension. Several studies supporting this finding suggest that visual-based approaches help students organize information, connect concepts, and improve memory retention.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the findings and discussion above, the researcher can draw the following conclusions is visual grammar cues impact student mastery in writing simple present tense at MTs Muhammadiyah 1 Salawati. The findings of this study indicate that the Null Hypothesis (H_0) is rejected, and the Alternative Hypothesis (H_a) is accepted.

5.2 Suggestion

1. For teachers

Teachers can optimize the use of visual grammar cues by adapting teaching methods to suit students' comprehension levels. Given the variation in score impact among students, teachers can provide additional guidance for those who struggle. Additionally, more attention can be given to students who struggle, ensuring they receive additional guidance according to their needs.

2. For students

Students are encouraged to be more active in practicing writing using simple present tense, either through self-practice or discussions with peers and teachers. Utilizing additional learning resources, such as educational videos, grammar books, and language learning apps, can also help improve their understanding. Additionally, students who have already mastered the material can assist their peers through study group activities.

3. For Other Research

Further research can be conducted by involving a larger sample size and incorporating additional teaching methods, such as technology-based or collaborative approaches, to examine a broader impact. Additionally, research can focus on other factors that influence students' success in understanding simple present tense, such as individual learning styles or motivation levels. Studies can also explore the impact of this method in other language skills, such as reading or speaking.

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APPENDICES

Appendix 1 Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : Mts Muhammadiyah 1 Salawati
Nama Penyusun : Gita Christ Natalia Faidiban
Mata Pelajaran : Bahasa Inggris
Kelas : VIIIB / 2 (Genap)

RENCANA PELAKSANAAN PEMBELAJARAN BAHASA INGGRIS KELAS VIII B

INFORMASI UMUM

A. IDENTITAS UMUM

Penyusun : Gita Christ Natalia Faidiban
Instansi : Mts Muhammadiyah 1 Salawati
Tahun Penyusunan : Tahun 2025
Mata Pelajaran : Bahasa Inggris
Kelas : VIII B
Alokasi Waktu : 1 x 35 menit
Chapter : Visual Grammar Cues On Students Mastery in Writing Simple Present Tense
Elemen : Menyimak – Menulis

B. KOMPETENSI AWAL

- ❖ Understand and explain the meaning of simple present tense.
- ❖ Identify the basic structure of sentence in simple present tense.
- ❖ Using Visual Grammar Cues to build correct sentences.

- ❖ Produce simple present tense sentences freely in relevant contexts.

C. PROFIL PELAJAR PANCASILA

- Have faith and devotion to God Almighty, and have noble character.
- Cooperative
- Critical thinking

D. SARANA DAN PRASANA

1. Media

- Gambar kegiatan sehari-hari (misalnya : makan, tidur, bekerja, berolahraga, dll).
- Papan tulis atau proyektor (untuk menampilkan gambar dan contoh).

2. Sumber

- Buku teks Bahasa Inggris.
- Buku latihan menulis kalimat Simple Present Tense.
- Peneliti juga menggunakan alternative sumber belajar yang terdapat di lingkungan sekitar dan di sesuaikan dengan tema yang di bahas.

E. TARGET PESERTA DIDIK

- Peserta didik regular/tipikal

F. JUMLAH PESERTA DIDIK

- Maksimal 22 peserta

G. MODEL PEMBELAJARAN

- Model pembelajaran tatap muka

KOMPONEN INTI

A. TUJUAN KEGIATAN PEMBELAJARAN

Alur Tujuan Pembelajaran :

1. Peserta didik memahami konsep simple present tense.
2. Membantu peserta didik memahami dan menulis kalimat dengan benar menggunakan simple present tense dengan bantuan visual.
3. Peserta didik mampu meningkatkan keterampilan menulis simple present tense menggunakan visual grammar cues dengan struktur yang tepat.

B. PERSIAPAN PEMBELAJARAN

- Menyiapkan bahan ajar/materi
- Menyiapkan alat/media

- Menyiapkan soal pretest dan posttest
- Menyiapkan rubrik penilaian

C. KEGIATAN PEMBELAJARAN

Kegiatan Pembelajaran Meeting 1. Give a Pretest

Pendahuluan (5 menit)

1. **Tujuan :** Menjelaskan tujuan pembelajaran kepada siswa dan memberi gambaran umum materi yang akan diberikan.

2. Kegiatan Awal

- Salam dan Presensi
- Peneliti memperkenalkan diri kepada peserta didik. Peneliti bisa menggunakan Bahasa Inggris atau Bahasa Indonesia. Bila menggunakan bahasa Inggris, setelah memperkenalkan diri, peneliti mengajak peserta didik untuk mengidentifikasi apa yang telah dikatakan peneliti dalam perkenalannya.
- Menyampaikan pentingnya pretest sebagai gambaran awal pemahaman siswa terhadap materi.
- Jelaskan cara Pengerjaan pretest (misalnya apakah waktu terbatas atau boleh bekerja kelompok, jika ada)

Pelaksanaan Pretest (50 menit)

1. **Tujuan :** Menilai pengetahuan awal siswa terkait menulis simple present tense menggunakan visual grammar cues.

2. Kegiatan :

- Memberikan soal pretest making 10 sentence simple present tense based on picture and make 5 positive and negative sentence simple present tense based on pictures.
- Menjelaskan instruksi pengerjaan pretest (misalnya soal pilihan ganda, isian singkat, atau soal esai pendek).
- Memberikan waktu yang cukup agar siswa dapat mengerjakan dengan baik.

Evaluasi Hasil Pretest (10 menit)

1. **Tujuan :** Mengumpulkan data pemahaman awal siswa
2. **Kegiatan :**
 - Mengumpulkan hasil pretest.
 - Melakukan analisis awal terhadap hasil pretest untuk mengetahui pemahaman siswa secara umum.
 - Menyampaikan bahwa hasil pretest akan digunakan untuk mengetahui pemahaman siswa secara umum.

Penutup (5 menit)

1. **Tujuan :** Menyimpulkan kegiatan dan memberikan gambaran tentang apa yang akan dipelajari berikutnya.
2. **Kegiatan :**
 - Ringkasan singkat tentang simple present tense dan cara visual cues membantu memahami aturan-aturan tersebut.
 - Memberikan penguatan bahwa penggunaan gambar akan membantu mereka dalam memahami konsep grammar secara lebih visual dan kontekstual.

Kegiatan Pembelajaran. Writing Simple Present Tense Use Visual Grammar Cues
--

Tujuan Pembelajaran : Setelah mengikuti pembelajaran ini, siswa diharapkan dapat :

1. Menulis kalimat sederhana menggunakan simple present tense dengan benar
2. Menggunakan visual grammar cues (gambar, symbol, atau ilustrasi) untuk memahami dan membentuk kalimat simple present tense.

Materi Pembelajaran

1. Pengertian Simple Present Tense

Simple present tense digunakan untuk menyatakan kebiasaan, fakta umum, rutinitas, dan keadaan yang bersifat tetap.

Contoh :

- I eat breakfast every morning
- He reads a book every day

2. Penggunaan Visual Grammar Cues

Visual Cues dapat berupa gambar yang menggambarkan kegiatan sehari-hari. Gambar ini membantu siswa untuk menulis kalimat sesuai dengan subjek dengan kegiatan yang di tampilkan.

Contoh :

- **I eat breakfast every morning**



- **He reads a book every day**



Langkah-Langkah Pembelajaran

1. Pendahuluan (10 menit)

- Salam dan Presensi

Peneliti menyapa siswa dan mengecek kehadiran.

Peneliti mengajukan beberapa pertanyaan terkait kegiatan sehari-hari yang biasa dilakukan oleh siswa (misalnya : apa yang kamu lakukan setiap pagi?).

- Motivasi

Peneliti menjelaskan bahwa dalam pembelajaran kali ini, siswa akan menulis kalimat menggunakan Simple Present Tense dengan bantuan gambar kegiatan sehari-hari.

2. Kegiatan Inti (35 menit)

Peneliti memberikan penjelasan singkat tentang Simple Present Tense dan bagaimana penggunaannya untuk menyatakan rutinitas dan kebiasaan.

Peneliti menjelaskan struktur kalimat (Subject + Verb + Object)

Contoh :

- I (subject) eat (Verb) breakfast (object) every morning (time)

Peneliti menampilkan beberapa gambar kegiatan sehari-hari dan meminta siswa untuk mengidentifikasi kegiatan dalam gambar dan menulis kalimat menggunakan Simple Present Tense berdasarkan gambar.

Contoh :



➤ **She eats breakfast every morning.**

Peneliti menuliskan kalimat di papan tulis dan menjelaskan penggunaan kata kerja (verb) yang sesuai dengan subjek.

3. Latihan Mandiri (15 menit)

Siswa diberikan beberapa gambar yang menunjukkan aktivitas rutin. Siswa diminta untuk maju ke papan tulis menulis kalimat menggunakan Simple Present Tense berdasarkan gambar.

- a) **He goes to school every morning**



- b) **Peter likes to listen to music**



c) He plays football every Saturday



Setelah menulis, siswa membandingkan jawaban mereka dengan teman sekelas dan diskusi.

4. Penutup

- Refleksi

Peneliti meminta siswa untuk membacakan hasil tulisan mereka di depan kelas. Guru memberikan umpan balik dan memperbaiki kesalahan jika diperlukan.

- Kesimpulan

Peneliti menyimpulkan pembelajaran hari ini dan mengingatkan siswa tentang pentingnya menggunakan Simple Present Tense untuk kegiatan sehari-hari.

Appendix 2 Instrumen

RESEARCH INSTRUMENT (PRE-TEST)

Name :

Class :

Make sentences simple present tense based on pictures !

1



Tom ---- to the park every sunday

2



Ben ---- eight hours every day

3



We water the ---- in two days

4



Mona ---- to the market every saturday

5



He ---- tennis every sunday

6



I ---- in the pool on sunday

7



We ---- to the zoo every sunday

8



Pam ---- computer games every day

9



Tom ---- football every day

10



My sister ---- to draw dolls

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-)

12



(+) She has blue hair

(-)

13



(+) She drinks water

(-)

14



(-) She doesn't work as a tailor

(+)

15



(-) We don't celebrate new year

(+)

THE ANSWERS OF RESEARCH INSTRUMENTS (PRE-TEST)

1



Tom goes to the park every sunday

2



Ben sleeps eight hours every day

3



We water the flowers in two days

4



Mona goes to the market every saturday

5



He plays tennis every sunday

6



I swim in the pool on sunday

7



We go to the zoo every sunday

8



Pam plays computer games every day

9



Tom plays football every day

10



My sister likes to draw dolls

11



(+) He goes to school

(-) He doesn't go to school

12



(+) She has blue hair

(-) She doesn't have blue hair

13



(+) She drinks water

(-) She doesn't drink water

14



(-) She doesn't work as a tailor

(+) She works as a tailor

15



(-) We don't celebrate new year

(+) We celebrate new year

RESEARCH INSTRUMENT (POST-TEST)

Name :

Class :

Make sentences simple present tense based on pictures !

1



The baby ---- every night

2



she ---- to the music every day

3



James ---- out the trash every day

4



The cat ---- in the afternoon

5



Sam ---- a book every night

6



He ---- dinner with grandfathers every monday

7



Ms.Syaza ---- children every morning

8



My mother ---- at the same stall every time

9



We always ---- up early in the morning

10



I ---- a book every day

Make positive and negative sentences simple present tense based on pictures !

11



(-) I don't eat apple every day

(+)

12



(+) She buys a book every week

(-)

13



(+) I play football every day

(-)

14



(-) Bob doesn't always drink tea in the morning

(+)

15



(-) She doesn't play soccer on weekends

(+)

THE ANSWERS OF RESEARCH INSTRUMENTS
(POST-TEST)

1



The baby cries every night

2



she listens to the music every day

3



James takes out the trash every day

4



The cat sleeps in the afternoon

5



Sam reads a book every night

6



He has dinner with grandfathers every monday

7



Ms.Syaza greets children every morning

8



My mother shops at the same stall every time

9



We always get up early in the morning

10



I read a book every day

11



(-) I don't eat apple every day

(+) I eat apple every day

12



(+) She buys a book every week

(-) She doesn't buy a book every week

13



(+) I play football every day

(-) I don't football every day

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

Appendix 3 Students Score

NAMA	PRETEST	POSTTEST
Adelia Safa M	87	93
Aditya Kesya Pratama	33	67
Aida Fitri Dwi Pratiwi	93	93
Ainun Wiji Lestari	67	93
Aisya Tri Ayu Ningrum	80	87
Alzein Kodori	13	93
Aprilia Nur Azizah	66	80
Arifini Hikmah	53	60
Arum Filda Ayu	67	93
Aulia	67	87
Bintang Cahaya Pratama	33	53
Cahya	13	53
Dwi Andini	73	80
Evita Sari	60	73
Izma Loza Wardhia Amahoru	53	87
Rafi	53	67
Restu	33	93
Syaid Fadhel B	60	93
Widodo Saputra	67	53
Zam-Zam	47	87
Zidan	40	53
Zul	47	53

Appendix 4 Data Analysis

Average Percentage Change In Student Grades

Classification	Range	Pretest		Posttest	
		F	P	F	P
Very Good	90-100	1	5%	Very Good	90-100
Good	70-89	3	14%	Good	70-89
Fair	50-69	10	45%	Fair	50-69
Poor	30-49	6	27%	Poor	30-49
Very Poor	10-29	2	9%	Very Poor	10-29
Total		22	100%	22	Total

Mean Score

Descriptive Statistics

	N	Mean		Std. Deviation
	Statistic	Statistic	Std. Error	Statistic
Pretest	22	54.77	4.536	21.278
Posttest	22	76.86	3.480	16.322

Normality Test

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.110	22	.200*	.965	22	.602
Posttest	.233	22	.003	.814	22	.001

*. This is a lower bound of the true significance.

Paired Sample T-Test

Paired Samples T Test

Paired Differences							t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-22.091	20.887	4.453	-31.352	-12.830	-4.961	21	.000

Appendix 5 Result Pretest and Posttest Students

Pretest

RESEARCH INSTRUMENT (PRE-TEST)

Name : ADELIA SAFA M.

Class : VIII 8

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday |
- 2  Ben sleeps eight hours every day |
- 3  We water the flowers in two days |
- 4  Mona goes to the market every saturday |
- 5  He plays tennis every sunday |
- 6  I swims in the pool on sunday X 9
- 7  We go to the zoo every sunday |
- 8  Pam plays computer games every day |
- 9  Tom plays football every day |
- 10  My sister likes to draw dolls |

Make positive and negative sentences simple present tense based on pictures !



(+) He goes to school

(-) He doesn't go to school



(+) She has blue hair

(-) She doesn't have blue hair



(+) She drinks water

(-) She doesn't ~~to~~ drinks water



(-) She doesn't work as a tailor

(+) She works as a tailor



(-) We don't celebrate new year

(+) We celebrate new year

13/15 x 100 = 86.66

RESEARCH INSTRUMENT (PRE-TEST)

Name : aditya kesya hand sutiono

Class : 8B

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday 1
- 2  Ben is sleep eight hours every day X
- 3  We water the are in two days X
- 4  Mona is to the market every saturday X
- 5  He is tennis every sunday X
- 6  I Am in the pool on sunday X
- 7  We are to the zoo every sunday X
- 8  Pam goes computer games every day X 1
- 9  Tom goes football every day 1
- 10  My sister is to draw dolls X

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) He doesn't go to school

1

12



(+) She has blue hair

(-) She doesn't have blue hair

X

13



(+) She drinks water

(-) She doesn't drink water

X

2

14



(-) She doesn't work as a tailor

(+) She doesn't work

(+) She works as a tailor

1

15



(-) We don't celebrate new year

(+) we don't celebrate year

we don't celebrate your new

X

$$\frac{5}{15} \times 100 = 33.33$$

RESEARCH INSTRUMENT (PRE-TEST)

Name : AIDA FITRI DWI PRATIWI

Class : BB

Make sentences simple present tense based on pictures !

- 1  Tom ^{goes} to the park every sunday |
- 2  Ben ^{sleeps} eight hours every day |
- 3  We water the ^{flowers} in two days |
- 4  Mona ^{goes} to the market every saturday |
- 5  He ^{plays} tennis every sunday | 9
- 6  I ^{swims} in the pool on sunday X
- 7  We ^{go} to the zoo every sunday |
- 8  Pam ^{Plays} computer games every day |
- 9  Tom ^{Plays} football every day |
- 10  My sister ^{Likes} to draw dolls |

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) He ~~don't~~ doesn't ~~to school~~
go to school

12



(+) She has blue hair

(-) She doesn't have blue hair

13



(+) She drinks water

(-) She doesn't drink water

14



(-) She doesn't work as a tailor

(+) She works as a tailor

15



(-) We don't celebrate new year

(+) We celebrate new year

$$\frac{14}{15} \times 100 =$$











93.33%

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Ainun wiji lestari
Class : Vmb

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday ✓
- 2  Ben sleeps eight hours every day ✓
- 3  We water the flowers in two days ✓
- 4  Mona goes to the market every saturday ✓
- 5  He plays tennis every sunday ✓
- 6  I swims in the pool on sunday ✗
- 7  We goes to the zoo every sunday ✗
- 8  Pam Plays computer games every day ✓
- 9  Tom Plays football every day ✓
- 10  My sister likes to draw dolls ✓ like (sister)

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) he doesn't go to school 1

12



(+) She has blue hair

(-) She doesn't has blue hair X

13



(+) She drinks water

(-) She doesn't drink water 3

14



(-) She doesn't work as a tailor

(+) She work as a tailor X

15



(-) We don't celebrate new year

(+) we celebrat new year 1

$$\frac{10}{15} \times 100 = \frac{80}{120} \times 100 = 66.6$$

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Aisyah tri ayu ningrum

Class : VIII B

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday
- 2  Ben ^{sleeps} ~~goes~~ eight hours every day
- 3  We water the flowers in two days
- 4  Mona goes to the market every saturday
- 5  He plays tennis every sunday
- 6  I swims in the pool on sunday
- 7  We goes to the zoo every sunday
- 8  Pam Plays computer games every day
- 9  Tom Plays football every day
- 10  My sister likes to draw dolls

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) he doesn't go to school

12



(+) She has blue hair

(-) she doesn't has blue hair

13



(+) She drinks water

(-) She doesn't drink water

14



(-) She doesn't work as a tailor

(+) She work as a tailor

15



(-) We don't celebrate new year

(+) we celebrate new year

$$\frac{18}{15} \times 100 = \frac{1800}{15} = 120$$

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Alzein Kudozi

Class : BA

Make sentences simple present tense based on pictures !

1



Tom ^{goes} to the park every sunday 1 ✓

2



Ben is eight hours every day x

3



We water the are in two days x

4



Mona is to the market every saturday x

5



He is tennis every sunday x

6



I am in the pool on sunday x

7



We are to the zoo every sunday x

8



Pam goes computer games every day x (plays)

9



Tom goes football every day x (plays)

10



My sister is to draw dolls x

$$\frac{2}{15} \times 100 = 13.$$

~~$$\frac{1}{15} \times 100 = 6.6$$~~

Make positive and negative sentences simple present tense based on pictures!



(+) He goes to school
 (-) He doesn't go to school ✓



(+) She has blue hair
 (-) She doesn't have blue hair (have) ✓



(+) She drinks water
 (-) She doesn't drinks water (drink) ✓



(-) She doesn't work as a tailor
 (+) She doesn't work as a tailor (works) ✓
 She work as a tailor



(-) We don't celebrate new year
 (+) We don't celebrate your new year ✓

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Aprilia Nur Aziah

Class : VIII B

Make sentences simple present tense based on pictures !

1



Tom goes to the park every sunday 1 ✓

2



Ben sleeps eight hours every day x (sleeps)

3



We water the flowers in two days 1 ✓

4



Mona goes to the market every saturday 1 ✓

5



He is tennis every sunday x

6



I am in the pool on sunday x

7



We go to the zoo every sunday x

8



Pam plays computer games every day 1 ✓

9



Tom plays football every day x (plays)

10



My sister likes to draw dolls 1 ✓

Make positive and negative sentences simple present tense based on pictures!

11



(+) He goes to school

(-) He doesn't go to school ✓

12



(+) She has blue hair

(-) She doesn't have blue hair ✓

13



(+) She drinks water

(-) She doesn't drink water ✓

14



(-) She doesn't work as a tailor

(+) She works as a tailor ✓

15



(-) We don't celebrate new year

(+) We celebrate new year ✓

$$4 \times 160 = 733$$

$$\frac{10}{15} \times 100 = 66$$

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Aprilia Nur Azizah

Class : VIII B

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday 1
- 2  Ben sleeps eight hours every day x
- 3  We water the flowers in two days 1
- 4  Mona goes to the market every saturday 1
- 5  He is tennis every sunday ✓
- 6  I am in the pool on sunday x 6
- 7  We are to the zoo every sunday x
- 8  Pam plays computer games every day 1
- 9  Tom goes football every day 1
- 10  My sister likes to draw dolls 1

Make positive and negative sentences simple present tense based on pictures !



(+) He goes to school

(-) He doesn't go to school



(+) She has blue hair

(-) She doesn't have blue hair



(+) She drinks water

(-) She doesn't drink water



(-) She doesn't work as a tailor

(+) She works as a tailor



(-) We don't celebrate new year

(+) we celebrate new year

$\frac{11}{13} \times 100 = 73.3$

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Arifani Nikmah

Class : VIII B.

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday 1
- 2  Ben sleeps eight hours every day 1
- 3  We water the flowers in two days 1
- 4  Mona goes to the market every saturday 1
- 5  He plays tennis every sunday 1
- 6  I swims in the pool on sunday x 7
- 7  We goes to the zoo every sunday x
- 8  Pam plays computer games every day ✓ 1
- 9  Tom plays football every day 1
- 10  My sister Paints to draw dolls x

$$\frac{8}{15} \times 100 = 53,3$$

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) ~~He doesn't goes to school~~

X

12



(+) She has blue hair

(-) ~~she doesn't has blue hair~~

X

13



(+) She drinks water

(-) ~~she doesn't drinks water~~

X

14



(-) She doesn't work as a tailor

(+) ~~she work as a tailor~~

X

15



(-) We don't celebrate new year

(+) ~~we celebrates new year~~

|

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Arrum Fida Ayu.

Class : 8B

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday 1
- 2  Ben ^{sleeps} sleeps eight hours every day 1
- 3  We water the ^{flowers} flowers in two days 1
- 4  Mona goes to the market every saturday 1
- 5  He Plays tennis every sunday 1 7
- 6  I Swims in the pool on sunday X
- 7  We goes to the zoo every sunday X
- 8  Pam Plays computer games every day 1
- 9  Tom Plays football every day 1
- 10  My sister Paints to draw dolls X

$$\frac{10}{18} \times 100 = 66.6$$

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) he doesn't go to school

1

12



(+) She has blue hair

(-) She doesn't has blue hair

x

3

13



(+) She drinks water

(-) She doesn't ~~drinks~~ drinks water

x

14



(-) She doesn't work as a tailor

(+) She works as a tailor

1

15



(-) We don't celebrate new year

(+) we celebrate new year.

1

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Aulia

Class : 8b

Make sentences simple present tense based on pictures !

- 1  ^{Goes}
~~is going~~
Tom goes to the park every sunday 1
- 2  ^{Sleeps}
~~is sleeping~~
Ben sleeps eight hours every day 1
- 3  ^{Plants}
~~is watering~~
We water the plants in two days 1
- 4  ^{Goes}
~~is going~~
Mona goes to the market every saturday 1
- 5  ^{is playing}
He is playing tennis every sunday X
- 6  ^{am swimming}
I am swimming in the pool on sunday X 7
- 7  ^{are going}
We are going to the zoo every sunday X
- 8  ^{Plays}
~~is playing~~
Pam plays computer games every day 1
- 9  ^{Plays}
~~is playing~~
Tom plays football every day 1
- 10  ^{likes}
~~is drawing~~
My sister likes to draw dolls 1

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) he doesn't go to school

1

12



(+) She has blue hair

(-) She doesn't has blue hair

X

13



(+) She drinks water

(-) She doesn't drink water

1

3

14



(-) She doesn't work as a tailor

(+) She is work as a tailor

X

15



(-) We don't celebrate new year

(+) We are celebrate new year

1

$$\frac{10}{15} \times 100 = 66,6.$$

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : BINTANG CAHYA PRATAMA

Class : 08

Make sentences simple present tense based on pictures !

- 1  Tom ^{is goes} ~~is going~~ to the park every sunday X
- 2  Ben ^{is sleeps} eight hours every day X
- 3  We water the ^{Flowers} in two days 1
- 4  Mona ^{is goes} to the market every saturday X
- 5  He ^{is plays} tennis every sunday X
- 6  I ^{am swims} in the pool on sunday Y
- 7  We ^{are goes} to the zoo every sunday X
- 8  Pam ^{is plays} computer games every day X
- 9  Tom ^{is plays} football every day X
- 10  My sister ^{is like} to draw dolls X

$$\frac{5}{15} \times 100 = 33.3$$

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) He doesn't go to school

1

12



(+) She has blue hair

(-) She doesn't have blue hair

1

13



(+) She drinks water

(-) She doesn't drink water

x

4

14



(-) She doesn't work as a tailor

(+) She works as a tailor

1

15



(-) We don't celebrate new year

(+) We celebrate new year

1

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Cahya.

Class : 8B

Make sentences simple present tense based on pictures !

- 1  ~~is going~~ is goes X
Tom ---- to the park every sunday
- 2  ~~is sleeping~~ Sleeps X
Ben ---- eight hours every day
- 3  ~~flowers~~ ~~Plants~~ 1
We water the ---- in two days
- 4  ~~is going~~ Goes X
Mona ---- to the market every saturday
- 5  ~~is playing~~ X
He ---- tennis every sunday
- 6  am Swimming X
I ---- in the pool on sunday
- 7  ~~are going~~ X
We ---- to the zoo every sunday
- 8  ~~is playing~~ ~~Plays~~ X
Pam ---- computer games every day
- 9  ~~is playing~~ ~~Plays~~ X
Tom ---- football every day
- 10  ~~is likes~~ X
My sister ---- to draw dolls

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) ~~he is going to school~~

he doesn't go to school
X

12



(+) She has blue hair

(-) She ~~is~~ doesn't have blue hair.

X

13



(+) She drinks water

(-) She ~~drinks~~ doesn't ~~water~~ drink.

X

ky

14



(-) She doesn't work as a tailor

(+) She is works as a tailor.

1

15



(-) We don't celebrate new year

(+) we are celebrate new year.

+

2
X
100
13, 13

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Dwi andini

Class : VIII B.

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday 1
- 2  Ben clips eight hours every day x
- 3  We water the Flowers in two days 1
- 4  Mona goes to the market every saturday 1
- 5  He is tennis every sunday x
- 6  I am in the pool on sunday x 6
- 7  We are to the zoo every sunday x
- 8  Pam plays computer games every day 1
- 9  Tom goes football every day 1
- 10  My sister likes to draw dolls 1

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) He doesn't go to school

12



(+) She has blue hair

(-) She doesn't have blue hair

13



(+) She drinks water

(-) She doesn't drink water

14



(-) She doesn't work as a tailor

(+) She work as a tailor

15



(-) We don't celebrate new year

(+) we celebrate new year

$$\frac{11}{15} \times 100 = 73,3.$$

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Evita Sari

Class : VIII B

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday |
- 2  Ben sleeps eight hours every day |
- 3  We water the flowers in two days |
- 4  Mona goes to the market every saturday |
- 5  He plays tennis every sunday |
- 6  I swims in the pool on sunday X 7
- 7  We goes to the zoo every sunday X
- 8  Pam plays computer games every day |
- 9  Tom Plays football every day |
- 10  My sister paints to draw dolls X

$$\frac{10}{15} \times 100 =$$

$$\frac{9}{15} \times 100 = 60$$

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) He doesn't go to school

x

12



(+) She has blue hair

(-) She has doesn't has blue hair

x

13



(+) She drinks water

(-) She doesn't drinks water

x

14



(-) She doesn't work as a tailor

(+) She works as a tailor

|

15



(-) We don't celebrate new year

(+) we celebrate new year

x

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : ISMA LOZA WARDHIA AMAHORU

Class : VIIIB (8b).

Make sentences simple present tense based on pictures !

- 1  Tom Goes to the park every sunday 1
- 2  Ben Sleeps eight hours every day 1 S
- 3  We water the Flowers in two days 1
- 4  Mona Goes to the market every saturday 1 7
- 5  He Plays tennis every sunday 1
- 6  I Swims in the pool on sunday X
- 7  We Goes to the zoo every sunday X
- 8  Pam Plays computer games every day 1
- 9  Tom Plays football every day 1
- 10  My sister Paints to draw dolls X

$$\frac{9}{15} \times 100 = 60$$

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) He doesn't go to school

X

12



(+) She has blue hair

(-) She doesn't have blue hair

X

13



(+) She drinks water

(-) She doesn't drink water

X

14



(-) She doesn't work as a tailor

(+) She works as a tailor

X

15



(-) We don't celebrate new year

(+) We celebrate new year

|

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Rafi

Class : 8 B

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday 1
- 2  Ben sleeps eight hours every day X
- 3  We water the flowers in two days X
- 4  Mona goes to the market every saturday X
- 5  He is tennis every sunday X A
- 6  I swim in the pool on sunday X
- 7  We go to the zoo every sunday X X
- 8  Pam plays computer games every day ✓ 1
- 9  Tom plays football every day ✓ 1
- 10  My sister likes to draw dolls \

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) He doesn't go to school

12



(+) She has blue hair

(-) She doesn't has blue hair

13



(+) She drinks water

(-) She doesn't drink water

14



(-) She doesn't work as a tailor

(+) She work as a tailor

15



(-) We don't celebrate new year

(+) We celebrate new year

15 x 100 = 1500

Dipindai dengan CamScanner

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : SYAID FADHEL B.

Class : D.B

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday 1
- 2  Ben Slips eight hours every day X
- 3  We water the Flowers in two days X
- 4  Mona goes to the market every saturday 1
- 5  He Play tennis every sunday X
- 6  I am in the pool on sunday X
- 7  We are to the zoo every sunday X
- 8  Pam Plays computer games every day 1
- 9  Tom Plays football every day 1
- 10  My sister likes to draw dolls 1

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) He doesn't go to school 1

12



(+) She has blue hair

(-) She doesn't has blue hair x

13



(+) She drinks water

(-) She doesn't drink water 1

14



(-) She doesn't work as a tailor

(+) She works as a tailor 1

15



(-) We don't celebrate new year

(+) we celebrate new year 1

15 X 100 = 1500, 60

CS Dipindai dengan CamScanner

Dipindai dengan
CS CamScanner

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Widodo Saputra

Class : VIII B.

Make sentences simple present tense based on pictures !

- 1  Tom Goes to the park every sunday |
- 2  Ben Sleeps eight hours every day X
- 3  We water the Flowers in two days |
- 4  Mona Is to the market every saturday X
- 5  He Plays tennis every sunday |
- 6  I am in the pool on sunday X
- 7  We Go to the zoo every sunday X 6
- 8  Pam Plays computer games every day |
- 9  Tom Plays football every day |
- 10  My sister Likes to draw dolls |

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) He doesn't go to school X

12



(+) She has blonde hair

(-) She doesn't have blonde hair 1

13



(+) She drinks water

(-) She doesn't drink water 1

14



(-) She doesn't work as a tailor

(+) She works as a tailor 1

15



(-) We don't celebrate new year

(+) we celebrate new year 1

$$\frac{10}{15} \times 100 = 66.6$$

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Zam-Zam

Class : 8B

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday 1
- 2  Ben sleeps eight hours every day X
- 3  We water the flowers in two days 1
- 4  Mona is to the market every saturday X
- 5  He is tennis every sunday X
- 6  I am in the pool on sunday ✓ 5
- 7  We goes to the zoo every sunday X
- 8  Pam plays computer games every day 1
- 9  Tom plays football every day 1
- 10  My sister likes to draw dolls 1

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) he doesn't go to school

12



(+) She has blue hair

(-) She doesn't have blue hair

13



(+) She drinks water

(-) She doesn't drink water

14



(-) She doesn't work as a tailor

(+) She goes work as a tailor

15



(-) We don't celebrate new year

(+) we go celebrate new year

100 - 46 = 54

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Zidan

Class : kelas 6

Make sentences simple present tense based on pictures !

- 1  Tom goes to the park every sunday \
- 2  Ben sleeps eight hours every day X
- 3  We water the flowers in two days X
- 4  Mona is to the market every saturday X
- 5  He is tennis every sunday X
- 6  I am in the pool on sunday X
- 7  We go to the zoo every sunday X
- 8  Pam plays computer games every day \
- 9  Tom plays football every day \
- 10  My sister likes to draw dolls \

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) He doesn't go to school

1

12



(+) She has blue hair

(-) She doesn't have blue hair

x

2

13



(+) She drinks water

(-) She doesn't drink water

1

14



(-) She doesn't work as a tailor

(+) She does work as a tailor

x

15



(-) We don't celebrate new year

(+) We do celebrate new year

x

$$\frac{6}{15} \times 100 = 40$$

Attachment 1

RESEARCH INSTRUMENT (PRE-TEST)

Name : Zul

Class : VIII D

Make sentences simple present tense based on pictures !

- 1  Tom ^{goes} ~~is~~ to the park every sunday 1
- 2  Ben ^{sleeps} ~~is~~ eight hours every day X
- 3  We water the ^{Flowers} ~~is~~ in two days X
- 4  Mona ^{is} ~~goes~~ to the market every saturday X
- 5  He ^{plays} ~~is~~ tennis every sunday 1
- 6  I ^{am} ~~is~~ in the pool on sunday X 5
- 7  We ^{go} ~~is~~ to the zoo every sunday X
- 8  Pam ^{plays} ~~is~~ computer games every day 1
- 9  Tom ^{plays} ~~is~~ football every day 1
- 10  My sister ^{likes} ~~is~~ to draw dolls 1

Make positive and negative sentences simple present tense based on pictures !

11



(+) He goes to school

(-) ~~doesn't~~ goes to school X

12



(+) She has blue hair

(-) she doesn't have blue hair X

13



(+) She drinks water

(-) ~~doesn't~~ she doesn't drink water

14



(-) She doesn't work as a tailor

(+) she work as a tailor X

15



(-) We don't celebrate new year

(+) we celebrate new year

$$7 \times 100 = 46,6$$

Posttest

$$\frac{14}{15} \times 100 = 93,3$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Adelia Safa M.

Class : VIII B

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✓
- 3  James throws out the trash every day ✗
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He has dinner with grandfathers every monday ✓
- 7  Ms.Syaza greets children every morning ✓
- 8  My mother shopps at the same stall every time ✓
- 9  We always get up early in the morning ✓
- 10  I read a book every day ✓

11



(-) I don't eat apple every day

(+) I eat apple every day

✓

12



(+) She buys a book every week

(-) she doesn't buy a book every week

✓

5

13



(+) I play football every day

(-) I don't play football every day

✓

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

✓

$$\frac{10}{15} \times 100 = 66,6$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : a. d. k. Handa .s. *sd.*

Class : ~~VII~~ VII B

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she ^{listens} ~~goes~~ to the music every day ✓
- 3  James takes out the trash every day ✓
- 4  The cat sleeps in the afternoon ✓ 6
- 5  Sam reads a book every night ✓
- 6  He eats dinner with grandfathers every monday ✗
- 7  Ms. Syaza greet ^{ings} children every morning ✗
- 8  My mother buys at the same stall every time ✗
- 9  We always wake up early in the morning ✗
- 10  I read a book every day ✓

11



(-) I don't eat apple every day

(+) I eat apple every day

✓

12



(+) She buys a book every week

(-) She doesn't buy a book every week

X

13



(+) I play football every day

(-) I don't play football every

✓

4

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

✓

$$\frac{14}{15} \times 100 = 93,3$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : AIDA FITRI DWI PRATIWI

Class : VIII B

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  listens
she to the music every day ✓
- 3  throws
James out the trash every day x 9
- 4  sleeps
The cat in the afternoon ✓
- 5  reads
Sam a book every night ✓
- 6  He has dinner with grandfathers every monday ✓
- 7  greet
Ms.Syaza children every morning ✓
- 8  shops
My mother at the same stall every time ✓
- 9  We always get up early in the morning ✓
- 10  read
I a book every day ✓

11



(-) I don't eat apple every day

(+) I eat apple every day

✓

12



(+) She buys a book every week

(-) She doesn't buy a book every week

✓

5

13



(+) I play football every day

(-) I do not Play Football every day

✓

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

✓

$$\frac{14}{15} \times 100 = \underline{\underline{93,3}}$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Ainun wiji lestari
Class : V_{mb}

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓ 10
- 2  she listens to the music every day ✓
- 3  James takes out the trash every day ✓
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He has dinner with grandfathers every monday ✓
- 7  Ms.Syaza greets children every morning ✓
- 8  My mother shops at the same stall every time ✓
- 9  We always get up early in the morning ✓
- 10  I read a book every day ✓

11



(-) I don't eat apple every day

(+) I doesn't eat apple every day

X

12



(+) She buys a book every week

(-) She doesn't buy a book every week

~

A

13



(+) I play football every day

(-) I don't play football every day

~

14



(-) Bob doesn't always drink tea in the morning

(+) Bob ~~don't~~ always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) She plays Soccer on weekends

✓

$$8 \frac{13}{15} \times 100 = 86.6$$






Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Aisyah

Class : VIII

Make sentences simple present tense based on pictures !

- 1  The baby ____ every night
cries ✓
- 2  she ____ to the music every day
listens ✓
- 3  James ____ out the trash every day
takes ✓
- 4  The cat ____ in the afternoon
sleeps ✓
- 5  Sam ____ a book every night
reads ✓
- 6  He ____ dinner with grandfathers every monday
has ✓
- 7  Ms. Syaza ____ children every morning
greets ✓
- 8  My mother ____ at the same stall every time
shops ✓
- 9  We always ____ up early in the morning
get up ✓
- 10  I ____ a book every day
reads X g

11



(-) I don't eat apple every day

(+) I doasn't eat apple every day

X

12



(+) She buys a book every week

(-) she doesn't buy a book every week

✓

13



(+) I play football every day

(-) I do not play football every day

✓

4

14



(-) Bob doesn't always drink tea in the morning

(+) bob ~~don't~~ always drinks ^{tea} in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) she ~~don't~~ playsoccer on weekend

✓

$$\frac{14}{5} \times 100 = \underline{\underline{93.3}}$$











Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Aksan Alzain

Class : 8B

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✓ 9
- 3  James takes out the trash every day ✓
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He has dinner with grandfathers every monday ✓
- 7  Ms. Syaza greetings children every morning x
- 8  My mother shops at the same stall every time ✓
- 9  We always get up early in the morning ✓
- 10  I read a book every day ✓

11



(-) I don't eat apple every day

(+) I eat apple every day

12



(+) She buys a book every week

(-) She doesn't buy a book every week

13



(+) I play football every day

(-) I don't play football every day

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

$$\frac{12}{15} \times 100 = 80$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : APPILIA NUR AZIZAH

Class : VIII B (8b)

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✓
- 3  James Throw out the trash every day ✗ 7
- 4  The cat sleeps in the afternoon ✓
- 5  Sam Reads a book every night ✓
- 6  He has dinner with grandfathers every monday ✓
- 7  Ms. Syaza greet children every morning ✓
- 8  My mother greetings at the same stall every time ✗
- 9  We always greet up early in the morning ✗
- 10  I Read a book every day ✓

11



(-) I don't eat apple every day

(+) I eat apple every day



12



(+) She buys a book every week

(-) She doesn't buy a book every week



13



(+) I play football every day

(-) I don't play football every day



14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning



15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends



$$\frac{60}{15} \times 100$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Arifani Nikmah

Class : VIII B / 06

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✓
- 3  James throws out the trash every day ✗
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He eats dinner with grandfathers every monday ✗
- 7  Ms. Syaza greetings children every morning ✗
- 8  My mother goes at the same stall every time ✗
- 9  We always wake's up early in the morning ✗
- 10  I read a book every day ✗ ✓

11



(-) I don't eat apple every day

(+) I ^{eat} ~~eat~~ apple Every day

✓

12



(+) She buys a book every week

(-) She doesn't buys a book every ^{week}

X

13



(+) I play football every day

(-) I don't Play football every day

✓

A

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

✓

$$\frac{14}{15} \times 100 = 93,3$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Araym Fida Ayu

Class : 8_B

Make sentences simple present tense based on pictures !

- ✓ 1  The baby cries every night
- ✓ 2  she listens to the music every day
- ✓ 3  James takes out the trash every day
- ✓ 4  The cat sleeps in the afternoon
- ✓ 5  Sam reads a book every night
- ✓ 6  He has dinner with grandfathers every monday
- ✓ 7  Ms.Syaza greets children every morning
- ✓ 8  My mother shops at the same stall every time
- ✓ 9  We always goes up early in the morning
- ✓ 10  I read a book every day

11



(-) I don't eat apple every day

(+) I eat apple every day

12

X



(+) She buys a book every week

(-) She desent buy a book every day

13

✓



(+) I play football every day

(-) I do not play football every day

14

✓



(-) Bob doesn't always drink tea in the morning

(+) Bob ~~desent~~ always drinks tea in the morning

15

✓



(-) She doesn't play soccer on weekends

(+) she plays soccer on weekends

$$\frac{13}{15} \times 100 = 86.6$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Aulia

Class : 8B

Make sentences simple present tense based on pictures !

- 1  The baby ^{cries} _____ every night ✓
- 2  she ^{listens} _____ to the music every day ✓
- 3  James ^{takes} _____ out the trash every day ✓
- 4  The cat ^{sleeps} _____ in the afternoon ✓
- 5  Sam ^{reads} _____ a book every night ✓
- 6  He ^{dinner} _____ with grandfathers every monday ✗
- 7  Ms.Syaza ^{greetings} _____ children every morning ✗
- 8  My mother ^{stops} _____ at the same stall every time ✓
- 9  We always ^{get} _____ up early in the morning ✓
- 10  I ^{read} _____ a book every day ✓

✓ 11



(-) I don't eat apple every day

(+) I eat apple every day

✓ 12



(+) She buys a book every week

(-) She doesn't buy a book every week

✓ 13



(+) I play football every day

(-) I do not football every day

✓ 14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

$$\frac{8}{5} \times 100 = 160$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Binkang

Class : 8B

Make sentences simple present tense based on pictures !

1



The baby ~~cries~~ ^{cries} every night ✓

2



she ~~listens~~ ^{listens} to the music every day ✗

3



James ~~take~~ ^{takes} out the trash every day ✓

4



The cat ~~sleeps~~ ^{sleeps} in the afternoon ✓

5



Sam ~~reads~~ ^{reads} a book every night ✓

6



He ~~eats~~ ^{eats} dinner with grandfathers every monday ✗

7



Ms. Syaza ~~greet~~ ^{greeting} children every morning ✗

8



My mother ~~buys~~ ^{buys} at the same stall every time ✗

9



We always ~~wake~~ ^{wakes} up early in the morning ✗

10



I ~~reads~~ ^{reads} a book every day ✗

11



(-) I don't eat apple every day

(+) I eat apple every day

✓

12



(+) She buys a book every week

(-) she doesn't buys a book every week

✗

4

13



(+) I play football every day

(-) I don't play football every day

✓

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) she plays soccer on weekends

✓

8/15 x 100 = 53.33

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Cahya
Class : BB.

Make sentences simple present tense based on pictures !

- 1  The baby ^{cries} ~~is~~ every night ✓
- 2  she ^{listens} to the music every day ✓
- 3  James ^{throws} out the trash every day ✗
- 4  The cat ^{sleeps} in the afternoon ✓
- 5  Sam ^{reads} a book every night ✓
- 6  He ^{eats} dinner with grandfathers every monday ✗
- 7  Ms.Syaza ^{gives} ~~greet~~ greetings children every morning ✗
- 8  My mother ^{goes} at the same stall every time 4
- 9  We always ^{wakes} up early in the morning 4
- 10  I ^{reads} ~~read~~ book every day ✗

11



(-) I don't eat apple every day

(+) i eat apple every day

✓

12



(+) She buys a book every week

(-) She doesn't buys a book every week.

x

A

13



(+) I play football every day

(-) i don't Play football every day.

✓

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) she Play, soccer on weekends.

✓

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Dwi andini

Class : VIII D.

$$\frac{12}{15} \times 100 = 80$$

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✓
- 3  James Throw out the trash every day ✗ 7
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He Has dinner with grandfathers every monday ✓
- 7  Ms. Syaza greeting children every morning ✗
- 8  My mother shops at the same stall every time ✓
- 9  We always geet up early in the morning ✗
- 10  I Read a book every day ✓

11



(-) I don't eat apple every day

(+) I eat apple every day



12



(+) She buys a book every week

(-) She doesn't buy a book every week



13



(+) I play football every day

(-) I don't Play Football every day



14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning



15



(-) She doesn't play soccer on weekends

(+) She Plays Soccer on weekends



$$\frac{11}{15} \times 100 = 73,3$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Evita Sari

Class : VIII B

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✗
- 3  James throws out the trash every day ✗
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He has dinner with grandfathers every monday ✓
- 7  Ms. Syaza greets children every morning ✗
- 8  My mother shops at the same stall every time ✓
- 9  We always get up early in the morning ✓
- 10  I read a book every day ✓

11



(-) I don't eat apple every day

(+) I doesn't eat apple every day

X

12



(+) She buys a book every week

(-) she doesn't buy a book every week

✓

13



(+) I play football every day

(-) I do not play football every day

✓

14



(-) Bob doesn't always drink tea in the morning

(+) bob alway drinks tear in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) she plays soccer on weekends

✓

$$\frac{13}{15} \times 100 = 86,6$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : ISMA LOZA . VV . A .

Class : VIII B (Bb).

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✓
- 3  James throws out the trash every day ✗
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He has dinner with grandfathers every monday ✓
- 7  Ms. Syaza Greets children every morning ✓
- 8  My mother shops at the same stall every time ✓
- 9  We always Get up early in the morning ✓
- 10  I read a book every day ✓

11



(-) I don't eat apple every day

(+) I eats apple every day

X

12



(+) She buys a book every week

(-) She doesn't buy a book every week

✓

4

13



(+) I play football every day

(-) I dont Play Football every day

✓

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

✓

$$\frac{10}{15} \times 100 = 66,6$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : RAFI

Class :

Make sentences simple present tense based on pictures !

- ✗ 1  The baby cry every night
- ✓ 2  she listens to the music every day
- ✗ 3  James throws out the trash every day
- ✓ 4  The cat sleeps in the afternoon
- ✓ 5  Sam reads a book every night
- ✗ 6  He Eat dinner with grandfathers every monday
- ✓ 7  Ms.Syaza Greets children every morning
- ✓ 8  My mother shops at the same stall every time
- ✓ 9  We always get up early in the morning
- ✓ 10  I Read a book every day

11



(-) I don't eat apple every day

(+) I eat apple every day

12



(+) She buys a book every week

(-) She doesn't buy a book every week

13



(+) I play football every day

(-) I doesn't plays football every day

14



(-) Bob doesn't always drink tea in the morning

(+) Bob drink tea in the morning

5



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

$$\frac{14}{15} \times 100 = 93,3$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Postu

Class : 8b

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✓ ↗
- 3  James takes out the trash every day ✓
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He has dinner with grandfathers every monday ✓
- 7  Ms.Syaza teaches children every morning ✗
- 8  My mother shops at the same stall every time ✓
- 9  We always get up early in the morning ✓
- 10  I read a book every day ✓

11



(-) I don't eat apple every day

(+) I eat apple every day

12



(+) She buys a book every week

(-) She doesn't buy a book every week

13



(+) I play football every day

(-) I don't ^{play} Football every day

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

15



(-) She doesn't play soccer on weekends

(+) She Plays Soccer on weekends

$$\frac{19}{15} \times 100 = \underline{\underline{93,3}}$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : SYAND FADHEL BUNGIN

Class : B B

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✓
- 3  James takes out the trash every day ✓
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He has dinner with grandfathers every monday ✓
- 7  Ms.Syaza greetings children every morning ✗
- 8  My mother shops at the same stall every time ✓
- 9  We always get up early in the morning ✓
- 10  I Read a book every day ✓

11



(-) I don't eat apple every day

(+) I eat apple every day

✓

12



(+) She buys a book every week

(-) She doesn't buy a book every week

✓

13



(+) I play football every day

(-) I don't play football every day

✓

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

✓

5

15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

✓

$$\frac{8}{15} \times 100 = 53.33$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Widodo SURUTPA

Class : VIII B

Make sentences simple present tense based on pictures !

- 1  The baby ^{cries} ~~cries~~ every night ✓
- 2  she ^{listens} ~~listens~~ to the music every day ✓
- 3  James ^{takes} ~~takes~~ out the trash every day ✓
- 4  The cat ^{sleeps} ~~sleeps~~ in the afternoon ✓
- 5  Sam ^{reads} ~~reads~~ a book every night ✓
- 6  He ^{eats} ~~eats~~ dinner with grandfathers every monday ✗
- 7  Ms.Syaza ^{greetings} ~~greetings~~ children every morning ✗
- 8  My mother ^{sits} ~~sits~~ at the same stall every time ✗
- 9  We always ^{wake} ~~wake~~ up early in the morning ✗
- 10  I ^{reads} ~~reads~~ a book every day ✗

11



(-) I don't eat apple every day

(+) I eat apple every day

✓

12



(+) She buys a book every week

(-) She doesn't buy a book every week

X

3

13



(+) I play football every day

(-) I doesn't play football every day

+

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) She plays soccer on weekends

✓

$$\frac{13}{15} \times 100 = 86.6$$

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : 2 am - 2 am

Class :

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✓
- 3  James takes out the trash every day ✓
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He eats dinner with grandfathers every monday ✗
- 7  Ms. Syaza greets children every morning ✓
- 8  My mother shops at the same stall every time ✓
- 9  We always get up early in the morning ✓
- 10  I reads a book every day ✗

11



(-) I don't eat apple every day

(+) I EAT APPLE EVERY DAY ✓

12



(+) She buys a book every week

(-) SHE DOESN'T BUY a BOOK EVERY WEEK ✓

13



(+) I play football every day

✓ (-) I DON'T PLAY FOOTBALL

14



(-) Bob doesn't always drink tea in the morning

✓ (+) BOB ALWAYS DRINKS TEA IN THE MORNING

15



(-) She doesn't play soccer on weekends

✓ (+) SHE PLAY SOCCER ON WEEKENDS

Attachment 3











RESEARCH INSTRUMENT (POST-TEST)

Name : ~~Zidan~~ Zidan

Class : 8b

$$\frac{8}{15} \times 100 = 53.33$$

Make sentences simple present tense based on pictures !

- 1  ~~cries~~ cries ✓
The baby ____ every night
- 2  listens ✓ 4
she ____ to the music every day
- 3  throws x
James ____ out the trash every day
- 4  sleeps ✓
The cat ____ in the afternoon
- 5  reads ✓
Sam ____ a book every night
- 6  eats x
He ____ dinner with grandfathers every monday
- 7  ~~Greetings~~ Greetings x
Ms.Syaza ____ children every morning
- 8  goes x
My mother ____ at the same stall every time
- 9  waves x
We always ____ up early in the morning
- 10  reads x
I ____ a book every day

11



(-) I don't eat apple every day

(+) I eat apple every day

✓

12



(+) She buys a book every week

(-) She doesn't buys a book every week

✗

4

13



(+) I play football every day

(-) I don't play football every day

✓

14



(-) Bob doesn't always drink tea in the morning

(+) bob always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) She plays Soccer on weekends

✓

241

$$\frac{8}{15} \times 100 =$$

53,33

Attachment 3

RESEARCH INSTRUMENT (POST-TEST)

Name : Zul

Class : 8b

Make sentences simple present tense based on pictures !

- 1  The baby cries every night ✓
- 2  she listens to the music every day ✓
- 3  James throws out the trash every day ✗ 4
- 4  The cat sleeps in the afternoon ✓
- 5  Sam reads a book every night ✓
- 6  He eats dinner with grandfathers every monday ✗
- 7  Ms. Syaza greetings children every morning ✗
- 8  My mother goes at the same stall every time ✗
- 9  We always wake up early in the morning ✗
- 10  I reads a book every day ✗

11



(-) I don't eat apple every day

(+) I eat apple every day

✓

12



(+) She buys a book every week

(-) She doesn't buys a book every week

x

13



(+) I play football every day

(-) I don't Play Football every day

✓

4

14



(-) Bob doesn't always drink tea in the morning

(+) Bob always drinks tea in the morning

✓

15



(-) She doesn't play soccer on weekends

(+) She Plays Soccer on weekends

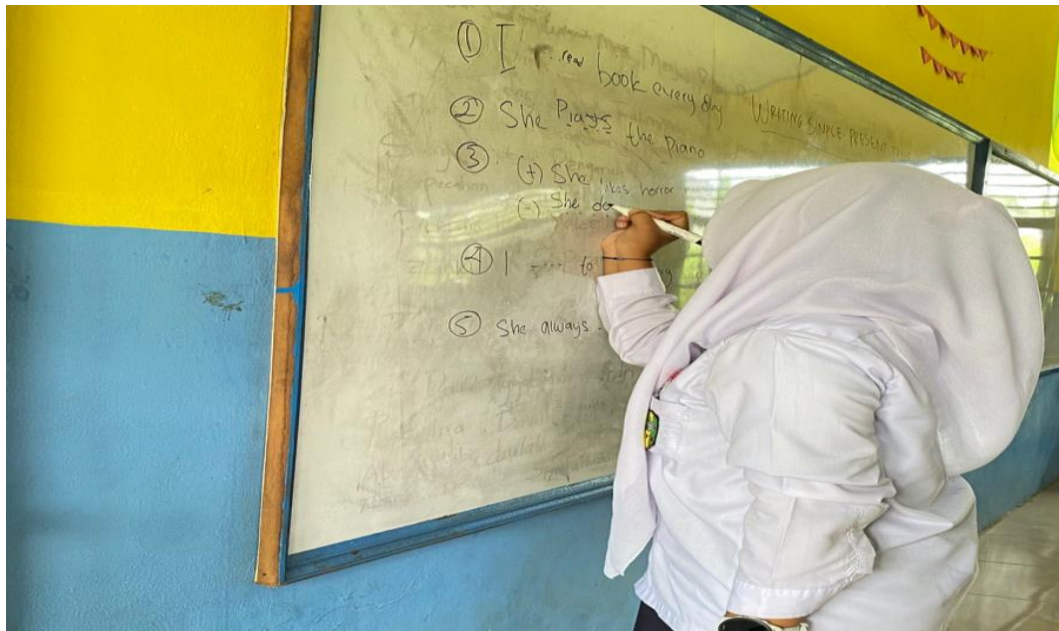
✓

Appendix 6 Documentation

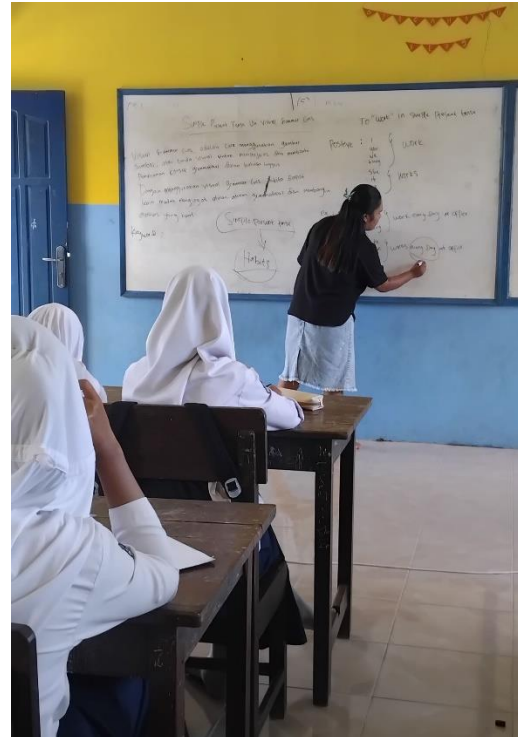
First Day



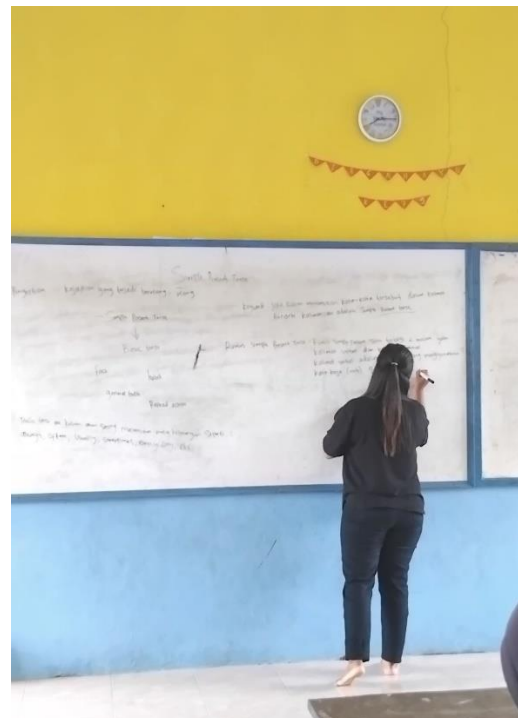
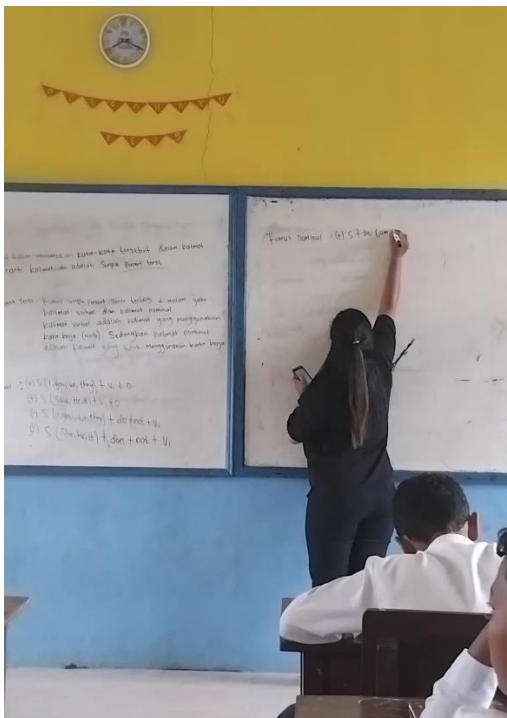
Second Day



Third Day



Fourth Day



Fifth Day



Sixth Day

