The Effect Of Noticing Technique Toward Teaching Simple Present Tense And Simple Past Tense At The First Grade At The First Grade In SMPN 3 Sungai Pua

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Abstract. *This research was due to by several problems of students' in the first grade in SMP N 3 Sungai Pua related to students' achievement in English learning especially in lesson simple present tense and simple past tense. This research to determine whether there was a significant effect and whether there was significant difference using the Noticing technique on students' achievement in lesson simple present tense and simple past tense and to determine whether students' achievement using the noticing technique was the best than not using the noticing technique.*

This study was classified as a quasi-Experiment design. There was experimental group, namely the VII.B class (19 students') and the control group namely VII.A (20 students'). Data obtained through pre-test and post-test . Pre- test was given to both groups before treatment and post-test was given after treatment.Treatment using the noticing technique was only given to the experimental group. After the data was collected, the researcher analyzed the data with a significant of = 0,05.

From the results of statistical analysis, the first hypothesis was obtained; there was a significant effect using the noticing technique on students' achievement in simple present tense and simple past tense lesson. The analyzes of the data showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because $t_{obtained}$ (26,46) was higher than t_{table} (20,93) with the level significant of 0,05. The second hypothesis there was a significant difference using noticing technique on teaching simple present tense and simple past tense. The analyzes of the data showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because $t_{obtained}$ (50,13) was higher than t_{table} (20,86) with the level significant of 0.05. Finally, the third hypothesis that teaching simple present tense and simple past tense for the students who were taught by using noticing technique better than the students who were taught conventional method toward student's achievement . The analyzes of the data showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted because $t_{obtained}$ (50,13) was higher than t_{table} (20,86) with the significant of 0,05. In this manner, it may well be conclude that the noticing technique seem influenced for understandies accomplishment in learning simple present tense and simple past tense to be way better than without utilizing the taking noticing technique.

Keywords: noticing technique , Students' Achievement on grammar lesson especially in simple present tense and simple past tense.

Abstrak. Penelitian ini dilatar belakangi oleh beberapa masalah siswa di tingkatan pertama SMP N 3 Sungai Pua terkait dengan pencapaian siswa dalam pembelajaran bahasa inggris terutama dalam pembelajaran simple present tense dan simple past tense. Penelitian ini untuk menentukan apakah ada efek signifikan dan apakah ada perbedaan yang signifikan penggunaan pengajaran dengan noticing pada pencapaian siswa dalam pembelajaran simple present tense dan simple past tense dan untuk menentukan apakah pencapaian siswa menggunakan teknik noticing lebih baik daripada tidak menggunakan teknik noticing.

Penelitian ini diklasifikasikan sebagai penelitian kuasi-eksperiment. Terdapat kelompok eksperimen yaitu kelas VII.B (19 siswa) dan kelompok kontrol yaitu kelas VII A (20 siswa). Data diperoleh melalui pre-test dan post-test. Pre-test diberikan pada kedua kelompok sebelum melakukan perlakuan dan post-test diberikan setelah melakukan perlakuan. Perlakuan dengan menggunakan teknik noticing hanya diberikan kepada kelompok eksperimen. Setelah data dikumpulkan, peneliti menganalisa data dengan signifikan of $= 0,05$.

Dari hasil analisa statistik maka didapat hipotesis yang pertama yaitu adanya pengaruh yang signifikan penggunaan noticing teknik terhadap pencapaian siswa dalam pembelajaran simple present tense dan simple past tense . Analisis data menunjukkan bahwa hipotesis null (H_o) ditolak dan hipotesis alternatif (H_a) diterima karena t_{hitung} (26,46) besar dari t_{tabel} (20,93) pada taraf signifikan 0,05. Hipotesis kedua adalah adanya perbedaan yang signifikan penggunaan teknik noticing pada pengajaran materi simple present tense dan simple past tense. Analisis data menunjukkan bahwa hipotesis null (H_o) ditolak dan hipotesis alternatif (H_a) diterima karena t_{hitung} (50,13) besar dari t_{tabel} (20,86) pada taraf signifikan 0,05. Terakhir, hipotesis yang ketiga adalah pengajaran simple present tense dan simple past tense kepada siswa yang diajarkan dengan menggunakan teknik noticing lebih baik daripada siswa yang tidak diajarkan dengan model konvensional. Analisis data menunjukkan bahwa hipotesis null (H_o) ditolak dan hipotesis alternatif (H_a) diterima karena t_{hitung} (50,13) besar dari t_{tabel} (20,86) pada taraf signifikan 0,05.Oleh karena itu, dapat disimpulkan bahwa teknik noticing dapat mempengaruhi pencapaian siswa dalam pembelajaran grammar terutama dalam materi simple present tense dan simple past tense menjadi lebih baik tanpa menggunakan teknik noticing.

Kata kunci: teknik noticing, Pencapaian Siswa dalam pelajaran grammar terutama dalam simple present tense dan simple past tense.

BACKGROUNDS

Linguistic use could be a run the show of a dialect administering, the collection of standards characterized how to put the word together in a great sentence.. In order to make a good sentence that has a meaning for better pay attention the grammar from the sentence. Someone can use the language and the language has a meaning with understand the grammar.

INTRODUCTIONS

According to Brown, "Language structure is the framework of rules overseeing the customary course of action and relationship of words in a sentence."[1] It means that, the rules of the word structure that will be a good sentence. So, the word that will be used on the communication must be arranged with a good patterns and it will be meaningful sentences, so that on the communication the word arrangement can be understood by the listener.

Moreover Harmer says that " The language structure of a dialect is the depiction of the ways in which word can alter their shapes and can be combined into sentences in that dialect."[2] It implies that linguistic use is the clarification of the frame a sentence with combined a part of word so that latterly will be a great sentence.

The difference between Brown's opinion and Harmer's opinion is, Brown says that grammar is the rules of the word arrangement that will be a good sentence. Whereas, Harmer says that grammar is the explanation of the form of the sentence with combined a lot of word.

The common opinion between Brown's opinion and harmer's opinion, they say that grammar is the arrangement or the rules of a lot of word that will be a good sentence.

Moreover Ur, says that "Grammar is the way words are put together to make corrects sentences, this was, as we shall see presently, an over – simplification, but it was a good starting – point and an easy way to explain the term to young learners."[3] It means that, grammar is the way to make a good sentence with fill the exact word, latterly will be a good sentence that has a meaning and the structure of the word appropriate with the rules of grammatical.

Concurring for Nunan, "Language structure is for the most part considers to be a set of rules indicating the right requesting of words at the sentence level."[4] It implies that, language structure is the rules on the sentence has meaning, on the sentence

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[1] Brown, H.D, Teaching By Principles, an Interative approach to Language Pedagogy, (New York: Adison Weley Longman. Inc, 2001). P. 362.

[2] Harmer. J, The Practice of English Language Teaching 3th Ed, (Pearson Education: Cambridge, Uk, 2003), P.12

[3] Penny, U. A Course of Language Teaching: Practice and Theory (Cambridge: Cambridge University Press. 1999), P.75.

[4] 4

there are the composition of the word that appropriated and if it is combined will be the correct sentence.

To conclude, grammar is the way of the word that is put dawn in a coincide manner to make a good sentence, in other word to make a good sentence can not is put dawn in a coincide manner must have relationship. In addition, grammar is the rules on arranging so the sentence has meaning but if false word arranging so the sentence does not have meaning.

Between Ur and Nunan have same opinion that on make a sentence in English, beforely we must to understand with the meaning inter word by word. Till if we know with the meaning of the word, we can make a good sentence and has meaning.

The Longman Dictionary says the grammar is "a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language."[5] It means that, grammar is description of the word like word and phrases is combined to product a sentence on a language. On a sentence not only be found word but also be found phrases.

In expansion, Thornbury says that "Language structure is mostly the ponder of what shapes (or structures) are conceivable in a dialect. Customarily, language structure has been concerned nearly solely with examination at the level of the sentence. Hence a language structure could be a portrayal of rules that administer how a language's sentences are shaped."[6] It implies that, the portion of the think about that examined almost the shape of the word, the structure on the utilizing the word in the event that the word will be a sentence that features a meaning on a dialect .

The difference between opinion of Longman Dictionary and Thornbury about grammar is description of the word such as word and phrases are combined to produce a sentence in the language. Thornbury says that grammar is description of the rules that regulate how a sentence in the language is made. It has found the rules on make a sentence such as the good sentence is begun by subjects, after subjects are followed by verbs, after verbs are followed by objects and adverbs.

Between Longman Dictionary and Thornbury have same explanation about grammar is found the rules to make a good sentence cot only combination between words with phrases but also how a sentence on language is made. A sentence can base on word and phrases or combination between words till the combination can make a sentence. On the sentence has found the component of sentence such as subject, verb, object and adverb.

There are a few definitions approximately linguistic use that are given by experts. To conclude linguistic use is a rule of a language governing, the collection of principles defines how to put the word together in a great sentence. Another that, grammar is description of the word such as word and phrases are combined to produce the sentence.

According to Utari in her journal with the title "Friendly English Grammar Teaching for Young Learners she says that "Noticing Technique was the process in which the learners can be aware of new patterns and how the form and meaning are connected."[7] It means that, to teach grammar with using this technique, the teacher must teach grammar on all out scale. The teacher not only focus to the pattern of sentences but also the meaning of the sentence. So the students do not feel difficult to learn English and not confusing with the word on the English. In this case, the teacher can use the picture to support the learning. Till, the students do not feel boring to learn English. And English learning activity will fun with using this technique.

According on the researcher's preliminary research that analyst did with the English educator of SMP N 3 Sungai Pua on Wednesday, September 30th 2021, the analyst found a few issues from the understudies. There were two issues that the analyst found, the primary issue was the students got low score on English learning especially in grammar. Most of the student achievement on learning grammar was low. Such as the student's score of grammar in this table:

The Students Score of Grammar in the Class VII.1

No	Student's Name	Score
1.	Affrilya Rama Kanjani	70
2.	Ainita Oktaviani	75
3.	Celine Lavish Lazulli	88
4.	Diana Putri Lestari	72
5.	Fahri Ramadhan	69
6.	Gabriel	52
7.	Hadrian Adilio Arino	80
8.	Jefri Abdurrahman	54
9.	Kevin Rolanda Oktaviano	64
10.	Keyza Hayanna	74
11.	Mutia Haniva	57
12.	Nurul Laila	50
13.	Raditia Pratama	67
14.	Refli Putra Arison	55
15.	Rivaldi Abdur Rahman	45
16.	Vahrel Yoganda	67
17.	Yani Syahri Mardhiah	84
18.	Viki Ardiansyah	59
19.	Gusra Ayu	62
20.	Fadhil Rizki Adrian	37

The Students Score of Grammar in the Class VII.2

No	Student's Name	Score
1.	Abdul Rehan	60
2.	Anisa	65
3.	Azizah Ayu Lestari	76
4.	Baim Ariyansyah	53
5.	Brylian	53
6.	Frisilia Aurora	20
7.	Kayla Putri Alanfi	83
8.	Kelvin Julian	40
9.	M. Khalifah Badawi	52
10.	M. Zulfiryansyah	60
11.	Moch Harvio Ilham	65
12.	Muhammad Ferdhiyyan	45
13.	Muhammad Varel Juliano	74
14.	Novia Angraini	83
15.	Rendy Maulana	76
16.	Reza Rahma Tuljannah	76
17.	Ridwan Fajar Aprilian	46
18.	MHD. Ar – Rasyid	63
19.	Rasyid Al – Fahri	51

This was because on learning grammar the student often felt confuse to understand the pattern. Another that, the students do not understand with English words. So that, on answering the English exam the student only guessing the answers for the English exam questions.

The second problem was the understudies did not understand to make sentence on form simple present tense and simple past tense. In addition, the students did not understand on making sentences using simple present tense and simple past tense. Another that, the understudies did not understand using of the verb, adverb, adjective etc. the understudies also did not understand with sentence's structure and sentence's pattern on simple present tense and simple past tense such as the subject, verb, object, to be, adverb of the sentence.

Based on the clarification over, it was a logical reason for the investigate to conduct approximately instructing linguistic use. The title of this investigate was "***The Effect of Noticing Technique toward Teaching Simple Present Tense and Simple Past Tense at The First Grade in SMP N 3 Sungai Pua***."

RESEARCH METHOD

A. Design of The Research

To manage the inquire about, the analyst utilized statistical inquiry about. Statistical inquire about alludes to the precise statistical examination of social marvels by means of factual, mathematical or numerical. Agreeing to Sugiyono, the statistical investigate may be a research that the data is numeral and using statistics for analysis. Moreover, test investigate precisely employments to tryout the root – impact affiliation by utilizing speculation test. Gay affirms that statistical inquire is the strategy which the investigator manipulates at least one independent variables, controls other relevant variables and observes the effect on one or more dependent variables.

B. Technique of Data Analysis

Test talks to the quality and characteristic of masses. Concurring to Sugiyono, a test may well be a parcel of the complete along with an attribute which subsist within which populace.[8] Within here ask approximately the examiner utilized dual group while an exploratory course along with authority course. Exploratory lesson had been teaching by utilizing noticing technique method and control course was instructed by ordinary strategy. This inquire about utilized simple random sampling. According to Sugiyono, "simple random sampling is choice the part of test the populations ready while arbitrary unaccompanied at consideration an amount interminably residents.[9] To choice the course that would be as test with thought that the primary the particular group possess the identical capacity during English topic.That exist demonstrated at an English instructor whom is educating during the groups. Moment, subsequent to examine a typicality about a information within the dual group at utilizing liliefors tryout along with F tryout, an analyst authorize establish which the dual group exist typical along with homogeny. A stamps to require a tryout were:

1. Collected of outcome from understudies tryout consequence within English learning as to a first classification understudies from SMP N 3 Sungai Pua

2. Tryout an ordinariness from an information

An reason from tryout the typicality of the information exist for realize if a the information spreads out ordinary or not.The typicality test of the information was conducted by utilizing Liliefors tryout. It may well be tired these steps underneat:

3. Arranged the data of the lowest to the highest

4. Found the mean score ( ), the standard deviation (S), and the variant (S^2)

$$(\bar{x})=\frac{\Sigma f x i}{N} \quad SD=\frac{\sqrt{\Sigma f(x i-\bar{x})^2}}{n-1} \quad S^2=\frac{\Sigma f(x i-\bar{x})^2}{n-1}$$

5. Found an outcome from Zi at utilizing these equation: $Zi = \frac{x i-\bar{x}}{s}$

6. Found an outcome from P (Zi) at take counsel from an outcome from Zi accompanied by Z table

7. Found S (Zi)

8. Found an outright outcome from P (Zi) – S(Zi)

9. Determined an elevated outcome from outright smear P (Zi) – S (Zi). That exist denomination accompanied by Lo (Liliefors)

10. Tryout a Lo outcome accompanied by Liliefors counter accompanied by an unquestionable from authonomy alpha ( ) 0,05 . [10]

11. Tryout a similarity from a particulars

A similarity from a information was utilized toward discover away either a populace was similarity rather than nix, consequently an analyst utilized a F tryout. A similarity tryout at utilizing F tryout exist browned at taking after a strides underneath:

12. Found a signify outcome()

13. Found the standard deviation (s)

$$S=\frac{\sqrt{\Sigma f(x i-\bar{x})^2}}{n-1}$$

14. Found the variant (S^2)

$$S^2 =\frac{\Sigma f(x i-\bar{x})^2}{n-1}$$

15. Found the F obtained : $\frac{the\ highest\ variant}{the\ lowest\ variant}$

16. Found the score of F table with the certain of level significant ( ), 0,01.

17. Found F table

$$V1 = n - 1$$

$$V2 = n - 1$$

18. Grasp a termination, provided a f obtained < F board

Succeeding found the homogenous group, after that the analyst chosen the control and experimental class.[11]   The ordinarily tryout from a particular in directed at utilize Liliefors tryout and T board. Liliefors test for VII. A = 0,0657, VII. B = 0,0864. To a similarity from a particular was investigated thus VII. A group and VII. B group exist similarity with 0,05 the alpha of the standard. Succeeding was establish a standard of VII. A group along with VII. B group along with was examine accompanied by a Fboard along with 0,05 alpha standard, manufacture Fobtained was area in the middle of Fboard sinistral and Fboard equitable. Fboard sinistral = 0,284, Fobtained = 1,525 and Fboard equitable = 3,60. Since VII. A group along with VII. B group was similarity, for regulate an exploratory group along with an authority group, was used simple random sampling to determine experimental class and the control class. Formed on Mr. Sugiyono, his statement had speak such "simple random measurement was alternative a constituent from representation a residents was ready while unsystematically unescorted by checked out a degree interminably a residents.[12] Succeeding was ready straightforward unsystematically segmenting, an analyst possibility VII. A group while authority group along with VII. B group while inquiry group. An entire from a representative exist 39 understudies, of 20 understudies within VII. A group along with 19 understudies within VII. B group.

To manage the inquire about, the analyst utilized statistical inquiry about. Statistical inquire about alludes to the precise statistical examination of social marvels by means of factual, mathematical or numerical. Agreeing to Sugiyono, the statistical investigate may be a research that the data is numeral and using statistics for analysis.[13] Moreover, test investigate precisely employments to tryout the root – impact affiliation

by utilizing speculation test. Gay affirms that statistical inquire is the strategy which the investigator manipulates at least one independent variables, controls other relevant variables and observes the effect on one or more dependent variables.[14]

Residents exist a by and large theme about an explore. Concurring to Sugiyono, the populace exist   a   generalization locale that comprises of   subject and question that have quality and characteristic that's required by analyst to examine a nd it is made the conclusion.[15] The population of the inquire about was the primary review understudies (VII class) at SMP N 3 Sungai Pua during pedagogical annually 2021/2022. Residents exist related during a patronage the counter:

The total population of the first grade students (VII class) SMP N 3 Sungai Pua

No	Class	Students' Totality
1.	VII. A	20
2.	VII. B	19
3.	VII. C	19
TOTAL		58

this table, this people from this ask approximately was understudies, that's the complete of the understudies within the trial group about a primary review in SMP N 3 Sungai Pua.

Afterward, instrument is a technique that used to collect data. The instrument used in this research was test that gave as pretest and posttest. The test was writing procedure text which the students were given several topic and they had made a procedure text in a blog and post it. In order made that test become valid and reliable; the writer had done the validity and reliability of the test.

Moreover, Analysis of the data was the process to analyze and interpret the data to get the result of the research. Before entering to process the data analysis, the researcher got the test results, and then researcher calculated the test result in the pretest and posttest. In analyzing the data of pre-test and post-test, the statistical formula was applied to calculate the mean score of pretest and posttest of experiment class and control class, the standard deviation and the mean difference of both classes.

FINDING AND DISCUSSION

This research was about the effect of using noticing technique toward teaching simple present tense and simple past tense at the first grade in SMP N 3 Sungai Pua. This section discussed the results of research based on theory.Grammar was part of linguistic that discussed about word to be a sentence, that including the kind of word, the using of the word, the structure of the sentence and the using between a word with another word that will be a sentence that had a meaning. According to Thornbury, grammar was partly the study of what forms (or structures) were possible in a language.[16] It meant that grammar had been concern almost exclusively with analysis at the level of the sentence.

In learning grammar in English there were several strategies, one which can be used by teachers was to use the noticing technique. Noticing technique was the process of teach grammar on all out scale. The teacher not only focus to the pattern of sentences but also to meaning on the sentence. So the students did not feel difficult to learn English and did not confusing with the word on the English. In this case, the teacher can use the picture to support the learning. According to Batstone, he said that, "Noticing is basically the idea that if learners pay attention to the form and meaning of certain language structures in input, this will contribute to the internalization of the rule.[17] It meant that, the student pay attention to form and meaning at language structure this will determine meaning of the sentence. The rules latterly will determine meaning of the sentence. If the student understands with the rules on making the sentence, so they will understand with the meaning of the sentences.

Based on the result of the research above, the result of the hypothesis from this study can answer the problem formulation as stated in chapter one where this study find that all alternative hypotheses (Ha) was accepted. The result of this study were related to the first hypotheses which states that there was a significant effect of using noticing for teaching simple present tense and simple past tense. This is comparable to the research by Anahita, et.al., they do the research with the title "The Effect of Reconstruction as a Noticing Strategy on Iranian Female First Grade High School students' writing Ability"[18] with the result that is noticing has effected for teaching grammar especially at simple

present tense and simple past tense to make a writing on form simple present tense and simple past tense.

It can be showed from the mean score of pre-test and post-test in experimental class. The mean score of pre-test of experimental class is 51,10 and the mean score of post-test is 88,21. It meant that the mean score of post-test of experimental class was higher than the mean score of pre-test of experimental class. The t-test result was showed that the t-obtained was 50,13 higher than the t-table 20,86. The differences of both classes was caused by the treatment given. The fact showed that noticing technique had significant effect in increasing the students' grammar achievement. So that, the students' curiosity can be improved. It can be seen from the students' grammar comprehension ability which was showed by the achievement of the students' score.

In the second hypothesis, it had also proven that the using noticing technique on students' grammar comprehension ability gave significant difference on students' grammar comprehension ability. It can be showed from the mean score of post-test in experimental and control classes. The mean score of post-test of experimental class was 88,21 and control class was 73,2. It meant that the mean score of experiment of control class was higher than the mean score of post-test of control class. The t-test result was showed that t-obtained was higher than the t-table, $26,70 > 20,97$. The difference of both classes was caused by the treatment given. The fact showed that noticing technique had significant difference in increasing the students' achievement. This is comparable with the research by Maskanah on his journal[19], he says that noticing can improve student achievement on grammar lesson especially in for target grammar forms in his study, are present perfect, present perfect progressive, simple past and past progressive. The result is showed that the mean score for the post test is greater than the pretest.

Finally, the data of the experimental and control classes were also obtained to indicate the students who taught by using noticing technique from the data that was obtained. It was found that the mean score of post-test the experimental class VII.2 was higher than the mean score of the control class VII.2 $88,21 > 73,2$. It can be concluded that noticing technique can help students to increase student's achievement. This is comparable with the research by Maskanah on his journal[20], he says that noticing can

improve student achievement on grammar lesson especially in for target grammar forms in his study, are present perfect, present perfect progressive, simple past and past progressive. The result is showed that the mean score for the post test is greater than the pretest.

In conclusion, using noticing technique can help students to improve student's achievement. From the research, the researcher also found that the students who used noticing technique were more interesting in learning. Students will be easier to understand the new words and the students will be easier to understand the text in English. It can concluded that, using noticing technique was the useful in helped students to find out the meaning of unfamiliar word and it can improve students' achievement.

CONCLUSION

Based on the inquire about address approximately utilizing noticing technique for educating simple present tense and simple past tense, it can be concluded that:

1) There was a noteworthy impact of utilizing noticing technique for educate basic show tense and basic past tense toward student's accomplishment. It was found that the esteem of t-obtained (26,70) was higher than t-table with the level critical 0,05 $\propto$ 20,97. It implied that elective theory (Ha) of this inquire about was acknowledged that noticing technique gave critical impact on students' accomplishment.

2) There was noteworthy distinction between the understudies who were instructed by utilizing noticing technique and understudies who were instructed without utilizing taking note procedure. This exist establish which a esteem of t-acquire 50,13 exist towering aside from a esteem from t-board accompanied by a quantity from critical 0,05$\propto$ 20,86. That implied it a elective speculation (Ha) from the investigate exist acknowledged along with invalid theory (Ho) exist repudiate. Furtheremore, a the cruel outcome from after tryout at test exist more noteworthy compared to a cruel outcome from after tryout at authority lesson.

3) Teaching simple present tense and simple past tense for understudies whom exist educate with employ noticing greater compared an understudies whom exist educate with conventional model toward student's achievement. It was demonstated with a particular an after tryout from dual groups in which a signify outcome from exploratory group exist 88,21 along with a signify outcome from authority group exist 73,2 meantime dual from the groups had a matching quantity from capacity within before tryout. On condition that as well set side by side accompanied by t – acquire exist higher its t – board (50,13>20,93), that meant a substitute supposition exist receive.

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