



**TEACHING GRAMMAR BY USING MEDIA AT
THE VIIth GRADE STUDENTS OF SMP N 1
BATANG TORU**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Graduate Degree
of Islamic Education (S.Pd) in English*

Written by :

SINTIA SIREGAR
NIM: 17 203 00001

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY

STATE INSTITUTE FOR ISLAMIC STUDIES

PADANGSIDIMPUAN

2022



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SINTIA SIREGAR
NIM: 17 203 00001

ENGLISH EDUCATION DEPARTMENT

ADVISOR I

Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002

ADVISOR II

Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2022

LETTER OF AGREEMENT

Term : Munaqosyah
Item : 7 (seven) examplars

Padangsidimpuan, 2022
a.n.Sintia Siregar
To:Dean
Tarbiyah and Teacher Training Faculty
In-
Padangsidimpuan

Assalamu 'alaikumwr.wb.

After reading, studying and giving advice for necessary revision on the thesis belongs to **Sintia Siregar**, entitled “**Teaching Grammar By Using Media At The VIIth Grade Students Of SMP N 1 Batang Toru**”. We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in IAIN Padangsidimpuan.

Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalam 'alaikumwr.wb.

Advisor I



Dr. Fitriadi Lubis, M.Pd.
NIP.19620917 199203 1 002

Advisor II



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

DECLARATION LETTER OF WRITING OWN THESIS

The name who signed here:

Name : Sintia Siregar
Reg. Number : 17 203 00001
Faculty/Department : Tarbiyah and Teacher Training Faculty/ TBI-1
The title of the Thesis : **Teaching Grammar By Using Media At The VIIth Grade Students Of SMP N 1 Batang Toru**

I hereby declare that I have arranged and written the Thesis by myself, without asking for illegal help from the others, except the guidance from advisors, and without plagiarism as it is required in students' ethic code of IAIN Padangsidempuan in article 14 verse 2.

I do this declaration truthfully, if there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get the punishment as it is required in students' ethic code of IAIN Padangsidempuan, article 19 verse 4, that is to cancel academic degree disrespectfully and other punishment regarding norms and legal law.

Padangsidempuan, 22 Maret 2022
Declaration Maker



Sintia Siregar
Reg. No. 17 203 00001

AGREEMENT PUBLICATION OF FINAL TASK FOR ACADEMY CIVITY

As academic cavity of the State Institute for Islamic Studies Padangsidempuan, the name who signed here:

Name : Sintia Siregar
Registration Number : 17 203 00001
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1
Kind : Thesis

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Padangsidempuan, 22 Maret 2022
Signed



Sintia Siregar
Reg. No. 17 203 00001

**EXAMINERS
SCHOLAR MUNAQOSYAH EXAMINATION**

Name : SINTIA SIREGAR
Reg. Number : 17 203 00001
Faculty/ Department : Tarbiyah and Teacher Training Faculty/ English
Education Department
Thesis : **“TEACHING GRAMMAR BY USING MEDIA AT
THE VIIth GRADE STUDENTS OF SMP N 1
BATANG TORU”.**

Chief



Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

Secretary



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007

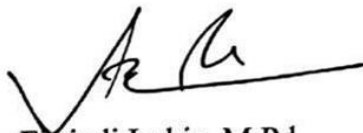
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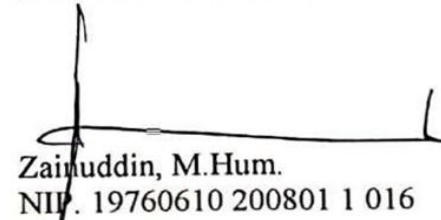
Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002



Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007



Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002



Zainuddin, M.Hum.
NIP. 19760610 200801 1 016

Proposed:

Place : Padangsidempuan
Date : 12th April 2022
Time : 13.30 until 16.30
Result/Mark : 79 (B)
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RELIGION MINISTRY INDONESIAN REPUBLIC
STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Alamat: Jl. H.T. Rizal Nurdin Km. 4,5 Telp. (0634) 22080 Sihitang 22733
Padangsidempuan

LEGALIZATION

Thesis : Teaching Grammar By Using Media At The *VIIth*
Grade Students Of SMP N 1 Batang Toru

Written By : **SINTIA SIREGAR**

Reg. No : **17 203 00001**

Faculty/Department : **Tarbiyah and Teacher Training Faculty/TBI**

The Thesis had been accepted as a partial fulfillment of the Requirement
for Graduate Degree of Education (S.Pd.)

Padangsidempuan, Maret 2022

Dean



Dr. Lelya Hilda., M.Si.

NIP. 19720920 200003 2 002

Name : Sintia Siregar
Reg. Number : 1720300001
Faculty : Tarbiyah and Teacher Training Faculty
Department : English Education
The Title of Thesis : Teaching Grammar By Using Media aAt The *VIIth* Grade Students Of SMP N 1 Batang Toru.

Abstract

This research described about teaching grammar by using media at the *VIIth* grade students of SMP N 1 Batang Toru. There were some problems of the teachers in this research: 1) The students do not pay much attention to the lessons presented by the teacher in the classroom because the teaching materials do not attract the students' interest. 2) When the teacher will teach material about grammar using formulas some students do not understand, the student difficulties to understand on grammatical rules.

The formulation of this research were: 1) What media do the teachers use in teaching grammar at the *VIIth* grade students of SMP N 1 Batang Toru? 2)How do the teachers use the media in teaching grammar at the *VIIth* grade students of SMP N 1 Batang Toru ? 3)Why do the teachers use the media in teaching grammar at the *VIIth* grade students of SMP N 1 Batang Toru ? Therefore, The aim of this research were: 1) To know what media do the bteachers use in teaching grammar at the *VIIth* grade students of SMP N 1 Batang Toru. 2)To know way the teachers use the media teaching grammar at the *VIIth* grade students of SMP N 1 Batang Toru. 3) To know why do the teachers use the media in teaching grammar at the *VIIth* grade students of SMP N 1 Batang Toru.

The type of this research was a qualitative research using descriptive method. The respondent of this research were two English teachers of SMP N 1 Batang Toru at the *VIIth* grade. For collecting data the researcher used observation and interview as the instrument of this research, and the researcher analysed the data by data reduction, data display and conclusion. For checking data trustworthiness the researcher used triangulation.

Based on the result of research, it was known that there were five types of media that two English teachers used when teaching grammar at the *VIIth* grade. namely, real thing, whiteboard, poster, dictionary, and flashcard. Then, this research foundout why the teachers used media when teaching grammar. Namely, a tool to clarify the material message of the tenses conveyed by the teacher. Clarifying the tenses so that they are not too verbalistic, overcoming the limitations of space, time, energy and senses, creating a passion for student learning and students are more able to make sentences because of the media used by the English teacher. The English teachers stated that media have big impact to increase the students' motivation in learning.

Keywords: Teaching grammar, kinds of media and reason used media.

Nama : Sintia Siregar
NIM : 1720300001
Fakultas : fakultas dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : Mengajar Grammar menggunakan media dikelas tujuh di SMP N 1 Batang Toru

Abstrak

Penelitian ini mendeskripsikan tentang mengajar grammar menggunakan media di kelas *VIIth* di SMP N 1 Batang toru. Ada beberapa masalah guru dalam penelitian ini: 1) Siswa kurang memperhatikan pelajaran yang disampaikan guru di kelas karena bahan ajar yang kurang menarik minat siswa. 2) Ketika guru akan mengajarkan materi tentang tata bahasa dengan menggunakan rumus-rumus yang beberapa siswa tidak mengerti, siswa kesulitan untuk memahami aturan-aturan tata bahasa.

Rumusan penelitian ini adalah : 1)Apakah media yang digunakan guru ketika mengajar grammar dikelas tujuh di SMP N 1 Batang Toru? 2) Bagaimana guru menggunakan media saat mengajar grammar dikelas tujuh di SMP N 1 batang Toru? 3)Kenapa guru menggunakan media ketika mengajar grammar dikelas tujuh di SMP N 1 Batang Toru?. Tujuan penelitian ini adalah :1) Untuk mengetahui apa saja yang digunakan guru ketika mengajar grammar dikelas tujuh di SMP N 1 Batang Toru. 2) Untuk mengetahui cara guru menggunakan media saat mengajar grammar dikelas tujuh di SMP N 1 Batang Toru. 3)Untuk mengetahui apa alasan guru menggunakan media ketika mengajar grammar dikelas tujuh di SMP N 1 Batang Toru.

Jenis dari penelitian ini adalah kualitatif menggunakan metode deskriptif. Responden dari penelitian ini adalah dua guru bahasa inggris di SMP N 1 batang Toru dikelas tujuh. Untuk mengumpulkan data peneliti menggunakan metode observasi dan interview. Untuk mendapatkan data peneliti menggunakan analisis data yaitu data reduction, data display dan kesimpulan. Untuk mengecek kebenaran data peneliti menggunakan triangulasi.

Kesimpulan dari penelitian ini adalah, dapat mengetahui bahwa ada lima jenis media yang digunakan dua guru bahasa inggris ketika mengajar grammar dikelas tujuh di SMP N 1 Batang Toru. Yaitu, real thing, papan tulis, poster, flash card dan kamus bahasa inggris. Peneliti juga dapat mengetahui alasan guru menggunakan media ketika mengajar grammar, yaitu alat untuk memperjelas pesan materi tenses yang disampaikan oleh guru. Memperjelas tenses agar tidak terlalu verbalistik, mengatasi keterbatasan ruang, waktu, tenaga dan indera, menciptakan semangat belajar siswa dan siswa lebih mampu membuat kalimat karena media yang digunakan guru bahasa Inggris. Guru bahasa Inggris menyatakan bahwa media memiliki dampak besar untuk meningkatkan motivasi siswa dalam belajar.

Kata kunci : Mengajar grammar, jenis media dan alasan menggunakan media.

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Padangsidimpuan, 2022

Researcher

Sintia Siregar
Reg. No. 17 203 00001

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Grammar is the set of rules that describe the structure of a language and control the way that sentences are formed. Grammar is thought to furnish the basic for a set of language skills: listening, speaking, reading and writing. grammar for young learners is not easy, because grammar is one of language system that must be taught for the language learner. Grammar is a system of rules that reveals and structures meaning in language and is made up to things : syntax and morpholog. Then, grammar as a rules of a language, grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constructions.

Essential of grammar in teaching English, English grammar lesson is very importance for reading, speaking, writing. These skills are inseparable from grammar. Someone will more easily understand reading, writing and speaking if they master grammar well. If grammar is not used in reading, writing and speaking it will be messy.

The purpose of teaching grammar on curriculum 2013 is to help teacher make students to master so that they can express feelings, emotions, and can use English well. In teaching that uses a communicative approach, grammar is considered as language usage which is the foundation for communicating. So, the government has choosen the quality of teachers and the selection of textbook and also the government

provide facilities to schools to complement English language learning. The main aim of the teachers in teaching grammar is to teach the structure of the language systematically and make their students get good command over the language to produce the learned grammatical structures accurately when they use them in their real-life situations in either spoken or written form.¹

Based on the explanation, it will be more communicative in speaking English. Regardless of grammar, sentences or paragraphs that are formed tend to have irregular patterns and ambiguous meanings.

Efforts of teaching grammar in teaching English that the government has done such as curriculum development, teacher quality improvement such as Magister, and textbook selection. The school also has done some efforts to increase education, such as preparing school facilities for the teaching process of teaching. The teacher is an important in increasing the quality of education, in addition to teaching, the teacher's job to monitor and provide feedback on student's learning. The efforts have been done, students are expected to develop their grammar skill in the learning process.

Condition of teaching grammar in teaching English at Junior High School is still un effective. Based on the interview with the English Teacher of SMP N 1 Batang Toru :

¹Ramon Mohandas, Ph.D. "Kurikulum 2013 Pedoman Guru Mata Pelajaran Bahasa Inggris," Pusat Kurikulum dan perbukuan Kementrian Badan Penelitian dan Penhembsngan Kementrian pendidikan dan Kebudayaan (2014). p.16.

The teachers are faced with difficulties that obstruct the learning process, especially on the part of the student's interest in receiving the teaching materials provided by the teachers. The students do not pay much attention to the lessons presented by the teacher in the classroom because the teaching materials do not attract the students' interest. Then, when the teacher will teach material about grammar using formulas some students do not understand, the student difficulties to understand on grammatical rules.²

Based on the explanation, one aspect that makes teaching grammar ineffective is the media. So, the teacher needs media in teaching English Grammar to deliver easily the material in which if the teacher has the difficulties in explaining the material, the teacher can be helped by the media to catch the students' attention.

Media is one of the important things in teaching English. Those all are used to make the students easier in understanding the lesson and help the teacher in delivering the lesson. Then, Media is interpreted as tools for graphics, photography, or electronically for capturing, processing, and completing return visual and spoken information in the learning process.

In addition, there are some of the importances of media in learning, namely :

Delivery of subject matter can be uniform, the learning process becomes clearer and more interesting, the learning process becomes more interactive, efficiency in time and effort, improve the quality of student learning outcomes, media allows the learning process to be carried out

²English Teacher in SMP N 1 Batang Toru,Privat Interview,on March 14th2021,at 10.23 a.m

anywhere and anytime, media can foster positive attitudes towards students learning materials and processes, changing the role of teachers in a more positive and productive direction.

The use of media in learning grammar process can develop new requirements and desires, motivate and stimulate learning activities, and even influence the personality of students. Because the media as a learning tool, learning will be easier to reach and become concrete. A good teacher is one who uses the media because the media has a contribution in improving the quality and quality of learning. The use of media not only helps educators in delivering grammar teaching materials but also provides added value for learning activities.

The solution applied by the teacher is to use media to motivate students to be enthusiastic in the learning process, because it is more fun and makes the class more lively when learning process. Therefore, from the description above the research focused on **“Teaching Grammar By Using Media At The VIIth Grade Students Of SMP N 1 Batang Toru”**.

B. Definition Of Key Term

1. Teaching Grammar

Teaching is showing or helping someone to learn how do something giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Then, Teaching is a process that involves teacher and students in the classroom.

Grammar is worth studying because it can help us to express our ideas clearly and effectively in both speech and writing.³ Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints.

2. Media

Media is one of the tools teaching for teachers to convey material, increase creativity students and increase student attention in the learning process. So, media is the reflection of our society and it depicts what and how society works.

C. Formulation of the Problems

Related to the background the study, the problems of this study are stated as follows:

1. What media do the teachers use in teaching grammar at the *VIIth* grade students of SMP N 1 Batang Toru?
2. How do the teachers use the media in teaching grammar at the *VIIth* grade students of SMP N 1 Batang Toru?
3. Why do the teachers use the media in teaching grammar at the *VIIth* grade students of SMP N 1 Batang Toru ?

D. Purpose of the Research

Based on the statement of the problems above, the purposes of the study are:

1. To identify the media used in teaching grammar at the *VIIth* grade

³Yadhi Nur Amin, "Teaching Grammar In Context And Its Impact In Minimizing Students' Grammatical Errors," Journal Vol.2. No.2.2015,p.79. <https://media.neliti.com>

students of SMP N 1 Batang Toru.

2. To know the way the teachers used the media in teaching grammar at the *VIIth* grade students of SMP N 1 Batang Toru.
3. To describe the teachers ways when use media in the classroom when teaching grammar.

E. Significances of the Research

The significances of the research are :

1. For headmaster, as an information to English teacher to teach English better.
2. For English teachers, as input in teaching and learning process especially using media when teaching grammar.
3. For researchers, who want to do research with the same problem as information about the topics or as references for another researcher in the next time.

CHAPTER II

LITERATURE REVIEW

A.Theoretical Description

1. English Teaching Media

a. Definition of Media

Media comes from the latin “*medius*” which literally means “Intermediary” or “introduction”.”Media is intermediary or delivery of message from the sender to the recipient of the message”.⁴ Then, Uno state “media is all forms of tools of communication that can be used to convey information from resources to students with the aim of stimulating them to take part in learning activities”.⁵ Based on the definition above media is a tools of communication to convey message as an intermediary from teachers to students.

Then, Kustandi & Sutjipto state that “media is a tool that can help teaching and learning process and serves to clarify the meaning of the message conveyed, so that it can achieve the learning objectives better and more perfect”.⁶ Then, Munadi defines “media is everything that can convey and transmit messages from sources planned so as to create a

⁴ Azhar Arsyad, *Media Pembelajaran*,(Jakarta:PT.Raja Grafindo Persada,2013), p.3.

⁵Hamzah B. Uno, *Profesi Kependidikan*,(Jakarta :Bumi Aksara, 2008), p. 113.

⁶Kustandi C dan Sutjipto B, *Media Pembelajaran: Manual dan Digital*,(Bogor: Ghalia Indonesia, 2011). p. 9.

learning environment conducive environment where the recipient can carry out the learning process efficiently and effective”.⁷

Based on the explanation above, it can be concluded that the definition of media is a material, tool or technique used in the teaching and learning process because media can also make learning better and more perfect to be interpreted as a between information giver and receiver and make learning process efficiently and effective.

b. Purpose of Media

To provide a varied learning experience so as to further stimulate the interest and motivation of students to learn, it is necessary to have a learning media goal. The purpose of media as follows :

- a) Simplify the learning process in the classroom.
- b) Improve the efficiency of the learning process.
- c) Maintain relevance between learning materials and learning objectives.
- d) Help learner concentration in the learning process.⁸

Specially, Sanjaya state there are five purposes of media, they are :

- a) To make teaching and learning process can run smoothly appropriately and efficiently.
- b) Make it easier for teachers / educators in conveying material information to students.
- c) Make it easier for students to absorb or accept understand the material

⁷Yudhi Munadi, *Media Pembelajaran Sebuah Pendekatan Baru*,(Jakarta: Gaung Persada, 2010), p.7.

⁸AH Sanaky, Hujair, *Media Pembelajaran Interaktif-Inovatif*,(Yogyakarta: Kaubaka Dipantara,2013), p.19.

that has been delivered by the teacher / educator.

- d) Encouraging students' desire to know more in depth about the material or message conveyed by the teacher/educator.
- e) Avoid misunderstandings or misunderstandings between one student with others to the material or messages conveyed by teacher/educator.⁹

Based on the explanation above, it can be concluded that the purpose of media is to get to convey messages or subject matter to students, so that messages are easier to understand, more interesting, and more fun for students. Give students with the opportunity to better understand theoretical and practical, principles, and abilities by using the most effective media based on the nature of the teaching materials. Create a unique and varied learning knowledge in order to attract students' interest and motivation to learn.

c. Kinds of Media in Teaching

After knowing the meaning of the media and the purpose of the media, the researchers discussed various kinds of media because they were needed for teachers to be able to make their students more enthusiastic in learning. As follows :

- a) Visual media

“Visual media is a comprehensive form which can be seen as being helpful to understanding. the message or information it

⁹Wina, Sanjaya, *Strategi Pembelajaran Yang Berorientasi Pada Standar Proses Pendidikan*, (Jakarta: Prenadamedia Group.2016), P.126.

contains”.¹⁰ According to Sanjaya, “visual media are media that can be seen only, does not contain sound elements”.¹¹“Visual media are media that involves the sense of sight. This media can only convey messages through the sense of sight or can only be seen with the eye of course, other senses such as the ear cannot be used for media these visuals”.¹²There are kinds of visual media that can be seen by students’. They are as follows :

1) Picture

“Picture is the kind of object illustration and representation of people, things, and places that can be described”. Pictures also can be used effectively to teach language and cultural content. Sudjana and Rifa’i in Sukiman say that “a picture or photo is one of the media that are very familiar in every learning activity. This is due to its simplicity, without require equipment, and do not need to be projected for observe it”.¹³

It can be concluded that good picture can be used to train thinking skills and can develop students' imagination skills. When students are given a picture, they are praised for describing the processes that occur in the picture based on their perception.

¹⁰Arsyad in Bobby Agus Yusmiono, “Visual Learning Media On Learning Outcomes Students Of Geograhic Education Study Program At University Of PGRI Palembang,” *Journal Educational Science* Vol.5. No.1. 11 Januari 2018, p.2. <http://digilip.mercubuana.ac.id>

¹¹Wina Sanjaya, *Perencanaan dan Design Sistem Pembelajaran*, (Jakarta: Kencana Prenada Media Group. 2010), p. 204.

¹²Wina Sanjaya, *Perencanaan dan Design Sistem Pembelajaran*, (Jakarta: Prenada Media Group, 2008), p.21.

¹³Sukiman, *Pengembangan Media Pembelajaran*, (Yogyakarta: PT Pustaka Insan Madani, anggota IKAPI, 2012), cet. 1, p. 86.

2) Whiteboard

“Whiteboard is regarded as an easier visual tool than the other boards”. “Generally, there are several kinds of boards they are, chalkboard/blackboard, whiteboard, and interactive whiteboard all of them can ease the teacher to change into other messages”. Teachers can use boards as notepad, explanation aids, picture frame, public workbook, game board, and notice board.¹⁴

It can be concluded that whiteboard can help the teachers deliver the messages for the students. It becomes a common media in teaching and learning process. Black or white board is the most common media that is used in the classroom to present the drawing, diagram, and writing for many purposes.

3) Real Thing

“Real thing is a medium that comes from real objects that are close or unfamiliar with the media used during the learning process”.¹⁵“Real things are the kind of tool that can be seen, touched, and held by the students directly. It can be used to deliver or explain the teaching material by the teachers”.¹⁶

¹⁴Yuswanti, “The Use Of Image Media To Improve The Learning Outcomes Of Social Studies Students In Grade IV SD. PT. Lestari(LTT) Kabupaten Donggala,” *Journal Creative Taduloko Online*, Vol.3.No.4. 15 Maret 2018, p.194. <https://media.neliti.com>

¹⁵Zaman and Elyawati in Lathipa Hasanah, “Real Object users Can Increase their Interest In Learning science From 5-6 Years Old,” *Journal Of Education And Teaching* Vol.1.No.1. 4 september 2018, p.14. <https://media.neliti.com>

¹⁶Latipah Hasanah, p.111.

4) Charts

A chart is a combination of pictorial, graphic, numerical or vertical material which presents a clear visual summary. Chart presents ideas or concept that are difficult so that easier for students to digest. In addition, the chart is capable of providing a summary of the important points of the presentation.

5) Poster

“Poster is one of the media most powerful graphics as a medium for delivering messages. Media graphics are visual media that present facts, ideas, and ideas through words, sentences, numbers, and various symbols or picture”.¹⁷

It can be concluded that the purpose of the poster is to encourage response (response) from the audience and it would be better if it was later used as a medium of discussion. The advantage of posters is that illustrators can develop dramatization of images that are opposite, different, and conflict with audience view. Although photos and slideshows can also be used with the same way, posters can be richer with creations.

6) Flashcard

“Flashcard is small cards with a picture or symbol on them used both in teaching and in development work. In the classroom, flashcards are commonly used to teach reading. A picture, for

¹⁷Dina Indriyana in Megawati, “The Effect Of Poster Media On Learning Outcomes Of English Vocabulary,” *Getsempena English Education Journal(GEEJ)* Vol.4.No.2. 23 Maret 2017, p.111. <https://media.neliti.com>

example, of an elephant may be drawn or stuck on a card and the word “elephant” written underneath it or on a different card”.¹⁸

7) Graph

“Graphic Media, namely visuals that present facts, ideas, or ideas through the presentation of words, sentences, numbers, numbers and symbols/images. Graphics are usually used for attract attention, clarify the presentation of ideas and illustrates facts so they are interesting and memorable person”.¹⁹

It can be concluded that graphic is simple drawings using lines, dots, verbal symbol.

8) Map

“A map is a flat drawing or representation of an area, such as a village, which shows the location of natural and man-made features and resources”.²⁰ So, a map is drawn or made to be smaller than real life, and is not always to scale. In development work, a village or community map made by learners or participants in a project can serve a number of purposes.

9) Realia

“If a teacher bring a rose or sunflower, a rabbit or a cat, a stove or a pan, into a classroom to help her/him in teaching, she/he is using

¹⁸Widayanto, Widyaiswara Madya BDK Surabaya, *The Role Of Teaching Media In Learning Language*, (Jakarta:PT.Raja Grafindo, 2015),p.23. <http://bdksurabaya-kemenag.id>

¹⁹Netriwati, & Mai Sri Lena, *Pembelajaran Media Matematika*, (Lampung :Permata Net,2017), p.7.

²⁰Tony Buzan in Sri Melyanti,”Development Of Mint Mapping Based Pocket book Learning Media For Economic Learning class XI,” *Journal* Vol.1. No.1. 13 Februari 2019,p.9. <http://eprints.unm.ac.id>

realia. Realia helps to make English language input as comprehensible as possible and to build an associative bridge between the classroom and the world”.²¹

It can be concluded that realia media are real objects. These objects do not have to be presented in the classroom, but students can see directly object. The advantage of this realia media is that it can provide real experience to students.

b) Audio-visual media

“Audio visual comes from the words Audible and Visible, which means audible means can be heard, visible means can be seen”.²² “In the big dictionary science, audio is anything related to sound or sound”.²³ “visuals are things related to vision; generated or occurred as image in memory. Audio relates to the sense of hearing, the message that will conveyed is poured into auditive symbols both verbal (into words or verbally) and non verbal”.²⁴

Rohani states “audio visual is an instructional media modern in accordance with the times or advances in science knowledge and technology that includes media that can be seen, heard

²¹Siti Suharsih, Aisyah Hamidiyah, “Realia: the Effective Media for Teaching English for EYL,” Thesis, (Serang-Banten: Sultan Ageng Tirtayasa University, 2013),p.13. <http://eprints.umk.ac.id>

²²Amir Hamzah Sulaeman, *Media Audio Visual Media Untuk Pengajaran,Penerangan,dan Penyuluhan*, (Jakarta:PT.Raja Grafindo,1985), p. 11.

²³Save M. Dagun, *Kamus Besar Ilmu Pengetahuan, Lembaga Kajian Kebudayaan Nusantara (LPKN)*,(Jakarta:PT.Raja Grafindo, 2006), p. 81.

²⁴Arief S. Sadiman, *Media Pendidikan,Pengembangan dan Pemanfaatannya*, (Jakarta :PT. Raja Grafindo Persada, 2006), p. 49.

and can be seen and heard”.²⁵ Wingkel state “audio-visual media is the media that combine between visual media and audio”.²⁶ “Audio media is offer a wide range of opportunities for group or individual use that can deliver instruction involving verbal information and guiding the learning of intelectual and skills”.²⁷

d. The use of the media

a) Whiteboard

Effective use of whiteboards, are :

1. Clean the blackboard

Erasers, whiteboards, and board trays (chalk array) is cleaned regularly. Clean up unrelated and leave the part of the blackboard that is related to announcements and information must be known to students for several days.

2. Use a marker with good sharpness.

The color of the marker used will depend on the color of the keyboard used. However the color that makes a sharp difference will be make it easier for students to pay attention to lessons from all class position, is better.

3. Make the letters and pictures big enough

²⁵Ahmad Rohani,*Media Pendidikan Instruksional*, (Jakarta: Rineka Cipta,1997), p.298.

²⁶Joni Purwono,Sri Yutmini, and Sri Anitah in Wingkel,”The Use Of Audio-Visual In Natural Science Subjects In junior High School Negeri 1 Pacitan,” Journal Of Reseachr And Learning Technology Vol.2.No.2. 23 Maret 2014, p.130. <http://junal.fkip.uns.ac.id>

²⁷Najmi Hayati,M.Yusuf Ahma,Feбри Harianto, in Hamdani”The Relationship Between The Use Of Audio-Visual Learning Media And The Interest Of Students In Learning Islamic Religious education In SMAN 1 Bangkinang Kota ,” Journal Al-hikmah Vol.14.No.2.11 Januari 2017, p.165. <https://core.ac.uk>

All symbols need to be large enough' so that can be read and easily seen by all students in class, this is important so as not to disturb the eyes and especially the attention of students.

4. Avoid talking facing the blackboard

It's like the teacher made an almost ignored mistake when writing on the blackboard the teacher is expected to be more often turns to students to see eye contact with their students rather than talking a lot (facing the blackboard.

5. Avoid closing students' views

Try to avoid standing in front of the material presented on the board or otherwise distracting students. stand next to the blackboard and wear directions for important items.

6. Plan material placement arrangements

Use the blackboard space as effectively as possible. A little planning can avoid confusion and confusion which can result in useless things (discussion) or an irregular order of presentation.

7. Prepare complex messages and pictures

So that class time is not lost and avoids losing students' attention, then prepare in detail or make complex pictures on the blackboard firstmupstream. One effective technique for creating beautiful images complicated by making the main parts of the picture on the blackboard in order to achieve student progress.

8. Check (check) the clarity of the whiteboard from several positions

in the classroom to make sure there is no light shining through do it on the blackboard.

9. Use other media

Techniques that can be used to convey materials lessons, vary and do not rely on entirely on the blackboard alone Use overhead projector handouts, flip charts, wall charts and other media during teaching appropriately.

10. Keep the material presented

Materials such as tests or other lesson materials are wrapped with newsprint wrapping paper or inserted in the map so that when needed the material is already ready to wear.²⁸

b) Real things

The steps for using real things media, are:

1. The teacher conveys the core material and competencies that he/she wants to learn achieved
2. Students are asked to think about the material or problem delivered by the teacher
3. Students are asked to form groups (groups of 6-7 people) and express the results of their respective thoughts in experiment
4. The teacher and students observe objects or experimental results it.
5. Starting from the activity, directing the conversation to subject

²⁸ Nizwardi Jalinus, Ambiyar, Media dan Sumber Pembelajaran,(Jakarta : penerbit kencana, 2016),p.29.

matter and add material that has not been disclosed to students

6. The teacher concludes and closes the lesson.²⁹

Based on the description above, Media realia is an object which are used as teaching materials in the natural environment whether used alive or preserved and can be seen, touched and touched. By using real objects students can easily understand the material being taught. So that make it easier for students to remember the subject matter because interact directly with the media.

c) Poster

There are six steps that teachers can take in teaching using poster media, they are :

1. Formulate teaching objectives by utilizing poster media
2. Prepare teachers by choosing and determining which media which will be used to achieve the objectives.
3. Class preparation. Students and classes are prepared before the lesson with media begins. Teachers must be able to motivate them to can assess, analyze, live the lesson with using posters.
4. Steps for presenting lessons and using media. Poster media played by the teacher to help his task of explaining the material lesson.
5. Steps of student learning activities. The use of poster media by

²⁹ R. Ibrahim, Nana Syaodih S, Perencanaan Pengajaran, (Jakarta: Rineka Cipta, 2010),p. 25.

students themselves by practicing it or the teacher directly either in class or outside the classroom.

6. Advanced activity. This follow-up activity can be in the form of questions and answers, in order to determine the extent to which students' understanding of the material served. If there are still errors, it can be done by repeat screening of the poster.³⁰

d) Flash cards

According to Indriana, the steps for using media

flashcard as follows:

1. The cards that have been arranged are held at chest level and facing the students.
2. Remove the cards one by one after the teacher finishes explaining.
3. Give the cards that have been explained to students close to the teacher. Ask students to look at the cards then passed on to other students until all students observe.
4. If the game uses the game method:

Place the cards randomly in a box that is far from the students, prepare students who will compete, the teacher instructs students to look for cards that contain pictures, text, or symbols according to the order, after getting the card students return to, place of origin/start, and students explain the contents of the card.³¹

³⁰ Putu Suraoka dan Dewa Nyoman Supriasa, *Media Pendidikan Kesehatan*, (Yogyakarta : Graha Ilmu, 2012), p. 72.

³¹ Dina Indriana, *Ragam Alat bantu Media Pengajaran*, (Yogyakarta: Diva Press, 2011), P. 138.

e. Principles of Media

Producing a good learning media product is necessary principles in the media. In the Indonesian language and literature learning media book and information technology, identify the principles media, as follows:

- a) Identify the characteristics of the media that are considered in accordance with the conditions, show work (performance) or level of each learning objective.
- b) Identification of the characteristics of students (learners) who need media special learning.
- c) Identification of the characteristics of the learning environment with respect to the media the learner to be used.
- d) Identification of practical considerations that enable which media easy to implement.
- e) Identification of economic and organizational factors that determine convenience use of learning media.³²

In addition, This principle is in the form of media selection criteria or basics media selection considerations. They are :

- a) The type of ability to be achieved is in accordance with aim. As it is known that the purpose of teaching spans the cognitive, affective, and psychomotor. When will choose media learning, must be adapted to the objectives will be achieved.
- b) Usefulness of various types of media itself. Every Media types have their own usefulness values. This should be taken into account in select the type of media used.

³² Noberi Amal J H, Efi Hayati, *Indonesian Language and Literature Learning Media and Information Technology*,(Tangerang Selatan, Banten : Putut Said Permana, 2021),p.13.

- c) The ability of teachers to use a type of media. No matter how high the value of media use is, it will not give the slightest benefit in the hands of people who unable to use.
- d) Flexibility (flexibility), durability and comfort media. In choosing the media must be considered flexibility, in the sense that it can be used in various situations; must also be durable (not once immediately disposed of), to save costs and it is not dangerous to use.
- e) The effectiveness of a medium compared to the type other media to use in learning.³³

In addition, the principles of using the media, are:

- a) Principles of effectiveness and efficiency.
- b) Principles of Student Thinking Level.
- c) Principles of Interactivity Learning Media.
- d) Availability of learning media.
- e) Teacher's Ability to Use Learning Media.
- f) Time Allocation.
- g) Flexibility (flexibility) of Learning Media.
- h) Safe Use of Learning Media.³⁴

Based on the explanations above the first principles of media, it can be concluded determine the right media type; that is, educators should choose with objectives and teaching materials that will be taught. And the second principles can be concluded determine or take into account subject correctly; meaning, need taken into account whether the use of the media is in accordance with the level maturity/ability of students (student). Then, the last principles of media can be concluded presenting the right media; it

³³Evi Fatimatur Rusydiyah, M.Ag,*Learning Media Problem Based Learning*, (Surabaya :UIN Sunan Ampel Press,2020),p.145. digilib.uinsby.ac.id

³⁴Azhar Arsyad, *Media Pembelajaran*, (Jakarta : RajaGrafindo Persada,2006), p.75-76.

means, techniques and methods of using media in teaching must be adjusted with the objectives, materials, methods, time, and existing facilities.

f. Advantages and Disadvantages of Media

Learning media is very useful for educators because it makes it easier for educators to convey information to their students. Here are some of the advantages of some learning media.

a) Advantages of media

Hamalik state detailing the benefits of advantages media as follows:

- a) laying concrete foundations for thinking, by because it reduces verbalism.
- b) Increase the attention of students.
- c) Laying the foundations that are essential for development learning, therefore making the lesson more stable. Providing real experiences that can grow self-employment activities among students.
- d) Cultivate regular and continuous thinking, especially through live images.
- e) Helping the growth of meaning that can help development of language skills.

- f) Provide an experience that is not easily obtained with other ways, and contribute to greater efficiency and diversity much in learning.³⁵

To find out more about the advantages of media, the researcher will take the opinions of other experts. Then, there are some advantages of media according to Kemp and Dayton state the advantages of media in learning, they are:

- a) Submission of subject matter can be uniformed.
- b) The learning process becomes clearer and more interesting.
- c) The learning process becomes more interactive.
- d) Efficiency in time and energy.
- e) Improve the quality of student learning outcomes.
- f) Media allows the learning process to be carried out anywhere and anytime anytime.
- g) The media can foster a positive attitude of students towards the material and process study.
- h) Changing the teacher's role in a more positive and productive direction.³⁶

In addition, Nasution state the advantages of learning media as a tool in learning the learning process is as follows:

- a) Teaching is more interesting for students so that they can foster learning motivation.

³⁵ Rodhatul Jennah, *Media Pembelajaran*, (Banjarnasin:Antasari Press,2009), p.22.

³⁶Kemp and Dayton in Isran Rasyid Karo-Karo S, Rohani, "The Benefits of Media in Learning," Journal Vol.VII.No.1.3 Desember 2018, p.94.<http://jurnal.uinsu.ac.id>

- b) Teaching materials will have a clearer meaning, so they can better understood by students, and allows students to master good teaching goals.
- c) Learning methods vary, not only verbal communication through the spoken words of the teacher, students are not bored, and teachers are not exhausted.
- d) Students do more learning activities, because they do not just listen to the teacher's explanation.³⁷

Based on the first explanations above advantages of media, it can be concluded the delivery of lecture material can be uniformed, the teaching and learning process becomes more fun, the learning process is more interactive, and the amount of teaching and learning time becomes more efficient. Then, the second advantages of media can be concluded the quality of learning can be further improved, the learning process can be done not only in the classroom, the positive attitude of students towards learning materials and the learning process can upgraded. The last advantages of media can be concluded increase the child's attantion, provide a real and hands-on experience, and helping to cultivate regular and systematic thinking/understanding.

- b) Disadvantages of media

³⁷Teni Nurrita in Nasution, "Development of Learning Media to Improve Student Learning Outcomes"Journal Vol.3.No.1. 15 april 2018, p.176.<https://pps.iiq.ac.id>

In the learning process, there are many uses, but behind it all, learning media also has shortcomings. The following are some of the disadvantages that some media have, as follows :

- a) Requires special skills in its manufacture, especially for more complex graphics.
- b) The presentation of the message is only in the form of an element of vision so that it does not sharpen the senses of other students.
- c) The teacher must have an idea be creative for the results can be interesting student attention.
- d) Not all teachers have ability sketch.
- e) Poor explain detailed technique about something.
- f) Only emphasizes eye sense perception.
- g) If the object/movement is complex, it is less effective for learning.
- h) The size is very limited for large groups.³⁸

Another opinion state the disadvantages of media on visual media, they are:

- a) Pictures or photographs only emphasize eye sense perception.
- b) Images or photos that are too complex are less effective for learning activities.
- c) The size is very limited for large groups.³⁹

³⁸Tim Pengembang Ilmu Pendidikan FIP – UPI. *Ilmu & Aplikasi Pendidikan; Bagian 2 Ilmu Pendidikan Praktis*, (Bandung: PT. Imperial Bhakti Utama, 2007),p.209

³⁹Arief S. Sudiman ,*Media Pembelajaran(Pengertian, Perkembangan dan Penggunaan)*, (Jakarta: CV Rajawali, 1990) cet 2, p.29-31.

Then, disadvantages of audio visual media as a support. In addition to the many advantages that exist, the learning system using audio-visual also has its drawbacks, they are:

- a) Overemphasizing the importance of the material (audio visual materials) rather than the development process, such as: design, production, and evaluation.
- b) Continue to view audio-visual material as a teacher's tool in learning teaching, so that the integration between materials and aids is ignored.
- c) Attention is difficult to master, student participation is rarely practiced
- d) The nature of communication is only one-way and must be balanced with other feedback searches are less able to display details of objects that are perfectly presented.⁴⁰

Based on the explanation above can concluded the disadvantages wasting time studying. Visual media is can generate new desires and interests to learn and increase the attractiveness of students to the material presented using visual media. Then, disadvantages of audio visual media is that sometimes the sound is not obviously, its implementation takes quite a long time, and the cost is relatively more expensive. Then, on audio visual media lies in the limitations of the costs to be incurred, as well as its application which will cover all that aspect. One way communication

⁴⁰Arif S. Sardirman, *Media Pembelajaran: (Pengertian, Perkembangan dan Penggunaan)*, (Jakarta: PT. Raja Grafindo Persada, 2005), p. 75.

Abstract, especially related to numbers, sizes, calculations etc. Auditive, so it requires concentrate on listening.

g. Teaching English Grammar Position in Curriculum

“Teaching means participation with learners in constructing knowledge, making meaning, searching, and justifying. So, teaching is a form of self-study”.⁴¹ “Teaching is conveying knowledge to students or students at school. Teaching is passing on culture to the younger generation through school educational institutions”.⁴²

Penny Ur state that grammar is defined as word that are put together to make correct sentences it does not only affect how the units of words are combined in order to make correct sentences but also affects their meaning.⁴³ In the other word, grammar is a structure in linguistics that has functions to organize the sentence well.

Based on the explanation above it can be conclude grammar is the system of a language. Grammar is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language. Linguists’ attempt to codify or describe that system.

Position grammar in curriculum 2013 “the government needs to clarify the status of grammar teaching and also needs to clarify the status of the grammar learning syllabus so that it is carried out consistently so that competencies related to speaking and writing are also a concern for

⁴¹Paul Suparno, *Filsafat Konstruktisme dalam Pendidikan*, (Yogyakarta: Kanisius, 1997), P. 65.

⁴²Oemar Hamalik, *Proses Belajar Mengajar*, (Jakarta : Bumi Aksara, 2003), cet. Ke-2. p. 27.

⁴³Penny Ur, *A Course in Language Teaching Practice and Theory*, (London: Cambridge University Press 1996), p. 75.

teachers in the learning process in class”.⁴⁴“Explicitly grammar is no longer dominant in teaching English. Because of its implicit nature, grammar is taught if teacher have difficulty in writing sentences in terms of grammar problems. Because grammar is important, but in the current curriculum, grammar is not focused on being taught. grammar is taught if there are problems such as when students write and speak and if the student's grammar is wrong in arranging sentences, that is where grammar is taught”.⁴⁵

In curriculum 2013 “teaching English grammar also helps students to be able to speak with a good structure so that it is easy to understand because grammar one of the skills that every English learner must have”.⁴⁶ Grammar has an important role in English because we are located in the meaning of an utterance or in writing. Students are required to be able to master four language skills: reading, writing, listening and speaking.

h. Purpose of Teaching Grammar

The purpose of teaching grammar is divided into two objecttives, namely in general and based on curriculum. In addition, The purpose of teaching grammar in general for learning grammar to enable students use language as a means of communication. The purpose of teaching grammar has three implications:

⁴⁴Pusat Kurikulum dan Perbukuan TEFLIN, *Pokok-pokok Pikiran dan Rekomendasi Tentang Mata Pelajaran Bahasa Inggris Kurikulum 2013*, (TEFLIN:Bandung, 2013),p.9-10. <http://file.upi.edu>

⁴⁵Pusat Kurikulum dan Perbukuan, *Kurikulum 2013 Bahasa Inggris(English Language curriculum)*, (Jakarta :Depdiknas Retrieved 2006),p.12. <http://www.depdiknas.gp.id>

⁴⁶Pusat Kurikulum dan Perbukuan, *Kurikulum 2013 Bahasa Inggris*,p.13.

- a) Students need clear instruction that connects the core rules of grammar to the wider context of communication.
- b) Students do not need to master every aspect of each grammatical core, only those aspects that are relevant to current language usage.
- c) Correction of student errors is not the main responsibility of the teacher.⁴⁷

Brown state that the purpose of teaching grammar in general is offered a set of guidelines for teaching grammar when the purpose of grammar teaching is effective and accurate communication, they are:

- a) Explanations should be short and simple.
- b) Teachers should not confuse learners with exception to rules.
- c) Clear and unambiguous examples ought to be provided.
- d) Visual stimuli and graphical depictions should be used.
- e) Teachers should not confuse learners with complex terminologies.
- f) Grammar should be intrinsically motivating and interesting.
- g) Grammar should be contextualized in meaningful language use.
- h) Grammar should play a positive role in communicative goals.
- i) Grammar should attempt to encourage accuracy within a fluent communicative context.
- j) Learners' cognitive styles should be taken into account when teaching grammar analytical learners learn better by explanations compared to holistic learners Grammar lessons should be integrated to the whole curriculum.
- k) The curriculum should determine the content of the grammar lessons
- l) Grammar lessons should be designed in a way to deal with specific problems that learners may have encountered in the curriculum.
- m) Assessing the success of a grammar course should be evident from the learners' performance outside of the grammar class and not through grammar test.⁴⁸

⁴⁷Henny Uswatun Hasanah, "Students Response to Website Based Grammar Learning," Journal Nuansa Vol.13.N.1. 17 April 2016, p.55. <https://core.ac.uk>

⁴⁸Brown in Kaivanpanah, Alavi, & Hamed Barghi, ""Teachers' Practices and Awareness of Grammar Teaching Principles," Journal Teaching English Language, Vol.13, No.2. 3 Januari 2015,p.216. <http://www.teljournal.org>

After discussing the objectives in general, the learning objectives of English grammar subjects in the current curriculum include:

- a) Develop the ability to communicate in the language both orally and in writing. These abilities include listening (listening), speaking (speaking), reading (reading), and writing (writing).
- b) To raise awareness of the nature and importance of English as a foreign language to become the main tool for learning.
- c) Develop an understanding of the relationship between language and culture and broaden cultural horizons. Thus students have cross-cultural insight and involve themselves in cultural diversity.⁴⁹

To achieve the learning objectives of English grammar subjects, interrelationships between components in the curriculum are needed, namely learning objectives which are in the context of the current curriculum and are in line with the Content Standards regulated in Government Regulation No.19, stated in the form of the formulation of competency standards and basic competencies, which are then formulated specifically in the form of indicators that are used as material for consideration in selecting and developing other curriculum components, namely teaching materials, learning activities, and learning evaluations. The four main components of this curriculum in the current English subject curriculum must be explicitly included in the English language syllabus which is developed both for the benefit of classroom learning and for the development of teaching materials. In this teacher's instructions, the four components are tried to be mapped with reference to the curriculum.⁵⁰

Based on the all explanations above, it can be conclude teaching grammar an integral part of learning a language. Grammar must be learned first before learning listening, writing, reading and speaking. Teaching

⁴⁹Pusat Kurikulum dan Perbukuan, *When English Rings a Bell kelas VII*, (Edisi Revisi Jakarta : Kementrian Pendidikan dan Kebudayaan kurikulum 2013, Balitbang, kemdikbud).

⁵⁰Pusat Kurikulum dan Perbukuan kurikulum 2013

grammar there to make it easier for the recipient of the message to understand the message better, as well as for the person who conveys it. In short, teaching grammar there to make it easier for both parties who are communicating in English both orally and in writing. The purpose of teaching grammar in a foreign language teaching is promoting accuracy along with effective communication. Teach grammar; in fact, grammar needs to be taught in communicative contexts encouraging accuracy and fluency.

i. Principles of Teaching Grammar

The remainder of the book will explore how this role can be realised in the classroom. It will be useful at this stage to draw of some basic rules of thumb for grammar teaching rules of thumb which will serve as the criteria for evaluating the practical approaches that follow. Principle of teaching grammar, they are :

a. The E-Factor : Efficiency = economic, easy, and efficacy.

Given that dealing with grammar is only a part of a teachers activities and given that classroom time is very limited, it would seem imperative that whatever grammar teaching is done as efficiently as possible. When considering an activity for the presentation or practice of grammar the first question to ask is: how efficient is it ? Efficiency in turn can be broken down into three factors: economy, ease and efficacy.

b. The A-factor: Appropriacy

Thus, an activity that works for one group of learners. That fulfils the factor criteria is not necessarily going to work for another. It may simply not be appropriate.⁵¹

⁵¹ Scott Thornbury, *How Teach Grammar, England Pearson Education Limited*, 1999, P.25. <https://aguswuryanto.files.wordpress.com>

In addition, There are three principles have been articulated with this goal in mind, they are :

a) The Given to New Principle

Is a principle designed to guide our thinking both about the learning and about the teaching of new form-meaning connections. In terms of learning it high lights two important processes: engaging with relevant meaning which the learner already knows, and using this meaning as a basis for making a new link into the grammar. In terms of teaching it facilitates these processes by suggesting ways to establish 'given' meaning and ways of guiding learners to make the connection from 'given' meaning to its 'new' encoding in the grammar.

b) The Awareness Principle

Affirms the importance of consciousness in language learning and suggests ways in which consciousness at the levels of noticing, understanding and actual use (e.g. monitoring) can be operationalized in instructional activities. For many learners (perhaps all), making the connections between form and meaning explicit is an essential step in the learning process.

c) The real-operating conditions principle

Points to the need to ensure that students have the opportunity to experience target features in the kind of language use that they will experience outside the classroom. This requires activities where there is a primary focus on meaning (and where meaning is the starting point) but it also allows for attention to form, including of the more explicit kind, to be incorporated into an activity as it is implemented.⁵²

Based on the explanation above, it can be concluded principles of teaching grammar the given-to-new, which implies that the existing knowledge of the learners must be exploited as a resource for connecting given meaning to the new concept. The awareness, which means that discovering the relation between meaning and form requires awareness, and the real operating conditions, which means that learners should use the language interactively and meaningfully in order to learn it.

⁵²Rob Batstone, Rod Ellis, "Principled grammar teaching," Journal Vol.2.No.2. 4 april 2009, P.195. <http://www.personal.psu.edu>

j. Problems Teaching Grammar

Teaching grammar to junior high school is not an easy task, Lack of media used usually teacher just explain, give a verbal description of a situation, form or place. In this case, students can only imagine without seeing directly the shape or situation. Ahmadi and Supriyono explain the factors that cause problem teaching grammar can be classified into two groups, namely internal and external. They are :

- a) Internal factors (factors from within humans themselves) which include: Physiological factors Physiological factors that can cause difficulties learning on students such as the condition of students who are sick, unwell, weakness or disability and so on.
- b) External factors (factors from outside humans) include: Non-social factors. Non-social factors that can cause learning difficulties on students can be in the form of learning equipment or learning media that is not good or even incomplete, the condition of the study room or building is not feasible, curriculum that is very difficult to describe by teachers and mastered by students.⁵³

In addition according to Irham and Wiyani said that there are several factors the cause of students experiencing difficulties in learning is caused by two factors, namely: internal and external factors. They are :

- a) Internal factors include : the process of students in learning explore stored learning outcomes, students' ability to excel and perform work,

⁵³Abu Ahmadi & Supriyono Widodo, *Psikologi Belajar*, (Jakarta: PT Rineka Cipta 2004),p.11.

students' self-confidence, intelligence and student success, habits student learning, and the ideals of the students themselves.

- b) While the external factors that follow influencing students' problem in learning include: Teachers as coaches students, learning facilities and infrastructure, assessment policies, environment students' social life at school, and school curriculum.⁵⁴

Based on the explanation above, can be concluded that the problem of teaching grammar from the two opinions above argues that there are external factors in the problem of teaching grammar because it is in the form of learning equipment or the use of learning media that is not good in class causes difficulties when teaching grammar due to the lack of learning facilities and infrastructure. Instead, teacher use the media and show it. Is it in the form of some of media so that students see and know directly, and understand what the teacher is saying. If use a media teachers can help them to solve their problem if they do not understand the materials that teachers teach can be more creative with creating media, probably it will make a class attractive and not boring.

k. The Material of Teaching English Grammar at Junior High School in Curriculum

There are many materials should be mastered by students in curriculum 2013. So that, to study the materials of teaching English

⁵⁴Irham, M. dan Wiyani, N.A., *Psikologi Pendidikan Teori dan Aplikasi dalam Proses Pembelajaran*, (Jogjakarta: Ar-Ruzz Media 2013),p.33.

grammar in junior high school especially at the seventh grade students of SMP N 1 Batang Toru on the text book are :

The students text book entiled : they are, chapter 1 with topic Good Morning. How are you?, with aspect simple present tense, chapter 2 with topic It's Me! with aspect simple present tense, chapter 3 with topic What time Is It? with aspect simple present tense, chapter 4 with topic This is My Word, with aspect simple present tense,chapter 5 with topic It's a Beautiful Day!, with aspect simple present tense, chapter 6 with topic We Love What We Do, with aspect simple present tense, chapter 7 with topic I'M Proud of Indonesia!,with aspect simple present tense, chapter 8 with topic That's What Friends are Supposed To Do, with aspect simple present tense.

From this materials, the researcher did not talk about all topics. The researcher will focus semester two from materials chapter V until chapter VIII.


Material 1 : Teaching Simple Present Tense Using Adjective

Associating


We say good things about our objects because we are proud of them or love them.

Here are what we will do. We will work in group.
First, we will carefully listen and repeat the descriptions after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.


We will say the sentences loudly, clearly, and correctly.




My father is a good man. He loves his family. He does not get angry easily. He talks to us, his children, about many things. He and my mum often go out together to enjoy the evening. He is friendly to the neighbours.



My father is friendly, too. He knows almost everybody in the neighbourhood. He always goes to the neighbourhood meetings. He is never absent from the Cleaning Day. He is a good volleyball player. He plays volleyball with our neighbours in the community centre every Saturday.



I love my mum very much. She is an Elementary School teacher. She is very patient. She is never angry. She always smiles and never complains. My mum is my best friend. I can talk to her about everything. Oh ya, she can sing! She has a beautiful voice.




Kelas VII SMP/MTs

Source : English Textbook VII Grade of Junior High School

Material 2 : Teaching Simple Present Continuous Tense

Observing and asking questions



We will play the roles of the speakers in the conversation about Simon to make him stand out.

Here are what we will do. We will work in groups. **First**, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. **Second**, in our group we will play the roles of the speakers in the conversation.

We will say the sentences loudly, clearly, and correctly.

Hallo. I'm in the bus terminal now, but I still can't find Simon. What is he like?

Many people are tall and have a fair skin here. Is he wearing jeans?

I see three people wearing the same uniform.



Oh ya. I see him now. He's walking toward me. He's carrying a backpack, isn't he?

He's tall. He's got a fair skin.

No. He's wearing a uniform, black pants and a blue shirt with long sleeves.

He's a bit fat and chubby. He's wearing a black hat.

I think so. Okay, see you later.

Kelas VII SMP/MTs

Source : English Textbook VII Grade of Junior High School

B. Review of Related Findings

There are some related findings related to this research. The first is Diah Bunga Nastiti. “Teachers in MTsN 2 Aceh Besar used pictures, white board, and flash cards as the instructional media in teaching English in the observation. On the other hand, teacher in MTsN 7 Aceh Besar used pictures, laptop, LCD Projector, and students. teachers showed the instructional media while preparing it in classroom, then teachers explained the material by using the instructional media, and teacher asked students to do some exercises using instructional media based on the material. It helps students to understand about the material in that day and increase students’ interest in learning themselves”.⁵⁵

The second is conducted by Muhammad Riza, Albert Rufinus, Dewi Novita. “The researcher investigated the teachers’ preparation and implementation in teaching learning English by using multimedia to the students of SMP Immanuel Pontianak Academic Year 2011/2012, the researcher can conclude that, in preparing the teaching learning using multimedia the teachers of SMP Immanuel finding the materials from internet and some source books and then organized it into good form through computer software that is power-point”.⁵⁶

⁵⁵Diah Bunga Nastiti, “The Use Of Teachers’ Instructional Media In Teaching English: Belief And Practice,” Thesis, (Banda Aceh : Faculty Of Education And Teacher Training Ar-Ranry State Islamic Universitas Darussalam, 2018),p.92. <https://repositry.ar-raniry.ac.id>

⁵⁶Muhammad Riza, Albert Rufinus, Dewi Novita, ”Using Multimedia In Teaching English To Juniar High School Students,” Teacher Training and Education Faculty Tanjungpura University Vol.2. No.2.11 April 2013,p.20. <https://www.neliti.com>

The third is Pratama, P. Y. A. Wedhanti, N. K. Piscayanti, K. S. “Concluded that there were twelve media that the English teacher used in teaching English at SMA (SLUA) Saraswati 1 Denpasar, such as tasks, whiteboard, LKS, exercise book, pictures, videos, projector, laptop, internet, smartphone, song, and PowerPoint. The English teacher have different way in using its. It is based on the situation and the materials that they give to the students in the classroom. Media helps the English teacher to explain material clearly, so it makes the students easily to understand the lesson. It also makes the students enjoyed to study, so it improved the students’ motivation in learning”.⁵⁷

The fourth is Adi S, Tommy Soenyoto & Sulaiman. It can be concluded that therefore, “the teachers should use media in their teaching because: Media address the students to gain much experiences since students are vary on the factors of background, social, economy, etc., so they absolutely have different experience, media can reach many things that can be found exactly in a class like delivering the picture of public places with the aim of getting the students know the world outside by just sitting in class, media give chance for the students to have interaction with their environment, media are addressed for achieving the objectives of learning, media can save the concept of materials in concrete and real way, the students can gain better

⁵⁷Pratama,P.Y.A.Wedhanti,N.K.Piscayanti,K.S. “The Use Of Media In Teaching English Language At SMA (SLUA) Saraswati 1 Denpasar,” Thesis, (Fakultas Bahasa Dan Seni Universitas Pendidikan Bahasa Inggris Singaraja, Indonesia, 2018),p.100. <https://ejournal.undiskha.ac.id>

motivation by having media in class, media integrate any abstract things into concrete ones”.⁵⁸

The fifth is Yusuf Juniar Dewantara. It can be concluded “the research findings showed that there were two kinds of teaching media used by the teachers, namely multimedia and visual media. The problems faced by the teachers in implementing the teaching media were lack of multimedia facility in the school, the use of uninteresting teaching media, lack of students’ visibility in the class and students’ less spirit in learning activity. Furthermore, the teachers had four solutions to cope with the problems, namely: The teachers decided to use another teaching media, the teachers created interesting media to teach English, the teachers explaining again in more clearly to the students and the teachers always giving motivation to the students”.⁵⁹

⁵⁸Adi S, Tommy Soenyoto & Sulaiman,” The Implementaion of Media in Teaching and Learning of Physical, Sport, and Health Eduction Subject,”*Journal of Physical Education and Sports*, Vol.7.No.1.3 Desember 2018,p.28. <http://journal.unnes.ac.id/sju/index.php/jpes>

⁵⁹Yusuf Juniar Dewantara, “The Use Of Teaching Media in Teaching English At SMPN 3 Batu,” Thesis, (Faculty Of Teacher Training And Education University Of Muhammdiyah Malang 2018),p.98. <http://eprints.umm.ac.id/ids/eprint140941>

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The location of this research in SMPN 1 Batang Toru. It is located at Jl. Merdeka, Napa, Batang Toru, regency of South Tapanuli. Then, the process of the research started from March 2021 until January 2022.

B. Method of The Research

The type of research qualitative research. Qualitative research is “research that using a natural setting with the intention of interpreting phenomena that occur and are carried out by involving various methods available”.⁶⁰

This research used descriptive method. Descriptive method is to make systematic, factual and accurate description, picture of the facts, properties and relationships between the phenomena being investigated.⁶¹ This method was used to describe what media the teachers used in teaching grammar and why the teachers used the media in teaching grammar.

C. Respondents

The respondents of this research the English teachers. There two English Teachers who taught in 2 classes from at the seventh grade of SMP N 1 Batang Toru.

⁶⁰Moleong Lexy J, *Metodologi Penelitian Kualitatif*, (Bandung: PT Remaja Rosdakarya, 2005), p. 58.

⁶¹ Ahmad Ibrahim, *Methodology Penelitian*, (Makassar:Gunadarma Ilmu, 2018),p.45.

D. Instruments of The Research

There were two kinds of instrument used by the researcher to collect the data related to this reseach problems. They were :

a) Observation

Observation is "observation and systematic recording of the elements that appear in the a symptom in the object of research".⁶² Based on the explanation above, it can be concluded this research use controlled observation to collect the data. The purpose of this observation to see teaching process Engglish grammar to find out data what media do the teachers used in teaching grammar. The instuments that used in this observation checklist and recording.

b) Interview

Interview is "used to gather data from informant about their opinions, beliefs, and feelings about situations in their own words. It is also used to get additional information that cannot be obtained through observation".⁶³ Interview used by this research by giving direct questions to informants to find out data.

Based on the explanation above, it can be concluded that the research used structured interview in collecting data related to media the teachers used in teaching grammar and why do the teachers used the media in teaching grammar. This research a list of key question to

⁶²Sugiyono, *Metode Penelitian Pendidikan*, (Bandung : Alfabeta, 2012),p.15.

⁶³Riyanto in Essa Adhabi& Christina Blash Anozie," Literature Review for the Type of Interview in Qualitative Research,"*International Journal of Education* Vol.9.No.3 11 januari 2017, p.88.<https://www.researchgate.net>

be covered. An interview guide also used, but additional question can be asked. So, there eight questions.

E. Procedure of Collecting The Data

According to Esterberg in Sugiyono, there are stages that will be carried out by this research to collect data, namely:

- a) Creating interview question guidelines, so that the questions that.
- b) Giving according to the purpose of the interview.
- c) Determining interview sources.
- d) Determining the location and time of the interview.
- e) Carring out the interview process.
- f) Documentation.
- g) The results of the interview are in accordance with the information provided needed by researchers.
- h) Recap interview results.⁶⁴

Based on the explanation above, it can be concluded that this research used procedure of collecting the data to find out what media the teachers used in teaching grammar and why the teachers used the media in teaching grammar.

F. Tehnique of Data Analysis

Data analysis is the process of systematically searching and compiling the data obtained using various data collection techniques such as interviews, questionnaires, observations and documentation. According to

⁶⁴Esterberg in Sugiyono, *Metode Penelitian Tindakan Komprehensif*, (Bandung: CV Alfabeta, 2015),p.73.

Rosidi “tehnique of data analysis used data reduction, data display and conclusion and verification”.⁶⁵

a) Data reduction

Data reduction is simplification, classifying, and removing unnecessary data in such a way that the data can produce meaningful information and make it easier to draw conclusions.⁶⁶ The large amount of data and the complexity of the data requires data analysis through the reduction stage. This reduction stage is carried out to select whether the data is relevant or not with the final goal.

b) Data Display

Data display or data presentation is an activity when a set of data is arranged systematically and easily understood, thus providing the possibility of generating conclusions.⁶⁷ The form of presentation of qualitative data can be in the form of narrative text (in the form of field notes), matrices, graphs, networks or charts. Through the presentation of the data, the data will be organized and arranged in a relationship pattern, so that it will be easier to understand.

c) Conclusion and Verification

Conclusion drawing and data verification is the final stage in qualitative data analysis techniques that are carried out to see the results of

⁶⁵Imron rosidi, *karya tulis ilmiah*, (Surabaya: PT. Alfina Primatama, 2011), p. 12.

⁶⁶Daymon, Christine, Immy Holloway, *Metode-Metode riset Kualitatif Dalam public relation dan Marketing Communications*, (Yogyakarta : Bentang, 2008),p.369.

⁶⁷Faisal in Ahmad Rijali,”Analisi Data”, *Journal alhadharah* Vol.17.No.33. 11 Januari 2018,p.14. <http://jurnal.uin-antasari.ac.id/index/php/alhadharah/article/viewFile/2374/1691>

data reduction still refer to the analysis objectives to be achieved.⁶⁸ This stage aims to find the meaning of the data collected by looking for relationships, similarities, or differences to draw conclusions as answers to existing problems.

Based on the three data analysis, the researcher used data reduction, data display, and conclusion to find out data and organizing the data and choosing which ones are important and studied, as well as making conclusions, so that they are easy to understand.

G. Tehnique of Checking Data Trustworthiness

In this research, researcher must obtain that data are valid. This part of research points how the way data can get the trustworthiness. To check the trustworthiness of the data this research used trigualation. Triangulation is a “technique of checking the validity of the data take advantage of something other than the data for checking purposes or as a comparison against the data”.⁶⁹ They are :

a) Theoretical Triangulation

Theory triangulation (triangulation in theory) is the use of several theories (more than one main theory) or multiple perspectives to interpret some data.⁷⁰ The process to get data from triangulation theory is that researchers see how good the media used by the teacher when teaching

⁶⁸ Faisal in Ahmad Rijali, *Analisi Data*, p.14.

⁶⁹ Herdiansyah, *Metodologi Penelitian Kualitatif Untuk Ilmu-Ilmu Sosial*, (Jakarta: Salemba Humanika, 2011), p. 37.

⁷⁰ Sugiyono in Bachtiar S. Bachri, "Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif," *Journal teknologi Pendidikan* Vol.10.No.1. 2 april 2010,p.56. <http://yusuf.staff.ub.ac.id/files/2012/11/meyakinkan-validitas-data-melalui-triangulasi-pada-penelitian-kualitatif.pdf>

English and how much media used. After getting the data, the researcher measured whether or not good the English teachers at SMP N Batang Toru used the media when teaching English.

b) Methodological triangulation

Methodological triangulation (triangulation in terms of methodology) is the use of multi methods for studying single topics/casesingle.⁷¹ The process of methodological triangulation after the researcher conducted observations and interviews with teachers at SMP N 1 batang toru, the researchers checked the truth of the information with different informants so that the information obtained was not in doubt.

c) Data triangulation

Data triangulation (triangulation in terms of methods data collection) is the use of more than one data collection method in a single case. Method data collection which is generally carried out in qualitative research, namely interviews, observations, documentation.⁷² The process of triangulation data the researcher do interviews and observations, data collection method which is generally carried out in qualitative research, namely observing teachers when teaching grammar at SMP N 1 batang toru and adding interviews if they have not found accurate results.

Based on the three validity checking techniques, the researchers used theoretical triangulation and data triangulation. Theoretical triangulation

⁷¹ Sugiyono in Bachtar S. Bachri, Meyakinkan Validitas Data Melalui Triangulasi Pada Penelitian Kualitatif,p.56.

⁷²Moleong in Meyta Pritandhari, Triani Ratnawuri, "Analisis Pembelajaran Monopoli Ekonomi Pada Siswa Boarding School," Journal Pendidikan Ekonomi UM Metro Vol.y.No.2. 3 Maret2018,p.103.<https://ojs.fkip.ummetro.ac.id/index.php/ekonomi/article/download/1696/1063>

this research measured whether or not good the English teachers used the media when teaching English. While triangulation of data using various data sources, such as documents, archives of interviews, observations or by interviewing several subjects who are considered to have a point of view different.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter is the part that contains the analysis of research data obtained by the researcher through data collection methods. The data collection method used in this research is the observation method and the interview method as the main method, and the documentation method as a supporting method.

A. General Description

Before describing teachers use media when teaching grammar at the seventh grade students of SMP N 1 Batang Toru. This research described the settings of the research as a general description of the thesis.

This research was conducted in SMP N 1 Batang Toru which address in Merdeka Barat sub-district of Batang Toru, South Tapanuli Selatan. SMP N 1 Batang Toru is one of reputable junior high school in Batang Toru was founded in 1955. This school led by Mr. Untung Pardamean Harahap, M.Pd. There are 33 teachers and 696 students. The condition of facilities and infrastructure in SMP N 1 Batang Toru are : there are twenty two classrooms which there are in the seventh grade was seven rooms, the eighth grade was seven rooms and the ninth grade was seven rooms too. This school also have two laboratorium, one library, volly court, soccer field ceremony, one unit UKS room for everyone who get injury or something happened, canteen and toilets. This school using k-13 (curriculum).

B. Findings

This research used the observation method to obtain data. There were three types data found in this research. They were : data related to 1) types of media 2) how they are used, 3) reasons of using media in teaching grammar. Based on the observations that the researcher observed the room when Mrs. HN and Mrs. MG taught grammar material, namely the simple present tense. As the researcher described above, this research used observation and interview to obtain types media the teachers used when teaching grammar, how they used the media in teaching grammar and reasons the teachers used when teaching grammar.

1. Media do teachers in teaching grammar

Based on the results of interview and observation Mrs. HN stated that :

In teaching grammar I used three media namely whiteboard, real things and flash cards when teaching grammar at the seventh grade students of SMP N 1 Batang Toru.⁷³

Then, the second teacher based on the results of interview and observation Mrs. MG stated that:

I used three media namely whiteboard, posters and dictionary when teaching grammar at the seventh grade students of SMP N 1 Batang Toru.⁷⁴

Based on the explanation above, it can be concluded the both of teachers that taught at seventh grade of SMP N 1 Batang Toru used five media in teaching grammar. There were four different media in posters, dictionary, flash cards, and real things teachers used when teaching grammar. Then, that the two

⁷³ Interview with English teacher Mrs.HN...,at 09-00 am Tuesday 19 January 2022.

⁷⁴ Interview with English teacher Mrs.MG...,at 11-00 am Tuesday 19 January 2022.

teachers used the same media which is whiteboard that the teachers used when teaching grammar at the seventh grade students of SMP N 1 Batang Toru.

2. The use of the media in teaching grammar

a. Whiteboard

From the results of observation that has been done with Mrs.HN, she implemented with this way :

She used whiteboard to teach simple present tense for writing about definition and function of simple present tense by using whiteboard. On the blackboard she explained the explanation of the simple present tense, write the formulation of simple present tense then explain definition simple present tense around 20 minutes. So, she directed the students to see the whiteboard to read, and she explained some example about subject, to be and verb 1. Furthermore, she wrote about the formula of simple present tense in whiteboard. she used whiteboard as the media to deliver and explained about further information and example about simple present tense to her students. Then, she asked the students to come forward to write an example of the simple present tense.⁷⁵

Next observation with Mrs.MG that have similirities with the statement above, she implemented with this way :

On the blackboard she wrote an explanation of the meaning of simple present tense, wrote the formulation of simple present tense and then explained the meaning of simple present tense around 25 minutes. she directed the students to see the whiteboard to read, and she explained some example about

⁷⁵ Observation with English teacher Mrs.HN, at 08.30 am on 05 January 2022.

subject, to be and verb 1. Then, she wrote about the formula of simple present tense in whiteboard. So, she used whiteboard as the media to deliver and explained about further information and example about simple present tense to her students. Then, she asks the students to come forward to write examples of the simple present tense and students who sit pay attention to the examples written by the students who come forward and after that she checks the examples of sentences written by students on the whiteboard.⁷⁶

Based on the explanation above, it can be concluded that both English teachers have similarities in using the whiteboard when teaching grammar. The researcher found that there were 4 ways that were used by teacher A and 4 ways were also used by teacher B, while the effective way was 10 ways that were used to use the whiteboard media. So, in general, two English teachers have followed the prescribed procedure when using the blackboard but two English teachers have not been effective in using whiteboard media when teaching grammar jika dilihat dari teori yang sudah di terapkan para ahli.

b. Real things

From the results of observation that has been done with Mrs.HN, she implemented with this way :

she used real things and she give instruction to her students to look at the realthing. she introduce the real things media that will be used first.Then, she divides the students into groups. When students get confused, she explained about example the simple present tense used the real things and students wrote

⁷⁶ Observation with English teacher Mrs.MG, on January 06 2022,at 10.00 a.m

in whiteboard from example simple present tense used realia table, cat, butterfly, food, and tree in whiteboard.⁷⁷

Based on the explanation above, researcher concluded that Mrs. HN has not been effective in using real things because it only uses 3 steps while the effective steps are 6 steps. So, in general, two English teachers have followed the prescribed procedure when using the real things.

c. Flash cards

From the results of observation that has been done with Mrs.HN, she implemented with this way :

she used flash cards to continue the pervious material about simple present tense. Flash cards used when teaching grammar to make it easier for students to distinguish between subject, to be and verb 1. Steps to use flash cards, namely she she showed to the students the media flash cards. Then, she explained about subject, verb 1 to easy students to made example of tenses. Then, each card is written about verb 1, to be and subject. Then, she wrote the formulation of simple present tense on the blackboard after that the teacher explains some examples of sentences using the formula so that students understood when the teacher used flash cards . Then, the teacher appointsed the students to come forward after that the teacher gives an example sentence and after that the students compose sentences using flash cards that have been filled with

⁷⁷ Observation with English teacher Mrs.HN, on January 05 2022,at 08.30 a.m

vocabulary correctly then the students stick the cards on the blackboard, after that the teacher corrects the students' answers.⁷⁸

Based on the explanation above, it can be concluded that researcher find Mrs.HN effectively using flash cards. Mrs. HN uses 4 steps when used flash card when teaching grammar. so, flash cards can made it easier for students to made examples of simple present tense sentences because made arouse students motivation when studying in class and students are not bored in learning grammar.

d. Posters

From the results of observation that has been done with Mrs.MG, she implemented posters whit this way :

she puts several posters on the blackboard so that the pictures are clearly visible to all students.After that the she gives instructions so that students see the pictures from the posters and so that students understand the teacher makes example sentences from the pictures on the poster so that students can make sentences from the pictures on the poster. For example, the picture from the poster is a bird, a mountain, a flower, a rice field, a garden, a house, so the students will make example sentences from the picture of the bird and the students will come forward to wrote on the blackboard.⁷⁹

Based on the explanation above it can be concluded the researcher found there are 3 ways teacher B uses poster media while there are 6 effective ways to use poster media. So it can be concluded that Mrs.MG has not been

⁷⁸ Observation with English teacher Mrs.HN, on January 12 2022,at 08.30 a.m

⁷⁹ Observation wiith English teacher Mrs.MG, on January 06 2022, at 10.00 am.

effective in using poster media. In general, Mrs. MG has used posters correctly but in theory it is not used.

e. Dictionary

From the results of observation that has been done with Mrs.MG, she implemented dictionary with this way :

After she finished explaining the meaning of the simple present tense and also explained the formula, and gave examples using the formula, Then, she gave instructions for students to make example sentences because students lacked vocabulary such as verb 1, the teacher allowed them to open an English dictionary to make it easier for students to find vocabulary.⁸⁰

Based on the explanation, researcher can concluded that the use of dictionary can help students to know much vocabulary. that students always carry a dictionary to increase students' vocabulary so that it is easier to make examples of simple present tense sentences.

Based on the explanation above all implemented teachers used the media the researcher found the ways teachers used the media. Mrs.HN and Mrs.MG implemented used media from whiteboard, real things, posters, flash cards and dictionary when teaching grammar in seventh grade. Mrs. HN is not effective using the whiteboard procedure, real things in theory but in general Mrs.HN is using the procedure well and Mrs.HN is effective at using flashcards. Mrs. MG is also not effective in using whiteboards, posters and real things in theory but in general Mrs.MG uses media procedures well.

⁸⁰ Observation wiith English teacher Mrs.MG, at 10.00 am on 13 January 13 2022.

3. The reasons teachers use the media in teaching grammar

a. Whiteboard

After conducting interviews with the two English teachers, the researcher found the reason from the two teachers in using the media when teaching grammar. Mrs. HN, stated : it does not require a long preparation to make simple present tense learning materials.⁸¹

Similar to what Mrs. HN said, Mrs. MG also said :

I used whiteboard to clarify the simple present tense material that has not been understood by students so that students can remember the material from the simple present tense.⁸²

Based on the explanation above, can be concluded the two English teachers have the same reasons for using the whiteboard media, namely to make students easy understood the materials and to clarify the material well.

b. Flash cards

From the results of interview that has been done with Mrs.MN, she said that :

The reason I used flash cards is that besides flash cards are easy to carry and practical, flash cards are also very fun media for students so that it attracts students' attention to make it easier to remember examples simple present tense because it contains writing related to tobe, subject and verb 1.⁸³

⁸¹Interview with English teacher Mrs.HN,at 09.00 am on 19 January 2022.

⁸²Interview with English teacher Mrs. MG at 11.00 am on 19 January 2022.

⁸³Interview with English teacher Mrs. HN, at 09.00 am on 19 January 2022.

Based on the explanation above, it can be concluded flashcards made students can easily distinguish verb 1, subject and to be. Then, also made students more enthusiastic about learning grammar.

c. Real things

From the results of observation that has been done with Mrs.MN, she said that :

The reason I used real things media is because it is easy to get because it uses objects in class to give examples of simple present tense sentences. Because used the media when taught tenses as a tool to clarify the material message of the tenses conveyed. Clarifying the tenses so that they are not too verbalistic, overcoming the limitations of space, time, energy and senses, creating a passion for student learning.⁸⁴

Based on the explanation above, it can be concluded real things made students easy to give example because a tool to clarify the material message of the material conveyed by the teacher.

d. Posters

From the results of observation that has been done with Mrs.MG, she said that :

The reason I used posters is that it can develop students' ideas and creativity when the teacher instructs students to make examples of simple

⁸⁴Interview with English teacher Mrs. HN at 09.00 am on 19 January 2022.

present tense sentences and also pictures from posters can add new vocabulary for students.⁸⁵

Based on the explanation above, it can be concluded can help teacher to conveying simple present tense messages or subject matter to students, so that the message is easier to understand, more interesting, and more fun for students.

e. Dictionary

From the results of observation that has been done with Mrs.MG, she said that :

The reasons I used dictionary is to make it easier for students to find more vocabulary when the teacher gives instructions to make example sentences.⁸⁶

Then, it can be concluded that dictionary make it easier for students to find vocabulary because of the lack of vocabulary from students, that's why the teacher uses a dictionary in learning grammar.

Based on the explanation above it can be concluded the researcher found reasons both of English teachers taught grammar when used whiteboard, posters, flashcards, realthings and dictionary in general the reasons the both of English teachers used the media is according to the procedures required by the two English teachers but in theoretically the reasons the both of English teachers used the media is not yet effective.

⁸⁵Interview wiith English teacher Mrs. MG at 11.00 am on 19 January 2022.

⁸⁶Interview with English teacher Mrs.MG at 11.00 am on 19 January 2022.

Then, to strengthen the answers from the results of observation, the researcher conducted interviews with two English teachers who taught grammar or simple present tense in grades VII 4 and VII 7. The researcher presented the finding of interview section in order to answer the second research question about why the teachers use the media in teaching grammar at the VII grade students of SMP N 1 Batang Toru, They are :

1. In your opinion, is it important to use media when teaching grammar?

Teacher A said : very important.⁸⁷

Teacher B said : yes, very important.⁸⁸

The same as teacher A, teacher B also said that very important to used media can build students interest in teaching grammar and give beneficial aspect for teaching and learning process.

Thus, it showed that teachers believed that using media to teaching grammar can help teachers in teaching process.

2. Do you used media every time you teach grammar?

Teacher B said : yes, I always used media when teaching grammar.⁸⁹

The same as teacher A, teacher B said I always used media when teaching grammar.⁹⁰

Thus, both of teachers believe teaching grammar that using media is beneficial strategy to support teaching and learning process in classroom.

⁸⁷ Interview with English teacher Mrs. HN, at 09.00 am on 19 January 2022.

⁸⁸ Interview with English teacher Mrs.MG, at 11.00 am on 19 January 2022.

⁸⁹ Interview with English teacher Mrs,HN, at 09.00 am on 19 January 2022.

⁹⁰ Interview with English teacher Mrs.MG, at 11.00 am on 19 January 2022.

3. Before start teaching about grammar, did you introduce the media that will be used when explaining grammar material?

Teacher A said : yes, I introduce the media that I will used.⁹¹

The same as teacher A, teacher B said I introduce the media that will be I used in advance.⁹²

4. What media do you use when teaching grammar?

Teacher A said : I used whiteboard, Flashcard, Realthing.⁹³

Teacher B said : I used whiteboard, Dictionary, Poster, Real Thing.⁹⁴

Between the two teachers when teaching grammar there are differences in the media they used.

5. What is your reason for using the media when teaching grammar?

Teacher A said : because using the media when teaching tenses as a tool to clarify the material message of the tenses conveyed by the teacher. Clarifying the tenses so that they are not too verbalistic, overcoming the limitations of space, time, energy and senses, creating a passion for student learning.⁹⁵

The reason teacher A said, I used a whiteboard is that it does not require reason teacher A she said, I used flash cards is that besides flash cards are easy to carry and practical, flash cards are also very fun media for students so that it attracts students' attention to make it easier to remember examples simple present tense because it contains writing related to to be, subject and verb 1.⁹⁶

⁹¹ Interview with English teacher Mrs.HN, at 09.00 am on 19 January 2022.

⁹² Interview with English teacher Mrs.Mg, at 11.00 am on 19 January 2022.

⁹³ Interview with English teacher Mrs. HN, at 09.00 am on 19 January 2022.

⁹⁴ Interview with English teacher Mrs.MG, at 11.00 am on 19 January 2022.

⁹⁵ Interview with English teacher Mrs.HN, at 09.00 am on 19 January 2022.

⁹⁶ Interview with English teacher Mrs.HN, at 09.00 am on 19 January 2022.

The reason teacher A said, I used real things media is because it is easy to get because it uses objects in class to give examples of simple present tense sentences.⁹⁷

The same as teacher A, teacher B said, help me in conveying simple present tense messages or subject matter to students, so that the message is easier to understand, more interesting, and more fun for students.⁹⁸

The reason teacher B said, I used the whiteboard is to clarify the simple students can remember the material from the simple present tense⁹⁹. Then, the reason teacher B she said, I used dictionary to easy students made example of tenses well¹⁰⁰. The reason teacher B said, I used posters is that it can develop students' ideas and creativity when the teacher instructs students to make examples of simple present tense sentences and also pictures from posters can add new vocabulary for students.¹⁰¹

6. What are the advantages of using media when teaching grammar?

Teacher A said : to facilitate students' understanding of grammar.¹⁰²

Between the two of them they have different answers but still have one goal, the advantage of using media when teaching grammar to arouse students' interest.

⁹⁷ Interview with English teacher Mrs.HN, at 09.00 am on 19 January 2022.

⁹⁸ Interview with English teacher Mrs.MG, at 11.00 am on 19 January 2022.

⁹⁹ Interview with English teacher Mrs.MG, at 11.00 am on 19 January 2022.

¹⁰⁰ Interview with English teacher Mrs.MG, at 11.00 am on 19 January 2022.

¹⁰¹ Interview with English teacher Mrs.MG, at 11.00 am on 19 January 2022.

¹⁰² Interview with English teacher Mrs.HN, at 09.00 am on 19 January 2022.

Teacher B said : teaching the simple present tense can generate new interests and desires, generate motivation and stimulation of learning activities, and even bring psychological effects on students.¹⁰³

7. What are the problems that you face when applying media when teaching grammar?

Teacher A said : lack of adequate time from the school.¹⁰⁴

The same as teacher A, teacher B said, the lesson time is limited, sometimes the students are not enthusiastic because they are lazy to listen to my instructions, and finally when I asked the students to make examples of the simple present tense, some of them couldn't because they spoke while I was explaining.¹⁰⁵

8. What is your solution if you have problems using media during teaching grammar ?

Teacher A said : I will use the new media to re-energize the students.¹⁰⁶

The same as teacher A, teacher B said, I using the new media, then dividing the group so that each student in the group is involved in working on the simple present tenses.¹⁰⁷

Based on the explanation above, from the results of the interview above, the researcher found the reason why two English teachers used media when teaching grammar, namely two English teachers both thought that using media

¹⁰³ Interview with English teacher Mrs.MG, at 11.00 am on 19 January 2022.

¹⁰⁴ Interview with English teacher Mrs.HN, at 09.00 am on 19 January 2022.

¹⁰⁵ Interview wit English teacher h Mrs.MG, at 11.00 am on 19 January 2022.

¹⁰⁶ Interview with English teacher Mrs.HN, at 09.00 am on 19 January 2022

¹⁰⁷ Interview with English teacher Mrs.MG, at 11.00 am on 19 January 2022.

when teaching tenses was a tool to clarify the material message of the tenses conveyed by the teacher. Clarifying the tenses so that they are not too verbalistic, overcoming the limitations of space, time, energy and senses, creating a passion for student learning and students are more able to make sentences because of the media used by the English teacher.

C. Discussions

After doing the research, the researcher found that the media were used by the teachers to teach grammar or simple present tense at the seventh grade students of SMP N 1 Batang Toru. The researcher discussed the result and compared it with result in research related finding. But, previously, the researcher said that there was no research that was exactly the same as the title of this study, namely "Teaching grammar by using media at the VII grade of students of SMP N 1 Batang Toru". So, the researcher compared with the other research one by one the variable of this research, such as:

First, the researcher done by Nastiti saying that "Teachers in MTsN 2 Aceh Besar used pictures, whiteboard, and flash cards as the instructional media in teaching English in the observation. On the other hand, teacher in MTsN 7 Aceh Besar used pictures, laptop, LCD Projector."¹⁰⁸

Then, in fact, Nastiti's research found that there were five types of media used by teachers at MTsN 2 Aceh Besar and teachers at MTsN 7 Aceh Besar when teaching English. So Nastiti's research and this study are the same as

¹⁰⁸ Diah Bunga Nastiti, "The Use Of Teachers' Instructional Media In Teaching English: Belief And Practice," Thesis, (Banda Aceh : Faculty Of Education And Teacher Training Ar-Ranry State Islamic Universitas Darussalam, 2018),p.92. <https://repositpry.ar-raniry.ac.id>

using five types of media when teaching grammar, but the difference is that Nastiti's research used more modern media such as LCD Projectors and laptops than the types of media used by teachers at SMP N 1 Batang Toru still old media such as posters, whiteboards, flash cards, real things and dictionary.

Second, research conducted was by Riza. The researcher can conclude that, in preparing the teaching learning using multimedia the teachers of SMP Immanuel finding the materials from internet and some source books and then organized it into good form through computer software that is power-point.¹⁰⁹

In fact, the researcher found from Riza's research that teachers in SMP used three types of typing media to teach English, while in this research there were five types of media used by English teachers in SMP N 1 Batang Toru when teaching grammar. Although in Riza's research only used three types of media, the media that the teacher used was more modern media such as using the internet and powerpoint, while this research used old media such as posters, flash cards, whiteboards, real things and dictionaries.

Third, Pratama concluded that there were twelve media that the English teacher used in teaching English at SMA (SLUA) Saraswati 1 Denpasar, such as tasks, whiteboard, LKS, exercise book, pictures, videos, projector, laptop, internet, smartphone, song, and PowerPoint. The English teacher have different

¹⁰⁹Muhammad Riza, Albert Rufinus, Dewi Novita, "Using Multimedia In Teaching English To Juniar High School Students," Teacher Training and Education Faculty Tanjungpura University Vol.2. No.2.11 April 2013,p.20. <https://www.neliti.com>

way in using its. It is based on the situation and the materials that they give to the students in the classroom.¹¹⁰

In fact, the researcher found a difference that pratama found twelve types of media when teaching grammar, while this study only found five types of media used by teachers when teaching grammar. Then in the Pratama research, teachers used modern media such as videos, projectors, laptops, internet, smart phones, songs, and PowerPoint. While this research used old media.

Then, the use of the media in teaching grammar by others researcher, such as :

The first by Nastiti, TC1 taught about past tense by using pictures, flash cards, and white board. First, she used pictures of human activities to explain about past tense around 20 minutes. She directed the students to see the pictures, and she explained some activity in the pictures that related to past tense, for example: teacher explained about past tense (regular and irregular verb) of buy, play, and was.¹¹¹

Based on the explanation above it can be concluded that English teachers in SMP N 1 Batang Toru at the seventh grade used flashcard and whiteboard teaching grammar. From Nastiti's opinion and the data found, this researcher had similarities using flashcrads and whiteboards to teach grammar, but the two teachers from Nastiti's research did not use theoretical procedures

¹¹⁰Pratama,P.Y.A.Wedhanti,N.K.Piscayanti,K.S. "The Use Of Media In Teaching English Language At SMA (SLUA) Saraswati 1 Denpasar," Thesis, (Fakultas Bahasa Dan Seni Universitas Pendidikan Bahasa Inggris Singaraja, Indonesia, 2018),p.100. <https://ejournal.undiskha.ac.id>

¹¹¹Diah Bunga Nastiti, "The Use Of Teachers' Instructional Media In Teaching English: Belief And Practice," Thesis, (Banda Aceh : Faculty Of Education And Teacher Training Ar-Ranry State Islamic Universitas Darussalam, 2018),p.92. <https://repositpry.ar-raniry.ac.id>

while teacher A from SMP N 1 Batang Toru used flashcards following the procedures from the theory that had been determined by experts.

The second by Prtama, the first media is texts that showed on the screen. By using this media the English teacher give the students opportunity to read the texts on the screen. It can improve the students' speaking skill. The second media is pictures. The English teacher presented the picture on the screen. She used pictures as media when she teaches about describing person. The English teacher asked the students to describe about the characteristic of person in those pictures. She usually used pictures that familiar for the students to make them easier understand with the material.¹¹²

Based on the explanation above it can be concluded that pratama's research used media teaching speaking not teaching grammar.

The tird by Riza, shows that using multimedia technology in the classroom:

Allows students to work individually at a computer station, at their own pace, and according to their own needs, helps teachers to deal more effectively with a large group of students, makes the introduction and presentation of content more dynamic and attractive for students, increases student motivation due to the interactive nature of the activities, trains students to self-monitor and self-assess their progress, which promotes autonomous learning, promotes a task-based approach to learning, allows students to experience real-life and communicatively meaningful language situations and contexts; and Introduces a variety of print, audio, and visual materials that match different student learning styles and preferences.¹¹³

Based on the explanation above it can be concluded that the English teacher used multimedia technology to teach English but in this research, English teachers used media when teaching grammar.

Then, the reasons of using the media in teaching grammar by others researcher, such as :

The first by nastiti, the reasons for using the media when teaching English helping students to understand about the material grammar in that day

¹¹² Pratama dkk.,p.15.

¹¹³Muhammad Riza,p.3.

and increase students' interest in learning themselves. Then, used media can improve motivation students and used media can improve teaching process.¹¹⁴

Similiar to this research, the reason from TC1 in using media when teaching grammar is because using media when teaching tenses as a tool to clarify the material message of the tenses conveyed by the teacher. Clarifying the tenses so that they are not too verbalistic, overcoming the limitations of space, time, energy and senses, creating a passion for student learning. Then, reason from TC2 is it helps conveying simple present tense messages or subject matter to students, so that the message is easier to understand, more interesting, and more fun for students.

The second is by Riza saying that teaching learning by using multimedia is not only helping teacher in delivering the target language but also motivating the students in learning where it provides audio and visual materials that make the students attract to the lesson and give more attention to it.¹¹⁵

Similiar to this research the reason from TC1 in using media when teaching grammar is because using media when teaching tenses as a tool to clarify the material message of the tenses conveyed by the teacher. Clarifying the tenses so that they are not too verbalistic, overcoming the limitations of space, time, energy and senses, creating a passion for student learning. Then, reason from TC2 is media can help conveying simple present tense messages

¹¹⁴ Diah Bunga Nastiti, "The Use Of Teachers' Instructional Media In Teaching English: Belief And Practice," Thesis, (Banda Aceh : Faculty Of Education And Teacher Training Ar-Ranry State Islamic Universitas Darussalam, 2018),p.92. <https://repositpry.ar-raniry.ac.id>

¹¹⁵ Muhammad Riza, Albert Rufinus, Dewi Novita, "Using Multimedia In Teaching English To Juniar High School Students," Teacher Training and Education Faculty Tanjungpura University Vol.2. No.2.11 April 2013,p.20. <https://www.neliti.com>

or subject matter to students, so that the message is easier to understand, more interesting, and more fun for students.

The third by Pratama, reasons of teachers in using media to help the English teacher to explain material clearly, so it makes the students easily to understand the lesson. It also makes the students enjoyed to study.¹¹⁶

Similiar to this research, the reason of TC1 in using media when teaching grammar is because using media when teaching tenses as a tool to clarify the material message of the tenses conveyed by the teacher. Clarifying the tenses so that they are not too verbalistic, overcoming the limitations of space, time, energy and senses, creating a passion for student learning. Then, reason TC2 can help conveying simple present tense messages or subject matter to students, so that the message is easier to understand, more interesting, and more fun for students.

Then, so far exactly there is no research that the same title with this research. It is evident that researchers have gone directly to the field to prove that this research is about using what media teachers use when teaching grammar and what reasons teachers use media when teaching grammar. This study is different from other research because previous researchers examined the media used by teachers when teaching English and how English teachers

¹¹⁶Pratama,P.Y.A.Wedhanti,N.K.Piscayanti,K.S. "The Use Of Media In Teaching English Language At SMA (SLUA) Saraswati 1 Denpasar," Thesis, (Fakultas Bahasa Dan Seni Universitas Pendidikan Bahasa Inggris Singaraja, Indonesia, 2018),p.100. <https://ejournal.undiskha.ac.id>

used these media. Meanwhile, this research focuses on one English skill, namely grammar.

The reason the researcher focuses on one skill is because grammar is a grammar or arrangement structure and a set of structured rules that govern the arrangement of sentences, phrases and words. Therefore, teaching grammar uses media to help students with difficulties to master grammar more easily and can learn other skills such as speaking, listening and reading.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, researcher provides conclusion and suggestion based on the finding in this research.

A. Conclusions

1. When taught grammar English teachers at seventh grade in SMP N 1 Batang Toru used whiteboard, poster, real thing, dictionary, and flashcards as the media in teaching grammar in the observation.
2. Implemented teachers used the media the researcher found the ways teachers used the media. Mrs.HN and Mrs.MG implemented used media from whiteboard, real things, posters, flash cards and dictionary when teaching grammar in seventh grade. Mrs. HN is not effective using the whiteboard procedure, real things in theory but in general Mrs.HN is using the procedure well and Mrs.HN is effective at using flashcards. Mrs. MG is also not effective in using whiteboards, posters and real things in theory but in general Mrs.MG uses media procedures well.
3. Teacher A and teacher B have positive reasons about used media in teaching grammar. Both of them believed that used media is important and has a good impact to teaching grammar and learning process. Teaching grammar used media add student motivation and interest in learning. Moreover, it supports and helps teachers in teaching process to accomplish learning and teaching objectives. Therefore, students will be easier to understand the material about simple present tense well.

Then, the English teachers believe that teaching grammar used media have a big influence for the students. By used media they can make the students interested with the lessons and easily to understand its. Media also make them having courage for come to in front of the class when they write their answer on the whiteboard. So, the researcher find media helps the English teacher to explain material about simple presen tense clearly, so it makes the students easily to understand the lesson. It also makes the students enjoyed to study, so it improved the students' motivation in learning. By using media the English teacher can make their students focused on study grammar.

B. Suggestions

1. The researcher hopes teaching grammar by used the media should be improved to make the teaching grammar and learning process run maximally to achieve the teaching and learning objectives.
2. English teachers are expected to be more innovative and creative to figure out or create more interesting and appropriate to teaching grammar used the media to be implemented in teaching grammar. Teacher should pay more attention to the students thoroughly to generate better teaching and learning process. Moreover, the next researcher might utilize this research as the prior reference to conduct the next research in the same interest.
3. For reader to know that media is also necessary and even needed to teach grammar material. Readers also know what media are used to learn grammar more easily and quickly understand grammar material.

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CURRICULUM VITAE



A. Identity

Name : SINTIA SIREGAR
Reg. No : 1720300001
Place/ Date of birthday : Tobotan, Aek Nabara/ 04 April 1999
Gender : Female
Religion : Islam
Address : Hapesong Baru, Batang Toru
Phone number : 081260763016
Email : Sintiasiregar19@gmail.com

B. Parents

Father's Name : Mardan Siregar
Mother's Name : Juliani Pane

C. Educational Background

Elementary School : SD N 200205 (2011)
Junior High School : MTS NU Kampung Napa (2014)
Senior High School : SMA N 1 Batang Toru (2017)
Collage : IAIN Padangsidimpuan (2022)

Appendix 1

Meeting 1

Observation Result With Mrs.HN in Class VII 4

No	Date	Kinds of Media	Problem	Solution
1.	12 January 2022	Whiteboard	The teacher's writing is illegible.	To improve writing so that students can read from a distance.
			It's too short to write simple present tense material.	To be clearer in writing the important points of the simple present tense material. The first example is writing about the meaning of the simple present tense and then explaining.
			More talking and explaining by hand.	Using media that is more attractive to students. An example of this is flashcard media so that the class atmosphere comes alive.
		Real Thing	Not all students are immediately responsive to think when making examples of tenses sentences using realthing media.	Try using some real thing media that are easy for students to understand when making sentences so as not to waste time on limited grammar subjects. An example is the realthing media in the classroom.

Meeting 2

Observation Result With Mrs.HN in Class VII 4

No	Date	Kinds of Media	Problem	Solution
2.	19 January 2022	Flashcard	Students are embarrassed to come forward when the teacher gives instructions to compose sentences correctly and paste cards containing vocabulary on the blackboard because some shy students are afraid to arrange sentences correctly.	Giving motivation or giving candy prizes so that students are more daring to come forward working on the questions.
		Whiteboard		

Appendix 2

Meeting 1

Observation Result With Mrs.MG in Class VII 7

No	Date	Kinds of Media	Problem	Solution
1.	13 January 2022	Whiteboard	Too much writing simple present tense material that is not important, not paying attention to students and students sitting at the back are talking with their seatmates	Try to write down the important things after that and explain in about 10 minutes.
		Dictionary	Not all students have an English dictionary and it is difficult for them to find vocabulary.	In order to write some vocabulary to help ease the limitations of students, and give instructions to make example sentences from the vocabulary that the teacher wrote on the blackboard
		Real Thing	Not all students are immediately responsive to think when making examples of tenses sentences using realthing media.	Try using some real thing media that are easy for students to understand when making sentences so as not to waste time on limited grammar subjects. An example is the realthing media in the classroom.

Appendix 3

Interview Sheet With Mrs. HN

1. Mrs. Hn in your opinion, is it important to use media when teaching grammar?

Answer : Very important

2. Mrs. Hn do you use the media every time you teach grammar?

Answer : Yes, I always use media when teaching grammar.

3. Mrs. Hn before starting teaching about grammar, did you introduce the media that will be used when explaining grammar material?

Answer : Yes, I introduce the media that I will use.

4. Mrs. Hn what media do you use when teaching grammar?

Answer : Whiteboard, Flashcard, Realthing.

5. Mrs. Hn what is your reason for using the media when teaching grammar?

Answer : because using media when teaching tenses as a tool to clarify the material message of the tenses conveyed by the teacher. Clarifying the tenses so that they are not too verbalistic, overcoming the limitations of space, time, energy and senses, creating a passion for student learning.

6. Mrs. Hn what are the advantages of using media when teaching grammar?

Answer : to facilitate students' understanding of grammar.

7. Mrs. Hn what are the problems that you face when applying media when teaching grammar?

Answer : lack of adequate time from the school.

8. Mrs. Hn what is your solution if you have problems using media during grammar learning?

Answer : I will use new media to re-energize students.

Appendix 4

Interview Sheet With Mrs. MG

1. Mrs. Mg in your opinion, how important is it to use media when teaching grammar?

Answer : Very Important.

2. Mrs. Mg do you use the media every time you teach grammar?

Answer : Yes

3. Mrs. Mg Before starting teaching about grammar, did you introduce the media that will be used when explaining grammar material?

Answer : Yes, I first introduce the media that will be used.

4. Mrs. Mg what media do you use when teaching grammar?

Answer : Whiteboard, Dictionary, Poster, Real Thing.

5. Mrs. Mg what is your reason for using the media when teaching grammar?

Answer : Help me in conveying simple present tense messages or subject matter to students, so that the message is easier to understand, more interesting, and more fun for students.

6. Mrs. Mg what are the advantages of using media when teaching grammar?

Answer : In the teaching process, the simple present tense can generate new interests and desires, generate motivation and stimulation for learning activities, and even bring psychological effects on students.

7. Mrs. Mg what are the problems that you face when applying media when teaching grammar?

Answer : The problem that I face is that the lesson time is limited, sometimes the students are not enthusiastic because they are lazy to listen to my instructions, and finally when I ask the students to make examples of the simple present tense there are some who can't because they talk when I explain.

8. Mrs. Mg what is your solution if you have problems using media during grammar learning?

Answer : I will use the new media and then divide the groups so that each student in the group is involved in working on the simple present tenses.

Interview documentation with Mrs.HN



Interview documentation with Mrs. MG



Observation documentation in Class VII 4 with Mrs.HN



The teacher explains the simple present tense material by writing important points on the blackboard after which the teacher returns to explain. After that, the teacher uses real thing media so that students make example sentences using the formulas that have been explained.



After explaining the simple present tense formula, the teacher gives instructions to students to make examples of simple present tense sentences that have been prepared using flashcards and pasted on the blackboard.





Students come forward to take cards and arrange sentences correctly.





After the students stick the cards on the blackboard, the teacher sees whether the pasted sentences have been correctly arranged or not.

Dokumentasi Observation in Class VII 7 with Mrs.MG



The teacher writes the meaning of simple present tense, simple present tense formula, examples of simple present tense sentences using blackboard media. After that, the students were given time to record the material written on the blackboard after which the teacher explained the formula for the simple present tense, and also occasionally asked the students. And also the teacher uses real thing media so that students make example sentences using the simple present tense formula.



After that the teacher instructs the students to make examples of simple present tense sentences using an English dictionary to see vocabulary.



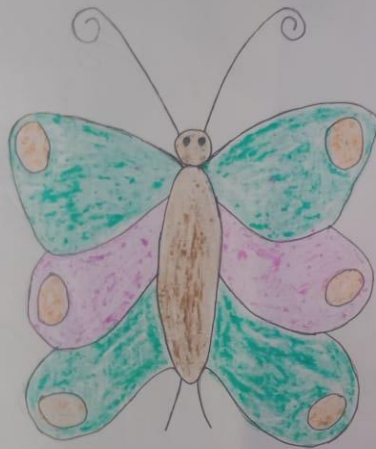


The teacher uses poster media, students see the contents of the image from the poster and make example sentences using the simple present tense formula.



Nama NISWANA
Kelas VII (Tajuk)

Hibiscus







KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733
Telephone (0634) 22080 Faximile (0634) 24022

22 September 2020

Nomor : 99 /In.14/E.6a/PP.00.9/09/2020
Lamp : -
Perihal : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:

1. **Dr. Fitriadi Lubis, M.Pd.** (Pembimbing I)
2. **Sokhira Linda Vinde Rambe, M.Pd.** (Pembimbing II)

di -Padangsidimpuan


Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

Nama : Sintia Siregar
NIM : 17 20300001
Fak/Prodi : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris
Judul Skripsi : **Teaching Grammar By Using Media At The VIIth Grade Students Of SMP N 1 Batang Toru.**

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Ketua Program Studi Tadris Bahasa Inggris

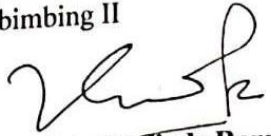

Fitri Rayani Siregar, M.Hum.
NIP. 19820731 200912 2 004

PERNYATAAN KESEDIAAN SEBAGAI PEMBIMBING

~~BERSEDIA/TIDAK BERSEDIA~~
Pembimbing I


Dr. Fitriadi Lubis, M.Pd.
NIP. 19620917 199203 1 002

~~BERSEDIA/TIDAK BERSEDIA~~
Pembimbing II


Sokhira Linda Vinde Rambe, M.Pd.
NIP. 19851010 201903 2 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PADANGSIDIMPUAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan T. Rizal Nurdin Km. 4,5 Sihitang 22733 Telepon (0634) 22080 Faximile (0634) 24022
Website: <https://ftik.iain.padangsidempuan.ac.id> E-mail: ftik@iain.padangsidempuan.ac.id

Nomor : B - 2954 /In.14/E.1/TL.00/12/2021
Hal : **Izin Penelitian**
Penyelesaian Skripsi

24 Desember 2021

Yth. Kepala SMP N 1 Batang Toru
Kabupaten Tapanuli Selatan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama : Sintia Siregar
NIM : 1720300001
Program Studi : Tadris/Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Teaching Grammar By Using Media At The VII th Grade Students of SMP N 1 Batang Toru".

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik



Dr. Ahmad Nizar Rangkuti, S.Si., M.Pd.
NIP. 19800418 200604 1 002



PEMERINTAH KABUPATEN TAPANULI SELATAN
DINAS PENDIDIKAN DAERAH
SMP NEGERI 1 BATANGTORU

JL. Merdeka Barat Desa Napa Kec. Batangtoru Kab Tapanuli Selatan Kode Pos 22738
Telepon (0634) 370118
Email : smpn_1batangtoru@yahoo.co.id

SURAT KETERANGAN

No : 071 / 139 /SMPN.1BT/ 2022

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Batangtoru Kecamatan Batangtoru Kabupaten Tapanuli Selatan Provinsi Sumatera Utara menerangkan bahwa :

Nama : sintia siregar
NIM : 1720300001
Program Studi : Tadris/Pendidikan Bahasa Inggris
Judul Skripsi : “Teaching Grammar By Using Media At The VII th Grade Studens of SMP N 1 Batang Toru Tapanuli Selatan “
Lokasi Penelitian : SMP Negeri 1 Batangtoru T.P 2021/2022

Adalah benar telah melaksanakan Penelitian Untuk Penulisan Skripsi Di SMP Negeri 1 Batangtoru T.P 2021/2022 pada tanggal 24 Desember 2021 s/d 22 Januari 2022 sesuai dengan surat permohonan lizin penelitian dari Institut Agama Islam Negeri Padangsidimpuan nomor : B-2954/In.14/E.1/TL.00/12/2021 dengan Baik sesuai dengan petunjuk Penelitian yang telah ditetapkan oleh Wakil Dekan untuk Jenjang Pendidikan Starata Satu (S-1).

Demikian surat keterangan penelitian ini dibuat dengan sesungguhnya untuk dapat digunakan selanjutnya.

Batangtoru, 22 Januari 2022
KEPALA SEKOLAH
SMP NEGERI 1
BATANGTORU
Kecamatan Batangtoru
Kabupaten Tapanuli Selatan
DINAS PENDIDIKAN DAERAH
UNTUNG PARDAMEAN HARAHAP, M.Pd
NIP. 19710302 199801 1 001