CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is an important thing to communication. They use language as the main tool in the process of communication. The use language every time and everywhere they can communicate with each other. Many people used language in informal and formal situation. In everyday activity, one of elements used is language. Basically, language has specific function that is based on the needs of someone which is to express them, to communicate, to make conversation of the social environment.

Englishlanguage is one of the international language, it uses almost around the world. People use it for many activities such as politic, economic, social, etc. they speak English to communicate and to convey information with different countries of the world. To get the purpose of communication, people need more knowledge about English language. So, it is important to the people learn English.

Teaching is a very important factor in education and school where the language teaching process is a form of formal education. An effective learning teaching process should be reflected, and the learning teaching process will not be successful if the teacher is not able to apply an appropriate method in presenting in the classroom, particularly in foreign language teaching.

English teaching aims in mastering four basic skill of language, which include listening, speaking, reading and writing skills. Nowadays, based on our newest curriculum that is KTSP, the students are expected to master those four skills in order to be able to use English communicatively. The aim of KTSP (Kurikulum Tingkat SatuanPendidikan) will not be

successfully achieved if the language teaching does not consider the language components such as grammatical structure, vocabulary, spelling,and pronunciation. Therefore grammar needs to be mastered by the students since it is the basic rule of language.

Writing is a thought process. In the process of writing, someone will encounter many obstacles. By writing, someone learns to express ideas in written form. In other words, writing motivates students to think critically. In writing someone must start several stages, namely, planning (planning), drafting (drafting), re-examining (reviewing), and fixing (editing). Thus, writing a person to think coherently and systematically. And also by writing someone learns how to processgood language is how a language is formed.

There are many methods used in teaching. Since English have been teach in school, there are many methods applied in teaching language. Although this method is rarely heard but this methodable to increase their ability to learn. One of them is: practice and C-R (Consciousness-Raising) that this method is to help learns internalize the structures taught in such a way that they can be used in everyday communication to this end. The learners are provided with opportunities to practice the structure first under control conditions, and then under more normal communicative conditions and then to cause the learners to absorb the structure thoroughly, or to put it another way, to transfer what they know from short-term to long-term memory.

Teacher migh use C-R (Consciousness-Raising) tasks as their main approach or only occasionally. To raise something to consciousness means to make someone aware of something. The method of Practice and C-R (Consciousness Raising) is done to build language works, grammatically, socially, culturally. C-R (Consciousness Raising) is defined as an attempt to equip lenearns with an understanding of a specific gramatical feature and to develop declarative

(describing a rule of grammar and applying it in pattern practice drills) rather than procedural (applying a rule of grammar in communication) knowladge of it.

Based on thereasons above, it is important to conduct the research. So that is why the writer will interestedin conducting this research to find out whether using practice and C-R (Consciousness-Raising) method is really effective in helping students to learn grammar especially to teach writing.

The writer observes 2 classes as initial data. Namely VIII-1 class as experimental group and VIII-2 as control group.

Tabel 1.1

Students Score of Observation VIII Grade at SMP Nasrani 2 Medan.

No	Intial Name of Students	Number of Question	Number of Correct Answer	Score	Passing Grade	Pass/Fail
1.	APD	20	18	60	70	Fail
2.	AN	20	16	77	70	Pass
3.	AEN	20	18	75	70	Pass
4.	BB	20	11	50	70	Fail
5.	BM	20	15	35	70	Fail
6.	DE	20	10	55	70	Fail
7.	ESP	20	15	65	70	Fail
8.	EP	20	17	65	70	Fail
9.	FP	20	10	40	70	Fail
10.	FS	20	13	75	70	Pass
11.	HP	20	11	80	70	Pass
12.	IZ	20	16	60	70	Fail
13.	MES	20	11	60	70	Fail
14.	MB	20	13	70	70	Pass
15.	NP	20	10	50	70	Fail
16.	RS	20	15	55	70	Fail
17.	R	20	16	66	70	Fail
18.	RS	20	15	45	70	Fail
19.	SS	20	17	35	70	Fail
20.	SS	20	17	78	70	Pass

TOTAL	1,196	
MEAN	59.8	

X $= \sum x / N$

     $= 1,196 / 20$

     $= 59.8$

Note : X   = Mean

$\sum x$ = All the total students score

N   = The number of students

After making observation in class VIII grade. The writer found many mistakes in using writing simple present tense. So that the writer used the Practice and C-R (Consciousness Raising) method in teaching writing simple present tense because are very influential in a writing simple present tense.So, the writer will write a proposal entitled "The effect of using Practice and C-R (Consciousness Raising) method in writing simple present tense".

1.2 The Problem of the Study

Based on the background of the study, the problem of the this study is formulated as "Does Practice and C-R (Consciousness-Raising) method affect on the students in learning writing simple present tense?

1.3 The Objective of the Study

The objective of study is to find out whether Practice and C-R (Consciousness–Raising) affect in teaching writingsimple present tense for the students of SMP Nasrani 2 Medan.

1.4 The Scope of the Study

Based on the observation, the writer focus at VIII-1 and VIII-2 ofSMPNasrani 2 Medan.This study use Practice and C-R(Consciousness Raising) method on student achievement in EnglishGrammar competence on the VIII grade at SMP Nasrani 2 Medan.

1.5 The Significance of the Study

The significance of the study are expected to be useful and significant.

1.5.1 Theoretically

1. To add another perspective in teaching writing simple present tense by using Practice and C-R (Consciousness-Raising) method.
2. For teachers in applying Practice and C-R (Consciousness Raising) method can be used to make the students active in writing simple present tense learning at SMP Nasrani 2 Medan.

1.5.2 Practically

The result of applying Practice and C-R (Consciousness Raising) as the method specifically :

1. For the writer, the finding of this study will improve the writer knowledge with the effective method to teach writing simple present tense.
2. For the students, the finding of this study will help the students to be able learn writing simple present tense.

3. For the teacher, the finding of this study will help them know the effective method in teaching writing simple present tense.

4. For the other writer, the finding of this study are expected to be useful for the next research.

5. The reseach would be significant that give another alternative in teaching writing simple present tense.

1.6 The Hypothesis of the Study

Two hypothesis are formulated in this study, namely alternative hypothesis (Ha) and null hypothesis (Ho).

Ha : Practice and C-R (Consciousness Raising) method significantly affects in teachingwriting simple present tensefor the study of SMP Nasrani 2 Medan.

Ho : Practice and C-R(Consciousness Raising) method significantly does not affect in teaching writingsimple present tense for the students of SMP Nasrani 2 Medan.

CHAPTER II

REVIEW OF RELATED

2.1 Theoretical Framework

In conduct this research, some theorieswill need to explain some concepts or terms applied in the research concerned. Some terms are used in this study which needs to be theoretically explained. In the following parts, theoretical workin the provisions will be provided.

2.1.1 Approach, Method, Technique and Strategy

In a learning the writer must have features that can make a learning interesting by knowing clearly the differences between approach, method, technique and strategy that are used.Richards and Rodgers (2001:19) attempt to clarify the differences between approach, method, technique and strategy:

1. Approach is a set of correlative assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught.

2. A method is an overall plan for the orderly presentation of the language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.

3. A technique is implementation, that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Technique must be consistent with a method and therefore in harmony with an approach as well.

2.2 Practice and Consciousness-Raising Method

To improve the ability Practice and C-R(Consiousness Raising) method of students in mastering English grammar. The writer have done the test to help students to transfer what they know from short-term memory to long-term. Rod Ellis in Jack& Willy A. Renanda (2002:168) stated that Practice and C-R (Consciousness Raising) define,"For most teachers, the main idea of grammar teaching is to help learners tointenalize the structures taught in such a way that they can be used in everyday communication to this end, the learners are provided with opportunities to practice the structure first under control conditions, and then under more normal communicative

conditions and then to cause the learners to absorb the structure thoroughly, or to put it another way, to transfer what they know from short-term to long-term memory."

Penny Ur (1988:11) stated that the practice stage comes after the initial presentation and explanation, when the learner is assumed to have perceived the material and taken it into short-term memory but cannot be said to have really mastered it yet. Practice may be defined as any kind of engaging with the language on the part of the learner, usually under teacher supervision, whose primary objective is to consolidate learning. Duringpractice the material is absorbed into long-term memory and the learner enabled to understand and produce examples of it with gradually lessening teacher support.

Some of the factors than definitely contribute to successful practice are the following

1. Pre Leaning

    Practice is the second or third stage in the process of learning a structure (as described in the previous chapter) not the first. The function of a practice procedure is to familianize learners with the material, not to introduce it, learners should not be asked to practice material they have not yet been taught.

2. Volume and Repetition

    By 'volume' I mean the sheer amount of (comprehensible) language that is spoken,heard read or written in the course of the activity .

    In simple terms, the principle of repetition means that you have to get the learners to produce or perceive examples of the structure say, sentence using the present perfect tense-over and over again.

3. Success- orientation

Although it is certainly true that correction of mistakes does contribute towards learning (On a conscious, intellectual plane), the kind of through, semi intuitive absorptrom of material we are aiming for in language teahing can only be achieved if, after mistakes have been eliminated, learners have plenty of experience of 'doing it right'.

4. Heterogeneity

A 'heterogeneous' exercise, as I am using the term here, is one which may be done at various different levels. Because most (all?) Classes are in fact composed of mixed-ability groups, a 'homogeneous' exercise cannot possibly provide effective practice for all the students: it will be too difficult for the weaker ones, andlacking in volume and challenge for the stronger.

5. Teacher assistance

Having presented the practice task, we then need to make sure that our students do in fact perform it successfully, and fairly briskly (to get through as much volume of language as possible and to maintain interest). There should be very little correction of mistakes if there has been proper pre learning.

6. Interest

Interest in language-practice procedure may derive to some extent from extrinsic motivation for instance, a student may be motivated to take part and succeed in exercises if by doing he or she may cam class 'creditpoints' or 'stars', or if he or she badly needs to know the language for promotion at work.

(Ellis&Richards 2002:124) stated that practice is one of the keys to learning incorporated into a methodology with the following features:

1.   A specific grammatical feature isolated for focused attention.

2. The learners are required to produce sentences or statement comprising the targeted feature.

3. The learners will be provided with opportunities for repetition of the targeted feature.

4. There is expectation that the learner will perform the grammatical feature correctly.

5. The learners receive feedback(immediate or delayed) on whether their performance of the grammatical structure is correct or incorrect.

In this study, the writer focuses on teaching grammatical feature of English tenses. The writer conducted this study because the writer found students problem in the area of tenses. The students often ask for rules to make them aware of the use of the tenses, and use them correctly. C-R (Consciousness Raising) activities make the learners aware of language so they can achieve an accurate use of the tenses in an appropriate context for communication. C-R (Consciousness Raising) involves an attempt to equip the learners with an understanding of a specific grammar feature to develop explicit knowledge or declarative knowledge. One way to teach explicit knowledge of grammar is through grammar discovery activities to end this.The learners are provided with opportunities to practice the structures where the practice consists of series of exercises whose aim is to cause learners absorb the rules thoroughly.

The main characteristics of C-R (Consciousness Raising) activities is an attempt to isolate linguistic feature for focused attention, provided with data which illustrate the targeted feature, and they may also be supplied with an explicit rule describing feature. The learners are expected to utilize intellectual effort to understand the targeted feature. Incomplete understanding of the grammatical structure by the learners leads to clarification in the form of further data and description, learners may be required to articulate the rules describing the grammatical feature. It is clear that the main purpose of consciousness-raising is to develop

explicit knowledge of grammar. Thus grammar teaching can involve a combination of Practice and C-R (Consciousness Raising) method.

1. Comparing (The Learner compares the linguistic feature noticed in the input with her own mental grammar registering to what extent there is a "Gap" between the input and her grammar).

2. Integrating (The learner integrates a representation of the new linguistic feature into her mental grammar).

2.3The Case for Consciousness Raising

Rod Ellis in Jack C. Richard and Willy A. Renandy (2002:171) stated that, Practice is directed at the acquisition of implicit knowledge of grammatical structurethe kind of knowledge needed to use the structure effortlessly for communication. (C-R) Consciousness Raising is directed at the formation of explicit knowledge the kind of intellectual knowledge which we are able to gather about any subject. Explicit knowledge is not much use when it comes to communicating. For this the writer need implicit knowledge.

The acquisition of implicit knowledge involves three processes:

1. Noticing (The learnerbecomes conscious of the presence of a linguistic feature in the input, whereas previously).

2. Comparing (The learner compares the linguistic feature noticed in the input with her own mental grammar, registering to what extent there is a 'gap' between the input and her grammar).

3. Interesting (The learner integrates a representation of the new linguistic feature into her mental grammar).

The learner explicit knowledge of grammatical features will improve through (C-R) Consciousness Raising instructions. It also increases the leaners responsibility and autonomy because they themselves are responsible for distinguishing and making the rules.

2.4Characteristic of Practice and ConsciousnessRaising

Irrespective of whether the practice is controlcontextualizeor communicative.In an attempt to distinguish C-R (Consciousness Raising) activities from other grammar teaching practice, based on Ellis (2002:168).It will have the following characteristic :

1. There is an attempt to isolate a specific grammatical feature for focused attention.
2. The learners are required to produce sentences containing the targeted feature.
3. The learners will be provided with opportunities for repetition of the targeted feature.
4. There is an expectancy that the learners will perform the grammatical feature correctly.
5. The learners receive feedback on whether their performance of the grammatical structure is correct or not. This feedback may be immediate or delayed.

In everyday language, consciousness is haveseveral senses and it is often used ambiguously. Consciousness is as awareness. Awareness is state or ability to perceive, to feel or to be conscious of events, objects, or sensory patters. More broadly, it is the state or quality of being aware of something. Meanwhile language awareness is explicit knowledge about language, and conscious perception and sensitivity in language leaning, language teaching and language use. Or it is good knowledge about language, a conscious understanding of how language works and of how people learn them and use them. Meanwhile definition of activities, the writer here means activities or tasks provided by the teacher C-R(Consciousness-raising) is an approach to language teaching to raise something to consciousness means to make someone aware of

something. The immediate aim to C-R (Consciousness Raising) tasks is to help learners notice something about the language that they may might not notice on their own.

Sutter (2001:66, as cited by Rahmawati, 2011:66) stated that, learners of foreign language who are taught by using C-R(Consciousness Raising) activities should prepare these requirements to successfully face this technique. They are :

1. The learners must be ready to challenge their activities and lesson.

2. They must accept that the learning of a foreign language is a process without a definite ending or a final state of perfection.

3. They must have a considerable amount of confidence in their teacher's professional skill.

4. They must take a larger responsibility for their own learning.

5. They must show a high degree of motivation and active collaboration during the lesson with others.

Chomsky (1986:263) stated that, native speakers of english know consciously in contrast not for the second or foreign language learners for sentences below. Chomsky discusses the distinction in terms of the following sentences:

1. John is too stubborn to talk to him.

2. John is too stubborn to talk to.

In sentence 1, English native speakers know that '*John*' is the subject of '*talk*' but not in 2 and that '*him*' in 1 may not refer to '*John*'. These facts about English are a reflection of how much more fundamental principles of universal grammar which are unconscious. Chomsky (1986:11) suggests they cognized rather known, relating cognization to implicit as opposed to explicit knowledge.

2.4.1 The Purpose of Consciousness-Raising Activities

Chomsky (1986:273) stated that, the ultimate purpose of most language teaching is to help learners acquire the target language to a point where they can use it accurately, spontaneously and fluently. Consciousness-raising has several purposes:

1. To direct learners attention to grammar features they might not notice on their own.

2. To help learners make form-meaning connections.

3. To help learners acquire conscious knowledge which can be used to understand input and monitor their own output.

4. To make learners more autonomous by developing their analytical ability.

2.4.2 The Reasons of Using C-R (ConsciousnessRaising)Activities

Willis and Willis (2007:66) suggest some reasons to use C-R(Consciousness Raising) activities as the following :

1. C-R activities build implicit and well as explicit knowledge.

2. C-R activities work for learners with different learning styles and intelligence.

3. C-R activities show grammar in context.

4. C-R activities show authentic activities language.

5. C-R activities can present a large amount of input.

6. C-R activities encourage cooperative learning.

7. C-R activities are interesting and fun.

8. C-R activities are lower the effective filter.

9. It is easy for learners to prepare their own C-R activities.

10. Skill learnt in C-R activities can be used outside the classroom.

2.5 Grammar

David Nunan (2003:154) stated that, Grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The Longman Dictionary of Applied Linguistic defines it as,"a description of the structure of a language and way in which units such as words and phrases are combined to produce sentences in the language." Sentences are acceptable if they follow the rules set out by the grammar of the language.For example, in English one rule states that,"a subject followed by a verb followed by an object" is grammatical. The sequence of words "The bit dog man" is ungrammatical because it violates this rule, while "The dog bit the man" is grammatical because it obeys the rule. (The sentence "The man Bit the dog." is grammatical, but would be considered unacceptable by many people for others reasons).

Peter Knap, Megan Watkins (2005:32) stated that, Grammar is one of our key literacy technologies. Without knowledge of grammar the process of becoming literate becomes hazardous. The question of grammar and how it should be taught becomes one of the key focus points for all that follows in this book. Indeed, the great strength of our process-based approach to genre and grammar is the connections emphasized between genre and grammar. Pedagogically, grammar only becomes meaningful when it is linked to the purpose and function of texts.

There are many different grammars developed for different purposes. Traditionaltype grammars were developed to describe and analyes the way that words are put together within sentences. These traditional or syntactical-type grammars use different types of terminologies, depending on whether a word is being classified as a type of word for example, a noun, an

adjective, an adverb and soon or whether it is described by its function or what it is doing, for example, subject, object, predicate and so on.

In this book he is more concerned with a way of using grammar to describe how particular texts are put together. In other words, as well as describing what is going on within sentences, he is also concerned with how language is used at the levels of text and genre. Grammar from this point of view is a name for the resources available to users of a language system for producing texts. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate texts.

From this point of view a genre-based grammar focuses on the manner through which different language processes or genres in writing are coded in distinct and recognizable ways. It first considers how a text is structured and organized due to the characteristics of particular genres in relation to purpose, audience, message and structure. It then considers how all parts of the text such as sentences, tense, reference, cohesion and so on -are structured, organized and coded, so as to make the text effective as written communication and, in particular, how all the parts are used to serve the purposes of the language users. Finally, a genre-based grammar will deal with the syntactical aspects of grammar or how the language is organized within sentences; for example, the appropriate use of prepositions, plurals, articles, agreement and so on.

A knowledge of grammar in this sense is not just concerned with rules for what can and can't be done with the organization and use of words in English sentences, but also with the way written english functions to communicate experiences and knowledge of the world. In addition, narrative genres often deliberately break the rules of grammar and punctuation for literary effect.

The genre and grammar model of language,the writer will describe how to realixe the forms of language take in the social context which the text is usually used. It requires us to look at the structures and grammatical features that make up these forms, and to look at the way that language serves the intentions of those who use and produce it, as well as the effects it has for audiences. This perspective also locates language as a social practice that makes us active participants in the organization and exchange of meaning. To fully participate in any social activity for making meaning, we need to have at our disposal the technical resources for using language across the wide range of social situations that make up our everyday lives. Grammar therefore needs to deal with language from three perspectives: the generic, the textual and the syntactical. This is a far broader view of grammar than has traditionally been the case. Traditional grammar was mainly concerned with syntax, or how words are correctly ordered within a sentence. We on the other hand, consider how genres themselves make particular demands on the grammatical choices we have when producing a text.

2.6Integrate BothInductive and DeductiveMethodsintoGrammar Teaching

Deductive teaching is a traditional approach in which information about target language and rules are driven at the beginning of the class and continued with examples. The principles of this approach are generally used in the classes where the main target is to teach grammar structures. For instance, these principles are convenient for the classes that grammar transtlation method is applied (Nunan, 1991:22). According to Thornbury's three bacic principles a deductive lesson starts with presentation of the rules by the teacher. Secondly teacher gives examples by highlighting the grammar structures. Then students make practise with the rules and produce their own examples at the end of the lesson (Thornbury, 1999:29).

Nunan (1999:66), stated that identifies inductive approach as a process where learners discover the grammar rules themselves by examining the examples. In a inductive approach it is also possible to use a context for grammar rules. That is to say, learners explore the grammar rules in a text or an audio rather than isolated sentences. Thornbury (1999:32) notes that in an inductive approach learners are provided with samples which include the target grammar that they will learn. Then learners work on the examples and try to discover the rules themselves. When students obtain the grammar rules and they practice the language by creating their own examples.

2.7 Writingand Simple Present Tense

Writing is a process of conscious and unconscious thinking. In proceding to write, someone will encounter many obstacles in expressing ideas.

Harmer (2005:63) stated that there are several reasons why writing is a skill that students should master well. First, by writing students learn to put out ideas in written form. In other words, writing motivates students to think critically. In writing someone must start several stages, namely, planning (planning), drafting (drafting), re-examining (reviewing), and fixing (editing). Thus, writing trains students to think coherently and systematically. Second, by writing students learn how to speak a good language, which is how a language is formed. Besides elements the language needed in forming a sentence, students also learn how the message contained in the sentence / paragraph / text can be read by the reader well.

Simple Present Tense is one of tenses that is important to be mastered by the students Wrong perception of Simple Present Tense will affect the students ability in constructing or understanding Simple Present Tense sentences.

Azar (1989:11) stated that simple present tensesomething was true in the past, is true in the present and will be true in the future. It is used for general statements of fact. The simple present is used to express habitual or everyday activity.

2.7.1 The Use of Simple Present Tense in Writing.

Bhaskara (2016:1) stated that usage is the way in which a word or phrase or sentence is normally and correctly used.

Here is one example ofthe use Simple Present Tense in Writing by using Narrative Text

Traveler Girl

She is a Traveler Girl. Her name is RomanaMaya, her friends call her in May. She likes to go somewhere to a single destination or more. She has long brown hair. His mother is Chinese so she has slanted black eyes as like as his mother. She has a medium nose and she has thin lips. She has oriental skin. She is pretty tall. It's about 168 cm. Her friends love her so much because she is independent, easy going person, friendly and helpfulness. She has a favorite color. It is black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandal. She is bringing a black backpack. She is bringing photography stick.

Simple Present Tense

1. She **is Traveler Girl**.
2. Her name **is RomanaMaya**, her friends **call her** in May.
3. She **likes to go** somewhere to a single destination or more.

4. She **has long brown hair**.

5. His mother **is Chinese** so she **has slanted** black eyes as like as his mother.

6. She **has a medium nose** and she **has thin lips**.

7. She **has oriental skin**.

8. She **is pretty tall**.

9. It'**s about 168 cm**.

10. Her friends **love her** so much.

11. She **is independent**, easy going person, friendly and helpfulness.

12. She **has a favorite color**.

13. It **is black**.

Here are the rules of usage of simple present tense:

subject + auxiliary verb + main verb

         Do   base

There are three important exceptions:

1. For positive sentences, we do not nonally use the auxiliary.

2. For the 3rd person singular (he, she, it), we add s or es to the main verb and es to the auxiliary in the negative and questions form.

3. For the verb to be, we do not use an auxiliary, even for questions and negatives.

1. The simple present is used to describe a present situation:

Examples:

1. I work in London (I do now and will do for the for see able future).

2. I am English (and I always will be English).

2. The Simple Present Tense is used to express general truth such as scientific facts, as in the following sentences:

Example :

1. The Sun rises in the east and sets in the west.

2. Jakarta is in Indonesia.

3. The Earth circles the Sun the Simple Present Tense is used to indicate a habitual action, event or condition, as in the following sentences:

Examples :   1. She always goes to school by bus.

2. I wake up at six everyday.

3. He usually eats an egg for breakfast.

4.The Simple Present tense is also used for Command or Instruction, as in the following sentences.

Examples: 1. Turn Off the radio, please.

2. Open your book at page 13.

2.7.2 Subject- Verb Agreement

Subject-verb Agreement is about the changes that occur in the spelling and pronunciation of present tense verbs and the past tense as well as the present tense of be under the influence of certain kinds of nouns and pronouns.

Subject-Verb Agreement is an agreement in which there is a matching relation between subject and verb (Leech, 1996:33). The main rule of Subject- Verb Agreement is simple. It is said an agreement if both subject and verb show the same kind of inflection. In other words, singular subjects go with singular verb. And plural subjects go with plural verbs.

Betty SchrampferAzar (2003:79) stated that Singular-plural agreement is often a troublesome area for students.

Here are the rules of Subject-Verb Agreement.

1. If the noun is singular, the verb must have an-s.

2. If the noun is plural, the verb does not have an -s

The example of those rules can be seen in the examples below.

1. The cloth needs washing

2. The clothes need washing

3. She looks beautiful

4. They look tired

There are some additional rules of Subject -Verb Agreement Leech, (1996:34) they are:

1. Where the subject consists of two or more items joined by and, the subject becomes plural and is followed by plural verb.

For example: My brother and I both like cheese.

2. Two singular subjects joined by or become singular subject and are followed by singular verb.

For example: I don't know whether Dennis or Kevin loves me deeper.

3. As subjects, the pronouns any, either, neither, and none sometimes take some singular verb and sometimes take a plural verb.

For example:

   1) Her sons are grown up, but none of them is married.
   2) Her sons are grown up, but none of them are married.

4. Group nouns such as audience, committee, family, government, and team can take plural and singular verbs.

For example:

   1) The committee meets every week.
   2) The committee meet every week.

Leech (1996:418) stated that, the -s form of the verb is used only with the 3rd person pronoun or noun phrases which are singular. For the 2nd person pronoun, that is, you which can be singular or plural, the verb does not have an-s.

For example:

   1) You (singular) always do the work well.
   2) You (plural) always do the work well.

3) She always does the work well.

2.7.3 Verb Pronoun

In Simple Present Tense, verb has singular and plural form (Leech, 1996:34). The singular verb is formed from the plural verb

1) Plural verbs (spasi) Singular Verbs

2) Like (spasi) likes

3) Do (spasi) does

There are some rules of the singular verbs spelling

1. Plural verbs ending in ss, sh, ch, xand o, is added -es to form the singularverbs.

1) Miss Misses

2) BrushBrushes

3) MatchMatches

4) Box Boxes

5) Do Does

2. In forming singular verbs from plural verbs ending in y in which it follows a consonant, the letter y will be deleted and the verb will beadded with-ies.

1) Bury Buries

2) Fly Flies

3.When the plural verbs ending in y following a vowel, the verb is added with -s.

1) Buy Buys   2) SaySays   ➝

2.7.4 Adverbs Used in Simple Present Tense

Hornby (1975:164) stated that, there are two kinds of adverbial that are usually used in Simple Present Tense.They are adverbial of frequency and adverbial of time:

1. Adverbial ofFrequency

The writer often use the simple present tense with adverb of frequency to make clear how often an action takes place. The following adverbs of frequency are often used in Simple Present Tense alwaysusually.Often, Frequently Normally,Sometimes Occasionally, Seldom, rarely Hardly ever Almost never, Never.

In constructing Simple Present Tense, the adverbials of frequency come and modal verbs before the main verb of a sentence, but after the verb,to be (can, must, will, etc). For examples:

1) She always comes late.

2) I rarely go to supermarket.

3) My grandmother never goes to Malaysia.

4) The rainbow is rarely seen in this part of the country.

5) I will never forget you.

2. Adverbial of Time

The term adverbial of time is restricted to answer the questions. Hornby (1975:166) stated that,there are some adverbials of time that are used in constructing Simple Present Tense.

On Monday (Sunday, Wednesday, etc) Every day (week, month, year, etc) In the morning (afternoon) Nowadays 26 At night (noon) Today, tonight, etc.

The position of adverbial of time in Simple Present Tense sentences can be at the beginning or at the end of the sentence Hornby (1975:169).

For examples:

1) Ann writes a letter every week.

2) Every morning Mom makes fried rice for me.

2.8 Types of Method in Teaching Grammar

1. The Inductive Approach

It's necessary to know first the meaning of inductive. It comes from the word -induction that refers to the process of advancing an inductive argument, or making use of reasoning that can be reconstructed as an inductive argument. An inductive argument is an argument in which it is thought that the premises provide reasons supporting the probable truth of the conclusion. Here the premises are intended only to be so strong that, if they are true, then it is unlikely that the conclusion is false. The main characteristics of the inductive approachare :

1. Begins with observations: leads to hypothesis.

2. Proccess from the specific to the general.

3. An approach of discovery

2. PPP (Presentation, Practice and Produce)

Jeremy Harmer (2009:173) stated that, the PPP (Presentation, Practice and Procedure) is a method that is widely used in teaching simple language at lower levels. Furthermore, many modem course books contain examples of PPP lessons which have retained elements of structural-situation methodology and audio-lingualism Harmer adds that there is a general consensus that PPP is just one method among many, not taking into consideration other ways of learning. It is very learning-based and takes little account of students acquisition abilities. Presentation, Practice and Produce is a method for teaching grammar structure or vocabulary in a foreign language.

3. Practice and Consciousness Raising Method

Rod Ellis in Jack&Willy A. Renanda (2002:168) stated that Practice and C-R (Consciousness Raising) define,"For most teachers, the main idea of grammar teaching is to help learners internalize the structures taught in such a way that they can be used in everyday communication to this end.The learners are provided with opportunities to practice the structure first under control conditions, and then under more normal communicative conditions and then to cause the learners to absorb the structure thoroughly, or to put it another way, to transfer what they know from short-term to long-term memory."

Penny Ur (1988:11)stated that the practice stage comes after the initial presentation and explanation, when the learner is assumed to have perceived the material and taken it into short-term memory,but cannot be said to have really mastered it yet. Practice may be defined as any kind of engaging with the language on the part of the learner, usually under teacher supervision, whose primary objective is to consolidate learning.

2.9 Previous Research

The writer takes the review of relate literature from other graduating paper as the principles or comparisons with this research.

Here are some previous research about practice and consciousness raising method:

1. The first is taken from SitiKhotimah (2014) entitle *The Effectiveness of Using Practice and C-R(Consciousness Raising) Method In Teaching Writing Simple Present Tense to The Tenth Grade Students of SMA Muhammadiyah 1 Gombong.* It conducted by using experimental research. The objective of the study was to find out whether Practice and C-R (Consciousness Raising) Method significantly affected the students achievement in grammar especially learningwriting simple present tense in SMA Muhammadiyah 1 Gombong. Based on score that gave from conducted Practice and C-R (Consciousness Raising) is higher than scores not using Practice and C-R (Consciousness Raising). It means that there is significant of using Practice and C-R(Consciousness Raising) method inwriting simple present tense learning.

2. The second is taken from Seyyed Mohammad Reza Amirian (Corresponding author) and FatemehSadeghi(2012) entitle*The Effect of Grammar Consciousness- Raising Tasks on EFL Learners Performance.* This study aims to investigate different approaches in grammar teaching and compare the traditional approaches with C-R (Consciousness-Raising) tasks. The writer implements some C-R (Consciousness Raising) tasks in the classroom during the second semester of educational year, one session per week and investigates the effectiveness of these tasks. The participants were female junior high school students in Sabzevar, Iran. The results were compared with a control group who

were taught based on the pattern drill practice and traditional approaches. Analysis shows that using C-R (Consciousness Raising) tasks in grammar teaching is significantly more effective than the traditional approaches.

3. The third is taken from Akbar Azizifar, Maryam Babaei, Ali Jamalinesari and Habib Gowhary (2014) entitle *The Effect of Grammatical Consciousness Raising Task on Iranian EFL Learns' Readning Comprehension.* This study aimed at investigating the effects of Grammatical Consciousness Raising task on English as a foreign language (EFL) learners' reading comprehension ability. So, two group experimental (N=30) and control (N=30) were randomly chosen out of 120 girl learners (chosen by taking part in a proficiency test) in BINT AI HODA High School (first period) EFL learns, Ilam, Iran.

4. The four is taken from Sayyed Mohammad Reza Amirian and Samira Abbasi (2014) entitle *The Effect of Grammatical Consciousness Raising Task on Iranian EFL Learners' Knowledge of Grammar.* The purpose of this study was to investigate whether Grammar Consciousness Raising (GCR) tasks can have a more significant effect on the grammatical knowledge of learners than Presentation-Practice-Production (PPP) approach. To this aim, 65 female pre-intermediate students assigned to two groups. The students in the Experimental group received GCR treatment while the students in the control group underwent a Presentation-Practice-Production (PPP) method of Grammar interaction.

5. The fifth is taken from Mania Nosratinia and Somayeh Roustayi (2014) entitle *The Effect of Grammar Consciousness Raising Task on EFL Learners Reading Comprehension and Writing Ability.* The focus of this study to investigate the effect of gramatical consciousness raising tasks on EFL learners reading comprehension and writing ability.

The participants were 60 female intermediate EFL learners with age range of 20-35 who were divide into two groups of control and experimental groups after being homogenized by a piloted PET test and two piloted researchers-made reading comprehension and writing ability test.

6. The sixth is taken from Veni Roza (2016) entitle ***The Effectiveness of Using Grammatical Consciousness Raising Task (GCRT) Toward Students Grammar Comprehension at The Fourth Semester Students of English Education Department at IAIN Bukit Tinggi.*** To cope with this problem, Grammar Consciouness Raising Task (GCRT) strategy was used to help English Education Department students in orderto master grammar. The procedure in GCRT includes discovery, consolidation, and use. GCRT stratey was effective to be used in grammar class, seen from the students' test results which was 78,9% and it is categorized into effective based on the effectiveness scale.

2.10 Conceptual Framework

Talking about teaching in general and teaching English in particular is not about considering the material to be given, but also about students mental condition. Shy the students should be encouraged to take part in the teaching-learning process.

Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate using English effectively.

Although grammar is not a high priority, it does not mean that grammar is not important to learn. Grammar is the basic knowledge and skill for understanding and using the language

naturally. As it has been mentioned above, that grammar is the rules by which words can change their forms and can be combined into sentences, it can be said that grammar plays an important role in how learner can master a language. Without learning grammar, learnerscan not arrange sentences properly. And without having a good comprehension and competence in arranging sentences, it is impossible for learners to be able to master English.

A method is an overall plan for the orderly presentation of the language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural. Within one approach, there can be many methods.
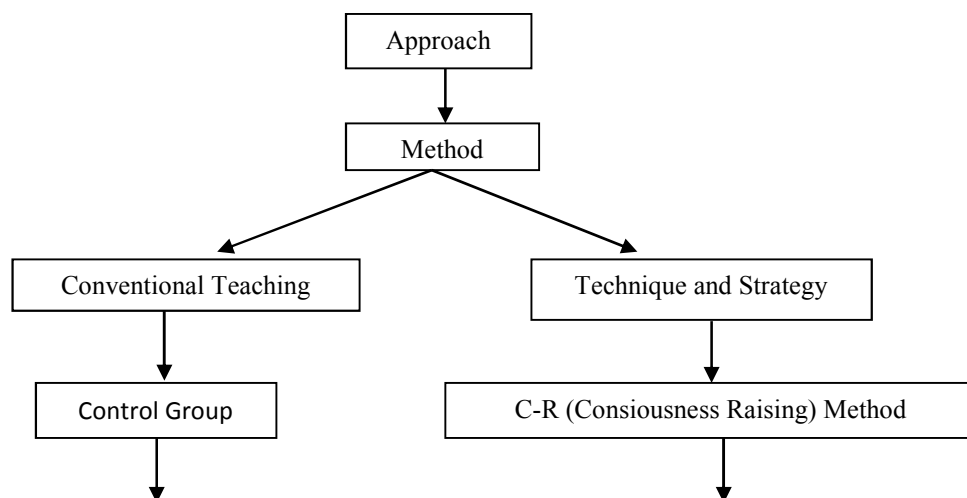
Practice and C-R(Consciousness Raising) Method that according to Rod Ellis that this method is to help learners internalize the structures taught in such a way that they can be used in everyday provided with opportunities to practice the structure and then to cause the learners to absorb the structure thoroughly or to put it another way to transfer what they communication to this end, the learners are know from short-term to long-term memory.

It is common to distinguish a number of different types of mechanical practice, contextualized practice and communicative practice. Mechanical practice consists of various types of rigidly controlled activities such as substitution exercises. Contextualized practice is still controlled but involves an attempt to encourage learners to relate form to meaning by showing how structures are used in real life situation. Communicative practice entails various kinds of "Gap" activities which require the learners to engage in authentic communication while at the same time Keeping an eye, as it were, on the structures that are being manipulated in the process Penny Ur (1988:9).

C-R (Consciousness Raising) is a more effective means of improving learner grammar. The implication for the language teacher is that C-R (Consciousness Raising) tasks are effective means of grammar instruction which can improve leaner grammatical knowledge and promote their autonomy. But it has to be noted that C-R (Consciousness Raising) takes are more suitable for more proficient learners and less proficient learners may benefit more from other methods of grammar instruction.

Tense is a tool that English speaker used to express time in their language so you learn to think like a native speaker. Furthermore, Simple present tense is tense denoting an action happening in this time. This tense is used to talk about things in general. We are not only thinking about now, but it is used to say something is true in general.

Writing is a thought process. In the process of writing, someone will encounter many obstacles by writing, someone learns to express ideas in written form. In other words, writing motivates students to think critically. In writing someone must start several stages, namely, planning (planning), drafting (drafting), re-examining (reviewing), and fixing (editing). Thus, writing trains a person to think coherently and systematically. And also by writing someone learns how to processgood language is how a language is formed.
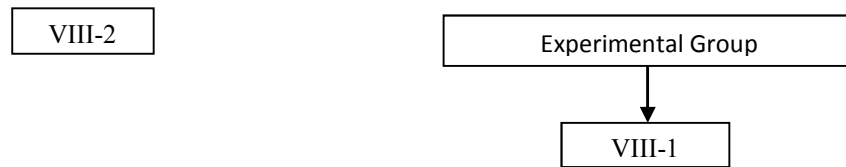
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                    ┌─────────────┐
                    │  Approach   │
                    └──────┬──────┘
                           ↓
                    ┌─────────────┐
                    │   Method    │
                    └──────┬──────┘
              ┌────────────┴────────────┐
              ↓                         ↓
    ┌───────────────────┐   ┌───────────────────────┐
    │ Conventional      │   │ Technique and         │
    │ Teaching          │   │ Strategy              │
    └─────────┬─────────┘   └───────────┬───────────┘
              ↓                         ↓
    ┌───────────────────┐   ┌───────────────────────────────┐
    │  Control Group    │   │ C-R (Consiousness Raising)    │
    │                   │   │ Method                        │
    └─────────┬─────────┘   └───────────┬───────────────────┘
              ↓                         ↓
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  VIII-2                        Experimental Group

                                        |
                                        v

                                      VIII-1
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Figure 2.10

The Conceptual Framwork of The Effect of Using Practice and C-R (Consciousness

Raising) Method In Teaching Writing Simple Present Tense

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

This study wouldbe conducted by using experimental quantitative research design. C.R. Kothari (2004:5) stated that, Experimental approach is characterized by much greater control over the research environment and in this case some variables are manipulated to observe their effect on other variables. This research would conductof second grade students atSMPNasrani 2 Medan.

In conducting experimental research the sample is separated into two groups:

Table 3.1 Experimental Group and Control Group.

Group	Test	Teaching by	Test
Experimental	Pre-Test	Using Practice and C-R (Consciousness Raising) method.	Post-Test
Control	Pre-Test	Using Conventional Teaching.	Post- Test

3.2 Population and Sample

The writer would take the population and sample at VIII grade of SMP Nasrani 2 Medan. The writer would take VIII grade as the population of the research, there are two parallel classes in VIII grade. They are VIII-1 wouldbe experimental group and VIII-2 would be control group.For the sample of this research, the writer would be take the population to be sample of this research.The writer take 40 students in two classes,VIII-1 and VIII-2. VIII-1 contains 20 students as an experimental group and VIII-2 contains 20 students as a control group.

3.3 Instrument Data

Thewriter collected the data by using multiple choice as the instrument. This data was collected by giving test namely: pre-test and post-test both of groups, the experimental group and the control group. Pre-test is a test, which is conducted before giving the treatment. Post test is test, conducted after conducting the treatment. Both of the groups get the same test either in pre-test and post-test. The students had to answer the multiple choice questions.

3.4 Validity of the Test

In this the writer would in this part, explain about the validity and reliability of the test.

3.4.1 The Validity of the Test

Heaton (1988:28) stated that, there are some types of validity namely: content validity, criterion validity, related validity, and construct validity. Thewriter would implementate the content validity. Content validity was a metter and it would be supposed to represent. The content validity of the test must show that the test can represent the curiculum which cover all the materials and the objectives which would be obtained by students. The data would be calculated by using Pearson formula Product moment with Rough Numbers:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Where :

rxy   = Coefficient correlation between X and Y

X   = Score item

Y   = Total score

n   = Number of samples

$\sum xy$ = The total score of multiplication X with Y.

$\sum_x 2$ = The total score of x^2

Y^2 = The total score of y^2

3.5 Reliability of the Test

This reliability was also defined as how the test well is. It was classified the good characteristic test. The test in the writer would use written test, exactly multiple choice. In

scoring the data, it would involved the objectivity. To get the reliability of the test, the data would be calculated by using Kuder-Richardson formula (KR21):

$$R = \frac{K}{-K-1}[1 - \frac{M-(K-M)}{KS^2}]$$

Where :

K   = Number of test item

M   = The means of the score

KS^2 = The square of standard deviation of the test score

The reliability of the test can be categorized as follows:

0.00-0.20   = The reliability is very low

0.21-0.40   = The reliability is low

0.41-0.60   = The reliability is fair

0,61-0.80   = The reliability is high

0.81- above= The reliability is very high

3.6 Procedure of the Collecting Data

In doing the research, the sample was divided into two groups. The first group was experimental group. The writer would apply the Practice and C-R (Consciousness Raising) method. Meanwhile, the second group was control group the writer wouldnot apply Practice and C-R (Consciousness Raising) method. But, the writer using conventional teaching.There are

some procedure that would be done in collecting the data, namely: Pre-test, Treatment, and Post-test.

3.6.1 Pre-Test

Pre-test was conducted in experimental and the control group. The aim in doing the pre-test wouldbefind out whether both have the same skill in writing simple present tense or not. It would expect that the average score was different between experimental group and control group.

3.6.2 Treatment

Treatment wouldbe given to both of the groups. In experimental group, the students would be given Practice and C-R(Conciousness Raising)method as a treatment. In control group, the students would be given the conventional teaching.The writer would explain the treatment procedure on this table.

Tabel 3.6.2

Teaching Procedure for the Experimental Groups and Control Groups.

No.	Experimental Group	Control Group
1.	First meeting	First meeting
	Opening phase	*Opening phase*
	1. Teacher greets the students to open the class (introduction). 2. Teacher motivates the students and given instruction to the students before the test.	1. Teacher greets the students to open the class (introduction). 2. Teacher motivates the students and gives instruction to the students before the test.
	Main activities	

	Pre-Test	**Main activities**	
	1. Teacher given the Pre-test to the students by giving multiple choice question consist 40 question. Times given 30 minutes. 2. Teacher to collects the students answer.	***Pre-Test*** 1. Teacher gives pre-test to the students by giving multiple choice question consist 40 question. Times given 30 minutes. 2. Teacher to collects the students answer.	
	Closing activity	**Closing activity**	
	Teacher gives conclusion about the lesson.	Teacher gives conclusion about the lesson.	
2.	**Second meeting**		
	Opening phase 1. Teacher greets the studets to open the class (introduction). 2. Teacher motivates the students.		
	Main Activities ***Treatment*** 1. Teacher explains about Simple		
	Present Tense by Writing and teacher will try to teach with Practice and C-R(Consciousness Raising) Method. 2. Teacher explains about Practice and C-R (Consciousness Raising) method. 3. Teacher ask the student to focus on a students explanation. 4. Teacher ask to the students to answer the multiple choice question based on explanation before. 5. Teacher collect the task and give the righ answer and teach again about the topic after know the score. 6. Teacher asks the students to make the multiple choice question based on their know and answer the question.	**Main Activities** ***Treatment*** 1. Teacher asks the students to open their book to get information about Simple Present Tense by Writing. 2. Teacher explains about the part of simple present tense, such as meaning, function and formula. 3. Teacher asks the students to answer the multiple choice question based on explanation before.	

	7. Teacher check their works and then scores them.	
	Closing Activity	
	Teacher and students make summary about the material that they have learned.	**Closing Activity** Teacher and students make summary about the material that they have learned.
3.	**Third Meeting**	**Third Meeting**
	1. Teacher gives the direction related to the test. 2. Teacher gives post-test.	1. Teacher gives the direction related to the test. 2. Teacher gives post-test.

3.6.3 Post-Test

The post-test would be given to both of the groups, experimental group and control group. Post-test was the conducted after condacting the treatment. The test items in the post-test would not be same with those in the pre-test. The aim of post-test was to find out the differences of their mean score.

3.6.4 Scoring System

There were fourty items of multiple choice in writing simple present tense which would be given to the students. It was consists of four options namely a,b,c,d. In scoring test, the cumulative score range was form 0-100. The correct answer was counted by using the formula based onPurwanto (1992:132):

$$S = \frac{R}{N} \text{ X } 100$$

Where :

S   = Score

R   = The Correct Answer

N   = Number of the test Items

100   = Cumulative range, 0-100

To know the difference between the two groups, the writer used T-test as formula based on Arikunto (2013:354):

$$T-test = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right]\left[\frac{1}{Nx} - \frac{1}{Ny}\right]}}$$

t   = The effect

Mx   = Mean of experimental group

My   = Mean of control group

$\sum_x 2$ = Sum of the squares of experimental group

$\sum_y 2$ = Sum of the square of control group

Nx   = The sample of experimental group

Ny   = The sample of control group