

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Needs Analysis**

This step was necessary for the Design-Based Research method. Bleich (2018) explained that a needs analysis definition means figuring out and assessing needs. The first step was to identify and evaluate before applying the teaching medium in the class, the researcher gained information from the participants, especially the teacher and students. There were two instruments that a researcher used to acquire the data by giving a questionnaire to know students' needs in learning the simple present in the form of students' answers and an interview with the teacher's problem in teaching the simple present in the form of teacher's statement. The result of the needs analysis became guideline to determine the best way to solve the problem which has been faced by the English teacher and the students.

#### **2.2 The Simple Present**

The familiar for new students in senior high school is the simple present. Marantika (2022) believes that we use the simple present to talk about things we do on a regular basis, like our daily habits or usual activities. It is also used to state general facts and describe someone's

current state, such as their feelings, opinions, or belongings. It meant that the students easily used the simple present because they were unconsciously applied it in their daily life. Thus, the students were interested without being pressured into learning English grammar, especially the simple present.

According to Azar (2006) as quoted in Martina (2019), the simple present had different variations. The simple present was a verb tense with two main uses. It meant that we use the simple present when an action is happening right now or when it happens regularly or unceasingly, which was why it sometimes called present indefinite. Depending on the person, the simple present was formed by using the root signing the root form or –*es* to the end of verbs. Thus, Students arranged sentences in appropriate rules based on the form of the particular sentence.

There were four forms for making the simple present sentences;

a. Positive form:

Subject + verb-1 + object + adverb of time

b. Negative form:

Subject + do/does + not + verb-1 + object

c. Interrogative form:

Do/Does + subject + verb-1 + object + ?

d. Nominal sentence:

Subject + to be + Adjective

### 2.3 Sentence Box

Moeliono and Dardjowidjojo (1988) said that a sentence is a small part of a conversation or writing that expresses a complete idea. A sentence is a set of complete words, typically consisting of a subject and predicate, conveying a statement, question, exclamation, command, the main clause, and sometimes one or more subordinate clauses. Thus, a sentence consists of some particular words.

Mujiono et al. (2020) explain that the box is the homemade industry with flat, parallel, and rectangular sides. It meant that the box can be very small like a stationary box or very large like a shipping box for furniture, and used for various purposes from functional to decorative aspects. Thus, the box became my material to create handicraft boxes to put randomly particular words inside.

Sentence Box is the type of teaching medium which designed from between homemade industrial box and the particular sentences of the simple present. The reason of designing this kind of medium was to overcome the problem that the English teacher faced and to fulfil the students' needs in learning the simple present at that

school. This medium was not the first ever which has been designed because, this medium was adapted from other media called flashcard. Then the researcher redesigned the medium by adjusting through the circumstance happened at that school. As Fauziyah and Alviani (2022) emphasize, “Determining the right media to catch the learning goals needs creativity and ability in creating different things” (p.27). In addition, Sentence Box is a teaching medium for teaching how to arrange the simple present sentences in an appropriate forms to the tenth graders. Therefore, the procedures of how to play this game were quite easy to do. The teacher had to show the media in the class and tried to explain what a Sentence Box looked like. Inside those boxes consist of some particular words that must be arranged.

The way how to play Sentence Box there are several steps;

- a) Teacher asks the students to make a group with their classmates one group consisted of 2-3 students if a small class and 5-6 if a large class,
- b) Teacher invites each group's representative to choose which box they wanted to play,
- c) Each group has to arrange some particular words based on the box into a good sentence,

- d) Teacher should remain with each group to arrange sentences in 1 minute only,
- e) Each group's representatives has to raise their hand to report every sentence they have been found.

For the evaluation, the teacher is asked students to write and read every sentence they have on a paper then submitted it to the teacher.

In conclusion, based on the explanation above this study purposed to identify how Sentence Box medium encourage students' involvement in learning the simple present and students' responses toward the media implementation. The theory supported the idea of designing Sentence Box media in teaching the simple present. Also, Based on what was mentioned before, Sentence Box media was designed for a particular group of tenth graders.

## **2.4 The Assessment Criteria of Teaching Medium**

The criteria for designing a good teaching medium were very important and encouraged the sustainability of the teaching medium itself. According to Sanjaya (2008), some considerations exist in choosing appropriate teaching media using ACTION (Access, Cost, Technology, Interactivity, Organization, and Novelty).

- a. Access is the first consideration in choosing teaching media. The required media is available, easy, and useful teaching media.
- b. Cost means the consideration of fees for making a teaching media balanced to the benefits.
- c. Technology means the availability of technology of the media.
- d. Interactivity means the presentation of two-way communication or interactive teaching media.
- e. Organization means the organizational or institutional support by the organizer.
- f. Novelty means the innovation aspect in choosing the newer teaching media and it is usually more interesting and better.

Therefore, I used this assessment to reach a good criterion for the teaching medium that I implemented.

## **2.5 Previous Study**

For the previous research, I discussed methods and media in teaching the simple present which other researchers had not discussed also, the research which had relation to this research.

The study entitled *Developing Flashcard Media for Teaching Vocabulary to The Seventh Grade Students of Junior High School (Study Case in The Seventh Grade Students at SMPN 1 Sanankulon)* by Hesty et al. (2018).

This study of implementing flashcards as teaching media improved students' ability in learning English. This research was purposed for the seventh graders of SMPN 1 Sanankulon in the 2018/2019 academic year and designed flashcards for teaching vocabulary mastery. The flashcard media designed into two items, the first item was to make a guidebook of the media and the second item was the flashcard itself. There were three validators to validate the teaching media, they gave an average score of 84.37% for the flashcard also guidance book, and 87.5% for the materials. Thus, all the researchers' average score was 85.41%, categorized as "very good". The last phase of this study was to gain students' responses toward the teaching media through pre-test and post-test, so the researcher gave students tests and questionnaires. The students' test score before treatment by applying the teaching media was 69,81 then, the post-test score got a significant change to 94,37 because the treatment given to students by the researcher. Furthermore, the questionnaire to get students' responses toward the teaching media got a 1280 score from 1038 if the score accumulated into a percentage become 81.09% and it categorized as "very good". It means that students were interested and motivated by using flashcard.

Therefore, this research became my reference to create a teaching medium based on the materials of the

simple present in the form of a flashcard. The similarity of this study to my study is the use of flashcard in teaching the material of the simple present and the difference is the designs of the medium. Sentence Box is designed in the form of randomly particular sentences which put in the flashcard then, the flashcard is put in each box that needs to be arranged into a good sentence order.