ABSTRACT

This research aimed to find out whether there was a significant effect of using Fun Thinkers Book as authentic material on students' mastery of English grammar, especially the simple present tense, at the seventh grade students of SMPN 2 Cot Girek. This study used a quantitative approach with a quasi-experimental design, specifically the nonequivalent control group design. The population of this research consisted of seventh grade students, while the sample involved 40 students divided into two groups: 20 students in the experimental class and 20 students in the control class. The experimental class was taught using Fun Thinkers Book Level 5, while the control class was taught using conventional teaching methods.The instrument used in this research was a grammar test consisting of multiple-choice and true-false questions. The data were collected through pretest and posttest and analyzed using descriptive statistics, normality test, homogeneity test, and t-test with the help of SPSS version 21.The findings showed that the average pretest score of the experimental class was 51 and increased to 76.25 in the posttest. Meanwhile, the control class obtained an average pretest score of 48.75 and increased to 58.5 in the posttest. The result of the t-test showed that the significance value was 0.000, which was lower than 0.05. Therefore, the alternative hypothesis (Ha) was accepted and the null hypothesis (H0) was rejected. It means that there was a significant effect of using Fun Thinkers Book as authentic material toward students' English grammar mastery.In conclusion, Fun Thinkers Book is an effective and interactive authentic material that can improve students' understanding, motivation, and participation in learning English grammar.

Keywords: Fun Thinkers Book, Authentic Material, English Grammar Mastery, Simple Present Tense, Quasi-Experimental Research.

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