

AN UNDER GRADUATE THESIS

**IMPROVING THE STUDENTS' SIMPLE PRESENT TENSE MASTERY
THROUGH THE NUMBER HEAD TOGETHER METHOD AT THE
TENTH GRADE OF MAN 1 LAMPUNG TIMUR**

**By:
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English Education Study Program**

**THE STATES INSTITUTE FOR ISLAMIC STUDIES
OF METRO
1442 H/2020 M**

IMPROVING THE STUDENTS' SIMPLE PRESENT TENSE MASTERY
THROUGH THE NUMBER HEAD TOGETHER METHOD AT THE TENTH
GRADE OF MAN 1 LAMPUNG TIMUR

Presented as a Partial Fulfillment of the Requirement
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Program

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Title : **IMPROVING STUDENTS' SIMPLE PRESENT
TENSE MASTERY THROUGH NUMBER HEAD
TOGETHER (NHT) METHOD AT THE EIGHT
GRADERS OF MAN 1 LAMPUNG TIMUR IN
ACADEMIC YEAR 2018**

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Assalamu'alaikum Warahmatullahi Wabarakatuh

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It has been agreed, so it can be continued to the Tarbiyah Department in order to be discussed on the seminar. Thank you very much.

Wassalamu'alaikum Warahmatullahi Wabarakatuh

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RATIFICATION PAGE

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An Undergraduate thesis entitled: IMPROVING THE STUDENTS' SIMPLE PRESENT TENSE MASTERY THROUGH THE NUMBER HEAD TOGETHER AT THE TENTH GRADERS OF MAN 1 LAMPUNG TIMUR IN ACADEMIC YEAR 2019/2020, Written by: Siti Miladiah, Student Number 13108457 English Education Department had been examined (munaqosyah) in Tarbiyah and Teacher Training Faculty on January 21st, 2020, at 09.00-10.00. AM

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**PENINGKATAN PENGUASAAN *SIMPLE PRESENT TENSE* SISWA
MELALUI *Number Head Together Method*
PADA SISWA KELAS X MAN 1 LAMPUNG TIMUR
TAHUN AJARAN 2019/2020**

ABSTRAK

**Oleh:
Siti Miladiah**

Tujuan dari penelitian tindakan kelas (PTK) adalah untuk menunjukkan bahwa *Number Head Together Method* dapat meningkatkan kemampuan simple present tense dan seberapa jauh dapat meningkatkan penguasaan siswa terhadap simple present tense melalui *Number Head Together Method*.

Penelitian Tindakan Kelas (PTK) ini dilakukan dalam 2 siklus. Ada empat tahap dalam setiap siklus: perencanaan, tindakan, observasi, dan refleksi. Penulis memberikan satu pre-test sebelum tindakan, dua tindakan, dan dua post-test. Subjek penelitian tindakan adalah siswa kelas X IAI MAN 1 Lampung Timur. Penulis menggunakan observasi, tes (pre-test dan post-test), dokumentasi, dan catatan lapangan untuk mengumpulkan data. Sedangkan, untuk menganalisa data, penulis menggunakan nilai rata-rata siswa.

Hasil nilai dari pre-test dan post-test menunjukkan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-test adalah 58,7 post-test I adalah 66,3 kemudian, nilai rata-rata pada post-test II adalah 74,8. Berdasarkan hasil di atas, dapat dikatakan bahwa *Number Head Together Method* dapat meningkatkan penguasaan siswa terhadap simple present tense.

Kata kunci: Simple Present tense, Number Head Together Method, Classroom Action Research

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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MOTTO

يَا أَيُّهَا الَّذِينَ آمَنُوا اسْتَعِينُوا بِالصَّبْرِ وَالصَّلَاةِ ۚ إِنَّ اللَّهَ مَعَ الصَّابِرِينَ

Oh you who believe, make patience and prayer as your help, verily Allah is with those who are patient. (2. S. Albagarah: 153)

DEDICATION PAGE

This undergraduate thesis highly dedicated to:

1. Almighty Allah SWT, thanks God all about the precious gift inside to me.
2. My beloved father & mother, M.Zainuddin and Maimunah who always support, protect, and advise me.
3. My beloved Headmaster of English Education, Ahmad Subhan Roza, M.Pd.
4. My beloved Sponsor, Dr. Mahrus As'ad, M.Ag and Co-Sponsor Trisna Dinillah Harya, M.Pd. who always guide me. Thanks for your help to finish this research.
5. All of the big family in Islamic Boarding School Riyadlatul Ulum (PPRU).

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The researcher wants to say thank to Allah SWT, because of his love and blessing the researcher can finish this undergraduate thesis. The writing of script is one of requirement to finish of education program scholar 1st in Tarbiyah Department of IAIN to acquire a title S.Pd

The researcher has many accepted help and guidance as long conduct to finish this script. Therefore researcher want to say thankfull to Mrs. Prof. Dr. Enizar, M.Ag. as The Head of IAIN Metro, Mr. Ahmad Subhan Roza, M.Pd as The Headmaster of English Department. Drs. Mahrus As'ad, M.Ag. as a Sponsor and Mrs. Trisna Dinillah Harya, M.Pd. as Co-Sponsor that have give understanding and motivation, that all are very significant for myself. The researcher also thank to all lecture and worker of IAIN Metro that has available all facilities as long collecting the requirement. Also researcher say thank to all teacher of MAN 1 LAMPUNG TIMUR, that has support to give service of collecting all data, and to my parents are Mr. M.Zainuddin and Mrs. Maimunah that always pray and give support until finish my education.

Critical and suggestion to my thesis will be accepted with pleasure may the researcher can correct all his weakness. Thus, end the thesis can benefit for the researcher and for readers.

May the researcher is not feeling full of the result and will be perfect for the future. The researcher is indebted to many people whom he cannot mention one by one she realize the imperfectness of this work, nevertheless he hope that

this little piece of work can contribute something to the betterment of English teaching and learning in general.

Metro, December 2019
The Researcher

A handwritten signature in black ink, appearing to be 'Siti Miladiah', with a long horizontal stroke extending to the right.

Siti Miladiah

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CHAPTER I

INTRODUCTION

A. Background of Study

Simple present tense is basic tenses in Grammar that is often used by the people. Therefore, the students who want to master in tenses, they should understand about simple present tense first. If they can understand about simple present tense, it will make them easier to master other tenses.

The school of MAN 1 Lampung Timur, the students has some problems in learning simple present tense. It comes from two factor, internal factor and external factor. From internal factor, the students are less interested and motivated in learning simple present tense. From the external factor, the teacher just give them some formula and sometime make an example, so the students feel bored and be passive, because there is no discussion between teacher and students.

In this research, the writer will try to apply The Number Head Together (NHT) Method in learning simple present tense. The Number Head Together (NHT) Method is one of the appropriate Method in teaching grammar especially teaching Simple Present Tense. In learning language, a teacher can vary their method from the teacher-centered to the student-centered learning. In this case, the students should be active so that they can learn well, in collecting a test. The teacher can ask the student to correct the friend's work.

The writer has conducted the pra-survey at the Tenth (IAI) graders of MAN 1 Lampung Timur on 10th August 2019. Here are the data about their grammar score.

Table 1

**The Result of Simple Present Mastery at The Tenth (IAI) Grade of MAN 1
Lampung Timur**

No	Name	Test of Simple Present Tense	
		Score	Category
1	AN	40	Poor
2	AF	60	Fair
3	AY	50	Poor
4	AA	70	Good
5	AD	50	Poor
6	CN	60	Fair
7	DA	40	Poor
8	DP	40	Poor
9	DN	40	Poor
10	GA	70	Good
11	IS	40	Poor
12	IH	30	Poor
13	LN	20	Poor
14	MA	40	Poor
15	MR	30	Poor
16	MY	20	Poor
17	MA	70	Good
18	MI	40	Poor
19	MA	20	Poor
20	ND	30	Poor
21	NN	50	Poor
22	NA	40	Poor
23	NK	40	Poor
24	NA	60	Fair
25	NP	70	Good
26	NA	50	Poor
27	PR	50	Poor
28	RP	40	Poor
29	RR	60	Fair

30	SA	60	Fair
31	SU	70	Good
32	VL	70	Good

Source: The Result of Pra survey in the tenth grader Students' of MAN 1 LAMPUNG TIMUR (Pre Survey on August 10th 2019)

Table 2
Passing Grade Criteria

Grade	Criteria
85-100	Excellent
70-84	Good
55-69	Fair
<55	Poor

The completeness of standard of English at the Tenth graders of MAN 1 Lampung Timur is 70. Based on the table above, it could conclude that students' Structure and Grammar Score at Tenth grade of MAN 1 Lampung Timur gets bad value.

So, the researcher decided to apply The Number head together (NHT) Method to this school, and wish that this method can be a good way to improve the students' simple present tense mastery.

B. Problem Identification

Based on the background above, the researcher identify the problem as follows :

1. There are many students are not able to make sentences in simple present form.

2. There are many students do not know the formulas or the patterns of the simple sentences.
3. The students' knowledge in structure and grammar is limited.
4. There are many students do not understand how to use auxiliary verb (helping verb) in forming sentences.

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem of students' simple present mastery by applying the Number Head Together (NTH) Method. In this research, the researcher only focuses on improving simple present tense mastery through Number Head Together (NTH) Method among the tenth (IAI) graders of MAN 1 Lampung Timur.

D. Problem Formulation

Based on the background of the problems above, the writer formulates the problem as follow “ Can the use of Number Head Together (NTH) Method improve the students' simple present tense mastery ?”

E. Objectives of the Study

To show that the implementation of Number Head Together (NTH) Method can improve the students' simple present tense mastery.

F. Benefits of the Study

1. For the students
 - a. To enable the students improve their ability in grammar.
 - b. To motivate the students in learning grammar.
2. For the teachers

- a. Give an inspiration for the teacher to develop the form of techniques or methods that more interest.
 - b. To enable the teacher know the advantages of the Number Head Together (NTH) Method in order to give feedback for the students.
- 3. For the headmaster
 - a. To enable the school support the English learning process by preparing the teaching instrument.
 - b. To enable the school determine the policy in revising of curriculum, formation of syllabus, and alternative of method that will use in english learning.

G. Prior Research

The research entitled “Improving the Simple Present Tense Mastery Through The NHT Method Among The Tenth Graders of MAN 1 Lampung Timur”, the researcher found some similar researches that have ever done. First is entitled “Improving The Simple Present Tense Mastery Through Number Head Together at Eighth B Grade Students of MTs Riyadlatul ‘Ulum Batanghari in the Academic Year of 2015/2016” that has written by Nurul.

Nurul found the problem in MTs. Riyadlatul ‘Ulum by asking the English teacher. He said that there are so many students that were less interested in learning grammar especially simple present tense. It can happen because the teacher always used lecturing method to teach grammar. It makes the student feel bored and sleepy and not interested to be active in the learning process.

The aim of this research was to know whether NHT Method can improve the students' understanding on Simple present tense.

The type of this research was Classroom Action Research (CAR). To collect the data, the researcher used four kinds of instrument. There were observation, field note, observation sheet and documentation. He conducted the research by using two cycles that consist planning, acting, observing and reflecting. The result of this research was the implementation of Auction Grammar Game is very good to be applied as teaching learning method in the classroom.

Second other similar research is entitled "Developing Students' Ability in Simple Present Tense through Substitution Drill in the seventh graders of SMPN 6 Depok", written by Ridhatul Dewifarthina.

Ridhatul Dewifarthina's research was about developing the students' ability in simple present tense. The students' problem in mastering simple present tense in her research is first, most of students still did not understand in the form or usage of simple present tense. Second, the students make some mistakes in putting the right verb in the sentences. Third, the students were not enthusiastic in the learning process. It was because the method or technique that is used by teacher is not various so that the students not interested in the learning activity.

The method use of this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with English

teacher of SMPN 6 Depok as observer and collaborator. This study conducted by following Kurt Lewin Model with the following procedures: Planning, Acting, Observing, and Reflecting. The study carried out in two cycles. Each cycle consists two meeting. The data collecting in this study is through observation, field note, interview, and test.

The result of this study showed that there was improvement of students' ability of simple present tense. Most of them gradually guided good score in the end of each cycle.

Referring to their research above, this present research is also to know whether NHT Method can improve the students' mastery of simple present tense among the Tenth of MAN 1 Lampung Timur. The researcher will apply this method in the classroom because many students have difficulties in learning grammar by presenting the research entitled Improving the Mastery of Simple Present Tense Through NHT Method among The students in the Tenth of MAN 1 East Lampung in Academic Year 2019/2020.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Simple Present Tense

1. The Definition of Simple Present Tense

In learning English as a foreign language, there is component called grammar. When we learn grammar, the tenses will be automatically correlated. Tense means time. According to George tense in factual refers consistently only to grammatical form. Often tense and time do not correspond at all.¹

Hornby states that tense is any of the form of verb that may be used to indicate the time of the action or states express by the verb.² On another hand, Ron Cowan assumes that tense in verb express the time that an action occurs in relation in the moment of speaking.³ Frank states that tense is special verb ending or accompanying auxiliary verbs signal the time an event takes place.⁴

From the definition above we can infer that tense is the use of form of verb related to the concept of time.

¹George E Wishon and Julia M. Burks, *Let's Write English*, (North York: Van Nostrand Reinhold Ltd, 1980), p. 192

²A.S Hornby, *Oxford Advanced Learners Dictionary of Current English*, (Oxford: Oxford University Press, 1989) p. 1324

³Ron Cowan, *The Teachers' Grammar of English*, (New York: Cambridge University Press, 2008), p. 350

⁴Marcella Frank, *Modern English, Exercise for Non-Native Speakers, Part 1, Part of Speech*, (New Jersey: Partice-Hall, Inc, 1997), p 49

The present tense may refer to an action or event that is ongoing or that takes place at the present moment. However, because the present tense in English can also be used to express a range of other meanings (including references to past and future events, depending on the context), it is sometimes described as being "unmarked for time."

Present tense refers to action or situation that to do not change frequently. It is used to describe habits or routines, to express opinion, general statements of fact.⁵

John Eastwood explains that the use of the present simple tense forthoughts and feelings(*I think so/ I like it*) states, things staying the same, facts and things that are true for a long time and repeated actions.⁶ While Philip Gucker defines that the present tenseregularly expresses something occurring now, inthe present: He *works* here. We *need* help.⁷

Michael Swan explains that we can use simple present tense to talk about action and situation in general time which happen at any time or repeatedly or all the time (e.g. I go to Bali about four times a week and my parents live near Dover)⁸. Betty says that simple present tense says something that was true in the past is true in the present and

⁵Patricia Werner, *Mosaic 1 The Content Based Grammar*, (New York: McGraw-Hill, 1990). P 125

⁶ John Eastwood, *Oxford Practice Grammar, New edition*, (Oxford University Press, 1992), p 9

⁷ Philip Gucker, *Essential English Grammar*, (New York: Dover Publication ING 1966), p 33

⁸ Michael Swan, *Basic English Usage*, (New York: Oxford University Press, 1948), p. 206

will be true in the future. It expresses general statements of fact and timeless truths.⁹ The simple present tense is used to something that express the universal statement as a fact.

Based on the definition above we can conclude that the simple present tense is used to describe everyday activities and habits, to make a general statement of fact, and to express the opinion. With some verbs, simple present shows an existing condition (something that is happening now).

2. The Verb Form of Simple present tense

Simple present tense uses the infinitive form of verb by adding –s or –es if the subject is the third singular person. Simple present tense has different verb form between verb used in third singular subject (e.g. he, she, it, John, etc) and verbs with other subject (e.g. I, you, they, we, John and I, etc).

There are some spelling rules for adding *s* or *es*, the rules as follows:

- a) In all other case, add *s* to the simple form if the subject uses the third person singular (She, he, it).

Example:

She does the homework every night.

The boy plays badminton in the yard.

My mother cooks fried rice in the kitchen.

⁹ Betty Azzar, *Understanding and Using English Grammar Third Edition*, (New York: Longman, 2002), p 13

My friend comes to my house every Sunday.

- b) If the simple form ends “s, ch, sh, o”, and the subject uses the third person singular, then the verb add *es*.

Example:

He watches the movie in the room.

My father washes his car every afternoon.

The girl passes the examination.

My son kisses me.

John goes to school.

- c) If the simple form a verb ends *y* after consonant, then change *y* to be *i* and add *es*.

Example:

He studies English in the class.

She cries in the room.

The boy carries the box.

The butterfly flies.

3. The Structure of Simple Present Tense

- 1) Form of affirmative sentences has a pattern:

Form of affirmative has a pattern:

S (Singular)+ Vs or es+...

And

S (Plural)+ V+...

From the explanation and table above, it can be summarized the third singular subject can form affirmative statement by using verb then add *s* or *es* to the verb and for the other subject just put the main verb.

Example:

She/He/It plays football every weekend

I/You/We/They eat an orange

2) The Form of Negative Statement of Simple Present tense

Form of Negative statements has a pattern:

S (Singular) + Does not + V (simple form of verb)

And

S (Plural) + Do not + V (simple form of verb)

From the table above, for the third singular subject to form negative sentences add does not or doesn't after the subject and for other subject add do not after the subject.

Example:

She does not play football every day.

He does not go to school today.

They do not understand with the material.

Sam does not come to my party.

3) The Form of Interrogative Statement of Simple Present Tense

Form of interrogative statement has pattern:

Do/Does + S + V (simple form) +?

And

Do/Does + Not + S + V (simple verb) +....?

In the simple present tense uses interrogative statement, a form of the verb “do, does and be” comes before the subject then followed by subject and simple form verb. Use “does” for the subject (*She, he, it*), use “do” for the subject (*I, you, they, we*)¹⁰

4. The Use of Simple present Tense

According to Murphy, The Simple present tense refers to something factual that is true in the past and it is true in the future. It is used for general statement of fact.¹¹

It concludes that the simple present tense tell about the human's activity or habitually, example (*She goes to school every day*). The simple present tense used to refer some things that happen now or to

¹⁰Elaine walker, Steve Elsworth, *Grammar Practice for Upper Intermediate Student*, (New York: Pearson Longman, 2000), p 11

¹¹ Raymond Murphy, *Essential Grammar in Use Second Edition*, (New York: Cambridge University Press, 1990). P.4

clarify the daily activities . According to Hornby Simple present tense can be used as follow:

1. To express factual action.

Example;

The sun rises in the east.

Sugar is sweet.

2. To express habitual action and custom.

Example;

My English teacher comes in time.

I spend every holiday in the beach..

To show habitual action, adverbs of frequency are sometimes used;

Always, usually, often, sometimes, rarely, seldom and never.

3. To express command and request.

Example :

Open the door!

Help me, please

4. To express time table, program etc .

Example :

Classes begin the day after tomorrow.

My friend comes to my house at 07.00 PM.¹²

B. The Concept of The Number Head Together Method

1. The Definition of The Number Head Together Method

Numbered Head Together is one of method in cooperative learning. Cooperative learning is teaching method which the teacher taught the students in group that usually consists of four students to discuss about the topic together. The aim of cooperative learning is not only to make students active but also to train them to socialize, work together and help each other.

As Richards states, “with cooperative learning, students work together in groups whose usual size is two to four members. However, cooperative learning is more than just putting students in groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members”.¹³

Numbered heads together method is a group working which usually consists of four students, and each student has number 1 until 4, when teacher ask a question, they put their heads off together to

¹² S. Hornby, *Guide to Patterns and Usage In English, Second Edition*, (London: Oxford University Press, 1983), P. 82-85

¹³ *Ibid.*, p. 52.

discuss about the answer. Then teacher will call number randomly to answer the question. As Stone stated that, “numbered heads together (NHT) is a simple four-step structure. Its main strengths are in building mastery and in reviewing previously learned information”.¹⁴ Moreover, Slavin said that, “numbered heads together is basically a variant of group discussion; the twist is having only one student represent the group but not informing the group in advance whom its representative will be”.¹⁵

According to Kagan, “Numbered heads together is a cooperative learning strategy that holds each student accountable for learning the material. Students are placed in group and each person is given a number. The teacher poses a question and students “put their heads together” to figure out the answer. The teacher calls a specific number to respond as spoken person for the group. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. Because no one knows which number will be called, so all member of the group must be prepared”.¹⁶

Numbered Heads Together is designed to involve more students in reviewing materials covered in a lesson and in checking their

¹⁴Jeanne M. Stone, *Kagan Cooperative Learning Reading Activities*, (San Clemente: Kaganpublishing, 2000), p.74.

¹⁵Robert E. Slavin, *Cooperative Learning Theory, Research, and Practice 2ed*, (Massachusetts: Allyn and Bacon, 1995), p.132.

¹⁶Kagan, Spencer. *Cooperative Learning*. San Clemente, CA: Kagan Publishing, 1994. www.KaganOnline.com

understanding of a lesson's content.¹⁷ Numbered Heads Together requires students to interact among the group members to get the answer. In addition, it also requires students in each group to be engaged in positive interdependence, individual and group accountability, which motivates them to enhance one another's learning.

Based on quotation above, it can be concluded that Numbered heads together is one of learning method that the students work in small group or in pairs to explain the parts of material orally and it does changeably.

2. The Characteristic of Number Head Together Method

According to Cruikshank here are four characteristics which is found in all techniques of cooperative learning method including Number Heads Together (NHT) method¹⁸ :

- a. How is the group team made up. In deviding groups the teacher should consider that it should be contained of heterogeneous gender and academic ability. It is purposed to make students easier to work as a team with the result that students can improve their speaking skill together. Moreover, heterogeneity in a group will develop their personality and social development.

¹⁷Arends, Richard I. *Learning to Teach*, Sixth Edition. New York, (McGraw-Hill Company Inc, 2009)

¹⁸Cruikshank, D.R., Jenkins, D.R., Metclaf, K.K (2006). *The Act of Teaching 4 Analysis and Application*. New Jersey: Merrill Prentice Hall.P.238

- b. Choosing the task to be discussed by the students. Choosing the task is highly influential to the effectiveness of cooperative learning. It must be suitable for a specific students' ability. While giving the task, all members of a group are asked to master the given material. If they found some problems while discussing the task, the students who have understood will explain the material.
- c. Groups' rule of behavior. It is about rising the individual responsibility which must be considered mostly. However, the objective of cooperative learning is not only focus to make students understand about the material but also building the personal ability to organize the group and rising the individual account ability to trust the leader of the group.
- d. Motivation and reward system. The students' motivation is appear because there is an opportunity to understand the material. Whereas reward system will grow to make students' motivation bigger and bigger. Through reward system students will be motivated to understand the material. In this case, reward is not only a gift but an approbation also known as reward.

3. The Procedure of Number Head Together Method

There are several procedure of number head together method, they are:

- 1) Divide the students into groups of four and give each one a number from one to four,
- 2) Pose a question or a problem to the class,
- 3) Have students gather to think about the question and to make sure everyone in their group understands and can give answer,
- 4) Ask the question and call out a number randomly,
- 5) The students with that number raise their hands and when called on, the student answers for his or her team.¹⁹

It means, in step one, the teacher gives the students their number. Each student has his/her number from 1 to 4. The teacher can give the number randomly. In step two, the teacher gives a question to make the students predict about the material. In this step, the teacher also can give the students text with its question and the students do the task by him/her self. In step three, the students discuss the answer. The students who understand the material easily help the students who difficult in understanding the material. And in step four, the teacher calls the students by using their numbers. This method makes the students to keep their

¹⁹Baker, Daniel Paul. (2013). The Effects of Implementing the Cooperative Learning Structure, Numbered Heads Together, in Chemistry Classes at a Rural. Low Performing High School. B.S., Louisiana State University, 1998.

concentration because they do not know which number that will be called by the teacher.

4. The Benefit of The Number Head Together method

Using Number head together method in teaching present tense can give some benefits to the students and the teacher, they are:

- 1) Number head together method can make the students feel excited because they are actively involved in the learning process.
- 2) Help the teacher to check the students' comprehension and understanding of the lesson given.
- 3) Students feel comfortable and fun in teaching learning process.²⁰

C. Using NHT Method to Improve The Simple Present Tense Mastery

1. Teaching Simple Present Tense Through Number Head Together Method

Swain and Lapkin showed that there is tendency toward more use of simple present tense verb and adverbial time makers and avoidance to use particular tense or conditional and the native speakers tends to use simple sentences with simple grammatical structure.²¹ Structure is

²⁰ Bahrin Amin, "The Use of Mistake Buster Technique to Improve the Students' Writing Skill" 2015, p. 7

²¹ Yufrizal Hery, *Language Acquisition*., P. 46

a system, an order of things arranged and neatly organized and therefore efficient.

One of the structure components is tense. Tense is a verb form or a series of verb form, e.g to do – did – done – doing. The basic tense that must be had by student is simple present tense and past tense because these are the basic tenses be learned in order to more successful to learn the next English tense. Simple present tense and simple past tense are the two basic tenses.

Based on that statement the writer intends to teach structure in present tense because that students find it easier to learn next English tense when they have learned simple present tense. The present tense sentences are usually used to express about present situation and general time, such as general truth and habitual activities.

Structure especially tenses is the most important component of communicative competence because structure permeates all language skill. In order to make a structure lesson effective, beneficial, and interesting for students, a teacher should use some well developed and fascinating technique or aids in the classroom; one of the aids is using number head together method.

Numbered Heads Together is designed to involve more students in reviewing materials covered in a lesson and in checking

their understanding of a lesson's content.²² Number Head Together requires students to interact among the group members to get the answer. In addition, it also requires students in each group to be engaged in positive interdependence, individual and group accountability, which motivates them to enhance one another's learning.

Teaching structure in present tense through number head together method can assist our teaching of structure while providing a relaxed atmosphere and motivated students. Number head together method present and facilitate the pattern and structure for learners. Teaching structure in present tense through number head together method are students centered, hence by using songs the teacher gives a chance to the students to express themselves, enjoy themselves during learning and use the reserves of their minds. The writer adds that using number head together in the classroom can solve most problems concerning motivation. Moreover, number head together method can be profitably introduced by all teachers and easily adaptable, whatever method they use.

2. The Procedure of Teaching Simple Present Tense Through NHT Method

One of the ways to make the process of teaching in the class successful is by making and applying the guidelines of teaching.

²²Arends, Richard I. *Learning to Teach*, Sixth Edition. New York, (McGraw-Hill Company Inc, 2009)

Some of general guidelines for doing NHT method in the class are as follows

1. Numbering

The teacher divides students into a group, every group consist about three until six students. then, each member of them is given number from one to six.

2. Asking the Question

The teacher as some questions to students. The question can be a specific by using the interrogative sentence or the sentence it based on the purpose of teaching and learning process

3. Thinking Together

This is the discussion time. Students are given the same time to discuss the answer of the questions in their group. the time given must be short. It means, the time is limited in order to access all groups get an opportunity in doing discussion.

4. Answering

After giving all students time to discuss about the topic, teacher calls a student (ask randomly, but try to look at the students who has low proficiency) or it can be done by using lucky draw. Then, the students who get a turn to answer must rise their hand and answer the question bravely to the class.

Based on some general guidelines for NHT method in class, the writer applies those guidelines to be teaching procedures as follows.

1. Deviding the students into some group, randomly the smart student and the low one.
2. Giving an example of sentence in a paragraph and explain the stucture of the sentence in the paragraph in the class, student just listen to the explaining, so that they begin to absorb the parts of sentence.
3. Asking the student about their comprehand of the material that was explained and asking them to mention the parts of sentence including verb, subject, pricate etc.
4. Giving the group a copy of the material chorus one by one and ask the students to comprehand the material.
5. Giving the number head to the each member of group.
6. After that, the students discuss the materil describe the patterns used
 - a. The teacher asks students to discuss the material and describe the meaning that content in the paragraph and also the patterns sentences used in the sentence in the paragraph.
 - b. The students discuss the paragraph that is given by the teacher and describe the meaning that content in the paragraph and also the patterns using.

7. Asking the students to mention the sentence in the paragraph.
Make formulation of the pattern and practice making sentences using the pattern.
 - a. The teacher called the number heads. Ask the students to make formulation of the pattern based on the paragraph that the students have discussed with their group.
 - b. The students tht the number was called by the teacher answer the question, make the formulation of the pattern based on the song chorus that they have discussed with their group.
8. If the students have achieved the target structure, the teacher discusses it together with the students than gives some practices as class evaluation.

The process of acquiring the rules of simple present tense here was carried out deductively. It means that at the first time, the teacher gives a paragraph which consists of some patterns to the students. The discussion of simple present tense was given at whilst activity.

D. Hypothesis

Based on the frame of theories, theoretical assumption and paradigm above, the writer proposes hypothesis as follows:

The Use of The NTH Method can improve the Simple Present Tense Mastery of the Tenth (IAI) Class of MAN 1 Lampung Timur.

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

The object in this research includes variables, they are independent variable (X) and dependent variable (Y). Independent variable of this research is number head together (NHT) Method. Dependent variable of this research is the student' simple present tense mastery. The two variables can be explained as follow:

1. Independent Variable (X)

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated, and measured by the writer. Independent variable of this research is using NHT Method which can be defined as tool to help students get easier to mastery simple present tense.

Moreover, the subject of this research is the students of the tenth grade of MAN 1 Lampung Timur can do their writing spontaneously and structured. In this case how to measure this variable using an observation sheet and for the score is between 0-100 to assess and measure student performance. Indicator of this variable is that students can make sample of simple present tense well and correctly without experiencing obstacles both in terms of

word election and grammar to improve their simple present tense mastery through NHT Method.

2. Dependent Variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of the independent variable.

B. Setting of the Study

The setting of this study will be conducted in tenth grade students of MAN 1 LAMPUNG TIMUR. The school is located at Lembayung Street 38B, Banjar Rejo, Batanghari, East Lampung.

C. Object of the Study

The object of the study is the students at the tenth graders of MAN 1 East Lampung in academic year 2019/2020. There are 9 classes of the tenth graders of MAN 1 East Lampung, but the writer chooses X IAI classes by the suggestion of English teacher. Conducting this research, the writer chooses class X that consists of 32 students because the students in the class have low score in english subject especially simple present tense. This is based on the result of pre-survey at the tenth graders of MAN 1 East Lampung. After using timeline in learning process, it is hoped that any improvement of learning result and learning activity.

D. Action Plan

In conducting this research, the writer uses classroom action research. As the focus on the research how the use of NHT Method to improve the students' simple present tense mastery. According to Ernest T Stinger, action research is a process of systematic inquiry by the teacher to provide that they can organize the complexity they face and assist them to incorporate the diverse elements of instruction into a carefully articulated program of learning for their students¹. Furthermore, according to Anne Burns, action research is research that is carried out in the classroom by the teacher that has the purpose of solving the problem or improving the teaching or learning process².

From the statements above, it can be concluded that classroom action research is the research that is applied to improve the working system of teaching and learning in the classroom. The writer hopes that this action research can improve the students' simple present tense mastery.

In this research, the writer will conduct in 2 cycles. If the first cycle is failed, it will be continued in the second cycle. It will be conducted until there is an improve the students' simple present tense mastery. There are four steps in each cycle that has relationship one

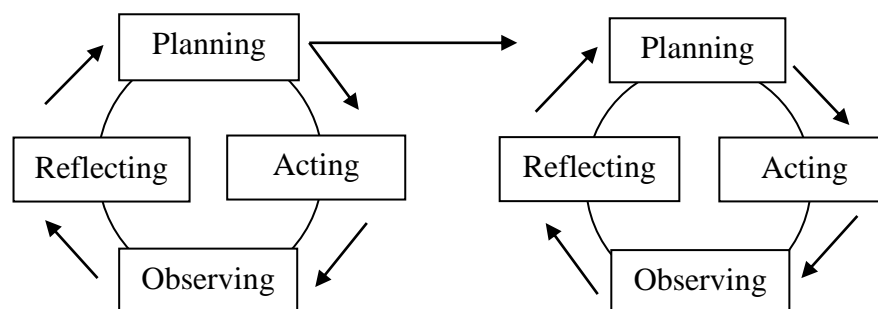
¹Ernest T Stringer, *Integrating Teaching, Learning and Action Research*, (California: Sage Publications, Inc, 2010),p.7

²Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010),p.5

another, they are: planning, acting, observing, and reflecting. Those steps can be illustrated as follow:

Figure 1

Spiral Classroom Action Research



Jean McNiff's Model³

From the illustration above, the explanations about four steps of action research procedure are conducted in each cycle:

1. Cycle 1

a. Planning

In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in simple present tense mastery that occurred in the classroom and concluding the finding in preliminary study. Then the writer and the collaborator (teacher) prepared some plans to conduct the classroom. They were the following:

³Jean, McNiff, *et.al.* *You and Your Action Research Project*. (USA and Canada: Taylor & Francis e-Library, 2002), p. 41.

- 1) The writer prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.
- 2) The writer prepared learning resource for students.
- 3) The writer determined the method to be applied in acting phase. In this case, the writer used Number Head Together method to improve simple present tense mastery ability.
- 4) The writer prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.
- 5) The writer and the collaborator designed the criteria of success.

b. Acting

In the second phase, the writer and the collaborator (teacher) collaborated to implement the action that had been arranged in planning phase. In this phase the writer decided to take action as a teacher who implemented the determined method in teaching and learning process. Meanwhile, the collaborator became the observer who observed the activity of teaching and learning process in the classroom. Those activities were implemented on the following steps:

1) Pre teaching activity

- a) The writer started the lesson by greeting to the students.
- b) The writer and students prayed together.
- c) The writer checked students' attendance.
- d) The writer informed to the students about the competence, the indicator and the objectives that should be achieved.

2) While teaching activity

- a) The writer divided the students into some group.
- b) The writer explained the number head together method to the students about how to apply sequences of this method such as prediction, summarization, question generation and clarification in leading the discussion.
- c) The writer gave the material and facilitated the students during the discussion by applying NHT method.
- d) The writer affirmed student's mastery by checking their understanding.
- e) After the students became more proficient in using those strategies, gradually the writer transferred the responsibilities to the students to lead the

discussion by applying these strategies (prediction, summarization, question generation and clarification) without teacher's guidance.

f) The writer gave the evaluation to the students.

3) Post teaching activity

a) The writer gave positive feedback to the students.

b) The writer and the students concluded the learning topic that had been discussed.

c) The writer greeted the students in the end of the meeting.

d) After giving treatment in cycle 1. The writer gave the post-test. The instrument which was given to the students have different type from the instrument which was given in the pre-test.

c. Observing

In this part the writer will observe the teaching and learning process that was conducted. The writer will observe it by using observation sheet.

d. Reflecting

The last step in this process is reflecting. The writer analyzes and discusses the observation sheet and result of teaching and learning process. The writer will analyze and evaluate the quantities data from the writing score and collect the data from

teaching and learning process. Then, the writer will describe by seeing the result of the observation sheet, writing score and teachers' comment.

2. Cycle 2

a. Planning

In the first phase, before conducting the action in the next phase, the writer repaired the problem found in cycle one. It explained as follow:

- 1) The writer analyzed the reflection result to obtain the solving problem.
- 2) The writer revised and prepared the lesson plan based on the problem appeared in the previous cycle including teaching procedure, media, and relevant material to be applied in acting phase.
- 3) The writer rearranged observation format and also reformed the evaluation format to improve the planned indicators that had not been achieved yet in the previous cycle.

b. Acting

In the second phase of cycle two, it was regarded had same similarity as the previous step in the first cycle. In this phase the writer and collaborator applied the revised plan such as lesson plan, selected material, and instrument for evaluation to be

implemented in teaching and learning process in the classroom.

The activities are:

1) Pre teaching activity

- a) The writer started the lesson by greeting to the students.
- b) The writer and students prayed together.
- c) The writer checked students' attendance.
- d) The writer informed to the students about the competence, the indicator and the objectives that should be achieved.

2) While teaching activity

- a) The writer divided the students into some group.
- b) The writer reminded how to apply number head together method.
- c) The writer gave the material and facilitated the students during the discussion by applying NHT method.
- d) The writer affirmed student's comprehension by checking their understanding.
- e) After the students became more proficient in using those strategies, gradually the writer transfers the responsibilities to the students to lead the discussion by applying these strategies (prediction,

summarization, question generation and clarification) without teacher's guidance.

f) The writer gave the evaluation to the students.

3) Post teaching activity

a) The writer gave positive feedback or reinforcement to the students.

b) The writer and the students concluded the learning topic that had been discussed.

c) The writer greeted the students in the end of the meeting.

c. Observing

In the third phase, the observer observed the student's activity, their participations, class situation during teaching and learning process, and teacher (writer) performance by using structured observation form and made note the overall activities. Furthermore, the writer also collected the data from the post test and the result of student's activity.

d. Reflecting

In the fourth phase, the writer and the collaborator discussed and analyzed about the data that had been collected from all the activities from the acting phase until observing phase to find out whether the implementation of reciprocal teaching technique

run successful or unsuccessful in the second cycle and also compared the student's improvement from cycle one until cycle to find out the student's achievement. If there was found good improvement based on the criteria of success that had been determined before, the writer did not continue the action in next cycle.

E. Data Collecting Method

In this research, the writer collects the data by using three methods.

Those are test, observation and documentation:

1. Test

The writer will give the students test to know the improvement of their writing skill. The test is writing a simple recount text. It is measure the students' skill in writing especially recount text. There are test used in this research. Those are pre-test and post-test.

a. Pretest

Before doing the treatment, the writer will give the students pre test by asking the students to write the recount text.

b. Post test

Post test will be applied after doing the treatment. It is implemented in order to know the students' writing skill.

The test is like the pre test where the students are asked to write recount text.

2. Observation

In this research, the writer uses observation to see the condition in teaching learning process. In this research, the writer will observe the students' activities in teaching and learning process to know how the process of teaching and learning is held. In doing the observation, the writer makes the observation sheet that contains of list of students' activities.

3. Documentation

Documentation is the way that will be used to get more information about the setting of the research. In this research, the writer takes the data from school about total of the students, teachers and the condition of the school.

F. Data Analysis Technique

In this research, the writer will conduct the data analysis by using the average from the result or score from pre-test and post-test. To know the improvement, the writer also compare between pre-test and post-test score. Then, the result will be matched with the minimum standard in the school. In the eighth graders of MAN 1 East Lampung, the minimum standard in English subject is 70.

If there are some students that are not successful in cycle 1 it means that the writer has to conduct the cycle 2. If in the cycle 2 there are some students that are not successful, the cycle 3 has to be conducted and so on. But, if in the cycle 2 all of the students are successful, the cycles are

able to be stopped because in the classroom action research (CAR) the minimum cycle that must be conducted are two cycles.

Below is the formula to analyze the data and to get the average:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} = Average

$\sum X$ = Total of students' score

n = Total of students⁴

G. Indicator of Success

Furthermore, to know the gain of the research, the writer will compare between pre-test and post-test. The students are called success if 75% students get 70 or more and 75% active in learning process. If the indicator of success has been reached, the study can be stopped and does not need to be continued the next cycle.

⁴Timothy C. Urdan, *Statistic in Plain English 2nd*, (London: Lawrence Erlbaum Associates Publisher, 2005), p.8

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

In this chapter the writer would like to present the result of the research. It involves the result of the research and interpretation which had been carried out by the writer at MAN 1 LAMPUNG TIMUR particularly at the tenth grade students of MAN 1 LAMPUNG TIMUR in Academic Year 2019/2020.

1. Description of Research Location

a. History of MAN 1 LAMPUNG TIMUR

MAN 1 LAMPUNG TIMUR is located on Lembayung street, Banjarrejo, Batanghari East Lampung. It was established on 1968. Since it was established, MAN 1 Lampung Timur has been led by some headmaster for some decades,are:

- 1) Hi.SANURI,BA(1982),MACHRUDI(1992)
- 2) Drs.H.MOH.LUTHFIE' AZIZ, HF (2005) and
- 3) Drs.H.IMAM SAKRONI (2016) until now.

Teaching and learning activities in MAN 1 LAMPUNG TIMUR begins from 07.15 am until 14.45 pm.

b. Total Student in the Academic Year of 2019/2020

MAN 1 LAMPUNG TIMUR has students. It is divided into some classes that could be identified as follows:

Table 6

**Total of Students at MAN 1 LAMPUNG TIMUR
in the Academic Year of 2019/2020.**

No	Class	Sex		Amount
		Male	Female	
1	X MIA	28	68	96
2	X S	34	64	98
3	X IAI	11	21	32
4	XI MIA	29	66	95
5	XI S	36	62	98
6	XI IAI	12	26	38
7	XII MIA	28	62	90
8	XII S	26	66	92
9	XII IAI	10	26	36
Total				675

Source: Documentation of MAN 1 LAMPUNG TIMUR in Academic Year of 2019/2020

Table 7

The Teacher of MAN 1 LAMPUNG TIMUR

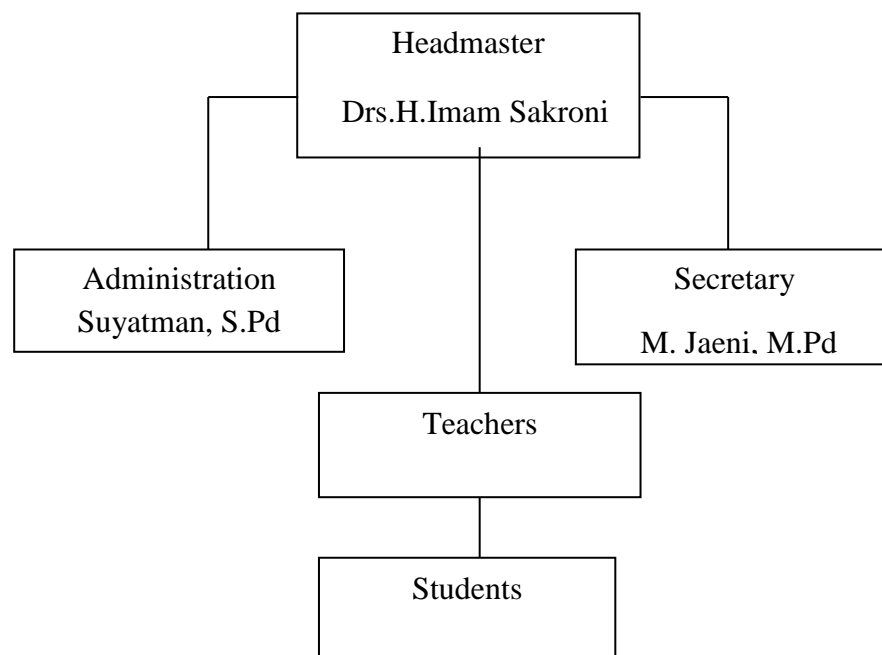
No	Name	Job
1	Drs.H.Imam Sakroni	The head master
2	M.Jaeni, M.Pd	Teacher
3	M.Marheyanto	Teacher
4	Ali Idris, M.Pd	Teacher
5	Santoso, S.Ag	Teacher
6	Eni ratnawati	Teacher
7	Ismawati	Teacher
8	Dra.Ismalina	Teacher

9	Eva	Teacher
10	Evi purwanti S.Pd	Teacher
11	Nurkholis	Teacher
12	Johan irfan nurkholis	Teacher
13	John Kenedi, S.Pd	Teacher
14	Muhzin Nawawi E, M.Pd	Teacher
15	Nurul Farida, S.Pd	Teacher
16	Nur Rifaatul AM, S.Pd	Teacher
17	Maya Kumalasari, S.Pd	Teacher
18	Umzatu Khasanah, S.Pd	Teacher
19	Dra.Mursida	Teacher
20	Desy Arshinta	Teacher
21	Nurlaili S.Pd	Teacher
22	Jauhari	Staff
23	Didik Kurniawan, S.Pd.I	Teacher
24	Muflih Bagus Abimanyu, S.Pd	Teacher
25	Suparlan	Teacher
26	Danu Irwan Saputra	Teacher
27	A.Junaidi	Teacher
28	Neliyanti, S.Sos	Teacher
29	Nur Zahra	Teacher
30	Indah Fitriana	Teacher
31	Agus Muslihuddin, M.Pd	Teacher
32	Imam Kapandi S.Sos	Teacher
33	Endah riyanti, S.Pd	Teacher
34	Nurdin, M.Pd	Teacher
35	Isworo, S.Pd	Teacher
36	Mulyono, S.Pd	Teacher
37	Muhammad Arif	Staff
38	Umi hasanah	Staff
39	Novita, S.Pd	Staff
40	Istiqomah, S.Pd	Konselor
41	Ezi	Teacher
42	Muhammad Ali	Teacher
43	M.Badar	Teacher
44	A.Sanusi	Teacher
45	Suyatman	Administration

Source: Documentation of MAN I LAMPUNG TIMUR in Academic Year of 2019/2020

Picture 1

**Organization structure of MAN I LAMPUNG TIMUR
in Academic Year of 2019/2020**



c. The List of Students' Name of Class X IAI

Table 8
The List of students' name class X IAI in academic year
2019/2020

No	Name
1	Agil Nurqulubi
2	Ahmad Farhan a
3	Ajeng Yurike Agustin
4	Amanda Aulia
5	Amanda Dwi Saputri
6	Annisa Aulia Adillah
7	Chici Nurzullia Saputri
8	Dea Asmara
9	Della Puspita
10	Dyah Nurwakhidah Ummar

11	Imelda Stevania
12	Irsyad Hanafi
13	Lutfi nafisa Astawa
14	M. Alvin Akbarul Muiz
15	M Rino Rimbawan
16	M.Yazidu Rozaq
17	Mahbub Amirul Aziz
18	Muhammad Iflahu abdan
19	Mutia aisyah Ramadhani
20	Nadia Dzil Izzati
21	Najwa nafiatal ummah
22	Nur Aini Habibah
23	Nur khariroh
24	Nuri Azizah
25	Nurlia Puji Utami
26	Nuzul Aini
27	Putri Rahmawati
28	Rahmitha Putri Rahimmi
29	Rizky Ramadhani
30	Sayyidan althof helva
31	Siti umi kholifah
32	Vivi Lia Jesnita

2. Description of Research Finding

This research was classroom action research (CAR). It was carried out at the 2019/2020 grade students of MAN 1 LAMPUNG TIMUR Batanghari East Lampung in academic year of 2019/2020. This research was conducted in two cycles. Each cycles consisted of four phases that were planning, acting, observing and reflecting which accomplished in seven meetings. The students' simple present tense mastery result was gained through test which consisted of pre test and post test in the beginning research and the end of each cycle

while the students' activities were gained from observation of student's learning activities.

a. Result of Pre-Test

Pre-test was presented to student which was aimed at finding out students' ability before the treatment was implemented. It was conducted on Monday, October, 07 2019 at 08.00 a.m until 09.30 a.m and it took about 90 minutes. In this meeting the writer was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, and checking the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about simple present for 45 minutes by using explanatory method. Afterwards, to measure their ability before giving the treatment, the writer gave them pre-test. The writer used objective test in the form of multiple choice which consisted of 20 items which had to be completed for 50 minutes only. Then, the result of pre-test could be seen on the table below:

Table 9
The Result of Pre-test

No	Student's Code	Score	Note (70)
1	AN	40	Incomplete
2	AF	40	Incomplete
3	AY	50	Incomplete
4	AA	60	Incomplete
5	AD	50	Incomplete
6	CN	75	Complete
7	DA	50	Incomplete
8	DP	70	Complete
9	DN	60	Incomplete
10	GA	70	Complete
11	IS	35	Incomplete
12	IH	70	Complete
13	LN	70	Complete
14	MA	60	Incomplete
15	MR	65	Incomplete
16	MY	60	Incomplete
17	MA	70	Complete
18	MI	50	Incomplete
19	MA	60	Incomplete
20	ND	60	Incomplete

21	NN	60	Incomplete
22	NA	70	Complete
23	NK	50	Incomplete
24	NA	60	Incomplete
25	NP	50	Incomplete
26	NA	60	Incomplete
27	PR	70	Complete
28	RP	50	Incomplete
29	RR	65	Incomplete
30	SA	50	Incomplete
31	SU	60	Incomplete
32	VL	70	Complete
Total		1,880	
Highest Score		75	
Lowest Score		35	
Average		58,7	

Then, the frequency of student's pre test score could be specified on the table below:

Table 10
Frequency of Pre-test Score

Interval	Frequency	Percentage
35-41	3	9%
42-48	0	0%
49-55	8	25%
56-62	10	31%
63-69	2	6%

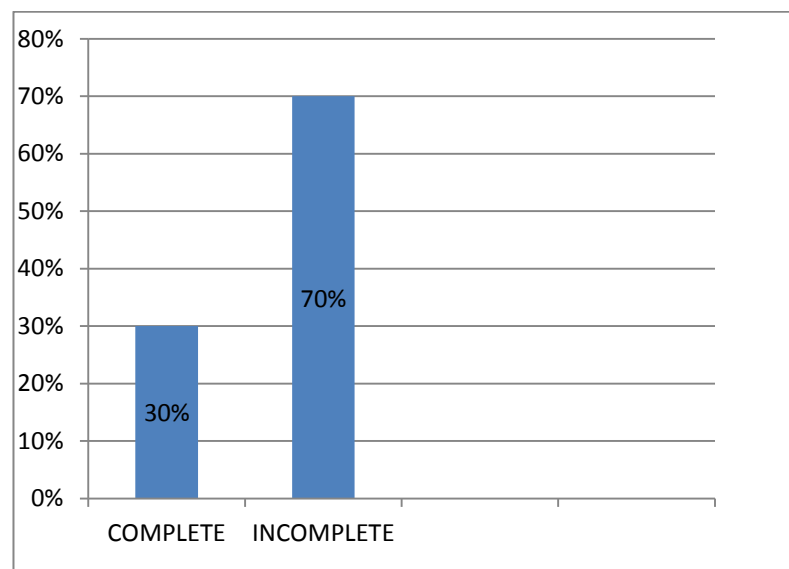
70-76	9	29%
77-83	0	0%
Total	32	100%
Complete	9	30%
Incomplete	23	70%

Source: the result of pre test on october 10th 2019

The result of Pre test could be described in this following graph

Grap 1

The Result of Pre Test



Based on the result of student's pre-test score, it could be inferred that there was only 30% or 9 students for the score between the interval of 70-83 who passed the minimum mastery criteria (MMC) at least 70 while 70% or 23 students for the score between the interval of 35-69 did not pass the minimum mastery criteria (MMC) or less than 70. It indicated that the result of students simple present tense mastery score was still low. It was

the reason why the writer used Number head Together Method to improve the students' simple present tense mastery. Therefore, the writer and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses.

b. Cycle 1

Cycle 1 was divided into planning, action, observation and reflection. Nevertheless, before the treatment was implemented, the writer conducted pre-test as comparison with post-test. The sequence of those steps as follows:

1) Planning

Planning was the first step which had to be carried out by the writer at the very first cycle in conducting the research. In this phase, the writer and the collaborator arranged some plans for the action based upon the problems that faced by the students. Some plans which prepared by the writer that would be used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument. First, lesson plan (See Appendix 2) consisted of the sequences of the learning process which contained The Number head Together Method, the objectives of the learning and the indicators of success. Second, the learning topic which taught to the students was simple present tense which consisted of

some essential topics such as the definition, the formula, the function and the example of sentences. Third, the observation sheet consisted of checklist of students activities which prepared for two meetings. Last, to know the improvement scores from pre-test to post-test, the writer also prepared the instrument of post-test 1 (See Appendix 6) which consisted of 10 multiple choicedone for 30 minutes only.

2) Action

The action of the cycle 1 was carried out on Monday october 07, 2019 at 08.00 a.m until 09.30 a.m and it took about 90 minutesand Monday october 14, 2018 at 08.00-09.30 a.m.

a) First Meeting

The first meeting was held on Monday,october 07 2019 at 08.00 a.m until 09.30 a.m and it took about 90 minutes. In this meeting the writer was a teacher and Mr.John Kenedi, S.Pd was the collaborator as well as an observer.

Firstly, at the beginning of teaching learning process the writer began the meeting by praying, greeting, checking attendance list and asking the condition of students. Afterwards, the writer gave the students learning material about simple present tense

Secondly, the writer divided the students into four small groups for discussion. Each groups consisted of four students

which led by the leader to represent the group in the post session to conclude the result of their discussion.

Thirdly, the writer began to implement the step of The Number head Together Method. For the first step the writer modeled how to use a set of The Number head Together Method. To make sure their understanding of these sets of the teaching method, the writer demonstrated twice. Then, the writer explained simple present tense to the students which consisted of essential topic such as the definition, the formula, function and some example of sentences. After the presentation done, the writer built their background knowledge and their understanding about simple present tense. The writer gave chance for all students understand the material given by teacher.

After the students understanding the material, the writer allowed the students to arrange the example of sentences in front of the class. Then, the teacher and the students correct the sentences together

Then, after correcting the sentences, the writer began to open questioning session about the material that they did not understand. Then, after all had been comprehended, the students along with the writer's guidance summarized and highlighted the point of the material to deepen their comprehension ability.

Afterwards the writer gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the simple present tense. To strengthen their result discussion the teacher gave some feedbacks and questions as needed to check their understanding about the topic had been taught. Before the time was up, the writer reminded the students to keep on learning at home and closed the meeting.

b) Second Meeting

The second meeting was held on Monday, October 14 2019 at 08.00 a.m until 09.30 a.m and it took about 90 minutes. In this meeting the writer was as a teacher and Mr.Jonh Kenedi, S.Pd as the collaborator as well as an observer. The steps of this meeting were quiet similar as the first meeting.

Firstly, at the beginning of teaching learning process the writer began today's meeting by praying, greeting, checking attendance list and asking the condition of students. Afterwards, the writer gave the students learning material about simple present tense focus on the formula. Then, the writer instructed the students to make small group discussion same as the previous meeting. The teacher reviewed the lesson which had been taught in the previous session. The writer gradually tried to transfer the responsibilities for the students to lead discussion but it did not fully taken by

them. Meaning to say, it was not only the teacher who dominated the process but also the students spoke out and shared about the material. The next session was quite same as the previous meeting. Then, before the time was up, the writer gave a feedback to strengthen their understanding towards the material that they had learnt.

c) Third Meeting

After giving the treatment twice, the writer gave a post-test I on Monday, October 21, 2019 at 08.00 a.m until 09.30 a.m and it took about 90 minutes in order to measure their ability. The post-test I instrument (See Appendix 6) consisted of 10 questions in the form of multiple choice which has same indicators as the previous test and it had to be completed for 70 minutes only. The result of post-test I (for detail see appendix 10) could be seen on the table below:

Table 11

The Result of Post Test 1

No	Student's Code	Total	Note (70)
1	AN	56	Incomplete
2	AF	48	Incomplete
3	AY	52	Incomplete
4	AA	72	Complete
5	AD	70	Complete
6	CN	76	Complete

7	DA	70	Complete
8	DP	72	Complete
9	DN	72	Complete
10	GA	70	Complete
11	IS	56	Incomplete
12	IH	76	Complete
13	LN	72	Complete
14	MA	56	Incomplete
15	MR	65	Incomplete
16	MY	80	Complete
17	MA	68	Incomplete
18	MI	50	Incomplete
19	MA	80	Complete
20	ND	70	Complete
21	NN	60	Incomplete
22	NA	73	Complete
23	NK	65	Incomplete
24	NA	68	Incomplete
25	NP	60	Incomplete
26	NA	70	Incomplete
27	PR	69	Incomplete
28	RP	55	Incomplete
29	RR	70	Complete
30	SA	60	Incomplete
31	SU	60	Incomplete

32	VL	75	Complete
Total		2122	
Highest Score		80	
Lowest Score		48	
Average		66,3125	

Then, the frequency of student's post test I score could be explained on the following table:

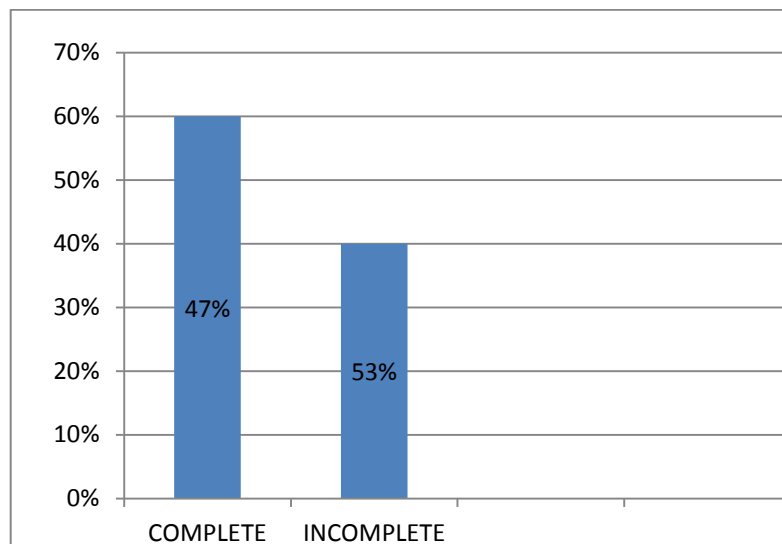
Table 12

The Frequency of Post Test 1 Score

Interval	Frequency	Percentage
48-53	2	6%
54-58	4	13 %
59-63	6	19%
64-69	5	15 %
70-74	10	31%
75-79	3	10%
80-85	2	6 %
Total	32	100 %
Complete	17	60%
Incomplete	15	40 %

Source: the result of post test I test on October 01th 2019

The result of Post Tes I can be describe with the following graph

Graph 2**The Result of Post Test I**

Based on the result of student's post-test score, it could be inferred that there was 53 % or 15 students for the score between the interval of 48-69 did not passed the minimum mastery criteria (MMC) at least 70 while 40 % or 17 students for the score between the interval of 70-85 passed the minimum mastery criteria (MMC) or more than 70. In addition, the average scores of post-test I was 66.5. It indicated that the result of students' simple present tense mastery improved which compared with the pre-test score that was 58,2. However, viewed from the indicator of success of this research that was 70% of the total students must pass minimum mastery criteria (MMC), the result of post-test I was unsuccessful

because there were only 60 % students who passed the indicator of success.

3) Observation

While the treatment was being executed, the student activities during the learning process were also being observed by the observer. The students who were active in discussion got the point by ticking it on the observation sheet. For the observation sheet in detail could be seen in appendix 13 and 14 for meeting 1 and meeting 2. The indicators of student activities as follows:

- a) Students pay attention toward the teacher explanation.
- b) Students are Active in small-group discussion involved:
 - (1) Students ask to the teacher.
 - (2) Students answer or respond direct question from the teacher.
 - (3) Students give an idea.
 - (4) Students finish the task timely.

The observation result of students' learning activities in meeting 1 and meeting 2 at the first cycle could be seen on the table below:

Table 13**Observation Result of Student's Learning Activities at Cycle 1**

No	Name	Students activities					Total
		1	2	3	4	5	
1	AN			✓		✓	2
2	AF				✓	✓	2
3	AY	✓	✓	✓	✓	✓	5
4	AA	✓				✓	2
5	AD	✓		✓	✓	✓	4
6	CN			✓		✓	2
7	DA	✓		✓		✓	3
8	DP	✓		✓	✓	✓	4
9	DN	✓	✓	✓	✓	✓	5
10	GA	✓		✓		✓	3
11	IS	✓	✓	✓	✓	✓	5
12	IH	✓		✓		✓	3
13	LN	✓		✓	✓	✓	4
14	MA	✓			✓	✓	3
15	MR	✓				✓	2
16	MY	✓	✓	✓		✓	4
17	MA	✓			✓	✓	3
18	MI			✓	✓	✓	3
19	MA	✓			✓	✓	3
20	ND	✓	✓	✓		✓	4
21	NN					✓	1
22	NA	✓				✓	2
23	NK	✓				✓	2
24	NA	✓		✓	✓	✓	4
25	NP				✓	✓	2
26	NA	✓		✓	✓	✓	4
27	PR	✓				✓	2
28	RP					✓	1
29	RR	✓		✓		✓	3
30	SA				✓	✓	2
31	SU	✓		✓	✓	✓	4
32	VL	✓		✓	✓	✓	4

Notes:

1. Attention to teacher explanation
2. Giving respond

3. Making notes
4. Following teacher instruction
5. Doing the task

Table 14
The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	24	72%
2	Giving respond	5	15%
3	Making Notes	19	59%
4	Following Teacher Instruction	17	53%
5	Doing the task	32	100%

From table above, it was revealed that there were 24 students (72%) who paid attention to the teacher explanation, 3 students (15%) giving respond in learning process, 19 students (59%) made the notes from the material, 17 students (53%) Following Teacher Instruction and 32 students did the task (100%)

According to the result of observation above, it can be concluded that the learning process was sufficient. The weakness in the implementation of the learning process in cycle I was some student made noisy and still confuse with the material was given.

4) Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle 1 in the beginning of learning before the researcher used mistake buster technique. Most of students' still

seemed confused in the class, most of students felt difficult to do the test , and most of students were not active in learning process.

5) Reflection

From the result of cycle I, it showed that there was an improving of the result at pre-test and post-test 1. The students was interested enough in learning process, but the research should be continued to the next cycle because the condition of learning process still uncontrolled, some students still did not focus on the material and made the class noisy and the students' average have not achieved the standard minimum criteria yet.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II.

c. Cycle 2

Cycle II has four essential phases namely planning, action, observation and reflection. The implementation of cycle II could be explained on the following sequences:

1) Planning

Based on the reflection result in cycle 1 the writer and the collaborator attempted to repair some problems which had been identified. The writer and the collaborator rearranged some plans for the action based upon the problems that faced by the students toward simple present tense mastery. The plans which prepared by the writer used in teaching and learning process were lesson plan, learning

material, media, observation sheet, and instrument. Third, lesson plan (See Appendix 3) consisted of the sequences of the learning process which contained reciprocal teaching, the objectives of the learning and the indicators of success. Second, the learning topic which taught to the students was reading descriptive monologue which consisted of some essential bodies such as the definition, generic structure, language feature and the example of text and they were added some detail of the text. Third, the observation sheet consisted of checklist of students activities. In addition the writer invited the students to take part in the brainstorming session or ice breaking to stimulate them before turned back to the discussion and gave a reward for those who were active in the classroom. Last, to know the improvement scores from post-test 1 to post-test 2, the writer also prepared the instrument of post-test 2 (See Appendix 7).

2) Action

The action of cycle 2 was carried out on Monday, October 28, November 04 and 11 , 2019 at 08.00 a.m until 09.30 a.m.

a) First Meeting

First meeting was held on Monday, October 28at 08.00 a.m until 09.30 a.m and it took about 90 minutes. In this meeting the writer was as a teacher and Mr.Jonh Kenedi, S.Pd as the collaborator as well as an observer. The steps of this meeting were quiet similar as the first meeting.

Firstly, at the beginning of teaching learning process the writer began the meeting by praying, greeting, checking attendance list and asking the student's condition. Afterwards, the writer gave the students the learning material about reading descriptive text.

Secondly the writer divided the students into four small groups for discussion. Each groups consisted of four students which led by the leader group. Before started the discussion session they were invited to take part in brainstorming session or ice breaking as the stimulation at first to make the students felt relax and enthusiastic. It made the learning looked different from the previous meeting in cycle 1.

Thirdly, before the writer began to implement the step of Mistake Buster Technique teaching, the writer checked their understanding about the previous topic by asking them some questions. For the first step the writer only reviewed the learning material about descriptive text to the students which consisted of essential bodies such as the definition, generic structures, language features and the example of descriptive text and added some details of the text.

After the explanation done, the writer transferred the responsibilities fully for the students to take turn the discussion. Next, the writer built their background knowledge and their prediction about reading text's title. The writer gave chance for all

students to predict about what did the text talk about? Next, the writer allowed to the students to look up or clarify the words that they did not know its meaning in dictionary. The writer also opened the questioning session about the text that they did not understand and they were given a reward for the active one. Then, after all had been comprehended, the students independently summarized and highlighted the point of the text without teacher's helping.

Afterwards the writer gave each group the exercise to be discussed and finished in a group. Later on, the leaders in each group were invited to conclude the discussion result about the descriptive text in post session. To strengthen their result discussion the teacher gave some feedbacks and question as needed to check their understanding about the topic had been taught. Before the time was up, the writer reminds the students to keep on learning at home and closed the meeting.

b) Second Meeting

Second meeting was held on Monday, November 04 at 08.00 a.m until 09.30 a.m and it took about 90 minutes. In this meeting the writer was as a teacher and Mr.Jonh Kenedi, S.Pd as the collaborator as well as an observer. The steps of this meeting were quiet similar as the first meeting.

The teacher reviewed the lesson which had been taught in the previous session. It was not only the teacher dominated in the

process but also the students took the responsibility by speaking out and sharing about the text independently. Then, before the time was up the writer give a feedback to strengthen the students' understanding.

c) Third Meeting

After giving the treatment twice, the writer gave a post-test II on Monday, November 11 at 08.00 a.m until 09.30 a.m and it took about 90 minutes and it took about order to measure their ability. The post-test II instrument (See Appendix 7) consisted of 15 questions in the form of multiple choices and 5 essay which has same indicators with the previous test which completed for 70 minutes only. The result of post-test II (see appendix 11) as follow

Table 15

The Result of Post Test II

No	Student's Code	Post Test II Score	Note >70
1	AN	72	Complete
2	AF	65	Incomplete
3	AY	72	Complete
4	AA	75	Complete
5	AD	76	Complete
6	CN	80	Complete
7	DA	72	Complete
8	DP	76	Complete

9	DN	80	Complete
10	GA	76	Complete
11	IS	65	Incomplete
12	IH	80	Complete
13	LN	85	Complete
14	MA	65	Incomplete
15	MR	76	Complete
16	MY	75	Complete
17	MA	70	Complete
18	MI	70	Complete
19	MA	80	Complete
20	ND	76	Complete
21	NN	70	Complete
22	NA	78	Complete
23	NK	70	Complete
24	NA	75	Complete
25	NP	75	Complete
26	NA	80	Complete
27	PR	75	Complete
28	RP	70	Complete
29	RR	70	Complete
30	SA	75	Complete
31	SU	70	Complete
32	VL	72	Complete
Total		1517	
Highest Score		90	

Lowest Score	65
Average	74,8

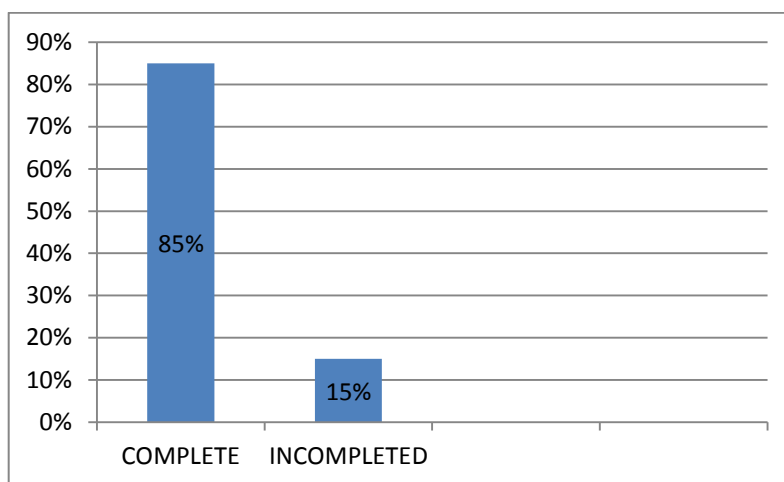
Then, the frequency of student's post test II score could be detailed on the following table:

Table 16
The Frequency of Post Test II Score

Interval	Frequency	Percentage
65– 69	3	15 %
70 – 74	11	33 %
75 – 79	10	30 %
80 – 84	6	18 %
85 – 89	1	5 %
90 – 94	1	5 %
Total	32	100 %
Complete	29	85 %
Incomplete	3	15 %

Source: the result of post test II on October 1st 2018

The result of Post Test II could be described with the following graph.

Graph 3**The Result of Post Test II**

Regarding to the result of student's post-test score, it could be seen that the average score in post-test II was 75, 8. Based on the indicator of success of this research that was 70 % of the total students must pass the score at least 70 so it could be inferred that 85 % or 29 students from the total of students had passed the minimum mastery criteria (MMC). In addition, there was only 15% or 3 students did not pass the minimum mastery criteria (MMC). Meaning to say, the cycle II was successful.

3) Observation

This phase has similar step with the previous cycle. While the treatment was being presented by the writer, the student activities during the learning process were also being observed by the observer. The students who were active in discussion got reward to make the

learning activity more fun and make the students more enthusiastic. For the observation sheet in detail could be seen in appendix 16 and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

Table 17
Observation Result of Student's Learning Activities at Cycle II

No	Name	Students activities					Total
		1	2	3	4	5	
1	AN	✓		✓	✓	✓	4
2	AF		✓	✓	✓	✓	4
3	AY	✓		✓	✓	✓	4
4	AA	✓	✓		✓	✓	4
5	AD	✓		✓	✓	✓	4
6	CN	✓	✓	✓	✓	✓	5
7	DA	✓	✓	✓		✓	4
8	DP	✓		✓	✓	✓	4
9	DN	✓	✓	✓		✓	4
10	GA	✓		✓	✓	✓	4
11	IS	✓	✓	✓	✓	✓	5
12	IH	✓	✓	✓		✓	4
13	LN	✓		✓	✓	✓	4
14	MA	✓	✓		✓	✓	4
15	MR	✓	✓	✓		✓	4
16	MY	✓	✓	✓		✓	4
17	MA	✓	✓	✓		✓	4
18	MI	✓		✓	✓	✓	4
19	MA	✓		✓	✓	✓	4
20	ND	✓	✓	✓		✓	4
21	NN			✓	✓	✓	3
22	NA		✓	✓	✓	✓	4
23	NK	✓		✓	✓	✓	4
24	NA	✓		✓	✓	✓	4
25	NP	✓			✓	✓	3
26	NA	✓	✓		✓	✓	4
27	PR	✓	✓	✓		✓	4
28	RP	✓		✓		✓	3

29	RR	✓		✓	✓	✓	4
30	SA	✓			✓	✓	3
31	SU	✓			✓	✓	3
32	VL	✓			✓	✓	3

Notes:

1. Attention to teacher explanation
2. Giving respond
3. Making notes
4. Following teacher instruction
5. Doing the task

Table 18
The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	29	95%
2	Giving respond	15	45%
3	Making Notes	25	75%
4	Following Teacher Instruction	23	70%
5	Doing the task	32	100%

From table above, it was revealed that there were 29 students (95%) who paid attention to the teacher explanation, 15 students (45%) giving respond, 25 students (75%) made the notes from the material, 23 (70%) following Teacher Instruction and 32 students (100%) doing the task.

According to the result of the observation above, it can be concluded that the learning process was successful. It can be inferred that the learning process has done well and the students were active in the class than cycle I.

4) Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle II, in the beginning of learning after the researcher used jumbled sentences approach. Most of students doing the task correctly and most of the students passed the minimum criteria

5) Reflection

The result of cycle II is better than cycle I, it can be seen that the most of the students have not difficulty in simple present tense. It happened because the student have understand the clue to use mistake buster technique in simple present tense. The students have serious in doing the assignment. In this meeting, most of the students got good score. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I. In the cycle II, the students were also active to do the assignment and test than before.

Finally, the researcher concluded that the problem had been solved by using mistake buster technique. The teacher help student to understand the simple present tense, so they was easy to understand about it. And their mastery of simple present tense were improving. The students score on writing ability from pre-test, post-test 1 and post-test 2 can be seen at the following table:

Table 19**The Result of Pre-test, Post-Test I and Post-Test II Score**

No	Student's Code	Pre Test	Post-test I	Post-test II	Note
1	AN	40	56	72	Improve
2	AF	40	48	65	Improve
3	AY	50	52	72	Improve
4	AA	60	72	80	Improve
5	AD	50	70	76	Improve
6	CN	75	76	80	Improve
7	DA	50	70	72	Improve
8	DP	70	72	76	Improve
9	DN	60	72	80	Improve
10	GA	70	70	76	Improve
11	IS	35	56	65	Improve
12	IH	70	76	80	Improve
13	LN	70	72	85	Improve
14	MA	60	56	65	Improve
15	MR	65	65	76	Improve
16	MY	60	80	90	Improve
17	MA	70	68	70	Improve
18	MI	50	50	70	Improve
19	MA	60	80	80	Constant
20	ND	60	70	76	Improve
21	NN	60	60	70	Improve
22	NA	70	73	78	Improve

23	NK	50	65	70	Improve
24	NA	60	68	75	Improve
25	NP	50	60	75	Improve
26	NA	60	70	80	Improve
27	PR	70	75	75	Constant
28	RP	50	55	60	Improve
29	RR	65	70	70	Constant
30	SA	50	60	75	Improve
31	SU	60	60	70	Improve
32	VL	70	75	80	Improve
	Total	1880	2122	2394	
	Average	58,75	66,3125	74,8125	
	Highest Score	75	80	90	
	Lowest Score	35	48	65	
	Percentage of Successfulness (≥ 70)	30%	60%	85%	

Based on the result above, it could be inferred that Number Head Together could improve the students' mastery in simple present tense because there was improvement from average 58.7 to 66,3 there is improve about 7,6 point. Then, from cycle II have progress average score from 66,3 to 74.8 there was improve about 8,5 point. In the cycle II, most of the students could improve their simple present mastery. It means that cycle II was successful. Therefore, the researcher concluded that the

research was successful because the indicator of success had been achieved in this cycle. It means that would be stopped in this cycle.

Based on the result of students' activities in cycle I and cycle II, the researcher indicated that learning process in cycle II was successful. This table was described the comparison of the students' activities in cycle I and cycle II.

Table 20
The Students' Activities in the Cycle 1 and Cycle II

No	Students Activity	Cycle 1		Cycle II	
		F	Percentage	F	Percentage
1	Attention to teacher explanation	24	72%	29	95%
2	Giving Respond	5	15%	15	45%
3	Making Notes	19	59%	25	75%
4	Following Teacher Instruction	17	53%	23	70%
5	D oing the Task	32	100%	32	100%

Based on the result of the students' activities in cycle I and cycle II was improved. The students pay attention of the teacher explanation from 72% became 95%. After that, giving respond 15% became 45%. The students make notes from 59% became 75%. The students can follow teacher instruction from 53% became 70%,and the students do the task 100%.

B. Discussion

The discussion of data after implementing the action consisted of three parts. Those are the discussion of cycle I, cycle II, and the interpretation of the research.

1. Cycle I

In this research, before doing the implementation, the researcher gave the students pre-test individually for the purpose to investigate the students' mastery in simple present tense. After the researcher getting the pre-test score of the students that was only 6 students (30%) could pass the test and the average score in this test was 54.6, so the researcher gave the treatment to the students in cycle I.

The treatment in the cycle I was conducted by teaching the students using the number head together method. Furthermore, the researcher also gave the post-test in this cycle that was named post-test 1. Afterwards, by analyzing the result of the post-test 1, the researcher concluded that there were 17 students (55%) who passed the post-test 1 and the average was 66.3.

From the result of the students' score in the pre-test and post-test 1, there was an improvement from the students' result score. It could be seen from average score in pre-test was 58,2 and post-test 1 was 66.3. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 17 or

55% students who passed the test in the post-test 1. It means that cycle I could improve the students mastery in simple present tense but it was not yet successful because the students did not passed yet to the indicator of success.

2. Cycle 2

After analyzing the students' score in the post-test 1, the researcher had to conduct the next cycle because only 17 students (55%) passed the test and got the score that was ≥ 70 .

In this cycle, the researcher gave the treatment and then gave post-test 2. Furthermore, the researcher analyzed the result of post-test 2 and inferred that there were 29 students (85%) passed the test because their score was ≥ 70 and the average score was 74,8.

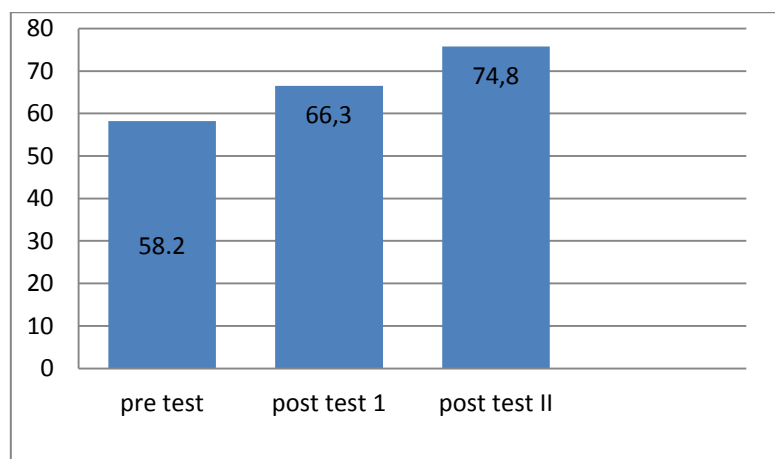
From the result of the students' score from post-test 2, it could be concluded that there were score improvement. The improvement score could be seen on the average score. The average score in the post-test 1 and post-test 2 were 66.3 and 74.8. In the pre-test, post-test 1 and post-test 2, the total of students who got the score ≥ 70 were 9, 17, and 29 students. Because the achievement of the students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

Table 21
The Average of the Test Result

	Test		
	Pre-test	Post-test 1	Post- test 2
Total	1165	1331	1517
Average	58,2	66,3	74,8

Moreover, the comparison of the students' average score can be seen on the graph bellow:

Graph 4
Average Score of Pre-test, Post-test I, and Post-test II



The graph above could be pointed out that number head together method could improve student's simple present tense mastery. It could be proved by the improvement score consecutively from pre-test to post-test II in which the average score of these three testes improved significantly from 58,2 to 66,3 and to 74,8 by the percentage of final successfulness was 85 %.

3. The Result of The Students learning Activity

The students' learning activities data obtained from the overall result of students' learning activities in the form of observation sheet from cycle I to cycle II. Each cycle consisted of two observation result of students' learning activity which observed for two different days. These results could be detailed on the following accumulation table:

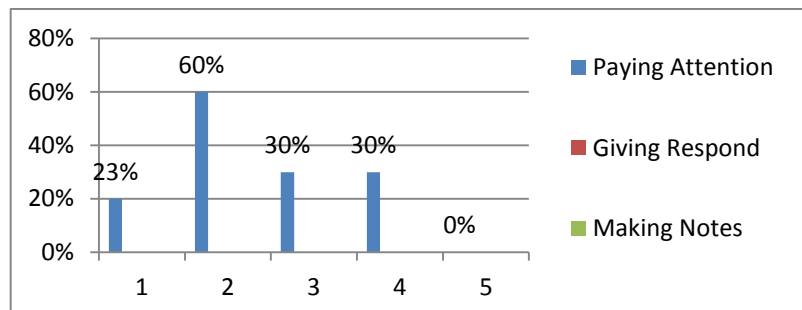
Table 22

The Result of Students' Observation between Cycle I and Cycle II

No	Students Activity	Cycle 1		Cycle II		Improvement
		F	Percentage	F	Percentage	
1	Attention to teacher explanation	24	72%	29	95%	23%
2	Giving Respond	5	15%	15	45%	30%
3	Making Notes	19	59%	25	75%	16%
4	Following Teacher Instruction	17	53%	23	70%	17%
5	Doing the Task	32	100%	32	100%	0%

Then, the graph percentage of those five indicators was specifically described on the following graph:

Graph 5
The Improvement of The Students' Activity in Cycle I to Cycle II



Based on the table and graphic above, it could be concluded that there was an improving of students' activities during the learning process of cycle I and cycle II through using number head together method. It means that number head together had positive effect to improve the teaching learning process.

Related this research until cycle II, the result mark and the result activities of the students was achieved the target that was decided on indicator of success 75% from students got minimum mark 70. Based on the result of this research was known that more than 75% from the students got minimum mark 70. So, it can be said that this research was finish and didn't need to be continued to the next cycle.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Regarding to the research finding, the writer would like to point out the conclusion as follow:

1. Using Number head together method can improve the learning activity. The students were more active in the learning process. It can be seen at the test, the average of pre test was 58,2 by the percentage of successfulness was 30%, in post test I the average score was 66,3 by the percentage of successfulness was 70% and in post-test II the average score was 74,8 by the percentage of successfulness was 85%. It can be concluded that the use of Number head together method can improve the mastery of simple present tense.
2. The implementation of The Number head together method conveyed an alternative way in learning process to improve the mastery of simple present tense. These conclusion can be seen from the result of the students' average in pre test was 58,2 and the result post test cycle I was 66,3. The improvement score from pre test to post test I was 8,1. The result of the students' average in post test II was 74,8. The improvement score from post test I to post test II was 8,5. It can be inferred that the result of the students in cycle II was higher than cycle I. It means that by using the Number head

together method can improve the students' mastery in simple present tense

B. Suggestion

Based on the research finding, the writer would like to deliver some suggestions as follows:

1. For students

The students are expected to improve their grammar mastery in simple present tense.

2. For English teacher

It would be better for English teacher to apply Number head together method as an alternative way in teaching English especially to improve student's grammar mastery in simple present tense.

3. For Headmaster

It is suggested for the principle to take positive side of this teaching method as the alternative way in teaching English, especially for teaching grammar mastery by facilitating the students with other supporting education media.

4. For other Researchers

It is suggested for the other researchers to develop this research with new innovation and hopefully the result of this research could be a reference.

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APPENDICES

SILABUS PEMBELAJARAN

Sekolah : MAN 1 LAMPUNG TIMUR
Kelas : X IAI
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Menulis

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive text* untuk berinteraksi dengan lingkungan sekitar

Kompetensi dasar	Materi pokok	Pembelajaran	penilaian	Alokasi waktu	Sumber belajar
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat	Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal <i>Fungsi sosial</i> Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik,	Mengamati <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar 	Kriteria penilaian: <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, 	6 x 2 JP	<ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

<p>belajar</p> <p>2.3</p> <p>Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</p> <p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaann</p>	<p>mempromosikan, dsb.</p> <p><i>Struktur text</i></p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal.</p>	<p>menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks</p> <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara 	<p>intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> Kesesuaian format penulisan/ penyampaian <p>Unjuk kerja</p> <ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam 		
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<p>ya.</p> <p>4.8.Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9.Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan</p>	<p>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p>	<p>kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</p> <ul style="list-style-type: none"> • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang 	<p>membuat teks deskriptif</p> <p>Pengamatan (observations):</p> <p>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</p> <p>Sasaran penilaian</p> <ul style="list-style-type: none"> • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks 		
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<p>tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>(5) Rujukan kata <i>Topik</i></p> <p>Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.</p>	<p>hendak dicapai dari model yang dipelajari</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya. • Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam 	<p>deskriptif</p> <ul style="list-style-type: none"> • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca <p>Portofolio</p> <ul style="list-style-type: none"> • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif. • Kumpulan karya siswa yang mendukung 		
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		<p>kerja kelompok.</p> <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan 	<p>proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</p> <ul style="list-style-type: none"> • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya <p>Penilaian Diri dan Penilaian Sejawat</p> <ul style="list-style-type: none"> • Bentuk: diary, jurnal, format 		
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		<p>bersejarah yang mereka sukai.</p> <ul style="list-style-type: none"> • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami. • Siswa dapat menggunakan 'learning journal' 	<p>khusus, komentar, atau bentuk penilaian lain</p>		
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Collaborator (English Teacher)

Researcher

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LESSON PLAN 1

School	:MAN 1 LAMPUNG TIMUR
Subject	: English
Class/Semester	: X /1
Skill	: Grammar
Time Allocation	: 2 x 45 minutes
Topic	: Simple Present Tense

I. Core Competence

3. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
4. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

II. Basic Competence

- 3.1 Giving expression to the words and linguistic elements to carry out the purpose, and social function of simple present tense, according to the context of its use.
4. 2 Make sentences using simple present tense.

III. Indicators

1. Students identify simple present tense
2. Students understand the function of simple present tense
3. Students arrange the sentences using simple present tense.

IV. Learning Aims

Improving the students' mastery in simple present tense by mistake buster technique at the end of this learning activity, the students are able to:

1. The students can be able to identify simple present tense.
2. The students can understand the function of simple present tense.
3. The students are able to arrange the sentences using simple present tense

V. Teaching Method

1. Method : Language Centered Method
2. Technique : Mistake Buster Technique

VI. Media

1. Laptop, White Board, Board marker, and Paper

VII. Sources of Material

1. Text book
- 2.

VIII. Teaching Material

Simple Present Tense

Form of simple Present tense

Sentence	Affirmative	Negative	Interrogative
Verbal Sentences	<i>S + V (es/s) + O</i> E.g <ul style="list-style-type: none"> • I speak English • She speaks English 	<i>S + Do/Does not + O</i> E.g <ul style="list-style-type: none"> • I do not speak English • She does not speak English 	<i>Do/Does + S + V+O?</i> E.g <ul style="list-style-type: none"> • Do you speak English? • Does you speak English?
Nominal Sentences	<i>S + Be (is,am,are) + C</i> <ul style="list-style-type: none"> • I am a student • She is a nurse • They are artist 	<i>S+ Be (is,am,are) not + C</i> e.g <ul style="list-style-type: none"> • I am not a student • She is not a nurse • They are not artist 	<i>Be(is,am,are)+S+C</i> E.g <ul style="list-style-type: none"> • Am I a student? • Is she a nurse? • Are they artist?

IX. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre-Activity	a. Teacher greets the students using English in order to create English Environment. b. Teachers and students pray together c. Teacher checks the student's attendance list. d. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. e. Teacher asking to their student with the question related to the topic.	10 minutes
Core-Activity	a. Observing <ol style="list-style-type: none"> 1. Students listen the material given by the teacher 2. With teacher guidance, students try to understand the material about simple 	30 minutes

	<p>present tense.</p> <p>b. Questioning</p> <p>1. Teacher gives chance to students to ask questions if they still confuse from the material.</p> <p>c. Exploring</p> <p>1. Students try make an example by arranging a sentence using simple present tense</p> <p>d. Associating</p> <p>1. Teacher correct the sentences arranged by the students.</p> <p>e. Communicating</p> <p>1. Teacher gives the students task.</p> <p>2. Students do the task with their group.</p>	
Post-Activity	<p>a. Students with teacher conclude the learning.</p> <p>b. Students reflect on the activities that have been carried out</p> <p>c. Students answer the questions given by the teacher</p>	5 minutes

X. Test

A. Choose the right answer (X)

1. Hea farmer
 - a. Is
 - b. Am
 - c. Are
 - d. Has
2. Shinta A new book
 - a. Have
 - b. Has
 - c. Having
 - d. Is having
3. John..... a doctor
 - a. Am
 - b. Are
 - c. Has
 - d. Is
4. We alwaysour lesson every day.
 - a. Studies
 - b. Studied
 - c. Study
 - d. studying
5.your father like orange?

- a. Do
 - b. Does
 - c. Are
 - d. Is
6. Kipli and Saprol never help their mother.
They....lazy
- a. Are
 - b. Is
 - c. Am
 - d. Have
7. My sister....like mango.
- a. Does not
 - b. do not
 - c. did not
 - d. is not
8. My friends....drinking orange juice.
- a. Like
 - b. Likes
 - c. Liked
 - d. Liking
9. She usually her mother every morning.
- a. Helping
 - b. Helped
 - c. Help
 - d. Helps
10. Reza always..... at 05.00 am
- a. Gets up
 - b. Get up
 - c. Got up
 - d. Getting up

B. Correct this wrong sentences into correct sentences

1. She do not go to school this morning.
2. Mr. Reza are a good teacher.
3. I go to school yesterday.
4. Lisa always getting up early.
5. John studied English today.

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LESSON PLAN 2

School	:MAN 1 LAMPUNG TIMUR
Subject	: English
Class/Semester	: X /1
Skill	: Grammar
Time Allocation	: 2 x 45 minutes
Topic	: Simple Present Tense

XI. Core Competence

5. Understanding knowledge (factual, conceptual, and procedural) based on his/her curiosity about science, technology, arts, culture related phenomena and real events.
6. Trying, processing and presenting various things in the realm of concrete (using, parsing, composing, modifying, and creating) and the realm of the abstract (writing, reading, counting, drawing and composing) in accordance with the learned in school and from other sources in the same point of view / theory.

XII. Basic Competence

- 3.1 Giving expression to the words and linguistic elements to carry out the purpose, and social function of descriptive monologue, according to the context of its use.
- 4.2 Make a descriptive monologue.

XIII. Indicators

4. Students understand the Generic Structure of Descriptive text and its function
5. Students arrange the descriptive text
6. Students understand the structure of simple present tense and its function.

XIV. Learning Aims

In the end of learning activity, the students are able to:

4. The students can be able to understand the generic structure of descriptive text

5. The students can arrange the descriptive text.
6. The students are able to understand the structure of simple present tense and its function

XV. Teaching Method

1. *Method* : *Language Centered Method*
2. *Technique* : *Mistake Buster Technique*

XVI. Media

2. Laptop, White Board, Board marker, and Paper

XVII. Sources of Material

3. Text book

XVIII. Teaching Material

“Wade Robson King of The Dance”

Wade is a teenager, just like you. But superstars Britney Spears and the members of the ‘NSync band love him. These superstars do what Wade tells them to do. Why? Wade Robson is their teacher!

Wades started dancing at the age of two. As a child, he **loved** watching Michael Jacson’s thriller. He liked those cool dance steps, especially the moon walk. At age five, Wade was already a dance champion.

Wade is originally from Australia. Now he **lives** with his family in Los Angeles, California. The family was poor. But Hollywood notice wade’s awesome dance talent. Wade is now rich and calls Britney Spears and the members of ‘NSync his friends! When you see Britney Spears’ famous 2001 Pepsi commercial, think of Wade. Those are his moves!

Kalimat	Formula Simple Present Tense	Example Simple Present Tense
positif (+)	S + V-1 S +/- auxiliary (do/does) + bare infinitive S + (am/is/are)	She likes eating out The children are naughty.
negatif (-)	S + auxiliary (do/does) + not + bare infinitive S + be(am/is/are) + not	She doesn’t like eating out The children aren’t naughty
interogatif (?)	Do/Does + S + bare infinitive Be(am/is/are) + S	Does she like eating out Are the children naughty

XIX. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre-Activity	f. Teacher greets the students using English in order to create English Environment. g. Teachers and students pray together h. Teacher checks the student's attendance list. i. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. j. Teacher asking to their student with the question related to the topic.	10 minutes
Core-Activity	f. Observing 3. Students read the descriptive text 4. With teacher guidance, students try to understand the generic structure of descriptive text g. Questioning 2. Teacher gives chance to students to ask questions if they still confuse from the material. h. Exploring 1. Students arrange the descriptive text i. Associating 2. Teacher correct the text arranged by the students. j. Communicating 3. Teacher gives the students task. 4. Students do the task with their group.	30 minutes
Post-Activity	d. Students with teacher conclude the learning. e. Students reflect on the activities that have been carried out f. Students answer the questions given by the teacher	5 minutes

XX. Test**A. Fill the blank below!****ELEPHANT**

An elephant... (is/are) the largest and (strongest/strong) of all animals. It... (is/are) a strange... (looking/look) animal which it has thick legs, huge sides and backs, large hanging ears, small tail, little eyes, long white tusks and above all, elephant has a long nose, the trunk. An elephant... (is/are) commonly seen in a zoo, it has hard in its natural habitat.

The trunk... (is/are) the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can... (squirt/squirts) the water all over its body... (like/likes) a shower bath. The elephant's trunk also... (lift/lifts) leaves and put them into its mouth. In fact, the trunk serves the elephant as long arm and hand. An elephant... (looks/look) very clumsy and heavy and yet an elephant can... (move/moved) very quickly. The elephant... (is/are) very intelligent animal.

Its intelligence combined with its great strength... (makes/make) an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, ... (hunt/hunts) for tigers and even fight. An elephant is really a smart animal

B. Correct the sentences below!

1. The Elephant are the big animal
2. The Elephant have long trunk
3. I go to the beach yesterday
4. Raisa and Isyana singing a song beautifully
5. My father and My Mother loves each other

Collaborator (English Teacher)

Researcher

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PRE-TEST

Petunjuk Khusus:

Pilih dan berilah tanda silang (X) pada huruf a, b, c, atau d yang merupakan jawaban benar.

- | | |
|---|---|
| <p>1. That....an Orange.
a. are b. is c. it d. am</p> <p>2. Indra.....to the swimming pool.
a. go b. come c. arrive d. goes</p> <p>3. Dany and my sister.....students.
a. are b. is c. am d. do</p> <p>4. Are you a boy?
a. No, I am c. No, it is not
b. No, I am not d. Yes, it is</p> <p>5. Are they boy?
a. No, they are c. No, they are not
b. No, they is d. No, they is not</p> <p>6. That.....a cup
a. is not c. are not
b. is no d. are no</p> <p>7. Dita : How old are you?
Mira :
a. I am nine years old c. Years old I am nine
b. Am I nine years old d. I am nine old years</p> <p>8. My father....like orange
a. does not c. is not
b. no not d. are not</p> <p>9. The children....drinking milk
a. likes c. to like
b. like d. are like</p> <p>10. His father works in the hospital. He....a doctor.
a. are b. am c. is d. be</p> <p>11. I.....for two hours every night.
a. studies c. studying
b. study d. to study</p> | <p>12. He always.....a sandwich for lunch.
a. eats c. to eat
b. eating d. eat</p> <p>13. The world.....round.
a. am b. do c. is d. are</p> <p>14. I.....agree with your opinion.
a. does not c. am not
b. do not d. is not</p> <p>15. He.....like Banana.
a. does b. do not c. am not d. is not
not</p> <p>16. There.....an apple on the table.
a. is c. are
b. some d. many</p> <p>17. We alwaysour lesson every day.
a. studies c. study
b. studied d. to study</p> <p>18.your father like orange?
a. Do c. Does
b. Is d. Am</p> <p>19.you a doctor?
a. Are c. Do
b. Is d. Am</p> <p>20. I juice.
a. want c. to want
b. wants d. to wants</p> |
|---|---|

POST-TEST CYCLE 1

C. Identify the Verb Form of Simple Present tense

- | | | |
|------------------------|----------------------|-----------------------|
| 1. <u>Help</u>
A | <u>Helped</u>
B | <u>Helping</u>
C |
| 2. <u>Working</u>
A | <u>Worked</u>
B | <u>Work</u>
C |
| 3. <u>Studied</u>
A | <u>Studying</u>
B | <u>Study</u>
C |
| 4. <u>Borrow</u>
A | <u>Borrowed</u>
B | <u>Borrowing</u>
C |
| 5. <u>Liked</u>
A | <u>Like</u>
B | <u>Liking</u>
C |

D. Choose the right answer (X)

- | | |
|--|---|
| <p>11. Hea farmer</p> <p>e. Is</p> <p>f. Am</p> <p>g. Are</p> <p>h. Has</p> <p>12. Shinta A new book</p> <p>e. Have</p> <p>f. Has</p> <p>g. Having</p> <p>h. Is having</p> <p>13. John..... a doctor</p> <p>e. Am</p> <p>f. Are</p> <p>g. Has</p> <p>h. Is</p> <p>14. We alwaysour lesson every day.</p> <p>e. Studies</p> <p>f. Studied</p> <p>g. Study</p> <p>h. studying</p> | <p>15.your father like orange?</p> <p>e. Do</p> <p>f. Does</p> <p>g. Are</p> <p>h. Is</p> <p>16. Kipli and Saprol never help their mother. They....lazy</p> <p>e. Are</p> <p>f. Is</p> <p>g. Am</p> <p>h. Have</p> <p>17. My sister....like mango.</p> <p>e. Does not</p> <p>f. do not</p> <p>g. did not</p> <p>h. is not</p> <p>18. My friends....drinking orange juice.</p> <p>e. Like</p> |
|--|---|

- f. Likes
- g. Liked
- h. Liking

19. She usually her mother every morning.

- e. Helping
- f. Helped
- g. Help
- h. Helps

20. Reza always..... at 05.00 am

- e. Gets up
- f. Get up
- g. Got up
- h. Getting up

E. Correct this wrong sentences into correct sentences

6. She do not go to school this morning.
7. Mr. Reza are a good teacher.
8. I go to school yesterday.
9. Lisa always getting up early.
10. John studied English today.

Key Answer Post Test Cycle 1

- A. 1. A. Help
 2. C. Work
 3. C. Study
 4. A. Borrow
 5. B. Like

- B. 1. A
 2. B
 3. D
 4. C
 5. B
 6. A
 7. A
 8. A
 9. D
 10. A

C.

1. She does not go to school this morning.
2. Mr. Reza is a good teacher.
3. I go to school today.
4. Lisa always gets up early.
5. John studies English today

POST -TEST CYCLE 2

C. Identify the Verb Form of Simple Present Tense

- | | | |
|------------------------|---------------------|--------------------|
| 1. <u>Looked</u>
A | <u>Looking</u>
B | <u>Look</u>
C |
| 2. <u>Love</u>
A | <u>Loving</u>
B | <u>Loved</u>
C |
| 3. <u>Moved</u>
A | <u>Moving</u>
B | <u>Move</u>
C |
| 4. <u>Playing</u>
A | <u>Play</u>
B | <u>Played</u>
C |
| 5. <u>Missing</u>
A | <u>Missed</u>
B | <u>Miss</u>
C |

D. Fill the blank below!

ELEPHANT

An elephant... (is/are) the largest and strongest of all animals. It...
(is/are) a strange... (looking/look) animal which it has thick legs, huge
sides and backs, large hanging ears, small tail, little eyes, long white
tusks and above all, elephant has a long nose, the trunk. An elephant...
(is/are) commonly seen in a zoo, it has hard in its natural habitat.

The trunk... (is/are) the elephant's peculiar feature. This trunk has
various usages. The elephant draws up water by its trunk and can...
(squirt/squirts) the water all over its body... (like/likes) a shower bath.
The elephant's trunk also... (lift/lifts) leaves and put them into its mouth.
In fact, the trunk serves the elephant as long arm and hand. An
elephant... (looks/look) very clumsy and heavy and yet an elephant
can... (move/moved) very quickly. The elephant... (is/are) very
intelligent animal.

Its intelligence combined with its great strength... (makes/make) an
elephant a very useful servant to man. Elephant can be trained to serve in

various ways such as carry heavy loads, ... (hunt/hunts) for tigers and even fight. An elephant is really a smart animal

E. Correct the sentences below!

6. The Elephant are the big animal
7. The Elephant have long trunk
8. I go to the beach yesterday
9. Raisa and Isyana singing a song beautifully
10. My father and My Mother loves each other

Key Answer Post Test Cycle 2

- A. 1. C. Look
2. A. Love
3. C. Move
4. B. Play
5. C. Kiss

- B. Is
Is
Looking
Is
Is
Squirt
Likes
Lifts
Looks
Move
Is
Makes
Hunts

- C.
1. The Elephant is the big animal
 2. The Elephant has long trunk
 3. I go to the beach today
 4. Raisa and Isyana sing a song beautifully
 5. My father and My Mother love each other

FIELD NOTE

Cycle		Note Students' Attitude
Cycle I	1st Meeting (September 30th 2019)	<ol style="list-style-type: none"> 1. Most of the students still confused in following the mistake buster technique as the technique in learning process 2. Most of the students were not active in the learning process 3. Most of students were difficult to arrange the sentence using simple present tense 4. Some students did not give attention while gave the treatment.
	2nd Meeting (October 7th 2018)	<ol style="list-style-type: none"> 1. Some of the students began interested in following the mistake buster technique as the technique in the learning process 2. Some of students were getting active in the learning process 3. Some students were getting easy to arrange the sentences using simple present tense 4. Some students could give attention while gave the treatment.
	3rd Meeting (October 14th 2018)	<ol style="list-style-type: none"> 1. Some of the students began interested in following the mistake buster technique as the technique in the learning process 2. Some of students were getting active in the learning process 3. Some students were getting easy to arrange the sentences using simple present tense 4. Some students could give attention while gave the treatment.
Cycle II	1st Meeting (September 30th 2019)	<ol style="list-style-type: none"> 5. Some of the students began interested in following the mistake buster technique as the technique in the learning process 6. Some of students were getting active in the learning process 7. Some students were getting easy to arrange the sentences using simple present tense 8. Some students could give attention while gave the treatment.
	2nd Meeting (November 04th 2018)	<ol style="list-style-type: none"> 9. Some of the students began interested in following the mistake buster technique as the technique in the learning process 10. Some of students were getting active in the learning process 11. Some students were getting easy to arrange the sentences using simple present tense

		12. Some students could give attention while gave the treatment.
	3rd Meeting (november 11th 2018)	13. Some of the students began interested in following the mistake buster technique as the technique in the learning process 14. Some of students were getting active in the learning process 15. Some students were getting easy to arrange the sentences using simple present tense 16. Some students could give attention while gave the treatment.

Collaborator (English Teacher)

Researcher

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OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE 1

Subject : English
Class : X IAI
Material : Simple Present Tense

No	Name	Students activities					Total
		1	2	3	4	5	
1	AN			✓		✓	2
2	AF				✓	✓	2
3	AY	✓	✓	✓	✓	✓	5
4	AA	✓				✓	2
5	AD	✓		✓	✓	✓	4
6	CN			✓		✓	2
7	DA	✓		✓		✓	3
8	DP	✓		✓	✓	✓	4
9	DN	✓	✓	✓	✓	✓	5
10	GA	✓		✓		✓	3
11	IS	✓	✓	✓	✓	✓	5
12	IH	✓		✓		✓	3
13	LN	✓		✓	✓	✓	4
14	MA	✓			✓	✓	3
15	MR	✓				✓	2
16	MY	✓	✓	✓		✓	4
17	MAA	✓			✓	✓	3
18	MI			✓	✓	✓	3
19	MAR	✓			✓	✓	3
20	ND	✓	✓	✓		✓	4
21	NN	✓				✓	1
22	NAH	✓				✓	2
23	NK	✓				✓	2
24	NA	✓		✓	✓	✓	4
25	NP				✓	✓	2
26	NAI	✓		✓	✓	✓	4
27	PR	✓				✓	2
28	RP					✓	1
29	RR	✓		✓		✓	3
30	SA				✓	✓	2
31	SU	✓		✓	✓	✓	4
32	VL	✓		✓	✓	✓	4

NOTES:

Indicators of the students' activities that observed are:

1. Giving attention to the teacher's explanation
2. Giving the respond to the teacher's explanation – question
3. Making Notes
4. Asking -answering the question from the teacher
5. Doing the assignment

Direction:

1. Give a tick (√) for the active students
2. Let it empty for inactive students

Batanghari, November 2019

Collaborator (English Teacher)

Researcher

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OBSERVATION SHEET OF THE STUDENTS' ACTIVITY IN CYCLE II

Subject : English
Class : X IAI
Material : Descriptive Text

No	Name	Students activities	Total				
		1	2	3	4	5	
1	AN	✓		✓	✓	✓	4
2	AF		✓	✓	✓	✓	4
3	AY	✓		✓	✓	✓	4
4	AA	✓	✓		✓	✓	4
5	AD	✓		✓	✓	✓	4
6	CN	✓	✓	✓	✓	✓	5
7	DA	✓	✓	✓		✓	4
8	DP	✓		✓	✓	✓	4
9	DN	✓	✓	✓		✓	4
10	GA	✓		✓	✓	✓	4
11	IS	✓	✓	✓	✓	✓	5
12	IH	✓	✓	✓		✓	4
13	LN	✓		✓	✓	✓	4
14	MA	✓	✓		✓	✓	4
15	MR	✓	✓	✓		✓	4
16	MY	✓	✓	✓		✓	4
17	MAA	✓	✓	✓		✓	4
18	MI	✓		✓	✓	✓	4
19	MAR	✓		✓	✓	✓	4
20	ND	✓	✓	✓		✓	4
21	NN			✓	✓	✓	3
22	NAH		✓	✓	✓	✓	4
23	NK	✓		✓	✓	✓	4
24	NA	✓		✓	✓	✓	4
25	NP	✓			✓	✓	3
26	NAI	✓	✓		✓	✓	4
27	PR	✓	✓	✓		✓	4
28	RP	✓		✓		✓	3
29	RR	✓		✓	✓	✓	4
30	SA	✓			✓	✓	3
31	SU	✓			✓	✓	3
32	VL	✓			✓	✓	3

NOTES:

Indicators of the students' activities that observed are:

6. Giving attention to the teacher's explanation
7. Giving the respond to the teacher's explanation – question
8. Making Notes
9. Asking -answering the question from the teacher
10. Doing the assignment

Direction:

3. Give a tick (√) for the active students
4. Let it empty for inactive students

Batanghari, November 2019

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DOKUMENTATION



Attendent list in the class



Pre test



Second meeting(treatment) cycle 1



Third meeting (Post test I)



Attendent list cyle 2

First meeting in Cycle II (Treatment)



Second Meeting in Cycle I1 (Treatment)



Treatment



Third Meeting of Cycle II (Post Test II)

CURRICULUM VITAE



The name of researcher Siti Miladiah. She was born in Tanjung Harapan, on August 17 1995. She is the sixth child of happy couple, Mr.zainuddin and Mrs.Maimunah.

She was an Elementary school student at State Elementary school MI Miftahul Ulum, at 2008. She registered in State Junior high school MTs. Miftahul Ulum at Tanjung harapan 2007, and graduated in 2010. She continued her study in MAN 1 Lmpung Timur and graduate in 2013.

In 2013, she was registered in IAIN Metro as an S1 student of English Education Study Program.