AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS' SIMPLE PRESENT TENSE MASTERY BY USING PRESENTATION PRACTICE PRODUCTION (PPP) METHOD AT THE EIGHTH GRADE OF SMP N 1 PEKALONGAN EAST LAMPUNG

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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IMPROVING THE STUDENTS' SIMPLE PRESENT TENSE MASTERY BY USING PRESENTATION PRACTICE PRODUCTION (PPP) METHOD AT THE EIGHTH GRADE OF SMP N 1 PEKALONGAN EAST LAMPUNG

Presented as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd) In English Department

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

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IMPROVING THE STUDENTS' SIMPLE PRESENT TENSE MASTERY BY USING PRESENTATION, PRACTICE, PRODUCTION (PPP) METHOD AT THE EIGHTH GRADE OF SMPN 01 PEKALONGAN EAST LAMPUNG

ABSTRACT

BY
DEA OKTAVIANA

The main purpose of this research is to show the improvement of Presentation, Practice, Production (PPP) method can improve the students' learning process. The researcher tried to attest that Presentation, Practice, Production (PPP) method can be one of the teaching strategies to improve the students' simple present mastery.

The focus of this research is the simple present tense sentences. The problem is related on the problem identification that the students have a low mastery in simple present tense esspecially in complementing the sentences by adding –s and es and changing form from the possitive to negative or introgrative sentences.

In this research, the researcher conducts classroom action research (CAR) which is done in two cycles. Each cycle consists of planning, acting, observing and reflecting. The subjects of this research is 29 students VIII3 of SMPN 1 Pekalongan. In collecting the data, the researcher used test (pre-test, post test 1 and posat test 2), observation, documentation and field note. The research is conducted collaboratively with an English teacher of SMPN 1 Pekalongan.

The result of this research shows that there are some improvements in students' simple present tense by using Presentation, Practice, Production (PPP). The improvement can be seen from the progress of the average score in pre-test, post-test I, and post-test II. It was from 59.82 in pre-test to 67.06 in post-test I, and 75.34 in post-test II. It means that the increase of the student score in cycle I to cycle II is 9.4 point. The percentage of students who success in second cycle is 86,2%. It is greater than 70% which has been set by the researcher up in this study. The conclusion of this research was using Presentation, Practice, Production (PPP) method to improve the simple present tense mastery at the eighth grade of SMPN 1 Pekalongan is successful because criteria used in this research was achieved well.

MENINGKATKAN KEMAMPUAN PEMAHAMAN SIMPLE PRESENT TENSE MELALUI METODE PRESENTATION, PRACTICE, PRODUCTION (PPP) PADA SISWA KELAS VIII DI SMPN 1 PEKALONGAN LAMPUNG TIMUR

ABSTRAK

OLEH : DEA OKTAVIANA

Tujuan dari penelitian ini adalah untuk menunjukkan metode Presentation, Practice, Production (PPP) dapat membantu proses pembelajaran siswa. Peneliti mencoba untuk membuktikan bahwa metode Presentation, Practice, Production (PPP) dapat menjadi salah satu metode pembelajaran untuk meningkatkan kemampuan membaca siswa.

Inti permasalahan dalam penelitian ini berkaitan dengan kemampuan pemahaman simple present tense. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa Inggris khususnya dalam penambahan –s dan –es dan merubah bentuk kata dari positif ke negatif atau introgatif dalam kalimat simple present tense.

Jenis penelitian ini adalah Penelitian Tindakan Kelas. Penelitian ini dilakukan dalam dua tingkatan (siklus). Setiap siklus terdiri dari empat tahapan yaitu, perencanaan *(planning),* pelaksanaan *(action),* pengamatan *(observation),* dan pengayaan *(reflection).* Subjek penelitian ini adalah 29 siswa dari kelas VIII3 di SMPN 1 Pekalongan. Dalam mengumpulkan data, peneliti menggunakan metode, tes (pre-tes, pos tes 1 dan post tes 2), observasi, dokumentasi dan catatan lapangan.

Hasil penelitian ini menunjukkan bahwa terdapat peningkatan kemampuan siswa dalam penggunaan metode Presentation, Practice, Production (PPP) dalam menulis paragraf deskriptif. Peningkatan ini dapat dilihat dari kemajuan nilai rata-rata siswa di pre-test, post-test I dan post-test II. Peningkatannya dari 59.82 di pre-tes menjadi 67.06 di post-tes I dan menjadi 75.34 di post-tes II. Ini berarti terdapat peningkatan nilai pada siklus I ke siklus II sebesar 9.4 poin. Persentase siswa yang sukses pada siklus 2 adalah 86,2%. Itu lebih baik daripada 70% yang telah ditentukan peniliti dalam penelitian ini. Kesimpulan dari penelitian ini adalah penggunaan penggunaan metode Presentation, Practice, Production (PPP) untuk meningkatkan pemahaman simple present tense siswa kelas VIII di SMPN 1 Pekalongan dapat dikatakan sukses karena kriteria sukses yang ditentukan dalam penelitian ini mendapatkan hasil yang baik.

NOTIFICATION LETTER

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Matter   : In order to hold the Munaqosah

           Of Dea Oktaviana

Assalamu'alaikum, Wr. Wb

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We have given guidance and enough improvement to the research which is written

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                  Eighth Grade Of Smp N 1 Pekalongan East Lampung

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

Wassalmu'alaikum Wr.Wb

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Assalamualaikum Wr.Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

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Students Number   : 13106817

Judul Skripsi   : IMPROVING THE STUDENTS' SIMPLE PRESENT TENSE MASTERY BY USING PRESENTATION PRACTICE PRODUCTION (PPP) METHOD AT THE EIGHTH GRADE OF SMP N 1 PEKALONGAN EAST LAMPUNG

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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An under graduated thesis entittled: **IMPROVING THE STUDENTS' SIMPLE PRESENT TENSE MASTERY BY USING PRESENTATION PRACTICE PRODUCTIO (PPP) METHOD AT THE EIGHTH GRADE OF SMP N 1 PEKALONGAN EAST LAMPUNG**

Written by Dea Oktaviana, Student Number 13106817 English Education Department has been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on February 8th, 2018 at 11.00-13.00.

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Metro, January 2018

The Researcher

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Jurusan : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya, kecuali bagian-bagian tertentu yang di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro,   Januari 2018

Yang menyatakan

DEA OKTAVIANA
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x

MOTTO

لَا يُكَلِّفُ ٱللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۚ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا ٱكْتَسَبَتْ ۗ رَبَّنَا لَا تُؤَاخِذْنَآ

إِن نَّسِينَآ أَوْ أَخْطَأْنَا ۚ رَبَّنَا وَلَا تَحْمِلْ عَلَيْنَآ إِصْرًا كَمَا حَمَلْتَهُۥ عَلَى ٱلَّذِينَ مِن

قَبْلِنَا ۚ رَبَّنَا وَلَا تُحَمِّلْنَا مَا لَا طَاقَةَ لَنَا بِهِۦ ۖ وَٱعْفُ عَنَّا وَٱغْفِرْ لَنَا وَٱرْحَمْنَآ ۚ أَنتَ

مَوْلَىٰنَا فَٱنصُرْنَا عَلَى ٱلْقَوْمِ ٱلْكَٰفِرِينَ ۝

Allah does not chargema soul expect (with that within) its capacity. It will have (the consequence of) what (good) it has gained, and it will bear (the consequence of) what (evil) it has earned. " our lord,do not impose blame upon us if we have forgotten or erred. our lord, and lay not upon us a burden like that which you laid upon those before us. Our lord, and burden us not with that which we have no ability to bear. And pardon us, and forgive us,and have marcy upon us. You are our protector, so give us victory over the disbelieving people.

"God always takes you on the simplest way" (Albert Einstein)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My Beloved Parents
(Mr. Suyono and Mrs. Ngatiyem)
My Beloved Sisters
(Dian Puspita Lestari andSalsa Putriyana)

My Beloved Friends
(Tria Septiana, S.Pd, Annisaul Musallamah,
Umi Sholekhah, YuyunYulianti, Rizka Hariyati,
Metty Kurnia Dewi, Astrid Wulandari)
Absolute (SOLLER) boarding Islamic house Tri Bhakti Attaqwa
Lampung Timur and Darul ulya Metro
Absolute (SOLLER) Class of TBI 2013 and my Beloved Campus IAIN Metro

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First of all, the writer would like to express this thank fullness to the Sponsor, Dr. Widhiya Ninsiana, M.Hum and Co-Sponsor Ahmad Subhan Roza, M. Pd . May Allah SWT give them His better reward for their spending time to support and guide undergraduate thesis writing process. The researcher also gives her thanks to all of my family and friends who have given support and spirit, so the writer could finish this a research proposal.

The writer do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are welcome to lighten up the quality of this undergraduate thesis I hope that this research can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, January 4th 2018

The Writer,

DEA OKTAVIANA
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CHAPTER I

INTRODUCTION

A. Background of the Study

English is an international language and almost all of nation in the world to know and learn it. In our country, English is one of subject in the school and English as a first foreign language. The role and the function of English as a first foreign language in Indonesia are very important. It is taught from junior high school until senior high school even University.

In English language, there are four skills which should be mastered by students or teacher of English. Those are listening, speaking, reading and writing. To support these skills, mastering grammar cannot be avoided. Teaching grammar has important place in the classroom. It is surprisingly difficult to present and explain a foreign language grammatical structures class of learners.[1]

Furthermore, in many cases the researcher finds out that the student always get difficulty in learning grammar especially to use tense. This condition happens because one of differences between English and Indonesian language is in the tense. Sentence formation is different from Indonesian language; moreover tense is one important element in English and students' low motivation to learning tense.

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[1] Scott Thornbury, *How To Teach Grammar*, Longman, England, 1999 p.20

1

Therefore, the aim in teaching grammar should ensure those students are communicatively efficient with the structure they have at their level. It is true that in teaching, the teacher needs to be more creative in choosing method that can help the teacher in teaching learning process. In this case, our job is to present the student with clear information about the language they are learning. We must also teach them what grammatical form of the new language both in written and spoken.

There are some difficulties that are often faced by student in tenses especially in Simple Present Tense. The first difficulties in completing the sentences by adding –s and -es to the verb. The second difficulty in using auxiliary verb (do or does) in interrogative sentence especially in completing the sentence by adding -s and -es and they get difficulties to use helping verb or auxiliary verb (do or does) in making sentences and also The second difficult to change form of simple present tense from positive into negative or interrogative.

As matter of fact, when the researcher give the test to the student of VIII[3] of eighth grade of SMP N 1 Pekalongan on November 16th 2016, students have some problems it can be survey in simple present tense, such as, the first is complementing the sentence by adding -s and -es to the verb. The second is using auxiliary verb do or does in interrogative sentence and changing positive into negative and interrogative form. In gathering the data, the students' asked to do exercise multiple choices about simple present tense. Based on the test the researcher got the result as follows:

Table 1

The Result Data of Simple Present Tense Based on Pre Survey at first semester of the eighth grade of SMPN 1 Pekalongan.

No	The Name of Student	Score	Category
1	ASB	65	Failed
2	AI	50	Failed
3	AP	50	Failed
4	BDW	75	Passed
5	DH	60	Failed
6	DMP	70	Passed
7	DAP	65	Failed
8	DM	50	Failed
9	EEW	70	Passed
10	FDA	60	Failed
11	FA	60	Failed
12	IL	65	Failed
13	LM	50	Failed
14	MBR	65	Failed
15	ME	50	Failed
16	NGP	65	Failed
17	NMD	60	Failed
18	NMP	60	Failed
19	NZ	60	Failed
20	RA	60	Failed
21	RPN	60	Failed
22	RA	75	Passed
23	RS	50	Failed
24	RHN	50	Failed
25	SY	60	Failed
26	SKSL	70	Passed
27	SY	75	Passed
28	TM	60	Failed
29	WDM	60	Failed
30	ZFM	50	Failed
	TOTAL	1839	
	AVERAGE	61,3	

Source: The Data of Pre Survey on November 16th, 2016

Table II

The Score of the Test Simple Present Tense at the Eighth Grade

of SMP N 1 Pekalongan East Lampung

No	Score	Categories	Frequency	Percentage
1.	<70	Passed	6	20%
2.	>70	failed	24	80%
TOTAL			**30**	**100 %**

Source: Data of Teacher English of Simple English Score

The data above explained that 80% of student failed and 20 % of students passed. It means that, 24 students in class VIII[3] are low in simple present tense. Therefore, it can be known that most of eighth grade of SMP N 1 Pekalongan, East Lampung are categorized into low category.

In order, to help the student problem on their grammar ability especially in adding –s and –es to verb, the researcher finds a models which are appropriates to the students' environment. It is better for the teacher to consider which one is more effective so that teaching grammar will be useful and it can make student improve their grammar ability, especially in simple present tense.

Therefore, to overcome this problem, the researcher would like to try applied a models to decrease this problem. It is namely Presentation, Practice and Production (PPP) Models to improve simple present tense mastery. Presentation, Practice and production (PPP) is a model can be separated because they related among that. This consists of Presentation, Practice and Production.

In applied of Presentation, Practice and Production (PPP) models, the first is the teacher introduction of lesson and give explanation about material. Then in practice its usually begins what is mechanical practice repetitive exercise and the last production as culmination of the language learning process which they perform their competence. In this case, the teacher do how to makes students' competence in teaching process. In this research, the researcher would like to investigate whether or not these models can improve the students' grammar mastery, especially Simple Present Tense Mastery.

Shehadeh states PPP models include three main parts in the following section. The first one, presentation, involves presenting the grammar item, which can be in the form of a rule, function, and pattern. The second stage in PPP is practice. The purpose of this stage is to repeat and practically apply the new information that the student has learned in the presentation stage This is the stage where the learner is supposed to grasp what the teacher has presented. The third and last stage in PPP is production, the idea is to repeat and apply the language item correctly after having been presented to it in the first stage and from repeating it in stage two. There is an element of individuality in this third stage, to produce language freely.[2]

Based on explanation above, the researcher conduct the research entitled: "**Improving the Students' Simple Present Tense Mastery by**

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[2] Rasmus Hellstrom, *Task Based Language Teaching Versus Presentation, Practice and Production: A Comparison of Two Language Teaching Methods* (Linkoping University, 2015), p.7

Using Presentation, Practice, Production (PPP) Method at the Eighth Grade of SMP N 1 Pekalongan East Lampung".

B. Problem Identification

Based on the background above it can be identified the problem, as follows:

1. The students have low mastery to understand the Simple Present Tense.

2. The students found difficulties in complementing the sentence by adding -s and -es.

3. The students have difficulties in changing to positive into negative or interrogative sentence form.

C. Problem Limitation

Based on the problem above, the researcher focused on the students are still difficult to complete the sentence by adding –s and –es and changing form from negative or introgative sentence at the eighth grade of SMPN 1 Pekalongan East Lampung.

D. Problem Formulation

Based on the background of the problem, the researcher formulated the problem, as follows: "Can Presentation, Practice, Production (PPP) model improve the students' simple present tense at the Eighth Grade of SMP N 1 Pekalongan East Lampung?"

E. Objectives and Benefit of Study

1. Objectives of The Study

In the line with what has been stated in problem formulation the object of the study is to know whether the using Presentation, Practice,

Production (PPP) Models to Improve the Simple Present Tense at the Eighth Grade of SMP N 1 Pekalongan East Lampung.

2. **Benefit of the Study**

The result of this study is expected to give essential contribution to English Teaching. Specifically, the benefits are listed as follows:

a. For the student

The result of this study is intended to become stimulation for the student to improve simple present tense and can be a motivation for the students to more understand to get a good point in English learning, especially in present tense.

b. For the Teacher

The result of this study can be used by teacher to add variety in learning grammar and also to enhance the English technique to teach grammar.

c. For further research

The result of this study could be a comparison to researcher for research in the future.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Concept of Simple Present Tense Mastery

1. The Concept of Grammar

Grammar is a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meanings and functions these sentences have in the overall system of the language. Grammar is an important thing in learning English. Meanwhile, according to Harmer grammar is a set of rule that defines how words (part of word) are combined or changed to form acceptable units of meaning within a language.[1] Grammar does not only affect how units of language are combined in order to it also affects their meaning.

On the other hand, Willis states that grammar is employed to mean the way of words and phrases which are sequenced to make up larger units. In an English clause, for example, we typically find a noun as the subject followed by a verb, followed by another noun or object, so that the clause has the structure: subject   verb   object. By learning grammar, it can help people to learn a language more quickly and more efficiently.[2] When people understand the grammar of a language, they can understand many

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[1] Jeremy Harmer, *The Practice of English Language Teaching*, New York:Longman, 2007, p. 13.

[2] Dave Willis, *Rules, Pattern and Words: Grammar and Lexis in English Language Teaching*. New York: Cambrifge University Press, 2003. p.29

things by themselves, without having to ask other people or look in a book. Therefore, the learners who know more about grammar can use the

language in a better way than those who only little knowledge in it. On the other hand, Jackson states that the definitions of grammar in three meanings. The summary of the definitions of grammar stated by Jackson are as follows: (1) grammar is the means by which we structure the language that we speak and write, (2) grammar is the set of rules, conventions and principles, together with their exceptions, that we have stored in our heads as a consequence of acquiring or learning the language and (3) grammar is the set of descriptive statements, expressed in appropriate terminology, and within a consistent framework that we use to account for „grammar" in statements 1 and 2 above.[3]

Based on the statement above, grammar is an important language component that English learner should acquire because it will help them use the target language in communication either spoken or written forms. Therefore, based on the quotations above, the researcher adopt theory of grammar which is according to Harmer, because it is suitable and referred to the objective of the study in this research. By acquiring grammar, the students will be able to express the idea that they want to transfer appropriately. Grammar also helps the students acquire correct sentences, because if they use wrong rules, they may face difficulties in expressing the idea or in mastering the four language skills.

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[3] Jackson H, *Good Grammar for Students*. London: SAGE Publications. 2005. p. 29.

2. The Concept of Simple Present Tense

a. The Definition of Tense

One of differences between english an Indonesian is in tense. English language has tense but indonesian language has not tense. There some definitions of tense, as follows:

According to Robby Lou tense is a transformation verb form in event though. As example:

1) To indicate whether an action is in the past, in the present or in the future time. E.g (eat, ate, eaten).[4] He wrote a letter yesterday, he is writing now, and he will write a letter.

2) To indicate whether the action is complete or not, e.g (he has written a letter)

3) To indicate whether the action is inprogress or not, e.g (he was writing when I came)

Tense is to be related with the time in english only three kinds, follows :

a) Present tense

b) Past tense

c) Future tense

Event though, it is to be connected with the completeness time level divided 4 types, here are the four types:

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[4] Robby Lou, *English Grammar and How to use it,* Jakarta: E Plus, 2005, p.33

a) Indefinite

b) Continous

c) Perfect

d) Perfect continous tense

Based on statement above, the researcher concludes that the tense has a complete meaning depend on the time accounting. Therefore, it is devided into three kinds (present, past, future) related to completeness time level to be four kinds such as the last statement above.

3. **Concept of Simple Present Tense**

   a. **Definition of Simple Present Tense**

   There are some definitions of simple present tense according to the experts, as follows:

   According to Murphy, he states that we use the present simple to talk about things in general. We use it to say that something happens all the time or repeatedly, or that something is true in general.[5] For more explanation about simple present tense, Sargeant states that we usually use the simple present tense if the action happens regularly, sometimes or never. The simple present tense is also used to state the facts, to tell the events of a story that is happening now, but simple present tense also used to talk about thing in the past and to talk about things that will happen in the future.[6]

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   [5] Murphy, Raymond. *English Grammar in Use*. Cambridge: Cambridge University Press, 2003, P. 4

   [6] Sargeant, Howard. *Basic English Grammar: for English Language Learners*. USA: Saddleback Education Publishing, 2007, P. 58

In addition, Azar states that simple present tense is used for events or situation that exists always, usually, or habitually in the past, present and future.[7] And for explanation about how to construct a simple present tense, Eastwood states that Simple Present Tense can be divided into three forms, such as positive, negative and interrogative form. In positive form, we usually use the verb without an ending, for example *"I read a book every night"*. But it is different in the third person singular (after he, she, it, name of person, etc), the verb ends in s or es, for example *"It gets busy at weekend"*. We use a form of do in negatives and interrogatives. We use "do" and "don't" except in the third person singular, where we use "does" and "doesn't", for example *"We don't go to school in Sunday"*. And in interrogative, he also divides it into two forms, such as Yes/No Question and WH Question.[8]

According to Robby Lou, the simple present tense is a sentence which is of verb forms in relation to the concept of time to state the daily activity, habitual action, regularly activity and true fact.[9] They are elaborated, as follows:

1) Daily activity

    Examples:

    a) They go to the office by bus.

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[7] Azar, S.B, *Fundamentals of English Grammar*. New Jersey: Prentice Hall Regents, 2003,P.4

[8] Eastwood, John, *Oxford Practice Grammar: with answer.* New York: Oxford University Press, 2002, P.9

[9] Robby lou, *English Grammar and How to use it,* p. 8

b) Ani get up at 05.00 o'clock.

2) Habitual actions

   Examples:

   a) He drinks coffee every morning.

   b) She sneezes almost every hour.

3) Regularly activities

   a) She plays the piano at 4 o'clock.

   b) Hevisits his mother once a month.

4) The general true

   a) The sun sets in the west.

   According to Hewing Martin, he explained that we use the simple present to discribe things that are always true, or situation that exist now[10], and as far as we know, will go on indenfinitely:

1) It takes me five minutes to get to school.

2) Trees grow more quickly in summer than in winter.

3) Dani plays the violin briliantly.

   Based on the statement above the researcher concludes that Simple present tense is used for an action that happens regularly or is a permanent situation that we usually do. It can be a habit or fact. Simple present tense is an important language component that the students should master because this tense also helps them use the target language in communication either spoken or written forms. By

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[10] Hewing Martin, *Advanced Grammar in Use*, Cambridge University Press, p.11

mastering simple present tense, the student will be able to express the idea that they want to transfer appropriately at the present time.

b. Form of Simple Present Tense

Betty schrampfer explained the form of simple present tense and present progresive by the table below:

Table 3

Form of Simple Present Tense

	Simple Present Tense
Affirmative	(I-You-We-They) work (He-She-It) works
Negative	(I-You-We-They) do not work (I-You-We-They)does not work.
Interogrative	Do (I-You-We-They) work? Does (I-You-We-They)work?
**contractions ofverbs with not: don't, doesn't, aren't, isn't. (Note: am and not are not contracted.	

(Source: Betty Schampfer, *Fundamental of English Grammar,* Second Edition,)[11]

There are two kinds of sentences insimple present tense. They are:

1. Verbal sentence

   The patterns are :

a. Affirmative form (+) : S + V1 (s/es) + O + Adverbs

   Example :

   - Andi always helps her father in the morning.

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[11] Betty Schampfer, *Fundamental of English Grammar,* Second Edition, United statesof America,p.3

b. Negative form (-) :S + Do/Does + not + O + Adverbs

Example :

- They do not drink a coffee.

c. Interrogative form (?) : Do/Does + S + V1 + O + Adverbs ?

Example :

- Do you like football game ?

2. Nominal sentences

The patterns are:

Affirmative form (+) : S + To be (is, am, are) + noun/ adjective

Example : I am happy

a. Negative form (-) :S + To be (is, am, are) + Not + Noun/ adjective

Example : I am not happy

b. Interrogative form (?) : To be (is, am, are) + S + Noun/ adjective?

Example : Am I happy?

Based on the statement above, it can be conclude that, there kinds of simple present tense.they are verbal sentences and nominal sentences in form affirmative, negative and introgative sentence, and the researcher focuses on on the pattern of the base form of the verb ends in s and es.

3. The Definiton of Simple Present Tense Mastery

Here are the definitions of mastery according to the expert, such as:

According to Wiggins, mastery is effective transfer of learning in authentic and worthy performance. Students has mastered a subject when they are fluent, even creative in using their knowledge, skills, and understanding (I would add ability) in key performance challenges and context at the heart of that subject, as measured against valid and high standard. He points out that mastery is not just technical knowledge. If a student only prossesses skills and facts in isolation and can only produce them on demand in respond to prompts. They have not mastered the subject. This could be the err students who does well on tests.

Based on this definition, the researcher concludes that mastery is the effective and graceful transfer of learning to meet authentic performance or challlenges.

Meanwhile, simple present tense is used for an action that happens regularly or is a permanent situation that we usually do. Simple present tense uses s or es ending in the verb that used in the sentence. Therefore, it can be concluded that simple present tense mastery is the effective and graceful transfer of learning to understand the simple present tense in written language.

B. The Concept of Presentation, Practice and Production (PPP) Models

1. The Definition of Presentation, Practice and Production (PPP) Models

Presentation, Practice and production (PPP) is a models can be separated because they related among that. This consists of Presentation, Practice and Production. Harmer defines that "PPP can be seen as a development of Audiolingualism. One of the criticisms leveled at Audiolingualism was that controlled drills do not result in the kind of language behavior found in the real-life context thus fail to developer communicative activities. It means that, PPP have similar with the Audiolingualism method with controlled drills without result in the kind of language behavior in the real life context".[12] This case, the teacher how to makes students' competence in teaching process.

Even though David Evans mentioned that current thinking in Second Language Acquisition suggests that 'PPP' approach is totally unjustifiable as a means of teaching. However it not only persists but seems to flourish.[13]

According Rasmus, "PPP is generally used in many other contexts than only second language acquisition (SLA)."[14] Marian Dawson adds PPP method is a three-part teaching paradigm: Presentation, Practice and

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[12] Jeremy Harmer, *How To Teach English New Edition*, (Longman, 2007), p. 49-50

[13] David Evans, A Review of 'PPP', (University of Birmingham, 1999), P.1

[14] Rasmus Hellstrom, *Task Based Language Teaching Versus Presentation, Practice and Production: A Comparison of Two Language Teaching Methods* (Linkoping University, 2015), p.6

Production; based on behaviorist theory which states that learning a language is just like learning any other skill.[15]

On the other hand, Shehadeh states PPP models include three main parts in the following section. The first one, presentation, involves presenting the grammar item, which can be in the form of a rule, function, and pattern. The second stage in PPP is practice. The purpose of this stage is to repeat and practically apply the new information that the student has learned in the presentation stage This is the stage where the learner is supposed to grasp what the teacher has presented. The third and last stage in PPP is production, the idea is to repeat and apply the language item correctly after having been presented to it in the first stage and from repeating it in stage two. There is an element of individuality in this third stage, to produce language freely.[16]

Based on the explanation above, the researcher concluded that Presentation, Practice and Production (PPP) model is models helps the students to understanding about how the paragraph process. Presentation, Practice and Production (PPP) model can help students to learn the second language features with produce them correctly without thought. Through this method students can use form of simple present tense and understand it. Then, the students understand the simple present tense very well.

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[15] Marian Dawson, *Second Language Teaching and Learning*, (2001), p.1

[16] Rasmus Hellstrom, *Task Based Language Teaching Versus Presentation, Practice and Production: A Comparison of Two Language Teaching Methods* (Linkoping University, 2015), p.7

2. **The Benefits of Presentation, Practice and Production (PPP) Method**

There are some benefits of PPP method, as follows;[17]

a. PPP lessons provide clear and simple structure of the lesson.

b. A lesson is easy to prepare because the materials used for the lesson are ordered from the simplest to the most difficult and types of activities are arranged from the most controlled to the least controlled.

c. This approach is relatively easy for beginner students and that communication is effective.

3. **The Procedure of Using Presentation, Practice and Production (PPP) Model**

Raquel criado states there are steps of using Presentation, Practice and Production (PPP), as follows;[18]

a. Presentation, the teacher highly controls the teaching/learning process. The materials in this phase contain all the targeted linguistic items and structures in the unit. This presentation can take a deductive or an inductive mode. In the former, the teacher/textbook models the target structure or lexical items and offers the explanation behind the construction of such structures or the meaning of the words. In the latter, also called "discovery

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[17] Lenka Vystavelova, *Common EFL methods applied at language schools in the Czech Republic: PPP or TBL*, (Masaryk University, 2009), p. 30

[18] Criado, R. (2013). A critical review of the Presentation-Practice-Production Model (PPP) in Foreign Language Teaching. In R. Monroy (Ed.), *Homenaje a Francisco Gutiérrez Díez* (pp. 97-115). Murcia: Edit.um. ISBN: 978-84-15463-55-9, p. 99

learning", students themselves are provided by the teacher/materials with sample structures and/or vocabulary contextualized in aural or written texts.

Its mean that,The teacher explains about the material that wants to deliver to the students. The process of presenting the lesson focuses on the teacher giving information to the students. The goal of presentation stage is to introduce the material to the learners, for example; Short and simple explanations, a brief description of the simple present tense.

b. Practice, which still reflects a high level of teacher control in the sense that he/she checks his/her students' correct understanding of the items presented in the first stage.

Its mean that the practice process is focused on teacher and students working and interacting together to put the new material into practice. For example; brainstorming, exercise (on the board worksheet completed with the teacher), question & answer comprehension exercises, games that involve the teacher, drills or repetition, and demonstration or role playing.

c. Production, the strategies for achieving such goal are based on a freer use of the targeted structures.the kind of activities in the production stage may imply discussion, debates, role-plays, problem-solving activities, opinion and information gaps, etc.

It conclude that, production is when the students attemp to use the new language in different context provided by the teacher. It means that, receiving information and indirectly students mistakes, monitoring the students as they complete exercises / activities that enable them to demonstrate comprehension without giving the answers (supporting those students who need extra one-on-one help).

C. Action Hypothesis

Based on the frame of theories and assumption the researcher formulates the hypotheses "Using Presentation, Practice, Production (PPP) model can improve Simple Present Tense the Eighth Grade of SMP N 1 Pekalongan East Lampung".

CHAPTER III

RESEARCH METHOD

A. Setting of the Research

This research used Classroom Action Research (CAR), because classroom action research is one of the effort to improve the teaching program quality in all educational level. Action research could be done the researcher or teacher as manager of teaching program. According to Daniel Tomal, action research is a systematic process of solving educational problems and making improvements.[1] Therefore, classroom action research is mean that the teacher can know what do and dissolve the problem in their class. Here, the resecher held collaboration with the other English teacher. We worked together to plan and design classroom action research process.

B. Subject of the Research

This study did at the eighth grade of SMP N 1 Pekalongan, which consists of 30 students. The reseacher has choosed this class, because it had the lowest English ability, especially in understanding simple present tense. The reseacher has choosed the eighth graders because most of the students were low in English especially in grammar. They also had low interest in learning English.

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[1]Daniel R. Tomal. (2003). *Action Research For Educators*. Scarecrow Press: The United States of America, p.5

Table 4
The object of the research

Class	Male	Female
X	12	18
Total Students	30	

C. Procedure of the Research

The kind of this research used classroom action research, because classroom action research is one of the efforts to improve the teaching program quality in all educational level and activity to developing the teacher profession.

According to Schmuck defined Action research as an attempt to "study a real school situation with a view to improve the quality of actions and results within it". Its purpose is also to improve one's own professional judgment and to give insight into better, more effective means of achieving desirable educational outcomes. While Mc Milan describes action research or being focused on solving a specific classroom or school problem, improving practice, or helping make a decision at a single local site. Action research offers a process by which current practice can be changed toward better practice. The overarching goal of action research is to improve practice immediately within one or a few classrooms or schools. Besides that McLean stated that Action research is largely about examining one's own practice. [2]

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[2] Craig A. Mertler, *Action Research,* Third Edition, (U.S.A : Sage Publications Ltd, 2012), P. 40

While Richard Sagor action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the actor in improving or refining his or her actions.[3] Meanwhile Craig Mertler said that action research is defined as any systematic inquiry conducted by teachers, administrators, and conselors or others with vested interest in the teaching and learning process or environment for purpose of gathering information about how their students learn.[4] Here is step of classroom action research design:

Figure 1

Anne Burn's Action Research Cycle
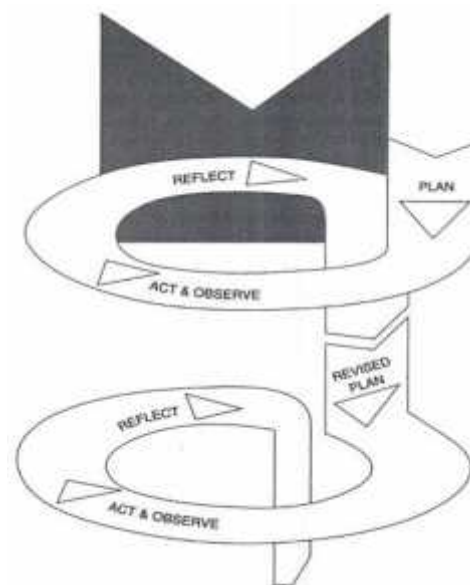
Based on the explanation above, it can be inferred that the classroom action research is a dynamic process that has four aspects (planning, acting,

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[3] Richard Sagor, *The Action Research Guidebook*, Second Edition , (U.S.A : SAGE Ltd, , 2011), P. 1

[4] Craig A. Mertler, *Action Research,* Second Edition, (USA : Sage Publications Ltd, 2002), P. 15

observing, and reflecting) in every cycles, it was done in the class to increase the quality of learning practice.

The research was conducted based on the pre-test and post-test design. The teacher taken one class on the eight grade where the students were given the pre test before they give the material about simple present tense; furthermore, they also were given post-test after they were given the treatment.

There are four steps in cycle. They are planning, acting, observing and reflecting, if the first cycle has failed or only reach less improvement, and the cycle must be reviewed again in the second cycle and so on. That can be illustrated by like these procedures as follows:

1. Cycle I

   a) Planning

   Planning was the first step on teaching and prepared the researcher before doing an action. With the planning the step will run well. Here was the step that the researcher can make in planning:

   (1) The researcher identified the problem and found the problem identification.

   (2) The researcher explained the reason why the research has to do.

   (3) The researcher makes a lesson plan.

   (4) The researcher prepared the material, approach, method, technique and strategy of teaching.

   (5) The researcher prepared the source of learning.

   (6) The researcher prepared format to observe.

(7) The researcher prepared format to evaluate the students' activities after teaching learning process.

b) Acting

The second step in the action research was acting. It was the implementation of the planning. Without the action the planning just imagination that never can be real. In this step the researcher acted as follows:

1. Pre Teaching Activities

   a) The researcher greets, lead praying and checked attendance list.

   b) The researcher asked the students some questions related the topic.

   c) The researcher Choosed the appropriate with the material going to be taught.

2. While Teaching Process

   a) The researcher applied the lesson plan.

   b) The researcher explained about simple present tense.

   c) The researcher explained about the changging of introgative and negative sentense.

   d) The researcher given test for the students.

3. Post Teaching Activates

   a) The researcher asked the students about the difficulties of the lesson

b) The researcher makes conclusion together with the students

After giving treatment in cycle I. The researcher was given the post test.

c) Observing

Observation was the activity to record the event and action. In this research, the observation did in a learning process. Based on the observation, the researcher can determine whether there is anything that the research had been improve students' simple present tense. In this step, the researcher observed the process of teaching learning by using format observation.

d) Reflecting

Reflecting was the last step in this process. The researchers was analyzed and observed the test result during teaching learning process. In this step the researchers was used the data for evaluation to make improvement for the second cycle. In cycle 2, there will be result from cycle 1. Meaning to say if cycle 1 is failed, it must reviewed in cycle 2, and if cycle 1 is successful, cycle 2 is continuation from cycle 1.

If from cycle I, there are some students not successful, so the researcher must conducted cycle 2. The result in cycle 1 is for evaluation material and for reflection to the second research. The minimum cycle in Classroom Action Research (CAR) is two cycle. If from cycle 2 all of the students were successful, the cycle able to be stopped until cycle 2 only.

D. Data Collection Method

Here were the following techniques that had used to collect data:

1. Observation

Donald Ary defined that observation are made with respect to some characteristic of the behavior of the subject employed in the research.[5] Here, the observation method focus on entire process of teaching learning simple present tense mastery by presentation, practice, production (PPP) method.

Moreover, the reseacher used observation as data collection method to know how teaching simple present tense mastery by presentation, practice, production (PPP) models works in the class, how the students respond the technique and how far presentation, practice, production (PPP) models can improve the students' simple present tense mastery in learning English.

2. Test

In this research, the reseacher gave the students two tests, that are pre test and post test. The tests gave to know the students' achievement before and after the learning process.

a. Pre Test

To know students' simple present tense mastery before treatment, researcher was used pre-test to get information or data about students' simple present tense mastery score without using presentation,

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[5] Donald Ary, *et. al.* (1979). *Introduction to Research in Education*. United Stated of America: Holt, Rinechart and Wiston, p. 237

practice, production (PPP) method. In this research, the type of the test is written test and the kind of this test is multiple choices. The data was analyzed after the treatment had gave to the students.

b. Post Test

The Post-test was given after the treatment. The post test conducted to know the progress of students' simple present tense mastery by using persentation, practice, production (PPP) method. For the example, the researcher was given the students exercise to know their simple present tense mastery. The type of test is written test. In this research the kind of the test is multiple choices. Then, the data from the test will be comparing to the pre-tests data. The post – test will finish after the treatment in order to find out whether using this method can improve of the students' simple present tense mastery.

3. Documentaion

In this research, the researcher will use documentation as a data collecting method to get the visual data that was analyzed by the researcher. Whereas, documentation as the method which is used to get information from written language of document (for example: books, magazine, rule, note and others). The researcher will get the data, as follows:

a. The researcher used the documentation method to get detail information about students' simple present tense mastery. Documentation here about the score of students' simple present tense mastery at the VIII-3

class of SMP Negeri 1 Pekalongan East Lampung that was gotten from the English Teacher.

b. Documentation about the history of the school, condition teachers, official employes and students of SMP Negeri 1 Pekalongan East Lampung.

4. Field note

Field note is various observation on aspects of learning in the classroom atmosphere, classroom management teacher interaction with the students, student interaction with students and some others aspects.

E. Instrument of the Research

Instrument is the tool of research used in each method. Furthermore, the research instrument data by used the test and the test consist of pre test and post test. The instrument of the research is below:

The instrument which will be used in test in this research, it included the pre – test and post – test about English learning result. The researcher used the writen test that is multiple choice tests. It consist of 40 item.

F. Data Analysis Technique

In this research, the researcher was conducted the data analysis by taking the average from the result or score from pre-test and post-test. To know the improvement, the researcher also compare between pre-test and post-test score. Then, the results was matched with the minimum standard in the school. In the eighth grader of SMPN 01 Pekalongan, the minimum standard in English subject is 70. If 70 % of the students get score at least 70 in the

post-test, it means that circle of learning method can improve the students' simple present tense mastery by using presentation, prectice, production (PPP) method.

If the result score of the students had fulfilled more than 75 and 80% of the students had been passed, so the researcher can stop the research. But, if there are some students not successful and get score less 75 from 80% of the total students, so the research must continue in next cycle. In the classroom action research the minimum cycle that must be conducted are two cycles.

Below is the formula to analyze the data and to get the average:[6]

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

M   : The average score

x   : Total of score every cycle.

N   : Total of students that follow test.

G. Indicator of Success

The indicator of success in this research is based on both the process and the result of the research. The indicator of succsess can be grouped into two aspects, they are:

1. The indicator of success of the process. It can be described, as follows:

   a. The students can contribute and share knowledge, idea and experience with other.

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[6] Ibid , p.108-109

b. The students become more enthusiastic and active in th learning process.

2. The indicator of success of the result. It is determined, as follows:

a. 70 % ot students get score at least 70 in post test.

b. The students' simple present tense score increase significantly.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Description of Research Setting

1. A Brief History of The School

This research was conducted at SMPN 1 Pekalongan. It was located on Gantiwarno 37A village East Lampung. SMPN 1 Pekalongan was built on 17 November 1983 that legitimated by Departemen Kependidikan dan Kebudayaan with no SK. 0472/1983.

SMPN 1 Pekalongan changed leader in six times. The first headmaster was Drs. Haki Akhyar from 1985 until 1990. The second headmaster was Dra. Nurmaida from 1990 until 1995. The third headmaster was Drs. Tukijo Ha,MM. from 1995 until 2000. The fourth headmaster was Budi Santoso from 2000 until 2006. The fifth headmaster was Warto S.Pd,M.M. from 2006 until July 2012. The sixth headmaster was H. Suroso S.Pd,M.Si. from 2012 until Mei 2017. And the last headmaster was Hj. Aida Aini, S.Pd., MM. from Mei 2017 until now.

2. Profile of The School

a. Name of School   : SMPN 1 Pekalongan

b. Address   : Street of Rawa Mangun No.37A

Gantiwarno, Pekalongan, East Lampung.

c. Province   : Lampung

d. NSS/NIS/NPSN   : 2011 2041 0033/ 200260 / 10805965

e. Large   : 17.709 m2

B. Result of the Research

In this research, the researcher was as an English teacher with Mrs. Endang Purwati S.Pd as collaborator. Before the learning process begin the researcher and the collaborator plan what have to do. This research was conducted in two cycles and before it did pre-test. Action in cycle 1 was conducted about three meeting and cycle 2 was conducted about two meeting, and each meeting in these cycles took 2x45 minutes. As it was mentioned before, each cycle consist of planning, action, observation, and reflection.

1. Pre-Test

The date december 12th, 2017 the researcher gave pre-test about simple present tense. The researcher conducted the pre-test to know the student's score early and it used to comparison score with post test. All of the students were given pre-test that must be done individually. The students must did a test the kind of multiple choice about simple present tense. There were fourty number of the test.

From the pre-test, it was gained that the highest score was 80 and the lowest score was 40, the average score of pre-test was 60. Based on the

standard of KKM (Competence Minimal Standard), there are 7 students that able to pass the exam with score > 70 with the percentage 24, 13%.

2. Cycle I

a. Planning

In this stage the researcher and the collaborator planned to gave material about simple present tense. The researcher and the collaborator prepared several things related to teaching and learning process such as: prepared the lesson plan, prepared the material, made the instrument that would be examined as the pre-test and post-test in the cycle 1, prepared the media that used in learning simple present tense, made observation sheet of the students activity, identified the problem and found the cause of problem at the first and the end of learning activities, and the researcher planned to gave evaluation to measure how far the material that had been taught could be accepted by the students.

b. Acting

The action in the cycle 1 consist of 3 meetings. The first meeting was used to pre-test. The second meeting was used to the treatment and the third meeting as the last meeting in the cycle 1 used to post-test 1. The explanation of every meeting would be explained below:

1) The First Meeting

The first meeting was conducted on Saturday, December 12th 2017 for 2x45 minutes. This meeting was used as the pre-test before the students were given action. The collaborator opened the class by greeting, praying, and checking attendance, and asking the students condition. Then, the researcher gave pre-test to the students. The kind of test was writing test, and the kind was multiple choice. The researcher gave a question and answer sheet and the students made did the test. The result of pre-test could be seen on table below:

Table 5
The Result of Students Pre-Test Score

No	The Name of Student	Pre-test	Target <70
1	ASB	**60**	Failed
2	AI	40	Failed
3	AP	50	Failed
4	BDW	60	Failed
5	DH	40	Failed
6	DMP	70	Passed
7	DAP	60	Failed
8	DM	70	Passed
9	EEW	60	Failed
10	FDA	60	Failed
11	FA	65	Failed
12	IL	60	Failed
13	LM	50	Failed
14	MBR	60	Failed
15	ME	50	Failed
16	NGP	70	Passed
17	NMD	60	Failed

18	NMP	60	Failed
19	NZ	60	Failed
20	RA	60	Failed
21	RPN	60	Failed
22	RA	60	Failed
23	RS	50	Failed
24	RHN	50	Failed
25	SY	80	Passed
26	SKSL	70	Passed
27	SY	70	Passed
28	TM	60	Failed
29	WDM	70	Passed
30	ZDM	-	-
	TOTAL (x)	1.735	
	AVERAGE	59.82	

Source: The result of pre-test on December, 12th 2017

From the result of pre-test, it could be seen that the score of the students were various. The highest score was 80 and the lowest score was 40. The average score of pre-test was 60. From the table 5 above, we known that there were 22 students who got the score below the target (under the MSC) and 7 students got score above the MSC. So, based on the result of pre-test, it could be seen that the target of teaching based on Minimum Standard Criteria (MSC) had not been achieved yet.

2) The Second Meeting

The second meeting was used as the implementation of the action in the cycle 1. The second meeting was conducted on thrusday, december 14th 2017 for 2x45 minutes. The meeting was

started by praying and greeting, checking the attendance list, and asking the students condition. And then the researchers ask the students about descriptive paragraph and the simple present tense that used in the paragraph. After that, the researcher gave the example about sentences with simple prewsent tense. Then the teacher gave a piece of tasks to each student. The researcher gives them a time to made a sentences with simple present tense in descriptive paragraph. In the end of meeting, the teacher gave motivation to the students and stimulating the students to concluded the material. And then, the researcher greets to closing the meeting.

3) The Third Meeting

The third meeting was conducted on wednesday, January 3rd 2018 for 2x45 minutes. This meeting used to post-test 1 after the students given treatment. This meeting started by praying, greeting, checking the attendance list, and asking the students condition. Then, the researcher gave post-test to the students.

The test was written test the kind is multiple choice, and then the researcher gave time about 60 minutes to students and they should did a test about simple present tense. In the post-test only 13 students who got good score, but the result of the students test was better than the students test before giving the treatment. The result of post-test 1 could be seen on table below:

Table 6

The Result of Students Post-test 1 Score

No	The Name of Student	Post-test 1	Chategory
1	ASB	60	Failed
2	AI	50	Failed
3	AP	65	Failed
4	BDW	65	Failed
5	DH	55	Failed
6	DMP	75	Passed
7	DAP	65	Failed
8	DM	80	Passed
9	EEW	70	Passed
10	FDA	70	Passed
11	FA	70	Passed
12	IL	70	Passed
13	LM	60	Failed
14	MBR	65	Failed
15	ME	65	Failed
16	NGP	75	Passed
17	NMD	65	Failed
18	NMP	65	Failed
19	NZ	60	Failed
20	RA	65	Failed
21	RPN	80	Passed
22	RA	65	Failed
23	RS	60	Failed
24	RHN	55	Failed
25	SY	80	Passed
26	SKSL	70	Passed
27	SY	75	Passed
28	TM	70	Passed
29	WDM	75	Passed
30	ZDM	-	-

	TOTAL (x)	1.945	
	AVERAGE (*X*)	67.06	

Source: The result of post test 1 on january, 3rd 2018

c. Observing

In this stage, the observation was done by the researcher and collaborator. There were some observations that had been done such as; observation on the students activities and observation on the result of the evaluation. These were explanation from the point above:

1) Students activities

There were four indicators used and mentioned to know the students activities. Every students who active in learning process given a tick in observation sheet. For students were not active in learning, let the observation sheet empty. It could be seen on the appendix. The indicators of the students activity were:

a) The students pay attention to the teacher explanation.

b) The students could learn individually.

c) The students were did the test about simple present tense.

d) The students were made note from the material about the simple present tense.

The data of the students activity could be seen in the table below:

Table 7

The Result of the Students Activity in Cycle 1

No.	Student activity	Frequency	Precentage
1.	Paying attention to the teachers explanation	21	72.41%
2.	Could learn individually	14	48.27%
3.	Did the task given from the teacher	25	86.27%
4.	Made note from the material	17	58.62%

From table above, it was revealed that there were 21 students (72.41%) who paid attention to the teacher explanation, 14 students (48.27%) ccould learn individually, 25 students (86.27%) of students did the task given from the teacher, and 17 students (58.62%) of students made the notes from the material. Weaknesses in the implementation of the learning process in cycle I were the students still confuse with the material was given and some students noisy with their friends.

2) Evaluation

We have done pre-test in second meting of cycle 1 on tuesday, December 12th, 2017 and post test 1 in third meeting of cycle 1 on wednesday, January 3rd, 2018. From the result of pre test that was given the researcher it was gained that the highest score was 80 and the lowest was 40. The average score of pre test was 60. Then, the result of post test 1 that was given the researcher it was gained that the highest score was 80 and the lowest 50. The average score of post test 1 was 67.20.

d. Reflecting

From the result observation in learning process in cycle 1, it could be concluded that the learning process by using Presentation, Practice, Production (PPP) method and also students participation had not achieved criteria of success of this research yet. This failure could be seen from the meeting in cycle 1. In giving subject material the researcher was not maximum in giving explain the material. And only 72.41% of the students were active in the class. Cycle 1 was done but the result was not success. It caused of the researcher giving subject material did not run well, so some students could not clear in understanding simple present tense. The researcher could not make the class in good condition and the researcher did not use method correctly. Some students were not satisfied because they did not get chance the

answer of the question and some students got failure in test of cycle 1. So, we have to continue cycle 2.

3. Cycle II

   a. Planning

Based on observation and reflection in cycle 1, it showed failure. So, the researcher and collaborator try to revised it and arrange the planning for cycle 2. In this meeting the researcher and collaborator would gave the simple present tense more interested. The researcher and collaborator prepare lesson plan, the material by using Presentation, Practice, Production (PPP) as the method, made the observation sheet of students activity 2 and teacher activity 2.

   b. Acting

The action of this meeting consist of two meetings, one meeting for the action and one meeting for the post test. The explanation of every meeting will be explained below :

   1) The first meeting

The first meeting was done on thrusday, january 4th, 2018. This meeting was opening by greeting, checking the attendance list, and motivating the students. After that the researcher gave explanation the material about descriptive text by using Presentation, Practice, Production (PPP) as the method more

clearly and the researcher gave the example how to made a simple present tense. The researcher shows some pictures and ask the students to make sentence it together. The students gave full attention for this action. Some students wanted to know more about it, they asked the researcher to explain it again, and the researcher explain it one more. And the last the researcher give exercise.

2) The second meeting

The second meeting was done on Wednesday, january 10th, 2018. This meeting used to post-test 2 in the end of cycle II for 2x45 minutes. The researcher gave post-test 2 to the students. In this meeting, most of the students could did a test with a quiet. It could be seen from the result of post-test II.

The result of post-test II could be seen on table below:

Table 8

The Result of Students Post-test II Score

No	The Name of Student	Post-test II	Chategory
1	ASB	70	Passed
2	AI	65	Failed
3	AP	70	Passed
4	BDW	75	Passed
5	DH	70	Passed
6	DMP	80	Passed
7	DAP	80	Passed
8	DM	85	Passed

9	EEW	75	Passed
10	FDA	75	Passed
11	FA	80	Passed
12	IL	85	Passed
13	LM	60	Failed
14	MBR	65	Failed
15	ME	70	Passed
16	NGP	85	Passed
17	NMD	70	Passed
18	NMP	80	Passed
19	NZ	70	Passed
20	RA	70	Passed
21	RPN	85	Passed
22	RA	70	Passed
23	RS	65	Failed
24	RHN	80	Passed
25	SY	90	Passed
26	SKSL	80	Passed
27	SY	80	Passed
28	TM	75	Passed
29	WDM	80	Passed
30	ZDM		
	TOTAL	2185	
	AVERAGE	75.34	

Source: The result of post test 2 on january, 10th 2018

From the table above, there were 25 of 29 students got score above the MSC (Minimum Standard Criteria) and 4 of students not pass. The minimum standard criteria in English subject was 70.

c. Observing

In this stage, the observation was done by the researcher and collaborator. There were some observations that had been done such as; observation on the students activities and observation on the result of the evaluation.

1) Students activity

Observation was done on the cycle II was almost similar with the observation of the cycle I. The result of the students activity as follows:

Table 9

The Result of the Students Activity in Cycle II

No.	Student activity	Frequency	Precentage
1.	Paying attention to the teachers explanation	29	100%
2.	Could learn individually	23	79.31%
3.	Did the task given from the teacher	29	100%
4.	Made note from the material	25	86.20%

The table above shows that the fourth students activity in cycle II was increase. There were 29 students (100%) who paid attention to the teacher explanation, 23 students (79.31%) could learn individually, 29

students (100%) of students did the task given from the teacher, and 25 students (86.20%) of students made the notes from the material.

    2) Evaluation

Evaluation was given on cycle II were post test II was given at the end of learning. The result of post test in cycle II it was gained that the highest score were 90 and the lowest was 60. The average score of post-test in cycle 2 was 75.51.

d. Reflection

From the result of observation learning process cycle 2, it was concluded that most of the students pay attention the teacher and they could accept the material more clearly. Based on the test result, it ccould be seen that the teaching learning process was successful, because the students who got score under the Minimum Standard Criteria (MSC) only 4 students. It means that, the teaching learning process by using Presentation, Practice, Production (PPP) method had positive effect and it ccould improve increase the students'simple present tense.

C. Discussion

1. The Result of The Students Observation Sheet

The researcher approached the students activities in the learning process by using observation sheet. The comparison of two activities could be seen in the table below:

Table 10

The Comparison of the Students Activity in Cycle I and Cycle II

		Cycle I		Cycle II	
No.	Student activity	frequency	Precentage	frequency	Precentage
1.	Paying attention to the teachers explanation	21	72.41%	29	100%
2.	Could learn individually	14	48.27%	23	79.31%
3.	Did the task given from the teacher	25	86.27%	29	100%
4.	Made note from the material	17	58.62%	25	86.20%
	Average		66.39%		91.37%

Figure 2

Chart of the student activities result in cycle I and cycle II
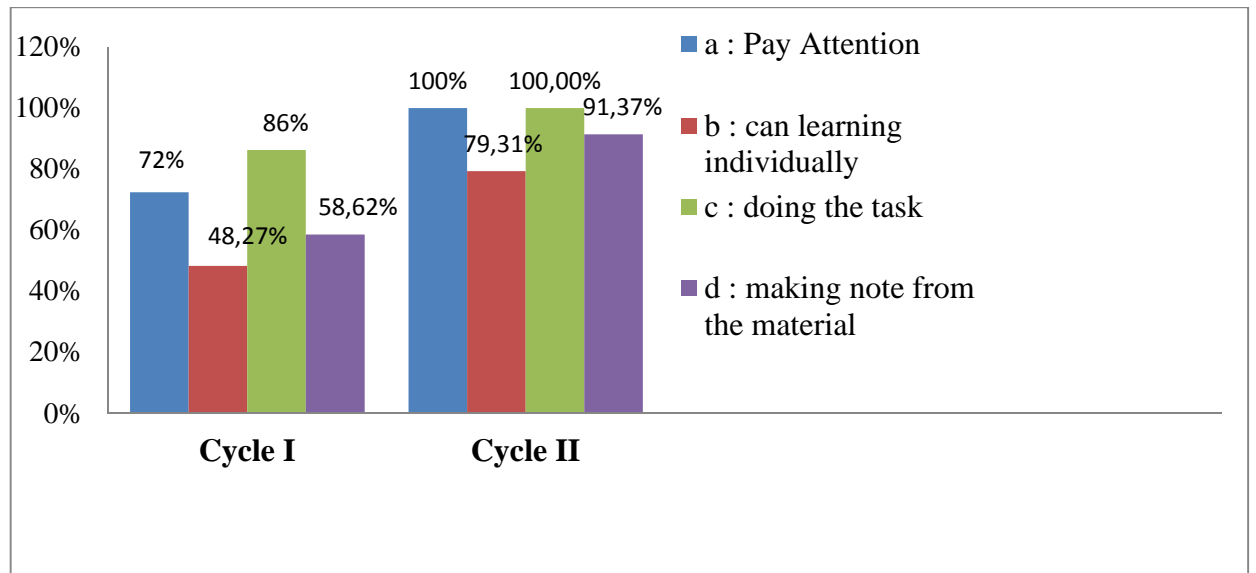
Based on the data had gotten, it could be explained as follows:

a. Giving attention to the teacher's explanation.

The students attention to the teacher explanation from meeting to next meeting was increased. In cycle 1 was only 72.41% and in cycle 2 100%, it increase 27.59%.

b. Could learn individually.

The students who could learn individually was increase from meeting to next meeting. It shown when the students describe based on comic strip in front of the class. For this activity was increase 4.31%, from cycle 1 48.27% and cycle 2 79.31%.

c. Did the task.

For the students did the task is also showed that the result was increasing. It can be seen in cycle 1 86.27%and cycle 2 100%, it increase 13,73%.

d. Making note from the material.

All of students making note from the material about descriptive text. It could be seen in cycle 1 58.62% and cycle 2 86.20%, it increase 27.58%.

Based on the data above, it could be concluded that the students felt comfortable and active with the learning process because most students shown good increasing in learning process from cycle 1 to cycle 2.

2. **The Result of The Students Learning**

a. **The Result of the Students Learning in Cycle 1 and Cycle 2**

The researcher found that the score of the post test 1 was better than the pre test and the score of the post test 2 was better than post test 1. The score ccould be seen in the following table below:

No	Name	Pre-test	Post-test 1	Improving	Post-test II	Improving	Note
1	ASB	60	60	-	70	10	Improving
2	AI	40	50	10	65	15	Improving
3	AP	50	65	15	70	5	Improving
4	BDW	60	65	5	75	10	Improving
5	DH	40	55	15	70	15	Improving
6	DMP	70	75	5	80	10	Improving

No	Code						
7	DAP	60	65	5	80	20	Improving
8	DM	70	80	10	85	5	Improving
9	EEW	60	70	10	75	10	Improving
10	FDA	60	70	10	75	5	Improving
11	FA	65	70	5	80	10	Improving
12	IL	60	70	10	85	15	Improving
13	LM	50	60	10	60	10	Improving
14	MBR	60	65	5	65	5	Improving
15	ME	50	65	15	70	5	Improving
16	NGP	70	75	5	85	10	Improving
17	NMD	60	65	5	70	10	Improving
18	NMP	60	65	5	80	15	Improving
19	NZ	60	60	0	70	10	Improving
20	RA	60	65	5	70	5	Improving
21	RPN	60	80	20	85	5	Improving
22	RA	60	65	5	70	5	Improving
23	RS	50	60	60	65	5	Improving
24	RHN	50	55	5	80	25	Improving
25	SY	80	80	0	90	10	Improving
26	SKSL	70	70	0	80	10	Improving
27	SY	70	75	5	80	5	Improving
28	TM	60	70	10	75	5	Improving
29	WDM	70	75	5	80	5	Improving
30	ZDM		-	-	-	-	-
	Total	1.735	1.945	260	2185	275	Improving
	average	59.82	67.06	8.9	75.34	9.4	Improving
	The Highest score	80		80		90	
	The lowest score	40		50		65	

Figure 3

Graph of the Result of Pre-test, Post-test I and Post-test II
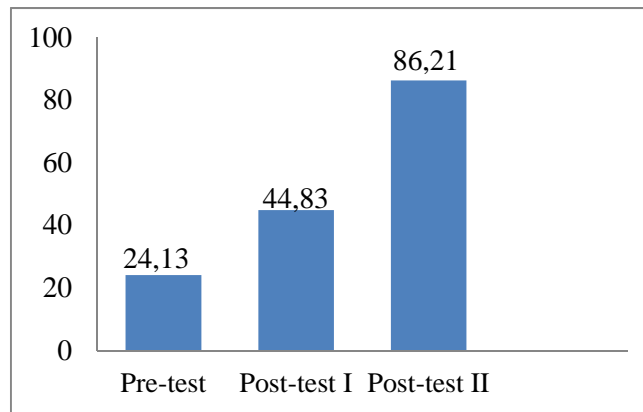
Based on the table 10 and chart 3 above, it could be concluded that using Presentation, Practice, Production (PPP) method could improved the simple present tense It is supported by improving score that passed of the students from pre-test to post-test I and from post-test I to post-test II. . There was improving of students score in pre-test, post-test 1 and post-test 2. The average of students' score was improve from 59.82 to 67.06 and finally became 75.51. So, the increasing students' score in cycle I to cycle II were 75.84 point.

CHAPTER V

CONCLUSION AND SUGGESTION

A. **Conclusion**

Based on the result of the learning process on two cycles, the researcher would like to described the conclusion that the simple present tense mastery could be improved through Presentation, Practice, Production (PPP) method, as folows:

1. Presentation, Practice, Production (PPP) method can be used as an alternative way in learning process. The student's activity in the implementation of cycle I and II is very active. It means that Presentation, Practice, Production (PPP) method can improve the student's activeness. The average student's activity in cycle I is 66.39%, then increase to be 91.37% in cycle II.

2. Presentation, Practice, Production (PPP) method makes students understand easily in the simple present tense. While, Presentation, Practice, Production (PPP) method is also able to develope the simple present tense score. It can be seen on the progress from pre-test to cycle I and cycle II. The average score of pre-test is 59.82, and in cycle I is 67.06, while in cycle II is 75.34.

3. Based on the table above, it can be inferred that Presentation, Practice, Production (PPP) method can improve the simple present tense mastery of the students. It can be seen there was an increasing score of the students.

Based on the data above, it can be concluded that Presentation, Practice, Production (PPP) method can improve the simple present tense mastery at the eighth grade of SMPN 1 Pekalongan.

B. **Suggestion**

Based on the explanation above, the writer suggests some points as follows:

1. For the teachers

The teacher is suggested to use the suitable method in teaching English, In order, the students could understand the material which the teacher gave if interested. Automatically, the students' motivation in learning process could be improved and made them to try the best effort to accepting the material which taught by the teacher.

2. Forthe students

a. The students are suggested to be more active in learning English, if they do not understand about the lesson that delivered by their teacher, they should be ask to the teacher.

b. The students are suggested to improve their simple present tense through Presentation, Practice, Produton (PPP) method.

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ANSWER KEY FOR POST TEST 1

1. A
2. B
3. C
4. A
5. B
6. C
7. B
8. A
9. B
10. A
11. A
12. B
13. D
14. B
15. A
16. C
17. A
18. D
19. B
20. A

21. B
22. B
23. D
24. C
25. C
26. C
27. A
28. C
29. C
30. A
31. D
32. A
33. B
34. C
35. C
36. C
37. A
38. C
39. A
40. B

ANSWER KEY FOR POST TEST 2

1. A
2. B
3. C
4. A
5. B
6. C
7. B
8. A
9. B
10. A
11. A
12. B
13. D
14. B
15. A
16. C
17. A
18. D
19. B
20. A

21. B
22. B
23. D
24. C
25. C
26. C
27. A
28. C
29. C
30. A
31. D
32. A
33. B
34. C
35. C
36. C
37. A
38. C
39. A
40. B

ANSWER KEY FOR PRE TEST

1. A
2. B
3. C
4. A
5. B
6. C
7. B
8. A
9. B
10. A
11. A
12. B
13. D
14. B
15. A
16. C
17. A
18. D
19. B
20. A

21. B
22. B
23. D
24. C
25. C
26. C
27. A
28. C
29. C
30. A
31. D
32. A
33. B
34. C
35. C
36. C
37. A
38. C
39. A
40. B

Answer Sheet For Post Test 1

Name   :

Class   :

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

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D

31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

Answer Sheet For Post Test 2

Name :

Class :

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

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D

31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMPN 1 Pekalongan

MataPelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) / II

Jenis teks : Descriptive Text

Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

A. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive text.

B. Kompetensi Dasar

5.3 Merespon makna dan generic structure teks esei sederhana berbentuk deskriptive text.

C. Indikator

❖ Menemukan informasi rinci dalam teks deskriptive.
❖ Memahami struktur yang ada dalam teks.
❖ Menjawab pertanyaan sesuai dengan text.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

❖ Menemukan informasi rinci dalam teks deskriptive.
❖ Memahami struktur yang ada dalam teks.
❖ Menjawab pertanyaan sesuai dengan text.

Karakter siswa yang diharapkan :

❖ Dapat dipercaya (Trustworthines)
❖ Rasa hormat dan perhatian (*respect*)
❖ Tekun (*diligence*)

E. Materi Pembelajaran

1. Definition of Descriptive Paragaraph

Descriptive paragraph is a kind of text with a purpose to give information. Description relies on the five senses. The reader should see, hear, taste, smell, and feel. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

2. Generic Structure of Descriptive Paragraph

❖ Identification : an introduction to the subject of the description. It contains of the identification of the topic that will be described.

Description : characteristic feature of the subject. It contains of the explanation or description of the thing or person to mention a few properties.

3. Language Feature of Descriptive Paragraph

a. In descriptive paragraph only focus on one topic or object.

b. Use the simple present tense for telling the facts of object descriptions.

Simple present tense is used for events or situation that exists always, usually, or exixt about daily activity.

This is a form of simple present tense

	Simple Present Tense
Affirmative	(I-You-We-They) work (He-She-It) works
Negative	(I-You-We-They) do not work (I-You-We-They)does not work.
Interogrative	Do (I-You-We-They) work? Does (I-You-We-They)work?
**contractions of verbs with not: don't, doesn't, aren't,	

isn't. (Note: am and not are not contracted.

1. Verbal sentence

The patterns are :

      a. Affirmative form (+) : S + V1 (s/es) + O + Adverbs

Example :

- Andi always helps her father in the morning.

      b. Negative form (-) :S + Do/Does + not + O + Adverbs

Example :

- They do not drink a coffee.

      c. Interrogative form (?) : Do/Does + S + V1 + O + Adverbs ?

Example :

- Do you like football game ?

2. Nominal sentences

The patterns are:

Affirmative form (+) : S + To be (is, am, are) + noun/ adjective

Example : I am happy

      a. Negative form (-) :S + To be (is, am, are) + Not + Noun/ adjective

Example : I am not happy

      b. Interrogative form (?) : To be (is, am, are) + S + Noun/ adjective?

Example : Am I happy?

c. Use a variety of types of adjectives, for example, be used for the following expression: *A beautiful beach, a handsome man, ohers.*

d. Use of relating verbs to provide information about the subject, for example: *He stands about 172 cm.*

e. Using Action verbs to describe the subject's behaviour, for example: *Moreover, he is very friendly that makes him loveable.*

F. Metode Pembelajaran : Presentation, Practice, Production

G. Langkah-langkah Kegiatan

a. Pre-teaching Activities

1. The researcher greets the students.
2. The researcher guide the student to pray together before start the teaching learning process.
3. The researcher checks the attendance list of the students.

b. While Teaching Activities

1. Presentation
    a. The teacher explain more in structure that used in descriptive text.
    b. The teacher presents the model paragraph shaped descriptive with all of the elements (social function, generic stucture, and language features).
    c. The teacher shows another example of simple present tense while explain the elements (social function, generic stucture, and language features)and the changing form simple present tense.
2. Practice
    a. The teacher asks the student to make small group that consist of 2 students.
    b. Then, one of students have to described about her friend (character of her/his friend).
    c. The teacher guide the students to make a simple sentence with simple present tense.
3. Production
    a. The teacher gives some paper (question and answer sheet about simple present tense).
    b. The teacher asks the students to answer the question.

c. Post Teaching Activities

1. The researcher collects students' work.

2. The researcher checks and gives evaluation to students' works.

3. The researcher gives feedback and conclusion.

4. The researcher closed the lesson with greeting.

H. Sumber Belajar :

a) Buku PR Bahasa Inggris untuk SMP/MTS Kelas VIII, Intan Pariwara, 2006, hal.21.

b) English on Sky 2 for Junior High School Students Year VIII, Penerbit Erlangga, 2007. Hal.19.

I. Penilaian

a. Teknik : Tes Tertulis

b. Bentuk : multiple choice

c. Instrumen : choose Either A, B, C, Or D For The Correct Answer.

d. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100.

Nilai siswa = *40x2.5= Skor Maksimal*

Pekalongan,   December 2017

Guru Mapel Bahasa Inggris,   Guru praktikan

Endang Purwati, S.Pd   `   Dea Oktaviana
NIP. 19721205 199903 2 007   13106817

PICTURES

The researcher explains the material to the students about simple present tense

The researcher ask the student to do the task

The researcherexplain the material

Mata Pelajaran : Bahasa Inggris

Kelas   : VIII 3

Waktu   : 60 Menit

Nama   :

Choose Either A, B, C, Or D For The Correct Answer

1. She waters the ...... every morning
   a. Flowers
   b. Floweres
   c. Flowerest
   d. floweris

2. He... get alittle exercise everyday.
   a. Do not   c. Is not
   b. Does not   d. Are not

3. Susi ..... pretty girl.
   a. Does not   c. Is not
   b. Do not   d. Are not

4. Johan .... play football every week.
   a. Does not   c. Do not
   b. Will not   d. Are not

5. We ..... TV every night.
   a. Watching   c. Watches
   b. Watch   d. Will watch

6. ..... they start new lesson today?
   a. Done   c. Do
   b. Does   d. Is

7. She .... the car every Monday.
   a. Driving   c. drives
   b. drives   d. driven

8. he ..... work everyday.
   a. Does not   c. Is not
   b. Do not   d. Are not

9. He .... a lawyer.
   a. do not   c. are not
   b. is not   d. does not

10. ..... Rini visit her grandfather once a month?
    a. Does   c. Went
    b. Go   d. Gone

11. .... he visit his old brother in jakarta?
    a. Does   c. is
    b. do   d. Are

12. she ... go to school everyday.
    a. Do   c. is
    b. Does not   d. Do not

13. ... they in the house ?
    a. Do   c. is
    b. Does   d.are

14. Ahmad : do you write the English book?
    Andi : yes, I.... it today.
    a. am writing   c. wrote
    b. write   d. Writes

15. He does not read the newspaper....
    a. every morning

b. last night

c. tommorow

d. yesterday

16. my sister does not .... every morning.

  a. Cries   c. cry

  b. crying   d. Cried

17. does he go everyday?

  a. Yes,he does

  b. Yes, he doesn't

  c. No, he do

  d. Yes,he do

18. Tourist needs information about parang tritis beach because she ... there every holiday.

  a. Will go   c. Went

  b. To go   d. Goes

19. ..... he like play internet?

    a. Do   c. are

    b. Does   d. Is

20. She ...to the post office and buy some stamps.

    a. Goes   c. went

    b. Go   d. Gone

21. Does he ..... coffee milk ?

    a. Likes   c.liked

    b. Like   d. Will like

22. ...... She go to school every day?

    a. Do   c. is

    b. Does   d.are

23. ..... you agree with me?

    a. Are   c. Is

    b. Does   d. Do

24. .... I happy ?

    a. Do   c. Am

    b. Does   d. Are

25. For number 25- 28

My uncle ..... 25 (leave) for hawaii tomorrow. His ship ..... 26 (leave) breezy harbour on Tuesday and ..... (stop) at several ports. It ..... (arrive) at hawaii a week from now.

  a. Leave   c. leaves

  b. leaving   d. Will leave

26. a. Leave   c. leaves

    b. leaving   d. Will leave

27.

  a. Stops   c. Will stop

  b. stop   d. Stopped

28. a. Arrive   c. arrives

  b. arrived   d. Arriving

29. My mother .... cook rice every morning.

a. did not   c. Does not

b. do not   d. Is not

30. Susi .... a pretty girl.

  a. Is   c. Not

  b. Do not   d. Are not

31. I .... help my mother every morning.
    a. always   c. never
    b. does not `   d. Do not

32. Eva .... work in the office everyday.
    a. Does not   c. Is not
    b. Do not   d. Not

33. Does the teacher .... the lesson today?
    a. Started   c. starts
    b. Start   d. Starting

34. My mother ..... the gift for me every year.
    a. given   c. give
    b. gives   d. Gave

35. He hoes not .... newspaper every day.
    a. Reads   c. read
    b. Reader   d. Reading

36. They .... go shopping every day.
    a. Did not   c. Do not
    b. Are not   d. Does not

37. My uncle always ..... in my house every week.
    a. Visits   c. Will visit
    b. Visit   d. Visited

38. You are ..... beautiful.
    a. Did not
    b. Is
    c. Not
    d. Does not

39. I ... a cup of coffee at nine o'clock.
    a. Drinks
    b. Drink
    c. Drunk
    d. Will drunk

40. He .... teach me English.
    a. Do not
    b. Does not
    c. Do
    d. Will do

Mata Pelajaran : Bahasa Inggris

Kelas **: VIII 3**

Waktu **: 60 Menit**

Nama **:**

Choose Either A, B, C, Or D For The Correct Answer

1. He .... for the work at eight o'clock.
   a. leaves   c. leave
   b. leaving   d. leaved

2. He... get alittle exercise everyday.
   a. Do not   c. Is not
   b. Does not   d. Are not

3. Susi ..... pretty girl.
   a. Does not   c. Is not
   b. Do not   d. Are not

4. Johan .... play football every week.
   a. Does not   c. Do not
   b. Will not   d. Are not

5. We ..... TV every night.
   a. Watching   c. Watches
   b. Watch   d. Will watch

6. ..... they start new lesson today?
   a. Done   c. Do
   b. Does   d. Is

7. She .... the car every Monday.
   a. Driving   c. drives
   b. drives   d. driven

8. he ..... work everyday.
   a. Does not   c. Is not
   b. Do not   d. Are not

9. He .... a lawyer.
   a. do not   c. are not
   b. is not   d. does not

10. ..... Rini visit her grandfather once a month?
    a. Does   c. Went
    b. Go   d. Gone

11. .... he visit his old brother in jakarta?
    a. Does   c. is
    b. do   d. Are

12. she ... go to school everyday.
    a. Do   c. is
    b. Does not   d. Do not

13. ... they in the house ?
    a. Do   c. is
    b. Does   d.are

14. Ahmad : do you write the English book?
    Andi : yes, I.... it today.
    a. am writing   c. wrote
    b. write   d. Writes

15. He does not read the newspaper....
    a. every morning
    b. last night
    c. tommorow
    d. yesterday

16. my sister does not .... every morning.
   a. Cries   c. cry
   b. crying   d. Cried

17. does he go everyday?
   a. Yes,he does
   b. Yes, he doesn't
   c. No, he do
   d. Yes,he do

18. Tourist needs information about parang tritis beach because she ... there every holiday.
   a. Will go   c. Went
   b. To go   d. Goes

19. ..... he like play internet?
   a. Do   c. are
   b. Does   d. Is

20. She ...to the post office and buy some stamps.
   a. Goes   c. went
   b. Go   d. Gone

21. Does he ..... coffee milk ?
   a. Likes   c.liked
   b. Like   d. Will like

22. ...... She go to school every day?
   a. Do   c. is
   b. Does   d.are

23. ..... you agree with me?
   a. Are   c. Is
   b. Does   d. Do

24. .... I happy ?
   a. Do   c. Am
   b. Does   d. Are

25. For number 25- 28
   My uncle ..... 25 (leave) for hawaii tomorrow. His ship ..... 26 (leave) breezy harbour on Tuesday and ..... (stop) at several ports. It ..... (arrive) at hawaii a week from now.
   a. Leave   c. leaves
   b. leaving   d. Will leave

26. a. Leave   c. leaves
    b. leaving   d. Will leave

27.
   a. Stops   c. Will stop
   b. stop   d. Stopped

28. a. Arrive   c. arrives
    b. arrived   d. Arriving

29. My mother .... cook rice every morning.
   a. did not   c. Does not
   b. do not   d. Is not

30. Susi .... a pretty girl.
   a. Is   c. Not
   b. Do not   d. Are not

31. I .... help my mother every morning.
    a. always   c. never
    b. does not   `   d. Do not

32. Eva .... work in the office everyday.
    a. Does not   c. Is not
    b. Do not   d. Not

33. Does the teacher .... the lesson today?
    a. Started   c. starts
    b. Start   d. Starting

34. My mother ..... the gift for me every year.
    a. given   c. give
    b. gives   d. Gave

35. He hoes not .... newspaper every day.
    a. Reads   c. read
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36. They .... go shopping every day.
    a. Did not   c. Do not
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37. My uncle always ..... in my house every week.
    a. Visits   c. Will visit
    b. Visit   d. Visited

38. You are ..... beautiful.
    a. Did not
    b. Is
    c. Not
    d. Does not

39. I ... a cup of coffee at nine o'clock.
    a. Drinks
    b. Drink
    c. Drunk
    d. Will drunk

40. He .... teach me English.
    a. Do not
    b. Does not
    c. Do
    d. Will do

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama sekolah : SMPN 1 Pekalongan

MataPelajaran : Bahasa Inggris

Kelas/Semester : VIII (Delapan) / II

Jenis teks : Descriptive Text

Alokasi Waktu : 2 x 40 menit (1 x pertemuan)

A. Standar Kompetensi

5. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive text.

B. Kompetensi Dasar

5.3 Merespon makna dan generic structure teks esei sederhana berbentuk deskriptive text.

C. Indikator

❖ Menemukan informasi rinci dalam teks deskriptive.
❖ Memahami struktur yang ada dalam teks.
❖ Menjawab pertanyaan sesuai dengan text.

D. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat merespon makna dalam:

❖ Menemukan informasi rinci dalam teks deskriptive.
❖ Memahami struktur yang ada dalam teks.
❖ Menjawab pertanyaan sesuai dengan text.

Karakter siswa yang diharapkan :

❖ Dapat dipercaya (Trustworthines)
❖ Rasa hormat dan perhatian (*respect*)
❖ Tekun (*diligence*)

E. Materi Pembelajaran

1. Definition of Descriptive Paragaraph

Descriptive paragraph is a kind of text with a purpose to give information. Description relies on the five senses. The reader should see, hear, taste, smell, and feel. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well.

2. Generic Structure of Descriptive Paragraph

❖ Identification : an introduction to the subject of the description. It contains of the identification of the topic that will be described.

Description : characteristic feature of the subject. It contains of the explanation or description of the thing or person to mention a few properties.

3. Language Feature of Descriptive Paragraph

a. In descriptive paragraph only focus on one topic or object.

b. Use the simple present tense for telling the facts of object descriptions.

Simple present tense is used for events or situation that exists always, usually, or exixt about daily activity.

This is a form of simple present tense

	Simple Present Tense
Affirmative	(I-You-We-They) work (He-She-It) works
Negative	(I-You-We-They) do not work (I-You-We-They)does not work.
Interogrative	Do (I-You-We-They) work? Does (I-You-We-They)work?
**contractions of verbs with not: don't, doesn't, aren't,	

isn't. (Note: am and not are not contracted.

1. Verbal sentence

The patterns are :

    a. Affirmative form (+) : S + V1 (s/es) + O + Adverbs

Example :

- Andi always helps her father in the morning.

    b. Negative form (-) :S + Do/Does + not + O + Adverbs

Example :

- They do not drink a coffee.

    c. Interrogative form (?) : Do/Does + S + V1 + O + Adverbs ?

Example :

- Do you like football game ?

2. Nominal sentences

The patterns are:

Affirmative form (+) : S + To be (is, am, are) + noun/ adjective

Example : I am happy

    a. Negative form (-) :S + To be (is, am, are) + Not + Noun/ adjective

Example : I am not happy

    b. Interrogative form (?) : To be (is, am, are) + S + Noun/ adjective?

Example : Am I happy?

c. Use a variety of types of adjectives, for example, be used for the following expression: *A beautiful beach, a handsome man, ohers.*

d. Use of relating verbs to provide information about the subject, for example: *He stands about 172 cm.*

e. Using Action verbs to describe the subject's behaviour, for example: *Moreover, he is very friendly that makes him loveable.*

F. Metode Pembelajaran : Presentation, Practice, Production

G. Langkah-langkah Kegiatan

a. Pre-teaching Activities

1. The researcher greets the students.
2. The researcher guide the student to pray together before start the teaching learning process.
3. The researcher checks the attendance list of the students.

b. While Teaching Activities

1. Presentation
   a. The teacher explain more in structure that used in descriptive text.
   b. The teacher presents the model paragraph shaped descriptive with all of the elements (social function, generic stucture, and language features).
   c. The teacher shows another example of simple present tense while explain the elements (social function, generic stucture, and language features)and the changing form simple present tense.
2. Practice
   a. The teacher asks the student to make small group that consist of 2 students.
   b. Then, one of students have to described about her friend (character of her/his friend).
   c. The teacher guide the students to make a simple sentence with simple present tense.
3. Production
   a. The teacher gives some paper (question and answer sheet about simple present tense).
   b. The teacher asks the students to answer the question.

c. Post Teaching Activities

1. The researcher collects students' work.

2. The researcher checks and gives evaluation to students' works.

3. The researcher gives feedback and conclusion.

4. The researcher closed the lesson with greeting.

H. Sumber Belajar :

a) Buku PR Bahasa Inggris untuk SMP/MTS Kelas VIII, Intan Pariwara, 2006, hal.21.

b) English on Sky 2 for Junior High School Students Year VIII, Penerbit Erlangga, 2007. Hal.19.

I. Penilaian

a. Teknik : Tes Tertulis

b. Bentuk : multiple choice

c. Instrumen : choose Either A, B, C, Or D For The Correct Answer.

d. Pedoman Penilaian

Jumlah skor maksimal keseluruhan 100.

Nilai siswa = *40x2.5= Skor Maksimal*

Pekalongan,   Januari 2018

Guru Mapel Bahasa Inggris,   Guru praktikan

Endang Purwati, S.Pd   `   Dea Oktaviana
NIP. 19721205 199903 2 007   13106817

SILABUS

Sekolah   : SMP N 1 Pekalongan
Kelas   : VIII (Delapan)
Mata Pelajaran   : BAHASA INGGRIS

Standar Kompetensi **: Menulis**

Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive,* dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks	• Melengkapi rumpang teks fungsional pendek • Meyusun kata menjadi teks fungsional yang bermakna • Menulis teks fungsional pendek	Tes tulis	Essay	*1. Write simple sentences based on the situation given.* *2. Write an invitation/ an announcement / message based on the situation given.*	2 x 40 menit	1. Buku teks yang relevanContoh undangan, pengumuman, SMS 2. Gambar yang relevan

		4. Menulis teks fungsional pendek berdasarkan konteks							
6.2.Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	Teks rumpang berbentuk - *descriptive* - *recount* Kalimat acak	1. Review ungkapan-ungkapan yang mendeskripsikan benda, orang atau tempat. 2. Menulis kalimat yang mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia. 3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu. 5. Membuat draft teks deskriptive secara mandiri.	• Melengkapi rumpang teks essai pendek berbentuk *descriptive* • Menyusun kalimat menjadi teks yang bermakna dalam bentuk *descriptive* • Menulis teks essai dalam bentuk *descriptive* .	Tes tulis Tes tulis Tes tulis	*Completion* *Jumbled sentences* *Essay*	*1. Complete the paragraph using the suitable words.* *2. Rearrange the following sentences correctly.* *3. Write an essay describing something or a certain place.*	4 x 40 menit	1.Buku teks yang relevan 2.Gambar terkait tema/topik 3.Benda-benda sekitar

		6. Mengekspos teks descriptive yang ditulis di kelas.						

Pekalongan, 12 December 2017

Mengetahui,
Kepala SMP N 1 Pekalongan

Hj. Aida Aini, S.Pd., MM
NIP. 19630714 198412 2 002

STUDENTS ATTENDANCE LIST (Pre-test)

VIII^3 SMP N 1 Pekalongan

Date :

No	Name	ket
1	Aldo Setia Budi	
2	Ali Imron	
3	Ayumi Puspitasari	
4	Beta Dama Wijayanti	
5	Danu Hendrawan	
6	Davina Melani Putri	
7	Dimas Aryo Putranto	
8	Dui Maharani	
9	Editya Eka Wahyuni	
10	Farida Dessy Anggraeny	
11	Feti Amelia	
12	Indah Lestary	
13	Lisa Amelia	
14	M. Bahtiar Rifa'i	
15	Muhammad Erlan	
16	Nadia Gladys Permata	
17	Nika Murtika Dewi	
18	Nisa Melicca Putri	

19	Nur Zaidin	
20	Rayhan Armansyah	
21	Richa Pratama Nurjana	
22	Riski Anwar	
23	Riski Sanjaya	
24	Risson Hadi Nata	
25	Seffi Yuliawati	
26	Sinta Kurnia Sari Lubis	
27	Sri Yuli Anti	
28	Tio Marzen	
29	Wendi Destriami Munawaroh	
30	Zidan Dika Maulana	

Pekalongan ,   Desember 2017

English Teacher   Researcher,

Endang Purwati, S. Pd   Dea Oktaviana
NIP.197212051999032007   13106817

STUDENTS ATTENDANCE LIST (Post-test I)

VIII^3 SMP N 1 Pekalongan

Date :

No	Name	ket
1	Aldo Setia Budi	
2	Ali Imron	
3	Ayumi Puspitasari	
4	Beta Dama Wijayanti	
5	Danu Hendrawan	
6	Davina Melani Putri	
7	Dimas Aryo Putranto	
8	Dui Maharani	
9	Editya Eka Wahyuni	
10	Farida Dessy Anggraeny	
11	Feti Amelia	
12	Indah Lestary	
13	Lisa Amelia	
14	M. Bahtiar Rifa'i	
15	Muhammad Erlan	
16	Nadia Gladys Permata	
17	Nika Murtika Dewi	
18	Nisa Melicca Putri	

19	Nur Zaidin	
20	Rayhan Armansyah	
21	Richa Pratama Nurjana	
22	Riski Anwar	
23	Riski Sanjaya	
24	Risson Hadi Nata	
25	Seffi Yuliawati	
26	Sinta Kurnia Sari Lubis	
27	Sri Yuli Anti	
28	Tio Marzen	
29	Wendi Destriami Munawaroh	
30	Zidan Fika Maulana	

Pekalongan , Januari 2018

English Teacher   Researcher,

Endang Purwati, S. Pd   Dea Oktaviana
NIP.197212051999032007   13106817

STUDENTS ATTENDANCE LIST (Post-test 2)

VIII³ SMP N 1 Pekalongan

Date :

No	Name	ket
1	Aldo Setia Budi	
2	Ali Imron	
3	Ayumi Puspitasari	
4	Beta Dama Wijayanti	
5	Danu Hendrawan	
6	Davina Melani Putri	
7	Dimas Aryo Putranto	
8	Dui Maharani	
9	Editya Eka Wahyuni	
10	Farida Dessy Anggraeny	
11	Feti Amelia	
12	Indah Lestary	
13	Lisa Amelia	
14	M. Bahtiar Rifa'i	
15	Muhammad Erlan	
16	Nadia Gladys Permata	
17	Nika Murtika Dewi	
18	Nisa Melicca Putri	

19	Nur Zaidin	
20	Rayhan Armansyah	
21	Richa Pratama Nurjana	
22	Riski Anwar	
23	Riski Sanjaya	
24	Risson Hadi Nata	
25	Seffi Yuliawati	
26	Sinta Kurnia Sari Lubis	
27	Sri Yuli Anti	
28	Tio Marzen	
29	Wendi Destriami Munawaroh	
30	Zidan Dika Maulana	

Pekalongan ,   Januari 2018

English Teacher   Researcher,

Endang Purwati, S. Pd   Dea Oktaviana
NIP.197212051999032007   13106817

STUDENTS ATTENDANCE LIST (Posttest 2)

VIII^3 SMP N 1 Pekalongan

Date :

No	Name	ket
1	Aldo Setia Budi	
2	Ali Imron	
3	Ayumi Puspitasari	
4	Beta Dama Wijayanti	
5	Danu Hendrawan	
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8	Dui Maharani	
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10	Farida Dessy Anggraeny	
11	Feti Amelia	
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13	Lisa Amelia	
14	M. Bahtiar Rifa'i	
15	Muhammad Erlan	
16	Nadia Gladys Permata	
17	Nika Murtika Dewi	
18	Nisa Melicca Putri	

19	Nur Zaidin	
20	Rayhan Armansyah	
21	Richa Pratama Nurjana	
22	Riski Anwar	
23	Riski Sanjaya	
24	Risson Hadi Nata	
25	Seffi Yuliawati	
26	Sinta Kurnia Sari Lubis	
27	Sri Yuli Anti	
28	Tio Marzen	
29	Wendi Destriami Munawaroh	
30	Zidan Dika Maulana	

Metro, Desember 2017

English Teacher   Researcher,

Endang Purwati, S. Pd   Dea Oktaviana
NIP.197212051999032007   13106817

STUDENTS ATTENDANCE LIST (TREATMENT 11)

VIII³ SMP N 1 Pekalongan

Date :

No	Name	ket
1	Aldo Setia Budi	
2	Ali Imron	
3	Ayumi Puspitasari	
4	Beta Dama Wijayanti	
5	Danu Hendrawan	
6	Davina Melani Putri	
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19	Nur Zaidin	
20	Rayhan Armansyah	
21	Richa Pratama Nurjana	
22	Riski Anwar	
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24	Risson Hadi Nata	
25	Seffi Yuliawati	
26	Sinta Kurnia Sari Lubis	
27	Sri Yuli Anti	
28	Tio Marzen	
29	Wendi Destriami Munawaroh	
30	Zidan Dika Maulana	

Pekalongan , Januari 2018

English Teacher   Researcher,

Endang Purwati, S. Pd   Dea Oktaviana
NIP.197212051999032007   13106817

STUDENTS ATTENDANCE LIST (TREATMENT 1)

VIII^3 SMP N 1 Pekalongan

Date :

No	Name	ket
1	Aldo Setia Budi	
2	Ali Imron	
3	Ayumi Puspitasari	
4	Beta Dama Wijayanti	
5	Danu Hendrawan	
6	Davina Melani Putri	
7	Dimas Aryo Putranto	
8	Dui Maharani	
9	Editya Eka Wahyuni	
10	Farida Dessy Anggraeny	
11	Feti Amelia	
12	Indah Lestary	
13	Lisa Amelia	
14	M. Bahtiar Rifa'i	
15	Muhammad Erlan	
16	Nadia Gladys Permata	
17	Nika Murtika Dewi	
18	Nisa Melicca Putri	

19	Nur Zaidin	
20	Rayhan Armansyah	
21	Richa Pratama Nurjana	
22	Riski Anwar	
23	Riski Sanjaya	
24	Risson Hadi Nata	
25	Seffi Yuliawati	
26	Sinta Kurnia Sari Lubis	
27	Sri Yuli Anti	
28	Tio Marzen	
29	Wendi Destriami Munawaroh	
30	Zidan Dika Maulana	

Pekalongan , Januari 2018

English Teacher   Researcher,

Endang Purwati, S. Pd   Dea Oktaviana

NIP.197212051999032007   13106817

APPENDICES II

Nomor	: Sti.06/JST/PP.00.9/3472/2016	Metro, 04 November 2016
Lamp	: -	
Hal	: **IZIN *PRA SURVEY***	

Kepada Yth.,
Kepala Sekolah SMP N 1 Pekalongan
Di –

    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian tugas akhir/skripsi, mohon kiranya saudara berkenan memberikan izin kepada mahasiswa kami :

Nama	: Dea Oktaviana	
NPM	: 13106817	
Jurusan	: Tarbiyah	
Prodi	: PBI	
Judul	: The Effectiveness of Presentation Practice Production (PPP) Method to Improve Simple Present Tense Mastery at Eight Class of SMP N 1 Pekalongan Lampung Timur	

Untuk melakuan *PRA SURVEY* di SMP N 1 Pekalongan.

Demikianlah permohonan ini disampaikan. atas perhatian dan perkenannya dihaturkan terima kasih.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan

Dr. Akla, M.Pd
NIP. 19691008 200003 2005

Nomor : B-2922/In.28.1/J/TL.00/11/2017   30 November 2017
Lamp : -
Hal   : **BIMBINGAN SKRIPSI**

Kepada Yth:
1. Dr. Widhiya Ninsiana, M.Hum.
2. Ahmad Subhan Roza, M.Pd.
Dosen Pembimbing Skripsi
Di –

    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya di Institut Agama Islam Negeri (IAIN) Metro, maka mahasiswa diwajibkan menyusun skripsi, untuk itu kami mengharapkan kesediaan Bapak/Ibu untuk membimbing mahasiswa tersebut dibawah ini:

    Nama   : Dea Oktaviana
    NPM   : 13106817
    Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI

Dengan ketentuan sebagai berikut:
1. Dosen Pembimbing, membimbing mahasiswa dari proposal sampai dengan penulisan skripsi, termasuk penelitian.
   a. Dosen pembimbing I bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan koreksi akhir.
   b. Dosen Pembimbing II bertugas melaksanakan sepenuhnya bimbingan sampai selesai.
2. Waktu menyelesaikan skripsi:
   a. Maksimal 4 (empat) semester sejak mahasiswa yang bersangkutan lulus komprehensif.
   b. Waktu menyelesaikan skripsi 2 (dua) bulan sejak mahasiswa yang bersangkutan menyelesaikan konsep skripsinya sampai BAB II (pendahuluan + Konsep Teoritis).
3. Diwajibkan mengikuti pedoman penulisan skripsi yang dikeluarkan oleh IAIN Metro.
4. Banyaknya antara 40 s.d 60 halaman bagi yang menggunakan Bahasa Inggris dengan:
   a. Pendahuluan ± 1/6 bagian
   b. Isi ± 2/3 bagian
   c. Penutup ± 1/6 bagian

Demikian disampaikan untuk dimaklumi dan atas kesediaan saudara kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

Ahmad Subhan Roza, M.Pd
NIP. 19610208011014

SURAT TUGAS

Nomor: B-3008/In.28/D.1/TL.01/12/2017

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**DEA OKTAVIANA**
NPM	:	13106817
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP N 1 PEKALONGAN, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SIMPLE PRESENT TENSE MASTERY BY USING PRESENTATION PRACTICE PRODUCTION PPP METHOD AT THE EIGHT GRADE OF SMP N 1 PEKALONGAN EAST LAMPUNG".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 07 Desember 2017
Wakil Dekan I,

Mengetahui,
Pejabat Setempat

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

Nomor : B-3009/In.28/D.1/TL.00/12/2017
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP N 1 PEKALONGAN
di-
     Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3008/In.28/D.1/TL.01/12/2017, tanggal 07 Desember 2017 atas nama saudara:

Nama	:	**DEA OKTAVIANA**
NPM	:	13106817
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP N 1 PEKALONGAN, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE STUDENTS SIMPLE PRESENT TENSE MASTERY BY USING PRESENTATION PRACTICE PRODUCTION PPP METHOD AT THE EIGHT GRADE OF SMP N 1 PEKALONGAN EAST LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 07 Desember 2017
Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 PEKALONGAN

Jln. Rawa Mangun 37 A Gantiwarno Kec. Pekalongan Lampung Timur.
Website : www.smpn1pekalongan.sch.id
E-mail : smp1pekalongan@gmail.com

Nomor   : 422 / 046 / 15 / SMPN 1 / 2017
Lamp.   : -
Hal   : Obsevasi/survey

Kepada
Yth.   : Sdr. Wakil Dekan I FTIK Institut Agama Islam Negeri Metro
             Di –
                Metro

Menanggapi Surat dari Wakil Dekan I FTIK Institut Agama Islam Negeri Metro Nomor : No. B-3009/In.28/D.1/TI.01/12/2017 tentang Obsevasi/survey, maka Kepala SMP Negeri 1 Pekalongan memberikan Izin Kepada :

N a m a	:	DEA OKTAVIANA
N P M	:	13106817
Proram Studi	:	Pendidikan Bahasa Inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Untuk mengadakan Obsevasi/survey di SMP Negeri 1 Pekalongan Kecamatan Pekalongan Kabupaten Lampung Timur dalam rangka memenuhi syarat menyelesaikan tugas akhir / skripsi mahasiswa.

Demikian Surat izin ini kami berikan agar dapat dipergunakan sebagaimana mestinya.

Pekalongan, 7 Dsember 2017
Kepala Sekolah

Hj. AIDA AINI, S.Pd., MM
NIP. 19630714 198412 2 002

PEMERINTAH KABUPATEN LAMPUNG TIMUR
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMP NEGERI 1 PEKALONGAN
Jln. Rawa Mangun 37 A Ganfiwarno Kec. Pekalongan Lampung Timur
Website : www.smpn1pekalongan.sch.id
E-mail : smp1pekalongan@gmail.com

SURAT KETERANGAN

Nomor : 422 / 048 / 15 / SMPN 1 / 2017

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Pekalongan menerangkan bahwa :

N a m a	:	DEA OKTAVIANA
N P M	:	13106817
Proram Studi	:	Pendidikan Bahasa inggris
Fakultas	:	Tarbiyah dan Ilmu Keguruan

Telah mengadakan Research di SMP Negeri 1 Pekalongan Kecamatan Pekalongan Kabupaten Lampung Timur dalam rangka memenuhi syarat menyelesaikan studi dengan skripsi : "IMPROVING THE STUDENTS SIMPLE PRESENT TENSE MASTERY BY USING PRESENTASION PRACTICE PRODUCTION PPP METHOD AT THE EIGHT GRADE OF SMP N 1 PEKALONGAN EAST LAMPUNG 2017 "

Demikian Surat Keterangan ini kami berikan agar dapat dipergunakan sebagaimana mestinya.

Pekalongan, 7 Desember 2017
Kepala Sekolah

Hj. AIDA AINI, S.Pd, MM
NIP. 19630714 198412 2 002

SURAT KETERANGAN

Ketua Jurusan Tadris Bahasa Inggris, menerangkan bahwa:

Nama : Dea Oktaviana

NPM : 13106817
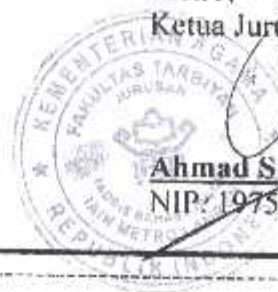
Fakultas : Tarbiyah & Ilmu Keguruan

Jurusan : TBI

Angkatan : 2013

Telah menyerahkan buku berjudul ___Learning Teaching.___

_____

_____

Metro,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-038/In.28/S/OT.01/01/2018

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama   : DEA OKTAVIANA
NPM   : 13106817
Fakultas / Jurusan   : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2017 / 2018 dengan nomor anggota 13106817.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 05 Januari 2018
Kepala Perpustakaan,

Drs. Mokhtarudi Sudin, M.Pd.
NIP. 195808311981031001

FORMULIR KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dea Oktaviana   Jurusan   : TBI

NPM : 13106817   Semester   : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Friday / 22 sept 2017	✓		- Revise title - background of s. - problem formulation - limitation - Revise chapter II - Revise bibliography	
2	Monday / 2 oct 2017	✓		- Revise cover - Background of s. - table of prasur. - Problem identific	
3	Monday / 9 oct 2017	✓		- Revise background of study - chapter III	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

FORMULIR KONSULTASI BIMBINGAN PROPOSAL
MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dea Oktaviana

NPM : 13106817

Jurusan : TBI

Semester : IX

No	Hari/ Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
..	Monday/ 9 oct	√		- add field note chapter III	
4	23 okt 2017	√		Acc to seminar	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum
NIP. 19720923 200003 2 002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dea Oktaviana   Jurusan / Prodi : Tarbiyah / TBI

NPM : 13106817   Semester   : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat 19 Januari 2018	✓		- Revise the Abstract - the sentence on chapter II - Revise chapter III	
2.	senin/ 29 Januari 2018	✓		- Revise Abstack - Revise statement of research - Acknowledgement - Revise chapter IV - Revise chapter V	
3	Rabu /31 Jan 2018.			Acc to Munaqasyah	

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Widhya Ninsiana , M.Hum
NIP. 19720923 2000032002

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dea Oktaviana

NPM : 13106817

Jurusan / Prodi : Tarbiyah / TBI

Semester : X

No	Hari/Tanggal	Pembimbing I	Pembimbing II	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Rabu, 17 Januari 2018		✓	- Cover - Abstract - Motto - Table of Content - BAB III - BAB IV	
2.	Rabu, 24 Januari 2018		✓	- Dedication page Revise Abstract Typing Cover	
3.	Friday / 26 Januari 2018				

Mengetahui :
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

CURRICULUM VITAE

The name of the writer is Dea Oktaviana. She was born in Fajar Asri, on October 12 th, 1995. She is the first child of the happy family couple Mr. Suyono and Mrs. Ngatiyem.

She firstly went to school at kindegarden at TK PKK Fajar Asri on 2000, and then She was enrolled her study at SDN 2 Fajar Asri on central lampung on 2001-2007.

Then she continued her study at MTs Tri Bhakti Attaqwa Lampung Timur on 2008-2010. And she continued her study at the same place in MA Tri Bhakti Attaqwa on 2011-2013.

After graduated, on 2013 she was registered as a S1 student of English Education Department of State islamic studies of Metro (IAIN Metro).