

AN UNDER GRADUATE THESIS

**IMPROVING THE STUDENTS MASTERY OF SIMPLE
PRESENT TENSE THROUGH THE MISTAKE BUSTER
TECHNIQUE AT THE EIGHT GRADERS OF ISLAMIC
JUNIOR HIGH SCHOOL (MTS) RIYADLATUL
ULUMBATANGHARI LAMPUNG TIMUR**

By:

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**Faculty of Tarbiyah and Teacher Training
English Education Study Program**

**THE STATES INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H / 2020 M**

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TECHNIQUE AT THE EIGHT GRADERS OF ISLAMIC
JUNIOR HIGH SCHOOL (MTS) RIYADLATUL ULUM
BATANGHARI
LAMPUNG TIMUR**

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

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Kepada yth,
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Assalamualaikum Wr. Wb.

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

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THAROUGH THE MISTAKE BUSTER TECHNIQUE AT THE
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RIYADLATUL ULUM BATANGHARI LAMPUNG TIMUR

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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NOTIFICATION LETTER

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To: The Honorable the
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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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IMPROVING THE MASTERY OF SIMPLE PRESENT TENSE THROUGH
THE MISRAKE BUSTER TECHNIQUE AMONG THE EIGHT GRADERS
OF JUNIOR HIGH SCHOOL (MTS) RIYADLATUL ULUM OF
BATANGHARI LAMPUNG TIMUR

ABSTRACT

By:

Ari Zariul khoiroh

The objectives of this Classroom Action Research (CAR) are to show that The Mistake Buster Technique can increase the students' simple present tense mastery in learning English and how far increasing the students' simple present tense through The Mistake Buster Technique.

The Classroom Action Research (CAR) was conducted by 2 cycles. There are four steps in each cycle: they are planning, action, observation, and reflection. The writer gives one pre-test before treatment, two treatments, and two post-test. The subject of this action research is the eighth graders of MTs Riyadlatul Ulum. The writer used observation, test (pre-test and post-test), documentation, and field note to collecting data. While, to analyzing the data, the writer used students average score.

The average result score of the pre-test and post-test shows that there is progressing score. The average score at pre-test is 58, 2, post-test I is 66, 5 and then, the average score at post-test II is 75, 8. Based on the result above, it can be said that The Mistake Buster Technique can improve students' simple present tense mastery.

Key Word : Simple Present tense, Mistake Buster Technique, Classroom Action Research

**PENINGKATAN PENGUASAAN *SIMPLE PRESENT TENSE* SISWA
MELALUI *MISTAKE BUSTER TECHNIQUE*
PADA SISWA KELAS 8 MTS RIYADLATUL ULUM
LAMPUNG TIMUR
TAHUN AJARAN 2019/2020**

ABSTRAK

**Oleh:
Ari Zariul Khoiroh**

Tujuan dari penelitian tindakan kelas (PTK) adalah untuk menunjukkan bahwa *Mistake Buster Technique* dapat meningkatkan kemampuan simple present tense dan seberapa jauh dapat meningkatkan penguasaan siswa terhadap simple present tense melalui *Mistake Buster Technique*.

Penelitian Tindakan Kelas (PTK) ini dilakukan dalam 2 siklus. Ada empat tahap dalam setiap siklus: perencanaan, tindakan, observasi, dan refleksi. Penulis memberikan satu pre-test sebelum tindakan, dua tindakan, dan dua post-test. Subjek penelitian tindakan adalah siswa kelas 8 MTs Riyadlul Lampung Timur. Penulis menggunakan observasi, tes (pre-test dan post-test), dokumentasi, dan catatan lapangan untuk mengumpulkan data. Sedangkan, untuk menganalisa data, penulis menggunakan nilai rata-rata siswa.

Hasil nilai dari pre-test dan post-test menunjukkan bahwa ada peningkatan nilai. Nilai rata-rata pada pre-test adalah 58,2, post-test I adalah 66,5 kemudian, nilai rata-rata pada post-test II adalah 75,5. Berdasarkan hasil di atas, dapat dikatakan bahwa *Mistake Buster Technique* dapat meningkatkan penguasaan siswa terhadap simple present tense.

APPROVAL PAGE

Assalaamu'alaikum Wr.Wb

Title : IMPROVING THE MASTERY OF SIMPLE PRESENT TENSE
THROUGH THE MISTIKE BUSTER TECHNIQUE AT THE EIGHT
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RATIFICATION PAGE

No. *4-2161/11-28-1/10/PP-00-9/07/2020*

An Undergraduate thesis entitled: IMPROVING THE STUDENTS MASTERY OF SIMPLE PRESENT TENSE THROUGH THE MISTAKE BUSTER TECHNIQUE AT THE EIGHT GRADERS OF ISLAMIC JUNIOR HIGH SCHOOL (MTS) RIYADLATUL ULUM BATANGHARI LAMPUNG TIMUR, written by Ari Zariul Khoiroh, student number 14120997, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on, July 17th 2020 at 14.30- 16.30 a.m.

BOARD OF EXAMINERS:

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Metro, Maret 5th 2020
Penulis,



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STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, Maret 5th 2020

The Writer,



Ari Zariul Khoiroh
NPM. 14120997

MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ

إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

“ And he taught Adam the nature of all of things; then he placed them before the angels, and said: “tell me the nature of these if they are right”

(Q.S Al-Baqarah:31)

DEDICATION PAGE

This undergraduate thesis highly dedicated to:

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

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

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

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

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

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

Metro, march 5th 2020

The Researcher

A handwritten signature in black ink, appearing to be 'Ari Zariul Khoiroh', written in a cursive style.

Ari Zariul Khoiroh

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CHAPTER I

INTRODUCTION

A. Background of Study

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

In Islamic Junior High School (MTs) Riyadlatul Ulum, the students have some problems in learning simple present tense. It comes from two factors, internal factor and external factor. From internal factor, the students are less interested and motivated in learning simple present tense. From the external factor, the teacher just give them some formula and sometime make an example, so the students feel bored and be passive, because there is no discussion between teacher and students.

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

The writer has conducted the pra-survey at the seventh graders of Islamic Junior High School (MTs) Riyadlatul Ulum on 5th Desember 2018. Here are the data about their grammar score.

Table 1
The Result of Simple Present Mastery at The Eight Grade of Islamic Junior High School (MTs) Riyadlatul Ulum Lampung Timur

No	Name	Test of Simple Present Tense	
		Score	Category
1	AK	40	Poor
2	AR	20	Poor
3	AA	50	Poor
4	AS	70	Good
5	DS	50	Poor
6	FAS	30	Poor
7	GFI	40	Poor
8	HA	40	Poor
9	LNS	40	Poor
10	LNA	70	Good
11	MAA	40	Poor
12	MAZ	30	Poor
13	MJS	20	Poor
14	MJ	40	Poor
15	NF	30	Poor
16	SAA	20	Poor
17	USN	70	Good
18	WAK	40	Poor
19	AMI	20	Poor
20	ERH	30	Poor

Source: The Result of Pra survey in the Eight Grader Students' of MTs Riyadlatul Ulum (Pre Survey on 5th Desember 2018)

Table 2
Passing Grade Criteria

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

Based on the table above it can be concluded that students' grammar at the seventh graders of Islamic Junior High School (MTs) Riyadlatul Ulum gets bad value.

So, the researcher decides to apply The Mistake Buster Technique to this school, and wish that this method can be a good way to improve the students' simple present tense mastery.

B. Problem Identification

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

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

C. Problem Limitation

Based on the problem identification above, the researcher limits the problem of students' simple present mastery by applying the mistake buster technique. In this research, the researcher only focuses on improving simple present tense mastery through Mistake Buster Technique among the

eightgraders of Islamic Junior High School (MTs) Riyadlatul Ulum of Lampung Timur.

D. Problem Formulation

Based on the background of the problems above, the writer formulates the problem as follow “ Can the use ofMistake Buster Technique improve the students’ simple preset tense mastery ?”

E. Objectives of the Study

To show that the implementation of the mistake buster technique can improve the students’ simple present tense mastery.

F. Benefits of the Study

1. For the students
 - a. To enable the students improve their ability in grammar.
 - b. To motivate the students in learning grammar.
2. For the teachers
 - a. Give an inspiration for the teacher to develop the form of techniques or methods that more interest.
 - b. To enable the teacher know the advantages of the mistake buster technique in order to give feedback for the students.
3. For the headmaster
 - a. To enable the school support the English learning process by preparing the teaching instrument.

- b. To enable the school determine the policy in revising of curriculum, formation of syllabus, and alternative of method that will use in english learning.

G. Prior Research

The research entitled “Improving the Students’ Mastery of Simple Present Tense Through The Mistake Buster Technique Among The Eight Graders of Islamic Junior High School (MTs) Riyadlatul Ulum Batanghari Lampung Timur”, the researcher found some similar researches that have ever done. First is entitled “Improving Students’ Understanding On Simple Present Tense Through Auction Grammar Game the Eighth B Grade Students of MTs Ma’arif Jumo Temanggung in the Academic Year of 2015/2016” that has written by Rouf.

Rouf found the problem in MTs Ma’arif Jumo Temanggung by asking the English teacher. He said that there are so many students that were less interested in learning grammar especially simple present tense. It could happen because the teacher always used lecturing method to teach grammar. It made the student feel bored and sleepy and not interested to be active in the learning process. The aim of this research was to know whether Auction Grammar Game can improve the students’ understanding on Simple present tense.

The type of this research was Classroom Action Research (CAR). To collect the data, the researcher used four kinds of instrument. There were observation, field note, observation sheet and documentation. He conducted

the research by using two cycles that consist planning, acting, observing and reflecting. The result of this research was the implementation of Auction Grammar Game is very good to be applied as teaching learning method in the classroom.

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

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

The method use of this study was Classroom Action Research (CAR). The classroom action research design applied in this study was a collaborative classroom action research. It meant that the writer collaborated with English teacher of SMPN 6 Depok as observer and collaborator. This study conducted by following Kurt Lewin Model with the following procedures: Planning, Acting, Observing, and Reflecting. The study carried out in two cycles. Each cycle consists two meeting. The data collecting in this study is through observation, field note, interview, and test.

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

The third similar research is entitled: "Using The Mistake Buster Technique to Improve The English Grammar mastery" written by Andi tennrissana Syam. Based on this research the writer finds some problems that come from two sides, teacher side and student side. From the students side, it is hard for the students to get understanding in past continuous. There are so many disturbances done by the students in every time in the classroom. While, from the teacher sides, the teacher are not able to vary the learning, especially in learning grammar to become more challenging for students by correcting their own or others.

Type of this research is Classroom action research. The research employs a quasi-experimental research method. The population and sample consist of 62 students which belong to two groups; 31 students in experimental group and 31 students in control group. The research data are collected using grammar test and questionnaire which are analyzed by inferential and descriptive statistics through SPSS 17.0 and Likert Scale. The research result indicates that the use of mistake buster technique is more effective than non-mistake buster technique in improving English grammar mastery of the ten grade students of SMA Negeri 3 Makassar.

Referring to their research above, this present research is also to know whether mistake buster technique can improve the students' mastery of simple

present tense among the seventh grader of MTs Riyadlatul Ulum. The researcher will apply this technique in the classroom because many students have difficulties in learning grammar by presenting the research entitled Improving the Mastery of Simple Present Tense through the Mistake Buster Technique among The students in the seventh grader of MTs Riyadlatul Ulum.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Simple Present Tense

1. The Definition of Simple Present Tense

Tense means changes in the form of verbs adjusted to the time. According to George tense in factual refers consistently only to grammatical form. Often tense and time do not correspond at all.¹

Hornby states that tense is any of the form of verb that may be used to indicate the time of the action or states express by the verb.² On another hand, Ron Cowan assumes that tense in verb express the time that an action occurs in relation in the moment of speaking.³

Frankstates that tense is special verb ending or accompanying auxiliary verbs signal the time an event takes place.⁴

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

The present tense may refer to an action or event that is ongoing or that takes place at the present moment. However, because the present tense in English can also be used to express a range of other meanings

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

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

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

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

(including references to past and future events, depending on the context), it is sometimes described as being "unmarked for time."

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

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

Michael Swan explains that we can use simple present tense to talk about action and situation in general time which happen at any time or repeatedly or all the time (e.g. *I go to Bali about four times a week and my parents live near Dover*)⁸. Betty says that simple present tense says something that was true in the past is true in the present and will be true in the future. It expresses general statements of fact and timeless truths.⁹ The simple present tense used to something that express the universal statement as a fact.

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

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

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

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

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

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

2. The Verb Form of Simple present tense

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

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

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

Example:

She does the homework every night.

The boy plays badminton in the yard.

My mother cooks fried rice in the kitchen.

My friend comes to my house every Sunday.

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

Example:

He watches the movie in the room.

My father washes his car every afternoon.

The girl passes the examination.

My son kisses me.

John goes to school.

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

Example:

He studies English in the class.

She cries in the room.

The boy carries the box.

The butterfly flies.

3. The Structure of Simple Present Tense

- 1) Form of affirmative sentences has a pattern:

Form of affirmative has a pattern:

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

And

S (Plural)+ V+...

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

Example:

She/He/It plays football every weekend

I/You/We/They eat an orange

2) The Form of Negative Statement of Simple Present tense

Form of Negative statements has a pattern:

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

And

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

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

Example:

She does not play football every day.

He does not go to school today.

They do not understand with the material.

Sam does not come to my party.

3) The Form of Interrogative Statement of Simple Present Tense

Form of interrogative statement has pattern:

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

And

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

In the simple present tense uses interrogative statement, a form of the verb “do, does and be” comes before the subject then followed

by subject and simple form verb. Use “does” for the subject (*She, he, it*), use “do” for the subject (*I, you, they, we*)¹⁰

4. The Use of Simple present Tense

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

It concludes that the simple present tense tell about the human’s activity or habitually, example (*She goes to school every day*). The simple present tense used to refer some things that happen now or to clarify the daily activities . According to Hornby Simple present tense can be used as follow:

1. To express factual action.

Example;

The sun rises in the east.

Sugar is sweet.

2. To express habitual action and custom.

Example;

My English teacher comes in time.

I spend every holiday in the beach..

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

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

To show habitual action, adverbs of frequency are sometimes used;
Always, usually, often, sometimes, rarely, seldom and never.

3. To express command and request.

Example :

Open the door!

Help me, please

4. To express time table, program etc .

Example :

Classes begin the day after tomorrow.

My friend comes to my house at 07.00 PM.¹²

B. The Concept of The Mistake Buster Technique

1. The Definition of The Mistake Buster Technique

According to Brown, technique is the specific activities manifested in the classroom that is consistent with a method and therefore is in harmony with an approach as well.¹³

Technique is implementational that actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. One of the techniques can be used in teaching English is mistake buster technique. It is one of appropriate technique in teaching grammar especially teaching Simple Present tense.

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

¹³ H Douglas Brown, *Teaching By Principle An Interactive Approach to language Pedagogy Second Adition*, (San Fransisco State University, 2001), p. 16

The mistake buster technique is a technique that is demonstrated by Hai K.P. Huynh. He defines that the mistake buster technique is a technique which can makes the students active in the learning process and take charge of their learning by giving them the opportunities to find and correct mistakes by themselves.¹⁴

According to Hanifah and Yuli, mistake buster technique is a technique students' active participant in evaluating their own grammatical errors that are available made or prepared by the teacher.¹⁵

Fusha defines Mistake buster technique as a technique which makes the students active in evaluating their grammatical errors that are made by the teacher.¹⁶

From the definition above the writer concludes that mistake buster technique is a technique that makes the students active in the learning process by correcting their mistakes by themselves. In learning a language, a teacher can vary his or her technique from the teacher-centered to the student-centered learning. In this case, the student should be active so that they can learn well, including correcting a test. The teacher can ask the student to correct the friend's work.

¹⁴Hai K.P. Huynh, "Getting Students Actively Involved Using "The Mistake Buster" Technique", *The Internet TESL Journal* American-Vietnamese International English Center (Vietnam: American-Vietnamese International English Center), 2003, p 1

¹⁵Gemala Imelda Hanifa, Yuli Tiarina, "The Mistake Buster Technique", 2013. P. 3

¹⁶ Lina Fusha, "The Use of Mistake Buster Technique To Improve Students' Grammatical Mastery" , 2014. P 17

2. The Procedure of Mistake Buster Techniqueto Teach Simple Present Tense

There are the steps to use Mistake Buster Technique as follow:

1) Preparation

a. Choosing a Mistake Category

Select a mistake category that is pertinent to the focus of the lesson being taught. For the purpose of demonstrating the employment of this technique, the present tense of verb and to be will be used as an illustration.

b. Preparing the Mistakes

The wrong verbs to be found and corrected by the students can be prepared in the form of a verb list, in short sentences, in long sentences. Some samples are provided below:

- 1) Sample verb list: want, need, work, visit, repair, take, eat, bring, think, wash, change, enjoy, study, use, make, clean, finish.
- 2) Sample short sentences: "She *go* to school every day" Sample long sentences: " She *don't* go to market because she was sick.
- 3) Sample text: "Della usually get up at five in the morning. After taking shower, she *take* praying. Della always helped his mother every morning her mother *prepare* the breakfast for the family. She cleans the house and her brother feed the chicken

than they *takes* a bath. At 6.30 Della go to school with her friends by using bicycle”

2) SampleActivities

This will show how the "Mistake Buster" is employed to check students' ability to use simple present tense

Step 1. Warm up: (A verb list can be used.)

- a) Tell students they are going to have an activity to review the Simple Past Tense.
- b) Divide the class into two teams and tell them they are going to compete in the activity.
- c) Ask students to list many verbs.
- d) Tell them they have to find the present tense form. They have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points.
- e) Begin the activity and add up the scores for each team when they can find simple present tense.

Step 2. (Short sentences and long sentences can be used.)

- a) Tell students that they have to read short sentences and then long sentences to find the mistakes in the verbs and correct them by putting them in the Simple Present Tense Tense.
- b) Start reading one sentence at a time. Repeat the sentence if they did not understand it the first time.

- c) Students have to raise their hands quickly to get the permission to give an answer. For each correct answer, the team will score ten points.
- d) Keep scores and add them up after all sentences have been read and corrected.

Step 3. (A Text can be used.)

- a) Tell students they are going to read to a text and write down the verbs they think are wrong.
- b) Read the text at a normal speed once.
- c) Read it again if necessary.
- d) They have to raise their hands quickly to get the permission to give an answer.
- e) Ask them to say out loud the wrong verbs they find and the correction as well.
- f) Keep score and add them up when all the verbs have been corrected.

Step 4. Wrap up

- a) Praise students for their efforts.
- b) Review important points or give more explanation if necessary.

3. The Benefit of The Mistake Buster Technique

Using mistake buster technique in teaching present tense can give some benefits to the students and the teacher, they are:

- 1) Mistake buster can make the students feel excited because they are actively involved in the learning process.
- 2) Gives the sense of accomplishment to the students due to the opportunity to identify and correct the possible mistakes themselves instead the teacher telling them what the mistakes are.
- 3) Help the teacher to check the students' comprehension and understanding of the lesson given.
- 4) Students feel comfortable and fun in teaching learning process.¹⁷

C. Hypothesis

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

The Use of The Mistake Buster Technique can improve the Simple Present Tense Mastery of the Seventh Class of Islamic Junior High School (MTs) Riyadlatul Ulum Batanghari Lampung Timur.

¹⁷ Bahrun Amin, "The Use of Mistake Buster Technique to Improve the Students' Writing Skill" 2015, p, 7

CHAPTER III

RESEARCH METHODOLOGY

A. The Variable and Operational Definition of Variable

The object in this research include 2 variables, they are independent variable (X) and dependent variable (Y). Independent variable of this research is Mistake Buster Technique that is used to improve the mastery of simple present tense. Dependent variable of this research is simple present tense. Two variables can be explained as follow:

1. Independent Variable (X)

Independent variable is the major variable which is hoped to investigate. It is the variable which is selected, manipulated and measured by research. Independent variable of this research is the mistake buster technique. In this research the student can learn simple present tense by using mistake buster technique. The technique was conducted by simple present mastery; start from the teacher gave the rules of doing the test, distribute the simple present tense passages and then ask the students to finish the question for 30 minutes.

2. Dependent Variable (Y)

Dependent variable of this research is the variable which is observed and measured to determine the effect of the dependent variable. Dependent variable of this research is the mastery of simple present tense that can be defined as knowledge of students in identification the text

such as: main idea, topic, and the other. In this research the students can identify and analyze the mastery of simple present tense. The measurement is a written test and for score is from 10-100 to asses and measures the students' mastery in simple present.

The indicator of this dependent variable as follow:

Score	Level	Standardize
85-100	Excellent	The students really understand about the concept of simple present tense and able to arrange the sentence correctly
70-84	Good	the students are able to understand the concept of simple present although not able to arrange the sentence
55-69	Fair	The students are able to understand the sentences form of simple present tense
<55	Poor	The students are not able to understand about the concept of simple present tense

B. Setting and Subject of the Study

1. Setting

This research was carried out at Islamic Junior High School (MTs) Riyadlatul Ulum which is located in 39 B Batanghari, Lampung Timur.

2. Subject

The subject of this research was the seventh grade students of Islamic Junior High School (MTs) Riyadlatul Ulum. This class consisted

of three classes. The number of students of the class is explained on the following table:

Table 3
The Number of VIII Students

No	Students	
	Male	Female
1	11	9

Source: Archive of Islamic Junior High School (MTs) Riyadlatul Ulum

The writer chose this class because several of the students in this class had a low score in Present Tense mastery.

C. Object of The Research

The object of this research was Present Tense mastery among the eight graders student of Islamic Junior High School (MTs) Riyadlatul Ulum. Then, the writer selected Mistake Buster Technique to improve students Present Tense mastery.

D. Action Plan

The research method used in this study was classroom action research (CAR). According to Kumar, action research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution.¹⁸ Meanwhile, Cresswell states that action research provides the opportunity for educators or teachers to reflect their own

¹⁸Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006) .p.261

practices.¹⁹From those statements, it can be inferred that action research emphasizes on the reflection and improvement teaching and learning process in the classroom.

In addition, Ary, *et.al*, asserts that action research is practical tools to solve the problem experienced by people in their professional lives.²⁰

From several theories or explanations above, it can be inferred that classroom action research is inquiry or research which enables teachers or practitioners to investigate and evaluate their work in the classroom which is concerned for problem solving to improve teaching and learning in the classroom through self-reflection which is carried out with planned and systematic action.

Concerning about the type of action research, writer used collaborative action research so that it needed the collaborator or another participants which was English teacher to assist the writer in this research. Therefore the writer assisted by Mrs. Nurul Apriyanti, S. Pd. She is an English teacher of MTs Riyadlatul Ulum.

Classroom action research (CAR) has various models but in this research the writer used Kemmis and McTaggart research design. According to Kemmis and McTaggart as cited by Anne Burns action research is dynamic and complementary process which consists of four essential phases such as

¹⁹John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), P.577

²⁰Donald Ary, *et.al*, *Introduction to Research in Education*, (Belmont: Cengage Learning, 2010), p.516

planning, action, observation, and reflection in spiral system.²¹ Those phases can be seen on the following figure:

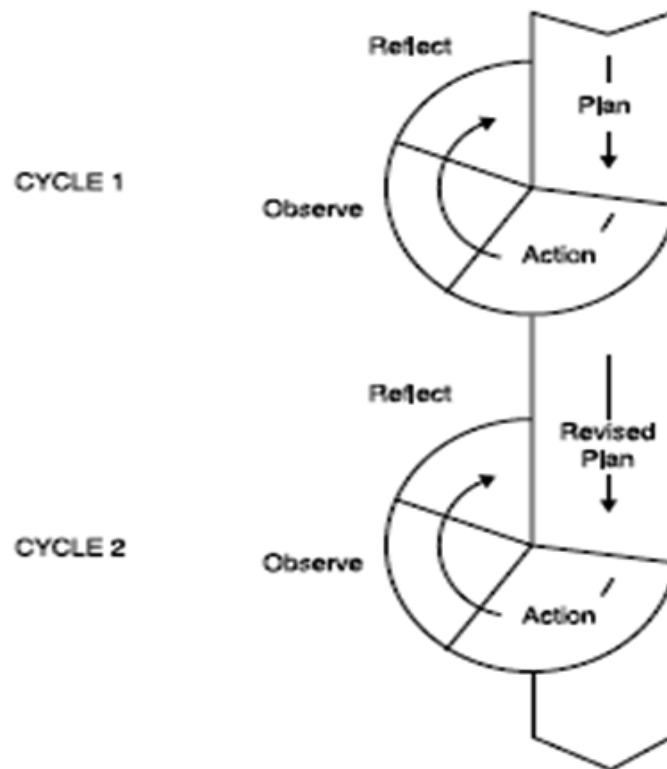


Figure 1. Kemmis and Mac Taggart Model²²

This figure describes the sequence of the research which is preceded by preliminary study and followed by planning, acting, observing, and reflecting that implemented in each cycle in spiral system. The assumption is if the determined target in the first cycle cannot be achieved or there may be found new problem, so it will probably be continued and revised in the next cycle that have same phase on the first cycle.

²¹Anne Burns, *Collaborative Action Research for English Language Teacher*, (Cambridge: Cambridge University Press, 1999), p.32

²²*Ibid*, p. 33

E. Action Procedure

Based on Kemmis and MacTagart's research design, the steps of the research cover four phases in each cycle. They are the following:

1. Cycle 1

a. Planning

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

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

b. Acting

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

- 1) Pre teaching activity
 - a) The writer started the lesson by greeting to the students.
 - b) The writer and students prayed together.
 - c) The writer checked students' attendance.
 - d) The writer informed to the students about the competence, the indicator and the objectives that should be achieved.
- 2) While teaching activity
 - a) The writer divided the students into some group.
 - b) The writer explained the mistake buster technique to the students about how to apply sequences of this technique such as prediction, summarization, question generation and clarification in leading the discussion.
 - c) The writer gave the material and facilitated the students during the discussion by applying Mistake buster technique.

- d) The writer affirmed student's mastery by checking their understanding.
 - e) After the students became more proficient in using those strategies, gradually the writer transferred the responsibilities to the students to lead the discussion by applying these strategies (prediction, summarization, question generation and clarification) without teacher's guidance.
 - f) The writer gave the evaluation to the students.
- 3) Post teaching activity
- a) The writer gave positive feedback to the students.
 - b) The writer and the students concluded the learning topic that had been discussed.
 - c) The writer greeted the students in the end of the meeting.
 - d) After giving treatment in cycle 1. The writer gave the post-test. The instrument which was given to the students had different type from the instrument which was given in the pre-test.

c. Observing

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

the effectiveness of teaching and learning process which had been occurred and its result was concluded and discussed in reflecting phase.

d. Reflecting

In the fourth phase, the writer and the collaborator discussed about the data which had been collected from all the activities from the acting phase until observing phase. In this phase, the writer and the collaborator also analyzed the teacher performance during teaching and learning process and the student's activity worksheet to find out whether the implementation of Mistake Buster Technique run successful or unsuccessful by identifying strength and weakness. If there still found the problems the writer and collaborators conducted the next cycle and used the collected data in the first cycle as considerations by repairing all the problems or weaknesses in previous cycle.

2. Cycle 2

a. Planning

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

- 1) The writer analyzed the reflection result to obtain the solving problem.

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

b. Acting

In the second phase of cycle two, it was regarded has same similarity as the previous step in the first cycle. In this phase the writer and collaborator applied the revised plan such as lesson plan, selected material, and instrument for evaluation to be implemented in teaching and learning process in the classroom. The activities are:

- 1) Pre teaching activity
 - a) The writer started the lesson by greeting to the students.
 - b) The writer and students prayed together.
 - c) The writer checked students' attendance.
 - d) The writer informed to the students about the competence, the indicator and the objectives that should be achieved.
- 2) While teaching activity
 - a) The writer divided the students into some group.
 - b) The writer reminded how to apply mistake buster technique.

- c) The writer gave the material and facilitated the students during the discussion by applying mistake buster technique.
 - d) The writer affirmed student's comprehension by checking their understanding.
 - e) After the students became more proficient in using those strategies, gradually the writer transferred the responsibilities to the students to lead the discussion by applying these strategies (prediction, summarization, question generation and clarification) without teacher's guidance.
 - f) The writer gave the evaluation to the students.
- 3) Post teaching activity
- a) The writer gave positive feedback or reinforcement to the students.
 - b) The writer and the students concluded the learning topic that had been discussed.
 - c) The writer greeted the students in the end of the meeting.

c. Observing

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

d. Reflecting

In the fourth phase, the writer and the collaborator discussed and analyzed about the data that had been collected from all the activities from the acting phase until observing phase to find out whether the implementation of Mistake Buster Technique run successful or unsuccessful in the second cycle and also compared the student's improvement from cycle one until cycle to find out the student's achievement. If there was found good improvement based on the criteria of success that had been determined before, the writer did not continue the action in next cycle.

F. Data Collection Technique

For this research, there were four techniques which used by the writer to collect the data such as observation, documentation, test and field note. They were explained as follows:

1. Observation

Observation is data collection technique which concerns some form of observation of learning processes and it may involves the use of video or audio techniques or of checklists or observational schedule. In this case the writer used observation to obtain the data about students' activity or participation and teacher performance in the classroom which was observed by observer. The observation sheet plan described as follows:

Table 4
The Observation Sheet of Student's Activity Plan

No	Student's Code	Criteria				Total	%
		Attention	Active In Small-Group Discussion				
			Asking	Answering	Giving Idea		
	<i>Total</i>						
	<i>Percentage</i>						

The indicators of student activities for further explanation explained as follows:

- a. The students pay attention toward the teacher explanation.
- b. The students is active in small-group discussion involved:
 - 1) The students ask to the teacher.
 - 2) The students answer or responded direct question from the teacher.
 - 3) The students give an idea.
 - 4) The students are able to finish the task timely.

2. Documentation

Documentation or document is data collection technique that is usefullin rendering more visible the phenomena under study for instance field note, diary and journal, record, biography, autobiography, directories, archive, photograph, book, article and others.The writer used documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at Islamic Junior High School (MTs) Riyadlatul Ulum, organization

structure, and location sketch. Besides, the documentation was used for visualizing the classroom activity in the form of photograph.

3. Test

Test is a set of stimuli which is given to the individual to obtain the respond based on what is assessed.²³ In this research, the test was examined to the students consisted of two types namely pre-test and post-test. They were the following:

a. Pre-test

First, pre-test was examined to the students before giving the treatment through the implementation of reciprocal teaching to evaluate their ability at first. The type of pre-test was Present Tense mastery test. In this pre-test the writer applied objective test in the form of multiple choice which consisted of 20 items.

b. Post-test

Second, post-test was examined to the students after they were taught Present Tense mastery by using The Mistake Buster Techniques as the treatment to find out the improvement before and after giving treatment. It could be seen by comparing the result between pre-test and post-test. In this post-test the writer applied objective test in the form of multiple choice which consisted of 20 items.

The instrument blueprint of Present Tense mastery test described as follows:

²³Donald Ary, *et.al*, *Introduction to Research.*, p. 201

Table 5
The Instrument Blueprint of Simple Present Tense
asteryTest

Basic Competency	Indicator	Item Number	Total
3.12 Applying the structures of simple present tense in descriptive text.	1. The student can differ nominal sentences and verbal sentences	1, 2, 3, 4,5	10 Items
	2. The student be able to understand the pattern of simple present tense	6,7,8,9,10	
4.14 Correcting the mistakes in a text	1. The students be able to find the mistakes in the sentences and text	1,2,3,4,5,	10 Items
	2. The students be able to correct the mistakes in the sentences and text	6,7,8,9,10	

4. Field Note

Field note is observation instrument used in CAR to provide a record of what is going on during an observation which includes description of places, people, objects, acts, activities, events, purposes, times and feelings.²⁴ In this research, the writer used field note to record the student's activity during the learning process in narration form.

²⁴Donald Ary, *et.al*, *Introduction to Research.*, p. 526

G. Data Analysis Technique

The writer collected and analyzed the entire data by taking average score between pre-test and post-test of student's Present Tense mastery per action in each cycle. The formula to figure out the average between pre-test and post-test as follow:²⁵

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

X = Mean

ΣX = Sum of the scores

N = Number of scores

Then, to find out the result or improvement the writer compared the gained score between pre-test and post-test by comparing with the Minimum Standard Criteria (MSC) in this school at least 70. If in the first cycle the students did not pass the MSC, so the writer would conduct the second cycle. The minimum cycle in classroom action research was two cycles, so it did not be continued to the next cycle if in the second cycle the 70% of the students passed the KKM. The formula to figure out the percentage of the students who passed the KKM in each cycle as follow:²⁶

$$P = \frac{F}{N} \times 100$$

P = Percentage **N** = Total Number of Students

F = Frequency

²⁵Ibid, p. 110

²⁶Louis Cohen, *et.al*, *Research Methods.*, p. 326

H. Indicator of Success

The indicator of success was taken from the process and the result of the classroom action research. Then, the research is called success when there is 70% numbers of students could pass the target of the minimum mastery criteria at the school at least 70 and 70% students can participate actively in the learning activity.

CHAPTER IV
RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

In this chapter the writer would like to present the result of the research. It involves the result of the research and interpretation which had been carried out by the writer at MTs Riyadlatul Ulum particularly at the eighth grade students of MTs Riyadlatul Ulum in the Academic Year of 2019/2020.

1. Description of Research Location

a. History of MTs Riyadlatul Ulum

MTs Riyadlatul Ulum is located on Pondok Pesantren street, Bumiharjo, Batanghari East Lampung. It was established on 2014. Teaching and learning activities in MTs Riyadlatul Ulum begins from 07.15 am until 14.00 pm.

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

MTs Riyadlatul Ulum has 263 students. It is divided into some classes that could be identified as follows:

Table 6
Total of Students at MTs Riyadlatul Ulum
in the Academic Year of 2019/2020

No	Class	Sex		Amount
		Male	Female	
1	VII	50	39	89
2	VIII	40	30	70
3	IX	35	33	68
Total				263

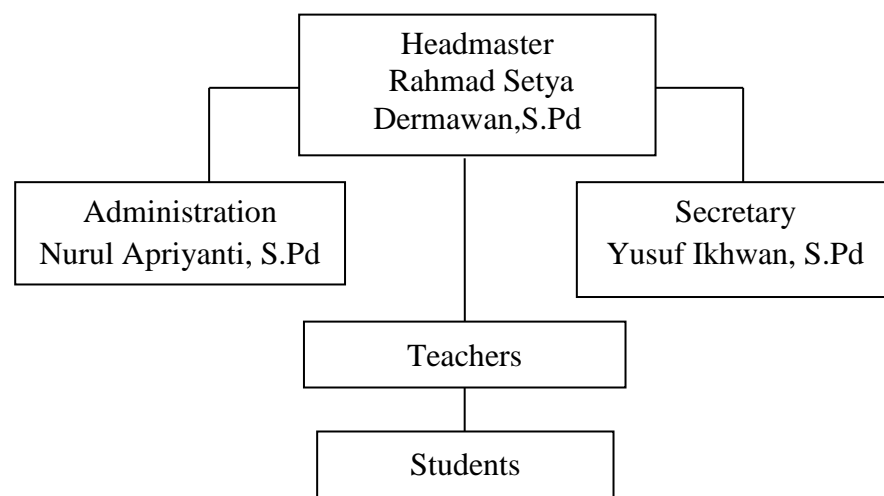
Source: Documentation of MTs Riyadlatul Ulum in Academic Year of 2019/2020

Table 7
The Teacher of MTs Riyadlatul Ulum
Batanghari East Lampung

No	Name	Job
1	Rahmad Setya Dermawan,S.Pd	Head master
2	Nur Khoiruddin, S.Pd.I	Teacher
3	Lukluk Fadhilatun Thoyibah,S.Pd	Teacher
4	Nur Fadhilah,S.Pd.I	Teacher
5	Rahmana Lufi Fadhilah,S.H	Teacher
6	Anifatul Muawanah, S.Pd.I	Teacher
7	Sahidin Zuhri, S.Pd.I	Teacher
8	Siti Nur Rifa'atul AM, S.Pd.I	Teacher
9	Zainal Abidin	Teacher
10	Yusuf Ikhwan, S.Pd	Teacher
11	Alfi Roisah, S.E	Teacher
12	Nadhirul Ihsan,S.Pd	Teacher
13	Nurul Apriyanti, S.Pd	Teacher
14	Asna Qomariyah	Teacher
15	Abdul Ghofurrohlim, S.pd. I	Teacher
16	Afif Azizah, S.Pd	Teacher
17	Wisnu ridhoi khoirul Umam,S.Pd	Teacher

Source: Documentation of MTs Riyadlatul Ulum in Academic Year of 2019/2020

Picture 1
Organization structure of MTs Riyadlatul Ulum
Batanghari in Academic Year of 2019/2020



2. Description of Research Finding

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

a. Result of Pre-Test

Pre-test was presented to student which was aimed at finding out students' ability before the treatment was implemented. It was conducted on Tuesday, february 10, 2020 at 10.30 a.m until 12.00 p.m and it took about 90 minutes. In this meeting the writer was being an observer and the collaborator was being a teacher.

Firstly, the collaborator opened the class by greeting, praying, and checking the attendance list, and asking the students' condition. Then, the collaborator gave the explanation to the students about simple present for 40 minutes by using explanatory method. Afterwards, to measure their ability before giving the treatment, the writer gave them pre-test. The writer used objective test in the form of multiple choice which consisted of 20 items which had to be

completed for 50 minutes only. Then, the result of pre-test could be seen on the table below:

Table 9
The Result of Pre-test

No	Student's Code	Score	Note (70)
1	AFK	40	Incomplete
2	AR	40	Incomplete
3	AA	50	Incomplete
4	AS	60	Incomplete
5	DS	50	Incomplete
6	FAS	75	Complete
7	GFI	50	Incomplete
8	HA	70	Complete
9	LNA	60	Incomplete
10	LNS	70	Complete
11	MAA	35	Incomplete
12	MAZ	70	Complete
13	MJS	70	Complete
14	MJ	60	Incomplete
15	NF	65	Incomplete
16	SAA	60	Incomplete
17	USN	70	Complete
18	WAK	50	Incomplete
19	AMI	60	Incomplete
20	ERH	60	Incomplete
Total		1165	
Highest Score		75	
Lowest Score		35	
Average		58,2	

Based on the table above it can be inferred that in the pre test that was only 6 students that completed and 14 students could not completed the pre test.

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

Table 10
Frequency of Pre-test Score

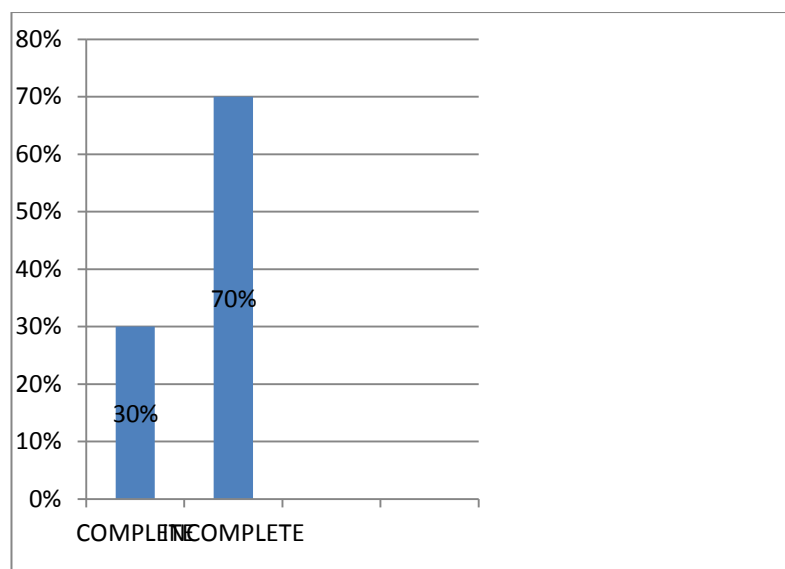
Interval	Frequency	Percentage
35-41	3	15%
42-48	0	0%
49-55	4	20%
56-62	0	0%
63-69	7	35%
70-76	6	30%
77-83	0	0%
Total	20	100%
Complete	6	30%
Incomplete	14	70%

Source:the result of pre test

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

Grap 1

The Result of Pre Test



Based on the result of student's pre-test score, it could be inferred that there was only 30% or 6 students for the score between

the interval of 70-83 who passed the minimum mastery criteria (MMC) at least 70 while 70% or 14 students for the score between the interval of 35-69 did not pass the minimum mastery criteria (MMC) or less than 70. It indicated that the result of students simple present tense mastery score was still low. It was the reason why the writer used Mistake Buster Technique to improve the students' simple present tense mastery. Therefore, the writer and collaborator made a plan to implement the action or treatment that consisted of planning, action, observation, and reflection to repair the weaknesses.

b. Cycle 1

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

1) Planning

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

which contained The Mistake Buster Technique, the objectives of the learning and the indicators of success. Second, the learning topic which taught to the students was simple present tense which consisted of some essential topics such as the definition, the formula, the function and the example of sentences. Third, the observation sheet consisted of checklist of students activities which prepared for two meetings. Last, to know the improvement scores from pre-test to post-test, the writer also prepared the instrument of post-test 1 (See Appendix 6) which consisted of 15 multiple choice and 5 essays items done for 70 minutes only.

2) Action

The action of the cycle 1 was carried out on Thursday February 20, 2020 at 08.30-09.30 a.m, Monday, februari 24, 2020 at 08.30 a.m – 09.30a.m and Thursday, februari 27, 2018 at 08.00-09.30 a.m.

a) First Meeting

The first meeting was held on Thursday februari 20, 2020 at 08.30-09.30 a.m and it took about 90 minutes or 2×45 minutes. In this meeting the writer was a teacher and Mrs Nurul Apriyanti, S.Pd was the collaborator as well as an observer.

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

the writer gave the students learning material about simple present tense

Secondly, the writer divided the students into four small groups for discussion. Each groups consisted of four students which led by the leader to represent the group in the post session to conclude the result of their discussion.

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

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

Then, after correcting the sentences, the writer began to open questioning session about the material that they did not

understand. Then, after all had been comprehended, the students along with the writer's guidance summarized and highlighted the point of the material to deepen their comprehension ability.

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

b) Second Meeting

The second meeting was held on february 24, 2020 at 08.30 a.m – 09.30 a.m and it took about 90 minutes or 2×45 minutes. In this meeting the writer was as a teacher and Mrs. Nurul Apriyanti, S.Pd as the collaborator as well as an observer. The steps of this meeting were quiet similar as the first meeting.

Firstly, at the beginning of teaching learning process the writer began today's meeting by praying, greeting, checking attendance list and asking the condition of students. Afterwards, the writer gave the students learning material about simple present tense focus on the formula. Then, the writer instructed the students to make small group discussion same as the

previous meeting. The teacher reviewed the lesson which had been taught in the previous session. The writer gradually tried to transfer the responsibilities for the students to lead discussion but it did not fully taken by them. Meaning to say, it was not only the teacher who dominated the process but also the students spoke out and shared about the material. The next session was quite same as the previous meeting. Then, before the time was up, the writer gave a feedback to strengthen their understanding towards the material that they had learnt.

c) Third Meeting

After giving the treatment twice, the writer gave a post-test I on Thursday 27, februari 2020 at 08.00-09.30 a.m. in order to measure their ability. The post-test I instrument (See Appendix 6) consisted of 15 questions in the form of multiple choice and 5 essay which has same indicators as the previous test and it had to be completed for 70 minutes only. The result of post-test I (for detail see appendix 10) could be seen on the table below:

Table 11
The Result of Post Test 1

No	Student's Code	Total	Note (70)
1	AFK	56	Incomplete
2	AR	48	Incomplete
3	AA	52	Incomplete
4	AS	72	Complete

5	DS	70	Complete
6	FAS	76	Complete
7	GFI	70	Complete
8	HA	72	Complete
9	LNA	72	Complete
10	LNS	70	Complete
11	MAA	56	Incomplete
12	MAZ	76	Complete
13	MJS	72	Complete
14	MJ	56	Incomplete
15	NF	65	Incomplete
16	SAA	80	Complete
17	USN	68	Incomplete
18	WAK	50	Incomplete
19	AMI	80	Complete
20	ERH	70	Complete
Total		1331	
Highest Score		80	
Lowest Score		40	
Average		66,5	

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

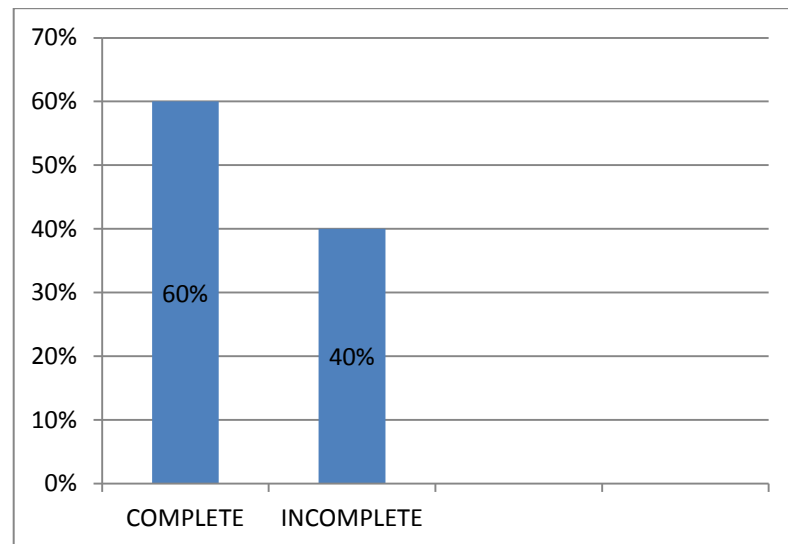
Table 12
The Frequency of Post Test 1 Score

Interval	Frequency	Percentage
48-53	3	15 %
54-58	3	15 %
59-63	0	0 %
64-69	2	40 %
70-74	8	10 %
75-79	2	10%
80-85	2	10 %
Total	20	100 %
Complete	12	60 %
Incomplete	8	40 %

Source:the result of post test

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

Graph 2
The Result of Post Test I



Based on the result of student's post-test score, it could be inferred that there was 40 % or 8 students for the score between the interval of 48-69 did not passed the minimum mastery criteria (MMC) at least 70 while 60 % or 12 students for the score between the interval of 70-85 passed the minimum mastery criteria (MMC) or more than 70. In addition, the average scores of post-test I was 66.5. It indicated that the result of students' simple present tense mastery improved which compared with the pre-test score that was 58,2. However, viewed from the indicator of success of this research that was 70% of the total students must pass minimum mastery criteria

(MMC), the result of post-test I was unsuccessful because there were only 60 % students who passed the indicator of success.

3) Observation

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

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

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

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

No	Name	Students activities					Total
		1	2	3	4	5	
1	AFK			✓		✓	2
2	AR				✓	✓	2

3	AA	✓		✓	✓	✓	4
4	AS	✓				✓	2
5	DS	✓		✓	✓	✓	4
6	FAS			✓		✓	2
7	GFI	✓		✓		✓	3
8	HA	✓		✓	✓	✓	4
9	LNA	✓	✓		✓	✓	4
10	LNS	✓		✓		✓	3
11	MAA	✓	✓		✓	✓	4
12	MAZ	✓		✓		✓	3
13	MJS	✓		✓	✓	✓	4
14	MJ	✓			✓	✓	3
15	NF	✓				✓	2
16	SAA	✓	✓	✓		✓	4
17	USN	✓			✓	✓	3
18	WAK			✓	✓	✓	3
19	AMI	✓			✓	✓	3
20	ERH			✓		✓	2

Notes:

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

Table 14
The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	15	75%
2	Giving respond	3	15%
3	Making Notes	12	60%
4	Following Teacher Instruction	11	55%
5	Doing the task	20	100%

From table above, it was revealed that there were 15 students (75%) who paid attention to the teacher explanation, 3 students (15%) giving respond in learning process, 12students

(60%) made the notes from the material, 11 students (55%) Following Teacher Instruction and 26 students did the task.

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

4) Field Note

At this stage the researcher made a note of students' activities. From the observation on cycle 1 in the beginning of learning before the researcher used mistake buster technique. Most of students' still seemed confused in the class, most of students felt difficult to do the test , and most of students were not active in learning process

5) Reflection

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

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

c. Cycle 2

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

1) Planning

Based on the reflection result in cycle 1 the writer and the collaborator attempted to repair some problems which had been identified. The writer and the collaborator rearranged some plans for the action based upon the problems that faced by the students toward simple present tense mastery. The plans which prepared by the writer used in teaching and learning process were lesson plan, learning material, media, observation sheet, and instrument. Third, lesson plan (See Appendix 3) consisted of the sequences of the learning process which contained reciprocal teaching, the objectives of the learning and the indicators of success. Second, the learning topic which taught to the students was reading descriptive monologue which consisted of some essential bodies such as the definition, generic structure, language feature and the example of text and they were added some detail of the text. Third, the observation sheet consisted of checklist of students activities. In addition the writer invited the students to take part in the

brainstorming session or ice breaking to stimulate them before turned back to the discussion and gave a reward for those who were active in the classroom. Last, to know the improvement scores from post-test 1 to post-test 2, the writer also prepared the instrument of post-test 2 (See Appendix 7).

2) Action

The action of cycle 2 was carried out on Thursday, februari 20, 2020 at 10.30 a.m - 12.00 p,m, Monday , februari 24 , 2020 at 08.00 – 09.30 a.m and Thrusday, februari 27, 2020 at 08.00 a.m – 09. 30 p.m.

a) First Meeting

First meeting was held on Thursday, februari 20, 2020 at 10.30 a.m - 12.00 p,m and it took about 90 minutes or 2×45 minutes. In this meeting the writer was as a teacher and Mrs. Nurul Apriyanti, S.Pd as the collaborator as well as an observer.

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

Secondly the writer divided the students into four small groups for discussion. Each groups consisted of four students which led by the leader group. Before started the discussion

session they were invited to take part in brainstorming session or ice breaking as the stimulation at first to make the students felt relax and enthusiastic. It made the learning looked different from the previous meeting in cycle 1.

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

After the explanation done, the writer transferred the responsibilities fully for the students to take turn the discussion. Next, the writer built their background knowledge and their prediction about reading text's title. The writer gave chance for all students to predict about what did the text talk about? Next, the writer allowed to the students to look up or clarify the words that they did not know its meaning in dictionary. The writer also opened the questioning session about the text that they did not understand and they were given a reward for the active one. Then, after all had been comprehended, the students

independently summarized and highlighted the point of the text without teacher's helping.

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

b) Second Meeting

Second meeting was held on Monday, februari 27 , 2020 at 08.00 – 09.30 a.m and it took about 90 minutes or 2×45 minutes. In this meeting the writer was as a teacher and Mrs. Nurul Apriyanti, S.Pd as the collaborator as well as an observer. The process on this meeting is quiet similar as the first meeting. The teacher reviewed the lesson which had been taught in the previous session. It was not only the teacher dominated in the process but also the students took the responsibility by speaking out and sharing about the text independently. Then, before the time was up the writer give a feedback to strengthen the students' understanding.

c) Third Meeting

After giving the treatment twice, the writer gave a post-test II on Thursday 27, 2020 at 08.00 a.m – 09. 30 p.min order to measure their ability. The post-test II instrument (See Appendix 7)consisted of 15 questions in the form of multiple choices and 5 essay which has same indicators with the previous test which completed for 70 minutes only. The result of post-test II (see appendix 11) as follow.

Table 15
The Result of Post Test II

No	Student's Code	Post Test II Score	Note >70
1	AFK	72	Complete
2	AR	65	Incomplete
3	AA	72	Complete
4	AS	80	Complete
5	DS	76	Complete
6	FAS	80	Complete
7	GFI	72	Complete
8	HA	76	Complete
9	LNA	80	Complete
10	LNS	76	Complete
11	MAA	65	Incomplete
12	MAZ	80	Complete
13	MJS	85	Complete
14	MJ	65	Incomplete
15	NF	76	Complete
16	SAA	90	Complete
17	USN	76	Complete
18	WAK	70	Complete
19	AMI	80	Complete
20	ERH	76	Complete
Total		1517	
Highest Score		90	
Lowest Score		65	
Average		75,8	

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

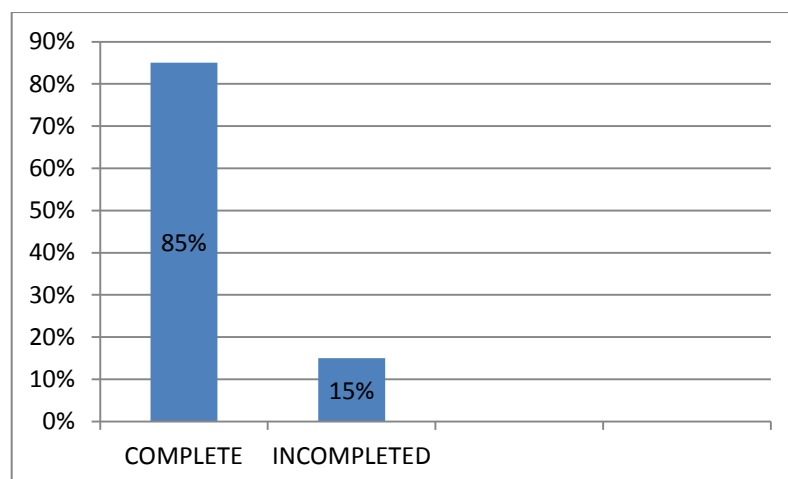
Table 16
The Frequency of Post Test II Score

Interval	Frequency	Percentage
65 – 69	3	15 %
70 – 74	4	20 %
75 – 79	6	30 %
80 – 84	5	25 %
85 – 89	1	5 %
90 – 94	1	5 %
Total	20	100 %
Complete	17	85 %
Incomplete	3	15 %

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

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

Graph 3
The Result of Post Test II



Regarding to the result of student's post-test score, it could be seen that the average score in post-test II was 75, 8. Based on the indicator of success of this research that was 70 % of the

total students must pass the score at least 70 so it could be inferred that 85 % or 17 students from the total of students had passed the minimum mastery criteria (MMC). In addition, there was only 15% or 3 students did not pass the minimum mastery criteria (MMC). Meaning to say, the cycle II was successful.

3) Observation

This phase has similar step with the previous cycle. While the treatment was being presented by the writer, the student activities during the learning process were also being observed by the observer. The students who were active in discussion got reward to make the learning activity more fun and make the students more enthusiastic. For the observation sheet in detail could be seen in appendix 16 and 17 for meeting 1 and meeting 2 at cycle II. The observation result of students' activities on meeting 1 and meeting 2 at the second cycle could be seen on the following table:

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

No	Name	Students activities					Total
		1	2	3	4	5	
1	AFK	✓		✓	✓	✓	4
2	AR		✓	✓	✓	✓	4
3	AA	✓		✓	✓	✓	4
4	AS	✓	✓		✓	✓	2
5	DS	✓		✓	✓	✓	4
6	FAS	✓	✓	✓	✓	✓	5
7	GFI	✓		✓	✓	✓	4

8	HA	✓		✓	✓	✓	4
9	LNA	✓	✓	✓	✓	✓	5
10	LNS	✓		✓	✓	✓	4
11	MAA	✓	✓	✓	✓	✓	5
12	MAZ	✓		✓		✓	3
13	MJS	✓		✓	✓	✓	4
14	MJ	✓	✓		✓	✓	4
15	NF	✓	✓	✓		✓	4
16	SAA	✓	✓	✓	✓	✓	5
17	USN	✓	✓	✓	✓	✓	5
18	WAK	✓		✓	✓	✓	4
19	AMI	✓		✓	✓	✓	4
20	ERH	✓	✓	✓		✓	4

Notes:

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

Table 18
The Result of Students Activity in Cycle 1

No	Students Activity	Frequency	Percentage
1	Attention to teacher explanation	19	95%
2	Giving respond	15	75%
3	Making Notes	18	90%
4	Following Teacher Instruction	17	85%
5	Doing the task	20	100%

From table above, it was revealed that there were 19 students (90%) who paid attention to the teacher explanation, 15 students (75%) giving respond, 18 students (90%) made the notes from the material, 17 (85%) following Teacher Instruction and 26 students (100%) doing the task.

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

4) Field Note

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

5) Reflection

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

Finally, the researcher concluded that the problem had been solved by using mistake buster technique. The teacher help student

to understand the simple present tense, so they was easy to understand about it. And their mastery of simple present tense were improving. The students score on writing ability from pre-test, post-test 1 and post-test 2 can be seen at the following table:

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

No	Student's Code	Pre Test	Post-test I	Post-test II	Note
1	AFK	40	56	72	Improve
2	AR	40	48	65	Improve
3	AA	50	52	72	Improve
4	AS	60	72	80	Improve
5	DS	50	70	76	Improve
6	FAS	75	76	80	Improve
7	GFI	50	70	72	Improve
8	HA	70	72	76	Improve
9	LNA	60	72	80	Improve
10	LNS	70	70	76	Improve
11	MAA	35	56	65	Improve
12	MAZ	70	76	80	Improve
13	MJS	70	72	85	Improve
14	MJ	60	56	65	Improve
15	NF	65	65	76	Improve
16	SAA	60	80	90	Improve
17	USN	70	68	76	Improve
18	WAK	50	50	70	Improve
19	AMI	60	80	80	Constant
20	ERH	60	70	76	Improve
	Total	1165	1331	1517	
	Average	58,2	66,5	75,8	
	Highest Score	75	80	90	
	Lowest Score	35	40	65	
	Percentage of Successfulness (=70)	30%	60%	85%	

Based on the result above, it could be inferred that Mistake Buster Technique could improve the students' mastery in simple present tense because there was improvement from average 58.2 to 66, 5, there is improve about 8,3 point. Then, from cycle II have progress average score from 66, 5 to 75.8 there was improve about 9, 3 point. In the cycle II, most of the students could improve their simple present mastery. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that would be stopped in this cycle.

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

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

No	Students Activity	Cycle 1		Cycle II	
		F	Percentage	F	Percentage
1	Attention to teacher explanation	15	75%	19	95%
2	Giving Respond	3	15%	15	75%
3	Making Notes	12	60%	18	90%
4	Following Teacher Instruction	11	55%	17	85%
5	D oing the Task	20	100%	20	100%

Based on the result of the students' activities in cycle I and cycle II was improved. The students pay attention of the teacher explanation from 75% became 95%. After that, giving respond 15% became 75%. The students make notes from 60% became 90%. The students can follow teacher instruction from 55% became 85%, and the students do the task 100%

B. Discussion

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

1. Cycle I

In this research, before doing the implementation, the researcher gave the students pre-test individually for the purpose to investigate the students' mastery in simple present tense. After the researcher getting the pre-test score of the students that was only 6 students (30%) could pass the test and the average score in this test was 58.5, so the researcher gave the treatment to the students in cycle I.

The treatment in the cycle I was conducted by teaching the students using the mistake buster technique. Furthermore, the researcher also gave the post-test in this cycle that was named post-test 1. Afterwards, by analyzing the result of the post-test 1, the researcher concluded that there were 12 students (60%) who passed the post-test 1 and the average was 66.8.

From the result of the students' score in the pre-test and post-test 1, there was an improvement from the students' result score. It could be seen from average score in pre-test was 58,2 and post-test 1 was 66.8. Although there was an improvement of the students' achievement, cycle I was not successful yet because only 12 or 60% students who passed the test in the post-test 1. It means that cycle I could improve the students mastery in simple present tense but it was not yet successful because the students did not passed yet to the indicator of success.

2. Cycle 2

After analyzing the students' score in the post-test 1, the researcher had to conduct the next cycle because only 12 students (60%) passed the test and got the score that was ≥ 70 .

In this cycle, the researcher gave the treatment and then gave post-test 2. Furthermore, the researcher analyzed the result of post-test 2 and inferred that there were 17 students (85%) passed the test because their score was ≥ 70 and the average score was 75,8.

From the result of the students' score from post-test 2, it could be concluded that there were score improvement. The improvement score could be seen on the average score. The average score in the post-test 1 and post-test 2 were 66.5 and 75.8. In the pre-test, post-test 1 and post-test 2, the total of students who got the score ≥ 70 were 6, 12, and 17 students. Because the achievement of the students had improved enough and the

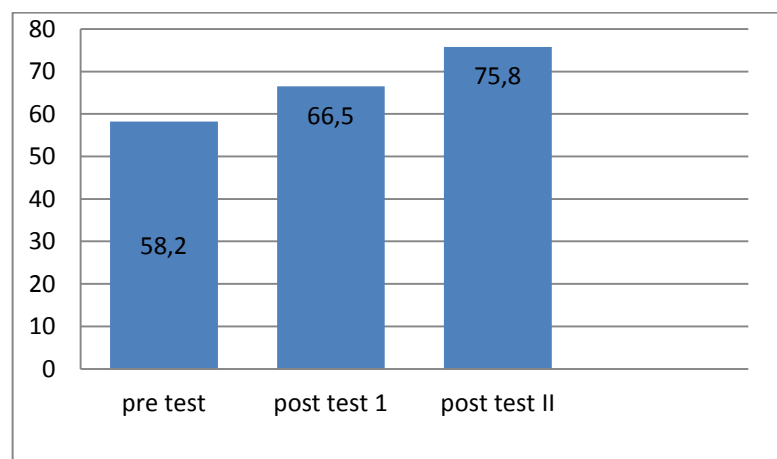
indicator of success was reached, the research was successful and could be stopped in cycle II.

Table 21
The Average of the Test Result

	Test		
	Pre-test	Post-test 1	Post- test 2
Total	1165	1331	1517
Average	58,2	66,5	75,8

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

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



The graph above could be pointed out that mistake buster technique could improve student's simple present tense mastery. It could be proved by the improvement score consecutively from pre-test to post-test II in which the average score of these three testes improved significantly from 58, 2 to 66,5 and to 75,8 by the percentage of final successfulness was 85 %.

3. The Result of The Students learning Activity

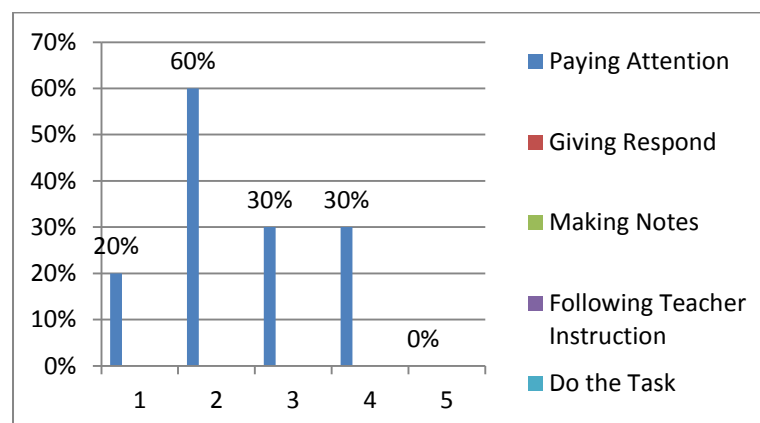
The students' learning activities data obtained from the overall result of students' learning activities in the form of observation sheet from cycle I to cycle II. Each cycle consisted of two observation result of students' learning activity which observed for two different days. These results could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

Table 22
The Result of Students' Observation between Cycle I and Cycle II

No	Students Activity	Cycle 1		Cycle II		Improvement
		F	Percentage	F	Percentage	
1	Attention to teacher explanation	15	75%	19	95%	20%
2	Giving Respond	3	15%	15	75%	60%
3	Making Notes	12	60%	18	90%	30%
4	Following Teacher Instruction	11	55%	17	85%	30%
5	Doing the Task	20	100%	20	100%	0%

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

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



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

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

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. Using Mistake Buster Technique can improve the learning activity. The students were more active in the learning process. It can be seen at the test, the average of pre test was 58,2 by the percentage of successfulness was 30%, in post test I the average score was 66,5 by the percentage of successfulness was 70% and in post-test II the average score was 75,8 by the percentage of successfulness was 85%. It can be concluded that the use of Mistake Buster Technique can improve the mastery of simple present tense.
2. The implementation of The Mistake Buster Technique conveyed an alternative way in learning process to improve the mastery of simple present tense. These conclusion can be seen from the result of the students' average in pre test was 58,2 and the result post test cycle I was 66,5. The improvement score from pre test to post test I was 8,3. The result of the students' average in post test II was 75,8. The improvement score from post test I to post test II was 9,3. It can be inferred that the result of the students in cycle II was higher than cycle I. It means that by using the mistake buster technique can improve the students' mastery in simple present tense

B. Suggestion

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

1. For students

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

2. For English teacher

It would be better for English teacher to apply The Mistake Buster Technique as an alternative way in teaching English especially to improve student's grammar mastery in simple present tense.

3. For Headmaster

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

4. For other Researchers

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

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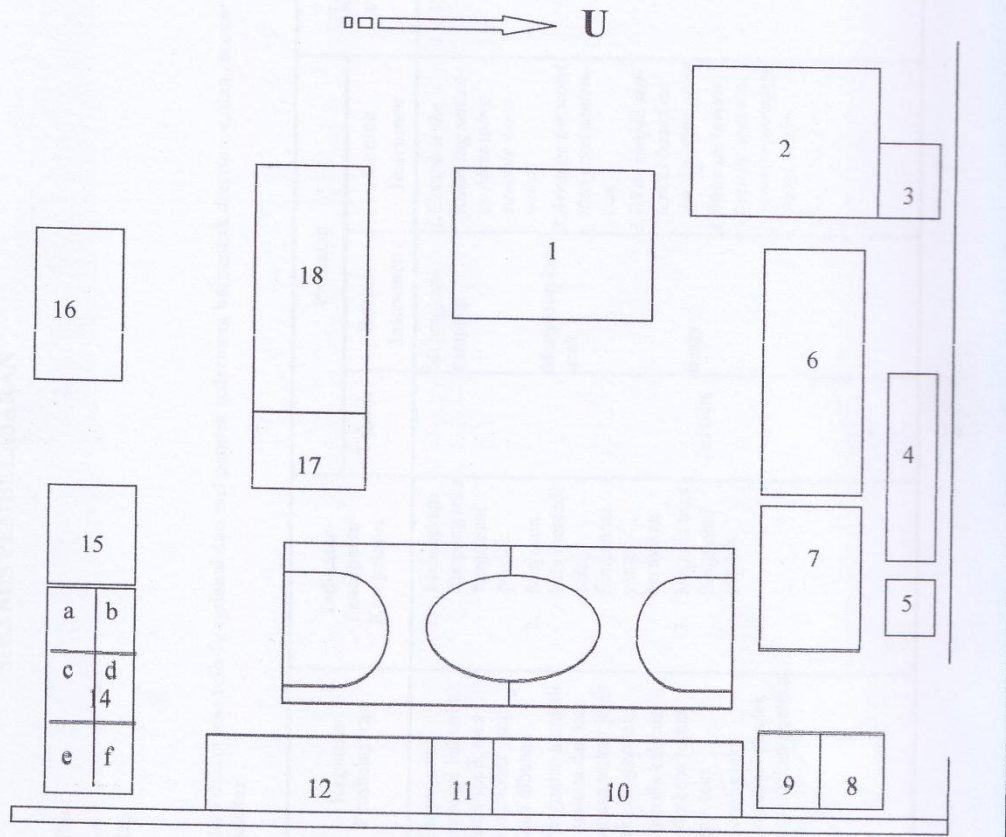
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APPENDICES

LOCATION SKETCH OF MTs RIYADLATUL 'ULUM EAST LAMPUNG



Note :

- 1.16, Pesantren office
- 2. Mosque
- 3,4,5, toilet
- 6. 7,12,17,18 dormitory santri' 11. Rip
- 8. Canteen
- 9. Art rooms
- 10. 14 learning rooms
 - a. VII.1 d. Office
 - b. IX e. VIII
 - c. VII.2
- 15. Lab & library

SILABUS PEMBELAJARAN

Sekolah : MTs Riyadlatul Ulum
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : I (Satu)
Standar Kompetensi : Menulis

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	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	1. Teks fungsional pendek berupa : <ul style="list-style-type: none"> • Undangan • Pengumuman • Pesan Singkat 2. Tata Bahasa <ul style="list-style-type: none"> • Kalimat sederhana - mngundang - mngumumkan - menyampaikan pesan 3. Kosa kata <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks 	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 4. Menulis teks fungsional pendek berdasarkan konteks	1. Melengkapi rumpang teks fungsional pendek 2. Meyusun kata menjadi teks fungsional yang bermakna 3. Menulis teks fungsional pendek	Melengkapi rumpang Menyusun kata acak Essay Tes tulis	1. <i>Complete the following sentence / text using suitable word / words</i> 2. <i>Arrange the word into good sentences.</i> 3. <i>Write simple sentences based on the situation given</i> 4. <i>Write an invitation / announcement / message based on the situation given.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Contoh undangan, pengumuman, SMS 3. Gambar yang relevan	

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
dan menerima untuk berinteraksi dengan lingkungan sekitar	- mengundang - mengumumkan - menyampaikan pesan 3. Kosa kata - Kata terkait tema dan jenis teks 4. Tanda baca 5. Spelling	3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional pendek berdasarkan konteks	3. Menulis teks fungsional pendek			on the situation given 4. Write an invitation/ announcement / message based on the situation given.		
6.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara	1. Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i> 2. Tata bahasa Kalimat sederhana	1. Review ungkapan-ungkapan yang terkait jenis teks descriptive dan recount. 2. Menulis	1. Melengkapi rumpang teks esai pendek berbentuk <i>descriptive</i> 2. Menyusun kalimat menjadi teks	Tes tulis	1. Completion 2. Jumbled sentences	1. Complete the paragraph using the suitable words.	4 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	- Simpel present tense - Simpel past tense - past cont tense 3. Kosa kata - kata terkait tema dan jenis teks - kata penghubung and, then, after that, before dsb 4. Tanda Baca, Spelling	kalimat yang berdasarkan yang terkait jenis teks <i>descriptive</i> dan <i>recount</i> gambar/realia. 3. Melengkapi rumpang dalam teks <i>descriptif</i> dan <i>recount</i> dengan kata yang tepat. 4. Menyusun kalimat acak menjadi teks <i>descriptif</i> dan <i>recount</i> yang terpadu. 5. Membuat draft teks <i>descriptive</i> dan <i>recount</i> secara	yang bermakna dalam bentuk <i>descriptive</i> dan <i>recount</i> . 3. Menulis teks essai dalam bentuk a. <i>descriptive</i> dan <i>recount</i> .	Tes tulis	3. Essay	2. Rearrange the following sentences correctly. 3. Write an essay a. <i>describing something</i> or a <i>certain place</i> . b. <i>Telling what you did last Saturday</i>		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik Instrumen	Bentuk Instrumen	Contoh Instrumen		
		mandiri. 6. Mengekspos teks descriptive dan recount yang ditulis di kelas.						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthines) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

English Teacher



Nurul Aprivanti, S.Pd

Batanghari, February 2020
Researcher



Ari Zairi Khoiroh

LESSON PLAN 1

School :Mts Riyadlatul Ulum

Subject : English

Class/Semester : VIII/1

Skill : Grammar

Time Allocation : 2 x 40 minutes

Topic : Simple Present Tense

I. Core Competence

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

II. Basic Competence

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

4. 2 Make sentences using simple present tense.

III. Indicators

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

IV. Learning Aims

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

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

V. Teaching Method

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

VI. Media

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

VII. Sources of Material

1. Text book
- 2.

VIII. Teaching Material

Simple Present Tense

Form of simple Present tense

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

IX. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre-Activity	a. Teacher greets the students using English in order to create English Environment. b. Teachers and students pray together c. Teacher checks the student's attendance list. d. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. e. Teacher asking to their student with the question related to the topic.	10 minutes
Core-	a. Observing 1. Students listen the material given by the	30

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

X. Test

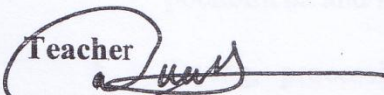
A. Choose the right answer (X)

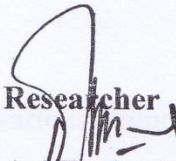
1. Hea farmer
 - a. Is
 - b. Am
 - c. Are
 - d. Has
2. Shinta A new book
 - a. Have
 - b. Has
 - c. Having
 - d. Is having
3. John..... a doctor
 - a. Am
 - b. Are
 - c. Has
 - d. Is
4. We alwaysour lesson every day.
 - a. Studies
 - b. Studied
 - c. Study
 - d. studying
5.your father like orange?
 - a. Do
 - b. Does
 - c. Are
 - d. Is
6. Kipli and Saprol never help their mother.
They....lazy
 - a. Are
 - b. Is
 - c. Am
 - d. Have
7. My sister...like mango.
 - a. Does not
 - b. do not
 - c. did not
 - d. is not
8. My friends....drinking orange juice.
 - a. Like
 - b. Likes
 - c. Liked
 - d. Liking
9. She usually her mother every morning.
 - a. Helping
 - b. Helped
 - c. Help
 - d. Helps
10. Reza always..... at 05.00 am
 - a. Gets up
 - b. Get up
 - c. Got up
 - d. Getting up

B. Correct this wrong sentences into correct sentences

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

Batanghari, February 2020

Teacher

Nurul Apriyanti, S.Pd

Researcher

Ari Zariul Khoiroh
Std. Id. 14120997

LESSON PLAN 2

School	:Mts Riyadlatul Ulum
Subject	: English
Class/Semester	: VIII/1
Time Allocation	: 2 x 40 minutes
Theme	: Descriptive monologue
Topic	: Simple Present Tense

XI. Core Competence

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

XII. Basic Competence

- 3.1 Giving expression to the words and linguistic elements to carry out the purpose, and social function of descriptive monologue, according to the context of its use.
4. 2 Make a descriptive monologue.

XIII. Indicators

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

XIV. Learning Aims

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

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

XV. Teaching Method

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

XVI. Media

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

XVII. Sources of Material

3. Text book

XVIII.

Teaching Material

“Wade Robson King of The Dance”

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

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

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

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

XIX. Learning Activities

ACTIVITY	DESCRIPTION OF ACTIVITY	TIME
Pre-Activity	f. Teacher greets the students using English in order to create English Environment. g. Teachers and students pray together h. Teacher checks the student’s attendance list. i. Students receive information competence, material, purpose, benefits, and lessons that will be implemented. j. Teacher asking to their student with the question related to the topic.	10 minutes
Core-Activity	f. Observing 3. Students read the descriptive text 4. With teacher guidance, students try to understand the generic structure of	30 minutes

	<p>descriptive text</p> <p>g. Questioning</p> <p>2. Teacher gives chance to students to ask questions if they still confuse from the material.</p> <p>h. Exploring</p> <p>1. Students arrange the descriptive text</p> <p>i. Associating</p> <p>2. Teacher correct the text arranged by the students.</p> <p>j. Communicating</p> <p>3. Teacher gives the students task.</p> <p>4. Students do the task with their group.</p>	
Post-Activity	<p>d. Students with teacher conclude the learning.</p> <p>e. Students reflect on the activities that have been carried out</p> <p>f. Students answer the questions given by the teacher</p>	5 minutes

XX. Test

A. Fill the blank below!

ELEPHANT

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

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

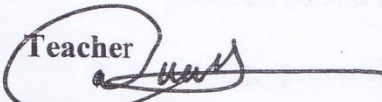
Its intelligence combined with its great strength... (makes/make) an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, ... (hunt/hunts) for tigers and even fight. An elephant is really a smart animal

B. Correct the sentences below!

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

Batanghari, February 2020

Teacher


Nurul Apriyanti, S.Pd

Researcher


Ari Zariul Khoiroh

Std. Id. 14120997

PRE-TEST

PetunjukKhusus:

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

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

NAMA : HABIB AL CAUZAT
KELAS : XIII

LEMBAR JAWABAN PRE TEST

Pilihan Ganda:

1. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D	11. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
2. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D	12. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
3. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D	13. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
4. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D	14. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
5. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D	15. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
6. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D	16. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
7. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D	17. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
8. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D	18. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
9. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D	19. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D
10. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D	20. <input checked="" type="checkbox"/> A <input checked="" type="checkbox"/> B <input checked="" type="checkbox"/> C <input checked="" type="checkbox"/> D

B = 17

72

NAMA : Egi Diahati Hidayatullah
KELAS : VIII

LEMBAR JAWABAN PRE TEST

Pilihan Ganda:

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

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

B = 16

S = 4

64

POST-TEST CYCLE 1

C. Identify the Verb Form of Simple Present tense

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

D. Choose the right answer (X)

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

18. My friends....drinking orange juice.
- e. Like
 - f. Likes
 - g. Liked
 - h. Liking
19. She usually her mother every morning.
- e. Helping
 - f. Helped
 - g. Help
 - h. Helps
20. Reza always..... at 05.00 am
- e. Gets up
 - f. Get up
 - g. Got up
 - h. Getting up

E. Correct this wrong sentences into correct sentences

6. She do not go to school this morning.

7. Mr. Reza are a good teacher.

8. I go to school yesterday.

9. Lisa always getting up early.

10. John studied English today.

NAMA : Syifa Nur Hafidha
 KELAS : VIII

LEMBAR JAWABAN POST TEST I

Pilihan Ganda:

A. Choose The Best Answer by Crossing (X) A, B, C or D

1	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C
3	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input checked="" type="checkbox"/> C
4	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C
5	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C

B. Choose The Best Answer By Crossing (X) A, B, C, D

1	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
2	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
3	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
4	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input checked="" type="checkbox"/> C	<input type="checkbox"/> D
5	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

6	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
7	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
8	<input checked="" type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
9	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input checked="" type="checkbox"/> D
10	<input type="checkbox"/> A	<input checked="" type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

6
 4
 64

- C. 1. She does not go to school this morning.
 2. Mr Reza is a good teacher.
 3. I am go to school yesterday.
 4. Lisa always get up early.
 5. John study English today.

Key Answer Post Test Cycle 1

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

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

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

E. Correct the sentences below!

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

Key Answer Post Test Cycle 2

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

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

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

NAMA : Egi Kaitan Hidayatullah

KELAS :

LEMBAR JAWABAN POST TEST 2

Pilihan Ganda:

A. Choose The Best Answer by Crossing (X) A, B, C or D

1.	A	B	<input checked="" type="checkbox"/>
2.	<input checked="" type="checkbox"/>	B	C
3.	A	B	<input checked="" type="checkbox"/>
4.	A	<input checked="" type="checkbox"/>	C
5.	A	B	<input checked="" type="checkbox"/>

65

- B.
- is
 - is
 - can't
 - is
 - is
 -
 - likes
 - lift
 -
 - look
 - move
 -
 -
 -

- C.
- The elephant is big animal
 - the elephant has long trunk
 - my go to beach yesterday
 - Kaisa dan Luana sing a song
 - my father and my mother love each other.

NAMA : Muhammad Jimmy

KELAS : KV

LEMBAR JAWABAN POST TEST 2

Pilihan Ganda:

A. Choose The Best Answer by Crossing (X) A, B, C or D

1.	A	B	<input checked="" type="checkbox"/>
2.	<input checked="" type="checkbox"/>	B	C
3.	A	B	<input checked="" type="checkbox"/>
4.	A	<input checked="" type="checkbox"/>	C
5.	A	B	<input checked="" type="checkbox"/>

72

- B.
1. Is
 2. Is
 3. Cuck
 4. Is
 5. Is
 6. sum
 7. likes
 8. left
 9. looks
 10. moved
 - 11.
 - 12.
 - 13.

- C.
1. The elephant is the big animal
 2. the elephant have long trunk
 3. I go to the house yesterday
 4. Raisa and Isyana sing a song
 5. my father and My mother love each other.

NAME : Annisa Mutiara In sani

KELAS :

LEMBAR JAWABAN POST TEST 2

Pilihan Ganda:

A. Choose The Best Answer by Crossing (X) A, B, C or D

1.	A	B	C
2.	A	B	C
3.	A	B	C
4.	A	B	C
5.	A	B	C

80

- B.
1. Is
 2. Is
 3. look
 4. Is
 5. Is
 6. squirts
 7. likes
 8. left
 9. look
 10. moved.
 - 11.
 - 12.
 - 13.

- C.
1. The elephant is the big animal ✓
 2. The elephant has long trunk ✓
 3. ~~can~~ can go to the beach yesterday.
 4. Raisa and Isyana sing a song beautifully.
 5. My father and my mother love each other.

ATTENDEN LIST OF PRE TEST

Date : Februari 10th 2020

No	Name	Class	Signature
1	Ahmad Fauzan kamil		1.
2	Atipatul Aini		2.
3	Adi Rismawan		3.
4	Anisa Mufhara Insani		4.
5	Alip Safarudin		5.
6	Dion Setiawan		6.
7	Egri rathan hidayatullah		7.
8	Fadhilah aulia salwa		8.
9	Gival Jathul Hsan		9.
10	Hamid Affauzan		10.
11	Laela Nur azizah		11.
12	Laila Nur Salsabila		12.
13	M. Jefri Saputra		13.
14	M. Jimmy		14.
15	M. Alfin Alfanzi		15.
16	M. Alfin Zakaria		16.
17	Nazwa Febrianti		17.
18	Stifa Aulia Al-Wakilah		18.
19	ulfa stifa'un N.		19.
20	Wahfa Aji K		20.

ATTENDEN LIST OF POST TEST I

Date : Februari 30th 2020

No	Name	Class	Signature
1	Amad Fauzan kamil		1.
2	APFatul aini		2.
3	Adi Atsawawan		3.
4	Anisa Mustariz Hasan		4.
5	Alif Safarudin		5.
6	Brian Setiawan		6.
7	Egi Raihan Hidayatullah		7.
8	Fadhilah aulia Salwa		8.
9	Gival Fathul Hasan		9.
10	Hamid al-fauzan		10.
11	Laila nur azizah		11.
12	Laila nur salsabiah		12.
13	M. Jefri Saputra		13.
14	M. Jmmz		14.
15	m. alfin Alfarzi		15.
16	M. Alfin Zakaria		16.
17	Nazwa Febrianti		17.
18	Syifa aulia al-wasilah		18.
19	Ufa stifa'un N.		19.
20	Wahfa Aji K.		20.

ATTENDEN LIST OF POST TEST II

Date : March 2th 2020

No	Name	Class	Signature
1	Ahmad Fauzan Kamil		1.
2	Afifatul Aini		2.
3	Adi Rismawan		3.
4	Anisa Muliara Insani		4.
5	Atip Safarudin		5.
6	Dron Setiawan		6.
7	Ersi Raihan Hidayatullah		7.
8	Fadilah Aulia Salwa		8.
9	Gival Fathul Ihsan		9.
10	Hamid Al-Fauzan		10.
11	Laila Nur Anisah		11.
12	Laila Nur Saltabla		12.
13	M. Jetti Saputra		13.
14	M. Jimmer		14.
15	M. Alfin Alfarizi		15.
16	M. Alfin Sakaria		16.
17	Hazna Febrianti		17.
18	Syifa Aulia Al-Wakilah		18.
19	Ufa Syifa'un N.		19.
20	Wahya Aji K.		20.

DOKUMENTATION



(Pre Test)



1st Meeting of Cycle 1 (Treatment)



2nd Meeting of Cycle 1 (Treatment)



3rd Meeting (Post Test 1)



Meeting in Cycla 2 (Treatment)



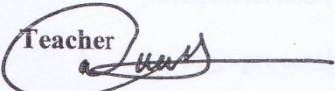
Last Meeting in Cycle 2 (Post Test 2)


FIELD NOTE

Cycle		Note Students' Attitude
Cycle I	1st Meeting (February 13th 2020)	<ol style="list-style-type: none"> 1. Most of the students still confused in following the mistake buster technique as the technique in learning process 2. Most of the students were not active in the learning process 3. Most of students were difficult to arrange the sentence using simple present tense 4. Some students did not give attention while gave the treatment.
	2nd Meeting (February 17th 2020)	<ol style="list-style-type: none"> 1. Some of the students began interested in following the mistake buster technique as the technique in the learning process 2. Some of students were getting active in the learning process 3. Some students were getting easy to arrange the sentences using simple present tense 4. Some students could give attention while gave the treatment.
Cycle II	1st Meeting (February 24th 2020)	<ol style="list-style-type: none"> 1. Some students were enjoyed following the mistake buster technique 2. Most of the students were active in the learning process 3. The students were easier to arrange the sentences using simple present tense 4. Most of the students could give attention and enthusiastic about the new technique that was given by the researcher
	2nd Meeting (February 27th 2020)	<ol style="list-style-type: none"> 1. Most of students were more active in following the mistake buster technique in learning

		<p>process</p> <ol style="list-style-type: none">2. Most of the students enjoyed the new technique3. Most of students were easy to arrange sentences4. Most of the students enthusiastic to apply the technique to improve their mastery in simple present tense
--	--	--

Batanghari, February 2020

Teacher

Nurul Apriyanti, S.Pd

Researcher

Ari Zariul Khoiroh
Std. Id. 14120997



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI SIMAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Ari Zariul Khoiroh
NPM : 14120997

Jurusan : TBI
Semester : XI/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 27/2019 12	✓		Dalam pembuatan soal sesuaikan dengan indikator kemampuan simple present tense	
2.	Senin 30/12 18	✓		All AP2 - Depresiasi	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I,

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



KEMENTRIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296;
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : ARI ZARIUL KHOIROH
NPM : 14120997

Jurusan/Fakultas : TBI/FTIK
Semester : XI

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Senin 23/09/17		✓	Revisi APD	
2.	Senin 30/09/17		✓	All Research Instrument.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Ari Zariul Khoiroh
NPM : 14120995

Jurusan : TBI
Semester : XII / 2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Jumat 3 Juli 2020	✓		Revisi Table of contents dan jelaskan apa pengertian dari tense.	
	Senin 6 Juli 2020	✓		Revisi The Definition of Simple present tense.	
	Rabu 8 Juli 2020	✓		Revisi bab IV	
	Senin 13 Juli 2020			Revisi Bab V Ace & unguosah	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing I,

Dr. Mahrus As'ad, M.Ag
NIP. 19611221 199603 1 001



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metro.univ.ac.id E-mail: iainmetro@metro.univ.ac.id

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

Nama : Ari Zariul Khoiroh
NPM : 14120995

Jurusan : TBI
Semester : XII / 2020

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 19 Juni 2020		✓	Revise ch. iv.	
2.	Selasa 23 Juni 2020		✓	Revise all table.	
	Jum'at 3/7 2020			Ace ch. iv.	

Mengetahui,
Ketua Jurusan TBI

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

Dosen Pembimbing II,

Trisna Dinillah Harva, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUA

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-1023/In.28.1/J/TL.00/03/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MTS RIYADLATUL UMUM BATANGHARI
di-
Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:


Nama : **ARI ZARIUL KHOIROH**
NPM : 14120997
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **IMPROVING STUDENTS PRONUNCIATION MASTERY THROUGH READING ALOUD AMONG THE EIGHT GRADERS OF MTS RIYADLATUL ULUM OF EAST LAMPUNG**

untuk melakukan *pra-survey* di MTS RIYADLATUL UMUM BATANGHARI.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 26 Maret 2018

Ketua Jurusan
Pendidikan Bahasa Inggris

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



KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM
AKTE NOTARIS DIDIK MARYONO, S.H., M.Kn NO: No. 04 18 November 2015
SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015
MADRASAH TSANAWIYAH RIYADLATUL 'ULUM
NSM : 121218070099 NPSN : 69975793

alamat : Jl.Pondok Pesantren Bumiharjo 39B. Batanghari Kabupaten Lampung Timur.Kode Pos 34381 CP. 082183603389 - 085669617145

Surat Keterangan

Nomor : 079/14.RU/S.Ket.PS/0621-MTs. Ru/Bt/XII/2018

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawaiayah
Riyadlatul 'ulum menerangkan bahwa :

Nama : Ari Zariul Khoiroh
NPM : 14120997
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Berdasarkan surat Nomor : B-1023/In.28.1/J/TL.00/03/2018, tertanggal 26
Maret 2018 Perihal Izin Prasurvey lapangan, mahasiswa tersebut di atas telah
bebar-benar melaksanakan **Prasurvey** di Madrasah Tsanawiyah Riyadlatul
Ulum pada tanggal 04 Desember 2018

Demikian surat keterangan ini kami buat dengan sebenarnya dan dapat
digunakan sebagai mana mestinya.



Bumiharjo, 05 Desember 2018
Kepala Madrasah

SUBAGIO, S.Pd.I



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-0690 /In.28.1/J/PP.00.9/2/2018
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

Metro, 09 Februari 2018

Kepada Yth:

1. Dr. Mahrus As'ad, M.Ag
2. Trisna Dinillah H, 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 : Ari Zariul Khoiroh
NPM : 14120997
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 \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

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

Wassalamu'alaikum Wr. Wb.





KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metro.univ.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-0448/In.28/D.1/TL.00/02/2020
Lampiran : -
Perihal : IZIN RESEARCH

Kepada Yth.,
KEPALA MTS RIYADLATUL ULUM
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-0447/In.28/D.1/TL.01/Q2/2020,
tanggal 03 Februari 2020 atas nama saudara:

Nama : ARI ZARIUL KHOIROH
NPM : 14120997
Semester : 12 (Dua Belas)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MTS RIYADLATUL ULUM, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE MASTERY OF SIMPLE PRESENT TENSE THROUGH THE MISTAKE BUSTER TECHNIQUE AT THE EIGHT GRADERS OF ISLAMIC JUNIOR HIGH SCHOOL (MTS) RIYADLATUL ULUM BATANGHARI LAMPUNG TIMUR".

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

Wassalamu'alaikum Wr. Wb.

Metro, 03 Februari 2020

Wakil Dekan I,


Dra. Isti Fatonah MA

NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimill (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: B-0447/In.28/D.1/TL.01/02/2020

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

Nama : **ARI ZARIUL KHOIROH**
NPM : 14120997
Semester : 12 (Dua Belas)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MTS RIYADLATUL ULUM, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING THE MASTERY OF SIMPLE PRESENT TENSE THROUGH THE MISTAKE BUSTER TECHNIQUE AT THE EIGHT GRADERS OF ISLAMIC JUNIOR HIGH SCHOOL (MTS) RIYADLATUL ULUM BATANGHARI LAMPUNG TIMUR".
 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 : 03 Februari 2020





KEMENTERIAN AGAMA KABUPATEN LAMPUNG TIMUR
YAYASAN PONDOK PESANTREN RIYADLATUL 'ULUM
AKTE NOTARIS DIDIK MARYONO, S.H., M.Kn NO: No. 04 18 November 2015
SK.KEMENHUMHAM NOMOR AHU-0024569.AH.01.04.Tahun 2015
MADRASAH TSANAWIYAH RIYADLATUL 'ULUM
NSM : 121218070099 NPSN : 69975793
TERAKREDITASI : B

Alamat : Jl. Pondok Pesantren Bumiharjo 39 B Batanghari Kabupaten Lampung Timur. Kode Pos 34181. E-mail:
mtrysiadlatululum@gmail.com CP. 082183603389-085783465796

Surat Keterangan

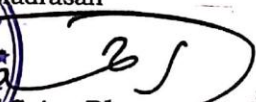

Nomor : 198/14.RU/Riset/MTs. Ru-0621/Bt/III/2020

Yang bertanda tangan dibawah ini kepala Madrasah Tsanawaiyah
Riyadlatul 'ulum menerangkan bahwa :

Nama : **ARI ZARIUL KHOIROH**
NPM : 14120997
Semester : 12 (Dua Belas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Berdasarkan surat Nomor : **B-0448/In.28/D.1/TL.00/02/2020** tertanggal
03 Februari 2020 perihal Izin Research, mahasiswa tersebut di atas telah
benar melaksanakan **Research** di Madrasah Tsanawiyah Riyadlatul Ulum
sesuai waktu yang ditentukan

Demikian surat keterangan ini kami buat dengan sebenarnya dan
dapat digunakan sebagai mana mestinya.

Bumiharjo, Maret 2020
Kepala Madrasah

Rahmad Setya Dharmawan, S.Pd




IAIN

**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
E T R O Telp (0725) 41507, Faks (0725) 47296, Website: digilib.metrouniv.ac.id, pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-127/ln.28/SIU.1/OT.01/01/2020**

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

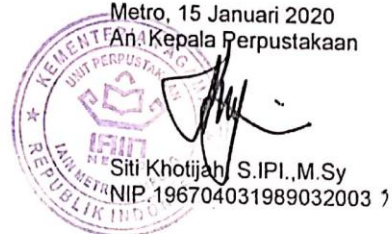
Nama : Ari Zariul Khoiroh
NPM : 14120997
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2019 / 2020 dengan nomor anggota 14120997.

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, 15 Januari 2020
An: Kepala Perpustakaan


Siti Khotijah, S.I.Pi., M.Sy
NIP. 196704031989032003 1

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ari Zainul Khairah

NPM : 14100907

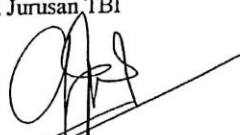
Fakultas : Tadris Bahasa Inggris

Angkatan : 14

Telah menyerahkan buku berjudul : Artificial Intelligence in second language learning

Metro,

Ketua Jurusan TBI



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

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Ari Zainul Khairah

NPM : 14100907

Fakultas : Tadris Bahasa Inggris

Angkatan : 14

Telah menyerahkan buku berjudul : Artificial Intelligence in second language learning.

Metro,

Ketua Jurusan TBI



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

CURRICULUM VITAE



Researcher is the first daughter of happy couple. Her father is M. Sahsun and her mother is Siti Muhimmatul Azizah, . She was born in Jember, on September^{9th}1996 and then she is given name Ari Zariul Khoiroh

She was an Elementary school student at Islamic Elementary school MI Al-Hidayah, at 2008. She registered in SMP Islam Terpadu Miftahul Ulum at 2008, and graduated in 2011. She continued her study in SMA N 1 Dente Teladas and graduate in 2014.

In 2014 she was registered in STAIN Jurai Siwo Metro as an S1 student of English Education Study Program.