



**IMPROVING THE EIGHTH GRADE STUDENTS' SIMPLE PAST TENSE
ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING
NUMBERED HEADS TOGETHER TECHNIQUE AT SMPN 1 JELBUK**

THESIS

Composed to fulfill one of the Requirements to Obtain the Degree of S1 at
English Education Program, Language and Arts Education Department, the
Faculty of Teacher Training and Education,
Jember University

By

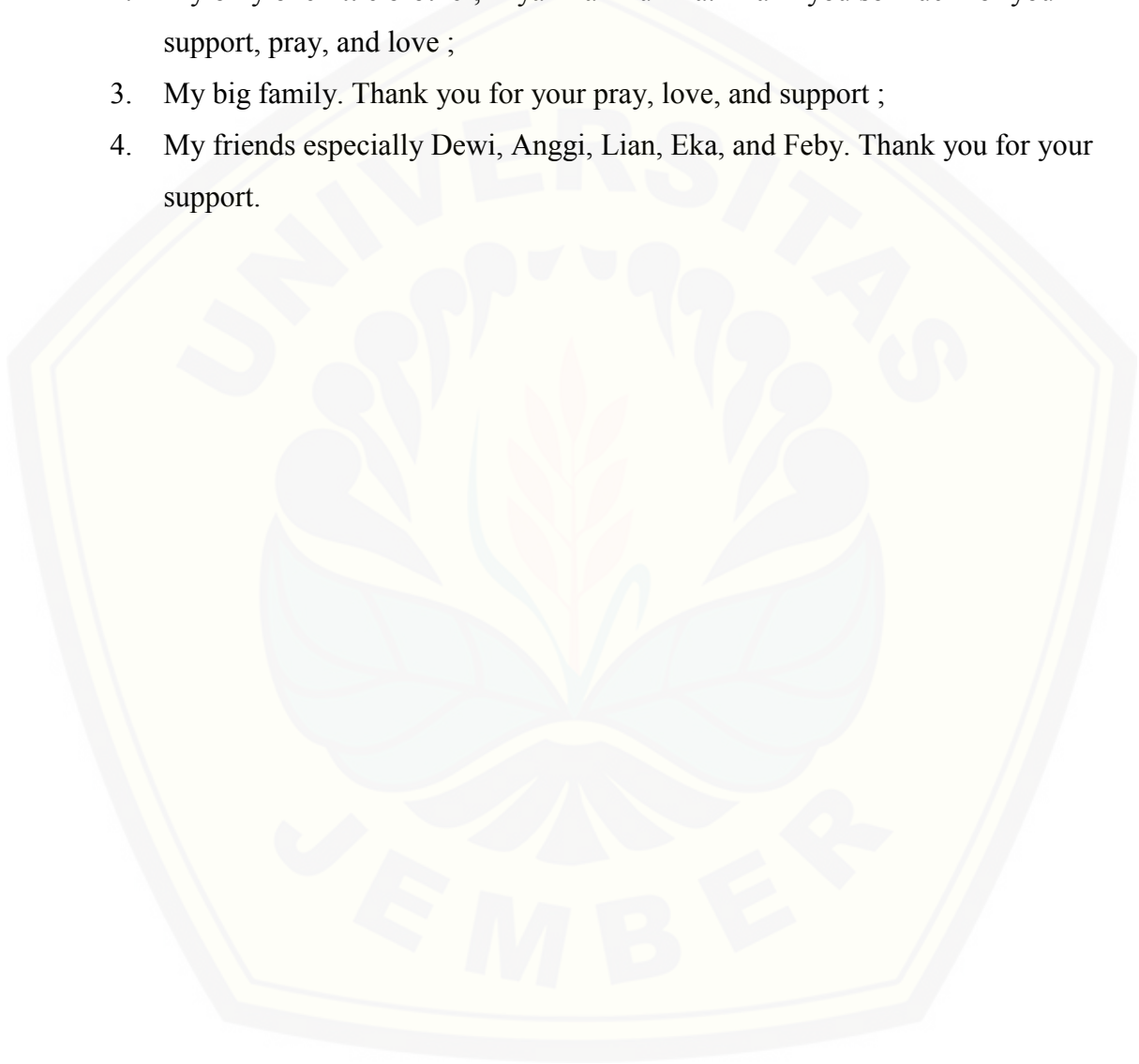
**RIZKI MAHFIDA ANGGRAINI
NIM.100210401063**

**ENGLISH LANGUAGE PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
2016**

DEDICATION

This thesis is dedicated proudly to the following people:

1. My beloved parents, Sulus Nirmawan and Siti Aminah. Thank you so much for your love, pray, support, and suggestions ;
2. My only one little brother, Riyan Fakhurriza. Thank you so much for your support, pray, and love ;
3. My big family. Thank you for your pray, love, and support ;
4. My friends especially Dewi, Anggi, Lian, Eka, and Feby. Thank you for your support.



MOTTO

Penuntut ilmu itu jika tidak melahirkan akhlaq yang mulia maka sungguh
pencariannya terhadap ilmu itu tidak ada faidahnya.

[Al-'allaamah Ibnu 'Ulsaimin rahimahullah, Syarh al-hilyah hal.7]



STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that that the content of the content of the thesis is the result of work which has been carried out since the official commencement date of the approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedures and guidelines of thesis writing from the university and the faculty have been followed.

I am aware of the potential consequences of any breach of the procedures and guidelines, e.g. cancellation of my academic award.

I hereby grant to the University of Jember the right to archive and to reproduce and communicate to the public my thesis or project in whole or in part in the University/Faculty libraries in all forms of media, now or hereafter known.

Signature :

Name : RIZKI MAHFIDA ANGGRAINI

Date : 23 December, 2016

CONSULTANTS' APPROVAL

**IMPROVING THE EIGHTH GRADE STUDENTS' SIMPLE PAST TENSE
ACHIEVEMENT AND THEIR ACTIVE PARTICIPATION BY USING
NUMBERED HEAD TOGETHER TECHNIQUE AT SMPN 1 JELBUK**

THESIS

Composed to Fulfill One of the Requirements to Obtain S1 Degree at
the English Education Program, Language and Arts Department,
the Faculty of Teacher Training and Education,
Jember University

Name : Rizki Mahfida Anggraini
Identification Number : 100210401063
Level : 2010
Place and Date of Birth : Banyuwangi, August 17th, 1991
Department : Language and Arts Education
Program : English Language Education Study

Consultan I

Consultant II

Dra. Siti Sundari, M. A.
NIP. 19581216 198802 2 001

Drs. Bambang Suharjito, M. Ed
NIP. 19611025 198902 1 004

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Day :

Date : December, 2016

Place : The Faculty of Teacher Training and Education

Examination Committee

The Chairperson,

The Secretary,

Dra. Wiwiek Eko Bindarti, M.Pd
NIP. 19561214 198503 2 00 1

Drs. Bambang Suharjito, M.Ed
NIP. 19611025 198902 1 00 4

Member I,

Member II,

Dra. Siti Sundari, M.A
NIP. 19581216 198802 2 00 1

Dra. Zakiyah Tasnim, M.A
NIP. 19620110 198702 2 00 1

Acknowledgment by
The Faculty of Teacher Training and Education
The Dean,

Prof. Drs. Dafik, M.Sc., Ph.D
NIP. 19680802 199303 1 004

ACKNOWLEDGEMENT

Thank Allah S.W.T., the Almighty, who gives me His guidance and blessing, so, I can finish this thesis entitled “ Improving The Eighth Grade Students’ Simple Past Tense Achievement And Their Active Participation By Using Numbered Head Together Technique At SMPN 1 Jelbuk”.

In relation to the writing and finishing this thesis, I would like to express the deepest and sincerest thanks to:

1. The Dean of the Faculty of Teacher Training and Education, Jember University.
2. The Chairperson of the Language and Arts Department.
3. The Chairperson of English Language Education Study Program.
4. My first consultant, Dra. Siti Sundari, M.A., and my second consultant, Drs. Bambang Suharjito, M.Ed, for their valuable guidance, patience, time, energy, and contribution in helping me to finish this thesis.
5. The examination committee.
6. The Principal, the English teacher, the VIII-A students of SMPN 1 Jelbuk, and all of my friends for giving me an opportunity, help, and support to conduct this research.

Finally, I hope this thesis will be useful for the readers. Any constructive critics and suggestions will be fully appreciated.

Jember, December 2016
The Writer

SUMMARY

Improving the Eighth Grade Students' Simple Past Tense Achievement and Their Active Participation by Using Numbered Heads Together Technique at SMPN 1 Jelbuk; Rizki Mahfida Anggraini, 100210401063; 2016; 50 pages; English Education Study Program of Language and Arts of The Faculty of Teacher Training and Education of Jember University.

This classroom action research was conducted collaboratively by the researcher and the English teacher to improve the eighth grade students' simple past tense achievement and their active participation by using Numbered Heads Together technique at SMPN 1 Jelbuk.

The interview as the preliminary study with the English teacher of the eighth grade students was conducted in SMPN 1 Jelbuk. The result showed that the eighth grade students of SMPN 1 Jelbuk, especially VIII-A class, still experienced problems with their structure, especially Simple Past Tense. There was only 38% students was achieving the standard requirement score of English that was 76. It means that the students' simple past tense achievement was still low. Therefore, the NHT teaching was used in this research because it was one of cooperative learning types that could improve the students' simple past tense achievement and their active participation.

The data in this research were collected by administering simple past tense achievement test after the action and having observation in the class in each cycle during the implementation of the action. The research design was Classroom Action Research (CAR) with cycle model. Each cycle consisted of four stages of activity; they were planning the action, the implementation of the action, observation, and evaluation.

This research was conducted in SMPN 1 Jelbuk. The eighth grade students of SMPN 1 Jelbuk, especially VIII-A class, were the research subjects of this research.

The results of the data analysis showed that teaching structure, especially Simple Past Tense, by using Numbered Heads Together technique in two cycles

was able to improve the eighth grade students' simple past tense achievement at SMPN 1 Jelbuk. The average percentage of the students' simple past tense achievement in Cycle I was 69.23% of the students who achieved the standard requirement score that was 76. Meanwhile, the average percentage of the students' simple past tense achievement in Cycle II was 76.92% of the students who achieved the standard requirement score that was 76. It means that there was improvement from the first cycle to the second cycle as much as 7.69% of the percentage of the students who got scores of 76.

Besides that the Numbered Heads Together technique was applicable to the eighth grade students in improving the students' active participation at SMPN 1 Jelbuk. In cycle I, the percentage of the students' active participation increased from 38.4% of the students in the first meeting to 57.6% of the students in the second meeting. The results of the observation in cycle I had not achieved the criteria of success required in this research yet. This result became reference to conduct cycle II. Then, the percentage of the students' active participation in cycle II increased from 76.92% of the students in meeting 1 to 80.76% in meeting 2. Based on the results of the observation in cycle II, it could be concluded that the use of Numbered Heads Together technique could improve the students' active participation in teaching learning process.

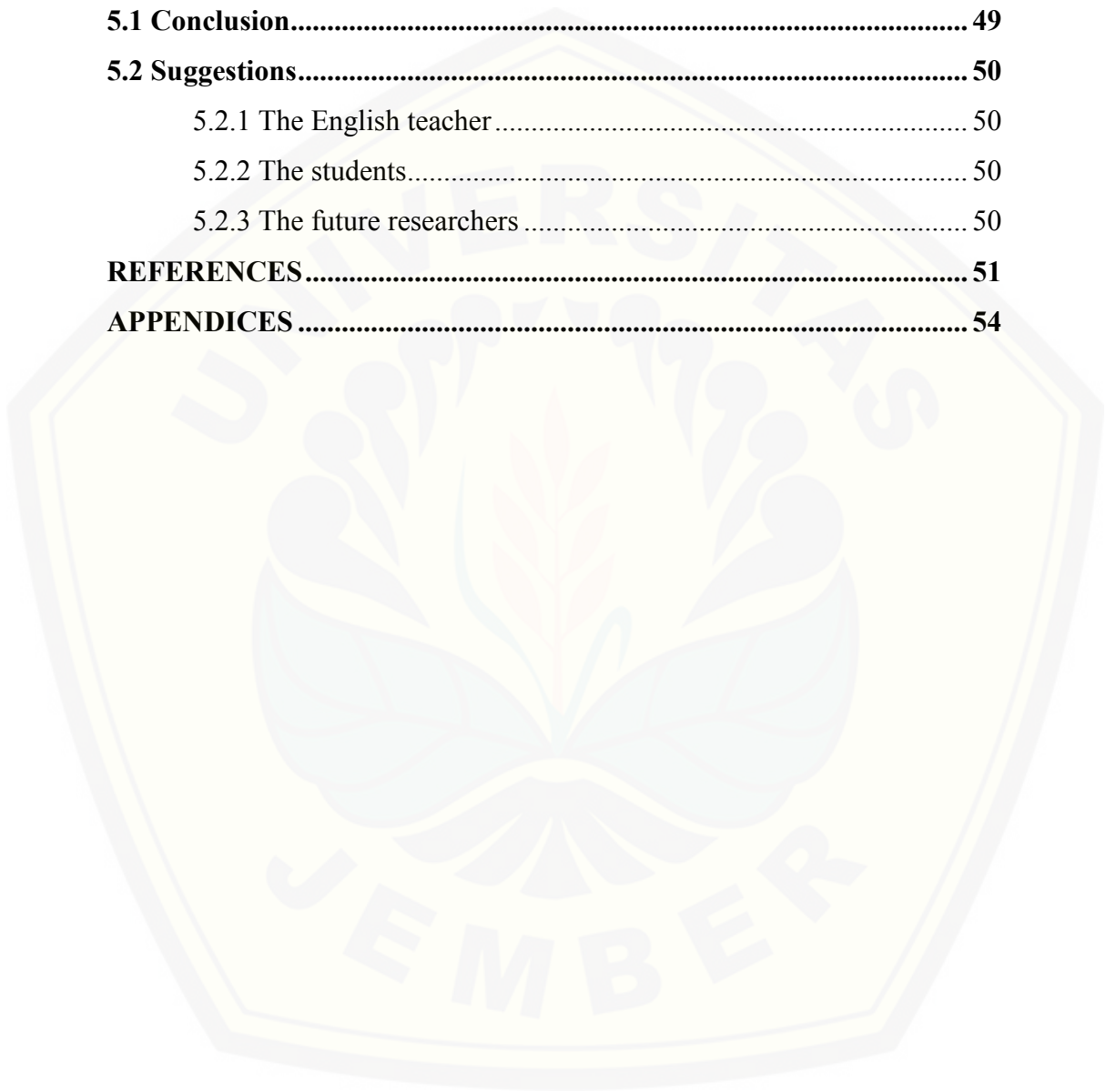
Based on the results of this research, the use of NHT technique in the teaching learning process especially Simple Past Tense could improve the students' simple past tense achievement and their active participation during the teaching learning process. Therefore, the English teacher was suggested to apply the NHT technique as an alternative technique in teaching structure.

TABLE OF CONTENTS

COVER	i
DEDICATION	ii
MOTTO	iii
STATEMENT OF THESIS AUTHENTICITY	iv
CONSULTANTS APPROVAL	v
APPROVAL OF THE EXAMINATION COMMITTEE	vi
ACKNOWLEDGEMENT	vii
SUMMARY	viii
TABLE OF CONTENTS	x
LIST OF PICTURES, DIAGRAMS, TABLES	xiii
LIST OF APPENDICES	xiv
CHAPTER 1. INTRODUCTION	1
1.1 Background of The Research	1
1.2 The Problem of The Research	4
1.3 The Objectives of The Research	5
1.4 The Significances of The Research	5
1.4.1 The English Teacher	5
1.4.2 The Students	5
1.4.3 The Future Researchers	5
CHAPTER 2. REVIEW OF RELATED LITERATURE	6
2.1 Teaching Tenses at Junior High School	6
2.2 The Uses and the Pattern of Simple Past Tense	7
2.2.1 The Pattern of Simple Past Tense	7
2.2.2 The Uses of the Simple Past Tense	9
2.3 The Principles of the Simple Past Tense	10
2.4 Types of Texts	10
2.4.1 Recount Text	11
2.5 The Definition of Cooperative Learning	14

2.5.1 Basic Principles of Cooperative Learning.....	14
2.5.2 The Models of Cooperative Learning	16
2.6 The Definition and the Components of Numbered Heads Together Technique.....	17
2.6.1 The Advantages and Disadvantages of Using Numbered Heads Together Technique.....	18
2.6.2 The Procedures of Using Numbered Heads Together Technique in Teaching Structure through Reading Texts.....	20
2.7 The Practice of Teaching Structure through Reading Texts	21
2.8 Action Hypothesis	22
CHAPTER 3. RESEARCH METHODS	23
3.1 Research Design	23
3.2 Area Determination	26
3.3 The Subject Determination Method.....	26
3.4 The Operational Definitions of Key Terms	26
3.5 Data Collection Methods	28
3.5.1 Tense Test	28
3.5.2 Observation	29
3.5.3 Interview.....	29
3.6 Research Procedures.....	30
3.6.1 The Planning of The Action	30
3.6.2 The Implementation of the Action	30
3.6.3 Classroom Observation and Evaluation	30
3.6.4 Data Analysis and Reflection of the Action.....	32
CHAPTER 4. RESEARCH RESULTS AND DISCUSSION.....	33
4.1 The Results of the Implementation of the Action in Cycle I	33
4.1.1 The Results of Observation in Cycle I	34
4.1.2 The Results of the Structure Test in Cycle I	36
4.1.3 The Results of Reflection in Cycle I	38
4.2 The Results of the Implementation of the Action in Cycle II.....	40
4.2.1 The Results of Observation in Cycle II.....	41

4.2.2 The Results of the Structure Test in Cycle II	43
4.2.3 The Results of Reflection in Cycle II.....	45
4.3 Discussion.....	46
CHAPTER 5. CONCLUSION AND SUGGESTIONS.....	49
5.1 Conclusion.....	49
5.2 Suggestions.....	50
5.2.1 The English teacher	50
5.2.2 The students.....	50
5.2.3 The future researchers	50
REFERENCES.....	51
APPENDICES	54



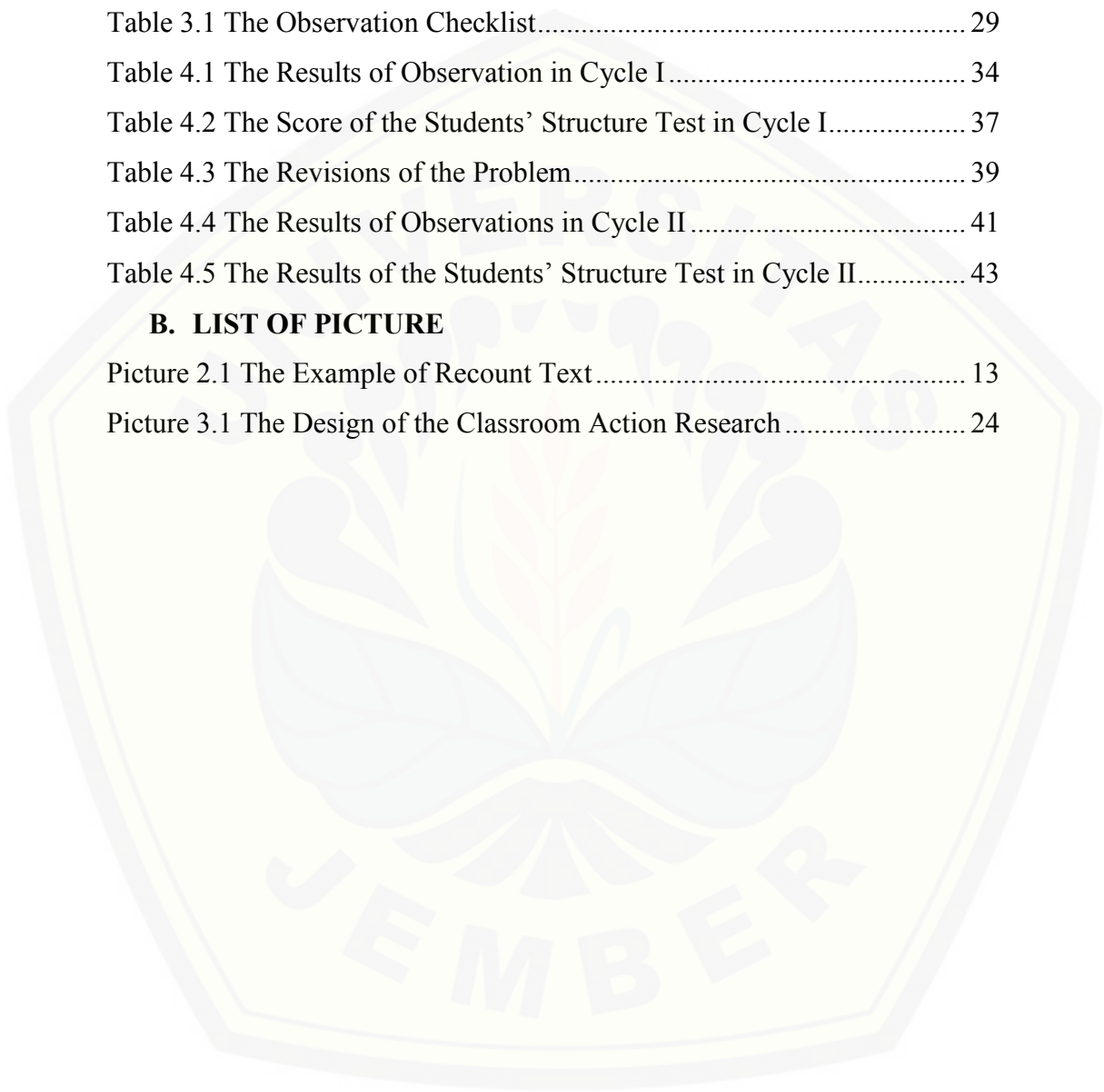
THE LIST OF PICTURES, DIAGRAMS, AND TABLES

A. LIST OF TABLES

Table 2.1 The Examples of Irregular Verbs.....	10
Table 3.1 The Observation Checklist.....	29
Table 4.1 The Results of Observation in Cycle I.....	34
Table 4.2 The Score of the Students' Structure Test in Cycle I.....	37
Table 4.3 The Revisions of the Problem.....	39
Table 4.4 The Results of Observations in Cycle II.....	41
Table 4.5 The Results of the Students' Structure Test in Cycle II.....	43

B. LIST OF PICTURE

Picture 2.1 The Example of Recount Text.....	13
Picture 3.1 The Design of the Classroom Action Research.....	24



THE LIST OF APPENDICES

Appendix A. Research Matrix.....	54
Appendix B. The Instrument of Preliminary Study	57
Appendix C. The Previous Score of VIII-A	58
Appendix D. Lesson Plan 1.....	59
Appendix E. Lesson Plan 2	69
Appendix F. Tense Test 1	79
Appendix G. Answer Key of Tense Test 1	81
Appendix H. Lesson Plan 3.....	82
Appendix I. Lesson Plan 4	92
Appendix J. Tense Test 2	102
Appendix K. Answer Key of Tense Test 2	104
Appendix L. The Results of Observation in Cycle I.....	105
Appendix M. The Score of the Students in Cycle I	106
Appendix N. The Results of Observation in Cycle II	107
Appendix O. The Score of the Students in Cycle II.....	108

CHAPTER I. INTRODUCTION

This chapter presents the discussion of some aspects related to the topics of the study. They include background of the research, the problem of the research, the objective of the research, the operational definitions of the terms, and the significance of the research.

1.1 Background of the research

English is one of the languages that is used in the world. It is very important in every aspect of life, such as education, science, and technology. Considering the importance of English for education, the Indonesian Government has determined English as a subject which has to be taught from elementary school to university. The status of language is as a local content subject in elementary school and as a compulsory subject in junior and senior high school.

In order to develop their ability to communicate in English, students must master four skills in English. They are reading skill, writing skill, listening skill, and speaking skill. Then, in order to master the four skills, the mastery of the language components such as, vocabulary, structure, and pronunciation is very important. In the School-Based Curriculum (*KTSP*), those four language skills should be taught in integrated way with those language components because they cannot be separated each other. Oxford *et al.* (1994:257) state that the language skill integration is a popular concept in learning English in the world.

As the importance of language skills, the language components also play an important role in improving students' English communicative competence. One of them is structure or grammar. Thornbury (1999:3) states that the ability to recognize and well-formed sentences is an essential part of learning a second language. It means that the ability in constructing sentences is very important to be mastered. It is because the ability determines the learners' ability in creating acceptable sentences both in written and spoken communication. The ability in producing sentences deals with structure or grammar.

However, the students of junior high school level have difficulties in learning English structure. The difficulties are caused by the difference between

English structure and Indonesian structure. The students often get confused with the rules of English. For example, the verb that must be appropriate with the tenses; how they should arrange a noun, a verb, an adjective, and an adverb into a good sentence; the verb that should agree with the noun and pronoun; and so forth. Therefore, the students often make mistakes and get confused whenever they want to use English correctly for communication.

The preliminary study was conducted by interviewing the English teacher in SMPN 1 Jelbuk on 26th January 2015 it was known that the eighth grade students still got difficulties in understanding the English structure, especially the uses of Simple Past Tense. The students, especially class VIII-A got some difficulties in learning tenses, especially Simple Past Tense. They could not understand the uses of verb in Simple Past Tense. Besides, they could not write sentences using the correct pattern in the form of Simple Past Tense. Therefore, the students often made mistakes when they wrote and spoke in English by using Simple Past Tense. As stated by the teacher, he usually teaches grammar integratedly with the reading skill. However, he has never applied cooperative learning in the English teaching learning process, especially in teaching structure. Therefore, the students were not interested in the lesson in the teaching learning process. The teacher also said that he failed to improve the students' active participation and their achievement of structure or grammar mainly the use of simple past tense.

This research was conducted collaboratively with the eighth grade English teacher of SMPN 1 Jelbuk. Based on the result of the discussion about the students' difficulties in learning structure, the researcher used cooperative learning to teach the structure materials, especially Simple Past Tense. This was because cooperative learning had positive benefits for the students. As Xiaoshuang (2011:1) said that cooperative learning has proved to be an effective method, especially for the students, and it was found to have many positive benefits for foreign language teaching. In addition, it can be used to increase the students' motivation.

According to Arnold (1999:227), cooperative learning has shown to encourage and support most of the effective factors which correlate positively with language learning. Then, Yahya and Huie (2002:1) said that cooperative learning proved that it was an effective strategy for classroom English Language Learning (ELL) because it requires the different intellectual abilities to improve students' academic performance. In this cooperative activity, the students are engaged in small group discussion to help each other achieving the learning objectives. Therefore, this activity helps the students to comprehend the materials well by sharing their thought with their group members in the discussion. Arnold (1999:229) said that there are some cooperative activities that have been used most effectively in the language classroom. They are Think-Pair_Share, Jigsaw, Roundtable, Group Investigation, and Numbered Head Together.

In this research, Numbered Head Together technique was applied in order to overcome the students' difficulties in learning Simple Past Tense. Arnold (1999:231) states that Numbered Heads Together is particularly appropriate for teaching English that includes structure or grammar. In this case, Wijaya (2012:16) says that this technique promotes discussion both in individual and group accountability. Therefore, by using Numbered Heads Together technique in teaching Simple Past tense, the students are able to share their thought and find the way how to solve their difficulties in learning Simple Past Tense by discussing with their friends.

A previous research related to the use of Numbered Heads Together was conducted by Istiqomah (2013) at SMAN Yosowilangun to improve the tenth grade students' structure achievement of simple past tense. The research result showed that the use of Numbered Head together could improve the students' achievement of simple past tense. Then, another researcher, Ning (2011) found that the Numbered Heads Together technique could improve the students' English competence into tertiary ELT students in China. The results of those researches above indicated that the Numbered Head Together technique could improve the students' achievement in the teaching learning process.

To overcome the students' problem in learning simple past tense, the researcher conducted a classroom action research entitled "*Improving the Eighth Grade Students' Simple Past Tense Achievement and Their Active Participation by Using Numbered Heads Together Technique at SMPN 1 Jelbuk*".

1.2 The Problems of the Research

Based on the background above, the research problems could be formulated as follows:

1. How can the use of Numbered Heads Together technique improve the eighth grade students' active participation in the teaching learning process of simple past tense at SMPN 1 Jelbuk?
2. How can the use of Numbered Heads Together technique improve the eighth grade students' simple past tense achievement at SMPN 1 Jelbuk?

1.3 The Objectives of the Research

The objectives of the research were as follows:

1. To improve the eighth grade students' active participation in the teaching learning process of simple past tense by using Numbered Heads Together technique at SMPN 1 Jelbuk.
2. To improve the eighth grade students' simple past tense achievement by using Numbered Heads Together technique at SMPN 1 Jelbuk.

1.4 The Significance of the Research

The results of the research are expected to give benefits to the English teacher, the students (the research subjects), and to the future researchers.

1.4.1 The English Teacher

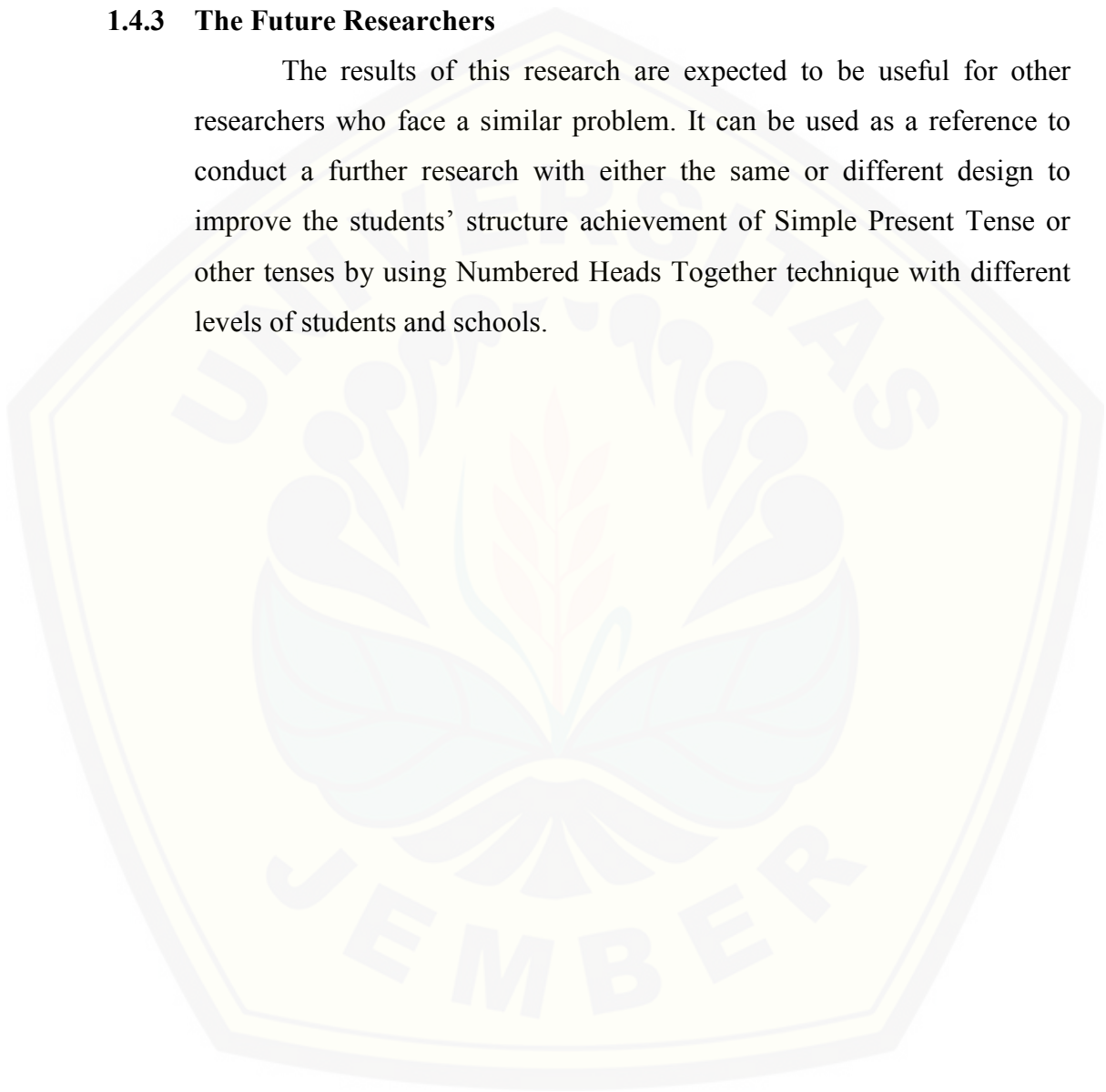
The results of this research are hopefully useful to give input to the English teacher how to apply Numbered Heads Together technique in the teaching learning process of structure. It helps the teacher to improve the students' active participation and their structure achievement.

1.4.2 The Students

The actions given to the students help the students by using Numbered Head Together technique improve their structure achievement and their active participation in the teaching learning process.

1.4.3 The Future Researchers

The results of this research are expected to be useful for other researchers who face a similar problem. It can be used as a reference to conduct a further research with either the same or different design to improve the students' structure achievement of Simple Present Tense or other tenses by using Numbered Heads Together technique with different levels of students and schools.



CHAPTER II. REVIEW OF RELATED LITERATURE

This chapter presents some reviews of literature related to the research topics. It covers teaching tenses at Junior High School, the patterns and the principles of Simple Past Tense, types of text, the definition of cooperative learning, the Numbered Heads Together technique, the practice of teaching structure through texts and action hypothesis.

2.1 Teaching Tenses at Junior High School

There are many languages in the world that are spoken by many societies. Chaer (1994:65) defines that in the open society, they will accept a new society with different language backgrounds that cause language contact. A language contact will interfere human in doing communication. Consequently, people will try to study other language beside their mother tongue. The language will be foreign language for them since they do not speak in that language. Indonesian people also have such condition. One of the foreign languages that is taught in Indonesia as a compulsory subject in elementary, junior and senior high school is English. The consideration of the choosing English to be taught to students at those grades is because English is an International language that is spoken by many people all over the world so that it will help the students in taking part in the international communication.

Teaching English to junior high school students include four language skills: listening, speaking, reading, and writing. Those skills influence students' achievement in learning English. In addition, it will prepare the students to compete with other students from over the world and to achieve science and technology for the sake of national development.

The goals of teaching English to junior high school according to School-Based Curriculum (BSNP, 2006:278) are as follows:

- 1). To improve spoken and written communicative competence in reaching functional literacy level.
- 2). To give an understanding of the basic and the importance of English to compete with other students from over the world in the global era.

3). To improve students' understanding about the relationship between language and culture.

In supporting the goals of teaching English to junior high school students, the BSNP (National Education Standard Council) have organized the standard competence and basic competence that should be reached by junior high school students.

2.2 The Uses and the Pattern of Simple Past Tense

According to Hughes (2001:106), simple past is used to talk about a completed action in time before now and duration is not important. He adds that the time of the action can be in the recent past or the distant past. Azar (1999:27) also states that simple past indicates an activity or situation that began and ended at a particular time in the past. Therefore, it can be defined that Simple Past Tense is a tense which indicates an action that happened in a certain time in the past and ended before the present.

The Simple Past Tense uses the past form of verbs (V2) and auxiliary *be* (was, were). People often say the situation or action happened when using simple past tense (Broukal, 2006:31). It is shown by stating time expressions such as last week or a month ago. As stated by Schoenberg and Maurer (2002:149), the time expression can come at the beginning or the end of the sentence. For example, we can say "Mary cried last night" or "Last night Mary cried". It does not make any difference of the meaning of the sentences. Here are the time expressions that are usually used in the simple past tense:

two days ago	last month	last night	yesterday	etc
a week ago	last year	last week	just now	

(Schoenberg and Maurer, 2002:148)

2.2.1 The Pattern of the Simple Past Tense

The pattern of simple past tense is as follows:

a. Simple past tense with the main verb

(+) S + Verb 2 (past form) +

- (-) S + did + not + Verb 1 (infinitive) +
- (?) Did + S + Verb 1 (infinitive) + ? (question mark)
- (Adapted from Krohn, 1990:26)

Examples:

Regular verb

- (+) Rose studied English last night.
- (-) John did not study English last night.
- (?) Did Rose study English last night?

Irregular verb

- (+) Denias lost his book yesterday.
- (-) Jenna did not lose his book yesterday.
- (?) Did Denias lose his book yesterday?
- (Adapted from Arini *et al*, 2014:54)

b. Simple past tense with auxiliary verb 'be'

- (+) S + be (was/were) + (adj/adv/noun)
- (-) S + be (was/were) + not + (adj/adv/noun)
- (?) Was/were + S + (adj/adv/noun) ? (question mark)
- (Adapted from Krohn, 1990:23)

Examples:

- (+) Mrs. Nia was a teacher two years ago.
- (-) Mr. Rudi was not a teacher two years ago.
- (?) Was Mrs. Nia a teacher two years ago?
- (Arini *et al*, 2014:55)

There are some functions of simple past tense. As stated by Alter (1991:173), simple past tense can be used to express an action completed in the past, a past habit, and a series of past actions. In this research, the function of simple past tense that is explained to the students is to express an action completed in the past and how to use simple past tense to communicate both in oral and written form in English.

2.2.2 The Uses of Simple Past Tense

According to Alter (1991:84), the uses of Simple Past Tense are as follows:

- a. The Simple Past Tense is used to show an action that happened at a define time in the past.

Examples: - They **made** these chairs all by themselves.
 - We **stopped** for a drink on the way.

- b. The Simple Past Tense expresses a past habit. In this case, we often make of adverbs like *always, often, etc.*

Examples: - We always **visited** her whenever we had time.
 - I often **went** fishing in that river when I **was** young.

- c. The Simple Past Tense in indirect speech replaces the Simple Present Tense in direct speech.

Examples: - Direct speech: "I think it is the best way", he said.
 Indirect speech: He said that he **thought** it **was** the best way
 - Direct speech: She asked, "Where is Peter?"
 Indirect speech: She asked where Peter **was**.

- d. The Simple Past Tense is used to express a series of past action.

Example: - She **came** home around noon, **bathed**, **ate** lunch, and **went** out again.

In this research, recount texts were used to teach the structure of Simple Past Tense. The recount texts were used as a media to teach the Simple Past Tense.

2.3 The Principles of the Simple Past Tense

- a. Generally, Simple Past Tense ends in *-ed* (regular verbs). The changes in spelling occur in the following cases:

- 1) If the verbs end in consonants (except *-h, -w, -x, -y*), preceded by vowel latter, then the consonant is doubled. For example: *stop* become *stopped*, *plan* becomes *planned*.

- 2) If the verbs end in *-y*, then *-y* changed to *-i*. For example: *study* becomes *studied*, *apply* becomes *applied*.
 - 3) If the verbs end in *-e*, then *-d* is added. For example: *dance* becomes *danced*, *confuse* becomes *confused*.
- b. Some verbs have different past form (irregular verbs). The past form does not end in *-ed*. The example are as follow:

V1	V2
Do	Did
Come	Came
Go	Went
See	Saw
Sing	Sang
Swim	Swam

- c. The past form of auxiliary *be* (am/is/are) is was/were. The principles are as follow:
- 1) If the subject is *I/he/she/it*, then the auxiliary is was.
 - 2) If the subject is *you/they/we*, then the auxiliary is were
- (Murphy, 1994:10)

2.4 Types of Texts

Texts can be divided into written and spoken texts. Thornbury (1999:71) states that coherent texts can be formed by the groups of sentences on the case of written language and groups of utterances in the case of spoken language. Therefore, it can be defined that the groups of sentences can be from written texts and the groups of utterances can be from spoken texts. Furthermore, both of written and spoken texts can be divided into some texts based on the genre. They are *narrative*, *recount*, *descriptive*, *report*, *explanation*, *analytical exposition*, *hortatory exposition*, *procedure*, *discussion*, *review*, *anecdote*, *spoof*, and *news item* (Fathony, 2012:1).according to the syllabus model of English curriculum

(Institutional level Curriculum) for junior high school level, there are some types of texts that have to be taught by the teacher. They are *procedure*, *descriptive*, *recount*, *narrative*, *report*.

The use of texts is very useful in the classroom language teaching. Morrow and Shocher (1987:248) say that the use of texts is one of the defining characteristics of classroom language teaching. It is because there are some advantages of using texts in the language teaching. According to Thornbury (1999:90) some of the advantages are as follows.

- a. Texts provide contextual information, allowing learners to deduce the meaning of the unfamiliar grammatical items from the co-text.
- b. If the texts are authentic, they can show how the item is used in real communication.
- c. As well as grammar input, texts provide vocabulary input, skill practice,, and exposure to features of texts organization.
- d. The use of texts in the classroom is good preparation for independent study.
- e. If the texts come from the students themselves, they may be more engaging and their language features, therefore, more memorable.

Dealing with the teaching of the Simple Past Tense, the text type which was used in this research was recount texts. It was because one of the language features of recount texts was the use of Simple Past Tense. Therefore, the Simple Past Tense was appropriate to be taught through recount texts.

2.4.1 Recount Text

According to the 2006 School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan/KTSP*), the students in junior high school have to learn some genre types such as *procedure*, *descriptive*, *recount*, *narrative*, and *report*. The students have to master those texts through four English skills.

A recount text means a piece of text that retells past events. Knapp and Watkins (2005:223) say that recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events. In addition, the purpose of recount is to give the audience a description of what occurred and when it occurred (Anderson and Anderson (1997), in

Pramudiharjo (2014)). In addition, it can be used to inform, entertain, and reflect the readers. It means that the recount text is used to retell past events with the purpose to inform and to entertain the readers.

A recount text has some generic structures. It begins with an orientation that tells the readers about who takes part in the story, where, and when the story happened. The second generic structure is the events that happened in chronological order. It can give information to the readers about who, what, where, and when related to the story. The last part is reorientation. It usually tells about the feeling of the writers.

There are some kinds of recount text. It can be personal recount, factual recount, imaginative recount, and literacy recount. The explanations are as follows:

- a. Personal recount is used to retell an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, personal writer.
- b. Factual recount is used to report the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical recount, biographical and autobiographical recounts.
- c. Imaginative recount is used to record the steps in an investigation or experiment and there by providing the basis for reported results or findings.
- d. Literacy recount is used to retell a series of events for the purpose of entertaining.

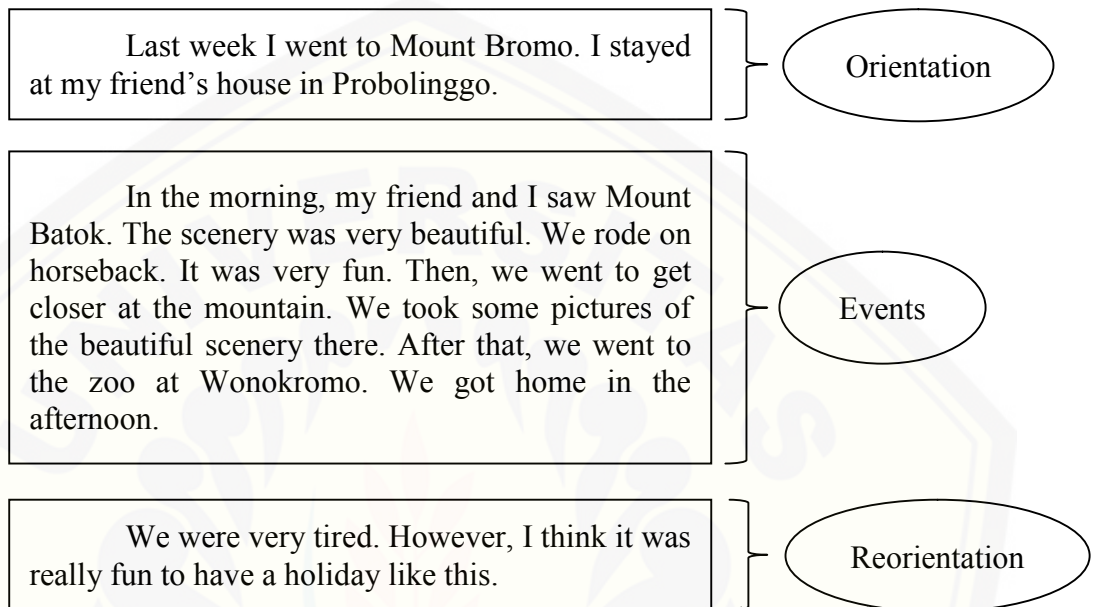
Recount texts consist of the language features, as follows:

- a. Introducing personal participant for examples: I, we, my family, etc.
- b. Using chronological connection for examples: then, first, after that, etc.
- c. Using linking verbs for examples: was, were, etc.
- d. Using action verbs for examples: buy, go, speak, etc.

- e. Using simple past tense.

<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>)

Here is the example of a recount text:



Based on the explanation above, it can be concluded that a recount text is a text which is used to retell the past events for the purpose of entertaining or informing the readers. The structure of recount text consists of orientation, events, and reorientation. The language features of recount text are the use of personal participant, the use of simple past tense, the use of chronological connection, such as: then, first, after that, etc, the use of linking verbs, such as: was, were, the use of action verbs, such as: go, buy, ride, etc.

2.5 The Definitions of Cooperative Learning

According to Richards and Rodger (2001:192), cooperative learning is an instructional approach in teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. Leighton (1999:273) stated that cooperative learning refers to the instructional task design that engages students actively in achieving a lesson objective through their small own efforts and the efforts of the members of their small learning team. It means that cooperative learning is an approach in which engaged the students'

participation in order to assess their knowledge by working together in small group discussion. Therefore, Arnold (1999:226) said that cooperative learning requires social interaction among heterogeneous group members in doing the tasks in which all group members have both something to contribute to and learn from the other members.

Cooperative learning is more than just small group activities. It has proved that cooperative learning is an effective strategy for classroom in English Language Learning (ELL) (Yahya and Huie,2002:1). Cooperative learning has been shown to encourage and support most of the effective factors which correlate positively with language learning (Arnold, 1999:227). Some of them are reducing (negative or debilitating) anxiety, increasing motivation, facilitating development of positive attitude, and promoting self-esteem.

From the explanations, it can be concluded that cooperative learning is an activity in which the students are engaged in pairs or small group activity to help each other in which each learner is held accountable for his or her own learning and motivated to increase the learning of others by doing discussion and social interaction. There are some basic principles and models of cooperative learning that will be reviewed in the following parts.

2.5.1 Basic Principles of Cooperative Learning

There are five basic principles of successful group-based learning in cooperative learning which are related to each other (Arnold, 1999:227). They are as follows:

a. Positive Interdependence

Positive interdependence is successfully structured when each group member builds a spirit of mutual support within the group to produce a single product. So, the success of the group depends on the efforts of all of the group members.

b. Face to face, group interaction

Cooperative groups consist of heterogeneous group members. It is formed to maximize the group member's contributions to the group and to provide each group member with opportunities to learn from other individuals.

Therefore, all of group members are able to share ideas and opinions in working as a group to ensure each member's success.

c. Individual accountability

Individual accountability is encouraged when group members are held accountable for both group and individual performance. Each member has portion of a group project to get group's success. So that each individual is part of group members' success as a whole.

d. Small group social skill

In cooperative learning, the learners learn how to work together and help each other as a group. It involves group members' interaction. It includes facilitating teamwork, creating trust and enhancing communication, leadership, problem solving, and decision making which are established group's success.

e. Group processing

Group processing refers to the reflection of the group members' experiences in the process of achieving the goals. In this process, the groups need to describe about each group member's contribution and participation, the different views among the members, and also the difficulties that are going to determine the applied of further strategies.

Related to this research, those five basic principles of the cooperative learning were used in the teaching and learning process. In other words, the success of the students' cooperative learning activity was determined by fulfilling all of those principles in the teaching learning process. It could be observed during the observation in the teaching and learning process.

2.5.2 The Models of Cooperative Learning

There are many cooperative learning activities that can be applied in the teaching learning process. Arnold (1999:229) says that a number of books have appeared in the last few years which provide hundreds of cooperative activities either designed for the language classroom or easy adapted from language learning. The following parts will review in detail about the models of cooperative learning.

a. Think-Pair-Share

The components of Think-Pair-Share are as follows: (1) A question is posed or an issue is presented by the teacher or other learners. (2) The learners are given some time to reflect by taking notes or engaging free writing. (3) The learners are cued to discuss their thought. (4) The members of the pair share their ideas with the larger group.

b. Jigsaw

In a Jigsaw activity, the first learners are given the opportunity to work in 'expert groups' with others researching the same topic. After having information which others need, each group member shares that information to 'structured groups'. When they feel sufficiently able to explain their portion to the 'structured groups', they return to their group and serve as the expert on their contribution.

c. Roundtable

In a Roundtable, learners offer written contribution for the group's project. They take turns to share one piece of paper and a pencil which passing them so that each learner provides a written contribution. However, learners are able to 'pass' (yield their turn) when they have nothing they wish to contribute. This process turns to continue until everyone has run out of ideas or time is done.

d. Group Investigation

Groups investigation involves the distribution of the tasks across classroom so that different groups study different aspects of the same topic for an extended period of time. These groups are responsible for doing their own planning, carrying out the study, developing reporting mechanism and presenting their findings to the class.

e. Numbered Heads Together

In this activity, groups members are count off. Then, a question is posed for all of the groups to discuss. When they have developed a team's answer and are certain that each member knows that answer, a number is called out

and learners with that number are expected to answer the question appropriately.

In this research, Numbered Head Together technique was used as one of the cooperative learning activities to teach the structure of simple past tense through reading. It was because this technique was appropriate for teaching English structure (Arnold, 1999:231). The structure in this research was the use of the Simple Past Tense that was used in the recount text.

2.6 The Definitions and The Components of Numbered Heads Together Technique

Numbered Heads Together technique is a cooperative learning strategy that holds each student accountable for learning the material. In this technique each student of group gets the number and their own tasks, but they should decide the best and the appropriate answer for the group by considering each answer of the members of the group. Number Heads Together was developed first by Spencer Kagan (1993) to involve more students in learning the materials in a lesson and to know their knowledge about the material given. Students are placed in a group and each person is given a number (from one to the maximum number in each group). The teacher poses a question and the students “put their heads together” to figure out the answer. The teacher calls a specific number and the students with the specific number answer the question. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher. According to Leighton (1999:281), there are six importance components in this technique. They are: (1) plan; (2) assign to teams of four or five; (3) give each member of each team a number from 1 to 5; (4) pose a question to the whole class; (5) students make sure everyone know the answer; (6) while others wait in silence, the teacher calls on a number to answer and earn points for each team.

Furthermore, Ning (2011:66) says that Numbered Heads Together technique facilitates involvement of all students as they individually held the responsibility for team success. It means that in Numbered Heads Together activity, the students work together to discuss the answer of the problems given

and it involves all group members' responsibility. In other words, group success depends on each group member success because each group member has a responsibility in finding the answers of the problems given. As Ning (2011:66) explains, this technique makes the students highly motivated to learn and participate because they do not want to give disadvantages for their teammate due to their own inadequate work. He adds that the students also obligate to help each other because any teammate is potentially the team representative.

2.6.1 The Advantages and Disadvantages of Using Numbered Heads Together Technique

a. The Advantages of Using Numbered Heads Together Technique

According to Millis (in Ning, 2011:23), there are several advantages of using Numbered Heads Together technique in teaching learning process. They are as follows:

- 1) Promote discussion and both individual and group accountability.
- 2) Increase students' retention.
- 3) Enhance students' satisfaction with their learning experience.
- 4) Each student has the same chance to support their team to get maximum score.
- 5) Help to promote positive competition.

Referring to those advantages, this technique provides the students opportunities to promote themselves to work cooperatively in achieving the same learning objectives. In this process, the individual and group accountability are required. Therefore, group success depends on each group member success in working together to achieve the objectives.

b. The Disadvantages of Using Numbered Heads Together Technique

There are some disadvantages of using Numbered Head Together technique in the teaching learning process (Yusrin, 2012). They are as follows:

- 1) It is difficult in making groups which having approximately equaled in the range of students' ability.
- 2) The high achiever students may dominate the discussion.
- 3) A number has a possibility to be called out more than once.

12	KKA	√		√	√	√		√		√	√	√	
13	M.R			√			√	√		√			√
14	M			√			√			√	√		√
15	M.AA			√			√			√	√		√
16	MAW	√		√			√	√		√			√
17	MR			√			√			√	√		√
18	MSS	√		√			√	√		√	√	√	
19	RR			√			√			√	√		√
20	REA	√		√	√	√		√		√	√	√	
21	SWP		√	√	√	√			√	√	√	√	
22	SH			√			√			√	√		√
23	SAP			√	√		√	√		√	√	√	
24	SA	√		√	√	√		√		√	√	√	
25	TNA	√		√	√	√		√		√	√	√	
26	T			√			√	√		√			√
Total		Meeting 1				10	16	Meeting 2				15	11

The indicators of the observation are the students' activity in:

9. Answering the teacher's oral questions
10. Discussing the answers in groups
11. Doing the exercises in groups
12. Asking questions to the teacher about the use of simple past tense

Note:

A: Active P: Passive

Based on the data of the results of observation, it could be calculated the percentage of the students' active participation and their passive participation.

Meeting 1

$$\text{Active} = \frac{10}{26} \times 100\% = 38.4\%$$

$$\text{Passive} = \frac{16}{26} \times 100\% = 61.5\%$$

Meeting 2

$$\text{Active} = \frac{15}{26} \times 100\% = 57.6\%$$

$$\text{Passive} = \frac{11}{26} \times 100\% = 42.3\%$$

Average

$$\text{Active} = \frac{38.4+57.6}{2} = 48\%$$

$$\text{Passive} = \frac{61.5+42.3}{2} = 51.9\%$$

Based on the results of the observation of the teaching learning process of Simple Past Tense by using Numbered Heads Together technique, it was found

that in the first meeting of cycle I, there were 10 students (38.4%) of 26 students who were active in the teaching learning process, and 16 students (61.5%) who were passive in the teaching learning process. It means that the percentage of the students active participation had not achieved the criteria of success required in this research that was at least 75% of the students were active in the teaching learning process of structure by using Numbered Heads Together technique.

In the second meeting of cycle I, there were 15 students (57.6%) of 26 students who were active in the teaching learning process, and 11 students (42.3%) who were passive in the teaching learning process of structure of Simple Past Tense by using Numbered Heads Together technique. The result showed that the percentage of the students' active participation in the second meeting increased, however it was still under the criteria of success required in this research was at least 75%. It could be concluded that the students' active participation in the teaching learning process of Simple Past Tense by using Numbered Heads Together technique in cycle I had not achieved the criteria of success required in this research. Therefore, it was necessary to continue the actions to cycle II by revising the teaching technique.

4.1.2 The Result of the Structure Test in Cycle I

The structure test was intended to measure the students' structure achievement after they were taught the structure of Simple Past Tense by using Numbered Heads Together technique. It was done on 2nd May 2016. The test was in the form of finding and underlining the verb items, choosing the correct verb items, and changing the sentence items. The number of the test items was 30 items that covered 10 items of finding and underlining the verb forms, 15 items of choosing the correct verb forms, and 5 items of changing the sentence forms. The test was administered in 60 minutes. The results of the students' structure achievement test in cycle I are presented in the following table.

Table 4.2 The Scores of the Students' Structure Test in Cycle I

No	The students' initials	The students' score	Score ≤ 76	Score ≥ 76
1	ALP	78		√
2	BH	87		√
3	DW	67	√	
4	DDA	80		√
5	DL	79		√
6	DCH	77		√
7	ED	68	√	
8	EPI	77		√
9	FS	80		√
10	IM	79		√
11	IS	74	√	
12	KKA	82		√
13	M.R	65	√	
14	M	77		√
15	M.AA	65	√	
16	MAW	78		√
17	MR	79		√
18	MSS	65	√	
19	RR	76		√
20	REA	83		√
21	SWP	81		√
22	SH	70	√	
23	SAP	80		√
24	SA	79		√
25	TNA	70	√	
26	T	76		√

	Total	8	18
--	--------------	----------	-----------

The formula of the percentage of the students' who got score ≥ 76 in the structure test was:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{18}{26} \times 100\% = 69.23\%$$

Note:

E = the percentage of the students who got score ≥ 76 in the structure test

n = the number of the students who got score ≥ 76 in the structure test

N = the number of the students (the research subjects)

Based on Table 4.2, it was found that there were 18 students (69.23%) of 26 students who got score ≥ 76 in the structure test. It means that the percentage of the students whose score ≥ 76 in the structure test was still below the percentage required in this research that was at least 70%. The result showed that the criteria of success in this research had not been achieved. It could be concluded that the actions in cycle I were not successful yet. Therefore, it was necessary for the researcher to continue the actions to cycle II by revising some weak aspects or teaching techniques in the teaching learning process of structure of Simple Past Tense by using Numbered Head Together technique.

4.1.3 The Result of Reflection in Cycle I

The reflection was done by both the researcher and the English teacher after the result of observation and structure test were known. In this research, the results of observation in the first meeting indicated that there were 10 students (38.4%) of 26 students who were categorized as active students in the teaching learning process of structure of Simple Past Tense by using Numbered Heads Together technique. In the second meeting, there were 15 students (57.6%) of 26 students who were categorized as active students in the teaching learning process of structure of Simple Past Tense by using Numbered Heads Together technique. It means that the results of the observation in meeting 1 and meeting 2 of cycle I

had not achieved the criteria of success required in this research that was $\geq 75\%$ of the students were active in the teaching learning process.

During the teaching learning process, most students did not actively participate in asking some questions about the material that they did not understand. They also did not actively participate in answering the posed questions. They kept silent when they did not understand about the material explained by the teacher and they also did not answer the posed questions from the teacher. They talked to each other with their friends in the group. Therefore, it made them work slowly in understanding the lesson and finding the correct answers of the questions.

The results of the structure test in cycle I showed that there were 18 students (69.23%) of 26 students who got score ≥ 76 in the structure test. It means that the result had not achieved the criteria of success of this research yet. It was because of the percentage of the students whose score ≥ 76 in the structure test was still below the percentage required that was at least 70% in this research.

Based on the reflection conducted by the researcher and the English teacher, it was found that there were some problems that influenced the results of the observation and the students' structure test in cycle I. Therefore, it was needed to solve the problems which caused the failure in cycle I by revising some weak aspects in the implementation of the action in cycle II. The researcher and the English teacher did some revisions in using the technique in the teaching learning process. The revisions are presented in the following table.

Table 4.3 The Revisions of the Problems

No	Cycle I (Problems)	Cycle II (Revision)
1.	52% of the students were not active in answering the posed question. They just kept silent and waited for their friends to answer the questions. They were not able to	Giving more explanation and motivation to the students who did not really understand about the lesson.

2.	<p>share their ideas about the structure posed in the question.</p> <p>52% of the students did not want to share their ideas and they did not know their groups' answers after they discussed their task. They were only discussing without knowing the answers of the task (questions).</p>	<p>Giving more explanation about the material they did not really understand and asking each member of the group to discuss and find the answers of the task (questions).</p>
----	--	---

4.2 The Result of the Implementation of the Action in Cycle II

In cycle II, the researcher kept working with the English teacher collaboratively to carry out the action that was teaching the structure of Simple Past Tense by using Numbered Heads Together technique. The action in this cycle was also done in two meetings. The first meeting was done on 16th May 2016 and the second meeting was done on 19th May 2016. In the implementation of the action, the first meeting was implemented by the English teacher and the researcher was as the observer. In the second meeting, the researcher carried out the action and the English teacher was as the observer. The action in each meeting was done in 2x40 minutes.

The implementation of the action in cycle II was based on the reflection in cycle I that the action had not achieved the criteria of success required in this research. The teaching learning process in cycle II was conducted based on Lesson Plan 1 (Appendix 5) for the first meeting and the second meeting was based on the Lesson Plan 2 (Appendix 6). The structure material covered Simple Past Tense that was taught contextually through reading texts by using Numbered Heads Together technique.

Like the implementation in cycle I, there were two kinds of evaluation done in this cycle. They were process evaluation and product evaluation. The process evaluation was done by using the observation guide in the form of checklists in the teaching learning process. The product evaluation was done by

administering the structure test in the third meeting on 21st May 2016 after the action completed. The results of the observation, the results of the structure test, and the results of reflection will be presented in the following sections.

4.2.1 The Results of Observation in Cycle II

The observation in cycle II was conducted in two meetings. In the first meeting, the researcher carried out the action, while the second meeting was carried out by the English teacher by using the observation guide in the form of checklist. It was intended to note the students' participation during the teaching learning process in cycle II. The results of the observation are presented in the following table.

Table 4.4 The Results of Observation in Cycle II

No	The students' initials	Meeting 1				Note		Meeting 2				Note	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1	ALP	√		√	√	√		√	√	√	√	√	
2	BH			√	√		√			√	√		√
3	DW	√	√	√		√		√	√	√	√	√	
4	DDA	√		√	√	√		√	√	√	√	√	
5	DL	√		√	√	√		√		√	√	√	
6	DCH	√		√	√	√		√	√	√	√	√	
7	ED			√	√		√	√		√	√	√	
8	EPI	√		√	√	√		√	√	√	√	√	
9	FS	√		√	√	√		√	√	√	√	√	
10	IM	√		√	√	√		√	√	√	√	√	
11	IS	√		√			√	√		√			√
12	KKA	√		√	√	√		√	√	√	√	√	
13	M.R	√		√			√	√		√			√
14	M	√		√	√	√		√		√	√	√	
15	M.AA		√	√	√	√			√	√	√	√	
16	MAW	√		√	√	√		√		√	√	√	
17	MR			√	√		√			√	√		√
18	MSS	√		√	√	√		√		√	√	√	
19	RR	√		√	√	√		√		√	√	√	
20	REA	√		√	√	√		√	√	√	√	√	
21	SWP		√	√	√	√		√	√	√	√	√	
22	SH			√	√		√			√	√		√
23	SAP	√		√	√	√		√	√	√	√	√	
24	SA	√		√	√	√		√	√	√	√	√	
25	TNA	√		√	√	√		√	√	√	√	√	
26	T	√	√	√		√		√	√	√		√	

Total	Meeting 1	20	6	Meeting 2	21	5
--------------	------------------	-----------	----------	------------------	-----------	----------

The indicators of the observation are the students' activity in:

1. Answering the teacher's oral questions
2. Discussing the answers in groups
3. Doing the exercises in groups
4. Asking questions to the teacher about the use of simple past tense

Note:

A: Active P: Passive

Based on the data of the results of observation in Table 4.4, the percentage of the students' active participation could be calculated as follows:

Meeting 1

$$\text{Active} = \frac{20}{26} \times 100\% = 76.92\%$$

$$\text{Passive} = \frac{6}{26} \times 100\% = 23.07\%$$

Meeting 2

$$\text{Active} = \frac{21}{26} \times 100\% = 80.76\%$$

$$\text{Passive} = \frac{5}{26} \times 100\% = 19.23\%$$

Average

$$\text{Active} = \frac{76.92+80.76}{2} = 78.84\%$$

$$\text{Passive} = \frac{23.07+19.23}{2} = 32.68\%$$

Based on Table 4.4, the results of the observation in cycle II showed that the students more actively participated in the teaching learning process than in cycle I. The results of observation in the first meeting showed that there were 19 students (73.07%) of 26 students who were active in the teaching learning process, and 7 students (26.92%) were passive in the teaching learning process. It means that the percentage of the students' active participation had achieved the criteria of success required in this research that was 75%.

In the second meeting of cycle II, there were 21 students (80.76%) of 26 students who were active in the teaching learning process, and 5 students (19.23%) of 26 students who were passive in the teaching learning process. It indicated that the percentage of the students' active participation in the second meeting increased to be compared with the result of cycle I. Therefore, it could be

concluded that the students' active participation in the teaching learning process of structure of Simple Past Tense by using Numbered Heads Together technique in cycle II had achieved the criteria of success required in this research.

4.2.2 The Results of the Structure Test in Cycle II

The structure achievement test was conducted after the implementation of the action in cycle II. It was done on 21st May 2016. The test was in the form of finding and underlining the verb items, choosing the correct verb items, and changing the sentence items. The number of the test items was 30 items that covered 10 items of finding and underlining the verb forms, 15 items of choosing the correct verb forms, and 5 items of changing the sentence forms. The test was administered in 60 minutes. The results of the students' structure achievement test in cycle II are presented in the following table.

Table 4.5 The Scores of the Students' Structure Test in Cycle II

No	The students' initials	The students' score	Score \leq 76	Score \geq 76
1	ALP	80		√
2	BH	94		√
3	DW	75	√	
4	DDA	89		√
5	DL	84		√
6	DCH	86		√
7	ED	75	√	
8	EPI	84		√
9	FS	88		√
10	IM	81		√
11	IS	80		√
12	KKA	87		√
13	M.R	74	√	
14	M	82		√

15	M.AA	74	√	
16	MAW	79		√
17	MR	84		√
18	MSS	75	√	
19	RR	80		√
20	REA	89		√
21	SWP	89		√
22	SH	75	√	
23	SAP	85		√
24	SA	84		√
25	TNA	80		√
26	T	81		√
Total			6	20

The formula of the percentage of the students who got score ≥ 76 in the structure test was:

$$E = \frac{n}{N} \times 100\%$$

$$E = \frac{20}{26} \times 100\% = 76.92\%$$

Note:

E = the percentage of the students who got score ≥ 76 in the structure test

n = the number of the students who got score ≥ 76 in the structure test

N = the number of the students (the research subjects)

Based on the results of the structure test, it was found that there were 20 students (76.92%) of 26 students who got score ≥ 76 in the structure test. It means that the percentage of the students whose score ≥ 76 in the structure test had achieved the percentage required in this research that was 70%. It could be concluded that the results of the structure test in cycle II indicated that the use of Numbered Heads Together technique in the teaching learning of structure could improve the students' Simple Past Tense achievement.

4.2.3 The Result of Reflection in Cycle II

The reflection was done by both the researcher and the English teacher after the results of the observation and structure test in cycle II were known. The result of the reflection in this cycle indicated the improvement of the students' active participation in the teaching learning process of Simple Past Tense by using Numbered Heads Together technique. The results of the observation in the first meeting showed that there were 20 students (76.92%) of 26 students who actively participated in the teaching learning process. In the second meeting, there were 21 students (80.76%) of 26 students who actively participated in the teaching learning process. It could be concluded that the results of the observation in meeting 1 and meeting 2 of cycle II had achieved the criteria of success required in this research that was at least 75% students was active in the teaching learning process of Simple Past Tense by Using Numbered Heads Together technique.

The results of the structure test in cycle II showed that there were 20 students (76.92%) of 26 students who got score ≥ 76 in the structure test. It means that the results had achieved the criteria of success in this research that was at least 70% of the students got the score ≥ 76 in the structure test.

Based on the results of observation and the structure test in cycle II, it could be concluded that the use of Numbered Heads Together technique in teaching structure could improve the students' Simple Past Tense achievement. The students were able to comprehend the structure material of Simple Past Tense well by using Numbered Heads Together technique. It was because the students could share and discuss with their groups about their ideas and find the way to solve their difficulties in learning Simple Past Tense. It was done when they were putting their head together. The high achiever students helped to give more explanation to their friends who did not really understand. After that, the students had the same chance to be active in their groups to answer the task (posed question) given. Then, after the students shared their group's answer, the teacher gave additional explanations including the change of the positive sentences into the negative and interrogative sentences and the examples of Simple Past Tense sentences in the recount text. Therefore, the actions were stopped since the results of the students' structure achievement and their active participation improved in

cycle II. In other words, the results of the observation and the structure test could achieved the research objectives.

4.3 Discussion

Based on the results of the implementation of the action, it could be concluded that teaching Simple Past Tense by using Numbered Heads Together technique was able to improve the students' Simple Past Tense achievement as well as their active involvement. As shown in the results of the observation in the teaching learning process, the percentage of the students' participation in cycle II was higher than cycle I. In cycle I, the percentage of the students' active participation increased from 38.4% of the students in the first meeting to 57.6% of the students in the second meeting. The results of the observation in cycle I had not achieved the criteria of success required in this research yet. This result was became reference to conduct cycle II. Then, the percentage of the students' active participation in cycle II increased from 76.92% of the students in meeting 1 to 80.76% in meeting 2. Based on the results of the observation in cycle II, it could be concluded that the use of Numbered Heads Together technique could improve the students' active participation in the teaching learning process.

Based on the results of the students' structure test, it could be said that the results of the students' structure achievement test in cycle I had not achieved the criteria of success required in this research that was the percentage of the students whose score ≥ 76 was 70%. It was because the percentage of the students who got score ≥ 76 was still below the criteria required in this research that was 69.23%.

There were some factors that influenced the results in this cycle. First, most of the students were not active in answering the posed question. They just kept silent and waited for their friends to answer the questions. They were not able to share their ideas about the structure posed in the question. Second, most of the students did not want to share their ideas and they did not know their groups' answers after they discussed their task. They were only discussing without knowing the answers of the task (questions). The researcher and the English teacher did some revisions in using the technique in the teaching learning process

to overcome the problems. First, giving more explanation and motivation to the students who did not really understand about the lesson. Second, giving more explanation about the material they did not really understand and asking each member of the group to discuss and find the answers of the task (questions).

After revising some problems, such as most of the students were not active in answering the posed question and most of the students did not want to share their ideas and they did not know their groups' answers after they discussed their task. that caused the action in cycle I unsuccessful, the students were able to improve their scores of the structure achievement test in cycle II. The percentage of the students who got score ≥ 76 in cycle II was 76.92% that was higher than in cycle I that was 69.23%. It proved that by revising some problems in the first cycle could help the students to improve their structure achievement optimally. Therefore, the students' problems could be overcome in cycle II. From the results, it showed that the action in cycle II had achieved the criteria of success required in this research that the percentage of the students whose score ≥ 76 was 70%. It could be concluded that the use of Numbered Heads Together technique was able to improve the students' Simple Past Tense achievement in cycle II. Therefore, the action was stopped.

According to Millis (in Wijaya, 2012:17), there are several advantages of using Numbered Heads Together technique in the teaching learning process. Based on the result above, it was indicated by the advantages of using Numbered Heads Together technique in the teaching learning process of Simple Past Tense as follows:

1. Promote discussion and both individual and group accountability.
2. Enhance the students' satisfaction with their learning experience.
3. Each student has the same chance to be active in supporting their team.
4. Help to promote positive competition.

Beside the success of the results of the action in two cycles, the researcher found the disadvantage of using Numbered Heads Together technique in teaching Simple Past Tense that it was difficult to be minimized in term of time allocation. Numbered Heads Together technique needs much time to be applied in the

teaching learning process because some students' ability was not good enough in understanding the materials, the time was a little bit difficult to be managed in applying this activity.

In summary, based on the research result above, there were also previous research results that supported this research result. Wijaya's research result (2012) showed that the Numbered Heads Together technique could improve the students' reading comprehension achievement at SMP 2 Muhammadiyah 2 Kalisat Jember. Then, Istiqomah's research result (2013) showed that Numbered Heads Together technique could improve the students' structure achievement at SMAN Yosowilangun Lumajang. Similarly, this research results proved that Numbered Heads Together technique could improve the students' active participation and their Simple Past Tense achievement because this technique promoted discussion both in individual and group accountability (Istiqomah, 2013:23). Besides, it was particularly appropriate for teaching English that included structure or grammar (Arnold, 1999:231).

CHAPTER V. CONCLUSION AND SUGGESTIONS

Chapter V presents the conclusion of the research and some suggestions proposed to the English teacher, the students, and the future researchers.

5.1 Conclusion

Based on the results of the data analysis and discussion, it could be concluded that the use of Numbered Head Together technique could improve the eighth grade students' Simple Past Tense achievement and their active participation at SMPN 1 Jelbuk.

The improvement of the students' Simple Past Tense achievement could be seen from the percentage of the students' test scores in cycle I and cycle II. The percentage of the students who got score ≥ 76 in the structure test in cycle I was only 69.23% and 76.92% in cycle II. It means that the use of Numbered Heads Together technique in the teaching learning process of Simple Past Tense was useful to improve the students' Simple Past Tense achievement in two cycles.

From the observation, it was found that the use of Numbered Heads Together technique could improve the students' active participation in the teaching learning process. The results showed that the students' active participation in the teaching learning process in cycle I increased from 38.4% in the first meeting to 57.6% in the second meeting. Then, in cycle II, the percentage of the students' active participation also increased from 76.92% in meeting 1 to 80.76% in meeting 2. The improvement could be seen from the result in cycle I 48% to cycle II 78.84%. It could be concluded that the use of Numbered Heads Together technique could improve the students' active participation in the teaching learning process of Simple Past Tense.

5.2 Suggestions

By considering the results of this research, some suggestions are given to the English teacher, the students, and the future researchers.

5.2.1 The English teacher

Based on the research results, it is suggested to the English teacher to apply Numbered Heads Together technique in the English teaching learning process. It is because the result showed that Numbered Heads Together technique could improve the students' Simple Past Tense achievement. Besides, the English teacher is suggested to apply Numbered Head Together technique in different teaching learning activities. It is because by using Numbered Heads Together technique, the students have their chance to share and discuss their thoughts, ideas, information, as well as to solve their difficulties in doing the exercises given.

5.2.2 The students

The students of SMPN 1 Jelbuk are suggested to use Numbered Heads Together technique as one of cooperative activities to practice and improve their structure achievement. It is because by using this technique, the students can share and discuss their ideas, knowledge, information, and difficulties to solve their problem.

5.2.3 The future researchers

The future researchers who have the same problems in teaching structure are suggested to use this research result as a reference and source of information to conduct a further research dealing with the use of Numbered Heads Together technique in teaching the same or different of the English skills, research area, or research design to develop the quality of the teaching learning process.

REFERENCES

- Ali, M. 1993. *Strategi Penelitian Pendidikan*. Bandung: Angkasa.
- Alter, J.B. 1991. *Essential English Usage and Grammar 4*. Jakarta Barat: Binarupa Aksara.
- Arini, Y.D, Yuliani, M, and Kurniawati, C. 2014. *Bahasa Inggris kelas VIII*.Klaten: PT.Intan Pariwara
- Arnold, J. 1999. *Affect in Language Learning*. London: Cambridge University Press.
- Azar, B.S. 1999. *Understanding and Using English Grammar (Third Edition)*.Washington: Prentice Hall International(UK). Limited
- Broukal, M. 2006. *Grammar Form and Function 2*. New York: McGraw Hill Companies, Inc.
- Chaer, A. 1994. *Linguistik Umum*. Jakarta: Depdiknas
- Elliot, J. 1993. *Action Research for Educational Change*. London: Open University Press.
- Fathony, A. 2012. *Types of Text*. [serial online]. Available at: (<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>). (Retrieved on May 3rd 2016).
- Fotos, S. 1998. Shifting the Focus from Forms to Form in the EFL Classroom. *In ELT Journal*, Volume 52/4 October, Page 301-307.
- Hopkins, D. 2008. *A Teacher's Guide to Classroom Research*. London: Open University Press.
- Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.
- Istiqomah, L. 2013. *Improving the Tenth Grade Students' Active Participation and Their Structure Achievement of Simple Past Tense by Using Numbered Head Together Technique at SMAN Yosowilangun Lumajang*. Jember: Universitas Negeri Jember.
- Kagan, S. & Kagan, M. 2009. *Kagan Cooperative Learning*. Kagan Publishing

- Knapp, P. and Watkins, M. 2005. *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*. Sydney: University of New South Wales Press Ltd.
- Krohn, R. 1990. *English Sentence Structure*. Jakarta: Binarupa Aksara
- Leighton, M.S. 1999, *Cooperative Learning In James M.Cooper.Classroom teaching Skills*. Boston: Houghton Mifflin Company.
- Lie, A. 2002. *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas*. Jakarta: PT. Grasindo.
- Mart, T. C. 2013. Teaching Grammar in Context : Why and How. *In Theory and Practice in Language Studies*, Volume 3, No. 1, Januari 2013, pp 124-129
- McMillan, J. 1992. *Educational Research*. New York: Harper Collins Publisher.
- Morrow, K and Schocker, M. 1987. Using Text in Communicative Approach. *In ELT Journal*, Volume 41/4, October 4, Page 248-256.
- Murphy, R. 1994. *English Grammar in Use*. Cambridge: Cambridge University Press.
- Ning, H. 2011. Adapting Cooperative Learning in Tertiary ELT. *In ELT Journal*, Volume 65/1 January, Page 60-69.
- Nunan, D. 1998. Teaching Grammar in Context. *In ELT Journal*, Volume 52/2 April, Page 101-109.
- Oxford, Lee, Snow, and Scarcella. 1994. Integrating Language Skills. *In TESL Canada Journal*, Volume 22, No.2, Page 257-268.
- Pramudiharjo, F. S. 2014. *Improving the 8-A Students' Active Participation and Their Recount Text Writing Achieveent by Using Clustering Techique at SMPN 1 Tanggul*. Jember: Universitas Negeri Jember.
- Richards, J. C. and Redgers, T. S. 2001. *Approaches and Methods in Language Teaching: Second Edition*. New York: Cambridge University Press.
- Schoenberg, I. and Maurer, J. 2002. *Focus on Grammar: An Introductory Course for Reference and Practice*. United States of America: Addison Wesley Longman, Inc.
- Thornbury, S. 1999. *How to Teach Grammar*. London: Longman.

- Wijaya, D. M. 2012. *Improving the Eighth Grade Students' Reading Comprehension Achievement by Using Numbered Head Together Strategy at SMP Muhammadiyah 2 Kalisat in the 2011/2012 Academic Year*. Unpublished Thesis. Jember: Jember University.
- Xiaoshuang, Z. 2011. *Applying Cooperative Learning to English Teaching for English as a Foreign Language (EFL) Students*. Wisconsin: University of Wisconsin-Platteville.
- Yahya, N. and Huie, K. 2013. *Teaching English Language Learners Thought cooperative learning* (The Internet TESL Journal, Volume III, No.3, March, Page 1-4. Available at: [http:// iteslj.org/Articles/Yahya-Coopereative.html](http://iteslj.org/Articles/Yahya-Coopereative.html)). [Retrieved on May 5th 2016].
- Yusrin. 2012. *Model Pembelajaran Numbered Head Together (NHT) dan Problem Based Instruction (PBI)*. [serial online]. Available at: <http://yusrin.orbyt.blogspot.com/2012/06/model-pembelajaran.html>. (Retrieved on April 27th 2016).

The Instrument of Preliminary Study

No	Question	Answer
1.	What curriculum do you use in teaching English at SMPN 1 Jelbuk?	KTSP 2006
2.	What is the minimum required score for the English subject at SMPN 1 Jelbuk?	76
3.	What grade do you teach English?	The Eighth Grade
4.	In teaching English, what skill or language component that is difficult to be mastered by the students?	Reading and Structure, especially Simple Past Tense
5.	What problem do you find in teaching structure?	I didn't find the way to solve the students' difficulties in learning structure
6.	Which class has difficulties in learning structure, especially Simple Past Tense?	VIII-A
7.	Do you teach structure integratedly with other language skills? If yes, what is it?	Yes, I do. I usually teach structure in integrated way with the reading skill
8.	What technique do you usually use in teaching structure?	Explaining method
9.	Have you ever used NHT technique in teaching structure? If no, why?	No, I haven't. Because I haven't known about NHT technique.

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLE	INDICATORS	DATA RESOURCES	RESEARCH METHOD	ACTION HYPOTHESIS
Improving the Eighth Grade Students' Simple Past Tense Achievement and Their Active Participation by Using Numbered Head Together Technique at SMPN 1 Jelbuk	<ol style="list-style-type: none"> How can the use of Number Head Together Technique improve the eighth grade students' active participation in the teaching process of simple past tense at SMPN 1 Jelbuk? How can the use Numbered Head Together Technique improve the eighth grade students' simple past tense mastery 	<p>Independent Variable : Teaching simple past tense by using Numbered Head Together technique</p> <p>Dependent Variable : a) The students' simple past tense achievement b) The students' active participation during the teaching</p>	<ol style="list-style-type: none"> Numbered Head Together: Divide the students into group of four and give each one a number from one to four. Pose a question or a problem to the class. Have students gather to think about the question and to make sure everyone in their group understands and can give an answer. Ask the question and call out a number randomly. 	<p>Subjects The VIII-A students of SMPN 1 Jelbuk in the 2015-2016 academic year</p> <p>Collaborator The English teacher of SMPN 1 Jelbuk</p> <p>The school documents</p> <ul style="list-style-type: none"> The names of research subjects The previous tense scores of the 	<ol style="list-style-type: none"> Research Design Classroom Action Research with the cycle model : <ol style="list-style-type: none"> The planning of the action The implementation of the action The observation and evaluation Data analysis and reflection of the action (Adapted from : Lewin, 1980, in Elliot, 1991 : 70) Area Determination Method Purposive Method Subject Determination Method Purposive Method Data Collection Methods <ol style="list-style-type: none"> Primary Data <ul style="list-style-type: none"> Simple past tense test Observation Supporting Data <ul style="list-style-type: none"> Interview 	<ol style="list-style-type: none"> The use of Numbered Head Together Technique can improve the eight grade students' active participation in the teaching learning process of simple past tense at SMPN 1 Jelbuk? The use of Numbered Head Together Technique

	<p>at SMPN 1 Jelbu?</p>	<p>learning process</p>	<p>10. The students with that number raise their hands, and when called on, the students answer for his or her team.</p> <p>1. The students' scores of simple past tense test</p> <p>2. The students' participation in:</p> <ul style="list-style-type: none"> • Answering posed questions given by the teacher. • Knowing their groups' answer. • Doing the exercises with their groups. • Discussing the answer 	<p>research subjects taken from the English teacher</p>	<ul style="list-style-type: none"> • Documentation (Ali, 1993 : 186) <p>5. Data Analysis Method The data collected from tense test were analyzed by using the following formula :</p> $E = \frac{n}{N} \times 100\%$ <p>Notes :</p> <p>E = the percentage of the students who got score \geq 76 in the tense test</p> <p>n = the number of the students who got score \geq 76 in the tense test</p> <p>N = the number of the students (the research subjects)</p> <p>Then, the data collected from observation were analyzed by using the formula below :</p> $E = \frac{n}{N} \times 100\%$ <p>E = the percentage of the</p>	<p>can improve the eight grade students' simple past tense mastery at SMPN 1 Jelbuk?</p>
--	-------------------------	-------------------------	---	---	--	--

			with their groups.		students who actively participated in the teaching learning process of simple past tense by using Numbered Head Together n = the number of the students categorized as active students N = the number of the students (the research subjects) (Ali, 1993 : 186)	
--	--	--	--------------------	--	--	--

THE PREVIOUS SCORES OF VIII-A

No	Initials	Scores
1	ALP	64
2	BH	77
3	DW	78
4	DDA	91
5	DL	78
6	DCH	65
7	ED	65
8	EPI	76
9	FS	73
10	IM	61
11	IS	70
12	KKA	77
13	M. R	59
14	M	68
15	M.AA	60
16	MAW	76
17	MR	70
18	MSS	60
19	MDPP	62
20	RR	73
21	REA	93
22	SWP	79
23	SH	70
24	SAP	57
25	SA	77
26	TNA	72
27	T	56
	Average	70,62963

LESSON PLAN 1

(Cycle 1, Meeting 1)

School : SMPN 1 Jelbuk
 Subject : English
 Grade/Semester : VIII/II

Language component integrated with reading	: Grammar (Simple Past Tense)
Theme	: Holiday
Time	: 2 x 40 minutes

I. STANDARD COMPETENCE

12. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *recount*.

III. INDICATORS

3.1 Cognitive

3.1.1 Product

- 3.1.1.1 Finding and underlining the verb form of the simple past tense in the text.
- 3.1.1.2 Completing the text by putting the correct verb forms in the parentheses.
- 3.1.1.3 Constructing the underlined sentences in the text into negative and interrogative forms.

3.1.2 Process

- 3.1.2.1 Identifying the sentences of simple past tense in the recount text.
- 3.1.2.2 Identifying the sentence patterns of simple past tense in the recount text.

3.1.2.3 Writing the negative and interrogative forms of the simple past tense sentences in the recount text

3.1.2.4 Underlining the verb forms of simple past tense in the recount text

3.1.2.5 Putting the correct verb forms in the parentheses in the sentences.

IV. LEARNING OBJECTIVES

4.1 Cognitive

4.1.1 Product

3.1.2.6 The students are able to find and underline the verb form of the simple past tense in the text.

3.1.2.7 The students are able to complete the text by putting the correct verb forms in the parentheses.

4.1.1.1 The students are able to construct the underline sentences in the text into negative and interrogative forms.

4.1.2 Process

4.1.2.1 The students are able to identify the sentences of simple past tense in the recount text.

4.1.2.2 The students are able to identify the sentence patterns of simple past tense in the recount text.

4.1.2.3 The students are able to write the negative and interrogative forms of the simple past tense sentences in the recount text.

4.1.2.4 The students are able to underline the verb forms of simple past tense in the recount text.

4.1.2.5 The students are able to put the correct verb forms in the parentheses in the sentences.

V. LEARNING MATERIALS

The materials are enclosed.

VI. TEACHING AND LEARNING STRATEGY

Approach : Student-Centered Learning

Method : Question-answer, Explanation, and Discussion

Technique : Numbered Head Together

VII. TEACHING LEARNING ACTIVITY

No	Teacher's Activities	Students' activities	Time Allocation
I	Set Induction : Pre-instructional activities		5'
	1. Greeting	1. Responding greeting	1'
	2. Stating some leading questions to the students	2. Answering leading questions	3'
	3. Stating the objectives of the lesson	3. Paying attention	1'
II	Main Activities		70'
	1. Asking the students to make groups of five	1. Making group of five	3'
	2. Giving a number to each student in the group	2. Recieving the number	2'
	3. Guiding the students how to implement Numbered Head Together technique	3. Paying attention	5'
	4. Distributing the text to the students	4. Recieving the text	2'
	5. Asking the students to read and identifying the text quietly	5. Reading and identifying the text quietly	10'
	6. Posing the questions related to the Simple Past Tense	6. Paying attention	2'

	<p>sentences in the recount text</p> <p>7. Asking the students to put their heads together and discuss the answers together</p> <p>8. Calling out a number at random</p> <p>9. Asking the students with that number to share the group's answer</p> <p>10. Giving feedback to the students about the materials by Q - A</p> <p>11. Asking the students to do exercises 2 and 3</p> <p>12. Discussing the answers with the class</p>	<p>7. Putting their heads together and discussing the answer quietly</p> <p>8. Paying attention</p> <p>9. Sharing the groups' answer</p> <p>10. Responding</p> <p>11. Doing the exercise</p> <p>12. Discussing the answer with the class</p>	<p>10'</p> <p>1'</p> <p>10'</p> <p>5'</p> <p>10'</p> <p>10'</p>
III	Closure : Post Activities		5'
	<p>1. Asking the class about what they have learnt</p> <p>2. Guiding the students to make a conclusion about the lesson by question - answer</p> <p>3. Parting</p>	<p>1. Responding and answering</p> <p>2. Making a conclusion</p> <p>3. Parting</p>	<p>2'</p> <p>2'</p> <p>1'</p>

VIII. MEDIA AND SOURCES

1. Media

- White board
- Worksheet

2. Sources

- Arini, Y.D, Yuliani, M, and Kurniawati, C. 2014. *Bahasa Inggris kelas VIII*.Klaten: PT.Intan Pariwara
- Dictionaries

IX. ASSESSMENT

1. Process assessment

- To assess the students' understanding about Simple Past Tense

Instrument : exercises

To assess the students' participation done during the teaching learning process

Instrument : Observation

The indicators to be evaluated are the students' participation in:

13. Answering the teacher's oral questions
14. Discussing the answers in groups
15. Doing the exercises in groups
16. Asking questions to the teacher about the use of simple past tense

Observation sheet of the students' participation

No	Name	Indicators				Total	Category	
		1	2	3	4		Active	Passive
1.								
2.								
3.								

Note :

- a. The students are considered active if they perform three or four indicators of participation.
- b. The students are considered passive if they perform only one or two indicators of participation.

Imam Syafi'i, S.Pd
NIP. 19710429 200801 1 011

Rizki Mahfida Anggraini
100210301063

INSTRUCTIONAL MATERIALS

- I. Pre-instructional Activities
 - Good morning students. How are you today?
 - Is there any student who is absent today?
 - 1. Asking the students about what they did in the past
 - Where did you go last holiday?
 - Did you know where the Penanjakan is?
- II. Main Activities
 1. Explaining the material
 - 1.1 **Recount Text**

The example of recount text

Title ←	<p style="text-align: center;">Mount Bromo</p>
Orientation {	<p>Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo.</p> <p>In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on a horseback. It was very fun. Then, we went to get a closer look at the mountain and took some pictures of the beautiful scenery there. After that, we went to the zoo at Wonokromo. We got home in the afternoon.</p>

Events

Reorientation {

Pose question

Exercise 1

1. Identify the kind of text!
2. Identify the past tense sentences in the text above!
3. Identify the patterns of the simple sentences above!
4. Find the subject, verb, and time signals of the past tense sentences above!

Exercise 2

Underline the verb form of the simple past tense in the following text!

My Last Holiday

Last Sunday, my family and I went to the zoo.

We went to the zoo at 7 in the morning. At 10 o'clock we arrived at the zoo. The zoo was very crowded at that time. We went around to see all animal in the cages. We saw various animals. There were monkey, Sumatran tiger, Cendrawasih birds, and many others. At 12 o'clock we had lunch. After that, we all went home at 13 o'clock.

That day I was very happy to spend my time with my family.

Exercise 3

Fill in the blank space of the recount text below with the correct verb form in the parenthesis in groups!

A Beautiful Day at Jogja

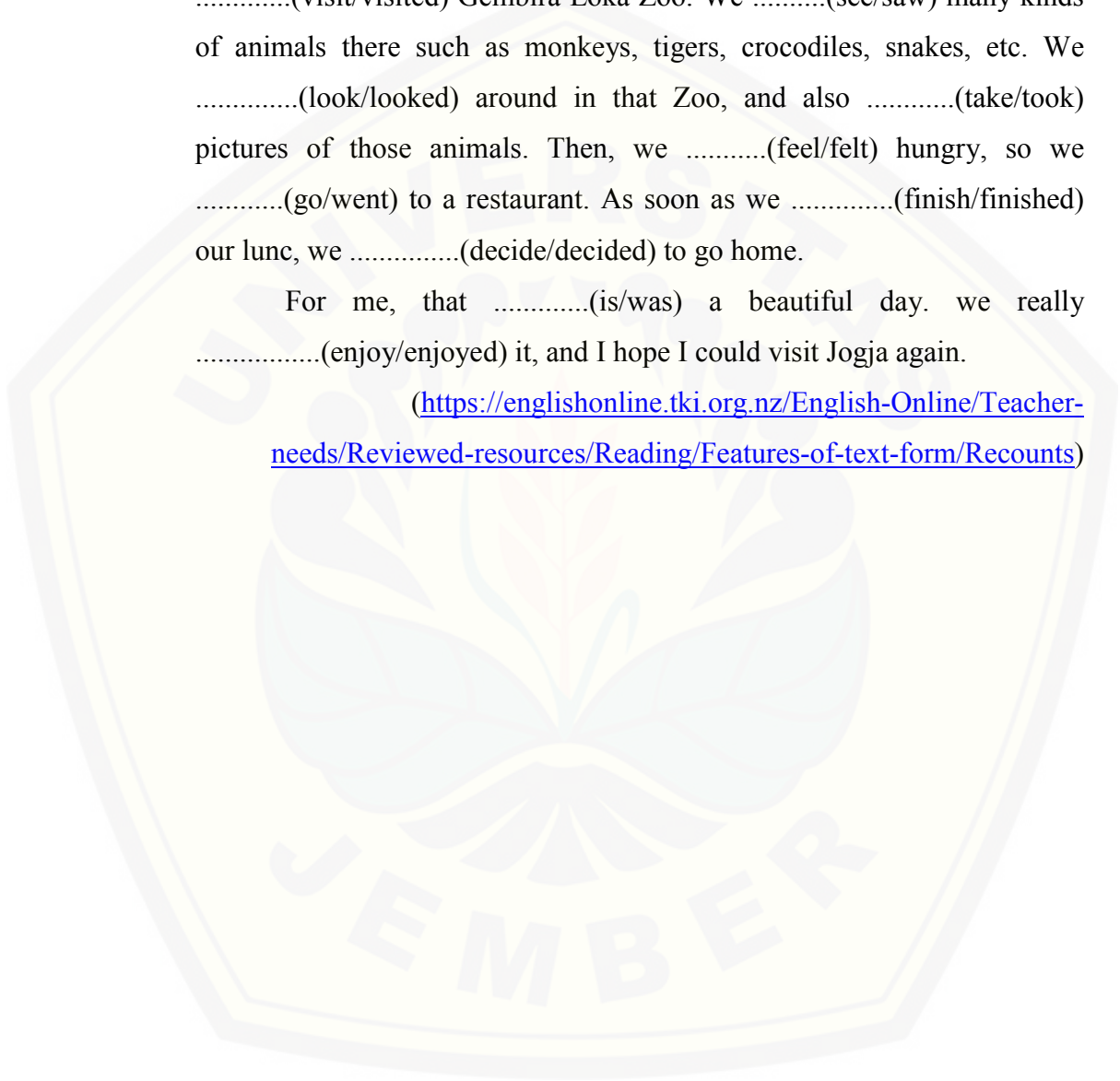
Last week, my friends and I(go/went) to Jogja. We(visit/visited) many places.

First, we visited Parangtritis beach. The sun(shine/shone) brightly and the scenery(is/was) very beautiful there. We

.....(feel/felt) the wind blew across to us. We also(see/saw) a lot of people in that beach. There(are/were) many birds(fly/flew) in the sky. Also, there(are/were) many sellers who(sell/sold) many kinds of souvenirs. Second, we(visit/visited) Gembira Loka Zoo. We(see/saw) many kinds of animals there such as monkeys, tigers, crocodiles, snakes, etc. We(look/looked) around in that Zoo, and also(take/took) pictures of those animals. Then, we(feel/felt) hungry, so we(go/went) to a restaurant. As soon as we(finish/finished) our lunch, we(decide/decided) to go home.

For me, that(is/was) a beautiful day. we really(enjoy/enjoyed) it, and I hope I could visit Jogja again.

<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>



Answer Key

Exercise 2

- | | |
|----------------|----------|
| 1. Last Sunday | 7. Saw |
| 2. Went | 8. Were |
| 3. Went | 9. Had |
| 4. Arrived | 10. Went |
| 5. Was | 11. Was |
| 6. Went | |

Exercise 3

1. Went
2. Visited
3. Shone
4. Was
5. Felt
6. Saw
7. Were
8. Flew
9. Were
10. Sold
11. Visited
12. Saw
13. Looked
14. Took
15. Felt
16. Went
17. Finished
18. Decided
19. Was
20. Enjoyed

LESSON PLAN 2
(Cycle 1, Meeting 2)

School	: SMPN 1 Jelbuk
Subject	: English
Grade/Semester	: VIII/II
Language component	: Grammar (Simple Past Tense) integrated with reading
Theme	: Holiday
Time	: 2 x 40 minutes

I. STANDARD COMPETENCE

13. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

- 12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *recount*.

III. INDICATORS

3.2 Cognitive

3.2.1 Product

3.2.1.1 Finding and underlining the verb form of the simple past tense in the text.

3.2.1.2 Completing the text by putting the correct verb forms in the parentheses.

3.2.1.3 Constructing the underline sentences in the text into negative and interrogative forms.

3.2.2 Process

3.2.2.1 Identifying the sentences of simple past tense in the recount text.

3.2.2.2 Identifying the sentence patterns of simple past tense in the recount text.

3.2.2.3 Writing the negative and interrogative forms of the simple past tense sentences in the recount text.

3.2.2.4 Underlining the verb forms of simple past tense in the recount text.

3.2.2.5 Putting the correct verb forms in the parentheses in the sentences.

IV. LEARNING OBJECTIVES

4.2 Cognitive

4.2.1 Product

3.2.2.6 The students are able to find and underline the verb form of the simple past tense in the text.

3.2.2.7 The students are able to complete the text by putting the correct verb forms in the parentheses.

4.2.1.1 The students are able to construct the underline sentences in the text into negative and interrogative forms.

4.2.2 Process

4.2.2.1 The students are able to identify the sentences of simple past tense in the recount text.

4.2.2.2 The students are able to identify the sentence patterns of simple past tense in the recount text.

4.2.2.3 The students are able to write the negative and interrogative forms of the simple past tense sentences in the recount text.

4.2.2.4 The students are able to underline the verb forms of simple past tense in the recount text.

4.2.2.5 The students are able to put the correct verb forms in the parentheses in the sentences.

V. LEARNING MATERIALS

The materials are enclosed.

VI. TEACHING AND LEARNING STRATEGY

Approach : Student-Centered Learning

Method : Question-answer, Explanation, and Discussion

Technique : Numbered Head Together

VII. TEACHING LEARNING ACTIVITY

No	Teacher's Activities	Students' activities	Time Allocation
I	Set Induction : Pre-instructional activities		5'
	1. Greeting	1. Responding greeting	1'
	2. Stating some leading questions to the students	2. Answering leading questions	3'
	3. Stating the objectives of the lesson	3. Paying attention	1'
II	Main Activities		70'
	1. Asking the students to make groups of five	1. Making group of five	3'
	2. Giving a number to each student in the group	2. Recieving the number	2'
	3. Guiding the students how to implement Number Head Together technique	3. Paying attention	5'
	4. Distributing the text to the students	4. Recieving the text	2'

	<ol style="list-style-type: none"> 5. Asking the students to read and identifying the text quietly 6. Posing the questions related to the Simple Past Tense sentences in the recount text 7. Asking the students to put their heads together and discuss the answer together 8. Calling out a number at random 9. Asking the students with that number to share the group's answer 10. Giving feedback to the students about the materials by Q - A 11. Asking the students to do exercises 2 and 3 12. Discussing the answers with the class 	<ol style="list-style-type: none"> 5. Reading and identifying the text quietly 6. Paying attention 7. Putting their heads together and discussing the answer quietly 8. Paying attention 9. Sharing the groups' answer 10. Responding 11. Doing the exercise 12. Discussing the answer with the class 	<p>10'</p> <p>2'</p> <p>10'</p> <p>1'</p> <p>10'</p> <p>5'</p> <p>10'</p> <p>10'</p>
III	Closure :		5'
	Post Activities		
	<ol style="list-style-type: none"> 1. Asking the class about what they have learnt 2. Guiding the students to make a conclusion about the 	<ol style="list-style-type: none"> 1. Responding and answering 2. Making a 	<p>2'</p> <p>2'</p>

	lesson by question - answer 3. Parting	conclusion 3. Parting	1'
--	---	--------------------------	----

VIII. MEDIA AND SOURCES

3. Media

- White board
- Worksheets

4. Sources

- Arini, Y.D, Yuliani, M, and Kurniawati, C. 2014.
Bahasa Inggris kelas VIII. Klaten: PT.IntanPariwara
- Dictionaries

X. ASSESSMENT

2. Process assessment

- To assess the students' understanding about Simple Past Tense
Instrument : exercise
- To assess the students' participation done during the teaching learning process
Instrument : Observation

The indicators to be evaluated are the students' activity in :

17. Answering the teacher's oral questions
18. Discussing the answers in groups
19. Doing the exercises in groups
20. Asking questions to the teacher about the use of simple past tense

Observation sheet of the students' participation

No	Name	Indicators				Total	Category	
		1	2	3	4		Active	Passive
1.								
2.								

3.								
----	--	--	--	--	--	--	--	--

Note :

- a. The students' are considered active if they perform three or four indicators of participation.
- b. The students' are considered passive if they perform only one or two indicators of participation.

3. Product assessment

- Done in the third meeting after the actions given

Instrument : written test

The English Teacher

The Researcher

Imam Syafi'i, S.Pd
NIP. 19710429 200801 1 011

Rizki Mahfida Anggraini
100210301063

INSTRUCTIONAL MATERIALS

III. Pre-instructional Activities

- Good morning students. How are you today?
- Is there any student who is absent today?
2. Asking the students about what they did last holiday
 - What did you do last holiday?
 - Where did you go last holiday?

IV. Main Activities

The example of recount text

Title	←	Holiday in Semirang Waterfall
Orientation	{	On Sunday, my bestfriend and I, visited Semirang Waterfall in Ungaran. It was the first time for me to visit the waterfall.
Events	{	When we arrived at the hill, I felt so fresh and I could enjoy the scene. In Ungaran, we took a little bit trekking to find Semirang Waterfall. It was too bad for me because the distance to see the waterfall was too far. After walking for a long time, we found Semirang Waterfall. What a beautiful waterfall. We enjoyed the nice water in the rain forest surrounding the waterfall. Hearing the sound of falling water made me peace and relax. Playing with the water made me feel so happy.
Reorientation	{	Finally, the time was over. It was an unforgettable moment. I really enjoyed it.

<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>

Pose question

Exercise 1

5. Identify the kind of text!
6. Identify the past tense sentences in the text above!
7. Identify the patterns of the simple senteces above!
8. Find the subject, verb, and time signals of the past tense sentences above!

Exercise 2

Underline the verb form of the simple past tense in the following text!

Red Island Beach

Last week, my class went to Red Island beach in Banyuwangi.

At 7 o'clock we met at school. And then, we went to Red Island beach by bus. At 10 o'clock we arrived at Red Island beach. There were so many visitors. We played sand and ball there. Some students played water at the beach. At 12 o'clock we had lunch together. And after that, we went home.

We were very happy to have holiday in Red Island beach.

Exercise 3

Fill in the blank space of the recount text below with the correct verb form in the parenthesis in groups!

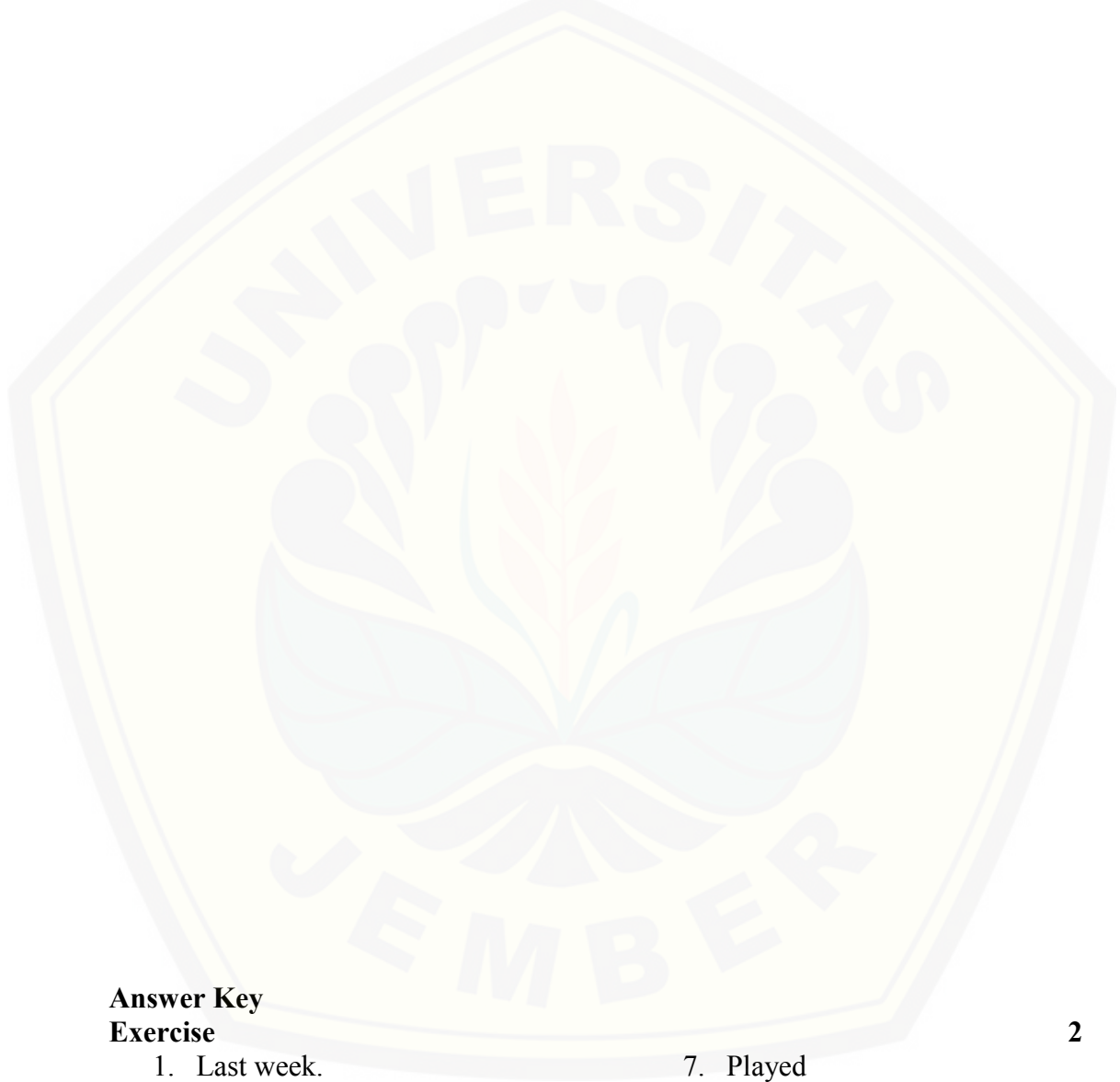
My Holiday at Sanur Beach

Last year, my family and I(go/went) to Sanur Beach. I(am/was)so excited to go there. We(go/went)to Bali on Sunday.

In the morning, my family and I(have/had) breakfast together. Next, we(go/went) to the market to buy some snacks and drinks. Then, we(get/got) ready to go to Sanur Beach. We(go/went) there by a car. When we(arrive/arrived) at Sanur Beach, we(see/saw) so many visitors there. I(am/was) very happy and(enjoy/enjoyed) the scene. We(take/took)so many pictures together there. Next, we(decide/decided) to have lunch at McD. Then, we(go/went) back to Sanur Beach. We.....(walk/walked) around the beach and.....(buy/bought) some souvenirs. There(are/were) traditional bags, shoes, sandal, clothes, and etc. After that, we(go/went) to My Grandma's house at Denpasar. We(stay/stayed) there until Monday morning.

On Monday morning, we.....(go/went) back home. We
.....(enjoy/enjoyed) our holiday at that time.

<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>



Answer Key

Exercise

- | | |
|---------------|-----------|
| 1. Last week. | 7. Played |
| 2. Went | 8. Played |
| 3. Met | 9. Had |
| 4. Went | 10. Went |
| 5. Arrived | 11. Were |
| 6. Were | |

Exercise 3

1. Went
2. Was
3. Went
4. Had
5. Went
6. Got
7. Went
8. Arrived
9. Was
10. Enjoyed
11. Took
12. Decided
13. Went
14. Walked
15. Bought
16. Were
17. Went
18. Stayed
19. Went
20. Enjoyed



Tense Test 1

(Cycle 1)

School : SMPN 1 Jelbuk Name :

Subject : English No. :

Class/Semester : VIII-A/II

Theme : Last Holiday

Language Component: Grammar

Time Allocation : 40 minutes

- I. Find and underline the verb form of the simple past tense in the following text!**

Camping in Ranu Kumbolo

Last holiday, my friends and I went camping to Ranu Kumbolo.

On the first day, we stayed at Ranu Pani. We set up the tent there. The next day, we saw Ranu Pani. We had breakfast first. Then, we walked to Ranu Kumbolo. We arrived at 5 p.m. and set up the tent there. We cooked some noodles and rice to have dinner. And the last day, we packed the tent to go home.

We were very happy.

- II. Complete the following text by putting the correct verb forms in the parentheses!**

Trip to Situbondo

Last holiday, my friend and I(go/went) to Situbondo. We(visit/visited) some places there.

First, we(visit/visited) Pasir Putih beach. It(take/took) 3 hours from Banyuwangi. We(arrive/arrived) at 10 a.m. There we(play/played) sand, beach volley, and(take/took) some pictures. There(are/were) some art shops and boats. We also(buy/bought) some souvenirs there. After that, we(take/took) a bath and continued our trip. We(go/went)

to Arak – arak hill. We(stop/stopped) in a coffee shop. We(buy/bought) coffee and snacks. At 13 p.m. we(decide/decided) to go home. It took us 4 hours to Banyuwangi.

I(am/was) happy and tired. It was a wonderful trip with my friend.

<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>

III. Construct the underline sentences in the following text into negative (-) and interrogative (?) forms!

Fantastic School Holiday

On my fantastic school holidays I had a lot of things to do.

First, I went to my friend’s house for a sleep over because my mum and dad went out. I also went to the cinema with my brother to watch “Despicable Me 2”. It was a very funny movie. The next morning I went to my grandparent’s house with my dad and my brother. My mother did not join us because she had to do her job. On the third day, I went to the cinemas again to see “Monsters University”. It was really funny movie. My favourite character was *Mike Wazelski*. I went to watch that movie with my mum and my brother.

On the last day, Angelina came for a play and we had a picnic at the park but after a while Angelina had to go home earlier.

<http://englishadmin.com/2015/11/komplit-contoh-recount-text-singkat-dan.html>

1. (-)
(?).....
2. (-)
(?).....
3. (-)
(?).....
4. (-)
(?).....
5. (-)
(?).....

Answer Key of Tense Test 1

I. Find and underline the verb form of the simple past tense

- | | |
|-----------|-----------------|
| 1. Went | 6. Walked |
| 2. Stayed | 7. Arrived, set |
| 3. Set | 8. Cooked |
| 4. Saw | 9. Packed |
| 5. Had | 10. Were |

II. Complete the following text by putting the correct verb forms in the parenthesis!

1. Went
2. Visited
3. Visited
4. Took
5. Arrived
6. Played
7. Took
8. Were
9. Bought
10. Took
11. Went
12. Stopped
13. Bought
14. Decided
15. Was

III. Change the underline sentences in the following text into negative (-) and interrogative (?) forms!

1. (-) I did not have a lot of things to do.
(?) Did I have a lot of things to do?
2. (-) I did not go to my friend's house.
(?) Did I go to my friend's house?
3. (-) It was not really funny movie.
(?) Was it really funny movie?
4. (-) Angelina did not come to play.
(?) Did Angelina come to play?
5. (-) We did not have a picnic at the park.
(?) Did we have a picnic at the park?

**LESSON PLAN 3
(Cycle 2, Meeting 3)**

School	: SMPN 1 Jelbuk
Subject	: English
Grade/Semester	: VIII/II
Language component integrated with reading	: Grammar (Simple Past Tense)
Theme	: Holiday

Time : 2 x 40 minutes

I. STANDARD COMPETENCE

14. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *recount*.

III. INDICATORS

3.3 Cognitive

3.3.1 Product

3.3.1.1 Finding and underlining the verb form of the simple past tense in the text.

3.3.1.2 Completing the text by putting the correct verb forms in the parentheses.

3.3.1.3 Constructing the underline sentences in the text into negative and interrogative forms.

3.3.2 Process

3.3.2.1 Identifying the sentences of simple past tense in the recount text.

3.3.2.2 Identifying the sentence patterns of simple past tense in the recount text.

3.3.2.3 Writing the negative and interrogative forms of the simple past tense sentences in the recount text

3.3.2.4 Underlining the verb forms of simple past tense in the recount text

3.3.2.5 Putting the correct verb forms in the parentheses in the sentences.

IV. LEARNING OBJECTIVES

4.3 Cognitive

4.3.1 Product

3.3.2.6 The students are able to find and underline the verb form of the simple past tense in the text.

3.3.2.7 The students are able to complete the text by putting the correct verb forms in the parentheses.

4.3.1.1 The students are able to construct the underline sentences in the text into negative and interrogative forms.

4.3.2 Process

4.3.2.1 The students are able to identify the sentences of simple past tense in the recount text.

4.3.2.2 The students are able to identify the sentence patterns of simple past tense in the recount text.

4.3.2.3 The students are able to write the negative and interrogative forms of the simple past tense sentences in the recount text.

4.3.2.4 The students are able to underline the verb forms of simple past tense in the recount text.

4.3.2.5 The students are able to put the correct verb forms in the parentheses in the sentences.

V. LEARNING MATERIALS

The materials are enclosed.

VI. TEACHING AND LEARNING STRATEGY

Approach : Student-Centered Learning

Method : Question-answer, Explanation, and Discussion

Technique : Numbered Head Together

VII. TEACHING LEARNING ACTIVITY

No	Teacher's Activities	Students' activities	Time Allocation
I	Set Induction : Pre-instructional activities		5'
	4. Greeting	4. Responding greeting	1'
	5. Stating some leading questions to the students	5. Answering leading questions	3'
	6. Stating the objectives of the lesson	6. Paying attention	1'
II	Main Activities		70'
	13. Asking the students to make groups of five	13. Making group of five	3'
	14. Giving a number to each students in the group	14. Receiving the number	2'
	15. Guiding the students how to implement Numbered Head Together technique	15. Paying attention	5'
	16. Reviewing about recount text and Simple Past Tense	16. Paying attention	1'
	17. Distributing the text to the students	17. Receiving the text	1'
	18. Asking the students to read and comprehend the text quietly	18. Reading and identifying the text quietly	10'
	19. Posing the questions related to the Simple Past Tense sentences in the recount text	19. Paying attention	2'

	<p>20. Asking the students to put their heads together and discuss the answers together</p> <p>21. Calling out a number at random</p> <p>22. Asking the students with that number to share the group's answer</p> <p>23. Giving more explanation and asking the members of the group to discuss with their friends to answer the questions</p> <p>24. Giving feedback to the students about the materials by Q - A</p> <p>25. Asking the students to exercise 2 and 3</p> <p>26. Discussing the answers with the class</p>	<p>20. Putting their heads together and discussing the answer quietly</p> <p>21. Paying attention</p> <p>22. Sharing the groups' answer</p> <p>23. Discussing the answers</p> <p>24. Responding</p> <p>25. Doing the exercise</p> <p>26. Discussing the answer with the class</p>	<p>10'</p> <p>1'</p> <p>10'</p> <p>2'</p> <p>3'</p> <p>20'</p> <p>10'</p>
III	Closure :		5'
	Post Activities		
	<p>4. Asking the class about what they have learnt</p> <p>5. Guiding the students to make a conclusion about the lesson by question - answer</p>	<p>4. Responding and answering</p> <p>5. Making a conclusion</p>	<p>2'</p> <p>2'</p>

	6. Parting	6. Parting	1'
--	------------	------------	----

VIII. MEDIA AND SOURCES

5. Media

- White board
- worksheet

6. Sources

- Arini, Y.D, Yuliani, M, and Kurniawati, C. 2014. *Bahasa Inggris kelas VIII*.Klaten: PT.Intan Pariwara
- Dictionaries

XI. ASSESSMENT

4. Process assessment

- To assess the students' understanding about Simple Past Tense
Instrument : exercises
To assess the students' participation done during the teaching learning process
Instrument : Observation

The indicators to be evaluated are the students' participation in:

- Answering the teacher's oral questions
- Discussing the answers in groups
- Doing the exercises in groups
- Asking questions to the teacher about the use of simple past tense

Observation sheet of the students' participation

No	Name	Indicators				Total	Category	
		1	2	3	4		Active	Passive
1.								
2.								
3.								

Note :

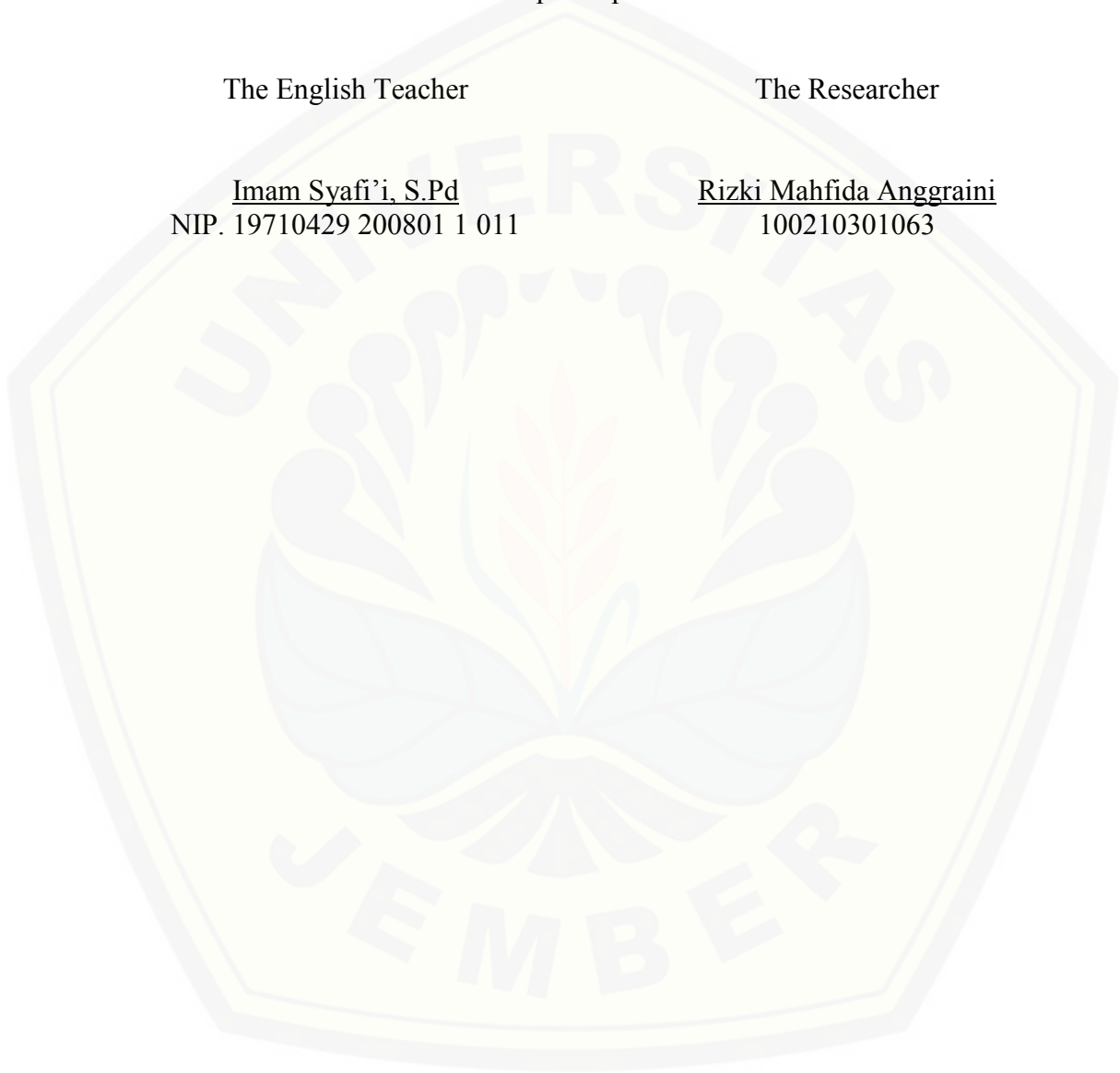
- c. The students are considered active if they perform three or four indicators of participation.
- d. The students are considered passive if they perform only one or two indicators of participation.

The English Teacher

The Researcher

Imam Syafi'i, S.Pd
NIP. 19710429 200801 1 011

Rizki Mahfida Anggraini
100210301063



INSTRUCTIONAL MATERIALS

V. Pre-instructional Activities

- Good morning students. How are you today?
- Is there any student who is absent today?
- 3. Asking the students about what they did in the past
 - What did you do last holiday?
 - Where did you go last holiday?

VI. Main Activities

2. Explaining the material

2.1 Recount Text

The example of recount text

Title	←	My Holiday Was Fantastic
Orientation	}	Last summer I got a fantastic holiday. I visited some great places.
Events		I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches. Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to. After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.
Reorientation	}	The places made me feel at home but I had to go home. Next time I would return to them.

(<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>)

Pose question

Exercise 1

9. Identify the kind of text!
10. Identify the past tense sentences in the text above!
11. Identify the patterns of the simple sentences above!

12. Find the subject, verb, and time signals of the past tense sentences above!

Exercise 2

Underline the verb form of the simple past tense in the following text!

Love Bay

Last weekend, my parents and I went to Jember. We visited my aunt's house and Love Bay.

At 7 a.m. we went to Jember. We stopped in Genteng to have breakfast at 8.30 a.m. Then, we continued our trip to Jember at 9 a.m. We arrived at my aunt's house at 1 p.m. We prayed first and had lunch there. After that, we went to Love Bay. We climbed up the hill to see the Love Bay. The view was so beautiful.

At 5 p.m. we went home carefully.

Exercise 3

Fill in the blank space of the recount text below with the correct verb form in the parenthesis in groups!

A Study Tour in Bali

I(am/was) in junior high school when at the first time I went to Bali Island. I(go/went) there with my teachers and my friends. It was a study tour actually. My teacher, me class friends, and I(are/were) in the same bus. We(leave/left) our school at 8 a.m.

The journey from Pati to Bali(take/took) a day. I was so exhausted because I had to sit along the journey. I had a beautiful journey because I(spend/spent) all of my time with my friends, like playing games, laughing, and kidding. I(feel/felt) that all of my tiredness gone all of sudden when we(arrive/arrived) at the Sanur Beach. It(is/was) still morning, I(see/saw) a sun rise which was so beautiful. Then we drove to the hotel to take a rest and had meals. After that, we went to the Nusa Dua Beach. There were so many activities to do there. We(can/could) play parasailing, banana boat, and so on. But

I(choose/chose) to go to a little island which(have/had) a lot of reptile there. There were snake, turtles, etc. The scenery(is/was) so beautiful because I was in the middle of the sea! Next, we went to Garuda Wisnu Kencana (GWK). There were two statues which(are/were) so big. They were Wisnu and his bird, called Garuda. I was interested in its relief on the rock but, actually, I(do not/did not) know the story on it. At last, we(go/went) to the Sosro Company. We(learn/learned) a lot of things there from the first step till the end of making a tea. After that, we went back to Pati.

After a very long journey, through the land and the sea, I learned something about nature and human products. Although it(take/took) a lot of my energy, I felt so happy because I(spend/spent) all of my time with my friends.

<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>

Answer Key

Exercise 2

- | | |
|---------------|-----------------|
| 21. Went | 27. Prayed, had |
| 22. Visited | 28. Went |
| 23. Went | 29. Climbed up |
| 24. Stopped | 30. Was |
| 25. Continued | 31. Went |
| 26. Arrived | |

Exercise 3

- | | |
|------------|-------------|
| 1. Was | 9. Was |
| 2. Went | 10. Saw |
| 3. Were | 11. Could |
| 4. Left | 12. Chose |
| 5. Took | 13. Had |
| 6. Spent | 14. Was |
| 7. Felt | 15. Were |
| 8. Arrived | 16. Did not |

17. Went

19. Took

18. Learned

20. spent

LESSON PLAN 4
(Cycle 2, Meeting 4)

School	: SMPN 1 Jelbuk
Subject	: English
Grade/Semester	: VIII/II
Language component integrated with reading	: Grammar (Simple Past Tense)
Theme	: Holiday
Time	: 2 x 40 minutes

I. STANDARD COMPETENCE

15. Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

II. BASIC COMPETENCE

12.2 Mengungkapkan makna dan langkah retorika dalam esai pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *recount*.

III. INDICATORS

3.4 Cognitive

3.4.1 Product

3.4.1.1 Finding and underlining the verb form of the simple past tense in the text.

3.4.1.2 Completing the text by putting the correct verb forms in the parentheses.

3.4.1.3 Constructing the underline sentences in the text into negative and interrogative forms.

3.4.2 Process

3.4.2.1 Identifying the sentences of simple past tense in the recount text.

3.4.2.2 Identifying the sentence patterns of simple past tense in the recount text.

3.4.2.3 Writing the negative and interrogative forms of the simple past tense sentences in the recount text

3.4.2.4 Underlining the verb forms of simple past tense in the recount text

3.4.2.5 Putting the correct verb forms in the parentheses in the sentences.

IV. LEARNING OBJECTIVES

4.4 Cognitive

4.4.1 Product

3.4.2.6 The students are able to find and underline the verb form of the simple past tense in the text.

3.4.2.7 The students are able to complete the text by putting the correct verb forms in the parentheses.

4.4.1.1 The students are able to construct the underline sentences in the text into negative and interrogative forms.

4.4.2 Process

4.4.2.1 The students are able to identify the sentences of simple past tense in the recount text.

4.4.2.2 The students are able to identify the sentence patterns of simple past tense in the recount text.

4.4.2.3 The students are able to write the negative and interrogative forms of the simple past tense sentences in the recount text.

4.4.2.4 The students are able to underline the verb forms of simple past tense in the recount text.

4.4.2.5 The students are able to put the correct verb forms in the parentheses in the sentences.

V. LEARNING MATERIALS

The materials are enclosed.

VI. TEACHING AND LEARNING STRATEGY

Approach : Student-Centered Learning

Method : Question-answer, Explanation, and Discussion

Technique : Numbered Head Together

VII. TEACHING LEARNING ACTIVITY

No	Teacher's Activities	Students' activities	Time Allocation
I	Set Induction : Pre-instructional activities		5'
	7. Greeting	7. Responding greeting	1'
	8. Stating some leading questions to the students	8. Answering leading questions	3'
	9. Stating the objectives of the lesson	9. Paying attention	1'
II	Main Activities		70'

27. Asking the students to make groups of five	27. Making group of five	3'
28. Giving a number to each students in the group	28. Recieving the number	2'
29. Guiding the students how to implement Numbered Head Together technique	29. Paying attention	5'
30. Reviewing about recount text and Simple Past Tense	30. Paying attention	1'
31. Distributing the text to the students	31. Recieving the text	1'
32. Asking the students to read and identifying the text quietly	32. Reading and identifying the text quietly	10'
33. Posing the questions related to the Simple Past Tense sentences in the recount text	33. Paying attention	2'
34. Asking the students to put their head together and discuss the answers together	34. Putting their heads together and discussing the answer quietly	10'
35. Calling out a number at random	35. Paying attention	1'
36. Asking the students with that number to share the group's answer	36. Sharing the groups' answer	10'
37. Giving more explanation and asking the members of the group to discuss with their friends to answer the	37. Discussing the answers	2'
	38. Responding	

	<p>questions</p> <p>38. Giving feedback to the students about the materials by Q - A</p> <p>39. Asking the students to exercise 2 and 3</p> <p>40. Discussing the answers with the class</p>	<p>39. Doing the exercise</p> <p>40. Discussing the answer with the class</p>	<p>3'</p> <p>20'</p> <p>10'</p>
III	Closure :		5'
	Post Activities		
	<p>7. Asking the class about what they have learnt</p> <p>8. Guiding the students to make a conclusion about the lesson by question - answer</p> <p>9. Parting</p>	<p>7. Responding and answering</p> <p>8. Making a conclusion</p> <p>9. Parting</p>	<p>2'</p> <p>2'</p> <p>1'</p>

VIII. MEDIA AND SOURCES

7. Media

- White board
- Worksheets

8. Sources

- Arini, Y.D, Yuliani, M, and Kurniawati, C. 2014. *Bahasa Inggris kelas VIII*.Klaten: PT.Intan Pariwara
- Dictionaries

XII. ASSESSMENT

5. Process assessment

- To assess the students' understanding about Simple Past Tense
Instrument : exercises
- To assess the students' participation done during the teaching learning process

Instrument : Observation

The indicators to be evaluated are the students' activity in :

1. Answering the teacher's oral questions
2. Discussing the answers in groups
3. Doing the exercises in groups
4. Asking questions to the teacher about the use of simple past tense

Observation sheet of the students' participation

No	Name	Indicators				Total	Category	
		1	2	3	4		Active	Passive
1.								
2.								
3.								

Note :

- c. The students' are considered active if they perform three or four indicators of participation.
- d. The students' are considered passive if they perform only one or two indicators of participation.

6. Product assessment

- Done in the third meeting after the actions given

Instrument : written test

The English Teacher

The Researcher

Imam Syafi'i, S.Pd
NIP. 19710429 200801 1 011

Rizki Mahfida Anggraini
100210301063

INSTRUCTIONAL MATERIALS

VII. Pre-instructional Activities

- Good morning students. How are you today?
- Is there any student who is absent today?
- 4. Asking the students about what they did in the past
 - Where did you go last holiday?
 - Did you know where Kuta Beach is?

VIII. Main Activities

The example of recount text

Title	←	Visiting Bali
Orientation	{	There were so many places to see in Bali that my friend decided to join the tours to see as much as possible.
Events	{	My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud. On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta. The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center My friend's ten-day-stay ended very quickly. Beside his two tour, all his day was spent on the beach.
Reorientation	{	He went sailing or surfboarding every day. He was quite

<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>

Pose question

Exercise 1

13. Identify the kind of text!
14. Identify the past tense sentences in the text above!
15. Identify the patterns of the simple sentences above!
16. Find the subject, verb, and time signals of the past tense sentences above!

Exercise 2

Underline the verb form of the simple past tense in the following text!

My Busy Holiday

Last holiday, I did not visit any place. I just stayed at home all the day.

In the morning, I cleaned my room and then took a bath. After breakfast, I washed my dirty clothes. Then, I groomed my cats. I fed them and washed them. Then, I played with them. In the evening, I did my homework. I finished it at 9 p.m.

I felt so tired. I was also happy spending my holiday at home.

Exercise 3

Fill in the blank spaces of the recount text below with the correct verb form in the parenthesis in groups!

My Busy Holiday

On April 16th, 2010, I(think/thought) this would be a great holiday for me because that(is/was) the holyday for Hindhu people . I was so tired about the study, so I(guess/guessed) this time I(can/could) get fully refreshed anyway. However, the fact(say/said) the other way.

First, like an ordinary daughter, I(have/had) to get up early morning helping my mother, of course after I prayed. Then I

.....(do/did) my chores,(clean/cleaned) up my room, and spread out my bed under the sun ray. I(am/was) really in danger if my mom(know/knew) that my room was messy. So, I(make/made) it as soon as possible. Second, my aunts(call/called) me in the afternoon. I(do not/did not) meet them for a long time, that was the way I(keep/kept) for hours to talk with them. After that, unpredictable my neighbor(visit/visited) me. She(ask/asked) my help finishing her homework. At last, the time was running and I just(remember/remembered) that I had a lot of homework. I(get/got) mad, confused and regretful why I did not check my homework before. Therefore, I(do/did) my homework until 2:00 a.m. the next morning.

I did not feel this(is/was) holiday because I had to work hard and got a long ship with my homework.

<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>

Answer Key

Exercise 2

- | | |
|-------------------|-----------------|
| 12. Did not visit | 17. Fed, washed |
| 13. Stayed | 18. Played |
| 14. Cleaned, took | 19. Did |
| 15. Washed | 20. Felt |
| 16. Groomed | 21. Was |

Exercise

3

21. Thought
22. Was
23. Guessed
24. Could
25. Said
26. Had
27. Did
28. Cleaned
29. Was
30. Knew
31. Made
32. Called
33. Did not
34. Kept
35. Visited
36. Asked
37. Remembered
38. Got
39. Did
40. Was

Tense Test 2

(Cycle 2)

School : SMPN 1 Jelbuk Name :
Subject : English No. :
Class/Semester : VIII-A/II
Theme : Last Holiday
Language Component: Grammar
Time Allocation : 40 minutes

IV. Find and underline the verb form of the simple past tense in the following text!

Holiday in the Backyard

Last week, my family and I spent our holiday in the backyard.

We prepared a tent, foods, drinks, and camp fire. My brother and I played ball. In the afternoon, my mother grilled chicken, meat, and sweet potatoes. My father made some juices for us. He also made campfire in front of the tent. In the evening, we had dinner together. We told some stories and shared some ideas. We also sang some songs together. Finally, we decided to go to sleep inside the tent.

I was very happy spending holiday with my family.

V. Complete the following text by putting the correct verb forms in the parentheses!

Holiday with Family

Two weeks ago, my family and I(visit/visited) my grandma's house and some places.

First, we visited my grandma's house. She(live/lived) with my aunt. There were also my uncle, my cousin, his wife, and his son. We(stay/stayed) there for 2 hours. After that, we(go/went) to Twin waterfall in Kemiren. There(are/were) many visitors. There were some food stalls. My brothers(swim/swam) in the river

under the waterfall. My parents and I(enjoy/enjoyed) the view and(eat/ate) some foods. We(have/had) lunch together. After that, we(pack/packed) and(continue/continued) our trip. Next, we visited Desa Licin. We(buy/bought) some durians there. We ate durians together there. We(feel/felt) so full, so we(decide/decided) to go home.

I(am/was) very happy although we did not go to another city.

VI. Construct the underline sentences in the following text into negative (-) and interrogative (?) forms!

Holiday in Bali

Last week, my friend and I went to Bali. We had many experiences during the vacations.

First day, we visited Sanur beach in the morning. We saw beautiful sunrise together. We met so many tourists there. We had breakfast there. We took some pictures together. Second day, we went to Tanah Lot. We saw a beautiful view. There were also many tourists. I tried to talk with the tourists. There were some art shops. We bought some accessories there. In the afternoon, we went to Kuta beach to enjoy the beautiful sunset.

In the evening we checked out from the hotel and went home.

<https://englishonline.tki.org.nz/English-Online/Teacher-needs/Reviewed-resources/Reading/Features-of-text-form/Recounts>

6. (-)
(?).....
7. (-)
(?).....
8. (-)
(?).....
9. (-)
(?).....
10. (-)
(?).....

Answer Key of Tense Test 2

IV. Find and underline the verb form of the simple past tense

- | | |
|--------------|------------------|
| 11. Spent | 17. Had |
| 12. Prepared | 18. Told, shared |
| 13. Played | 19. Sang |
| 14. Grilled | 20. Decided |
| 15. Made | 21. Was |
| 16. Made | |

V. Complete the following text by putting the correct verb forms in the parenthesis!

16. Visited
17. Lived
18. Stayed
19. Went
20. Were
21. Swam
22. Enjoyed
23. Ate
24. Had
25. Packed
26. Continued
27. Bought
28. Felt
29. Decided
30. Was

VI. Change the underline sentences in the following text into negative (-) and interrogative (?) forms!

6. (-) My friend and I did not go to Bali.
(?) Did my friend and I go to Bali?
7. (-) We did not visit Sanur beach.
(?) Did we visit Sanur beach?
8. (-) We did not see beautiful sunrise together.
(?) Did we see beautiful sunrise together?
9. (-) We did not take some pictures together.
(?) Did we take some pictures together?
10. (-) There were not also many tourists.
(?) Were there also many tourists?

The Results of Observation in Cycle I

No	The students' initials	Meeting 1				Note		Meeting 2				Note	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1	ALP	√		√	√	√		√		√	√	√	
2	BH			√			√			√	√		√
3	DW	√	√	√		√		√	√	√		√	
4	DDA	√		√	√	√		√		√	√	√	
5	DL			√	√		√			√	√		√
6	DCH			√	√		√	√		√	√	√	
7	ED			√	√		√	√		√	√	√	
8	EPI	√		√	√	√		√		√	√	√	
9	FS	√		√	√	√		√		√	√	√	
10	IM			√			√	√		√	√	√	
11	IS			√			√	√		√			√

12	KKA	√		√	√	√		√		√	√	√	
13	M.R			√			√	√		√			√
14	M			√			√			√	√		√
15	M.AA			√			√			√	√		√
16	MAW	√		√			√	√		√			√
17	MR			√			√			√	√		√
18	MSS	√		√			√	√		√	√	√	
19	RR			√			√			√	√		√
20	REA	√		√	√	√		√		√	√	√	
21	SWP		√	√	√	√			√	√	√	√	
22	SH			√			√			√	√		√
23	SAP			√	√		√	√		√	√	√	
24	SA	√		√	√	√		√		√	√	√	
25	TNA	√		√	√	√		√		√	√	√	
26	T			√			√	√		√			√
Total		Meeting 1				10	16	Meeting 2				15	11

The Score of the Students' Structure Test in Cycle I

No	The students' initials	The students' score	Score ≤ 76	Score ≥ 76
1	ALP	78		√
2	BH	87		√
3	DW	67	√	
4	DDA	80		√
5	DL	79		√
6	DCH	77		√
7	ED	68	√	
8	EPI	77		√
9	FS	80		√
10	IM	79		√
11	IS	76	√	
12	KKA	82		√
13	M.R	65	√	
14	M	77		√
15	M.AA	65	√	
16	MAW	78		√
17	MR	79		√
18	MSS	65	√	

19	RR	76		√
20	REA	83		√
21	SWP	81		√
22	SH	70	√	
23	SAP	80		√
24	SA	79		√
25	TNA	70	√	
26	T	76		√
Total			8	18

The Results of Observation in Cycle II

No	The students' initials	Meeting 1				Note		Meeting 2				Note	
		Indicators				A	P	Indicators				A	P
		1	2	3	4			1	2	3	4		
1	ALP	√		√	√	√		√	√	√	√	√	
2	BH			√	√		√			√	√		√
3	DW	√	√	√		√		√	√	√	√	√	
4	DDA	√		√	√	√		√	√	√	√	√	
5	DL	√		√	√	√		√		√	√	√	
6	DCH	√		√	√	√		√	√	√	√	√	
7	ED			√	√		√	√		√	√	√	
8	EPI	√		√	√	√		√	√	√	√	√	
9	FS	√		√	√	√		√	√	√	√	√	
10	IM	√		√	√	√		√	√	√	√	√	
11	IS	√		√			√	√		√			√
12	KKA	√		√	√	√		√	√	√	√	√	
13	M.R	√		√			√	√		√			√
14	M	√		√	√	√		√		√	√	√	
15	M.AA		√	√	√	√			√	√	√	√	
16	MAW	√		√	√	√		√		√	√	√	
17	MR			√	√		√			√	√		√
18	MSS	√		√	√	√		√		√	√	√	
19	RR	√		√	√	√		√		√	√	√	
20	REA	√		√	√	√		√	√	√	√	√	
21	SWP		√	√	√	√		√	√	√	√	√	
22	SH			√	√		√			√	√		√
23	SAP	√		√	√	√		√	√	√	√	√	
24	SA	√		√	√	√		√	√	√	√	√	
25	TNA	√		√	√	√		√	√	√	√	√	
26	T	√	√	√		√		√	√	√		√	

Total	Meeting 1	20	6	Meeting 2	21	5
--------------	------------------	-----------	----------	------------------	-----------	----------

The Score of the Students' Structure Test in Cycle II

No	The students' initials	The students' score	Score ≤ 76	Score ≥ 76
1	ALP	80		√
2	BH	94		√
3	DW	75	√	
4	DDA	89		√
5	DL	84		√
6	DCH	86		√
7	ED	75	√	
8	EPI	84		√
9	FS	88		√
10	IM	81		√
11	IS	80		√
12	KKA	87		√
13	M.R	74	√	
14	M	82		√
15	M.AA	74	√	
16	MAW	79		√
17	MR	84		√
18	MSS	75	√	
19	RR	80		√
20	REA	89		√
21	SWP	89		√
22	SH	75	√	
23	SAP	85		√
24	SA	84		√
25	TNA	80		√
26	T	81		√
Total			6	20