# THE EFFECT OF USING NHT TECHNIQUE ON THE SEVENTH YEAR STUDENTS' TENSE ACHIEVEMENT AT SMPN 2 BALUNG-JEMBER IN THE 2011/2012 ACADEMIC YEAR

**THESIS**

By

**MOHAMMAD TAUFIQ**
**NIM 070210401116**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**
**LANGUAGE AND ARTS DEPARTMENT**
**FACULTY OF TEACHER TRAINING AND EDUCATION**
**JEMBER UNIVERSITY**
**2012**

http://digilib.unej.ac.id/

# THE EFFECT OF USING NHT TECHNIQUE ON THE SEVENTH YEAR STUDENTS' TENSE ACHIEVEMENT AT SMPN 2 BALUNG-JEMBER IN THE 2011/2012 ACADEMIC YEAR

**THESIS**

Composed to fulfill one of the requirements to obtain S1 Degree
at the English Language Education Study Program
Language and Arts Education Department
The Faculty of Teacher Training and Education
Jember University

By

**MOHAMMAD TAUFIQ**
**NIM 070210401116**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM**

**LANGUAGE AND ARTS DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**JEMBER UNIVERSITY**

**2012**

## DEDICATION

This thesis is honorably dedicated to:

1. My beloved parents, Suud and Isnaini;
2. My beloved brothers, Achmad Afandi and Mochammad Khoirur Roziqin.
3. My irreplaceable friends, ERegTuS (English Regular Two Thousand and Seven).

## MOTTO

A pessimist sees the difficulty in every opportunity; an optimist sees the opportunity in every difficulty.[*)]

Live as if you were to die tomorrow; learn as if you were to live forever.[**)]

[*)] Winston Churchil, UK Prime Minister at the World War II

[**)] Mahatma Gandhi, a former of Indian Politician

**CONSULTANTS' APPROVAL**

**THESIS**

**The Effect of Using Numbered Heads Together (NHT) Technique on the Seventh Year Students' Tense Achievement at SMPN 2 Balung-Jember in the 2011/2012 Academic Year**

By

Mohammad Taufiq

070210401116

Approved By:

Consultant 1 : Dra. Wiwiek Eko Bindarti, M. Pd

Consultant 2 : Drs. I Putu Sukmaantara, M. Ed

## APPROVAL OF THE EXAMINATION COMMMITTEE

This thesis entitled "*The Effect of Using NHT Technique on the Seventh Year Students' Tense Achievement at SMPN 2 Balung-Jember in the 2011/2012 Academic Year"* was approved and received by the Examination Committee of the Faculty of Teacher Training and Education of Jember University.

Day : Tuesday

Date : 5th of June 2012

Place : Faculty of Teacher Training and Education

Examiner team

| The Chairperson | The Secretary |
|---|---|
| Drs. Bambang Suharjito, M. Ed<br>NIP 1961 10231989021001 | Drs. I Putu Sukmaantara, M. Ed.<br>NIP 196404241990021003 |

The members,

1. Dra. Siti Sundari, M. A. 1.
   NIP 195812161988022001

2. Dra. Wiwiek Eko Bindarti, M. Pd. 2.
   NIP 19561214 198503 2 001

The Faculty of Teacher Training and Education

The Dean,

Drs. Imam Muchtar, S.H.,M.Hum.
NIP 195407121980031005

## SUMMARY

**The Effect of Using Numbered Heads Together (NHT) Technique on the Seventh Year Students' Tense Achievement at SMPN 2 Balung-Jember in the 2011/2012 Academic Year**; Mohammad Taufiq, 070210401116; 2012:39 pages; English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

There are many Indonesian students facing a lot of difficulties in learning English. One of them is to understand and apply English grammar, especially in learning tenses (Nababan, 1986:4). It happens because English grammar is different from Indonesian grammar. In Bahasa Indonesia, we do not have the term tenses. Therefore, the students tend to get confused and have difficulty in learning tenses. Concerning with the students' difficulty in mastering tense, the researcher tried to find an interesting teaching and learning technique for teaching tense. Then, the researcher decided to use a cooperative learning model as a technique to teach tenses. The technique that the researcher used was Numbered Heads Together (NHT) technique.

This research was conducted to investigate the effect of using Numbered Heads Together (NHT) technique on the seventh year students' tense achievement at SMPN 2 Balung-Jember in the 2011/2012 academic year. The population of this research was all of the seventh year students of SMPN 2 Balung-Jember in the 2011/2012 academic year. The research respondents were determined by a homogeneity test (a tense test covering Simple Present Tense and Present Continuous Tense). The number of the respondents was 69 students, consisting of 34 students of grade VII-C as the experimental group taught by using NHT technique, and 35 students of VII-B as the control group, being taught by using lecturing and giving exercises techniques.

The primary data of this research were collected from the students' scores of tense test. The primary data were collected from the post-test to compare tense achievement of the two different groups after treatment, and then the researcher analyzed the result of the test by using Independent sample T-Test (SPSS). Based on the calculation, the result of this research showed that there was a significant effect of using NHT technique on the seventh year students' tense achievement. It was proved by the value of significant column of t-test table by using SPSS sofware, and the result was 0.045 which was lower than 0.05 (significant level of 5%). This means that the null hypothesis ($H_0$) formulated: "NHT technique does not have a significant effect on the seventh year students' tense achievement at SMPN 2 Balung-Jember in the 2011/2012 academic year" was rejected, thus the alternative hypothesis: "NHT technique has a significant effect on the seventh year students' tense achievement at SMPN 2 Balung-Jember in the 2011/2012 academic year" was accepted.

The research results proved that there was a significant effect of using NHT technique on the seventh year students' tense achievement at SMPN 2 Balung Jember in the 2011/2012 academic year. Therefore, it is recommended for the English teacher to use NHT technique as an alternative technique in teaching tenses.

## ACKNOWLEDGEMENT

First and foremost, I would like to express my greatest gratitude to Allah, for all of His gift so that I can finish my thesis entitled ***"The Effect of Using Numbered Heads Together (NHT) Technique on the Seventh Year Students' Tense Achievement at SMPN 2 Balung - Jember in the 2011/2012 Academic Year".***

I would like to express my deepest appreciation and sincerest thanks to the following people:

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 the English Education Program,
4. My first consultant, Mrs. Wiwiek Eko Bindarti, and my second consultant, Mr. I Putu Sukmaantara, for the guidance and valuable suggestions that have led me compile and finish my thesis.
5. The examination committee.
6. My Academic Supervisor, Drs. Annur Rofiq, M.A, M.Sc.
7. The lecturers of the English Education Program who have taught and given me a lot of useful knowledge.
8. The Principal, the English teachers, and all of the seventh grade students of SMPN 2 Balung – Jember, especially classes VII-B and VII-C, who helped and participated willingly to involve in this research.

I believe that this thesis still has some weaknesses. Therefore, I really hope that there will be useful criticism and suggestions from the readers to make this thesis better. I also hope that this thesis will be useful for the readers.

Jember, 20 May 2012

Writer

## TABLE OF CONTENTS


Page

**COVER PAGE** ..... **i**

**TITLE PAGE** ..... **ii**

**DEDICATION** ..... **iii**

**MOTTO** ..... **iv**

**CONSULTANTS' APPROVAL** ..... **v**

**APPROVAL OF THE EXAMINATION COMMITTEE** ..... **vi**

**SUMMARY** ..... **vii**

**ACKNOWLEDGEMENT** ..... **ix**

**TABLE OF THE CONTENTS** ..... **x**

**THE LIST OF APPENDICES** ..... **xiii**

**THE LIST OF TABLES** ..... **xiv**

**CHAPTER 1. INTRODUCTION** ..... **1**

**1.1 The Background of the Research** ..... 1

**1.2 The Problem of the Research** ..... 4

**1.3 The Scope of the Research** ..... 5

**1.4 The Objective of the Research** ..... 5

**1.5 The Significances of the Research** ..... 5

**CHAPTER 2. REVIEW OF RELATED LITERATURE** ..... **7**

**2.1 Cooperative Learning** ..... 7

2.1.1 The Definitions of Cooperative Learning ..... 7

2.1.2 Basic Components of Cooperative Learning ..... 8

2.1.3 Some Models of Cooperative Learning ..... 9

**2.2 Numbered Heads Together (NHT) Technique** ..... 10

2.2.1 The Meaning of NHT Technique ..... 10

2.2.2 The Procedures of the Use of NHT Technique……..……11
2.2.3 Teaching Tenses by Using NHT Technique…….....….11
2.2.4 The Advantages and Disadvantages of NHT.....13
**2.3 Tenses** .....15
2.3.1 The Meaning of Tenses……..15
2.3.2 Teaching Tenses at Junior High School Level……..16
**2.4 Tense Materials to be Taught for the Seventh Year Students** .....16
2.4.1 Simple Present Tense .....16
2.4.2 Present Continuous Tense…….……18
**2.5 Research Hypothesis** .....20

**CHAPTER 3. RESEARCH METHODOLOGY .....21**
**3.1 The Research Design**.....21
**3.2 The Area Determination Method** .....22
**3.3 The Respondent Determination Method**.....23
**3.4 The Operational Definition of the Terms** .....23
3.4.1 Numbered Heads Together (NHT) Technique……23
3.4.2 The Students' Tense Achievement……..…...24
**3.5 The Data Collection Methods**.....24
3.5.1 Test .....24
3.5.2 Interview.....28
3.5.3 Documentation .....28
**3.6 The Data Analysis Method** .....28

**CHAPTER 4. RESULTS AND DISCUSSION.....30**
**4.1 The Description of the Experimental Treatment** .....30
**4.2 The Results of the Secondary Data** .....31
4.2.1 The Results of Interview .....31

4.2.2 The Results of Documentation....31
**4.3 The Result of the Homogeneity Test**....32
**4.4 The Result of the Try Out Test**....34
4.4.1 The Analysis of the Test Validity....34
4.4.2 The Analysis of the Difficulty Index....34
4.4.3 The Analysis of the Coefficient Reliability....36
**4.5 The Results of Main Data**....38
4.5.1 The Results of the Post Test....38
4.5.2 The Hypothesis Verification....40
**4.6 Discussion**....40

**CHAPTER 5. CONCLUSION AND SUGGESTIONS....42**
**5.1 Conclusion**....42
**5.2 Suggestions**....42

**REFERENCES....44**
**APPENDICES....46**

## THE LIST OF APPENDICES


Page

Appendix A. Research Matrix ..... 46
Appendix B. The Schedule of Administering the Research ..... 48
Appendix C. The Guide of Supporting Data Instrument ..... 49
Appendix D. The Homogeneity Test ..... 50
Appendix E. The Answer Key of the Homogeneity Test ..... 52
Appendix F. The Score of the Homogeneity Test ..... 53
Appendix G. Lesson Plan One ..... 54
Appendix H. Lesson Plan Two ..... 71
Appendix I. Post Test ..... 81
Appendix J. The Answer Key of the Post Test ..... 86
Appendix K. The Distribution of Odd and Even Number ..... 87
Appendix L. The Division of Odd and Even Number ..... 89
Appendix M. The Difficulty Index of Each Test Item ..... 90
Appendix N. The Distribution of the Test Items ..... 92
Appendix O. The Students' (Experimental Group) Previous Score ..... 93
Appendix P. The Students' Participation in the First Meeting ..... 95
Appendix Q. The Students' Participation in the Second Meeting ..... 97
Appendix R. The Names of the Respondents ..... 99
Appendix S. The Students' Score of the Post Test ..... 100
Appendix T. The Research Permission Letter from the Dean of Faculty of Teacher Training and Education of Jember University ..... 101

## THE LIST OF TABLES

Page


Table 4.1 The Number of the Seventh Grade Students of SMPN 2 Balung Jember in the 2011/2012 Academic Year ..... 32

Table 4.2 The Results of the Homogeneity Test Using ANOVA ..... 33

Table 4.3 The Mean Scores of the Seventh Grade Students of SMPN 2 Balung-Jember in the 2011/2012 Academic Year..... 33

Table 4.4 The Output of Group Statistics of Post Test..... 38

Table 4.5 The Output of Independent Sample T-Test of Post Test..... 39

# CHAPTER 1. INTRODUCTION

This research deals with tense achievement as one of the language components taught by applying NHT technique at the seventh year students. This chapter presents some aspects that underline the topics related to the research. They are background of the research, scope of the research, objective of the research, and significance of the research. Each term will be presented one by one respectively.

## 1.1 Background of the Research

Based on the Institutional Level Curriculum (KTSP) for Junior High School, the teaching of English covers four language skills (listening, speaking, reading, and writing) and three language components (grammar, pronunciation, and vocabulary). In Indonesia, English is taught as a foreign language in which most of the population do not speak English for their daily communication.

In English teaching and learning process, the students are sometimes very active, but are sometimes passive. They can also get bored easily because they think English is not interesting to learn. It is the teacher's job to maintain students' motivation in learning English. If the students are in high motivation in learning English, they will have high achievement. Therefore, selecting an appropriate teaching method and technique is very essential for the English teacher to avoid the students' boredom.

In the context of English teaching as a foreign language, grammar is one of the language components that must be mastered by the learners because grammar helps the learners to understand the writer's or speaker's meaning when contextual information is not enough (Thornburry, 1994:4). Of the same opinion, Ur (1988) states that the knowledge of grammar is doubtlessly important for the mastery of language. She believes that it is impossible for us to use words unless we know how

they should be put together. Besides, Thornburry (1999:4) states that grammar is a tool for making meaning. It means that the language learners need to be focused not only on the forms, but also on the meaning the forms convey.

In this research, the researcher focused on the tense achievement as a part of grammar. Rusli (1996:1-2) states that the mastery of tenses will make the learners easy to understand English sentences or texts that they find in their daily life. Comrie (1984:9) defines tense as a grammaticalised expression of location in time. It means that tense describes the time at which the action happens using a specific verb. In addition, Nababan (1998:4.2) states that tense is a category or part of grammar or structure. He adds that tense is commonly learned only on the form, so that the learners get difficulties in using tense correctly in their sentences or utterances.

Based on the preliminary study conducted by an interview with the English teacher of the seventh year students of SMP N 2 Balung, Jember, it was known that most students faced difficulties in applying tenses, covering Simple Present Tense and Present Continuous Tense. The students mostly had problems in using appropriate verb forms in their sentences. The sentence "Paijo eats fried rice everyday" was hardly found instead of "Paijo eat fried rice everyday". They usually ignored to add suffix '-s' or '-es' although the subject is a third person singular. They also had difficulties in selecting appropriate 'be' in a Present Continuous Tense form. They often used double 'be' in a sentence. The sentence "I am is singing" was quite often found.

Based on the observation conducted by the researcher during the English teaching and learning process done by the teacher at the seventh year of SMP N 2 Balung, Jember, it was known that the teacher taught tenses by explaining the formulae of the Simple Present Tense and Present Continuous Tense and giving some examples following the formulae. The teacher expected the learners could make sentences in the form of Simple Present Tense and Present Continuous Tense. The teacher also expected the learners to be able to apply the use of Simple Present Tense

and Present Continuous Tense in their daily life context. However, the learners seemed to be unmotivated and got bored with the technique used by the teacher. As a result, the English teaching and learning process of the seventh year students at the SMP N 2 Balung, especially that in tenses, was unsuccessful.

During the observation conducted by the researcher, the English teacher tended to use the students' worksheet to teach grammar. The teacher also presented tense formulas while teaching tenses. This type of technique seemed to be so monotonous that the learners got bored easily. Consequently, they often forgot the grammar rules they had learned previously. To solve this kind of problem, the researcher proposed a teaching technique in teaching grammar that was Numbered Heads Together (NHT) technique. This is one of techniques in cooperative learning method which was developed by Kagan in 1993. In this technique, the learners work cooperatively in small groups and think together to discuss the problems posed by the teacher.

Numbered Heads Together (NHT) technique is a cooperative learning strategy that holds each student accountable for learning the materials (www.teachervision.fen.com). In this technique, the students work in small groups. By having the students work in groups, this technique ensures that each student must know the answer of the questions posed by the teacher. All members have responsibilities to know the answer because nobody knows who will be called.

There are some advantages of NHT technique in teaching grammar (www.teachervision.fen.com). The first is positive interdependence as the students are able to learn from others. The members of the group must check that every member can understand and answer the question because the team's success depends on individual success. The second is individual accountability in which each student must be accountable for sharing his/her ideas. The last is equal participation which means that each student within the group has an equal opportunity to share his/her ideas.

The previous study conducted by Yuliantin (2010) on the use of NHT technique showed that NHT technique could improve students' tense achievement. Another study conducted by Ari Christiani (2008) showed that NHT technique had a significant effect on the eighth year students' reading comprehension of SMPN 1 Kalisat, Jember. The study showed that the students who applied NHT technique got better scores than those who did not.

This research was different from the previous researches. The differences between this research and the previous researches were the research design and the students' level. The research done by Yuliantin was conducted to know how NHT technique could improve the students' tense achievement, while this present research was conducted to investigate the effect of NHT technique on the students' tense achievement. The subjects of Yuliantin's research were the fifth grade students of SDN Kertosari 02, Pakusari, Jember, while the subjects of this present research were the seventh year students of SMP N 2 Balung, Jember in the 2011/2012 academic year. The research done by Ari Christiani aimed to know the effect of NHT technique on the students' reading comprehension achievement, while this present research was conducted to know the effect of NHT on the students' tense achievement. The similarity between these three researches was the use of NHT technique in teaching English. The researcher was interested in conducting an experimental research to know the effect of NHT technique on the students' tense achievement. Therefore, this research entitled: "The Effect of Numbered Heads Together Technique on the Seventh Year Students' Tense Achievement of SMP N 2 Balung, Jember in the 2011/2012 Academic Year" was conducted.

## 1.2 Problem of the Research

Based on the background of the research above, the problem of this research is formulated as follows: "Is there any significant effect of NHT technique on the

seventh year students' tense achievement of the SMP N 2 Balung, Jember in the 2011/2012 academic year?"

**1.3 Scope of the research**

Based on the problem above, the scope of this research was limited on the students' tense achievement of Simple Present Tense and Present Continuous Tense. The materials were limited to the use of Simple Present Tense and present Continuous Tense. The NHT technique was applied in teaching Simple present Tense and Present Continuous Tense, especially on the experimental group in order to find out the effectiveness of the use of NHT technique in teaching tense. The subjects of this research were the seventh year students of SMP N 2 Balung, Jember in the 2011/2012 academic year.

**1.4 Objective of the Research**

Based on the problem of the research, the objective of the research was to know whether or not there was a significant effect of the use of NHT technique on students' tense achievement of the seventh year students of SMP N 2 Balung, Jember in the 2011/2012 academic year."

**1.5 Significance of the research**

The result of this research is expected to be useful for the following people:

**A. The English Teacher**

The result of this research is useful for English teachers as they can use NHT technique as an alternative technique in teaching grammar especially tenses.

**B. The Students**

The result of this research is expected to be useful for the students because by knowing this technique, they know the effectiveness of this technique in studying grammar in a small group discussion using NHT technique.

**C. Future Researchers**

The result of this research is very useful for future researchers because this research can be used as a reference to conduct similar or different research designs, for example the use of NHT technique on the eight year students' reading comprehension.

# CHAPTER 2. REVIEW OF RELATED LITERATURE

This chapter contains some aspects dealing with review of related literature. They include cooperative learning, the meaning of NHT technique and its procedures, the advantages and disadvantages of NHT technique, the meaning of tenses and the teaching of tenses at Junior High School, tense materials to be taught, and research hypothesis. Every section will be presented respectively.

## 2.1 Cooperative Learning

### 2.1.1 The Definitions of Cooperative Learning

Cooperative learning is a structured group learning activity in which the students can share and exchange information with other members of the group and in which each learner is held accountable for his or her own learning (Olsen and Kagan, 1992 in Richards and Rodgers, 2001:192). Cooperative learning provides the students positive development for their social support and academic achievement (Kohonen, in Nunan 1992:34). Of the same opinion, Antil *et. al* (1998 in Carpini, 2008:43) say that cooperative learning is an outgrowth of the work of social scientists' research on group dynamics, social relationships, teaching and learning. In addition, Slavin (1991:99) states that cooperative methods usually have a positive effect on students' achievement.

In the cooperative learning class, the students are divided into small groups, consisting of two to four students in each group. They work within the group to solve the problems and build social relationships among the members of the group. As a result, the students do not only get the answers of the problems, but they also learn how to build social relationships and leadership within the group.

Related to the definition of cooperative learning, it can be concluded that cooperative learning is a structured teaching instruction, in which every student is given responsibility for his or her own learning. Besides, the students also work

together within the members of their group. It is designed to build up certain conducive atmosphere to the group working. Every group member can enrich their knowledge by sharing their ideas and thoughts. Essentially, cooperative learning helps the students in expressing ideas and thoughts, sharing and accepting others' ideas, and building social skills.

### 2.1.2 Basic Components of Cooperative Learning

Cooperative learning is different from traditional group learning. Many learning groups are ineffective because the members usually rely on one student to solve the problems. Besides, the group leader is usually too authoritative, reluctant to share ideas with the group members. Cooperative learning is more structured and the students cannot rely on one group member because the group success depends on individual's success.

Johnson and Johnson (1987, 1989 in Kohonen, 1992:35) mention five basic elements of cooperative learning as follows.

a. Positive interdependence: a sense of working together for a common goal. It means that the students should work together to get team success because the team's success depends on the individual's success. The group members cannot depend on one member to answer the questions, but they all have to know the answer because they do not know who will be called.
b. Individual accountability: every group member makes an active contribution to the group in which every member should share his/her ideas. This principle relates to the previous principle, that is, the positive interdependence principle. It is a must for every group member to make an active contribution because he or she cannot depend on someone in his or her group.
c. Face-to-face interaction: the learners explain, argue, elaborate and link the current materials with what they have learned. Orlich *et al.* (1998: 277) say

that small group setting allows the students to work directly one another, to share opinions and ideas, and to work as a team.

d. Sufficient social skills: providing an explicit teaching of appropriate leadership, trust, and problem solution skills. The students can learn to be a leader because there is a leader in each group. Besides, they can also learn how to solve a problem because they discuss to solve the problem given by the teacher.
e. Team reflection: the team periodically assesses what they have learned, how well they are working together within the group. Team reflection exists when group members discuss how well they are achieving the group goals. The group needs to mention what group actions that need to be maintained, and what unhelpful actions that need to be changed into helpful ones.

Those characteristics of cooperative learning provide comfortable environment for the students in learning grammar. Positive interdependence makes students feel they learn together, they work together in solving problems. Individual accountability forces the students to think deeper to give ideas for their group because they have to make an active participation for their group. The students learn to help, support, and applaud each other in face-to-face interaction. The social skill helps the students to be more confident in communicating with others as they should talk. The students also learn to assess their own learning in the team reflection. They periodically assess what they have learned, decide what actions that they should do and what actions that they should avoid.

### 2.1.3 Some Models of Cooperative Learning

Olsen and Kagan (1998, in Richards and Rodgers, 2001:198) mention some examples of cooperative learning models such as *Think-Pair-Share, Three-Step-Interview, Roundtable, Solve-Pair-Share,* and *Numbered Heads Together*. Leighton

(in Cooper, 1999: 279-285) divides the cooperative models into simple cooperative models and complex cooperative models. Simple cooperative models cover *Think-Pair-Share* (*TPS*), *Story Buddies, 3 by 3 by 3*, and *Numbered Heads Together (NHT)*, while complex cooperative learning models cover *Student Teams Achievement Divisions (STAD)*. In this research, the researcher focused on Numbered Heads Together only because the researcher wanted to know the effect of NHT technique on the seventh year students' tense achievement.

## 2.2 Numbered Heads Together (NHT) Technique

### 2.2.1 The Meaning of Numbered Heads Together (NHT) Technique

Numbered Heads Together (NHT) technique is one of the techniques of cooperative learning developed by Kagan in 1993. Numbered Heads Together is a structured cooperative learning strategy that holds each student accountable for learning the material (www.teachervision.fen.com). Leighton (in Cooper, 1999: 281) says that NHT makes drills and quick reviews of facts engaging and productive for the whole class. It means that NHT allows the students to be productive and be actively involved in the teaching and learning process.

In this cooperative learning model, the students cannot rely on their friends to answer the question. They cannot depend on other members because team success depends on individual success. Therefore, every team member should pay attention during the discussion within the group.

In this model, the students work in their small groups. The students discuss the question or problem that has been posed by the teacher. They put their heads together and discuss the problem very silently to avoid other teams from over hearing. They discuss the problem as soccer players put their heads together to discuss or decide the strategy that they will use just before starting the game.

### 2.2.2 The Procedures of the Use of Numbered Heads Together (NHT) Technique

There are some steps that are used in applying NHT technique (Cooper, 1999: 281-282). The steps are: *planning, forming teams, numbering students, posing the question, putting heads together,* and *calling the number of respondent.*

1. *Plan.* The teacher identifies appropriate practice materials.
2. *Form teams.* The teacher assigns the students to make groups of four or five.
3. *Number students.* The teacher gives each students number on the team randomly. In classes in which the learning teams are already in place, a set of numbered cards may be kept in each team's material packet; students draw a number when playing this game.
4. *Pose the question*. The teacher poses a question when the teams have been settled and students have got numbers.
5. *Put heads together.* After the question is posed, the teams put their heads together and talk very quietly to keep other teams from over hearing. Team members figure out what the answer is and then make sure that everybody in the team knows it, because they do not know which member's number will be called.
6. *Call the number of respondent.* At the teacher's signal, the teams stop discussing. Then the teacher calls a number randomly and the student on each team with that number raises hands or stands up. If the teacher calls number 3, each student with number 3 on each team should raise a hand or stand up. After that, they answer the question posed by the teacher. The team will get point if the member whose number is called can answer the question correctly.

### 2.2.3 Teaching Tenses by Using NHT Technique

Based on the steps of NHT technique proposed by Cooper above, the steps of teaching tenses by using NHT technique applied by the researcher were as follows.

1. *Plan.* The researcher planed the appropriate materials; selecting appropriate materials on the use of Simple Present Tense and Present Continuous Tense that would be taught to the subjects.
2. *Form teams.* The researcher divided the students into groups of four. In this section, the researcher divided the students for each group equally in the range of students' ability, which meant that each group consisted of high, intermediate and low achievers. The researcher used the students' previous scores to divide the students equally in the range of the students' ability.
3. *Number students.* The researcher gave number 1 to 4 in each team member, so every team member did not know what number that they would get. Then, the researcher distributed the exercises to each group and asked them to do the exercises given.
4. *Pose the question.* The researcher posed the questions after forming the teams and numbering the students.
5. *Put heads together.* The students discussed the questions given by the researcher within their group. They shared their ideas and thoughts. They discussed very silently to keep other groups from over hearing. The students put their heads together in the process of discussing the questions given by the researcher. Every member needed to be sure that their group mates knew and understood the answer of the question because team's success depended on individual's success.
6. *Call the number.* After several minutes discussing, the researcher asked the teams to stop discussing. Then, the researcher called a student number at random. For instance, the researcher called number 3; the students who got number 3 had to raise their hands or stood up. The researcher asked them one by one to answer the questions. A team got score if the representative of the team could answer the questions correctly.

### 2.2.4. The Advantages and Disadvantages of Numbered Heads Together (NHT) Technique in Teaching Grammar

NHT is a structured cooperative learning model that provides the students some benefits. Besides, it also gives some disadvantages. It is a must for the teacher to overcome the disadvantages so that the teaching and learning tenses using NHT technique can run successfully. Here are the advantages and disadvantages of NHT in teaching and learning process.

**a. The Advantages**

There are some advantages of using NHT technique. Willis (2002, in Carpini 2008) mentions some advantages of using NHT technique as follows:

1. Promote discussion and both individual and group accountability. NHT gives the students a chance to discuss the topic with the members of their teams. The discussion itself gives the students individual accountability and group accountability. Individual accountability deals with the students' active participation during the discussion, while group accountability deals with the students' responsibility to the group success.
2. Enhance students' satisfaction with their learning experience. The students will be satisfied with their learning experience because they learn and solve the problems together.
3. Each student has the same chance to support their team to get maximum score. Every student should give active participation to their team's success. Every group member has the same chance because there is no 'powerful member' in every team. All group members (high, intermediate, and low achievers) have the same chance to support their team.

4. Help to promote positive competition. In NHT class, there is positive competition among teams. Every team will do their best to get maximum score for their team.
5. The smarter students can help his/her friends because every team consists of high, intermediate, and low achievers so that there will be learning atmosphere within the team. The smart students or high achievers should help their friends learn the materials.

**b. The Disadvantages**

Beside its advantages, NHT technique also has some disadvantages. The researcher found some disadvantages of using NHT technique when he taught tenses using NHT technique. The first disadvantage is the problem of forming teams by the teacher. The teacher should make teams consisting of four students with equal in the range of student ability (high, intermediate, and low achievers). However, the students usually want to form groups with their best friends. When the researcher formed the teams equally in the range of the students' ability, many students rejected the teams that the researcher had formed. To overcome this problem, the researcher asked for help to the English teacher of SMPN 2 Balung, Jember, to assure the students that the teams formed by the researcher were the best teams. Then, the problem was solved.

Another problem that may arise is the noise caused by the students while they are discussing the answer of the question posed by the teacher. Children usually make noise when they are in the process of the discussion. The researcher experienced that the students were very noisy when they were discussing the problems. To overcome this problem, the researcher, helped by one of his friends, monitored each team to keep them discussing the answers of the problems seriously and silently. Discussing the answers of the problems

silently was very important to keep other teams from overhearing. Then, the problem was also solved.

## 2.3 Tenses

### 2.3.1 The Meaning of Tenses

Learning English is very important for students because English is an international language used by most people in the world. They need to master English if they want to interact with foreigners. In learning a certain language as a target language, the students have to learn the rules of the language itself. If they do not master the rules, they will get difficulties in applying the language. Therefore, the students need to master the rules of English Language, namely grammar or structure. The students have to master grammar, especially tenses, in order to be able to use English as a means of communication.

The definition of tenses needs to be described in order to make the discussion easier to be understood. Comrie (1984:9) defines tense as grammaticalised expression of location in time. It means that tense describes the time at which the action happens using a specific verb. Langan (2004:186) defines tense as the time that is showed by the verb. This is in line with Veit (1986:149) who states that tense is frequently described as the property that relates to the time a verb action is performed. Meanwhile, Rusli (1996:1-2) states that the mastery of tenses will ease the learners to understand English sentences or texts that they find in the daily life.

Based on the definitions stated by the experts above, it can be concluded that tense indicates whether an action, activity, or statement is present, past, or future or in progress over a period of time. Every language has different tense from other languages. In Bahasa Indonesia, we do not have the term tenses so that the Indonesian English learners often face difficulties in learning English tenses.

In this research, the tenses that were used covered Simple Present Tense and Present Continuous Tense because the research was conducted on the seventh year

students of Junior High School and those tenses were taught on the seventh year students of Junior High School.

### 2.3.2 Teaching Tenses at Junior High School Level

Based on the 2006 Curriculum (KTSP), teaching grammar including tenses is integrated with the English language skills (listening, speaking, reading, and writing). The teaching tenses on the seventh year students covers Simple Present Tense and Present Continuous Tense.

## 2.4 Tense Materials to be Taught for the Seventh Year Students

The tense materials that were taught in this research covered Simple Present Tense and Present Continuous Tense.

### 2.4.1 Simple Present Tense (Explanation, Examples, and the Uses)

The uses of Simple Present Tense (Murphy, 1994: 2 - 6):

a. To say something which happens repeatedly
   Examples:
   (+) I go to school every day.
   (—) Agus doesn't go to school in the afternoon.
   (?) Do you go to bed at ten every night?
b. To say something which is permanent
   Examples:
   (+) Susilo Bambang Yudoyono lives in Jakarta.
   (—) Julien and Faiz are not lazy students.
   (?) Does Arief live in a village?
c. To say general truth
   Examples:
   (+) The water boils at 100 degrees Celsius.

(—) Semarang is not the capital city of the East Java Province.

(?) Is the Pacific Ocean the largest ocean in the world?

d. We usually use adverbs of frequency such as *usually, always, everyday, every week,* etc.

Examples:

(+) We always go to school at 6.30 every morning.

(—) Jamil doesn't have breakfast everyday.

(?) Do they always come late?

Based on the examples above, the patterns of Simple Present Tense can be inferred as follows:

- **The patterns of Simple Present Tense with main verbs:**

(+) Subject + verb1 (+s/es) + (object) + adverb

(—) Subject + do/does not + verb1 + (object) + adverb

(?) Do/does + subject + verb1 + (object) + adverb?

Examples:

(+) Roni watches movies every evening.

(—) We do not go to school on Sundays.

(?) Does Yayuk often go to Surabaya?

- **The patterns of Simple Present Tense with the verb "be":**

(+) Subject + be (am, is, are) + adjective

(—) Subject + be (am, is, are) + not + adjective

(?) Be (am, is, are) + subject + adjective

Examples:

(+) Mr. Hasan is an English teacher.

(—) I am not a carpenter. I am a student of The University of Jember.

(?) Are they students of SMPN 2 Balung, Jember?

**Notes:**

1. We use 'verb1+(s/es)' if the subjects are he, she, and it. We use bare infinitive (verb1) without adding 's/es' if the subjects are I, we, you, and they.
2. We use 'do' if the subjects are I, we, you, and they. We use 'does' when the subjects are: he, she, and it.
3. We add 'es' at the end of the verbs ending with 's, ch, sh, x, o, and z', e.g. pass**es**, watch**es**, push**es**, tax**es**, go**es**, etc.
4. We add 'es' at the end of the verbs ending with 'y', but we change the ending 'y' into 'i' first, e.g. studi**es**, cri**es**, etc. We add 's' to the verb *buy, say, lay, pay, pray.*

In this research, the researcher taught the students the use of Simple Present Tense, adverbs of time, and the verb forms used in the Simple Present Tense.

### 2.4.2 Present Continuous Tense (Explanation, Examples, and the Uses)

The uses of Present Continuous Tense (Murphy, 1994:2 – 6) are:

a. To say something which happens at the moment of speaking

   Examples:

   (+) Please don't be noisy! I'm working now.

   **(–)** Joko is not working at present.

   (?) Are they reading books at the library at the moment?

b. To say something which is temporary

   Examples:

   (+) I'm living in my friend's house until I find a new house.

   (–) Rusli is not working until he gets well.

   (?) Is Mr. Paiman teaching English this week?

c. To say things happening in a period around now

Examples:

(+) You are working so hard today.

(—) Dian is not taking Psycholinguistics course this semester.

(?) Are you writing a novel now?

d. To talk about changes happening around now

Examples:

(+) The world's population is increasing very fast.

(—) The weather is not changing these days. Rain falls everyday.

(?) Is the world's population increasing now?

- **The patterns of Present Continuous Tense:**

(+) Subject + be (am, is, are) + verb+ing + (object )+ adverb

(—) Subject + be (am, is, are) + not + verb+ing + (object) + adverb

(?) Be (am, is, are) + subject + verb+ing + (object) + adverb

**Notes:**

1. There are some verbs that are not normally used in the Present Continuous Tense. They are: *like, love, hate, want, need, prefer, know, suppose, mean, believe, contain, consist, understand, seem, belong, see, hear, think, smell,* and *taste* (Murphy, 1994:8).
2. The rules of spelling (Hayden, *et. al.,* 1985:3):
   a. The final **e** that is not pronounced is dropped, examples:

      write writ**ing**

      take tak**ing**

      argue argu**ing**

      BUT: final **ee** is retained, examples:

      free free**ing**

      agree agree**ing**

   b. A final consonant letter (except **h, w, x, y**) in one word syllable, preceded by a single vowel letter, is doubled, examples:

beg begging

stop stopping

c. Some words ending with **ie** change the **ie** into **y** when the **ing** ending is added, examples:

die dying

tie tying

3. The verb *think* can appear in Simple Present Tense and Present Continuous Tense, but it has different meaning. Compare:
   a. I *think* Anto is a clever student. (I believe Anto is a clever student)
   b. I'm *thinking* of Rudi. He has been sick for a week. (I am considering)

In this research, the researcher focused teaching the students the use of Present Continuous Tense, 'to be' used in the Present Continuous Tense, and the verb change in the Present Continuous Tense.

## 2.5 Research Hypothesis

The hypothesis of this research was: "There is a significant effect of Numbered Heads Together (NHT) technique on the seventh year students' tense achievement of SMP N 2 Balung, Jember in the 2011/2012 academic year."

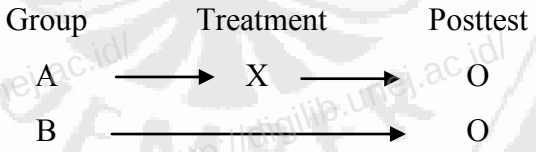
# CHAPTER 3. RESEARCH METHODOLOGY

This chapter discusses the research methods applied in this research. It covers research design, area determination method, respondent determination method, operational definition of the terms, data collection method, and data analysis method.

## 3.1 Research Design

The design of this study was quasi experimental research. This design used two classes taken from the whole population randomly based on the result of the homogeneity test. The first class was used as the experimental group and the second class was used as the control group.

In this research, the experimental group was given treatment, in which the students were taught grammar, especially tenses, using NHT technique, while the control group did not receive any treatment using NHT technique, but the group was taught through lecturing technique. Afterwards, both classes were given post-test. The result of the post-test was analyzed using t-Test formula. The research design can be illustrated as follows:




A : The Experimental Group

B : The Control Group

X : The treatments

- : No treatment

O : Post-test for both the experimental and control groups

(McMillan 2006:175)

The procedures of the research activities were as follows.

1. Administering the homogeneity test to the population (all of the seventh year students of SMPN 2 Balung, Jember, in the 2011/2012 academic year).
2. Determining the two groups that will be used as the experimental group and the other one as the control group. Based on the result of the homogeneity test analyzed using ANOVA, it was known that the result of '$f_0$' was higher than that of the F table. That meant that the population was heterogeneous. Therefore, the researcher needed to take two classes which had the nearest mean score. Class VII C and VII B were chosen as the experimental and the control classes respectively because both classes had the nearest mean score.
3. Constructing Lesson Plans for the experimental and control groups.
4. Conducting the treatment, that was, teaching tenses using NHT technique to the experimental group, while the control group was taught tenses using lecturing technique.
5. Administering the post-test to the experimental and control groups.
6. Analyzing the collected data from the post-test using t-test formula to know whether or not there was a significant effect of NHT technique on students' tense mastery achievement.
7. Drawing a conclusion based on the data analysis to answer the research problem.

**3.2 Area Determination Method**

This research used purposive method to determine the research area. The researcher purposively chose SMPN 2 Balung, Jember as the research area due to some considerations. Firstly, the researcher had got permission from the principal to conduct the research. Secondly, the English teachers at SMPN 2 Balung, Jember had never used NHT technique to teach grammar, especially tenses. Thirdly, the

researcher had once taught and had the practice teaching at SMPN 2 Balung, Jember for about three and a half months.

### 3.3 Respondent Determination Method

Respondents are a group of people from whom the data of the research are required. Arikunto (2006: 145) explains that respondents are people who give responses or answers to the researcher's questions either in an oral or written form. Respondents can be samples of the population.

The respondents of this research were the seventh year students of SMPN 2 Balung, Jember in the 2011/2012 academic year. The seventh year students of SMPN 2 Balung, Jember were divided into six classes: VII A, VII B, VII C, VII D, VII E, VII F. The researcher needed two classes as the research samples. In taking the research samples, the researcher conducted a homogeneity test to the population (all the seventh year students of SMPN 2 Balung, Jember in the 2011/2012 academic year). Based on the result of the homogeneity test, class VII C and class VII B were chosen as the experimental and control classes respectively.

### 3.4 Operational definition of the terms

In this research, there were two variables namely independent variable and dependent variable. The independent variable was NHT technique and the dependent variable was the students' tense achievement. Both variables were defined operationally to avoid misunderstanding between the writer and the readers.

#### 3.4.1 Numbered Heads Together (NHT) Technique

NHT technique is a technique of cooperative learning of structure. In this technique, the students work in small groups and think together to discuss the answers with the members of the group. They discuss the problem posed by the

teacher. The group's success depends on every individual success because every student has his/her own responsibility to do the assignment.

### 3.4.2 The Students' Tense Achievement

The students' tense achievement in this research referred to the level of the students to do the test with the use of Simple Present Tens and Present Continuous Tense. Their tense achievement was shown by their scores of the tense test. Then, their scores were classified based on the classification of the score levels.

## 3.5 Data Collection Methods

In this research, there were two kinds of data, namely the primary data and the supporting data. The primary data were collected from the scores of the achievement test on the students' tense achievement while the supporting data were collected by using interview and documentation.

### 3.5.1 Test

Test is a set of questions, exercises or instruments that are used to measure skill, knowledge, intelligence, and aptitude of an individual or groups (Arikunto, 2006:150). Moreover, McMillan (1992:114) states that a test is an instrument that presents to each subject a standard set of questions that requires the completion of a cognitive task. In this research, test was the main instrument used to obtain the main data.

Arikunto (2006:168) explains that a good test should have validity and reliability. A test is said to be valid if it measures accurately what is intended to measure (Hughes, 2003:26). Meanwhile, a test is said to be reliable if it has likely the same result when it is given in different time.

Content validity was established in this research since the test items were constructed by considering the indicators to be measured which meant that the test

items measured what was intended to be measured, that was, the students' achievement on Simple Present Tense and Present Continuous Tense (tense achievement). The test items were constructed based on the 2006 Institutional Based Curriculum (KTSP) and had been consulted to both advisers and the English teacher of SMPN 2 Balung, Jember.

In this research, there were three kinds of tests that were used to get the data, namely homogeneity test, try out test (used as the post test), and post test. All of the tests were objective tests in the form of multiple choice with four options in each item. The researcher used multiple choice tests because Hughes (1989:60) states tat the scoring is perfectly easy and the result will be reliable.

a. Homogeneity Test

The homogeneity test had been conducted to the six classes of the seventh grade of SMPN 2 Balung, Jember, before the experimental research was conducted. This test aimed to know the homogeneity of the population.

This test was a teacher made test which consisted of 20 test items in the form of multiple choice with four options. This test was implemented to know whether or not the population homogeneous. Based on the result of the homogeneity test analyzed using ANOVA, it was known that the population was not homogeneous (heterogeneous). Therefore, the researcher needed to take two classes which had the nearest mean score to be used as the experimental and control classes.

b. Try Out

The try out test was conducted to one of the available classes which was not selected as the experimental class or the control class. The purpose of conducting the try out test was to know the reliability, difficulty index, the instruction, and the time allocation of the test.

In this research, the researcher analyzed the try out test by using *Split-half odd-even technique.* The procedures were as follows.

1. Conducting the try out test and giving score to each item achieved by the students.
2. Splitting the scores into two parts according to odd-even number.
3. Giving sign (X) to the odd numbers and sign (Y) to the even numbers.
4. Analyzing the correlation between X and Y by using *Product Moment* formula.

$$r_{xy} = r_{\frac{11}{12}} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)((N\Sigma Y^2 - (\Sigma Y)^2)}}$$

Notes:

$r_{xy}$ = reliability coefficient

∑XY = the total number of odd items and even items

∑X = the total number of odd items

∑Y = the total number of even items

N = the number of the respondents

5. Estimating the reliability index of the whole test by using Spearman-Brown formula.

$$r_{11} = \frac{2r_{\frac{11}{12}}}{1 + r_{\frac{11}{12}}}$$

Notes:

$r_{11}$ = reliability coefficient for the whole items

$r_{\frac{11}{12}}$ = reliability coefficient for the half of the test items

(Sudijono, 1998:219)

This test was also intended to know the difficulty index of the test. A good test must be neither too difficult nor too easy. If the test items are too easy, they do not encourage the students' effort in answering those test items. On the other hand, if the test items are too difficult, the students will be depressed in doing the test items.

The difficulty index of the test was calculated using the following formula.

$$P = \frac{JJB}{JPT} \text{X}100\%$$

Notes:

| | | |
|---|---|---|
| P | : | The difficulty index of each item. |
| JJB | : | The number of students who answered the questions correctly. |
| JPT | : | The number of students who answered the questions. |

The criteria of difficulty index were as follows:

| | | |
|---|---|---|
| 0.00 – 0.19 | : | Difficult |
| 0.20 – 0.80 | : | average |
| 0.81 – 1.00 | : | Easy |

(Adapted from: Djiwandono, 1996:141)

c. Post Test

Post test were given to both the experimental and control groups. This test aimed to know the effect of NHT technique in the teaching and learning tenses. The researcher conducted the post test to the experimental group after the students received the treatment, that was, teaching tenses using NHT technique, while the control group was given the post test after the students were taught tenses using lecturing technique.

This test was a teacher made test in the form of multiple choice with four options, which consisted of 40 test items: 20 test items were dealing with Simple Present Tense while the other 20 test items were dealing with Present Continuous Tense. The students were given 60 minutes to accomplish the test.

### 3.5.2 Interview

Interview is a data collection method applied by asking questions orally. Mc.Millan (1992:132) states that interview is a form of data collection in which questions are asked orally and the subjects' responses are recorded. Meanwhile, Arikunto (2006:227) says that interview is a dialogue between an interviewer and the interviewee to get the information that supports the primary data. In this research, the interview was conducted with the seventh year English teacher of SMPN 2 Balung, Jember to obtain the information about the techniques that the teacher used in teaching tenses, the curriculum that the teacher used in teaching English, and the textbooks that the teacher used in teaching English. In conducting the interview, the researcher used interview guide in the form of a list of questions. The consideration of using interview guide was because it was simple, practical, and easy to carry out.

### 3.5.3 Documentation

Arikunto (2006:231) says that documentation is a written document such as books, magazines, rules, etc. In this research, documentation was used to obtain the supporting data about the names of the research subjects and the school facilities of SMPN 2 Balung, Jember.

### 3.6 Data Analysis Method

The primary data were collected from the tense test (post test) which was given to the research subjects. The data that had been collected were analyzed statistically by using t-test formula in SPSS software to know whether or not there was a significant mean difference between the experimental and the control groups. The t-test formula was as follows.

$$t = \frac{Ma - Mb}{\sqrt{\left(\frac{\sum x_a{}^2 + \sum x_b{}^2}{n_a + n_b - 2}\right)\left(\frac{1}{n_a} + \frac{1}{n_b}\right)}}$$

Ma = mean score of the experimental group

Mb = mean score of the control group

$x_a$ = individual score deviation of the experimental group

$x_b$ = individual score deviation of the control group

$n_a$ = the number of subject in the experimental group

$n_b$ = the number of subject in the control group

# CHAPTER 4. RESEARCH RESULT AND DISCUSSION

This chapter presents the description of the experimental treatment, the results of supporting data, the results of primary data, the analysis of the posttest, the hypothesis verification, and the discussion. The main activity of the research was to investigate whether or not there was a significant effect of using NHT technique on the seventh grade students' tense achievement at SMPN 2 Balung-Jember in the 2011/2012 academic year.

## 4.1 The Description of the Experimental Treatment

As has been explained in Chapter III, the experimental group (VII-C) received treatment that was teaching tenses by using NHT technique, while the control group (VII-B) received no treatment (being taught by using lecturing and giving exercise techniques). The teaching learning process was conducted in two meetings. In the first meeting, the researcher taught Simple Present Tense to the students, while in the second meeting the researcher taught Present Continuous Tense to the students. The materials for both the experimental and the control groups were all the same, except the activities in teaching tenses.

The researcher faced a problem when teaching tenses using NHT technique dealing with monitoring the students. There were nine groups (each group consisted of 4 students) in the experimental class. It was not easy to monitor all students in the same time. Besides, some students rejected the groups which had been formed by the researcher. To overcome this problem, the researcher was helped by the English teacher of SMPN 2 Balung, Jember, and one of his friends. The teacher asked the students to make groups as the researcher had formed and monitored the students' activities during the discussion process.

### 4.2 The Results of the Secondary Data

The results of the secondary data of the research were obtained from the result of the interview with the English teacher and the documentation.

#### 4.2.1 The Result of Interview

The interview was conducted informally with the English teacher on January, 11th 2012. The English teacher informed that she usually taught tenses by using lecturing method. She commonly explained simple present tense and present continuous tense to the students briefly. She also explained that she taught tenses by explaining the usage, giving patterns, and examples. After that, she asked the students to make some other examples and gave them exercises and then discussed them with the class.

The book that the English teacher used was *LKS Bima Bahasa Inggris SMP/MTs* published by *Tim Penyusun* and English in Focus for Grade VII Junior High School (SMP/MTs) published by *Pusat Perbukuan Departemen Pendidikan Nasional*.

Dealing with the research, the English teacher told the researcher that she never used NHT technique in teaching grammar, especially tenses because teaching tenses using NHT technique was exhausting for the teacher. She told the researcher that if she taught tenses using NHT technique, she had to monitor all students and explain tenses at the same time. She claimed those were very exhausting. Therefore, the English teacher never taught tenses using NHT technique.

#### 4.2.2 The Result of Documentation

The documentation was used to get the supporting data about the number of the seventh year students at school and the names of the research respondents.

**a. The Total Number of the Students**

The total number of students at grade VII of SMPN 2 Balung Jember in the 2011/2012 academic year was 211 students. They were distributed into six classes as found on table 4.1 below.

Table 4.1 The Total Number of Students at Grade VII of SMPN 2 Balung, Jember in the 2011/2012 Academic Year

| No. | Class | Male | Female | Total |
|---|---|---|---|---|
| **1.** | VII A | 24 | 12 | 36 |
| **2.** | VII B | 18 | 18 | 36 |
| **3.** | VII C | 18 | 16 | 34 |
| **4.** | VII D | 18 | 16 | 34 |
| **5.** | VII E | 21 | 16 | 37 |
| **6.** | VII F | 20 | 14 | 34 |
| **Total** | | 119 | 92 | **211** |

**b. The Names of the Respondents**

The respondents of the experimental group were 34 students from grade VII C of SMPN 2 Balung Jember, while the respondents of the control group were 36 students from VII B of SMPN 2 Balung, Jember.

## 4.3 The Results of the Homogeneity Test

The homogeneity test was conducted on April, 21st 2012. The homogeneity test was administered to know whether the six classes were homogeneous or not.

It has been explained in Chapter III that the respondents of the research were the seventh year students of SMPN 2 Balung, Jember in the 2011/2012 academic year consisting of six classes. The result of the homogeneity test was analyzed by using ANOVA formula as presented below.

Table 4.2 The Result of the Homogeneity Test Using ANOVA

**ANOVA**

Score

| | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 1139.521 | 5 | 227.904 | 2.338 | .043 |
| Within Groups | 19978.962 | 205 | 97.458 | | |
| Total | 21118.483 | 210 | | | |

The result of the ANOVA analysis above showed that the '$f_0$' value was 2.338. The value of F table at 5% significant level was 2.26. Having been compared, the result of '$f_0$' was higher than that of the F table. The result implied that there were differences on the students' tense ability among those six classes. In other words, the population was heterogeneous. Thus, two classes which had the closest mean were chosen as the subjects of the research. The following table showed the mean scores of the six classes:

Table 4.3 The Mean Scores of the VII Grade Classes of SMPN 2 Balung Jember

**Descriptives**

Score

| | N | Mean | Std. Deviation | Std. Error | 95% Confidence Interval for Mean | | Min | Max |
|---|---|---|---|---|---|---|---|---|
| | | | | | Lower Bound | Upper Bound | | |
| VII A | 36 | 60.0000 | 10.35098 | 1.72516 | 56.4977 | 63.5023 | 40.00 | 85.00 |
| VII B | 36 | 59.3056 | 10.29235 | 1.71539 | 55.8231 | 62.7880 | 35.00 | 80.00 |
| VII C | 34 | 59.2647 | 10.81051 | 1.85399 | 55.4927 | 63.0367 | 30.00 | 80.00 |
| VII D | 34 | 57.3529 | 9.71061 | 1.66536 | 53.9648 | 60.7411 | 35.00 | 70.00 |
| VII E | 37 | 55.0000 | 10.13794 | 1.66667 | 51.6198 | 58.3802 | 30.00 | 75.00 |
| VII F | 34 | 53.8235 | 7.49331 | 1.28509 | 51.2090 | 56.4381 | 35.00 | 65.00 |
| Total | 211 | 57.4645 | 10.02817 | .69037 | 56.1035 | 58.8254 | 30.00 | 85.00 |

The calculation revealed that two classes which had the closest mean score were VII-B and VII-C. Both classes had nearly the same mean score, they were 59.31 and 59.26. It indicated that they had similar ability in English. According to the calculation above, VII-C class was treated as the experimental group and VII-B as the control group decided by lottery.

### 4.4 The Result of the Try Out Test

The try out test was conducted on April, 28th, 2012 at 10.10 until 10.50 a.m. It was given to one class of the existing six classes of grade seventh which was selected as neither the experimental group nor the control group but had almost the same ability with the both groups. Based on the result of the homogeneity test, it was known that VII A class had almost the same ability with VII B and VII C classes. Therefore, the try out test was given to the VII A class.

The analysis of the try out was important to know whether or not the research instrument was valid and reliable. The analysis was focused on establishing test validity, difficulty index, reliability coefficient, the instruction, and the time allocation of the test. The test was consulted to the English teacher and both of the advisers before administering the test to know the suitability of the test material with the students' level.

#### 4.4.1 The Analysis of the Test Validity

Regarding the validity of the test, content validity was established in this test since the test materials were constructed by considering the indicators to be measured covering expressing meaning in simple transactional and interpersonal texts by using simple written texts based on school-based curriculum.

### 4.4.2 The Analysis of the Difficulty Index

The try out test was administered on April 28th, 2012 at 07.00 until 08.00 a.m. in the VII-A class. The try out test had 40 items in which each item had four options. The total score of the test items was 100 points. Then, to know how easy or difficult the test items were, they were calculated by using Difficulty Index (*I*).

From the scores, the difficulty index (P) and the coefficient reliability were analyzed. The difficulty index for each item could be found by finding the number of the students who answered correctly and was divided by the number of students who answered the questions. Sudjana (1990:135) states that the member of test item proportion judgment can be based on the normal curve. It means that most of the test items are categorized as sufficient, and the other items are categorized as easy and difficult in the equal proportion. After doing the try out, the researcher started to analyze the difficulty index, it could be seen that the proportion of test items fulfilled the requirement because 6 items of 40 items were categorized as easy item (15%), 6 items were categorized as difficult items (15%), and the rest of the items were categorized as sufficient items (70%).

Based on the calculation, there were 28 items which had difficulty index ranging from 0.31 up to 0.69 (70%). There were 6 items which had difficulty index ranging from 0.22 up to 0.28 (15%). There were 6 items which had difficulty index ranging from 0.72 up to 0.94 (15%). Based on Sudjana's idea, the difficulty index was categorized as sufficient when the range was from 0.30 up to 0.70. From the result of the try out, there were 70% items which were categorized as sufficient. Thus, it could be concluded that the test items were categorized sufficient. The most difficult test item was the test item number 34 that had difficulty index 0.22 and the easiest test item was the test item number 4 that had difficulty index 0.94.

The try out test was also intended to know whether the test instruction was clear or not and the time allocation was enough or not. Dealing with the test instruction, the test instruction was understandable as all students understood the test

instruction well. Dealing with the time, the researcher found that the time allocation for the try out was appropriate because the students were able to do all the test items within the available time. From the clarification above, it could be concluded that the test items did not need to be revised. Thus, the test for the post test administered to the participants was the same as the test of the try out.

### 4.4.3 The Analysis of Coefficient Reliability

As stated in Chapter III, split half odd-even technique was applied to estimate the value of reliability coefficient (see appendices N and O). The value of the whole items reliability ($r_{xy}$) was obtained by estimating the correlation of the two halves using the Spearman-Brown formula (Sudijono, 1988:219). From the data, the $r_{xy}$ could be calculated as follows:

$$r_{xy} = r_{\frac{11}{12}} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(N\Sigma X^2 - (\Sigma X)^2)((N\Sigma Y^2 - (\Sigma Y)^2)}}$$

$$r_{xy} = r_{\frac{11}{12}} = \frac{\big((36)(3853)\big) - ((352)(375))}{\sqrt{(36(3740) - (352)^2)(36(4201) - (375)^2)}}$$

$$r_{xy} = r_{\frac{11}{12}} = \frac{(138708) - (132000)}{\sqrt{(134640 - 123904)(151236 - 140625)}}$$

$$r_{xy} = r_{\frac{11}{12}} = \frac{6708}{\sqrt{(10736)(10611)}}$$

$$r_{xy} = r_{\frac{11}{12}} = \frac{6708}{\sqrt{(113919696)}}$$

$$r_{xy} = r_{\frac{11}{12}} = \frac{6708}{10673.317}$$

$$r_{xy} = r_{\frac{11}{12}} = 0.62848316$$

$$\boldsymbol{r_{xy} = r_{\frac{11}{12}} = 0.63}$$

Notes:

$\boldsymbol{r_{xy} = r_{\frac{11}{12}}}$ = the reliability coefficient of a half test

N = the total number of respondents (the students)

$\Sigma XY$ = the total number of odd items and even items

$\Sigma X$ = the total number of odd items

$\Sigma Y$ = the total number of even items

The result of estimation was the half score of reliability coefficient (0.63). In order to obtain the full score ($r_{11}$), the value of $r_{xy}$ was taken into the following formula:

$$r_{11} = \frac{2r_{\frac{11}{12}}}{1 + r_{\frac{11}{12}}}$$

$$r_{11} = \frac{2(0.63)}{1 + 0.63}$$

$$r_{11} = \frac{1.26}{1.63}$$

$$\boldsymbol{r_{11} = 0.77}$$

Notes:

$\boldsymbol{r_{\frac{11}{12}}}$ = the reliability coefficient for the whole test.

$\boldsymbol{r_{xy}}$ = the correlation coefficient of a half test.

From the estimation, the result of the full score reliability was 0.77. It was considered reliable because the standard of the reliability coefficient of teacher made test is ≥ 0.70 (Sudijono, 1998:209). It means that the researcher did not need to make any changes of the test items, and the test items of the post test could be administered.

### 4.5 The Result of Main Data

The results of the main data were the results of the post test. They were administered to obtain the data about the significant difference between the two groups. The results of the tense test were analyzed in the following part.

#### 4.5.1 The Result of the Post Test

The post test was administered to both of the experimental group and the control group on May, 9th 2012 after the students had been given the treatment. The post test result was analysed statistically by using SPSS (*Statistical Package for the Social Sciences*) especially with Independent sample t-test formula to know whether the mean difference between the experimental group and the control group was significant or not. Then, it was consulted to the t-table significant level of 5% to test the hypothesis. The output of the post test analyzed by using independent t-test of SPSS can be seen in these tables below:

Table 4.4 The Output of Group Statistics of Post Test

**Group Statistics**

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| score | Experimental | 34 | 67.6429 | 13.77261 | 2.32800 |
| | Control | 35 | 61.7647 | 9.74154 | 1.67066 |

From the table above, the total number of the test takers of the experimental class was 34 students and the control class was 35 students. The mean score of the

tense test of the experimental class was 67.64 with standard deviation 13.77 and the mean score of the tense test of the control class was 61.76 with standard deviation 9.74.

Table 4.5 The Output of Independent Sample T-Test of Post Test

**Independent Sample Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| score | Equal variances assumed | 7.536 | .008 | 2.041 | 67 | .045 | 5.87815 | 2.87950 | .13065 | 11.62565 |
| | Equal variances not assumed | | | 2.051 | 61.290 | .045 | 5.87815 | 2.86543 | .14892 | 11.60738 |

From the table above, the value of significant column of Lavene's test was 0.008 and it was lower than 0.05. Consequently, the row that must be read was the second row of t-test column. In t-test column, the value of significant column (2-tailed) was 0.045, and it was lower than 0.05. It means that there was a statistical difference between the experimental and the control groups.

### 4.5.2 The Hypothesis Verification

In this research, the researcher formulated the null hypothesis ($h_0$) that was "NHT technique does not have a significant effect on the seventh year students' tense achievement at SMPN 2 Balung-Jember in the 2011/2012 academic year".

Based on the output of Independent sample t-test by using SPSS program, the value of significant column of Lavene's test was 0.008 and that was lower than 0.05 (confidence interval 95%). It meant that the variability of the experimental and control groups was not equal. Consequently, the row that had to be read was the second row of t-test column table and ignored the first row.

In the t-test column we can see that the t-value with 61.290 degrees of freedom was 2.051 and the value of sig (2-tailed) column was 0.045. The value of sig (2-tailed) column was lower than 0.05 ($p<0.05$). The sig (2-tailed) found to be significant at the level of $p< 0.05$ (confidence interval 95%). Thus, it could be concluded that there was statistically significant difference between the experimental and control groups or there was a significant effect between those two groups. It meant that the null hypothesis ($H_0$) formulated: "NHT technique does not have a significant effect on the seventh year students' tense achievement at SMPN 2 Balung-Jember in the 2011/2012 academic year" was rejected. On the other hand, the formulated alternative hypothesis: "NHT technique has a significant effect on the seventh year students' tense achievement at SMPN 2 Balung-Jember in the 2011/2012 academic year" was accepted.

### 4.6 Discussion

The result of data analysis in this research proved that using NHT technique significantly affected the seventh year students' tense achievement at SMPN 2 Balung-Jember in the 2011/2012 academic year. This could be seen from the value of significance (2-tailed) that was less than 0.05 (confidence interval 95%) that was 0.045. It indicated that the result of t-test analysis was significant. From the scores of

the post test, it could be seen that the experimental group who was taught tenses by using NHT technique got better score compared to the control group who was taught tenses by using lecturing and giving exercise technique only.

The result of this research was in line with Cooper's idea (1999) that NHT allows the students to be productive and be actively involved in the teaching and learning process. When the students are productive and actively involved in the teaching and learning process, they will easily absorb the materials delivered by the teacher. Further, Willis (2002) says that NHT gives the students the same chance to support their team's success. It makes the students confident to deliver their ideas. Besides, the smarter students can help their friends learn the materials given. Therefore, every student in the experimental group understood well the materials given by the researcher during teaching and learning process.

The result in this research was also in line with Yuliantin (2010) who reported that NHT could improve students' tense achievement. In other words, the result of this research supported Yuliantin's research. Besides, the result of this research also supported Christiani's research (2008) which showed that NHT gave significant effect on the students' reading comprehension. NHT promotes discussion and both individual and group accountabilities. It means that the students have to discuss the problems they face and every student has to be accountable for his group, meaning that he has to give positive contribution to his group.

From the above discussion, it could be concluded that the result of this research was not different from that of the previous research in helping the students to learn the English tenses effectively by using NHT technique. In other words, the research showed that the application of NHT technique affected the students' tense achievement. The statistical value proved that there was a significant effect of using NHT technique on students' tense achievement at SMPN 2 Balung-Jember.

# CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teacher, the students, and the other researchers.

## 5.1 Conclusion

The result of the data analysis showed that the statistical value of significant column was lower than 0.05 (0.045). It could be concluded that the use of NHT technique had a significant effect on the seventh year students' tense achievement at SMPN 2 Balung - Jember. It was shown by the result of the data analysis of the statistical computation value of the t-test which was higher than that of the t-table. This means that the students who were taught Simple Present Tense and Present Continuous Tense by using NHT technique on the experimental group had better achievement than the students who were taught Simple Present Tense and Present Continuous Tense by using lecturing and giving exercises techniques in the control group.

Based on the result of the post test, there were some students from the experimental class got low scores. It is because those students were not actively involved during the teaching and learning process using NHT technique.

## 5.2 Suggestions

Knowing the significant effect of using NHT technique on the students' tense achievement, this technique may be used as a consideration in improving the teaching learning process of tenses. Therefore, some suggestions are proposed to the following people.

### 5.2.1 The English Teacher

The English teachers of SMPN 2 Balung - Jember are suggested to use NHT technique as an effective technique in teaching English language skills, such as reading skill. The teachers can use NHT as a technique to teach reading skills because NHT promotes discussion among the students in the groups. The students

will not rely on one student because every student has to support their team's success.

### 5.2.2 The Students

By using NHT technique, the students of SMPN 2 Balung - Jember are expected to be actively involved in the teaching learning process. They can practice their ability in producing grammatical correct sentences by using NHT technique improve their tense achievement.

### 5.2.3 The Other Researchers

Based on the results, the future researchers are suggested to conduct a similar research with different language skills or components, such as reading skill or listening skill.

## REFERENCES

**Books**


Arikunto, S. 2006. *Prosedur Penelitian Pendidikan: Suatu Pendekatan Praktek*. Jakarta: PT Rineka Cipta.

Comrie, B. 1985. *Tense*. Cambridge: Cambridge University Press.

Cooper, J. M. 1999. *Classroom Teaching Skills*. Boston: Houghton Mifflin Company.

Djiwandono, M. S. 1996. *Tes Bahasa dalam Pengajaran*. Bandung: ITB

Hayden, R. E. 1985. *Mastering American English*. New Jersey: Prentice Hall Inc.

Hughes, A. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

Kohonen, V. 1992. Experimental Language Learning as Cooperative Learning. In David Nunan. *Collaborative Language Learning and Teaching*. Cambridge: Cambridge University Press.

Langan, J. 2004. *Sentence Skills Form A*. New York: McGraw-Hill.

Leighton, M. S. 1999. Cooperative Learning. In James M. Cooper. *Classroom Teaching Skills*. Boston: Houghton Mifflin Company.

Mc.Millan, J. H. 1992. *Educational Research: Fundamentals for the Consumers*. New York: Harper Collins Publisher.

Murphy, R. 1994. *English Grammar in use*. Cambridge: Cambridge University Press.

Nababan, P. W. 1986. *Buku Materi Pokok Structure IV A*. Jakarta: Karunia.

Orlich, D. C. 1998. *Teaching Strategies.* Boston: Houghton Mifflin Company.

Rusli, S. 1998. *Bahasa Inggris 1*. Jakarta: Depdikbud.

Slavin, R. E. 1991. *Student Team Learning: A Practical Guide to Cooperative Learning*. New York: National Education Association.

Sudijono. A. 1996. *Pengantar Statistik Pendidikan.* Jakarta: Rajawali Press.

Thornburry, S. 1994. *How to Teach Grammar*. Essex: Pearson Education Limited.

Tim Penyusun. 2011. LKS Cerah: Bahasa Inggris SMP/MTs Kelas VII Semester 2. Surakarta: CV. Teguh Karya

Ur, P. 1988. *Grammar Practice Activities*. New York: Cambridge University Press.

Veit, R. 1986. *Discovering English Grammar*. Boston: Houghton Mifflin Company.

**Legislative Regulation**

Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMP/Mts*. Jakarta: Pusat Kurikulum Balitbang, Depdiknas

**Website**

(*No Name*) http://www.teachervision.fen.com/group-work/cooperative-learning/48538.html#ixzz1Z9RPt3KP. Retrieved on October 3rd 2011.

**Journals**

Carpini, M. D. 2008. *Enhancing Cooperative Learning TESOL Teacher Education.* The Modern Language Journal 69, p. 42 – 51.

Dornyei, Z. 1997. *Psychological Process in Cooperative Language Learning: Group Dynamics and Motivation.* The Modern language Journal 81, p. 482-493.

Willis, J. 2002. *Cooperative Learning is a Brain Turn On.* In Margo D. Carpini. *Enhancing Cooperative Learning TESOL Teacher Education.* The Modern Language Journal 69, p. 42 – 51.

**Thesis**

Cristiani, A. 2007. *The Influence of Numbered Heads Together (NHT) Technique on Reading Comprehension Achievement of the Grade VIII Students of SMP Negeri 1 Kalisat Jember in the 2007/2008 Academic Year.* (Unpublished S1 Thesis) Jember: Jember University.

Yuliantin. 2010. *Improving the Fifth Year Students' Tense Achievement by Using Numbered Heads Together Technique at SDN Kertosari 2, Pakusari, Jember in the 2009/2010 Academic Year.* (Unpublished S1 Thesis) Jember: Jember University.

## Appendix A. Research Matrix

RESEARCH MATRIX

| TITLE | PROBLEM | VARIABLES | INDICATORS | DATA RESOURCES | RESEARCH METHODOLOGY | HYPOTHESIS |
|---|---|---|---|---|---|---|
| The Effect of Using Numbered Heads Together (NHT) Technique on The Seventh Year Students' Tense Achievement at SMPN 2 Balung in the 2011/2012 Academic Year. | Is there any significant effect of using Numbered Heads Together (NHT) technique on the seventh year students' tense achievement at SMPN 2 Balung Jember in the 2011/2012 academic year? | 1. Independent Variable: teaching tenses using NHT technique.<br><br>2. Dependent Variable: Students' tense mastery | - Group discussion<br>- Quiz<br><br>Tense achievement score on:<br>- Simple Present Tense<br>- Present Continuous Tense. | 1. Research Subjects: The Seventh year students of SMPN 2 Balung Jember in the 2011/2012 academic year<br><br>2. Informant: The English teacher of seventh year students of SMPN 2 Balung Jember in the 2011/2012 academic year | 1. Research Design: Experimental Research<br>2. Area Determination Method: Purposive Method<br>3. Research Subject Determination Method: Cluster Random Sampling<br>- Administering homogenity test to determine the two groups: experimental group and control group<br>- The experimental group and the control group will be determined by using lottery or the nearest mean difference<br>4. Try Out Test<br>Try out test will be given to one class of the existing six classes which is not selected as the experimental group and the control group<br>5. Data Collection method:<br>a. Primary data:<br>- Test<br>b. Supporting data:<br>- Interview<br>- Documentation<br>6. Data Analysis | There is a significant effect of using Numbered Heads Together (NHT) technique on the seventh year students' tense Achievement at SMPN 2 Balung Jember in the 2011/2012 academic year |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | | - t-test<br>$t = \frac{Ma - Mb}{\sqrt{(\frac{\sum x_a{}^2 + \sum x_b{}^2}{n_a + n_b - 2})(\frac{1}{n_a} + \frac{1}{n_b})}}$<br>Ma = mean score of the experimental group<br>Mb = mean score of the control group<br>$x_a$ = individual score deviation of the experimental group<br>$x_b$ = individual score deviation of the control group<br>$n_a$ = the number of subject in the experimental group<br>$n_b$ = the number of subject in the control group | |

**Appendix B. The Schedule of Administering the Research**

**The Schedule of Administering the Research**

| Activities | | Date | Time |
|---|---|---|---|
| Interview | | Monday, February 6th 2012 | 09.40-11.00 |
| Homogeneity Test | | Saturday, April 21st 2012 | 07.00-07.40 |
| Lesson Plan 1 | Experimental (VII-C) | Monday, April 30th 2012 | 07.40-09.00 |
| | Control (VII-B) | Saturday, April 28th 2012 | 07.00-08.20 |
| Lesson Plan 2 | Experimental (VII-C) | Wednesday, May 2nd 2012 | 07.00-08.20 |
| | Control (VII-B) | Wednesday, May 2nd 2012 | 10.10-11.30 |
| Try Out Test | | Saturday, April 28th 2012 | 07.00-08.00 |
| Post Test | Experimental (VII-C) | Wednesday, May 9th 2012 | 10.10-11.30 |
| | Control (VII-B) | Wednesday, May 9th 2012 | 07.00-08.20 |

**Appendix C. Guide of Supporting Data Instruments**

**Guide of Supporting Data Instruments**

**a. Interview Guide**

| No. | Questions | Data resources |
|---|---|---|
| 1. | What curriculum do you use in teaching English? | The English teacher |
| 2. | What compulsary books do you usually use in teaching English? | |
| 3. | Do you teach grammar to the students? | |
| 4. | Do you teach tenses to the students? What are they? | |
| 5. | What technique do you use in teaching tenses? | |
| 6. | What media do you use in teaching tenses? | |
| 7. | Do you know what is meant by Numbered Heads Together (NHT) technique? | |
| 8. | Have you ever taught tenses to your students by using NHT technique? | |

**b. Documentation Guide**

| No. | The supporting data required | Data resources |
|---|---|---|
| 1. | The total number and the names of the subjects | The school's document |
| 2. | The school facilities | |

**Appendix D. Homogeneity Test**

**Homogeneity Test**

**Grammar Test (Tenses)**

**Time: 40 minutes**

---

**Choose the correct choice by crossing (X) a, b, c, or d on the test sheet!**

1. Mr. Hasan……a teacher.
   a. is b. are c. am d. were
2. Rozak ……sleeping now.
   a. am b. is c. do d. does
3. Abdul……English at present.
   a. study b. studies c. is studying d. are studying
4. Look! The bird is……up.
   a. flying b. fly c. flies d. flyes
5. I ……to the market once a week.
   a. go b. goes c. are going d. am going
6. Rusli and Afif…….football every Saturday.
   a. playing b. play c. are playing d. plays
7. Sarah …… to the market now.
   a. go b. going c. is going d. goes
8. Mr. Linuh …… on the wall right now.
   a. is painting b. paint c. paints d. painting
9. ……they sleep at 9 p.m every night?
   a. Does b. Are c. Do d. Is
10. …… they playing basketball at this time?
    a. Am b. Is c. Are d. Do
11. The baby and the mother……sleeping now.
    a. are b. am c. is d. was
12. The students …….English twice a week.
    a. studies b. are studying c. study d. is studying

13. Listen! Putri .....beautifully.
    a. singing b. is singing c. sing d. sings
14. Septa ……...Mathematics every evening.
    a. studies b. study c. is studying d. studied
15. I always …….my parents at 6 a.m every Sunday.
    a. help b. helps c. helping d. helped
16. Listen! The baby……crying.
    a. is b. are c. am d. was
17. ….. Indah clean her room every afternoon?
    a. Does b. Do c. Are d. Is
18. Paimin and Paiman……cleaning the blackboard now.
    a. is b. are c. was d. were
19. Santi always…… breakfast every morning.
    a. have b. had c. has d. having
20. …….. you always play badminton every Sunday morning?
    a. Does b. Are c. Is d. Do

## Appendix E. Answer Key of the Homogeneity Test

**Aswer Key**

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

**Appendix F. The Students' Score of the Homogeneity Test**

**The Students' Score of the Homogeneity Test**

| CLASS / No. | VII-A | VII-B | VII-C | VII-D | VII-E | VII-F |
|---|---|---|---|---|---|---|
| 1 | 60 | 45 | 50 | 60 | 60 | 45 |
| 2 | 70 | 65 | 65 | 55 | 45 | 35 |
| 3 | 85 | 50 | 30 | 70 | 40 | 45 |
| 4 | 65 | 55 | 55 | 70 | 60 | 60 |
| 5 | 60 | 60 | 70 | 45 | 45 | 45 |
| 6 | 40 | 70 | 75 | 65 | 60 | 55 |
| 7 | 45 | 65 | 65 | 60 | 70 | 60 |
| 8 | 65 | 70 | 70 | 55 | 65 | 50 |
| 9 | 50 | 50 | 50 | 40 | 50 | 45 |
| 10 | 55 | 65 | 65 | 60 | 70 | 65 |
| 11 | 65 | 70 | 55 | 65 | 55 | 65 |
| 12 | 60 | 50 | 60 | 35 | 50 | 50 |
| 13 | 75 | 45 | 65 | 65 | 60 | 60 |
| 14 | 60 | 60 | 70 | 55 | 55 | 55 |
| 15 | 70 | 80 | 60 | 65 | 50 | 45 |
| 16 | 55 | 55 | 45 | 70 | 55 | 55 |
| 17 | 65 | 65 | 55 | 55 | 75 | 65 |
| 18 | 55 | 70 | 60 | 60 | 50 | 50 |
| 19 | 50 | 55 | 55 | 55 | 55 | 45 |
| 20 | 65 | 55 | 65 | 45 | 60 | 55 |
| 21 | 70 | 70 | 50 | 65 | 50 | 60 |
| 22 | 70 | 55 | 45 | 60 | 55 | 45 |
| 23 | 60 | 60 | 80 | 70 | 45 | 50 |
| 24 | 55 | 65 | 50 | 35 | 65 | 60 |
| 25 | 40 | 45 | 65 | 55 | 60 | 55 |
| 26 | 55 | 55 | 55 | 60 | 55 | 50 |
| 27 | 45 | 60 | 40 | 50 | 60 | 60 |
| 28 | 80 | 35 | 75 | 60 | 65 | 65 |
| 29 | 50 | 75 | 55 | 65 | 75 | 55 |
| 30 | 65 | 45 | 65 | 55 | 30 | 55 |
| 31 | 55 | 65 | 60 | 50 | 40 | 55 |
| 32 | 65 | 55 | 55 | 60 | 60 | 50 |
| 33 | 50 | 75 | 60 | 70 | 45 | 55 |
| 34 | 55 | 70 | 75 | 45 | 40 | 65 |
| 35 | 60 | 50 | | | 55 | |
| 36 | 70 | 55 | | | 60 | |
| 37 | | | | | 45 | |

**Appendix G. Lesson Plan 1**

**LESSON PLAN I**

| | |
|---|---|
| Subject | : English |
| Level/Semester | : VII/2 |
| Language Component | : Grammar |
| Language Focus | : Simple Present Tense |
| Theme | : Daily Activity |
| Time Allocation | : 2 x 40 minutes |

**I. Standard Competence**

12. To express the meaning in the short simple essay by using written language accurately, fluently and acceptably to interact with the surrounding environment (*Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat*)

**II. Basic Competence**

12.1 Expressing the meaning in the simple short functional written text and essay in the forms of descriptive and procedure to interact with the surrounding environment (*Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk* descriptive *dan* procedure *untuk berinteraksi dengan lingkungan terdekat*).

**III. Indicators:**

3.1. Underlining the verbs in the form of Simple Present Tense from the text given.

3.2. Putting the correct verb forms based on the verbs provided.

3.3. Drawing the formula of Simple Present Tense.

3.4. Rearranging the jumbled sentences into good sentences in the form of Simple Present Tense.

## IV. Objectives

4.1. The students are able to underline the verbs in the form of Simple Present Tense from the text given.

4.2 The students are able to put the correct verb forms based on the verbs provided

4.3 The students are able to draw the formula of Simple Present Tense.

4.4. The students are able to rearrange jumbled sentences into good sentences in the form of Simple Present Tense.

## V. Materials

(See the enclosure for details).

## VI. Teaching and Learning Process

a. Approach : Cooperative Language Learning

b. Techniques :

- Experimental Group : Lecturing, Question & Answer, NHT technique
- Control Group : Lecturing, Question & Answer

c. Activities :

| **Experimental Group's activities** | **Time** | **Control Group's Activities** | **Time** |
|---|---|---|---|
| **Introduction** | | **Introduction** | 5' |
| a. Greeting. | 1' | a. Greeting. | 1' |
| b. Checking the class. | 1' | b. Checking the class. | 1' |
| c. Giving some leading questions. | 2' | c. Giving some leading questions. | 2' |
| d. Stating the objectives. | 1' | d. Stating the objectives. | 1' |

| **Main Activity** | **70** | **Main Activity** | **70'** |
|---|---|---|---|
| a. Explaining about Simple Present Tense. | 7' | a. Explaining about Simple Present Tense to the students. | 12' |
| b. Forming the groups containing of four students. | 2' | b. Distributing the materials to the students. | 1' |
| c. Numbering the students. | 2' | c. Asking the students to read the text silently and do exercise 1. | 8' |
| d. Distributing the text to each group and ask them to read the text silently. | 7' | d. Cross checking the results and discussing them in class. | 7' |
| e. Posing questions: asking the teams to underline the verbs in the form of Simple Present Tense. | 10' | e. Asking the students to do exercise 2. | 10' |
| f. Calling the number of the student and cross checking the students' answers. | 10' | f. Cross checking the results and discussing them in class. | 10' |
| g. Asking the groups to do exercise 2 silently. | 10' | g. Guiding the students to draw the formula of Simple Present Tense. | 5' |
| h. Calling the number of the student and cross checking the students' answers. | 7' | h. Asking the students to do exercise 3. | 10' |
| i. Guiding the students to draw the formula of Simple Present Tense. | 5' | i. Cross checking the results and discussing them in class. | 7' |
| j. Asking the students to do | 7' | | |

| | | | |
|---|---|---|---|
| exercise 3.<br>k. Cross checking the students' answers. | 3' | | |
| **Closure** | **5'** | **Closure** | **5'** |
| a. Guiding the students to conclude the lesson they have learned. | 4' | a. Guiding the students to conclude the lesson they have learned. | 4' |
| b. Leave taking. | 1' | b. Leave taking. | 1' |

**VII. Sources and Media**

1. Sources :

   The materials are taken and adapted from:

   - ✓ Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMP/Mts. Jakarta: Pusat Kurikulum Balitbang, Depdiknas.
   - ✓ Tim Penyusun. 2011. LKS Cerah: Bahasa Inggris SMP/MTs Kelas VII Semester 2. Surakarta: CV. Teguh Karya

2. Media : Students' numbers, white board, whiteboard markers.

**VIII. Evaluation**

- ✓ Process Evaluation

  Process evaluation is conducted during teaching and learning process.

  Indicators evaluated:

  1. The students' activities in answering the teacher's questions.
  2. The students' activities in paying attention to the teacher's explanation.
  3. The students' activities in doing the exercises.

Jember, April 28th 2012

Researcher,

M. Taufiq

NIM. 070210401116

# MATERIALS

## The Teaching Material for the Experimental Group

**Leading Questions**

1. What do you usually do at 6 in the morning?
2. What do you do every Saturday evening?
3. What does your father or mother do in the morning?

**Explanation**

**We use simple present tense:**

1. When we talk about things that **happen repeatedly or habitually**.
   We often use time expressions such as *always*, *often*, *sometimes*, *usually*, *seldom*, *on Saturdays*, *rarely*, *never*, *every day*, etc.
   Examples:
   - Fitrah **gets up** at 6 o'clock *every morning*.
   - I **go** to school *every day*.
2. When we talk about **permanent or long-lasting situations.**
   Examples:
   - Mrs. Ariani **speaks** English very well.
   - Nida and Faiz **live** in Jember.
3. When we talk about **people or things in general.**
   Examples:
   - Nurses **work** in clinics and hospitals.
   - American Football **is** a very popular sport in The United States.
4. To indicate **general truths, facts and scientific laws.**
   Examples:
   - Jakarta **is** the capital city of Indonesia.
   - Water **freezes** at 0°C.
5. When we talk about **travel plans and timetables** (mainly with verbs such as *go, leave, arrive, start, come, return* etc.)

Examples:

- We **arrive** at Balung at 6 p.m.
- The bus **leaves** in five minutes.

**The Formulae of Simple Present Tense**

- Affirmative Form

  Example:

| | | |
|---|---|---|
| They | eat | fruits and vegetables |
| Mr. Taufiq | teaches | English. |
| **Subject** | **Verb 1$_{(-s/-es)}$** | **Object** |

  **Formula: SUBJECT + VERB 1$_{(-S/-ES)}$ + (OBJECT)**

- Negative Form

  Example:

| | | | | |
|---|---|---|---|---|
| They | do | not | eat | meat |
| Mr. Taufiq | does | not | teach | French. |
| **Subject** | **do/does** | **not** | **Verb 1** | **Object** |

  **Formula: SUBJECT + DO/DOES + NOT + VERB 1 + OBJECT**

- Interrogative / Question Form

  Example:

| | | | |
|---|---|---|---|
| Do | they | eat | meat? |
| Does | Mr. Taufiq | teach | French ? |
| **Do/Does** | **Subject** | **Verb 1** | **Object** |

  **Formula: DO/DOES + SUBJECT + VERB 1 + OBJECT ?**

- W-H Question Form

  Example:

| | | | | |
|---|---|---|---|---|
| What | does | Mr. Hasan | do | on Saturday morning? |
| **Question word** | **Do/Does** | **Subject** | **Verb 1** | **Adverb** |

**Formula: QUESTION WORD + DO/DOES + SUBJECT + VERB 1 ?**

**NOTE**

**About formation of the 3rd person singular (he, she, it)**

We need to add –s or –es at the end of the verb in form of Simple Present Tense if the subjects are the 3rd singular persons with the rules as follows.

a. If the verbs end with –s, -z, -sh, -ch, -o, we add –es at the end of the verbs, for example:

| | |
|---|---|
| pass | passes |
| buzz | buzzes |
| wish | wishes |
| watch | watches |
| go | goes |

b. If the verbs end with other than those endings, we add –s at the ens of the verbs, for example:

| | |
|---|---|
| buy | buys |
| need | needs |
| want | wants |

**be**

| | | |
|---|---|---|
| I | **am** | => **ex.** I **am** here. |
| you/we/they | **are** | => **ex.** They **are** very beautiful. |
| he/she/it | **is** | => **ex.** She **is** an English teacher. |

**have**

| | | |
|---|---|---|
| I/you/we/they | **have** | => **ex.** I have a pen. |
| he/she/it | **has** | => **ex.** She has two pens. |

**Exercises**

**Read the following text silently!**

My name is Andi. My full name is Ahmad Andi Vermansyah. I am a student of SMPN 2 Tanggul, Jember. I am in the first year of Junior High School. I will tell you about my family members.

My father's name is Hariyanto. His full name is Hariyanto Arbi. He is an English teacher in SMPN 6 Tanggul. He is 40 years old now. He is a very patient and humorous man. He often makes jokes which make me laugh. My mother's name is Ayu. Her full name is Ayu Fani Damayanti. She is also a teacher. She teaches mathematics in SMPN 3 Tanggul, Jember. She is three years younger than my father. She always wakes up early in the morning to prepare our breakfast. My parents love me very much.

I have a young brother. His name is Muhammad Arifin. We usually call him Arif. He is in the 3rd year of elementary school. He is a very clever and diligent boy. He often gets the first rank in his class. He always studies in the evenings. He always cleans the house. I love my brother.

In the evenings, we usually have dinner together at home. We often tell our activities together. We live very happily. I love my family.

Adapted from: *LKS Cerah: Bahasa Inggris SMP/MTs Kelas VII Semester 2*

**Exercise 1**

**Underline the verbs which are in form of Simple Present Tense of the text above! Do this exercise with your teams!**

**Exercise 2**

**Complete the following sentences by choosing the correct verb forms in each bracket! Discuss the questions with your teams!**

1. I ……(eat/eats) fried rice every morning
2. Santi …….(do not get/does not get) up at 5 o'clock in the morning.
3. The students…….(do not study/do not studies) hard every evening.
4. We often…….(go/goes) to school on foot.
5. My father often……(play/plays) badminton with me.

6. My parents…….(work/works) hard everyday.
7. I …..(am/is) a student of SMPN 2 balung.
8. Does Wahyu…….(live/lives) at Jl. Jawa 7 no.14 Jember?
9. Sari and Sri ……(is/are) clever students.
10. Does Firsta often ……(get/gets) the first rank in her class?

**Exercise 3**

**Rearrange the following jumbled sentences into good sentences!**

1. A – hospital – Fadli – in – works.
   Answer: Fadli works in a hospital.
2. Sleep – 9 – at – night – at- do – I - not.
   Answer:
3. Roni – cleans – always – house – evening – every.
   Answer:
4. Fandi – Finda – are - and – students?
   Answer:
5. Study – English – we – evening – every.
   Answer:

# MATERIALS

## The Teaching Materials for the Control Group

**Leading Questions**

1. What do you usually do at 6 in the morning?
2. What do you do every Saturday evening?
3. What does your father or mother do in the morning?

**Explanation**

**We use simple present tense:**

1. When we talk about things that **happen repeatedly or habitually**.

We often use time expressions such as *always*, *often*, *sometimes*, *usually*, *seldom*, *on Saturdays*, *rarely*, *never*, *every day*, etc.

Examples:

- Fitrah **gets up** at 6 o'clock *every morning*.
- I **go** to school *every day*.

2. When we talk about **permanent or long-lasting situations.**

Examples:

- Mrs. Ariani **speaks** English very well.
- Nida and Faiz **live** in Jember.

3. When we talk about **people or things in general.**

Examples:

- Nurses **work** in clinics and hospitals.
- American Football **is** a very popular sport in The United States.

4. To indicate **general truths, facts and scientific laws.**

Examples:

- Jakarta **is** the capital city of Indonesia.
- Water **freezes** at 0°C.

5. When we talk about **travel plans and timetables** (mainly with verbs such as *go, leave, arrive, start, come, return* etc.)

   Examples:

   - We **arrive** at Balung at 6 p.m.
   - The bus **leaves** in five minutes.

**The Formulae of Simple Present Tense**

- Affirmative Form

  Example:

| | | |
|---|---|---|
| They | eat | fruits and vegetables |
| Mr. Taufiq | teaches | English. |
| **Subject** | **Verb 1$_{(-s/-es)}$** | **Object** |

  **Formula: SUBJECT + VERB 1$_{(-S/-ES)}$ + (OBJECT)**

- Negative Form

  Example:

| | | | | |
|---|---|---|---|---|
| They | do | not | eat | meat |
| Mr. Taufiq | does | not | teach | French. |
| **Subject** | **do/does** | **not** | **Verb 1** | **Object** |

  **Formula: SUBJECT + DO/DOES + NOT + VERB 1 + OBJECT**

- Interrogative / Question Form

  Example:

| | | | |
|---|---|---|---|
| Do | they | eat | meat? |
| Does | Mr. Taufiq | teach | French ? |
| **Do/Does** | **Subject** | **Verb 1** | **Object** |

  **Formula: DO/DOES + SUBJECT + VERB 1 + OBJECT ?**

- W-H Question Form

  Example:

  What does Mr. Hasan do on Saturday morning?

  **Question word Do/Does Subject Verb 1 Adverb**

  **Formula: QUESTION WORD + DO/DOES + SUBJECT + VERB 1 ?**

**NOTE**

**About formation of the 3rd person singular (he, she, it)**

We need to add –s or –es at the end of the verb in form of Simple Present Tense if the subjects are the 3rd singular persons with the rules as follows.

a. If the verbs end with –s, -z, -sh, -ch, -o, we add –es at the end of the verbs, for example:

| | |
|---|---|
| pass | passes |
| buzz | buzzes |
| wish | wishes |
| watch | watches |
| go | goes |

b. If the verbs end with other than those endings, we add –s at the ens of the verbs, for example:

| | |
|---|---|
| buy | buys |
| need | needs |
| want | wants |

**be**

| | | |
|---|---|---|
| I | **am** | => **ex.** I **am** here. |
| you/we/they | **are** | => **ex.** They **are** very beautiful. |
| he/she/it | **is** | => **ex.** She **is** an English teacher. |

**have**

I/you/we/they **have** => **ex.** I **have** a pen.

he/she/it **has** => **ex.** She **has** two pens.

**Exercises**

**Read the following text silently!**

My name is Andi. My full name is Ahmad Andi Vermansyah. I am a student of SMPN 2 Tanggul, Jember. I am in the first year of Junior High School. I will tell you about my family members.

My father's name is Hariyanto. His full name is Hariyanto Arbi. He is an English teacher in SMPN 6 Tanggul. He is 40 years old now. He is a very patient and humorous man. He often makes jokes which make me laugh. My mother's name is Ayu. Her full name is Ayu Fani Damayanti. She is also a teacher. She teaches mathematics in SMPN 3 Tanggul, Jember. She is three years younger than my father. She always wakes up early in the morning to prepare our breakfast. My parents love me very much.

I have a young brother. His name is Muhammad Arifin. We usually call him Arif. He is in the 3rd year of elementary school. He is a very clever and diligent boy. He often gets the first rank in his class. He always studies in the evenings. He always cleans the house. I love my brother.

In the evenings, we usually have dinner together at home. We often tell our activities together. We live very happily. I love my family.

Adapted from: *LKS Cerah: Bahasa Inggris SMP/MTs Kelas VII Semester 2*

**Exercise 1**

**Underline the verbs which are in form of Simple Present Tense of the text above!**

**Exercise 2**

**Complete the following sentences by choosing the correct verb forms in each bracket! Do it individually**

1. I ……(eat/eats) fried rice every morning
2. Santi …….(do not get/does not get) up at 5 o'clock in the morning.
3. The students…….(do not study/do not studies) hard every evening.
4. We often…….(go/goes) to school on foot.
5. My father often……(play/plays) badminton with me.
6. My parents…….(work/works) hard everyday.

7. I …..(am/is) a student of SMPN 2 balung.
8. Does Wahyu…….(live/lives) at Jl. Jawa 7 no.14 Jember?
9. Sari and Sri ……(is/are) clever students.
10. Does Firsta often ……(get/gets) the first rank in her class?

**Exercise 3**

**Rearrange the following jumbled sentences into good sentences!**

1. A – hospital – Fadli – in – works.
   Answer: Fadli works in a hospital.
2. Sleep – 9 – at – night – at - do– I - not.
   Answer:
3. Roni – cleans – always – house – evening – every.
   Answer:
4. Fandi – Finda – are - and – students?
   Answer:
5. Study – English – we – evening – every.
   Answer:

**Appendix H. Lesson Plan 2**

**LESSON PLAN II**

| | |
|---|---|
| Subject | : English |
| Level/semester | : VII/2 |
| Language component | : Grammar |
| Language Focus | : Present Continuous Tense |
| Theme | : What Are You Doing Now? |
| Time Allocation | : 2 x 40 Minutes |

**I. Standard Competence**

*12.* To express the meaning in the short simple essay by using written language accurately, fluently and acceptably to interact with the surrounding environment *(Mengungkapkan makna dalam teks tulis fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat).*

**II. Basic Competence**

12.1 To express the meaning in the simple short functional written text and essay in the forms of descriptive and procedure to interact with the surrounding environment (*Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk* descriptive *dan* procedure *untuk berinteraksi dengan lingkungan terdekat*).

**III. Indicators:**

3.1. Completing the sentences by choosing the correct form of verbs.

3.2. Rearranging jumbled sentences into good sentences.

3.3. Making some sentences in the form of Present Continuous Tense.

**IV. Objectives**

1. 1. 1. Students are able to complete the sentences by choosing the correct form of verbs.

1. 1. 2. Students are able to rearrange jumbled sentences into good sentences.

1. 1. 3. Students are able to make some sentences in the form of Present Continuous Tense.

**V. Materials**

(See the enclosure for details).

**VI. Teaching and Learning Process**

a. Approach : Cooperative Language Learning

b. Techniques :

- Experimental Group : NHT technique
- Control Group : Lecturing, Question & Answer, Exercises

c. Activities :

| **Experimental Group's activities** | **Time** | **Control Group's Activities** | **Time** |
|---|---|---|---|
| **1. Introduction** | **10'** | **1. Introduction** | **10'** |
| a. Greeting. | 1' | a. Greeting. | 1' |
| b. Checking the class. | 1' | b. Checking the class. | 1' |
| c. Distributing the song lyrics entitled "Are You Sleeping" to the students. | 1' | c. Song lyrics entitled "Are You Sleeping" to the students. | 1' |
| d. Singing the song together with the students. | 5' | d. Singing the song together with the students. | 5' |
| e. Stating the objectives. | 2' | e. Stating the objectives. | 2' |
| **2. Main Activity** | **65'** | **2. Main Activity** | **65'** |
| a. Distributing the materials to the students. | 1' | a. Distributing the materials to the students. | 1' |
| b. Explaining about Present Continuous Tense. | 10' | b. Explaining about Present Continuous Tense. | 15' |
| c. Forming the teams of four students | 2' | c. Asking the students to do the exercise I. | 10' |

| | | | | |
|---|---|---|---|---|
| d. | Numbering the students. | 1’ | d. Cross checking the results of the students’ work. | 5’ |
| e. | Asking the teams to underline the verbs which are in the form of Present Continuous Tense. | 3’ | e. Asking the students to do the exercise II. | 7’ |
| f. | Cross checking the teams’ answers. | 2’ | f. Cross checking the results of the students’ work. | 8’ |
| g. | Asking the students to do exercise 2 with their teams. | 10’ | g. Guiding the students to draw the formula of Present Continuous Tense. | 5’ |
| h. | Calling the number of the students and cross checking the students’ answers. | 15’ | h. Asking the students to make some sentences in Present Continuous Tense. | 10’ |
| i. | Asking the students to do exercise 3 with their teams. | 7’ | i. Cross checking the results and discussing them in class. | 5’ |
| j. | Calling the number of the students and cross checking the students’ answers. | 5’ | | |
| k. | Asking the students to make sentences in the form of Present Continuous Tense. | 7’ | | |
| l. | Cross checking the students’ sentences. | 2’ | | |
| **3.** | **Closure** | **5’** | **3. Closure** | **5’** |
| a. | Guiding the students to conclude the lesson they have learned. | 4’ | a. Guiding the students to conclude the lesson they have learned. | 4’ |
| b. | Leave taking. | 1’ | b. Leave taking. | 1’ |

**VII. Sources and Media**

1. Sources :

   The materials are taken and adapted from:

   - ✓ Depdiknas. 2006. Kurikulum Tingkat Satuan Pendidikan (KTSP) Mata Pelajaran Bahasa Inggris untuk SMP/Mts. Jakarta: Pusat Kurikulum Balitbang, Depdiknas.
   - ✓ Tim Penyusun. 2011. LKS Cerah: Bahasa Inggris SMP/MTs Kelas VII Semester 2. Surakarta: CV. Teguh Karya

2. Media : Students' number, Board marker, white board, students' worksheet.

**VIII. Evaluation**

- ✓ Process Evaluation

  Process evaluation is conducted during teaching and learning process.

  Indicators evaluated:

  1. The students' activities in answering the teacher's questions.
  2. The students' activities in paying attention to the explanation.
  3. The students' activities in making sentences of Present Continuous Tense.
  4. The students' activities in doing the exercise.

Jember, May 2nd 2012

Researcher,

M. Taufiq

NIM. 070210401116

## The Teaching Material for the Experimental Group

**Song Lyrics**

**Are You Sleeping?**

Are you sleeping, are you sleeping, Brother John, Brother John?
Morning bell is ringing, morning bell is ringing.
Ding dong ding, ding dong ding.
Are you studying, are you studying, Brother John, Brother John?
We are waiting for you, we are waiting for you.
Ding dong ding, ding dong ding

**Explanation:**

**The Present Continuous/Progressive** expresses an activity that is in progress (is occurring, is happening) at the moment of the speaker speaking.

**Present Continuous Tense** expresses the idea that something is happening now, at this very moment, at the time the speaker is saying the sentence.

**Examples:**

- Fahrul and Syahrul **are studying** English grammar now
- The students of VII C **are not swimming** now.
- Khoyin is **not sleeping** at the moment.
- I **am standing up** in front of the class.
- **Is** Bella **sitting** right now?

**Time signals of Present Continuous Tense**

We usually use time signals **now, at the moment, at present, right now** in the Present Continuous Tense sentences.

**Formula of Present Continuous Tense**

(+) S + TOBE (AM, ARE, IS) + Ving
(-) S + TOBE (AM, ARE, IS) + Not+ Ving
(?) TOBE (AM, ARE, IS) + S + Ving
(?) QUESTION WORD + TOBE (AM, ARE, IS) + S + Ving

| Subject | Tobe (am,are,is) |
|---|---|
| I | Am |
| You, They, We | are |
| He, She, It | is |

**How to make verb-ing**

Basically, we need to add –ing at the end of the verb in Present Continuous Tense sentences. But there are some exception as follows

| | |
|---|---|
| write | writing |
| arrange | arranging |
| stop | stopping |
| get | getting |
| draw | drawing |
| cry | crying |
| die | dying |

**Exercise 1**

**Underline the verbs which are in the form of Present Continuous Tense from the song lyrics above.**

**Exercise 2**

**Fill the blank spaces below by choosing the verbs in the brackets! Do it with your team!**

1. Samin……(is playing/are playing) badminton right now.
2. Siti and Farida ……(are studying/is studying) English now.
3. Look! The boxers……(is fighting/are fighting) now.
4. Don't be noisy! The babies…….(sleep/are sleeping) at the moment.
5. Farhan……(watches/is watching) a football game right now.
6. We ……..(is not/are not) playing football now.
7. Fahrul is……..(runing/running) at the moment.
8. Saiful and Jamil……(are eating/are eatting) fried rice now.
9. Mahmud is……..(beging/begging) for help to Aris.
10. (Is/Are)……. Jamil and Jamal sleeping?

**Exercise 3**

**Rearrange the following sentences into good sentences! Do it with your team!**

1. Is – sitting – chair – the – Rudi – on – now?
2. English – are – right – they – learning – now.
3. And – Heri – Heru – rice – fried – eating – are – now.
4. Not – teaching – is – now – Mathematics - Mrs. Rimbi.
5. At – moment – the – students – the – not – are – Physics – learning.

**Exercise 4**

**Make 5 sentences using Present Continuous Tense!**

## The Teaching Material for the Control Group

**Song Lyrics**

**Are You Sleeping?**

Are you sleeping, are you sleeping, Brother John, Brother John?
Morning bell is ringing, morning bell is ringing.
Ding dong ding, ding dong ding.
Are you studying, are you studying, Brother John, Brother John?
We are waiting for you, we are waiting for you.
Ding dong ding, ding dong ding

**Explanation:**

**The Present Continuous/Progressive** expresses an activity that is in progress (is occurring, is happening) at the moment of the speaker speaking.

**Present Continuous Tense** expresses the idea that something is happening now, at this very moment, at the time the speaker is saying the sentence.

**Examples:**

- Fahrul and Syahrul **are studying** English grammar now
- The students of VII C **are not swimming** now.
- Khoyin is **not sleeping** at the moment.
- I **am standing up** in front of the class.
- **Is** Bella **sitting** right now?

**Time signals of Present Continuous Tense**

We usually use time signals **now, at the moment, at present, right now** in the Present Continuous Tense sentences.

**Formula of Present Continuous Tense**

(+) S + TOBE (AM, ARE, IS) + Ving
(-) S + TOBE (AM, ARE, IS) + Not+ Ving
(?) TOBE (AM, ARE, IS) + S + Ving
(?) QUESTION WORD + TOBE (AM, ARE, IS) + S + Ving

| Subject | Tobe (am,are,is) |
|---|---|
| I | Am |
| You, They, We | are |
| He, She, It | is |

**How to make verb-ing**

Basically, we need to add –ing at the end of the verb in Present Continuous Tense sentences. But there are some exceptions as follows

| | |
|---|---|
| write | writing |
| arrange | arranging |
| stop | stopping |
| get | getting |
| draw | drawing |
| cry | crying |
| die | dying |

**Exercise 1**

**Underline the verbs which are in the form of Present Continuous Tense from the song lyrics above.**

**Exercise 2**

**Fill the blank spaces below by choosing the verbs in the brackets! Do it individually**

1. Samin……(is playing/are playing) badminton right now.
2. Siti and Farida ……(are studying/is studying) English now.
3. Look! The boxers……(is fighting/are fighting) now.
4. Don't be noisy! The babies…….(sleep/are sleeping) at the moment.
5. Farhan……(watches/is watching) a football game right now.
6. We ……..(is not/are not) playing football now.
7. Fahrul is…….(runing/running) at the moment.
8. Saiful and Jamil……(are eating/are eatting) fried rice now.
9. Mahmud is……..(beging/begging) for help to Aris.
10. (Is/Are)……. Jamil and Jamal sleeping?

**Exercise 3**

**Rearrange the following sentences into good sentences! Do it individually!**

1. Is – sitting – chair – the – Rudi – on – now?
2. English – are – right – they – learning – now.
3. And – Heri – Heru – rice – fried – eating – are – now.
4. Not – teaching – is – now – Mathematics - Mrs. Rimbi.
5. At – moment – the – students – the – not – are – Physics – learning.

**Exercise 4**

**Make 5 sentences using Present Continuous Tense!**

**Appendix I. Post Test**

**POST TEST**

Subject : English/Grammar Time : 60 minutes

Class/Semester : VII/2

**Choose the best option by crossing a, b, c, or d in the test sheet!**

1. I…….. up at 4 a.m. every morning.
   a. gets
   b. get
   c. am getting
   d. got
2. Faiz……playing basketball now.
   a. am
   b. is
   c. are
   d. does
3. Nida usually…….breakfast at 6 a.m. every morning.
   a. have
   b. has
   c. having
   d. is having
4. Adit and Julien ……..good students.
   a. is
   b. am
   c. are
   d. was
5. Fahmi is…….English now.
   a. studying
   b. study
   c. studies
   d. studys
6. Sulis ……..go to work everyday.
   a. do not
   b. does not
   c. is not
   d. are not
7. Look! The boy…….very fast.
   a. is running
   b. are running
   c. runs
   d. run
8. My sister usually …… the floor in the morning.
   a. sweep
   b. swept
   c. sweeps
   d. sweeping

9. Faiz always……..late every morning.
   a. get up
   b. is getting up
   c. gets up
   d. getting up
10. ……..studying mathematics now?
   a. You are
   b. Do you
   c. Does you
   d. Are you
11. …….football every afternoon?
   a. Are you playing
   b. Do you play
   c. Is you playing
   d. Does you play
12. What book do you……..everyday?
   a. reads
   b. reading
   c. read
   d. reads
13. Siti……a very beautiful blouse now.
   a. are wearing
   b. wear
   c. wears
   d. is wearing
14. Mr. Linuh……in his room at the moment.
   a. paints
   b. are painting
   c. paint
   d. is painting
15. Are the kids……in the backyard now?
   a. play
   b. playing
   c. plays
   d. are playing
16. Is Hadi……a badminton game right now?
   a. watching
   b. watches
   c. watch
   d. watchs
17. Fauzi……in the swimming pool every Saturday.
   a. swim
   b. swims
   c. are swimming
   d. is swimming

18. Vivin……at the moment.
    a. is not swimming
    b. not is swimming
    c. don't swim
    d. does not swim
19. The children……..at present.
    a. cry
    b. is crying
    c. cries
    d. are crying
20. Is Sapto…….a tennis game now?
    a. play
    b. plays
    c. playing
    d. played
21. ……the kids……..English now?
    a. Is – studying
    b. Do – study
    c. Are – studying
    d. Does – study
22. I …… reading a novel.
    a. do not like
    b. does not like
    c. am not like
    d. are not like
23. Mr. Rofiq always…… his new motorcycle to school.
    a. ride
    b. rides
    c. riding
    d. not riding
24. Look! The snake……..us now.
    a. is approaching
    b. approaches
    c. are approaching
    d. approach
25. Idrus……in a hospital everyday.
    a. work
    b. works
    c. is working
    d. are working
26. Badrus ……. 6 kms every day.
    a. are walking
    b. walks
    c. walk
    d. is walking

27. My brother……..right now.
    a. work
    b. are working
    c. working
    d. is working
28. Fauzi…….. on Sunday.
    a. do not work
    b. does not work
    c. is not working
    d. are not working
29. The babies……. at the moment.
    a. does not sleep
    b. is not sleeping
    c. do not sleep
    d. are not sleeping
30. We …….. to school on every Sunday.
    a. are not going
    b. do not go
    c. is not going
    d. does not go
31. ……you……..exercises now?
    a. Are – doing
    b. Do – do
    c. Is – doing
    d. Does – do
32. Ratih and Ratna usually……at canteen.
    a. are eating
    b. eat
    c. is eating
    d. eats
33. ……..Vina and Rulli watching a football game now?
    a. Is
    b. Does
    c. Do
    d. Are
34. The badminton players always…….exercises on Saturdays.
    a. are having
    b. have
    c. is having
    d. has
35. Are you…… for Aziz now?
    a. wait
    b. waites
    c. waiting
    d. waits

36. Where do you ……?
    a. lives
    b. living
    c. lived
    d. live
37. Abi …….. Martha very much.
    a. loving
    b. loveing
    c. loves
    d. love
38. I …… for a new pair of football shoes.
    a. are looking
    b. is looking
    c. am looking
    d. looking
39. Mr. Suroto……3 children.
    a. have
    b. having
    c. are having
    d. has
40. Rudi……his room every day.
    a. does not cleans
    b. does not clean
    c. do not clean
    d. do not cleans

**Appendix J. Answer Key of the Post Test**

**Answer Key**

1. B
2. B
3. B
4. C
5. A
6. B
7. A
8. C
9. C
10. D
11. B
12. C
13. D
14. D
15. B
16. A
17. B
18. A
19. D
20. C
21. C
22. A
23. B
24. A
25. B
26. B
27. D
28. B
29. D
30. B
31. A
32. B
33. D
34. B
35. C
36. D
37. C
38. C
39. D
40. B

## Appendix K.The Distribution of Odd and Even Numbers

| No | Odd Number | | | | | | | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 3 | 5 | 7 | 9 | 11 | 13 | 15 | 17 | 19 | 21 | 23 | 25 | 27 | 29 | 31 | 33 | 35 | 37 | 39 | |
| 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 12 |
| 2 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 9 |
| 3 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 11 |
| 4 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 10 |
| 5 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 7 |
| 6 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 9 |
| 7 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 7 |
| 8 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 7 |
| 9 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 7 |
| 10 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 8 |
| 11 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 14 |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 17 |
| 13 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 7 |
| 14 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 7 |
| 15 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 11 |
| 16 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 10 |
| 17 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 12 |
| 18 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 11 |
| 19 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 8 |
| 20 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 12 |
| 21 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 12 |
| 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 17 |
| 23 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 7 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 12 |
| 25 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 11 |
| 26 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 11 |
| 27 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 6 |
| 28 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 11 |
| 29 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 12 |
| 30 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 5 |
| 31 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 5 |
| 32 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 10 |
| 33 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 13 |
| 34 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 10 |
| 35 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 6 |
| 36 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 7 |
| Total | 30 | 27 | 27 | 20 | 19 | 18 | 17 | 10 | 21 | 10 | 13 | 15 | 10 | 26 | 11 | 23 | 10 | 14 | 22 | 9 | 352 |

| No | Even Number | | | | | | | | | | | | | | | | | | | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 | 26 | 28 | 30 | 32 | 34 | 36 | 38 | 40 | |
| 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 9 |
| 2 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| 3 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 13 |
| 4 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 9 |
| 5 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 9 |
| 6 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 8 |
| 7 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 8 |
| 8 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 6 |
| 9 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 11 |
| 10 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 8 |
| 11 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 11 |
| 12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 18 |
| 13 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 9 |
| 14 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 15 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 9 |
| 16 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 14 |
| 17 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 14 |
| 18 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 10 |
| 19 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 7 |
| 20 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 13 |
| 21 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 16 |
| 22 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 12 |
| 23 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 10 |
| 24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 15 |
| 25 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 11 |
| 26 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 15 |
| 27 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 7 |
| 28 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 8 |
| 29 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 10 |
| 30 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 8 |
| 31 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 1 | 9 |
| 32 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 10 |
| 33 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 12 |
| 34 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 8 |
| 35 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 7 |
| 36 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 12 |
| Total | 29 | 34 | 22 | 22 | 22 | 17 | 17 | 17 | 25 | 12 | 12 | 21 | 13 | 24 | 22 | 19 | 8 | 11 | 16 | 13 | 375 |

## Appendix L. The Division of Odd and Even Numbers

| No. | NAMES | Test Items | | $X^2$ | $Y^2$ | XY |
|---|---|---|---|---|---|---|
| | | Odd (X) | Even (Y) | | | |
| 1 | Afwun Amruhu Rochim | 12 | 9 | 144 | 81 | 108 |
| 2 | Ana Arismawati | 9 | 12 | 81 | 144 | 108 |
| 3 | Bambang Kurniawan | 11 | 13 | 121 | 169 | 143 |
| 4 | Bima Prasetyo Adji | 10 | 9 | 100 | 81 | 90 |
| 5 | Diana Agustin | 7 | 9 | 49 | 81 | 63 |
| 6 | Dimas Iskandar Syah Zulkarnaen | 9 | 8 | 81 | 64 | 72 |
| 7 | Fifi Intan Sari | 7 | 8 | 49 | 64 | 56 |
| 8 | Firman Mudhofi | 7 | 6 | 49 | 36 | 42 |
| 9 | Hidayatul Musyarofah | 7 | 11 | 49 | 121 | 77 |
| 10 | Ifa Lailatul K | 8 | 8 | 64 | 64 | 64 |
| 11 | Khusnul Khotimah | 14 | 11 | 196 | 121 | 154 |
| 12 | Laeli Istiqomah | 17 | 18 | 289 | 324 | 306 |
| 13 | Lailatul Firda Wardani | 7 | 9 | 49 | 81 | 63 |
| 14 | M. Irfan Maulana | 7 | 7 | 49 | 49 | 49 |
| 15 | M. Salman Alfarizi | 11 | 9 | 121 | 81 | 99 |
| 16 | Mauladani Ala Wiyah Sufi | 10 | 14 | 100 | 196 | 140 |
| 17 | Niatul Khasanah | 12 | 14 | 144 | 196 | 168 |
| 18 | Nikmatul Khasanah | 11 | 10 | 121 | 100 | 110 |
| 19 | Nur Alfiani | 8 | 7 | 64 | 49 | 56 |
| 20 | Nurul Izza | 12 | 13 | 144 | 169 | 156 |
| 21 | Putri Ronik Matus Sholeha | 12 | 16 | 144 | 256 | 192 |
| 22 | Qutrotul Aini Fuidah | 17 | 12 | 289 | 144 | 204 |
| 23 | Rahmad Hidayat | 7 | 10 | 49 | 100 | 70 |
| 24 | Refan Julia Pradana | 12 | 15 | 144 | 225 | 180 |
| 25 | Renaldi Septian Prayoga | 11 | 11 | 121 | 121 | 121 |
| 26 | Riky Lukman Toni | 11 | 15 | 121 | 225 | 165 |
| 27 | Rita Anggraini | 6 | 7 | 36 | 49 | 42 |
| 28 | Roki Arsadian | 11 | 8 | 121 | 64 | 88 |
| 29 | Silvia Musdalifah | 12 | 10 | 144 | 100 | 120 |
| 30 | Siti Khalimatul Khasanah | 5 | 8 | 25 | 64 | 40 |
| 31 | Siti Mavia | 5 | 9 | 25 | 81 | 45 |
| 32 | Siti Musdalifah Ardianti | 10 | 10 | 100 | 100 | 100 |
| 33 | Siti Qoriatul Fatimah | 13 | 12 | 169 | 144 | 156 |
| 34 | Winarta | 10 | 8 | 100 | 64 | 80 |
| 35 | Yanuar Dicky Pradana | 6 | 7 | 36 | 49 | 42 |
| 36 | Siti Evaningtias | 7 | 12 | 49 | 144 | 84 |
| **TOTAL** | | 352 | 375 | 3740 | 4201 | 3853 |

http://digilib.unej.ac.id/

## Appendix M. The Difficulty Index of Each Test Item

### The Difficulty Index of Each Test Item

| Items Number | N | B | I | Criteria |
|---|---|---|---|---|
| 1 | 36 | 30 | 0.83 | Easy |
| 2 | 36 | 29 | 0.81 | Easy |
| 3 | 36 | 27 | 0.75 | Easy |
| 4 | 36 | 34 | 0.94 | Easy |
| 5 | 36 | 27 | 0.75 | Easy |
| 6 | 36 | 22 | 0.61 | Sufficient |
| 7 | 36 | 20 | 0.56 | Sufficient |
| 8 | 36 | 22 | 0.61 | Sufficient |
| 9 | 36 | 19 | 0.53 | Sufficient |
| 10 | 36 | 22 | 0.61 | Sufficient |
| 11 | 36 | 18 | 0.50 | Sufficient |
| 12 | 36 | 17 | 0.47 | Sufficient |
| 13 | 36 | 17 | 0.47 | Sufficient |
| 14 | 36 | 17 | 0.47 | Sufficient |
| 15 | 36 | 10 | 0.28 | Difficult |
| 16 | 36 | 17 | 0.47 | Sufficient |
| 17 | 36 | 21 | 0.58 | Sufficient |
| 18 | 36 | 25 | 0.69 | Sufficient |
| 19 | 36 | 10 | 0.28 | Difficult |
| 20 | 36 | 12 | 0.33 | Sufficient |
| 21 | 36 | 13 | 0.36 | Sufficient |
| 22 | 36 | 12 | 0.33 | Sufficient |
| 23 | 36 | 15 | 0.42 | Sufficient |
| 24 | 36 | 21 | 0.58 | Sufficient |
| 25 | 36 | 10 | 0.28 | Difficult |
| 26 | 36 | 13 | 0.36 | Sufficient |
| 27 | 36 | 26 | 0.72 | Easy |
| 28 | 36 | 24 | 0.67 | Sufficient |
| 29 | 36 | 11 | 0.31 | Sufficient |
| 30 | 36 | 22 | 0.61 | Sufficient |
| 31 | 36 | 23 | 0.64 | Sufficient |
| 32 | 36 | 19 | 0.53 | Sufficient |
| 33 | 36 | 10 | 0.28 | Difficult |
| 34 | 36 | 8 | 0.22 | Difficult |

| Items Number | N | B | I | Criteria |
|---|---|---|---|---|
| 35 | 36 | 14 | 0.39 | Sufficient |
| 36 | 36 | 11 | 0.31 | Sufficient |
| 37 | 36 | 22 | 0.61 | Sufficient |
| 38 | 36 | 16 | 0.44 | Sufficient |
| 39 | 36 | 9 | 0.25 | Difficult |
| 40 | 36 | 13 | 0.36 | Sufficient |

**Notes:**

$I$ = the difficulty index

The criteria of difficulty index:

0 - 0.3 = difficult

0.31 – 0.70 = sufficient

0.71 – 1.00 = easy

$B$ = the number of respondents answering the questions correctly

$N$ = the number of respondents doing the test

(Sudjana, 1990:137)

**Appendix N. The Distribution of the Test Items**

**The Distribution of the Test Items**

| No | Grammatical Points | Items | Number of Items |
|---|---|---|---|
| 1 | Simple Present Tense | 1,3,4,6,8,9,11,12,17,22,23,25,26,28,30,32,34, 36,37,40 | 20 |
| 2 | Present Continuous Tense | 2,5,7,10,13,14,15,16,18,19,20,21,24,27,29,31, 33,35,38,39 | 20 |

**Appendix O. Students Previous Score**

**The Students' Previous Score**

| No. | Name of the Students | Score |
|---|---|---|
| *1.* | *Ahmad Dicky K* | *35* |
| 2. | Budi Setiawan | 60 |
| *3.* | *David Shaputra* | *40* |
| *4* | *Dika Anis M* | *40* |
| *5* | *Diyah Ayu Retno* | *30* |
| 6 | Fachrur Rozy | 60 |
| **7** | **Fandik Setiawan** | **80** |
| *8* | *Fatimatus Zahro* | *50* |
| 9 | Fifi Nuansatul H | 55 |
| 10 | Fiki Nurhayati | 55 |
| 11 | Fiqih Septano | 60 |
| **12** | **Heru Herwanto** | **85** |
| *13* | *Irfan Boy Sandi* | *50* |
| 14 | Isna Fitri N | 65 |
| **15** | **Jeklin Febriani** | **80** |
| **16** | **Khoyin** | **80** |
| 17 | Laurenza Gabriela S | 65 |
| 18 | M. Fatoni Arianto | 65 |
| *19* | *M. Sholehan* | *40* |
| 20 | Maman Hermawan | 70 |
| **21** | **Marda Bakti P** | **85** |
| 22 | M. Irfan Efendi | 65 |

| | | |
|---|---|---|
| 23 | Nur Afifatul L | 60 |
| *24* | *Riana Anggraini Dewi* | *35* |
| **25** | **Rike Nur Jannah** | **75** |
| *26* | *Roni Wijaya* | *40* |
| **27** | **Silvi Dwi Ayu M** | **75** |
| 28 | Sindi Aditia | 65 |
| **29** | **Siti Nur Cahyani** | **80** |
| 30 | Syahrul Rismawan | 60 |
| 31 | Wahyu Rewayati N | 70 |
| *32* | *Wardatul Jamilah* | *50* |
| **33** | **Yoto Erik R. F** | **80** |
| 34 | Yudianto Ahmad R | 70 |

Notes:
Bold: High Achievers
Normal: Intermediate Achievers
Italic: Low Achievers

**Appendix P. Students' Participation in the First Meeting**

Students' Participation (Experimental Group) in the First Meeting

| No. | Name of the Students | Answering Questions |
|---|---|---|
| 1 | Ahmad Dicky K | Incorrectly |
| 2 | Budi Setiawan | Correctly |
| 3 | David Shaputra | Incorrectly |
| 4 | Dika Anis M | Incorrectly |
| 5 | Diyah Ayu Retno | Incorrectly |
| 6 | Fachrur Rozy | Correctly |
| 7 | Fandik Setiawan | Correctly |
| 8 | Fatimatus Zahro | Incorrectly |
| 9 | Fifi Nuansatul H | Correctly |
| 10 | Fiki Nurhayati | Correctly |
| 11 | Fiqih Septano | Correctly |
| 12 | Heru Herwanto | Correctly |
| 13 | Irfan Boy Sandi | Incorrectly |
| 14 | Isna Fitri N | Correctly |
| 15 | Jeklin Febriani | Correctly |
| 16 | Khoyin | Correctly |
| 17 | Laurenza Gabriela S | Incorrectly |
| 18 | M. Fatoni Arianto | Incorrectly |
| 19 | M. Sholehan | Incorrectly |
| 20 | Maman Hermawan | Correctly |
| 21 | Marda Bakti P | Correctly |

| | | |
|---|---|---|
| 22 | M. Irfan Efendi | Correctly |
| 23 | Nur Afifatul L | Correctly |
| 24 | Riana Anggraini Dewi | Incorrectly |
| 25 | Rike Nur Jannah | Correctly |
| 26 | Roni Wijaya | Incorrectly |
| 27 | Silvi Dwi Ayu M | Correctly |
| 28 | Sindi Aditia | Correctly |
| 29 | Siti Nur Cahyani | Correctly |
| 30 | Syahrul Rismawan | Correctly |
| 31 | Wahyu Rewayati N | Correctly |
| 32 | Wardatul Jamilah | Incorrectly |
| 33 | Yoto Erik R. F | Correctly |
| 34 | Yudianto Ahmad R | Correctly |

**Appendix Q. Students' Participation in Second Meeting**

Students' Participation (Experimental Group) in the Second Meeting

| No. | Name of the Students | Answering Questions |
|---|---|---|
| 1 | Ahmad Dicky K | Incorrectly |
| 2 | Budi Setiawan | Correctly |
| 3 | David Shaputra | Correctly |
| 4 | Dika Anis M | Correctly |
| 5 | Diyah Ayu Retno | Correctly |
| 6 | Fachrur Rozy | Correctly |
| 7 | Fandik Setiawan | Correctly |
| 8 | Fatimatus Zahro | Correctly |
| 9 | Fifi Nuansatul H | Correctly |
| 10 | Fiki Nurhayati | Correctly |
| 11 | Fiqih Septano | Correctly |
| 12 | Heru Herwanto | Correctly |
| 13 | Irfan Boy Sandi | Correctly |
| 14 | Isna Fitri N | Correctly |
| 15 | Jeklin Febriani | Correctly |
| 16 | Khoyin | Correctly |
| 17 | Laurenza Gabriela S | Correctly |
| 18 | M. Fatoni Arianto | Correctly |
| 19 | M. Sholehan | Incorrectly |
| 20 | Maman Hermawan | Correctly |
| 21 | Marda Bakti P | Correctly |

| | | |
|---|---|---|
| 22 | M. Irfan Efendi | Correctly |
| 23 | Nur Afifatul L | Correctly |
| 24 | Riana Anggraini Dewi | Incorrectly |
| 25 | Rike Nur Jannah | Correctly |
| 26 | Roni Wijaya | Incorrectly |
| 272 | Silvi Dwi Ayu M | Correctly |
| 28 | Sindi Aditia | Correctly |
| 29 | Siti Nur Cahyani | Correctly |
| 30 | Syahrul Rismawan | Correctly |
| 31 | Wahyu Rewayati N | Correctly |
| 32 | Wardatul Jamilah | Incorrectly |
| 33 | Yoto Erik R. F | Correctly |
| 34 | Yudianto Ahmad R | Correctly |

## Appendix R. The Names of the Respondents

### The Names of the Respondents

| No. | THE NAMES OF STUDENTS OF THE CONTROL CLASS (VII-B) |
|---|---|
| 1 | ADI MAULANA ISHAK |
| 2 | AGUNG AJI WICAKSONO |
| 3 | AHMAD JEFRI |
| 4 | ANDRI IMAWAN |
| 5 | DAYU AGUNG P. |
| 6 | EKO PURNOMO |
| 7 | ELMA SERLY FEBRI NIA |
| 8 | FERI PRADANA |
| 9 | HADI KUSUMA |
| 10 | HEIRU KRISDIYANTO |
| 11 | IDAWATI |
| 12 | KHUSNUL KHOTIMAH |
| 13 | LULUK MASRUROH |
| 14 | M. SOFYAN SHOLEH |
| 15 | MOCH. BAGUS CAHYONO |
| 16 | MOH. NUR FAUZI |
| 17 | MOH. TEGUH FIRMANSYAH |
| 18 | MOHAMMAD FAHRUR ROZAK |
| 19 | MOHAMMAD HABIBI |
| 20 | MUH. ANGGA DWI ERIYANTO |
| 21 | NUR IKA FATMAWATI |
| 22 | NURUL DWI CAHYANI |
| 23 | PUTRI YULIANA |
| 24 | RIADUS SOLIHIN |
| 25 | RISA SUKAMTO |
| 26 | SELAMET WIJAKSONO |
| 27 | SILVIA AGUSTI |
| 28 | SITI FADILAHTUN AZUROH |
| 29 | SITI MAR'ATUS SOLEHAH |
| 30 | SITI NUR HALIMAH |
| 31 | ULFA APRILIA AFIFA |
| 32 | VIRA RAHMAWATI |
| 33 | WAQIATUL NUR FITRI NANDA |
| 34 | YAYUK WIDIARTI |
| 35 | AFITA DURI |

| No. | THE NAMES OF STUDENTS OF THE EXPERIMENTAL CLASS (VII-C) |
|---|---|
| 1 | AHMAD DICKY KURNIAWAN |
| 2 | BUDI SETIAWAN |
| 3 | DAVID SHAPUTRA |
| 4 | DIKA ANIS MAHENDRA |
| 5 | DIYAH AYU RETNO ASTRI |
| 6 | FACHRUR ROZY |
| 7 | FANDIK SETYAWAN |
| 8 | FATIMATUS ZAHRO |
| 9 | FIFI NUANSATUL HOFIROH |
| 10 | FIKI NURHAYATI |
| 11 | FIQIH SEPTIANO |
| 12 | HERU HERWANTO |
| 13 | IRFAN BOY SANDI |
| 14 | ISNA FITRI NUR IMAMA |
| 15 | JEKLIN FEBRIANI KAROLINA |
| 16 | KHOYIN |
| 17 | LAURENZA GABRIELA S. |
| 18 | M. FATONI ARIANTO |
| 19 | M. SHOLEHAN |
| 20 | MAMAN HERMAWAN |
| 21 | MARDA BAKTI PRASETYAN |
| 22 | MUHAMAD IRFAN EFENDI |
| 23 | NUR AFIFATUL LAILI |
| 24 | RIANA ANGGRAINI DEWI |
| 25 | RIKE NURJANAH |
| 26 | RONI WIJAYA |
| 27 | SILVI DWI AYU MUSTIKA |
| 28 | SINDI ADITIA |
| 29 | SITI NUR CAHYANI |
| 30 | SYAHRUL RISMAWAN |
| 31 | WAHYU REWAYATI NENGTYAS |
| 32 | WARDATUL JAMILAH |
| 33 | YOTO ERIK RIO FRANDESTA |
| 34 | YUDIANTO AHMAD RISKI |
| | |

## Appendix S. The Students' Score of the Post Test

### The Students' Score of the Post Test

| NO. | STUDENTS' NAME OF CONTROL CLASS (VII B) | SCORE |
|---|---|---|
| 1 | ADI MAULANA ISHAK | 60 |
| 2 | AGUNG AJI WICAKSONO | 70 |
| 3 | AHMAD JEFRI | 65 |
| 4 | ANDRI IMAWAN | 60 |
| 5 | DAYU AGUNG P. | 40 |
| 6 | EKO PURNOMO | 62.5 |
| 7 | ELMA SERLY FEBRI NIA | 62.5 |
| 8 | FERI PRADANA | 65 |
| 9 | HADI KUSUMA | 62.5 |
| 10 | HEIRU KRISDIYANTO | 65 |
| 11 | IDAWATI | 65 |
| 12 | KHUSNUL KHOTIMAH | 45 |
| 13 | LULUK MASRUROH | 57.5 |
| 14 | M. SOFYAN SHOLEH | 65 |
| 15 | MOCH. BAGUS CAHYONO | 65 |
| 16 | MOH. NUR FAUZI | 52.5 |
| 17 | MOH. TEGUH FIRMANSYAH | 52.5 |
| 18 | MOHAMMAD FAHRUR ROZAK | 50 |
| 19 | MOHAMMAD HABIBI | 82.5 |
| 20 | MUH. ANGGA DWI ERIYANTO | 60 |
| 21 | NUR IKA FATMAWATI | 85 |
| 22 | NURUL DWI CAHYANI | 70 |
| 23 | PUTRI YULIANA | 65 |
| 24 | RIADUS SOLIHIN | 75 |
| 25 | RISA SUKAMTO | 65 |
| 26 | SELAMET WIJAKSONO | 55 |
| 27 | SILVIA AGUSTI | 45 |
| 28 | SITI FADILAHTUN AZUROH | 65 |
| 29 | SITI MAR'ATUS SOLEHAH | 50 |
| 30 | SITI NUR HALIMAH | 57.5 |
| 31 | ULFA APRILIA AFIFA | 55 |
| 32 | VIRA RAHMAWATI | 67.5 |
| 33 | WAQIATUL NUR FITRI NANDA | 70 |
| 34 | YAYUK WIDIARTI | 67.5 |
| 35 | AFITA DURI | 72.5 |

| NO. | STUDENTS' NAME OF THE EXPERIMENTAL CLASS (VII C) | SCORE |
|---|---|---|
| 1 | AHMAD DICKY KURNIAWAN | 42.5 |
| 2 | BUDI SETIAWAN | 62.5 |
| 3 | DAVID SHAPUTRA | 57.5 |
| 4 | DIKA ANIS MAHENDRA | 45 |
| 5 | DIYAH AYU RETNO ASTRI | 60 |
| 6 | FACHRUR ROZY | 70 |
| 7 | FANDIK SETYAWAN | 82.5 |
| 8 | FATIMATUS ZAHRO | 57.5 |
| 9 | FIFI NUANSATUL HOFIROH | 62.5 |
| 10 | FIKI NURHAYATI | 62.5 |
| 11 | FIQIH SEPTIANO | 67.5 |
| 12 | HERU HERWANTO | 85 |
| 13 | IRFAN BOY SANDI | 60 |
| 14 | ISNA FITRI NUR IMAMA | 62.5 |
| 15 | JEKLIN FEBRIANI KAROLINA | 82.5 |
| 16 | KHOYIN | 77.5 |
| 17 | LAURENZA GABRIELA S. | 60 |
| 18 | M. FATONI ARIANTO | 60 |
| 19 | M. SHOLEHAN | 40 |
| 20 | MAMAN HERMAWAN | 70 |
| 21 | MARDA BAKTI PRASETYAN | 87.5 |
| 22 | MUHAMAD IRFAN EFENDI | 82.5 |
| 23 | NUR AFIFATUL LAILI | 77.5 |
| 24 | RIANA ANGGRAINI DEWI | 45 |
| 25 | RIKE NURJANAH | 82.5 |
| 26 | RONI WIJAYA | 52.5 |
| 27 | SILVI DWI AYU MUSTIKA | 82.5 |
| 28 | SINDI ADITIA | 62.5 |
| 29 | SITI NUR CAHYANI | 82.5 |
| 30 | SYAHRUL RISMAWAN | 77.5 |
| 31 | WAHYU REWAYATI NENGTYAS | 77.5 |
| 32 | WARDATUL JAMILAH | 52.5 |
| 33 | YOTO ERIK RIO FRANDESTA | 90 |
| 34 | YUDIANTO AHMAD RISKI | 75 |
| | | |

## Appendix T. The Research Permission

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 330738 Faks: 0331-334988
Laman: www.fkip.unej.ac.id

Nomor : 0145 /UN25.1.5/PL.5/2012 10 JAN 2012
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMPN 2 Balung
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan Skripsi, mahasiswa FKIP Universitas Jember tersebut di bawah ini:

Nama : Mohammad Taufiq
NIM : 070210401116
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

Bermaksud mengadakan penelitian tentang "The Effect of Using Numbered Heads Together (NHT) Technique on the Seventh Year Students at SMPN 2 Balung in the 2011/2012 Academic Year" di sekolah yang Saudara pimpin.

Sehubungan dengan hal tersebut di atas mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukannya.

Demikian atas perhatian dan kerjasama yang baik kami ucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

Prof. Dr. Sunardi, M.Pd
NIP. 1954051 198303 1 005