



**IMPROVING THE TENTH GRADE STUDENTS' ACTIVE PARTICIPATION
AND THEIR STRUCTURE ACHIEVEMENT OF SIMPLE PAST TENSE BY
USING NUMBERED HEAD TOGETHER TECHNIQUE AT SMAN
YOSOWILANGUN LUMAJANG**

THESIS

By:

LILIK ISTIQOMAH

090210401097

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
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CONSULTANTS' APPROVAL

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Name : Lilik Istiqomah
Identification Number : 090210401097
Level : 2009
Place and Date of Birth : Tuban, July 11th, 1991
Department : Language and Arts Education
Program : English Language Education Study

Approved by:

Consultant I

Consultant II

Dra. Wiwiek Istianah, M.Kes. M.Ed.
NIP. 19501017 198503 2 001

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

APPROVAL OF THE EXAMINATION COMMITTEE

This thesis entitled “*Improving the Tenth Grade Students’ Active Participation and their Structure Achievement of Simple Past Tense by Using Numbered Head Together Technique at SMAN Yosowilangun Lumajang*” was approved and accepted by the Examination Committee of the Faculty of Teacher Training and Education of Jember University on:

Day : Tuesday

Date : November 12th, 2013

Place : The Faculty of Teacher Training and Education, Jember University

Examiner Team

Chairperson

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

Secretary

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

Member I

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

Member II

Dra. Wiwiek Istianah, M.Kes M.Ed.
NIP.19501017 198503 2 001

The Dean
Faculty of Teacher Training and Education
Jember University

Prof. Dr. Sunardi, M.Pd.
NIP. 19540501 198303 1 005

SUMMARY

Improving the Tenth Grade Students' Active Participation and their Structure Achievement of Simple Past Tense by Using Numbered Head Together Technique at SMAN Yosowilangun Lumajang; Lilik Istiqomah, 090210401097; 2013; 60 pages; English Language Education Study Program of Language and Arts Department of the Faculty of Teacher Training and Education of Jember University.

This Classroom Action Research was intended to improve the tenth grade students' active participation and their structure achievement of Simple Past Tense by using Numbered Head Together technique at SMAN Yosowilangun, Lumajang. This research subjects were the students of class X-8 that was determined purposively, because the class had the lowest mean score of the English subject and structure achievement among the other existing classes of the tenth grade. This was known from the result of the interview, the classroom observation, and the students' previous score of the English subject. The important point was that the students had difficulties in learning structure, mainly in applying Simple Past Tense. They confused in using the main verbs and the auxiliary *be* in the sentences and the way to construct the right sentences of Simple Past Tense. They were also passive in the teaching learning process. Finally, both the researcher and the English teacher agreed to apply Numbered Head Together technique in teaching structure because this cooperative activity involved discussion and accountability. Therefore, it was appropriate to overcome the students' difficulties in learning structure.

This research was carried out in two cycles. Each cycle covered the stages that include the planning of the action, the implementation of the action, classroom observation and evaluation, and data analysis and reflection of the action. Each cycle was conducted in three meetings including the structure test. The data of the students' structure achievement were collected through the structure test, while the observation

was used to monitor the students' active participation in the teaching learning process of structure.

The result of the students' structure achievement test in cycle I showed that percentage of the students who got score ≥ 70 was 74.2% and there was 45.7% of the students who actively participated in the teaching learning process in meeting 1 and 60% in meeting 2. During the teaching learning process, the students were not active. When the teacher asked them to discuss the answers of the posed questions, most of them just kept silent and some of them were talking each other not about the lesson. Then, they just waited and followed their friends' answers without understanding the posed questions. It was because most of them did not really comprehend about the materials mainly in applying the Simple Past Tense to answer the posed questions. In conclusion, the actions in cycle I was not successful yet. Therefore, the actions were continued to cycle II by revising some necessary aspects related to the use of the technique in the teaching learning process of structure in cycle I.

In cycle II, the revision was done in applying the Numbered Head Together technique. When the students were putting their head together, the teacher asked the high achiever students in each group to help their group members comprehending about the materials including the use of the main verb (V2) and the auxiliary *be* (was, were) in the sentences. After the students sharing their group's answers, the teacher also gave more explanations about the way how to construct the right Simple Past Tense sentences and the examples gotten from the narrative text. Thus, the result of the students' structure achievement test in cycle II showed that the percentage of the students who got ≥ 70 was 80%. It improved from the result of cycle I that the percentage of the students who got ≥ 70 was only 74.2%. Besides, there was also an improvement on the percentage of the students' active participation. It improved from 45.7% in meeting 1 and 60% in meeting 2 in cycle I to 77.1% in meeting 1 and 82.2% in meeting 2 in cycle II. It means that both the students' structure achievement test and their active participation in the teaching learning process improved in cycle II

and achieved the criteria of success in this research. Therefore, the actions were stopped.

Based on the results above, it showed that the use of Numbered Head Together technique could improve the students' active participation and their structure achievement of Simple Past Tense at SMAN Yosowilangun, Lumajang. Therefore, it is suggested to the English teacher to apply Numbered Head Together technique in teaching structure or in different teaching learning activities.

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