

**TEACHING SIMPLE PRESENT TENSE THROUGH PROJECT
BASED LEARNING MODEL AT THE EIGHTH YEAR
OF SMPN 8 PALOPO**



THESIS

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English Education*

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Declares that thesis I wrote to fulfill the requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah Department, the state college for islamic studies palopo entitle “Teaching Simple Present Tense Through Project Based Learning Model at The Eighth Year of Smpn 8 Palopo”, is truly research’s work. If somebody it is proven that this thesis is duplicated, copied or made by the other people as whole or partially, the research is the only person will be responsible.

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CHAPTER I

INTRODUCTION

A Background

English as an international language because English is a foreign language and people used all over the world. English has been taught in many levels of school, from elementary school, junior high school, to senior high school, even at university. Language is for communication. Language is meaning of communication to express ideas, reasons, and feeling. Without language people are difficult to communicate, so that people cannot socialize with others. As a mean of communication, everything related to communication is inseparable from the language. Human and language are two things cannot be separated, people as the language to communicate, to share idea, issue and get some information.

In language learning, there are four skills that should be improved in learning the language namely: listening, writing, reading and speaking skills. The four skills are usually considered as integrated system because they support one another. In this case, the writer focuses on grammar especially simple present tense. Grammar aspect is very important for learning a language. Without a good grammar, it is difficult for us to use a language to be well and cannot make a good communication. In grammar subject there are many kinds that must be known like tenses, direct speech, at all.

Unfortunately, many learners of English grammar give more priority to their fluency in the English language use rather than their ability to communicate accurately by having better understanding and knowledge about the grammatical aspects especially for simple present tense. Simple present tense is easy study but

difficult to know. Simple present tense is a tense that used to express our action in the present time. Simple present states habitual action and general public, example: I go to school every day.

One of the ways in teaching grammar is project based learning model. Project based learning model is a learning model that uses projects/activities as a medium. Project Based Learning is a learning model that uses problems as a first step in collecting and integrating new knowledge based on their experiences in real activity. Project Based Learning is designed for use on complex problems that required students to perform investigation and understand it. Project done be either an individual or group project and implemented within a certain period collaboratively, produce a product, which was then displayed or presented. And with this model the students would be more active in group especially in the classroom. Because the students have to exchange information about simple present tense with another students in the classroom.

Based on my observed and my friend's information that has teaching practice at SMPN 8 Palopo, domination structure specifically simple present tense is still low. It assumed that students do not know how to using "to be" in a sentence especially in simple present tense. And they do not know how many kinds of simple present tense. Beside that students not too interest study English because students always out-in of the class. And the researcher thinks, they need new strategy in study grammar. Beside that they never use project based learning model.

Based on the explanation above, the researcher assumes that students are interested and more active in the classroom and make general motivation in learning

English language special simple present tense. The researcher is doing the research under the title.

”Teaching Simple Present Tense through Project Based Learning Model at the Eighth Year of SMPN 8 Palopo”

B Problem Statement

Based on the background above, the researcher writes some problems as follow:

What is the effective way of implementing project based learning model in teaching simple present tense at the VIII 3 class of the eighth year at SMPN 8 Palopo.?

C Objective of the Research

Relevant to the research argue set above, the researcher states the specific of the research that is:

To find out the effective way of project based learning model in teaching simple present tense at the VIII 3 class of the eighth year at SMPN 8 Palopo.

D Scope of The Research

The scope of the research cover is the implementation of project based learning model in teaching simple present tense at the eighth year students of SMPN 8 Palopo. This research focus at the VIII 3 class and the materials about the domination students’ simple present tense especially in make a sentence in form positive, negative, and interrogative, and also domination students’ in using “ To be” and “ To do” in simple present tense.

E Significance of the Research

The result of the research is expected to be useful as information to the teachers or lectures in apply the project based learning as new strategy in teaching especially in teaching simple present tense. And also to be useful for the students in improving dominate structure especially simple present tense. This research hopes to be useful as information and reference to the all of school especially to the VIII 3 class of the Eighth year at SMPN 8 palopo.

F Operational Definition

There are some terms in this research that would be confirmed or developed in this research:

- 1 Teaching is guiding and facilitating learning, enabling the learner, setting the condition for learning.
- 2 Simple present tense is used to process the activity that have every day as the habit or it general fact. There are the function of simple present tense such as habitual action, regular interval, and something.
- 3 Project-based learning is a learning model that involves a project in the learning process. Project done by students can be either an individual or group project and implemented within a certain period collaboratively, produce a product, which was then displayed or presented.

CHAPTER II

REVIEW OF RELATED LITERATURE

1. Previous Studies

There are many researchers report and expose the research about how to create more effective in teaching and learning process especially in teaching grammar here are some of them:

- 1) Mukminah, teaching simple present tense through two stay two stray strategy at the eighth year of MTS Bahrul Ulum Salam Sumber Agung Kec. Malangke. She found that two stay two stray strategy improve students' simple present tense at the eighth year of MTS Bahrul Ulum Salam.¹
- 2) Haritsa, the ability of students in using simple present tense at the seventh year of PMDS Putri Palopo. She result "excellent" got value (86,6%) and the lowest score "poor" got value (53,3%).²

Based on the researchers above, the different of this research the researcher want to find out of the effective way implementing project based learning model at the eighth 3 year of SMPN 8 Palopo. Because dominate students' simple present tense is still low. Besides that the simple present tense that always used in activity every day. So, it is important to research.

¹ Mukminah, *Teaching Simple Present Tense Through Two Stay Two Stray Strategy at the Eighth Year of MTS Bahrul Ulum Sumber Agung Kec. Malangke*, Stain Palopo, 2010.

² Haritsa, *The Ability of Students in Using Simple Present Tense at the Seventh Year of PMDS Putri Palopo*, Stain Palopo, 2014.

2. The concept of simple present tense

Generally, people usually said the teaching is process that makes someone from unknown to know, and according to brown, teaching is guiding and facilitating learning, enabling the learners setting the condition for learning.

Another aspect said that the teaching is decisive for learner evaluation of objective. In this process that has opportunity of experiencing the relationship between syllabus. We cannot take conclusion if we just one definition, but we must know the other definition like Master, teaching are work of a teacher.³

Teaching is an art delivered of science and skill to the students because of art variation method of teaching technique is depend on art skill in very teacher own. The quality of art skill can increase and develop. So a teaching target more effective and efficient.⁴

English as an international language because English is a foreign language and people used all over the world. Human and language are two things cannot be separated, people as the language to communicate, to share idea, issue and get some information. In many countries where English has these function it is usually referred to as a second language.⁵

³ Master Martin, *Oxford learners pocket dictionary*, fourth Addition: oxford university press,2008, p.455

⁴ Pardiyono, Bahasa Inggris, *Communicate Teaching is Tenses Grammar Materia*, cet. 1 Yogyakarta: Cv. Andi offset

⁵ Wello, M Basri, at.all, *Fundamental Aspect of English for Specific Purpose*, Makassar : the UNM publisher, 2008, p.1

Grammar is the set of rules for speaking and writing English properly.⁶ Tense is systematic structure to describe different form of verbs that show the time action. There are many kinds of tenses. The one of is simple present. Simple present tense is a part of important language learning. The simple present or present simple is one of the verb forms associated with the [present tense](#) in modern English. It is commonly referred to as a [tense](#), although it also encodes certain information about [aspect](#) in addition to present time.

Simple present tense is a tense that used to express our action in the present time. Simple present is used to habitual expression and general public, example: I go to school every day.

3. The Function of Simple Present Tense

a. As Habitual Action

Examples of simple present tense as habitual action as follows:

- a) A take a bath every morning
- b) The muslim habitually go to mosque every Friday
- c) I go to school everyday

b. As general truth

Examples of simple present tense as general truth as follows:

- a) The sun rises in the east and sets in the west
- b) Water boils at 100 degrees centigrade.⁷
- c) Several seven days in a week.
- d) Indonesian lies in the south car Asia.⁸

⁶ Howard Jackson, *Grammar for Students*, London : SAGE Publication, 2005, p. 5.

⁷ Ekaine walker at.all, *Grammar practice for upper intermediate students with key*, longman 2000, p.38

⁸ Junaedi, suryadi, *English Complete Grammar*, (Yogyakarta : pustaka pelajar, 2007), p.244.

There are some adverb of frequency and adverb of number that have used in simple present tense the most common of these are:⁹

- 1). Always = Selalu
- 2). Usually = Biasanya
- 3). Often = Sering
- 4). Sometimes = Terkadang
- 5). Seldom = Jarang
- 6). Never = Tidak pernah
- 7). Once = Sekali
- 8). Twice = Dua kali
- 9). Three time = Tiga kali
- 10). Four time = Empat kali

There are examples below:

- (a) I always get up very early
- (b) I never get up before about moon
- (c) I usually eat banana in every morning
- (d) Sesi visits my home twice a week
- (e) Sometimes, I just stay at home and reading book
- (f) Often, I am lazy to school.

Adverb of frequency placed after subject before verb that functions as predicate. Especially sometime an often can place before subject but it predicate are “to be” and followed by adjective, noun, adverb. Example, she is never at her office on Sunday.

So adverb of frequency placed after “to be” or auxiliary as follows:

- (1). Angel is always at home on her day of.
- (2). She is usually happy on the weekend.
- (3). She is aloud of fun with friends.
- (4). She is always at her office on Monday.
- (5). Everyone loves her.

4. Kinds of simple present tense

⁹ Manulang, didimus, *Buku Pintar 16 Tenses*, Tangerang selatan : Paperplus Publisher, 2013, p.75

Kinds of simple present tense are follows:

a. Verbal sentence

Verbal sentence is a sentence that consists of the predicate verb. There are many form of verbal sentence:

a) *Positive verbal sentence*

If want to make positive sentence we must use verb 1 (infinitive).

Structure:

$$S + V1 + S/ES + O/C/A.^{10}$$

Examples:

- 1). My mother **cooks** every morning.
- 2). He **goes** to school every day.
- 3). They **bring** my book.
- 4). I **play** volleyball.
- 5). My father **goes** to work every day
- 6). We **study** English twice a week
- 7). John **loves** mary.
- 8). Adrian **needs** your help.

-S / es is added to a simple present verb when the subject is a singular noun (my father, mary, the dog, etc) .or the third person singular pronoun (he, she, it). The rules have to notice while add s/es at the verb are:¹¹

- a). Generally, Verb is adding -s at the last verb or word immediately.

¹⁰ Ibid, Manulang, didimus, p.13

¹¹ Rudy Hariyono, *Complete English Grammar*, Special edition, Surabaya: GITAMEDIA PRESS, 2002. P.193

Examples:

- | | |
|--------------------|-------------|
| (1) Work – works | = Bekerja |
| (2) Sing – sings | = Bernyanyi |
| (3) Write – writes | = Menulis |
| (4) Read – reads | = Membaca |
| (5) Bark – barks | = menggong |
| (6) Set – sets | = Terbenam |
| (7) Shine – shines | = Bersinar |
| (8) Eat – eats | = Makan |
| (9) Speak – speaks | = Berbicara |
| (10) Help – helps | = menolong |

b). Verb that ending “ ch, o, s, h, x, z” are adding –es at the last word.

Examples:

- | | |
|---------------------|---------------|
| (1) Pass – passes | = Melewati |
| (2) Teach – teaches | = Mengajar |
| (3) Fix – fixes | = Memperbaiki |
| (4) Go – goes | = Pergi |
| (5) Kiss – kisses | = Mencium |

c). If the Verb is ending “y” and preceded by vowel is just adding “s”

Examples:

- | | |
|------------------|-------------|
| (1) Say – says | = Berkata |
| (2) Buy – buys | = Membeli |
| (3) Play – plays | = Bermain |
| (4) Lay – lays | = Berbaring |

d). If the Verb is ended “y” and proceeded by a consonant, so ending “y” is changed to “I” and “es” added.

Examples:

- | | |
|---------------------|------------|
| (1) Study – studies | = Belajar |
| (2) Fly – flies | = Terbang |
| (3) Try – tries | = Mencoba |
| (4) Cry – cries | = Menangis |
| (5) Reply – replies | = Menjawab |

e). When are the verb beginning auxiliary verb, so verb are not adding “s/es”

Examples:

- | | |
|----------------|-----------------|
| (1) Can open | = Dapat membuka |
| (2) Must close | = Harus tutup |
| (3) Can read | = Dapat membaca |

b) Negative verbal sentence

Negative form of simple present tense just needs structure as bellow:

Structure:

S+ DO/DOES +NOT +V1+O/C.

Do and Does are used to make negative or question sentence in the verbal sentence. Used Does for the third person singular subject like I, you, we, they and Do for the other person like he, she, and it.¹²

Examples:

- 1). She does not give me her book
- 2). They do not listen the radio
- 3). Mary does not like to study English
- 4). I do not understand everything he says
- 5). He does not know his father.
- 6). I do not feel well today
- 7). I do not fun in this room.

c) Interrogative verbal sentence

Interrogative form simple present tense as follow:

Structure:

DO/DOES+S+V1+O/C/A?¹³

The interrogative verbal sentence is formed and put Do/Does at the first sentence.

Added s/es at verb are losing.

Examples:

- 1). Does she eat rice?

¹² Ibid, Rudy Hariyono, P. 94

¹³ Ibid , Manulang, didimus, p. 14

- 2). Does lela go to school?
- 3). Do you enjoy with your English class?
- 4). Does this book belong to you?

The answer of the yes or no question, are:

Examples:

- (1) Does she eat rice?

The short answers are yes; she does or no, does not.

The long answers are yes, she eats rice or no, she does not eat rice.

- (2) Do I go to school?

The short answers are yes, I do or no, I do not.

The long answers are yes, I go to school or no, I do not go to school.

d) Negative question verbal sentence

Negative question form of simple present tense as follow:

Structure:

DO/DOES+NOT+S+V1+O?

Examples:

- 1). Does not micky read a book every night?
- 2). Do not you study English?
- 3). Does she go to school?

e) Interrogative Verbal Sentence with Question word

There are eight question words, follows:

- 1). Who is used as the subject of a question it refers to people. Who is usually followed by a singular verb even if the speaker is asking about more than one person? Like, who wants to come with me?
- 2). Where is used to ask question about place.

- 3). When is used to ask question about time?
- 4). Why is used to ask question about reason.
- 5). What is used as the subject of question if refer to “thing”. What is also use as an object?
- 6). Which is use instead of what when a question concerns choosing from a definite, known quantity or group. In cases, there is little different in meaning between which and what when they accompany a noun.
- 7). Whose asks questions about possession?
- 8). How generally asks about manner. How is used to with much and many. And how is also used with adjective and adverb. Examples, how old are you?

There are two form of question word in verbal sentence in simple present tense, follows:

(1) Structure :

QW+ DO/DOES+S+V1?¹⁴

Examples:

- a). Where do you live?
- b). What does she teach?
- c). Why do you come late?
- d). How does he drive?
- e). When do they arrive?

(2) Structure :

QW+V1+S/ES+O/C?.

Examples:

- (a) Who teaches you English?
- (b) Who always help you?¹⁵
- (c) Who came to visit you?

¹⁴Novia, Windi. *Essential English Grammar*, complete edition. wipres 2009, p.205

¹⁵ Rosita s, tadrish english, *Improving the Students Ability Using Simple Present Tense Trough Class Managementactivities*, STAIN PALOPO:2011 P.22

b. Nominal sentence

A nominal sentence is a sentence which has not a verb predicate (non-verb).

There many form of nominal sentence in simple present tense, as follow:

a) *Positive nominal*

Structure:

S+ TO BE + C (Non Verb).

Generally, TO BE (am, is, are) are used to make nominal or question in nominal sentence. While at the question sentence, to be put at the first sentence are changing pronoun. Besides that, to be are used to make positive sentence. Be can use to as an auxiliary verb.¹⁶

The simple present forms of to be are:

1. Am uses while I (saya) as subject.
2. Is uses while He, She, It as subject.
3. Are uses while you, we, they as subject.

Examples:

- 1) She is a *doctor*. (noun)
- 2) John is the *president*. (noun)
- 3) I am *happy*. (adjective)
- 4) This car is *his*. (pronoun)
- 5) They are in the *class*. (adverb of place)
- 6) It is *seven o'clock* now. (adverb of time).

b) *Negative nominal*

Structure:

¹⁶ John Eastwood, *Oxford Learner's Pocket Grammar*, New York : OXFORD university Press, 2008, p. 88.

S+ TO BE+ NOT+ O/C.¹⁷

Examples:

- 1) She is not a *doctor*. (Noun)
- 2) I am not *happy*. (adjective)
- 3) This car is *his*. (pronoun)
- 4) They are in the *class*. (adverb of place)
- 5) It *seven o'clock* now. (adverb of time)

c) *Interrogative nominal*

Structure:

TO BE + S + C.?

Examples:

- 1) Is she a *doctor*? (noun)
- 2) Am I *happy*? (adjective)
- 3) Is this car *his*? (pronoun)
- 4) Are they in the *class*? (adverb of place)
- 5) Is it *seven o'clock*? (adverb of time)

d) *Interrogative nominal sentence with Question word(QW)*

Structure:

QW+ TO BE + S+?.¹⁸

Examples:

- 1) What is your name?
- 2) Where is your home?
- 3) When is your birthday?
- 4) Why are you lazy?
- 5) Who are you?
- 6) How old are you?
- 7) Whose is this book?

5. The concept of project based learning method

a) *The Definition of Project Based Learning model*

¹⁷ Ibid, Manulang, didimus, p.14

¹⁸Ibid, Novia, windy. P. 209

Project based learning model (PBL) is a learning model that uses projects or activities as a medium. Learners exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes.¹⁹ Project based learning is a learning model that uses problems as a first step in collecting and integrating new knowledge based on their experiences in real activity. Project Based Learning is designed for use on complex problems that required students to perform investigate and understand it. The project based learning is an in-depth investigation of a real-world topics, it will be valuable for the learner attention and effort.

Project-based learning is a powerful tool in a teacher's repertoire of strategies. Given the effort required to design and implement a good project, teachers need to ensure that they are using the strategy at the right time and for the right reasons.²⁰

Given that each student has a different learning style, the Project Based Learning provides opportunities for students to explore the content (materials) using a variety of ways that are meaningful to him, and conduct collaborative experiments. Project-based learning also increased enthusiasm for learning. Project based learning is a learning model that involves a project in the learning process. Project done by students can be either an individual or group project and implemented within a certain period collaboratively, produce a product, which was then displayed or presented.

¹⁹ Kementrian Pendidikan dan Kebudayaan, *Modul Pelatihan Implementasi Kurikulum 2013*, Bahasa Inggris SMP, p. 185

²⁰ Amerca's youth, *PBL Guide : A Resource for Instructors and Program Coordinators*, America : National Academy Foundation, p.7.

Project-based learning' refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication or presentation.²¹

Project or unit model is a way of presenting the lesson starts from a problem, then discussed from various aspects related to solved overall and meaningful.²² The implementation is done in a collaborative project and an innovative, unique, which focuses on solving the problems associated with student life. Project-based learning is a part of the instructional method centered on learners.

Definition is consistent with the description presented by Bell is as follows.

- a) Project based learning is curriculum fueled and standards based. Model-based learning project is a learning model that calls for content standards in the curriculum. Through project-based learning, inquiry process begins by generating a guiding question (a guiding question) and guiding the students in a collaborative project that integrates a variety of subjects or material in the curriculum.
- b) Project based learning asks a question or poses a problem that each student can answer. Learning is project-based learning model that requires teachers and learners to develop or guiding questions (a guiding question).
- c) Project based learning asks students to investigate issues and topics addressing real-world problems while integrating subjects across the curriculum. In addition, project-based learning is an in-depth investigation of real world topics.

²¹ Alace, Patton, *Work that Matters the Teacher's Guide To Project Based Learning*, Paul Hamlyn Foundation, 2012, p. 13.

²² Djamarah, Syaiful Bahri, at al, *Strategi Belajar Mengajar*, Jakarta : Rineka Cipta, 2006, p.83

d) Project based learning is a model that fosters abstract, intellectual tasks to explore complex issues. Project-based learning is a learning model that involves a project in the learning process. Project done by students can be either an individual or group project and implemented within a certain period collaboratively, produce a product, which was then displayed or presented.²³

b The Character of Project Based Learning

Project based learning have the following characteristics:

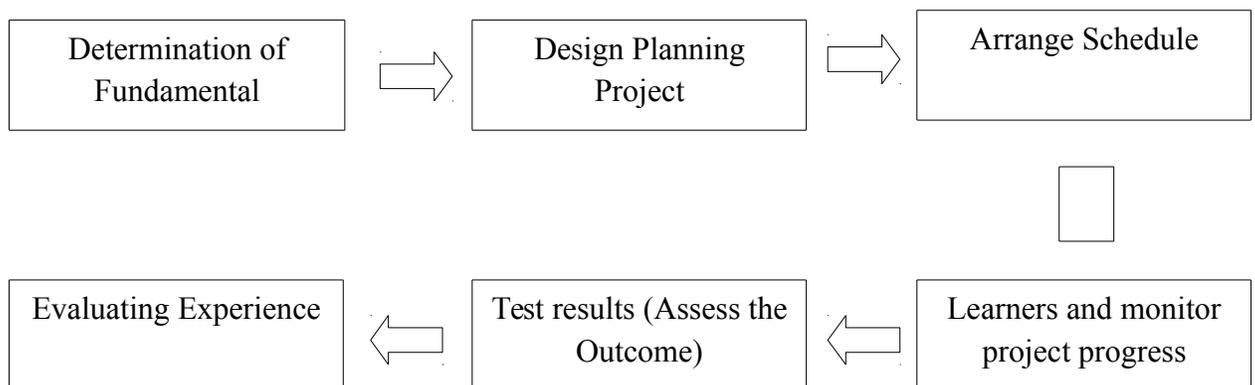
- 1 Learners to make decisions about a framework,
- 2 Any problems or challenges posed to the students,
- 3 Learners to design a process to determine a solution to the problem or challenges posed,
- 4 Collaborative learners responsible for accessing and managing information to solve problems,
- 5 Evaluation process is run continuously,
- 6 Periodically learners to reflect on the activities that have been executed,
- 7 The end product of learning activities will be evaluated qualitatively,
- 8 Learning situation is very tolerant of errors and changes the role of the instructor or teacher in Project Based Learning should be as a facilitator, coach, advisor and

²³Trisna sastradi <http://mediafunia.blogspot.com/2013/02/model-pembelajaran-berbasis-proyek.html>

intermediary to obtain optimal results according to the power of imagination, creativity and innovation of students.

c Steps of Project Based Learning

Implementation steps Project Based Learning can be described by the following diagram.



Explanation of the steps following Project Based Learning:²⁴

- 1 Determination of fundamental questions (Start with the essential question). Learning begins with the essential question, the question that can give students assignments to perform an activity. Took a topic that corresponds to the reality of the real world and begins with an in-depth investigation. Teachers tried to keep the topics raised are relevant to the learners.

²⁴Ibid, Kementrian pendidikan dan kebudayaan, p. 186

- 2 Design Planning Project (design a plan for the project). Planning is done collaboratively between teachers and learners. So, learners are expected to "own" for the project. Planning contains the rules of the game, the selection of activities that can support in answer to the essential question, by integrating a variety of subjects that may be, and to know the tools and materials that can be accessed to assist the completion of the project.
- 3 Arrange schedule (create a schedule). Teachers and learners are collaboratively developing a timetable to complete the project activities. Activities in this stage include:
 - 1) Create a timeline for completing the project,
 - 2) Creates a project completion deadline,
 - 3) Bring students to plan a new way,
 - 4) Guiding learners as they make way unrelated to project,
 - 5) Require learners to make explanations (reasons) on the selection of a method.
- 4 Learners and monitor project progress (monitor the students and the progress of the project). Teachers are responsible for the conduct of the activity monitor learners for completing the project. Monitoring is done by facilitating student at any roses. In other words, the role of being a mentor teacher for student activities. Orders to facilitate the monitoring process, created a rubric that can record all activities are important.
- 5 Test results (Assess the Outcome). The assessment was conducted to assist teachers in measuring achievement standards, play a role in evaluating the progress of

individual students, giving feedback on the level of understanding that has been achieved learners, assist teachers in developing learning strategies next.

- 6 Evaluating Experience (Evaluate the Experience). At the end of the learning process, teachers and learners to reflect on the activities and results of the project run. The process of reflection is done either individually or in groups. At this stage the students were asked to express their feelings and his experience for completing the project. Teachers and learners to develop the discussion in order to improve performance during the learning process, and eventually found a new discovery (new inquiry) to address issues raised in the first stage of learning.

d The Role of Teachers And Learners In Project Based Learning

1 The role of teacher²⁵

- a) Plan and design learning
- b) Making learning strategies
- c) Imagine that interaction will take place between teachers and students
- d) Looking for unique student
- e) Assessing students with a transparent manner and variety of assessments
- f) Creating a portfolio of student work

2 Role of Students

- a). Using the ability to ask and think
- b). Doing simple research
- c). Learn new ideas and concepts
- d). Learning to manage time well
- e). Own learning activities / groups
- f). Apply the product in learn through action
- g). Social interaction (interviews, surveys, observations, etc.)²⁶

e The Advantages of Project Based Learning:

²⁵Eka Ikhsanuddin, 2014, *Model Pembelajaran Berbasis Proyek*, (online), diakses di <http://www.ekaikhsanudin.net/2014/09/model-pembelajaran-project-based.html#ixzz3IK3B2OXk>

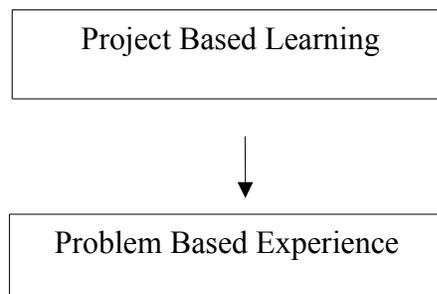
²⁶ Ibid, Kementrian pendidikan dan kebudayaa, p. 187

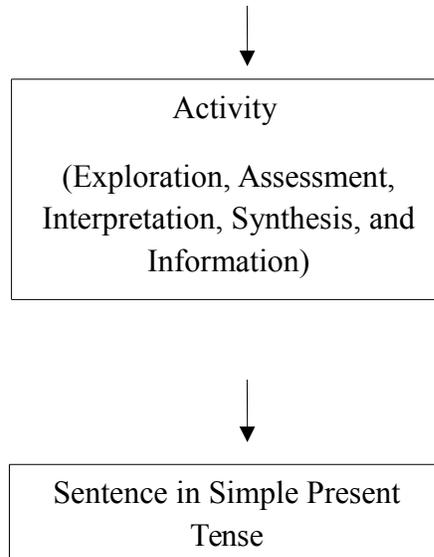
- 1 Improving students' learning motivation to learn, encourage their ability to perform essential job, and they need to be appreciated.
- 2 Improving problem-solving ability.
- 3 Make students become more active and successfully solve complex problems.
- 4 Improve collaboration.
- 5 Encourage learners to develop and practice communication skills.
- 6 Improving the skills of learners in managing resources.
- 7 Provide experiences to students learning and practice in organizing the project, and make the allocation of time and other resources such as equipment to complete the task.
- 8 Provide learning experiences that engage learners in a complex manner and is designed to develop according to the real world.
- 9 Involve the learners to learn to take the information and demonstrate knowledge, then implemented with the real world.
- 10 Making learning fun situation, so that students and teachers enjoy the learning process.

6. The conceptual framework

Simple present tense is a part of important language learning. There are many strategy can use in teaching. In this case, the writer using a project based learning method as media in teaching simple present tense.

Based on the statement above, the writer focuses on the implementation in teaching simple present tense. The theoretical frame work in this research is swoon in the flow chart as follow:





CHAPTER III

METHOD OF THE RESEARCH

1 Kind of Research

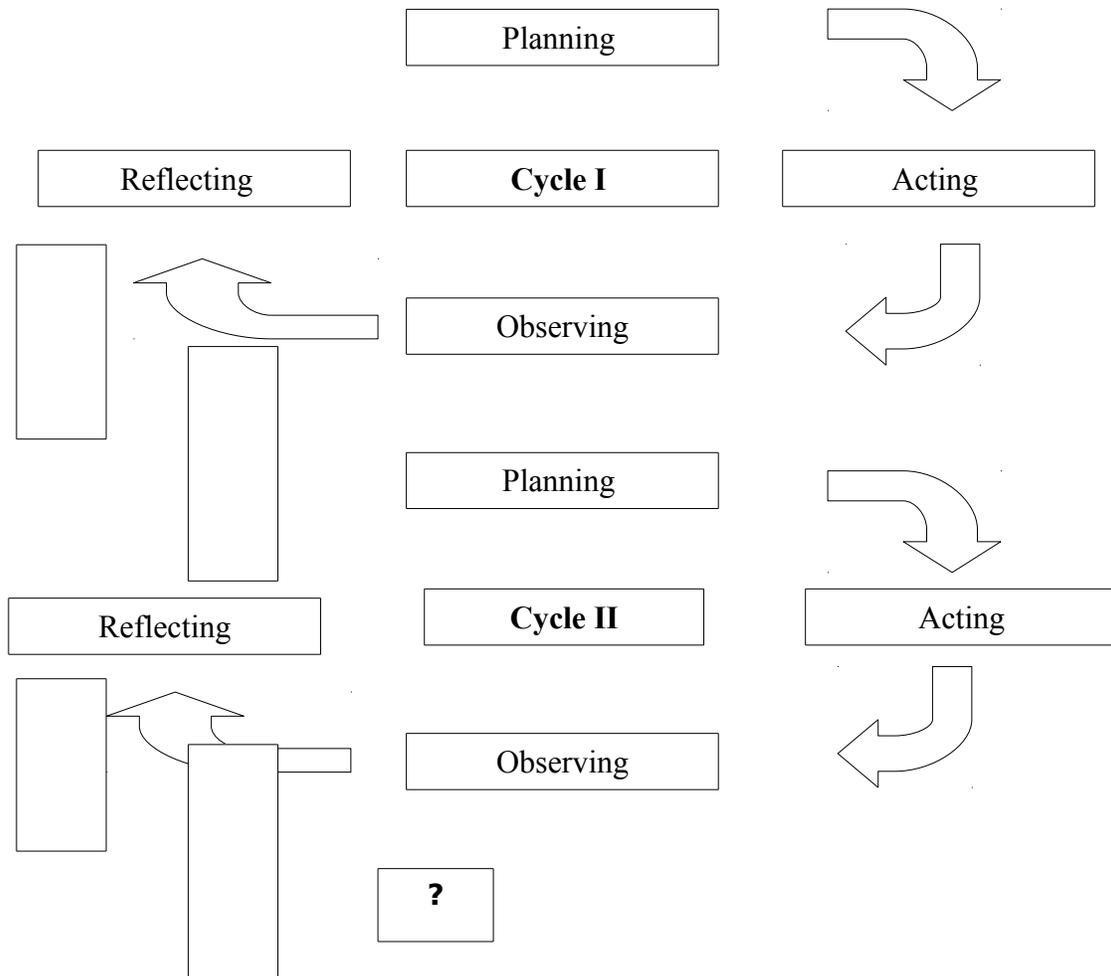
The researcher applied in this research was Classroom Action Research (CAR) method. The aims to find out can project based learning effective in teaching simple present tense at the eighth III years of SMPN 8 Palopo.

2 Design of research

This research applied Classroom Action Research method by using four stages, such as; Planning, Acting, Observing, and Reflecting.

There are some experts who proposed the action research model to chart different, but broadly there are four common stages passed, namely: planning, action, observation, and reflection. As for the model at each stage are as follows¹ :

¹ Suharsimi Arikunto, dkk. 2006. *Penelitian tindakan kelas*. Jakarta : PT Bumi Aksara. Hal. 16



This research conducted in two cycles. They are first and second cycle. Each cycle comprises the series of activities which relates each other. The realization of the second cycle continues and improve based on the evaluation of the first cycle.

3 Research Participant

The participants of research are:

- a) English teacher

English teacher is a researcher in this research, where the teacher will apply the project based learning in the class.

b) Students

The position of students in this research as subject of the research, and the researcher expected after researching the students can effective their simple present tense.

c) Partner and collaborator (observer)

The position of collaborator in this research as observer, the collaborator helps the researcher to observe the students. So the researcher can be able to know the students condition in learning process and give suggestion for the problem in each cycle.²

4 Technique of Collecting Data

The collecting data techniques in this classroom action are:

- 1) Test: To find out the students' score.
- 2) Observation: To find out the students' respond and participation.
- 3) Interview: To find out the level of successful in implementing teaching simple present tense trough project base learning model.
- 4) Discussion: Among the researcher as teacher with the collaborator, as a way to make reflection in each cycle.

5 Data Analysis

The data which collected in every observation in each cycle were analyzed descriptively through percentage technique.

- 1) Scoring the students answer by using the following formula :

² Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*, Jakarta; Rajagrafindo Persada, 2008. P. 279

$$\text{Score} = \frac{\text{Total correct answer}}{\text{Total test items}} \times 100$$

2) Calculating the mean score of the students

$$X = \frac{\sum x}{N} \times 100\%$$

Where:

X = The mean score

$\sum x$ = The total raw score

N = The number of students³

- 3) Activities of students during the learning process: This was analyzed by considering the students' participation and classified into passive and active classification.
- 4) Implementation of teaching simple present tense through project based learning model by analyzing the successful level of implementation, then it categorized into success, less success and not success.

6 Procedure of the research

a Cycle I

1 Planning

Before doing the action research, the researcher needs a preparation like:

- a) Analyzing the curriculum especially the basic competence after doing the need analysis of the eighth year of SMPN 8 Palopo.
- b) Make a lesson plan about the use of project based learning model in teaching simple present tense. See appendix!

³ Mangkuatmodjo, *Pengantar Statistik*, cet.1, Jakarta: Rineka Cipta 2003, p. 58

- c) Make a topic and give a question that can give students assignments to perform an activity. And prepare the test.
- d) Make the instruments which used in cycle of classroom action research.

2 Action

During the action the researcher gives the students the material about simple present tense through project based learning model then the researcher will give them some text to do. After that, the researcher will ask the students to percentage their answer.

3 Observation

In this step, a researcher and observer observed all events or activities during the research. During the learning process is going on, the researcher observe about the situation of learning and teaching process, and also the students' participation and evaluation.

4 Reflecting

This step conducted to know how far the students understand the materials which would be given. What the strength and the weakness of this cycle. This classroom action research will success if some of the following requirement is fulfilled:

- 1) Most of the students have a good participation during the acting (70%).
- 2) Most of the students have a good score in evaluation (75%).

b Cycle II

Like at the first cycle, in this second cycle also consist of planning, acting, observation, and reflection.

1 Planning

In this cycle, the researcher will be continued activities that have been done in cycle I. Repairs the weakness in cycle I and make planning again based on the result of reflection in the first cycle.

2 Acting

In this cycle, the Teacher still teach the students like in the first cycle, but based on planning in the second cycle.

3 Observation

The observation in this cycle was same in the first cycle.

4 Reflecting

This classroom action research was success if some of the following requirement is fulfilled:

- a. Most of the students have a good participation during the acting (70%).
- b. Most of the students have a good score in evaluation (75%).

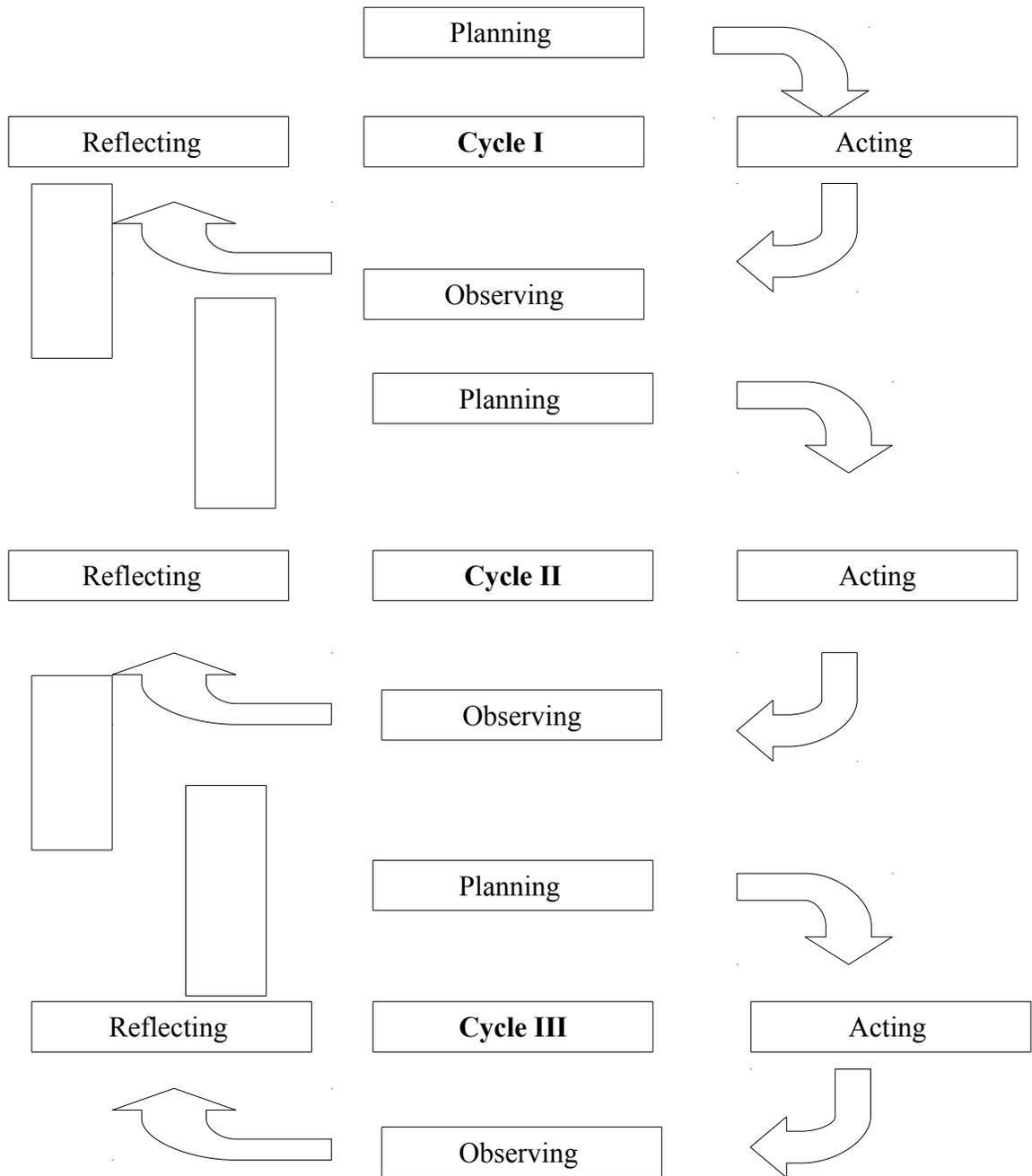
But if the the second cycyle is not success, the teacher will be contunue the next cycle

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The findings of the research explain the cycles of learning, and teaching process of the use project based learning model. In this case, there were three cycles, it can be seen in general through the following the chart:



1. Cycle I

The first cycle of this classroom action research consist of planning, acting, observing, and reflecting.

a. Planning

The classroom action research class required different tools that had been created and developed previously, namely: lesson plan. In this research, the researcher prepared a lesson plan about the use project based learning model in teaching simple present tense. In this section the preparation which was prepared by the researcher before acting in the cycle I, were:

- 1). Making lesson plan about the use of project based learning model in teaching. See appendices!
 - 2). Classroom management, the researcher took 30 students as the sample of this research. Make the good management in the classroom and to create an effective learning process, making the classroom comfortable, interesting and fun.
 - 3). Teacher start the learning with question. The researcher explained the material (simple present tense) by using project based learning, and give examples.
 - 4). The teacher and the students design planning project.
 - 5). Arrange schedule. Teacher and learners make schedule related the project.
 - 6). Learners and monitor project progress. Teacher and collaborator to monitor the learning process.
 - 7). Test result. The teacher prepares the test and asked to students do the test one by one.
 - 8). Evaluating experience. The teacher and collaborator do evaluation of learning process.
- ### b. Acting

In this action, the first activities were introduction and connection. Introduction was discussed about that would be studied. In this case, first the teacher instructions to get ready either physically or psychologically by expressing greeting. Calling the roll, refresh their concentration as like check the students' attendance and motivating them to join in learning process. Second, the teacher explained the purpose of learning process and also the basic competence that would be achieved. Third, the teacher delivers the scope of the learning material and gives little bit explanation about the title of research that would be studied.

The teacher asked to the students, did they have studied the simple present tense trough project based learning model? Some the students answered they ever learnt simple present but they did not use project based learning model. Then, the teacher explained about project based learning model. And then, the teacher explained about the simple present tense and the function of simple present trough project based learning model.

This activity was called application; it divided into three parts namely exploration, interpretation, and information. In exploration, the first the teacher involved students to construct their common sense concerned the learning material learnt. The Second, the teacher involved students to seek and find out by themselves about the learning material learnt. Third, the teacher involved students to be active during learning process.

During the action in the first cycle, the teacher explained about the definition of simple present tense and explained one by one the function of simple present tense

through project based learning model. Before explaining simple present, teacher asked to students about their daily activity or habitual action in Indonesian language. Then, the teacher explained one by one about the definition and the function of simple present tense. After that, the teacher gave some examples in English. And then, the teacher called some of students to make some examples on the white board. If the finished, the teacher corrected one by one of the examples. Then give them some exercises on white board.

Sometimes every the teacher corrected, the teacher gave them some intermezzo to make them not bored and the concentrations' of the students still focus to the teacher.

Another, the teacher explained too about there are two kinds of simple present tense and gave them some examples. And before the teacher explanation one by one the kinds of simple present tense, the teacher gave them two examples about the material. Then, the teacher asked to the students to different the sentences? But the reality the students could not how to different the sentence. It is means the students could not how to different the kinds of simple present tense. And then the teacher explained one by one kinds of simple present.

Furthermore, the teacher had given them explanation about the material learnt, the teacher gave them time for asked that they did not know and not clear yet. And then, the teacher answered those questions and would give suggestion and would be taught them how to make sentence in simple present tense correctly to the students.

In addition the teacher explained about the kinds of simple present tense. The teacher distributed the task sheets, and asked the students to correct the sentence of simple present tense. The teacher gave them some times to do that task. After that, the teacher chose some of students to write their answer on the white board. And then the teacher corrected the students' answered. Furthermore the students made correct the sentence, then the general mistake from the sentences they forgot how to use to be and to do in a sentences. Then, the teacher gave evaluation of the students answered.

After that, the teacher discussed with the students about their difficulties is that they did not know what the function of to be, do, or does and they less vocabulary specially verb. Then the teacher gave some examples concerning the learning material that had been studied. After that in confirmation, the teacher gave feedback related to the result of students' exploration and elaboration about simple present tense. Then the teacher gave some correction about the mistakes they had made, and also helped them solving their difficulties about the task. After that the teacher asked to the students to study about the uses of to be, to do and memorizing vocabulary specially verb.

The last activity, were called as reflection. In this case, the teacher with the students made conclusion about the learning material that had been studied. In reflection, the teacher asked again what they have studies during teaching and learning process and repeat to give them instruction to do exercises at their home. The teacher gave them more motivation for to be the better students. The teacher told the

students about the learning material that would be studied in the next meeting and close the class by prayed together.

c. Observation

Based on the activities made by the teacher and collaborator in the first cycle, the teacher and observer, observed the learning activity about condition class and activity was still not conductive because they were little bitten noisy, and there were students still out-in of the class when the teacher explained in the class, and there were some students still confused about the rule simple present because they could not use to be, do, and does in sentence. Then, most of the students were not conductive when the teacher asked to the students to make a good sentence of simple present tense because most of them less vocabulary specially the verb.



Cycle 1: The class condition was not and they were still confused about the simple present tense trough project based learning model.

Based on evaluation score of students' presented in this cycle was low, because most of student could not presented their answer. It means the students' score in presented was fair. And evaluation on students' simple present tense test showed that the students' mastery on simple present tense were mostly in low scores. The mean score was only 68,83% (see table 1).

Cycle 1:

No	Respondents	Score
1.	001	70
2.	002	65
3.	003	70
4.	004	75
5.	005	65
6.	006	80
7.	007	80
8.	008	65
9.	009	65
10.	010	80
11.	011	60
12.	012	65
13.	013	65
14.	014	70

15.	015	60
16.	016	75
17.	017	85
18.	018	70
19.	019	65
20.	020	70
21.	021	70
22.	022	60
23.	023	70
24.	024	65
25.	025	60
26.	026	85
27.	027	70
28.	028	60

29.	029	65
30.	030	60
MEAN SCORE		68,83 %

Table 1 : The result of the test in cycle 1

The mean score of students' test of cycle 1

$$X = \frac{\sum x}{N} \times 100$$

$$= \frac{2065}{30}$$

$$= 68,83 \%$$

The result of the observation about the students' respond participant during the teaching and learning process. It can be seen in the table bellow!

OBSERVATION SHEET

Indicators in observing students activeness:

Very active : - Always asking question
 - Always show spirit to studying
 - Always answer teaching question

Active : - Asking question more
 - Show spirit to studying

- Answer teaching question more

Less active : - asking question once

- Sometimes show laziness and spirit to studying
- Answer teacher question once

Not active : - Never asking question

- Show laziness
- Never wants to answer teacher question

No	Respondents	Students participation			
		Very Active	Active	Less Active	Not active
1.	001			✓	
2.	002			✓	
3.	003			✓	
4.	004		✓		
5.	005			✓	
6.	006		✓		
7.	007		✓		
8.	008			✓	
9.	009				✓
10.	010		✓		
11.	011				✓
12.	012			✓	
13.	013				✓

14.	014				✓
15.	015				✓
16.	016		✓		
17.	017	✓			
18.	018		✓		
19.	019			✓	
20.	020			✓	
21.	021			✓	
22.	022				✓
23.	023				✓
24.	024				✓
25.	025				✓
26.	026	✓			
27.	027			✓	
28.	028				✓
29.	029			✓	
30.	030				✓

Table 2 : The observation of students' participation in cycle 1

Option	Frequency	Percentage
Very active	2	6,66 %
Active	6	20 %
Less active	11	36,67 %
Not active	11	36,67 %

Table 3 : The result of observation students' percentages in cycle 1.

The table above showed that there were 2 students (6,66 %) very active, there were 6 students (20%) active, there were 11 students (36,67%) less active, and there were 11 students (36,37%) not active. It mean that some of the students showed low respond and participant in teaching process and the application of teaching simple

present tense trough project based learning model shown still not good.

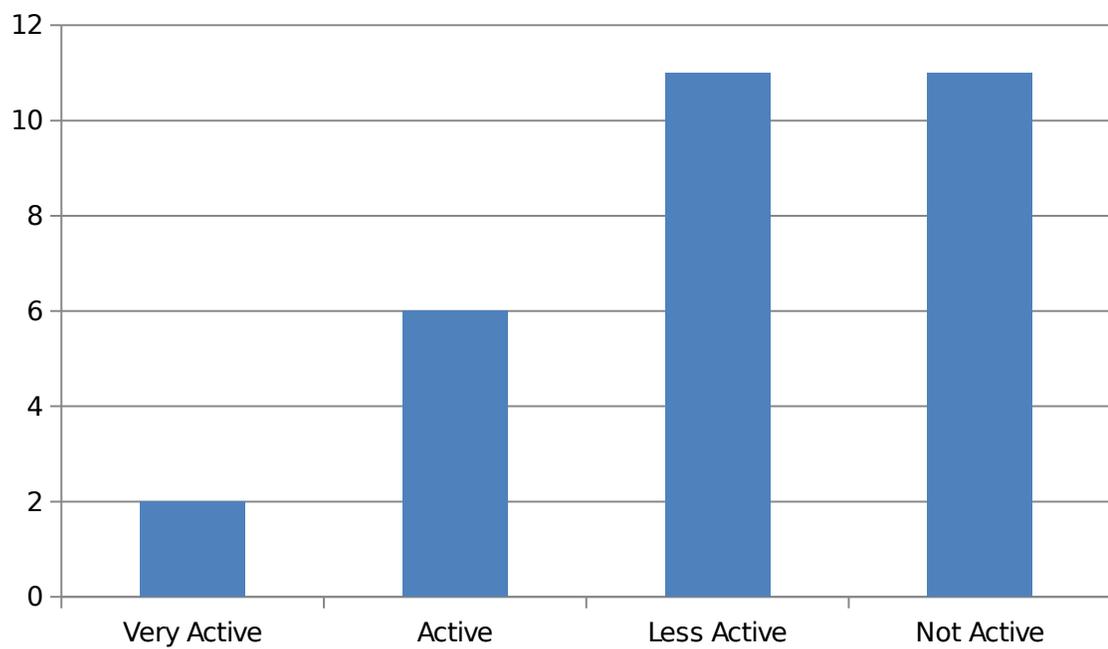


Diagram 1 : The diagram students' participant in cycle 1

d. Reflection

There were some weaknesses in the first cycle. Most of students were still confused about the simple present tense trough project based learning model. And they still confused with the rules of this activity even though the researcher had explained. The students' participation during learning process was low, only 2 students were very active, 6 students were active, 11 students were less active, and 11 students were not active. It means that the result in the first cycle was still low.

After making observation in the first cycle, the teacher concluded that learning process was still not effective. Most of the students did not pay attention and followed the learning process optimally. Some of students always out-in of the class. After doing interview, they said that they were laziness to follow learning process optimally because the teacher was not their teacher. And most of students could not present their answer. It was the challenged for teacher to develop teaching technique hopefully they were interest in learning process.

Therefore, it needs to have a new planning to solve the problem that still find in the first cycle. The researcher will try some development in term of steps of learning and the way to use the model in learning process.

2. Cycle II

After doing observation and reflecting in the first cycle, there were some weaknesses in the first cycle. Then, in order to decrease the weaknesses and to create the successful in the second cycle, therefore, in the second cycle was done. Based on the preparation as follows:

a. Planning

The planning in the second cycle as follows:

- 1). Making a lesson plan about project based learning model. See appendices!
- 2). Giving more motivation and positive suggestion to the students in order to be more active in learning process.
- 3). Classroom management. Setting the classroom into groups to create learning process better.
- 4). Teacher start the learning with question. The researcher explained the material (simple present tense) by using project based learning, and give examples.
- 5). The teacher and the students design planning project.
- 6). Arrange schedule. Teacher and learners make schedule related the project.
- 7). Learners and monitor project progress. Teacher and collaborator monitor the learning process.
- 8). Test result. The teacher prepares the test and asked to students do the test by group.
- 9). Evaluating experience. The teacher and collaborator do evaluation of learning process.

b. Acting

In the second cycle, firstly the teacher gave a question about the material and more explanation in understanding simple present well and easily, and gave more guidance to them how to understanding it well and easily.

The teacher gave clear explanation to the students and also gave the best tips to understand it well, easily, and variation of teaching technique. In this activity, the teacher explained again the material. But this time, the teacher not really difficult to explain the material because the teacher make the groups and added much examples in teaching. And also they have memorized some vocabulary. The teacher just

explained that was not understanding from the students, then the teacher gave some chances to the students to ask if there was something they still did not understand.

If the teacher concluded that all of students were understand. The teacher gave them exercises related to the material.

The teacher divided the students into six groups; every group consists of 5 students. Then, the teacher distributed the task. After that the students complete the simple sentence. Then teacher asked to change their work to other groups. Then the teacher asked the one student of the every group to present their work. And other group corrected about the work that they correction, Then the teacher gave them score. Then the teacher gave feedback to the students about the incorrect answers.

The teacher has given them explanation about the material learnt, the teacher gave them time for asked that they did not know and not clear yet. And then, the teacher answered those question and would given suggestion and the correct ways in make simple present sentence and would though them how simple present correctly to the students.

In this activity, the teacher and the students made conclusion about the learning material that had been studied. Then the teacher asked again the difficulties that the students got during teaching and learning process. After that the teacher gave some positive suggestion to the students again such as encouraging, motivating, and giving them spirit more and more before ending meeting.

c. Observation

The condition of the class in the second cycle was different with the first cycle. In this case, most of students got better and became more be exiting. The students looked enjoyed in learning simple present tense trough project based learning. They were more active in the class during learning process in groups although some of students still out-in of the class. They could be focused in learning process when they practiced within their group. The students' participation in learning simple present tense trough project based learning was more wonderful and better, because most of the students had practiced in asking, answer, responding some questions that the teacher given and the students had memorized much vocabulary.

The evaluation on students' understanding in learning simple present tense through project based learning model showed that in this cycle, the students got better score than in the first cycle. The result score of students' presented was increased than in the first cycle because the students more be active, more be accuracy and fluency in presented their answer. It means the result score of students good in presented.

Picture in the cycle 2: the situation of class was conducive.



Evaluation on students' simple present showed that the students mastery on simple present tense were mostly in good scores. The mean score was increased. It can be seen in table 4.

Cycle 2.

No	Respondents	Score
1.	001	85
2.	002	85
3.	003	85
4.	004	90
5.	005	90
6.	006	95
7.	007	95
8.	008	85
9.	009	75
10.	010	95
11.	011	85

12.	012	90
13.	013	80
14.	014	80
15.	015	85
16.	016	95
17.	017	95
18.	018	90
19.	019	90
20.	020	85
21.	021	85
22.	022	85
23.	023	90
24.	024	80
25.	025	80

26.	026	95
27.	027	90
28.	028	75
29.	029	80
30.	030	70
MEAN SCORE		83,50 %

Table 4: The result of the students' test in cycle 2.

The mean score of the students test of cycle 2

$$X = \frac{\sum x}{N} \times 100$$

$$= \frac{2505}{30}$$

$$= 83,50\%$$

Based on the result of observation above, the students' participant during teaching and learning process was increased. That means is more success than the first cycle. It can be seen in the table below:

OBSERVATION SHEET

Indicators in observing students activeness:

- Very active :
- Always asking question
 - Always show spirit to studying
 - Always answer teaching question

- Active :
- Asking question more
 - Show spirit to studying
 - Answer teaching question more
- Less active :
- asking question once
 - Sometimes show laziness and spirit to studying
 - Answer teacher question once
- Not active :
- never asking question
 - Show laziness
 - Never wants to answer teacher question

No	Respondents	Students Participation			
		Very Active	Active	Less Active	Not active
1.	001		✓		
2.	002		✓		
3.	003		✓		
4.	004	✓			
5.	005		✓		
6.	006	✓			
7.	007	✓			
8.	008		✓		
9.	009			✓	
10.	010	✓			
11.	011		✓		
12.	012		✓		
13.	013		✓		
14.	014	✓			
15.	015		✓		

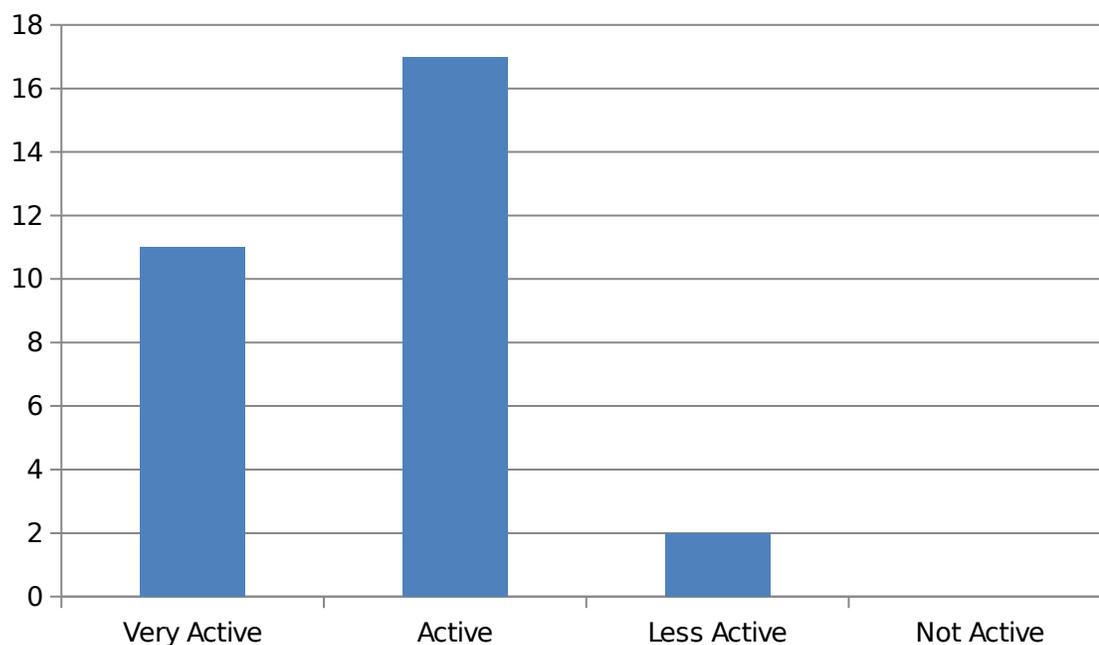
16.	016	✓			
17.	017	✓			
18.	018		✓		
19.	019		✓		
20.	020	✓			
21.	021	✓			
22.	022		✓		
23.	023		✓		
24.	024		✓		
25.	025		✓		
26.	026	✓			
27.	027	✓			
28.	028			✓	
29.	029		✓		
30.	030		✓		

Table 6 : The observation of students' participation in cycle II.

Option	Frequency	Percentage
Very active	11	36,67%
Active	17	56,67%
Less active	2	6,66%
Not active	0	0 %

Table 7: The result of observation students' percentage in cycle II.

The table above showed that there were 11 (36,67%) very active, there were 17 students (56,67%) active, there were 2 (6,66%) less active, and also (0%) students not active. It means the students respond or participant was increased. Most of the students were happily and enjoyable to application of teaching simple present tense trough project based learning shown good.



d. Reflecting

The learning was achieved in the second cycle; most of students were more easily in learning simple present tense, even though they found new vocabulary. The students had been familiar with this learning. More of students active in learning activities, 17 students were active, 11 students very active, 2 students were less active, and no student was not active, the students active in learning process and the ideal mean score had achieved 83,50%.

From the result above the teacher concludes that one of the appropriate ways in teaching simple present tense trough project based learning model because students would be better during learning process. But the teacher was not satisfied because still were students always out-in of the class beside the students were smart and good

dominate of simple present tense. Then, the teacher near the students and asked to the students about the situation of the class. Most of the students answer that the situation of the class was bored and very hot. So, the teacher interested to finish the problem of the students and continue this research.

3. Cycle 3

After doing observation and reflection in the second cycle, there was problem that made the teacher was interested to continue the research. In this cycle, the teacher prepared preparation to solve the problem. There were as follows:

a. Planning

The planning in the third cycle as follows:

- 1). Make a lesson plan about the project based learning. See appendices!
- 2). Giving more motivation and suggestion to be more active in learning process.
- 3). Giving more explanation about the material and prepare test.
- 4). Classroom management. Giving more intensive guidance and invite the students to go out of the class at the under tree.
- 5). Teacher star the learning with question. The researcher explained the material (simple present tense) by using project based learning, and give examples.
- 6). The teacher and the students design planning project.
- 7). Arrange schedule. Teacher and learners make schedule related the project.
- 8). Learners and monitor project progress. Teacher and collaborator monitor the learning process.
- 9). Test result. The teacher prepares the test and asked to students do the test by group at out-of class.
- 10). Evaluating experience. The teacher and collaborator do evaluation of learning process.

b. Acting

In this cycle, firstly the teacher gave more motivation and more guidance to be active in the learning process.

The teacher gave more explanation and gave more guidance to understand well about the material. In this activity, the teacher explained again the material. Then the teacher was asked the students to out of class on front of the class on field at under tree. After that the teacher divided the students into sox groups, every group consist maximal five students. Then the teacher distributed the task sheet and asked to the students arrange the sentence in out of class. Besides that, the teacher and observer were more monitoring the students in their group. After that, the teacher and students discussed together about their answer. And asked to some students of every group explained their answer. Then, the teacher gave them score.

In addition, the teacher gave them individual task to know the students' domination of simple present tense.

The last activity, the teacher concluded the material that had been studied. Then, the teacher gave them suggestion and motivation to study more in their home.

c. Observation

Based on the observation, the condition of the students was so different then the first and the second cycles. In this cycle, the students more active and more enjoy in learning process. The students more be focused in their activity. The students' participant was better and more active in learning process. The students more be practiced in their group and more spirit in learning simple present tense trough project based learning model in out of class.





Pictures cycle III : The situation students' in out of class was conducive.

The evaluation on students' dominate about simple present tense by project based learning model was increasing and interesting. The students got better score than the first or the second cycle. The result score of students' presented was more increased than other cycle. The students more be active, enjoy, focused and more be accuracy and fluency in presented their answer. It means, the result score of students was very good in presented.



Pictures cycle III: the situation of the class was conducive.

Evaluation on students' simple present tense showed increased. It can be seen in table 5.

Cycle 3

No	Respondents	Score
1.	001	90
2.	002	85
3.	003	90
4.	004	90
5.	005	80
6.	006	80
7.	007	80
8.	008	90
9.	009	80
10.	010	100
11.	011	90
12.	012	90
13.	013	80
14.	014	80
15.	015	90
16.	016	90
17.	017	100
18.	018	90
19.	019	90
20.	020	85
21.	021	80
22.	022	85
23.	023	90
24.	024	80
25.	025	80
26.	026	100
27.	027	80
28.	028	80
29.	029	80
30.	030	80
MEAN SCORE		86,16 %

Table 5 : the result of the test in cycle 3.
The mean score of the students test of cycle 3

$$\begin{aligned}
 X &= \frac{\sum x}{N} \times 100 \\
 &= \frac{2585}{30} \times 100\% \\
 &= 86,16 \%
 \end{aligned}$$

The result of the observation sheets about the students' participant during learning process increased and successful. It can be seen in the table below:

OBSERVATION SHEET

Indicators in observing students activeness:

- Very active :
- Always asking question
 - Always show spirit to studying
 - Always answer teaching question
- Active :
- Asking question more
 - Show spirit to studying
 - Answer teaching question more
- Less active :
- asking question once
 - Sometimes show laziness and spirit to studying
 - Answer teacher question once
- Not active :
- Never asking question
 - Show laziness
 - Never wants to answer teacher question

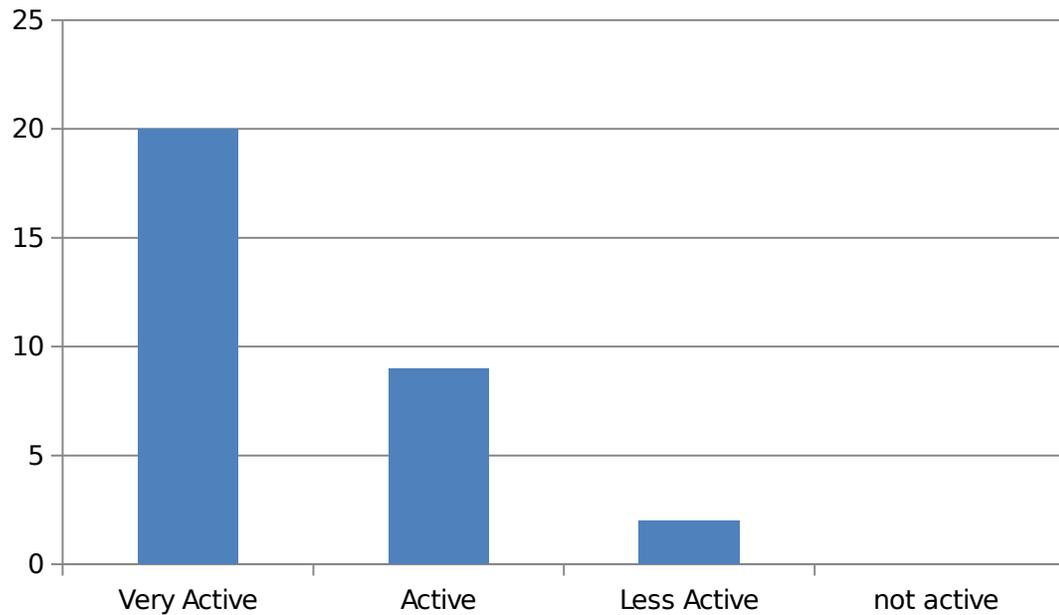
No	Respondents	Students participation			
		Very Active	Active	Less Active	Not active
1.	001	✓			
2.	002	✓			
3.	003	✓			
4.	004	✓			
5.	005		✓		
6.	006	✓			
7.	007	✓			
8.	008		✓		
9.	009			✓	
10.	010	✓			
11.	011	✓			
12.	012	✓			
13.	013		✓		
14.	014		✓		
15.	015		✓		
16.	016	✓			
17.	017	✓			
18.	018		✓		
19.	019				
20.	020	✓			
21.	021	✓			
22.	022	✓			
23.	023	✓			
24.	024		✓		
25.	025		✓		
26.	026	✓			
27.	027	✓			
28.	028		✓		
29.	029	✓			
30.	030	✓			

Table 6: The observation of students' participation in cycle 1

Option	Frequency	Percentage
Very active	20	66,66 %
Active	9	29,98%
Less active	1	3,33 %
Not active	0	0 %

Table 7 : The result of observation students' percentages in cycle 3.

The table above showed that there were 20 students (66,60%) very active, there were 9 students (29,78%) active, there were 1 students (3,33%) less active, and there were 0 students (0%) not active. It means that all of the students showed good respond, they more enjoy and more active in learning. They more were spirit and increased in learning process and the application of teaching simple present tense trough project based learning model showed very effective in out of class.



d. Reflection

The learning was very effective and conducive in this cycle because all of students were more enjoy and interesting in learning process. Most of students were more easily in doing the task of simple present. The students more dominated about the simple present. There were 20 students very active, 9 students were active, 1 students less active and not students not active. It was means the project based learning model effective in learning simple present tense. The mean score had achieved 86,16 %.

Based on the result above, the teacher concluded that teaching simple present tense trough project based learning model was more effective in out of class.

B. Discussion

By considering the findings, the teacher present the discussion of data given to the students, the section described about the effectiveness' of project based learning model in teaching simple present tense through project based learning model. The students' at the eight year of SMN 8 Palopo was low in the first cycle then the second cycle that means the learning was effective at the second cycle, but the more effective in the third cycle. It could be identified from the result cycle 1, 2 and 3. The use of project based learning model was effective in teaching simple present tense at the eight years of SMPN 8 Palopo especially out-of class.

To know the effectiveness of project based learning model in teaching simple present tense in this case, the teacher discusses the result of data analysis in accordance with the scope of the research. The discussion is intended to know the

effectiveness of project based learning model in teaching simple present tense trough project based learning model at the eight year of SMPN 8 Palopo.

1. The firs cycle

During the action in the first cycle, the teacher explained about the definition of simple present tense and explained one by one the function of simple present tense through project based learning model. Before explaining simple present, the teacher asked to the students about their daily activity or habitual action in Indonesian language. Then, the teacher explained one by one about the definition and the function of simple present tense. After that, the teacher gave some examples in English. And then, the teacher called some of students to make some examples on the white board the asked to the students explained their answer. If the finished, the teacher corrected one by one of the examples. Then, give them some exercises. And then teacher gave suggestion and the correct ways sentence in simple present tense.

Based on the analysis from the students test and the observation of the cycle I, it is found that the students still cannot achieve the standard goal that have been planned previously in the lesson plan. The students still low participant in learning process. This reality challenged the teacher to create the better for the next cycle in using project based learning model in teaching simple present tense.

When the teacher corrected, the teacher always gave them some intermezzo to make them not bored and the concentrations' of the students still focus to the teacher.

Another that, the teacher was explained too about there are two kinds of simple present tense and gave them some examples. And before the teacher

explanation one by one the kinds of simple present tense, the teacher gave them two examples about the material. Then, the teacher asked to the students to different the sentences? But the reality the students could not how to different the sentence. It is means the students could not how to different the kinds of simple present tense. And then the teacher explained one by one kinds of simple present.

Furthermore, the teacher had given them explanation about the material learnt, the teacher gave them time for asked that they did not know and not clear yet. And then, the teacher answered those questions and would given suggestion and the correct ways in make simple present sentence and would taught them how to make sentence in simple present tense correctly to the students.

In addition the teacher explained about the kinds of simple present tense. The teacher distributed the task sheets, and asked to the students for correct the sentence of simple present tense. The teacher asked to the students to correct the sentence. The teacher gave them some times to do that task. After that, the teacher chose some of students to write their answer on the white board. And then the teacher corrected the students' answered. Furthermore the students made correct the sentence, then the general mistake from the sentences they forgot how to use to be, do or does in the sentences. Then, the teacher gave evaluation of the students answered.

After that, the teacher discussed with the students about their difficulties that they did not know what the function of to be, do, or does and they less vocabulary. Then the teacher gave some examples concerning the learning material that had been studied. After that in confirmation, the teacher gave feedback related to the result of

students' exploration and elaboration about simple present tense. Then the teacher gave some correction about the mistakes they had made, and also helped them solving their difficulties about the task. After that the teacher asked to the students to study about the uses of to be, do or does and memorizing vocabulary specially verb.

The students' participant in learning simple present tense through project based learning model relating to the data analysis based on the observation, the teacher present the students participant in learning simple present tense in cycle 1 was low interest. And relation to the observation sheet of students' participation in learning simple present tense through project based learning model in the first cycle, it was found that just there were 2 students very active and the percentage reached 6,66 %, The active students were 6, and the percentage reached 20%. The less active students were 11, and the percentage reached 36,67 %. And there were 11 students who were not active and the percentage 36,67 %. The means of students' participant was low, to reach the criteria of success was determined 70 %. It means that the criteria of success had not been reached in the first cycle.

In the fact, from the result of students' activities in the first cycle many students still confuse how to use of to be, do, and does in sentence. Besides, the model was still unfamiliar for them during learning process in their school. Based on the observation activities did the teacher and observer in the first cycle. It was found some weakness in teaching, there were: a) the class situation was not effective during learning, the students still out-in of the class, they disturb each other student, beside that they did not pay attention to the teacher explanation. b) Most of students

were still confused with the way to complete the sentence, even though the teacher had explained. In the first cycle the students had no able to practice this activity well.

c) The evaluation mean score in simple present test was 68,83%, it means the students' scores in the first cycle were still low because almost students had poor ability in simple present tense.

The average score that students got in the first cycle had not reached the criteria of success in working indicator. The problem in the first cycle motivated the teacher to continue to the next cycle in the second cycle, the teacher observed the students more intense and did new plan such as rearrange the students position, giving more explanation about material, so the students' score in the second cycle must be increased and the result of observation made by observer to activities teacher conclude the learning simple present tense trough project based learning model that the students' simple present tense still low.

The problems in the first cycle attracted the teacher to continue the next cycle, and made some different strategies in the second cycle, the teacher observed the students more intense and did new plan such as rearranged students' and make them into groups.

2. The second cycle

The teacher divided the students into six groups; every group consists of 5 students. Then, the teacher distributed the task. After that the students complete the simple sentence, and then asked to change their work to other groups. Then the teacher asked the one student of the every group to present their work. And other

group corrected about the work that they correction, then the teacher gave them score. Then the teacher gave feedback to the students about the incorrect answers.

Sometimes every the teacher corrected, the teacher gave them some intermezzo to make them not bored and the concentrations' of the students still focus to the teacher.

The teacher has given them explanation about the material learnt, the teacher gave them time for asked that they did not know and not clear yet. And then, the teacher answered those question and would given suggestion and the correct ways in make simple present sentence and would though them how simple present correctly to the students.

In the second cycle made students to be more active in the class during the learning activity with simple present tense through project based learning model. Then the teacher gave more explanation and guidance the students for understand and practice to complete the sentence.

In observation activities in the second cycle, observing the learning activity about situation class and students' activity during learning process by project based learning model. The students' participants were increasing. They were active in their group with their friends, but some of students still out-in of the class because situation of the class was very hot, but they more be enjoyable and more spirit to study. They were asking one another. And they were very focused in their activity. The condition of the classroom was more active than the first cycle. They were supported one another in the groups.

In the solved problem in the first cycle, the teacher planned to fix the weakness in the second cycles by giving students different technique to get maximal score based on characteristic that had been decided before. Students' simple present tense in the second cycle had been improved than the first cycle. It indicated that after giving the reflection based on the observation in the first cycle, the students had better achievement therefore they had known in the application of effective ways in teaching simple present tense through project based learning model. The students were focused and spirit in learning process, they were easier in understanding simple present tense.

The students' participant in teaching simple present tense through project based learning model related to the data analysis based on the observation, the teacher presented the students' participants in learning simple present tense in cycle 2 were interesting and the attitude of the students' more be better. And relation to the observation sheet of students participation in learning simple present tense through project based learning model, in the second cycle, it was found that there were 11 students very active, and the percentage reached 36,67% . The active students were 17, and the percentage reached 56,67%. The less active student were 2, and the percentage reached 6,66%. And there were 0 students not active and the percentage 0%. The mean of students participant was 83,50%, to reach the criteria of success was determined 70%. It means that the criteria of success had been reached in the second cycle.

The students' score in the second cycle were still varieties based on the test but it had improved than the first cycle, because the score success characteristic had been achieved 83,50%.

Based on the result above the teacher concluded that the effective ways in teaching simple present tense trough project based learning model is trough grouping technique, the teacher should can implemented teaching model is goodly, which is suitable with subject matter in teaching learning process. The need to use variously instructional media or model will be able to help students to increase their simple present tense.

Based the result above, the project based learning model was effective in the second cycle. But the teacher is not satisfied because some of students still out-in of the class. So, the teacher interest to solve the problem. The teacher challenges to continue the next cycle.

3. The third cycle

The teacher explained again the material. Then the teacher asked the students to out of class. After that the teacher divided the students into six groups, every group consist maximal five students. Then the teacher distributed the task sheet and asked to the students arrange the sentence in out of class. Besides that, the teacher and observer were more monitoring the students in their group. After that, the teacher and students discussed together about their answer. And asked to some students of every group explained their answer. Then, the teacher gave them score.

Sometimes every the teacher explained the material, the teacher gave them intermezzo to make them more enjoy in learning process.

In addition, the teacher gave them individual task to know the students' domination of simple present tense.

In the third cycle, most of students to be more active and more enjoy in learning process. And the teacher gave more motivate to study. Based on the observation activities this cycle during learning process by project based learning model was very effective because most of students interest in learning process. They more be enjoyable and more spirit in their activity especially in their group. The class condition was more conducive. The students were friendly with their friends.

Based on the result above, the teacher finished the learning in the third cycle. The students' dominate simple present tense could be improved by using project based learning model that can make the students interested in learning process because it creates more enjoyable situation in learning and every took place naturally. This study is relevant to some experts' opinion about the project based learning model. Project based learning model is a learning model that uses projects or activities as a medium. Project-based learning is a learning model that involves a project in the learning process. Project done by students can be either an individual or group project and implemented within a certain period collaboratively, produce a product, which was then displayed or presented.¹

¹Trisna sastradi <http://mediafunia.blogspot.com/2013/02/model-pembelajaran-berbasis-proyek.html>

The teacher need something different to make students interested, mostly students are easy to get bored, therefore teacher need something interesting that can motivate them. It is based the character and attitude of the students that they are curious and often seek something that teacher notices them and shows appreciation for what they are doing. So, to motivate them, teacher needs something new that can stimulate their curiosity.

Given that each student has a different learning style, the Project Based Learning provides opportunities for students to explore the content (materials) using a variety of ways that are meaningful to him, and conduct collaborative experiments. Project-based learning also increased enthusiasm for learning. Project-based learning is a learning model that involves a project in the learning process. Project done by students can be either an individual or group project and implemented within a certain period collaboratively, produce a product, which was then displayed or presented. Project Based Learning is designed for use on complex problems that required students to perform investigate and understand it. Automatically, when the students present their works, they will remember when they meet again.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After finished the research, the researcher concludes that project based learning model is effective in teaching simple present tense to the eighth year students of SMPN 8 Palopo. The effective way in teaching simple present tense trough project based learning model could be described as follows:

1. The teacher stars with a question that relevant about the simple present tense.
2. The teacher gives more explanation about the simple present tense.
3. Dividing the students into some groups.
4. The teacher gives test.
5. After the students do the test, the teacher asks students to change their work with other group.
6. The teacher asks one students of every group to present their answer.
7. The teacher and the students correct together the test.
8. The teacher gives score.

Project based learning model is a good model can be applied in the classroom. Using project based learning model in teaching simple present tense is effective way in increasing domination students' simple present tense. Because by using project based learning model in teaching simple present tense, the students more easy to know and make sentence in simple present tense, they can easy to understand about the material. Teaching simple present tense through project based learning model is one of the effective way in teaching simple present tense, since this model effective and easy ways that can be applied in the classroom.

The students were interesting in teaching simple present tense by using project based learning model. Through project based learning model, the students more spirit in studying simple present tense and the student more friendship in solving the text, especially in out-of class on field at under tree.

Since, they were able to comprehend the material well. The situation of the teaching and learning process became more enjoyable and interesting, and all of the students were involved in the teaching and learning process. It can be proven by the result of this research where it shows significant increasing and dominating simple present tense through project based learning model.

B. SUGGESTION

Based on the conclusion above, teacher gives some suggestion as follows:

1. Teacher

In learning process an English, the teacher should be more creative in apply a model to the students which can make them relax and enjoy getting the material and also the teacher should make the classroom situation to be fun. One of the ways is through project based learning model. By project based learning model, the students more active in problem solving and the students more interesting during learning process. Teaching simple present tense through project based learning model can be improved the students' simple present tense. So, the teacher must be tried to apply the project based learning model in teaching especially in teaching simple present tense.

2. Students

By project based learning model the students can understand the lesson and easy to make sentence in simple present tense, and the students become more interesting during learning process. So, the students must to use project based learning in teaching especially in teaching simple present tense.

3. Other Teacher

This research is hoped can be a model for other research who is interested in continuing this research and to employ this research result as the compare material and the first information. So, researcher thinks in learning process especially teaching simple present the teacher should be applied better a model in classroom like project based learning.

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AUTOBIOGRAPHY

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