

**THE APPLICATION OF PAKEM (ACTIVE, CREATIVE, EFFECTIVE,
AND FUN) METHOD IN TEACHING SIMPLE
PRESENT TENSE AT THE EIGHTH YEAR OF
SMP PMDS PUTRI PALOPO**



A THESIS

**Submitted to the English Language of SI Tarbiyah Department
of State Collage for Islamic Studies of Palopo in Partial
Fulfillment of Requirement for S.Pd
Degree in English Education**

By,

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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTEMENT OF
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN) PALOPO**

2014

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ABSTRACT

Asma Rangga, 2014, The Application of PAKEM Method in Teaching Simple Present Tense at The Eight Year Students of SMP PMDS Putri Palopo. Thesis, English study Program of Tarbiyah Department in State College for Islamic Studies (STAIN) Palopo.

Keyword: The Application of Pakem Method in Teaching Simple Present Tense.

This thesis studies on the use PAKEM method in teaching simple present tense. The research questions are : (1) Does PAKEM (active, creative, effective and fun learning) method enhance the students' ability in using simple present tense at the eighth year of SMP PMDS Putri Palopo ? (2) How is the students' perception toward the use of PAKEM method in improving the students' ability in simple present tense at the eighth year of SMP PMDS Putri Palopo ?

To find out the effectiveness of PAKEM in enhancing the students ability in using simple present tense and perception toward PAKEM method improving students' ability in using simple present tense at the eight year of SMP PMDS Palopo Putri.

The research applied pre-experimental method using of pre-test and post-test. The researcher focused on the Eight year students of SMP PMDS Putri Palopo, who were academic year 2014. The number of population is 20 students and as a sample using the total sampling technique. The researcher collects the data by using a test and questionnaire and the researcher analyzed the students' score by using t- test analysis

Based on the finding and discussion of data analysis in previous chapter, the researcher describe the result of the research indicate that the score of the student's understanding simple present tense at the eight year students of SMP PMDS Putri Palopo through teaching simple present tense, is the proved by calculating the different of both test (pre-test and post-test). The score of the students in pre-test 520(26) and post-test 1490 (74,5). It mean that the use of pakem technique improvement students' to the study simple present tense. In addition, the researcher found almost all of the students gave positive responds toward active teaching simple present tense.

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Praise be to Allah SWT, because of his blessing and guidance so the writer can finish this thesis, although in a simple form and the writer realizes that there are still many lack. The writer expect constructive critical and suggestion for the improvement perfection from the readers.

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The writer

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CHAPTER I

INTRODUCTION

A. Background

Concept of Pakem is defined as a process of learning to implement an interactive, inspiring, fun, challenging, motivating the students to participate actively and provide enough space for the initiative, and independence according to their talents, interests, and the physical and psychological development of students.¹ Pakem is learning approach that allows learners perform a variety of activities to develop the skills, attitudes, and understanding with emphasis on learning by doing, while teachers use a variety of resources and learning tools including utilization of the learning environment that is more interesting, fun, and effective.²

Pakem is learning technique, both the methods, approaches, or procedures or rules in order to produce a learning incentive transfer knowledge from teacher to students is more optimal.³ Pakem is essentially a model of learning which is tries create an optimal interaction all the components of learning, so that students and teachers play an active role in creating a creative objective effectively without feeling

¹Tatik P , *Concept of Pakem*. <http://smpn3singingiaartikel.blogspot.com/2010/05/konsep-pakem.html>. Accesed on December 5th, 2013 at 05 p.m

²Ajat Sudrajat. *Pakem*. <Htt://20211867.siap.sekolah.com/2012/05/18/pembelajaran-aktif-kreatif-efektif-dan-menyenangkan-pakem/>. Accesed on Desember 5th,2013 at 05 p.m

³Muh. Salman. *Pakem is Conventional Learning Strengthening Identity Teacher*. <http://re-searchengines.com/Syukur1208.html>. Accesed on December 6th.2013 at 08 p.m

burdened by such activities.⁴ Pakem is learning characteristics in this study area that also included in the model of learning at a middle and high level.⁵

The knowledge underlying our ability to produce and understand sentence in language⁶. Chomsky likened competence an idealized speaker-hearer who does not display such performance variable as memory limitation, distraction, shifts of attention, interest, errors and hesitation phenomena such repeats, false starts, pauses, omissions, and addition⁷. There may be some people who could speak in English, but sometimes do not have attention to grammatical aspect. But, when they want to convey their ideas in written form they should pay attention to grammar as something important, so people can understand what grammatical the writer described.

Many students make grammatical errors in speech and writing grammatical. This occurs because they do not understand how to use grammar properly in communication. The teacher has to know strategy and teaching technique in order make the students understand.

Learning in school not only gives the material and allow students to finish the task, but it so demands the teacher to provide motivation, approach, and the

⁴Depdiknas.Pakem. <http://sdnmulyorejo3mlg.blogspot.com/2011/12/model-pembelajaran-aktif-kreatif.html>. Accessed on December 6th, 2013 at 09 p.m

⁵Guru. *Model learning Pakem*. <http://infoguruindo.blogspot.com/2013/05/model-pembelajaran-pakem.html>. Accessed. on December 6th, 2013 at 09 p.m

⁶Jack C. Richards, *The context of Language Teaching* (Cambridge University Press: 1985). p. 144

⁷ H. Douglas Brown, *Principle of Language Learning and Teaching* (San Fransisco State University, 1994). p. 31

election material, so that students can achieve learning objectives. In addition, the selection technique in teaching should be able to make the students are interested, pleasant, happiness.

Similarly, researcher encountered problems from the results of interview with students at the school SMPN PMDS Putri Palopo, most them are not glad in the English lesson, because English lesson is difficult and bored by the students also method is used by the teacher is still monotonous. Beside, the students are difficult to arrange words to be a correct sentence in oral and written.

One of the grammar materials for SMP student is simple present tense. Simple present tense is used to express about daily routines and the general truth. It is very useful tenses in daily communication since it always used by people to communicate in a big portion. Therefore, the teacher should find a good way to teach this material.

There are some ways for the teacher to implement in the classroom in order to develop grammar ability and improve students' interest, such as, the application of the PAKEM (active, creative, effective and fun learning) method. PAKEM method is one of the learning method that may become a solution to improve grammar ability. This method involves all students and each student must be active. This method essentially make fun and enjoyable activities.⁸ The students can learn tenses, especially simple present tense through this method.

⁸Jamal Ma'mur Asmani. *7 Tips Aplikasi PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan)* Diva Press: Jogjakarta 2011.

For this reason, the researcher is interested in conducting a research on “The application of PAKEM (active, creative, effective and fun learning) method in teaching simple present tense at the Eighth Year Students of SMP PMDS Putri Palopo”.

B. Problem Statement

Based on the description in the research background above, the researcher state some problem in this research as follow :

1. Does PAKEM (active, creative, effective and fun learning) method enhance the students’ ability in using simple present tense at the eighth year of SMP PMDS Putri Palopo ?
2. How is the students’ perception toward the use of PAKEM method in improving the students’ ability in simple present tense at the eighth year of SMP PMDS Putri Palopo ?

C. Objective of the Research

Based on this question set above the researcher states the specific objectives of this research as follow:

1. To find out the effectiveness of PAKEM method in enhancing the students ability in using simple present tense.

2. To find out the students' perception toward PAKEM method in improving the students' ability in using simple present tense at the seventh year of SMPN PMDS Putri Palopo.

D. Significances of the Research

Practically, the aim of this research is to increase the students' ability in using simple present tense at the eighth year of SMP PMDS Putri Palopo. The researcher hope that the students enjoy and have motivation and interest in learning grammar. So, their grammar ability can be developed through PAKEM, method.

Theoretically, the result of the research is hoped to give the information to the teachers, not to use PAKEM method in teaching grammar.

E. Scope of the Research

The scope of the research is only focused on the implementation of PAKEM method in the classroom in enhancing students grammatical ability especially in simple present tense. The simple present tense consist of verbal and nominal sentences.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

1. Previous Studies

In writing this thesis, the research found some research related to this research as follows Siti Ningsi Soel (2009), and Hernawati (2009).

The research, Siti Ningsi Soel had conducted research entitled. Improving Creating Grammar through Reordering Word at the Eight Year Student of SMPN 8 Palopo. She concluded that the use of reordering word can improve grammar ability and they were interested in learning specially in using the future perfect continuous tense of the eight year student SMPN 8 Palopo. Furthermore, she suggested the teacher must always encourage the students and they must always be creative in making grammar exercise.⁹

The researcher, Hernawati had conducted research entitled. Improving creating Students Grammar Achievement through Situational Language Teaching (SLT) Method at the Seventh year of SMPN 8 Palopo. She concluded that the use of Situational Language Teaching (SLT) method is effective method to improve the student grammar achievement at the seventh years of SMPN 8 Palopo. In addition, she

⁹Siti ningsi soel, A thesis on title *Improving Grammar Through Reordering Word at the eight year students of SMPN 8 Palopo*, (Palopo : STAIN Palopo, 2009). p.68

suggested that English teacher in teaching process should pay attention to choose a method because every skill (listening, writing, speaking, and reading) has difference method in learning process. To get the purpose of learning, the teacher should choose a method which has correlation between material and the purpose of teaching.¹⁰

2. Some Pertinent Ideas

B. Definition of PAKEM

PAKEM is one of the method that is generally aimed to make the learning process better than before. In PAKEM, the learning process should be active, creative, effective and fun. Active means that the situation should be created that support the students to get involve in learning process such as asking and discussion activities. Creative means that a teacher should create various learning activities therefore can fulfill the needs of every level of students. Effective means that the students can understand the material on time based on the learning target. While fun means that the teacher make the students are relax and then can focus on the learning material.

There are some characteristic of PAKEM learning method. As follows:

1. Students are involved in every activities of the learning.
2. Teacher uses many kinds of media and techniques in making the students

spirit and motivation

¹⁰ Hernawati, A thesis on title *Improving Students Grammar Achievement through Situational Language Teaching (SLT) Method at the seventh year of SMPN 8 Palopo* (Palopo : STAIN Palopo, 2009). p.59

3. Teacher arrange the class with some picture and book as “reading corner”
4. Teacher applies the cooperative and interactive learning such as group work to support the student learning styles.

Some Application Process in PAKEM:

1. Understanding the students’ characters and personalities.
2. Knowing every students personally..
3. Creating a good atmosphere in the classroom.
4. Giving Feedback in order to increase the quality of learning process.
5. Differentiating the active mentally and active physically .¹¹

Active, Creative, Effective, and Fun teaching and learning (PAKEM) has become a favorite in almost every workshop learning. Along with the shift of the paradigm of teacher centered to student – centered, hence the need for creativity in creating an attractive learning so realize PAKEM is contextual teaching and learning .

PAKEM also a learning apporoach that allows learners perform a variety of activities of activities to develop the skills, attitudes, and understanding with emphasis on learning by doing, while environment that is more successful learning and fun so as to encrease the motivation to learn. With the increased motivation to learn that students can make a posotive decision.

¹¹Jamal Ma'mur Asmani. *7 Tips Aplikasi PAKEM (Pembelajaran Aktif, Kreatif, Efektif, dan Menyenangkan)* Diva Press: Jogjakarta 2011.

Feature active in PAKEM means of learning allows students to interact actively with the environment, manipulate objects in it and observe the effect of the manipulation that has been done. Teacher are actively involved in designing, implementing and evaluating the learning process. Teachers are expected to create an atmosphere that supports the (favorable) so that students actively ask.

Suggest that the ideal learning process is learning that can stimulate learners to be able to reveal any potential for him to be able to reach so many competencies according to their talents and interests, rather than just spoon-fed by teachers with all kinds of knowledge. Meaningful learning, too, emphasizes the development of students' potentials, so that learning is not sourced or focused on the teacher, but rather focused and centered on the learner. Such learning process should ideally be done in a polite and pleasant. Not with doktrinisasi / pressure. So it can be said that learning is child-friendly learning or sharpening principle, love, care. There are eleven indicators / benchmarks that learning can be categorized is creative and effective learning fun, namely :

a. Method of learning

1. Activities of student learning using a variety of learning methods (interviews, observation, role, play, study, take place outside and inside the classroom) according to subject.
2. Activities of student learning using learning methods in accordance with the specifications of materials.

3. The use of the method accordance with student learning activities learning implementation plan.

b. Classroom Management

1. Activities varied student learning (individual, pairs, groups, classical).
2. Diverse student groups (gender, socio-economic, intelligence).
3. Learning activities using predefined seating.
4. Codes of conduct for the class is created (and agreed) with the students and teachers. Ideally purely students initiative (special high grade)

c. Questioning skills :

1. The question asked teachers to fishing / support students in developing concepts / ideas indenpendently.
2. Teacher ask question always give pause (wait time) which gives all students the freedom to think, then pointed the students to answer without favoritism at random.
3. Teachers are also encouraged students to ask questions, argue and / or question the idea of teachers / other students.
4. Students answer teacher questions first raised hand without rowdy atmosphere.
5. Students dared to ask, opinion and / or questioning whether oral opinion / writing.

d. Individual services :

1. There is program of independent study students who are well-planned and well-executed.
 2. Students can complete task / problems with reading, ask questions or make observations and experiments.
 3. Teachers to identify, design, implement, evaluate and follow up the individualized learning program in response to the specific needs (hyperactivity, autism, slow).
 4. Learning activities cater for individual differences (type of study, students : audio, visual, motor, audio-visual, audio-visual-motor) using multimedia.
 5. Students perform activities of reading and writing on their own and documented.
- e. Learning resources and learning tools
1. Teachers use a variety of learning resorces (reading corner, library, neighborhood)in accordance with the competencies to developed.
 2. Teachers create a learning tool thatwas developed in accordance with their competence .
 3. Teacher skilled / master tools teaching match the materiel being taught.
 4. Worksheets encourage studens to discover concepts / ideas / formulas / ways (notjust work orders) and can apply it in the context of real life everyday.
- f. Feedback and evaluation
1. Teachers provide feedback that challenge (encouraging studens to think more)according to the needs of studens.

2. Teachers provide feedback (verbal / written) individually.
3. Teachers use various types of assessments (tests and non-test) and to undertake follow-up.

4. Each process and learning outcomes accompanied by a reward / recognition and recognition of verbal and / or non-verbal.

g. Communication and Interaction

1. Help teachers to students in learning is encouraged to think (eg by asking again).
2. Each lesson free from threats and intimidation (which is marked: there is no fear, labeling, bullying children enjoy, teacher friendly).
3. Each of the learning process is free from the abuse (emotional, physical, sexual abuse).
4. Behavior class citizens (students and teachers) in accordance with the order made jointly and ethics.
5. Students listen well when the teacher or other students talking.
6. Well-established communication between teacher-student and student-student.

h. Student Involvement

1. Students are active and fun to / work in any learning activities.
2. The teacher always gave the students the chance to perform in front of the class to present / express / do something.
3. In every work group is no clear role for individual students and performing in rotation.

i. Reflection

1. After each lesson the teacher asked students to write / express impressions and students about what they have learned.

2. Teachers implement reflection / meditation on the strengths and weaknesses of the learning that has been implemented.

j. Student Work :

1. A variety of students' work is displayed, an organized rapid replaced regularly according to the development of learning materials delivery.

2. The student's work is pure work / produced by students themselves.

k. Learning outcomes :

1. Students learning outcomes meet the criteria of a minimum passing grade.

2. Students experience increased personal competence / social match potential (cooperation, tolerance, resolve conflicts in a healthy, responsible, and leadership).

3. Students increased self-confidence (the ability to ask, answer and perform in front of the class).

Class creative and effective active learning and fun was not only visible from the physical aspect, such as the number of displays in the classroom so seemed crowded and lively, but more importantly and foremost is the process of learning and teaching that has unconventional anymore. Let, by learning active learning fun creative and effective national examination's welcome with optimism and

confidence. I believe that all teachers have long implement active learning effective creative and fun.¹²

C. Definition of Grammar

There are some definition about grammar as follow:

Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. Technically, grammar refers to sentence level rules only, and not to rules governing the relationship among sentences, which we refers to as discourse rules.¹³

By David Cristal says that grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, we can monitor the meaning and effectiveness of the way, we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone, not only teachers of English, but teachers of anything, for all teachers is ultimately a matter of getting to grips with meaning.

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¹²Emerson Motor. <http://www.perloccidente.it/indicators-of-effective-active-learning-creative-and-fun/com/2014/01> *Indicators of Effective Active Learning Creative and Fun*. Accesed on January 6th, 2014 at 09 p.m

¹³Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Francisco State University, 2001). p. 362

Grammar is a set rules and examples dealing with the syntax and word structures of a language, usually intended as an aid to the learning of that language.¹⁴

Grammar is sometimes defined as the way words are put together to make correct sentences.¹⁵

Based on the definition grammar above, the writer make conclusion that grammar is a rule or the way of arranging the word to make a correct sentences.

D. Grammatical Competence

The native speaker's grammatical competence is reflected in two types of intuition which speakers have about their native language.

1. Intuitions about sentence well formalness.
2. Intuitions about sentence structure.

The word intuitions is used here in a technical sense of the which has changed from standardized in linguistics: by saying that has a native speakers intuitions about the well formalness and structure of sentence, all is that we are saying he has the ability to make judgments about whether a given saying is well-formed or not, and about whether it has a particular structure or not. The term well-formed is also a standard technical term in the linguistics literature : for the time being, you can

¹⁴ Richard Nordquist, *What is Grammar?* (<http://grammar.about.com>). Accessed on 30th october 2011

¹⁵ Penny Ur, *A Course in Language Teaching Practice and Theory* (Cambridge University Press, 1996). p. 75

think of it as meaning “ok” – but a little later, we'll try and define well forkedness a little more precisely.

These intuitions about sentence span four different aspects of language namely phonology (the study of sounds and sound system), morphology, syntax, and semantic. Hence, we can say that native speakers have phonological, morphological, syntactic, and semantic competence, and that this competence is reflected in their intuitions about the phonological, morphological, syntactic, and semantic well forkedness and structure of sentences in their native language. ¹⁶

E. Principle for Teaching Grammar

Before conducting a grammar class, there must be some principles have to be noticed by the teachers in order they can commit successfully. According to Nunan, there are at least three principle in teaching the grammar to the students, they are :

1. Integrated both inductive and deductive methods into your teaching.

In the deductive classroom the teacher gives grammatical explanation or rule followed by a set of exercise designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work form principles to example. Inductive procedures reverse this process and though a process of guided discovery, get them to work out the principles or rule for themselves.

¹⁶ Andrew Radford, *Transformational Grammar* (Cambridge University Press, 1989). p. 4

2. Use tasks that make clear the relationship between grammatical form and communicative function.

Grammar-based courses are relatively ineffective because they teach grammar as an abstract system. Present the language as isolated sentences and fail to give learners and fail to give learners as proper context for the grammar point. Teaching was largely limited to the form of the form of the new grammatical item. For example, when the passive voice was introduced typically students were given a list of list of sentence in the active voice (“the boy broke the window “, “The dog bit the man”. Along, the model of how to form the passive .(“the window was broken”). The task for the student was to turn the active voice sentences into the passive. Such a procedure does not give student any insight into the communicative context in which they should use the passive rather than active voice. However, the solution proposed by some-do away with teaching grammar altogether-is not solution. The solution is present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function.

3. Focus on the development of procedural rather than declarative knowledge.

In the field of language learning, declarative knowledge is know language rules. Procedural knowledge is being able to use the knowledge is being able to use the knowledge for communicative.

Most of us who have been teaching for any time but at all know learners who can give a more or less standard text book explanation of a grammatical rule or principle , but who violate the rule when using language communicatively. There are

also learners who have procedural but not declarative knowledge. In fact, the majority of native speakers fall into this category. Unless, they have studied grammar formally, few native speakers can state the rule for third person.

While declarative knowledge can facilitate the development of such knowledge, it is not necessary and sufficient condition for the development of such knowledge. Student need to develop mastery of target language item, not by memorizing rules, but by using the target items in communicative context. This learning through use or learning by doing principal is one that has come to us through the approach to education known as experientialism.¹⁷

F. Teaching Grammar Strategy

Language teachers and language learners are often frustrated by the disconnect between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnect reflects a separation between declarative knowledge and procedural knowledge.

1. Declarative knowledge is knowledge about something. Declarative knowledge enables a student to describe a rule of grammar and apply it in pattern practice drills.

¹⁷ David Nunan ,*Practical English Language Teaching* (New York: Cambridge University Press, 1995). p. 158-160.

2. Procedural knowledge is knowledge of how to do something. Procedural knowledge enables a student to apply a rule of grammar in communication.

Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar. Likewise, declarative knowledge does not translate automatically into procedural knowledge; students may be able to state a grammar rule, but consistently fail to apply the rule when speaking or writing.

To address the declarative knowledge/procedural knowledge dichotomy, teachers and students can apply several strategies.

a. Relate knowledge needs to learning goals.

Identify the relationship of declarative knowledge and procedural knowledge to student goals for learning the language. Students who plan to use the language exclusively for reading journal articles need to focus more on the declarative knowledge of grammar and discourse structures that will help them understand those text. Students who plan to live in-country need to focus more on the procedural knowledge that will help them manage day to day oral and written interactions.

b. Apply higher order thinking skill

Recognize that development of declarative knowledge can accelerate development of procedural knowledge. Teaching students how the language works and giving them opportunities to compare it with other languages they know allows

them to draw on critical thinking and analytical skills. These processes can support the development of the innate understanding that characterizes procedural knowledge.

c. Provide plentiful, appropriate language input.

Understand that students develop both procedural and declarative knowledge on the basis of the input they receive. This input includes both finely tuned input that requires students to pay attention to the relationships among form, meaning, and use for a specific grammar rule, and roughly tuned input that allows students to encounter the grammar rule in a variety of contexts.

d. Use predicting skills

Discourse analyst Douglas Bibber has demonstrated that different communication types can be characterized by the clusters of linguistic features that are common to those types. Verb tense and aspect, sentence length and structure, and larger discourse patterns all may contribute to the distinctive profile of a given communication type. For example, a history textbook and a newspaper article in English both use past tense verbs almost exclusively. However, the newspaper article will use short sentences and a discourse pattern that alternates between subjects or perspectives. The history textbook will from use complex sentences and earnest follow a timeline in its discourse structure. Awareness of these features allows students to anticipate the forms and structures they will encounter in a given communication task.

e. Limit expectations for drills.

1) Mechanical drills in which students substitute pronouns for nouns or alternate the person, number, or tense of verbs can help students memorize irregular forms and challenging structure. However, students do not develop the ability to use grammar correctly in oral and written interactions by doing mechanical drills, because these drills separate form from meaning and. The content of the prompt and the response is set in advance; the student only has to supply the correct grammatical form, and can do that without really needing to understand or communicate anything. The main lesson that students learn from doing these drills is: Grammar is boring.

2) Communicative drills encourage students to connect form, meaning, and use because multiple correct responses are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content. For example, to practice questions and answers in the past tense in English, teacher and students can ask and answer questions about activities the previous evening.

G. How To Teach Grammar

The next question, then, is whether to teach grammar in language classes, and if so, how to teach it. As noted above, varied opinions on the question can be found in the literature on language teaching. Reason, balance, and the experience of teachers in recent tradition tell us that judicious attention to grammatical form in the

adult classroom is not only helpful, if appropriate techniques are used, but essential to a speedy learning process. Appropriate grammar focusing techniques:

1. are embedded in meaningful, communicative contexts
2. Contribute positively to communicative goals
3. promoted accuracy within fluent, communicative language
4. do not overwhelm students with linguistic terminology
5. Are as lively and intrinsically motivating as possible.

For adults, the question is not so much whether to teach grammar, but rather, what optimal for over teaching of grammar. Marianne Celce Murcia offered six easily identifiable variables that can help to determine the role of grammar in language teaching. Notice that for each variable, the continuum runs from less to more important, grammar is important to some degree in all the six variables.

a. Age

It is clear that due to normal intellectual development variables, young children can profit from a focus on form if attention to form is offered through structure input and incidental, indirect error treatment. Somewhat older children may benefit as well from very simple generalizations and concert illustrations. Adults, with their abstract intellectual capabilities, can use grammatical pointers to advance their communicative abilities.

b. Proficiency level

If we force too much grammar focus on beginning level learners, we run the risk of blocking their acquisition of fluently skills. At this level, grammatical

focus is helpful as an occasional “room lens” with which we zero in on some aspect of language but not helpful if it becomes the major focus of class work. At the advanced level, grammar is not necessary “more important” as Celce Murcia would suggest by her chart. Rather, it is less likely to disturb communicative fluency. It may or may not be more important, depending on the accuracy already achieved by learners.

c. Educational background

Students who are non-literate or who have no formal educational background may find it difficult to grasp the complexity of grammatical terms and explanations. Highly educated students, on the other hand, are cognitively more receptive to grammar focus and may insist on error correction to help refine their already fluent skills.

d. Language skills

Because of the permanence of writing and the demand for perfection in grammatical form in written English, grammar focus may be more effective in improving written English than speaking, reading, and, written.

e. Style (register)

Informal contexts often make fewer demands on a learner’s grammatical accuracy. In casual conversation among peers, for example, minor errors are acceptable, while more formal contexts usually require greater grammatical accuracy. Similarly, in writing, tolerance for error is higher in, say, a quick e-mailed message than in a formal essay.

f. Needs and goals

If learners are headed toward professional goals, they may need to stress formal accuracy more than learners at the survival level. In either case, message clarity is a prime criterion¹⁸.

H. The Concept of Sentences

1. Definition of Tense

The sentences is essentially a grammatical unit, indeed it is the function of syntax to describe the structure of the sentence and thereby to define it. English sentences will consist minimally of a subject noun phrase and a verb phrase as it is predicate or complement.¹⁹

Tenses is a description or explanation as to when a statement, news, events, actions took place in the sentence : present, past or the future.²⁰

2. Concept of Tenses

It is important to define the term “tense” itself. To do so, you need to property define verb category in English grammar. The verb shows actions, states,

¹⁸ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy* (San Fransisco State University: 2001). p. 363-364

¹⁹F.R Palmer, *semantic* (Cambridge University Press, 1989). p. 37

²⁰Promo, W. Suseno, complete English Grammar (Tata bahasa Inggris lengkap) (cet. 1. Surabaya : Tangga Pustaka, Nidya pustaka Surabaya) P. 39

process, and events.²¹ Tense is verb form that shows the time of the action or states and change of verb in sentence that connecting with time²²

In English there are sixteen forms of time and it is usually call tenses.

There are sixteen types of tenses and can be seen as follow:

Table 1. Types of tenses

Characteristic	Simple	Continous	Perfect	Perfect
Time				continous
Present	Simple present	Present continous	Present perfect	Present perfect continous
Past	Simple past	Past continous	Past perfect	Past perfect continous
Future	Simple Future	Future continous	Future perfect	Future perfect continous
Past future	Simple past future	Past future continous	Past future perfect	Past future perfect continous

²¹Mr. Hani Sutrisno, *Metode Nyeleneh*. P. 23

²²Ibid.P. 38

Meanwhile, there are three kinds of tense which related to the time in English, namely :

- Present tense
- Past tense
- Future tense²³

I. Simple present tense

1. Definition of Simple present Tense

There are many kinds of tense that use in sentences but it is impossible if we use the all tenses in one sentence or one paragraph, so we need specification for making the sentence or paragraph to connected with the kinds of tenses that we need to search is simple past tense.

Simple present tense is description events at the current time in the form of a simple or a job or acts committed repeatedly, or daily habits, actions or eventsn that have nothing to do with time.

Simple present tense is which is used to explain events, activities that we done in the certain time in the past in the simple form and the time signal has we known.

²³Hariato S. John *English Grammar* (Surabaya)P. 249

The other definitions of simple present tense are as follows :

1. Simple present tense gives explanation to the event that's happened in the present time in the simple form.
2. The simple present tense shows the action or the activities which take place in the present. It shows the every action²⁴
3. Simple present tense occurs in the speech far less frequently than the present tense continuous tense. It doesn't really describe present action but some time permanent or habitually.

J. The function of simple present tense

Function of simple present tense, they are :

- Used to express a common practice

Example :

- a) Ali always goes to school everyday
- b) We usually study at night
- c) He often plays chess at noon

- Used express a general truth

Example :

- a) The sun rises in the east and sets in the west

²⁴K.J. Giles, Grammar and Composition Middle and Secondary School. (New York: Pentagon Press, 2004), p 50

- b) A years has twelve month
- c) The earth revolves around the sun
 - Used to expressa a current event or happening

Example :

- a) Mary sings beautifully
- b) The dogs bark loudly
- c) I work hard at home
 - Can be used to declare an event that will be occurring in the will come.

Example :

- a) The plane leaves tomorrow morning
- b) We leave for Jakarta on Tuesday; our train arrives at 9.05
- c) I arrive in Hongkong on Saturday

1. Verbal sentence

In the simple present tense there are two kinds of sentences that we should to know, they are verbal sentence and nominal sentence.

a. Positive sentence

For subjects: I, We, They, She, He, and it

The pattern is :

S + V1 + s/es

Example:

- 1) You speak English everyday

2) We always go to school by bus

3) He plays tennis every Sunday

b. Negative sentence

For subjects: I, We, You, They, She, He, and it.

The pattern is :

S + do/does + not + V1

Example :

1) You do not speak English every week

2) We do not always go to village by car

3) She does not read every day

c. Interrogative sentence

For subjects: I, We, You, They, She, He, and it.

The pattern is :

Do/does + S + V1

Example :

1) Do you cook every morning

2) Does he sleep every day

Note :

If the subject is third person singular (He, She, it) then the verb plus the S / ice on the positive Provisions of the addition (s / es) on the positive.

d. If the verb ends in “sh, ch, x, and o” is added with es

Example :

To kiss	Kisses
To watch	Watches
To Wish	Wishes
To fix	Fixes
To buzz	Buzzes
To go	Goes
To do	Does

e. If the verb ends in ‘y’ is preceded by a consonant in the ‘y’ changed to ‘i’ and add ‘es’

Example :

To cry	Cries
To tray	Tries
To fly	Flies
To study	Studies

f. If the verb does not have the above criteria, then immediately added ‘s’.

Example :

To read	Reads
To obey	Obeys

To say	Says ²⁵
--------	--------------------

2. Nominal sentence

Nominal sentence is a sentence where the predicates are non verbal, but it can be adjective, adverb, or Nominal sentence can several classification, they are:

a. Positive sentence

*. 1). *to be* in present form (are, is, am) that have it is function and it must not be mixed.

I	+ am	He	+ is
we	+ are	She	+ is
You	+ are	It	+ is
They	+ are		

For subjects : **I, He, She, It, You, We, They**

The pattern is : **S + to be + complement (adjective, noun, adverb)**

Example :

1. She is smart
2. They are happy every day

²⁵Anik M. Indriastuti, *Buku Pintar Tenses* (PT Wahyu Media, 2009). p. 111-120

b. Negative sentence

For subject : **I, She, He, It, We, You, They**

The pattern is : **S + to be + not + complement (adjective, noun, adverb)**

Example :

1. She is not crazy
2. I'm not ill now

c. Interrogative sentence

For subjects : **I, She, He, We, You, They, and It**

The pattern is : **To be + s + complement (adjective, noun, adverb)**

Example :

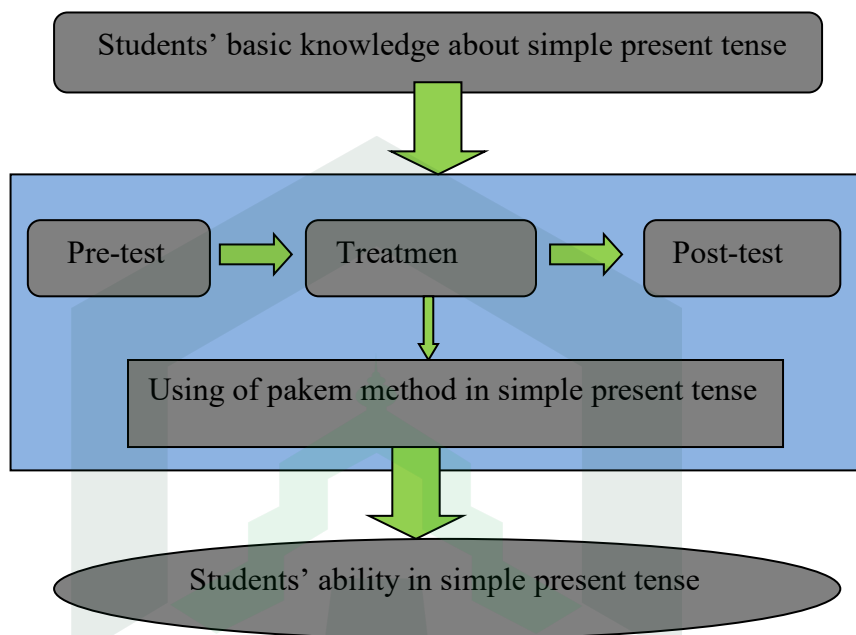
1. Is he handsome ?
2. Are you here every weak ?

K. Conceptual Framework

Grammar is a rule or the way of organize or arranging word to produce a good sentence. Learning grammar is important to the student in order to student able to convey their ideas well in speech or writing. Teaching grammar should to use technique. Such as apply the game. Therefore, the researcher introduce grammar racing. Grammar racing is the game which competition between some group in rearranging the word to be a correct sentences. This game make them interest in grammar lesson, can improve their grammatical ability, and make them active in the classroom.

Based on the statement above the researcher focus on grammar racing as a technique of language teaching of apply in junior high school.

The theoretical framework in this research shown the flowcharts as follow :



The students teaching simple present tense by pakem method. Teacher ask questions always give pause which all students the freedom to think, then pointed the students to answer without favoritism at random. In conducting this research, the researcher will focus on applying pakem method in learning simple present tense to the students. The procedure will be started with giving pre-test to the students to find out the students' score of their basic knowledge about simple present tense.

The next procedure is the implementation of using PAKEM method teaching simple present tense which is usually called by treatment process. In this

procedure, the researcher used conduct four meetings in implementing of using PAKEM method in teaching simple present tense. In each meeting, the researcher will present different materials.

The last procedure is giving post-test and questionnaire. In this procedure, the researcher will use grammar test about simple present tense. It will be used to find out the students' ability in simple present tense. The test will be in written form and the students must finish. After that, the researcher will give questionnaire to the students. There will be 10 statements in questionnaire which must be responded by the students.

Actually, the researcher's expectation in this research is the use of method PAKEM is effective in increasing the students' ability in simple present tense and the students have good responses toward the use pakem method in teaching simple present tesne.

L . Hypothesis

There are two hypothesis of this research, they are:

1. H_0 = PAKEM is not effective to improve the ability in using simple present tense at eight year students of SMP PMDS Putri Palopo in 2013/2014 academic year.
2. H_a = PAKEM is effective to improve the ability in using simple present tense at eight year students of SMP PMDS Putri Palopo in 2013/2014 academic year.

CHAPTER III

METHOD OF THE RESEARCH

A. Method and design

The method applied in this research was an experimental method. It aims to find out PAKEM (active, creative, effective and fun learning) method whether or not can develop student grammar at the eight year of SMPN PMDS Putri Palopo. This research involves one group of students with pre-test and post-test design. The design this research can be descanted as follow: ²⁶

Pre test and post test design

Pre test	Treatment	Post test
O ₁	T	O ₂

Where:

O₁ : Pre test

T : Treatment

O₂ : Post test

²⁶Suharsimi Arikunto, *Evaluasi Program Pendidikan*, (Jakarta : Bumi Aksara, 2002), p. 78

a. Operational Variable Definition

This research determined two categories of variable. They are dependent and independent variable. Dependent variable is PAKEM (active, creative, effective and fun learning) method and independent variable is student grammar ability.

B. Population and Sample

1. Population

In this research, the populations was the eighth year student of SMP PMDS Putri Palopo in 2013/2014 academic year. The eighth year students of SMP PMDS Putri Palopo consisted of eight classes. The number of population is 150 students.

The Table of Population

Class	Students				Population
The Eighth Class	IX1	IX2	IX3	IX4	150
	30	20	28	27	

2. Sample

The researcher applied purposive sampling technique. The researcher took one class from eight classes, namely class 2.2. In this class consist of 20 students. So, the number of sampling are 20 students.

C. Instrument of the Research

In this research, the researcher used written test and questionnaire.

The instrument used by the researcher is to find out student's ability in grammar, which contains of some exercises to the students at the first meeting in the text form.

1. Grammar test

The instrument of the research was test, namely fill in the blank and matching instruct to used simple present tense test through pakem method. the students' understanding about simple present tense and The test aims to know the improvement teaching simple present tense at SMP PMDS Putri Palopo .

2. Questionnaire

This instrument was used to find out student's perception toward the grammar racing. It contains of some question which gave to the students at the last meeting after gave treatment.

The questionnaire was used by researcher is multiple choice form. It consist of ten statements by choosing strongly agree, agree, less agree, disagree, and strongly disagree. The questionnaires are provided in Likert scale. Likert scale which modified in five alternative answer, that consist of strongly agree (SS) = 5, agree (S) = 4, less agree (RG) = 3, disagree (TS) = 2, and strongly disagree (STS) = 1.²⁷

²⁷Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Alfabeta, 2000).p. 93-94.

D. Procedures of Collecting Data

In there are four procedures in collecting data as follow:

- Pre test

Pre test is the test used in the first meeting to make the researcher easy to measure and know the ability of the students in learning grammar by focusing on simple present tense

- Treatments

The researcher used PAKEM method as a guide in teaching simple present tense for four meetings, they were :

The first meeting

- The researcher tried to understand the student's characters, personalities
- The researcher introduced the *simple present* tense about, function simple present tense, nominal sentence and verbal sentence. In this section.
- Every students pictured and then explained in simple present tense
- The students active questions what their don't knew about the materials

The second meeting

- The researcher creating a good atmosphere in the classroom and then explain again about previous lesson, so the students active to studied.
- Every students were given a work paper for writing what their imagine and then told in simple present tense

- The work paper contained story then make as such a ball to throw from student to student another
- After the time to throw finished, every student will get it one ball paper the contained story. The student gave opportunity for question or answer the question from student or teacher and then wrote in paper by change until the students understand.

The third meeting

- The researcher explained about positive sentence, negative sentence, interrogative sentence.
- The researcher were given task about the positive sentence, negative sentence, and interrogative sentence.
- Every students make the funny story in simple present tense
- One of the students in give the estimation in their opinion and thought about the funny story which they are doing.
- The next student also followed to give their contribution, so all student get opportunity to speak and give their answer and opinion.
- The sequence can be done in turnover left to right.

The fourth meeting

- The researcher review all materials which have been taught in meeting
- Every students take the picture his/him and then told in simple present tense
- Invite students to share what they have found one by one

c. Post test

Post test is the test gave to the student after conducting the treatment. Pre test is given to the students to know the effects of grammar racing in teaching grammar.

d. Questionnaire

The questionnaire is intended to know the students' perception to the treatment during the class. It was given at the last meeting.

- ***Technique of Data Analysis***

The data analysis technique involved some steps that were elaborated as follows:

- a. Scoring the students' correct answer by following the formula :

$$\text{score} = \frac{\text{students correct answer}}{\text{total number}} \times 100$$

- b. Classifying the students' score by using percentage as crited below ;

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

In which : P : Percentage

F : The cumulative frequency of subjects

N : Total number of subject

To understand the level of the student score the following classification was use :

- a. Excellent = 95 - 100 is classified as excellent
 b. Very Good = 86 - 95 is classified as very good

- c. Good = 76 - 85 is classified as good
- d. Fairly Good = 66 - 75 is classified as fairly good
- e. Fairly = 56 - 65 is classified as fairly
- f. Fairly Poor = 36 - 55 is classified as fairly poor
- g. Poor = 0 - 35 is classified as poor²⁸

c. Looking for D (Difference) between score variable I (x) pre test and score variable II (y) post test

$$D = X - Y$$

d. Looking for mean from difference, by using the following formula

$$MD = \frac{\sum D}{N} \quad (N = \text{Total Number of S ample})$$

e. Looking for standard deviation from difference (SD_D)

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}}$$

f. Looking for error standard for mean of difference, by using the formula:

$$SE_{MD} = \frac{SD}{\sqrt{N-1}}$$

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NOTATION:

D = difference

X = pre test

²⁸Dr. Oemar hamalik, *Tekhnik Pengukuran dan Evakuasi Pendidikan* (Bandung:Mandar maju, 1989),p.122.

Y = post test

MD = mean difference

N = total sampling

SDD = standard deviation from difference

$\sum D$ = total difference

SEMD = error standard from mean difference

To = observation test

tt = t table

g. Finding to be using the formula :

$$T_o = \frac{MD}{SE_{MD}}$$



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CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. Test Analysis

In the previous description it has been explained that the data analysis researched, the researches used quantitative analysis by analyzing the data in numeral form. These data described students. The application of PAKEM the method in teaching Simple present tense at SMP PMDS Putri Palopo.

The researcher made raw score of students sample. The data analyzed and performed in the following table.

Table 4.1
The score of students Simple present tense in pre – test

No	Respondent	Correct answer	Score
1.	R1	11	55
2.	R2	9	45
3.	R3	7	35
4.	R4	6	30
5.	R5	4	20
6.	R6	8	40
7.	R7	6	30
8.	R8	7	35
9.	R9	6	30
10.	R10	8	40
11.	R11	5	25
12.	R12	4	20

13.	R13	5	25
14.	R14	4	20
15.	R15	3	15
16.	R16	3	15
17.	R17	3	15
18.	R18	2	10
19.	R19	1	5
20.	R20	2	10

On The table 4.1 shows that there was one student got score 55,45, and 5. There were 2 students got score 10, 25, 35 and 40. There were 3 students got score 15, 20 and 30.

Table 4.2
Classification of the score students vocabulary in pre - test

Classification	score	Frequency	Percentage
Excellent	95 - 100	–	–
Very Good	86 - 95	–	–
Good	76 - 85	–	–
Fairly Good	66 - 75	–	–
Fairly	56 – 65	–	–
Fairly Poor	36 – 55	3	15%
Poor	0 - 35	17	85%
Total		20	100 %

The table above shows that answers by the students of SMP PMDS Putri Palopo simple present test trough in pre-test there were 3 (15%) students got fairly poor and 17 (85%) students got poor category.

Table 4.3
The score of students Simple present tense in post – test

No	Respondent	Correct answer	Score
1.	R1	18	90
2.	R2	15	75
3.	R3	15	75
4.	R4	16	80
5.	R5	17	85
6.	R6	16	80
7.	R7	18	90
8.	R8	16	80
9.	R9	14	70
10.	R10	12	60
11.	R11	10	50
12.	R12	17	75
13.	R13	15	75
14.	R14	16	80
15.	R15	17	85
16.	R16	13	65
17.	R17	16	80
18.	R18	15	75
19.	R19	10	50
20.	R20	14	70

The table 4.3 shows that there was one student got score 60, and 65. There were 2 students got score, 50, 70, 85 and 90. There were 5 students got score 75 and 80.

Table 4.4
Classification of the score students Simple present tens in post - test

Classification	score	Frequency	Percentage
Excellent	95 - 100	–	–
Very Good	86 - 95	2	10%
Good	76 - 85	7	35%
Fairly Good	66 - 75	7	35%
Fairly	56 – 65	2	10%
Fairly Poor	36 – 55	2	10%
Poor	0 - 35	–	–
Total		20	100 %

The table above shows that the score of answers by the students on simple present tense in pos-test there was 2 (10%) students got very good category, there was 7 (35%) students got good category, there were 7 (35%) students got fairly good category, there were 2 (10%) students got fairly category and there were 2 (10%) students got fairly poor category. It means that, there was an improvement after giving treatment to the students, so the students' can be improved simple present tense.

Table 4.5
The result of simple present tense before (pre-test) and after (post-test)
conducting treatment

No	Respondent	The result of vocabulary test		D (x-y)	D ² (x-y) ²
		Pre test	Post test		
1	R1	55	90	35	1225
2	R2	45	75	30	900
3	R3	35	75	40	1600
4	R4	30	80	50	2500
5	R5	20	85	65	4225
6	R6	40	80	40	1600
7	R7	30	90	60	3600
8	R8	35	80	45	2025
9	R9	30	70	40	1600
10	R10	40	60	20	400
11	R11	25	50	25	625
12	R12	20	75	55	3025
13	R13	25	75	50	2500
14	R14	20	80	60	3600
15	R15	15	85	70	4900
16	R16	15	65	50	2500
17	R17	15	80	65	4225
18	R18	10	75	65	4225
19	R19	5	50	45	2025
20	R20	10	70	60	3600
N =20		$\sum X_1 = 520$	$\sum X_2 = 1490$	$\sum D = 970$	$\sum D^2 = 50900$
		$\bar{X}_1 = 26$	$\bar{X}_2 = 74,5$		

From table above the researcher got $\sum D = 970$ and $\sum D^2 = 50900$ and from this data, the researcher present the result of mean score (X_1) in pre-test and post-test (X_2), the difference means between pre-test and post-test (MD), standard deviation (SD_D) and standard score mean (SE_{MD}).as follow :

1. Looking for mean score of pre-test.

$$X_1 = \frac{\sum X_1}{N}$$

$$= \frac{520}{20}$$

$$= 26$$

2. Looking for mean score of post test

$$X_2 = \frac{\sum X_2}{N}$$

$$= \frac{1490}{20}$$

$$= 74,5$$

3. Looking for mean of difference (MD)

$$MD = \frac{\sum D}{N} = \frac{970}{20} = 48,5$$

4. Looking for standard deviation (SD_D)

$$\begin{aligned} SD_D &= \sqrt{\frac{\sum D^2}{N} - \frac{(\sum D)^2}{N}} = SD_D = \sqrt{\frac{50900}{N} - \frac{(970)^2}{N}} \\ &= \sqrt{2545 - (48.5)^2} \\ &= \sqrt{2545 - 2352.25} \end{aligned}$$

$$= \sqrt{192,75}$$

$$= 13,88$$

5. Looking for standard error mean (SE)

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}} = \frac{13,88}{\sqrt{20-1}}$$

$$= \frac{13,88}{\sqrt{20-1}}$$

$$= \frac{13,88}{\sqrt{19}}$$

$$= \frac{13,88}{4,3588}$$

$$= 3,184$$

5 Looking for t count (to) by using the following formula:

$$T_o = \frac{MD}{SE_{MD}}$$

$$= \frac{48,5}{3,184}$$

$$= 15,23$$

6 Giving interpretation based on criteria hypothesis acceptability

$$df \text{ or } db = N - 1$$

$$= 20 - 1$$

$$= 19$$

$$T_{\text{test}} = 15.23$$

$$t_{\text{tabel}} = t \left(1 - \frac{1}{2} \alpha \right) (db)$$

$$= t \left(1 - \frac{1}{2} 0,05 \right) (19)$$

$$= t (1 - 0,025) (19)$$

$$= t (0,975) (19)$$

$$= 2,09 \text{ (find out in "t" table)}$$

If $t_o \geq t_t$ = acceptable null hypothesis

If $t_o \leq t_t$ = unacceptable null hypothesis

2 The Analysis of Questionnaire

After doing research in SMP PMDS Putri Palopo, the writer found the students' perception about teaching question tag through PAKEM method. The students' perception is presented as follows :

Table 4.6

Learning simple present tense by applying PAKEM method is enjoyable

Item of choice	Frequency	Percentage
Strongly agree	10	50%
Agree	10	50%
Disagree	–	–
Strongly disagree	–	–
Total	20	100%

Table 4.1 shows that most of the students is enjoyable in learning simple present by using pakem method . It was supported with the empirical data where the highest rate percentage shows that there were 10 students (50%) strongly agree with the statement given to them. Meanwhile, none of them less agree and the lowest percentage shows that there was 10 student (50%) agree.

Table 4.7**Learning simple present tense is easy by using PAKEM method.**

Item of choice	Frequency	Percentage
Strongly agree	5	25%
Agree	15	75%
Disagree	–	–
Strongly disagree	–	–
Total	20	100%

Table 4.2 shows that most of the students agree that the easily by method pakem in learning simple present. It was supported with the empirical data where the highest percentage shows that there were 5 students (25%) strongly agree with the statement given to them. And 15 students (75%) agree with the statement given to them.

Table 4.8**Learning simple present tense by applying PAKEM method improve students' motivation**

Item of choice	Frequency	Percentage
Strongly agree	8	40%
Agree	10	50%
Disagree	–	–
Strongly disagree	2	10%
Total	20	100%

Table 4.3 shows that most of the students thought that Pakem method improve students' motivation. It was supported with the empirical data where the

highest percentage shows that there were 8 students (40%) strongly agree with the statement given to them, 10 students (50%) agree, and 2 students (10%) strongly disagree.

Table 4.9
Learning simple present tense PAKEM method

Item of choice	Frequency	Percentage
Strongly agree	9	45%
Agree	11	55%
Disagree	–	–
Strongly disagree	–	–
ToTotal	20	100%

Table shows that most of the students thought that learning by using Pakem method. It was supported with the empirical data where the highest rate percentage shows that there were 9 students (45%) agree with the statement given to them. Meanwhile, none of them less agree and the lowest percentage shows that there were 11 students (55%) agree.

Table 5.1
The students' were not bored to learn simple present tense by applying PAKEM method

Item of choice	Frequency	Percentage
Strongly agree	8	40%
Agree	12	60%
Disagree	–	–
Strongly disagree	–	–
ToTotal	20	100%

Table 4.5 shows that most of the students thought that the students' not bored in learning simple present. It was supported with the empirical data where the highest percentage shows that there were 8 students (40%) Strongly agree with the statement given to them, and 12 students (60%) agree Meanwhile, none of them disagree and strongly disagree.

Table 5.2

I actively participate in learning simple present tense by PAKEM method.

Item of choice	Frequency	Percentage
Strongly agree	10	50%
Agree	10	50%
Disagree	—	—
Strongly disagree	—	—
ToTotal	20	100%

Table 4.6 shows that most of the students thought that using pakem method active n participate in learning process. It was supported with the empirical data where the highest rate percentage shows that there were 10 students (50%) Strongly agree with the statement given to them. Meanwhile, none of them Disagree and Strongly disagree percentage shows that there was 10 students (50%) agree.

Table 5.3**I like learning simple present tense by using PAKEM method**

Item of choice	Frequency	Percentage
Strongly agree	8	40%
Agree	10	50%
Disagree	2	10%
Strongly disagree	–	–
ToTotal	20	100%

Table 4.7 shows that most of the students like learning simple present tense by using pakem method. It was supported with the empirical data where the highest percentage shows that there were 8 students (40%) Strongly agree with the statement given to them, 10 students (50%) agree and 2 students (10%) disagree. Meanwhile, none of them less strongly disagree.

Table 5.4**I am able to do my assigment in simple present tense**

Item of choice	Frequency	Percentage
Strongly agree	9	45%
Agree	11	55%
Disagree	–	–
Strongly disagree	–	–
Total	20	100%

Table 4.8 shows that most of the students thought that be able assignment in simple present tense. It was supported with the empirical data where the highest percentage shows that there were 9 students (45%) strongly agree with the statement given to them and 11 students (55%) Meanwhile, none of them disagree and Strongly disagree with the statement.

Table 5.5

I easily understand the material to the learn the teacher apply PAKEM method

Item of choice	Frequency	Percentage
Strongly agree	9	45%
Agree	11	55%
Disagree	–	–
Strongly disagree	–	–
Total	20	100%

Table 4.9 shows that most of the students thought that the students' be able understand the material. It was supported with the empirical data where the highest percentage shows that there were 10 students (50%) strongly agree, 7 students (35%) agree and 3 students (15%) disagree with the statement given to them. Meanwhile, none of them strongly disagree with the statement.

Table 5.6

Able to express my idea well after learn by applying PAKEM method.

Item of choice	Frequency	Percentage
----------------	-----------	------------

Strongly agree	10	50%
Agree	10	50%
Disagree	–	–
Strongly disagree	–	–
Total	20	100%

Table 4.10 shows that most of the students thought that their able express and learning in simple present tense by using pakem method. It was supported with the empirical data where the highest percentage shows that there were 10 students (50%) Strongly agree and 10 students (50%) agree with the statement given to them. Meanwhile, none of them disagree and strongly disagree with the statement.

B. Discussion

Active, creative effective, and fun teaching and learning (PAKEM) has become a favorite in almost every workshop learning. Along with the shift of the paradigm of teacher-centered to students-centered, hence the need for creativity in creating an attractive learning so that students are stimulated active in learning. One approach that can be applied in order to realize pakem is contextual teaching and learning.

Teachers should provide a ladder to the students to develop a specific concept. The context is the condition of learning, Students are placed in a fun learning environment that can provide a great opportunity for them to explore the

material. The knowledge gained through exploration and discovery will dwell long in the minds of students. To achieve the highest ladder, then the teacher should be the master motivator, to convey to them the things that must be obtained at the end of the lesson and of course do not forget to show them how to achieve the highest ladder.²⁹

Along with the times as well as science and technology, the non-negotiable necessity to continue to hold a renewal in all aspects of life. Particularly in direct contact with the advancement of science and technology itself, namely education. Existing systems in education should continue to hold a mutation positive direction to support synergy with earlier progress. Learning in the classroom as a sub-system which is very important in education should undoubtedly improve as well.

A variety of learning techniques, both the methods, approaches, or procedures or rules in order produce a learning incentive transfer knowledge from teacher to students is more optimal. One very aggressively introduced and practiced is active learning effective creative and fun (PAKEM). Pakem actually gives a sense of comfort and ease students to receive lesson. It is therefore very concerned pakem desire or fondness of children, which is playing. Learning processed such that there are elements of the game in it. Start learning in the form of competition, cooperation or discussion, until the learning is done outside the classroom.

²⁹Gita Nurul Puspita, *Active, Creative, Effective, and Fun (PAKEM) Teaching and learning through Contextual Teaching Learning*. <http://gitabiology.blogspot.com/2011/03/active-creative-effective-and-fun-pakem.html>. Accessed On January 27th, 2014 at 08 p.m

Occurrences pakem actually caused any indication that the saturation of the student learning have been applied. Learning the monotony (not creative , just listen to the teacher lecture (passive, not active), the lack of knowledge transfer that can last a long time on the student (not effective), and the last is of course very boring (not fun). Such nuances that most learning is done by the teacher during this time. Such learning, which has been done, it is called the conventional learning.

If we talk about conventional learning, then learning will be assimilated in the negative, in the sense that should not be done again. If we go back to ask about the reluctance to apply pakem, then he can say that without any pakem learning can be accomplished more easily and implementation. Not because of their ignorance of pakem applications in the classroom, but more due to the element of ease and difficulty of learning it is applied.

In this case, the English teachers are insisted to be creative to design many communicative activities. If a teacher give change to the students gives a change to the students for practicing their English, it will ability the English skiil of the students automatically. Simple present tense is one of the aspect that should be given attention in tense.

Base on the result of the data analysis above shows that pakem method can improve students simple present it can be seen on the table before and after treatment (different result between pre-test and post-test). The test pre-test evidence from 20 questions just one was student got score high was 55 it mean his answers 11 right and 9 false.

The answers false were :

1. Always we go to camping in holiday
2. Does eat he meatball everyday ?
3. Do not I go to movie the tonight
4. She do answer not my question
5. Every morning I read a newspaper
6. Do not you speak English
7. Do He tell ?
8. I does not read
9. Wana sleep

After giving the treatment students so advance in teaching simple present tense, it mean that the use of pakem method improvement student's to the study simple present tense. The test post-test evidence from 20 questions the students got score 90 it mean students can answers 18 right and 2 false. The answer false were :

1. Father play badminton twice a week
2. Ayu does everyday not read a book

At the first the teacher found that the students were difficult to answer the questions. So the method could so the improvement by doing some interesting efforts from firs meeting and furthermore. The teacher prepared well before did the second meeting. The teacher knew what the weakness and the strengths, because the teacher did reflection.

The process that could be explained from first meeting to fourth meeting as follow:

a. At the beginning of the implementation of the first meeting has not been suitable with the planning yet. This matter was caused by:

- 1) Some of students still passive in learning process.
- 2) Some students were difficult to understand about the simple present tense.

Show from the test result of the research indicate that the score of the student's understanding simple present tense at the eight year students of SMP PMDS Putri Palopo through teaching simple present tense, is the proved by calculating the different of both test (pre-test and post-test). The score of the students in pre-test 520(26) and post-test 1490 (74,5). It mean that the use of PAKEM method improvement students' to the study simple present tense.

3) The students still confused did not know how to extend their knowledge using PAKEM method.

b. At the end of the second meeting and furthermore could be concluded:

- 1) Some students very active in learning process.
- 2) Students already understood the method.
- 3) The students shared their own opinion easily.
- 4) The students answered the questions easily.

To change the process from first meeting until fourth meeting the researcher did some efforts such as:

a. The researcher intensively gave understanding or explanation to the students about the technique.

- b. The researcher helped the students who did not know what to do in learning process.
- c. The research prepared interesting material so that the students enjoy shared their own opinion.

The description of data analysis through the test as explain in previous finding section showed that the students' ability about improvement literal and interpretative simple present tense comprehension by using PAKEM method is significant. It is supported by result of the test value after was higher than test value before.

After final text first meeting until fourth meetng the researcher could know how this research succeeds, and how the students mean score improved significance from low to high. This research showed the significance improvement. Where, the mean score after higher than before.

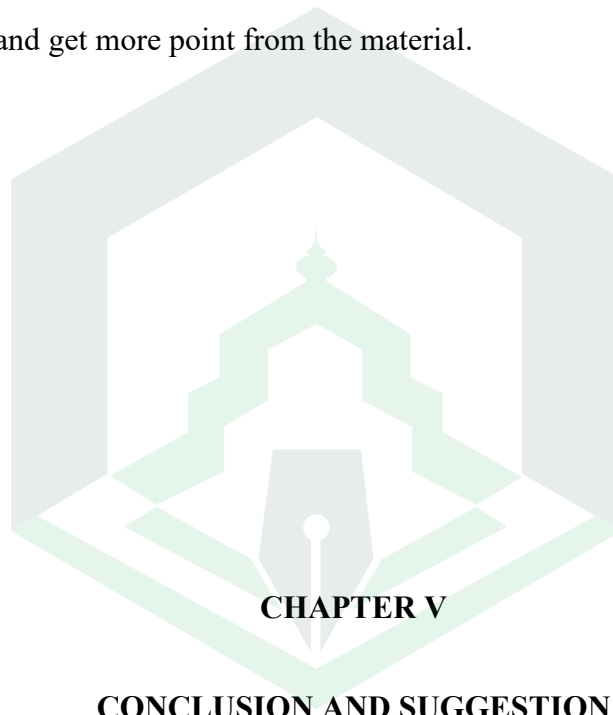
This score was taken from students' correct answer and calculating by using mean score in data analysis. After that, the research used the score before and after to find out the students' improvement percentage. It means that the students' achievement in simple present tense comprehension improved after using PAKEM method.

The data analysis show that the pakem method in improving their grammar ability at SMP PMDS Putri Palopo. It can be seen on the table before giving treatment and after giving treatment, there was significance different between pre-test

and post-test, it was found that pre-test show that in simple present tense through pakem method there were 3 (15%) students got fairly poor and 17 (85%) students got poor category. It means that the students still do not still understand about simple present tense through pakem method while in the post-test is different, where we can see from the table above that from 20 students, there was 2 (10%) students got very good category, there was 7 (35%) students got good category, there were 7 (35%) students got fairly good category, there were 2 (10%) students got fairly category and there were 2 (10%) students got fairly poor category. . It means that the score of student after doing the treatment process during four meeting was very significance because the students score was increase from the pre-test to the post-test. Although there are still a few student got poor score.

To know further about students perception toward the researcher had given a way the questionnaire. Actually most of students were strongly agree that they are happy to study base on the table, from 20 respondents most of students were agree that they must memorize simple present based on the table from 20 respondents, most of students were agree that their simple present tense are improved based on the table, from 20 respondents, most of students were stongly agree, that they are enjoy the material, and then from 20 respondents most of students were agree that the material is appropriate with their level, most of students were agree that they feel necessary to study simple present tense through this pakem method. And from 20 respondents, most of students were agree that their ability to memorize simple presentn tense become increasing.

This is indicating that applying pakem give positive contributes to English teacher to teach their students especially into back up the students' simple present tense. The researcher concludes that the teacher should accommodate. She/He should give full attention especially in simple present tense. In teaching simple present tense through pakem is one of technique that the teacher uses it in teaching to make students enjoy and get more point from the material.



CHAPTER V

CONCLUSION AND SUGGESTION

IAIN PALOPO

Based on the findings and discussion in the previous chapter, the researcher then comes to the research conclusion and suggestion. Both items were presented as follows:

A. Conclusion

Having analyzed the data finding, analysis and the discussion in the previous chapter, the researched had come to the following conclusions:

1. Pakem method is effective to increase the students' ability in using simple present at the Eight SMP PMDS Putri Palopo. It is proved by calculating the difference of both tests (pre-test and post-test), by using test analysis were the results of t-test value was 15,23 and t-table value was 2,09 or value of t-test > value of t-table $15,23 > 2,09$. It means that there is significance difference between the students ability in using Pakem technique at the Eight SMP PMDS Putri Palopo before applying Pakem technique..

2. Having analyzed the result of the students' perception toward the technique applied by the researcher in this research, it was found that most of the students gave positive respond and interested in learning simple present through Pakem method.

B. Suggestions

Based on the conclusion above, the researcher formulated some suggestion as follows:

1. The teachers should teach PAKEM method in simple present tense to students in improving their simple present tense comprehension ability.

2. The teachers should be more creative in finding strategies to improve their students' interest in simple present tense and their simple present tense comprehension ability.

3. The students should use PAKEM method to understand simple present tense by easy.

4. Based on the result of this research, the researcher recommended that teachers and students should use PAKEM as a good alternative technique in reaching good simple present tense comprehension.



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IAIN PALOPO

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IAIN SOPO

APENDIX A

PRE TEST

Name :

Class :

A. Rearrange the following words into the sentences right !

1. To – holiday – go – we – in – camping – always
2. A newspaper – every – morning – I – read
3. Do – I – not – tonight – movie – to – go – the
4. Workes – hard – my – father – everyday
5. My – I – help – mother – prepare – to – lunch
6. Open – I – every – window – morning – the
7. They – hit – do – children – the – always – school – in?
8. Does – not – answer – she – question – my
9. Bayu – not – in – home – now – my – does
10. Eat – does – everyday – he – meatball ?

B. Make a sentence in simple present tense from these words and change into negative, interrogative and positive !

11. They – go (+)
12. You – speak English (-)
13. She - drink (?)
14. Wana – sleep (+)
15. He – tell (?)
16. She – read (-)
17. I - brush (-)
18. Ana - writer (?)
19. We - play (-)
20. You - sings (+)

IAIN PALOPO

KEY ANSWER OF GRAMMAR TESTS

PRE TEST

A. Rearrange the following words make the sentences right !

1. We always go to camping in holiday.
2. I read a newspaper every morning.
3. I do not go to the movie tonight.
4. My father workes hard everyday.
5. I help my mother prepare to lunch.
6. I open the window every morning.
7. Do they always hit the children in the school?
8. She does not answer my question
9. Bayu does not in my home now.
10. Does he eat meatball everyday?

B. Make a sentence in simple present tense from these words and change into negative, interrogative and posotive !

11. They go
12. You do not speak English
13. Does She drink ?
14. Wana sleeps
15. Does He tell ?.....
16. She does not read.....
17. I do not brush
18. Does Ana writer ?
19. We do not play
20. You sing

APPENDIX B

POST – TEST

Name :

Class :

A. Rearrange the following words into make the sentences right !

1. English – study – I – night – every
2. Plays – father – twice - badminton – a – week.
3. Usually – every – the – clothes – wash – my – wife – morning
4. Round – sun – the – goes – the – eart
5. Does – not – Ayu – everyday – a – read – book
6. Sunday – does – play – She – every – badminton
7. Camping – week – do – to – go – they – every
8. Buy- do – not – I – the – everyday – cake
9. Always – milk – drink – we – night every
10. Do – we – not – usually – play – music

B. Make a sentence in simple present tense from these words and change into negative, interrogative and positive !

11. She – eat (-)
12. I – sleep (-)
13. He – sit (?)
14. Mila – kick (?)
15. You – relax (+)
16. We – laugh (+)
17. She – research (?)
18. They – study (-)
19. She – go (+)
20. I – take a bath (-)

IAIN PALOPO

KEY ANSWER OF GRAMMAR TESTS

POST-TEST

A. Rearrange the following words into make the sentences right !

1. I study English every night
2. Father plays badminton twice a week
3. My wife usually wash the clothes every morning
4. The eart goes round the sun
5. Ayu does not read a book everyday
6. Does She play badminton every afternoon ?
7. Do they go to camping every week ?
8. I do not buy the cake everyday
9. We always drink milk
10. We do not usually play music

B. Make a sentence in simple present tense from these words and change into negative, interrogative and positive !

11. She does not eat
12. She does not sleep
13. Does He sit ?
14. Does Mila kick ?
15. You relax
16. We laogh
17. Does She research
18. They do not study
19. She goes
20. I do not take a bath.....

APPENDIX C
QUESTIONNAIRE

Statement	Response				
	SS	S	R	TS	STS
1. Belajar simple present tense dengan pengaplikasian pakem menyenangkan bagi saya.					
2. Belajar simple present tense lebih mudah dipahami dengan kegiatan pengaplikasian pakem					
3. Belajar simple present tense dengan kegiatan pengaplikasian pakem akan meningkatkan motivasi siswa untuk belajar					
4. Belajar simple present tense dengan kegiatan pengaplikasian akan meningkatkan minat belajar siswa					
5. Siswa tidak bosan belajar simple present tense dengan kegiatan pengaplikasian pakem					
6. Saya selalu berpartisipasi aktif dalam belajar simple present tense melalui pengaplikasian pakem					
7. Saya sangat percaya diri ketika belajar simple present tense dengan menggunakan pengaplikasian pakem					
8. Saya mampu mengerjakan tugas Bahasa Inggris dengan baik khususnya simple present tense dengan menggunakan pengaplikasian pakem					
9. Saya lebih cepat memahami materi simple present jika diajarkan dengan pengaplikasian pakem.					
10. Saya mampu untuk mengutarakan ide atau pikiran dengan baik ketika belajar simple present karena pengaplikasian pakem.					

Note:

SS : Sangat Setuju TS : Tidak Setuju
 S : Setuju STS : Sangat Tidak Setuju
 R : Ragu

APPENDIX D

TABLE DISTRIBUTION OF T

Df	P			
	10	05	01	001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.533	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.960	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.587
11	1.796	2.201	3.106	4.437
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.143	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.921	4.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.856	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.970	2.-42	2.750	3.646
40	1.840	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

(Gay in Frisda, 2010:56)

APPENDIX E

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTs	: SMP PMDS Putri Palopo
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: Delapan/II
A. Standar Kompetensi berinteraksi	: Memahami makna dalam simple present tense untuk dengan lingkungan sekitar.
B. Kompetensi Dasar	: Merespon makna yang terdapat dalam simple present tense beserta fungsi dari simple present tense secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan penggunaan kalimat simple present tense, baik kalimat verbal maupun nominal.
Jenis Teks	: Simple Present Tense
Tema	: Fungsi, verbal sentence, nominal sentence
Aspek/Skill	: mendengarkan, berbicara, dan menulis
Alokasi Waktu	: 2 x 90 menit (2 pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- Mengidentifikasi kalimat simple present tense berupa verbal dan nominal sentences.
- Membuat kalimat simple present tense dengan baik dan benar.
- Mengetahui fungsi simple present tense.

2. Karakter siswa yang diharapkan:

- Dapat dipercaya (trustwothines)
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Ingin tahu

3. Indikator Pencapaian Kompetensi

- Bertanya dan menjawab kalimat simple present tense berupa verbal dan nominal sentences.

- b. Membuat kalimat simple present tense dengan baik dan benar.
- c. Mengetahui fungsi simple present tense.

4. Materi Pembelajaran

The function of simple present tense, they are:

- 1) Used to express a common practice.

Example :

- a. Ali always goes to school everyday
- b. We usually study at night
- c. He often plays chess at noon

- 2) Used express a general truth.

Example :

- a. The sun rises in the east and sets in the west
- b. A year has twelve month
- c. The earth revolves around the sun

- 3) Used to express a current event or happening

Example :

- a. Mary sings beautifully
- b. The dogs bark loudly
- c. I work hard at home

- 4) Can be used to declare an event that will be occurring in the will come.

Example :

- a. The plane leaves tomorrow morning
- b. We leave for Jakarta on Tuesday; our train arrives at 9.05
- c. I arrive in Hongkong on Saturday

Verbal sentence

For subjects: I, You, We, They, She, He, and it

The pattern is :

S + V1 + s/es

Example:

- a. You speak English everyday
- b. We always go to school by bus
- c. He plays tennis every Sunday

Nominal sentence

For subjects : I, He, She, It, You, We, They

The pattern is : **S + to be + complement (adjective, noun, adverb)**

Example :

- 1. She is smart
- 2. They are happy every day

5. Metode Pembelajaran

- a) Tanya jawab
- b) Diskusi
- c) Triple P (Presentation, Practice, Product)

6. Langkah-langkah kegiatan

Pertemuan I

a) Pendahuluan

1. Greeting, introduction, and pre-test
2. Explain about the simple present tense, function, verbal sentence and nominal sentence.

b) Inti

1. Siswa memperhatikan materi yang diberikan guru tentang simple present tense dan fungsinya.
2. Siswa bertanya tentang materi simple present tense yang tidak dimengerti.
3. Siswa menjawab pertanyaan guru tentang contoh kalimat simple present tense.
4. Siswa merefresh ulang materi yang diberikan guru.

c) Penutup

1. Siswa memperhatikan kesimpulan materi yang diberikan guru.
2. Siswa mendengarkan penyampaian guru tentang rencana pembelajaran pada pertemuan berikutnya.

Pertemuan II

a) Pendahuluan

1. Greeting
2. Siswa belajar dari materi yang sudah dipelajari sebelumnya dan menjawab pertanyaan guru tentang materi sebelumnya

b) Inti

1. Siswa memperhatikan materi yang diberikan guru tentang verbal dan nominal sentence.
2. Siswa bertanya tentang verbal dan nominal sentence yang belum dimengerti.
3. Siswa menjawab pertanyaan guru tentang contoh verbal dan nominal sentence.
4. Siswa merefresh ulang materi yang diberikan guru

c) Penutup

1. Siswa memperhatikan kesimpulan materi yang diberikan guru.
2. Siswa mendengarkan penyampaian guru tentang rencana pembelajaran pada pertemuan berikutnya.

7. Sumber buku

- a) Buku teks yang relevan

8. Penilaian

Indikator	Penilaian		
	Tehnik	Bentuk	Instrument
Mengidentifikasi beberapa contoh simple present tense, verbal dan nominal.	Lisan	Tanya jawab	Answer the questions about the example of simple present tense,

			verbal and nominal sentence who given by the teacher.
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9. Rubrik penilaian

Kriteria	Jika ucapan benar, intonasi benar, dan pengucapan lancar.	Jika ucapan benar, intonasi benar, dan pengucapan tidak lancar.	Jika ucapan benar, intonasi salah, dan pengucapan tidak lancar.	Jika ucapan salah, intonasi salah, dan pengucapan tidak lancar.
Nilai	100	90	80	70



IAIN PALOPO

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTs : SMP PMDS Putri Palopo

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : Delapan/II

A. Standar Kompetensi : Memahami makna dalam simple present tense untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar : Merespon makna yang terdapat dalam simple present tense beserta fungsi dari simple present tense secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan penggunaan kalimat simple present tense, baik kalimat verbal maupun nominal.

Jenis Teks : Simple Present Tense

Tema : Posotive sentence, negative sentence dan interrogative sentence

Aspek/Skill : mendengarkan, berbicara, dan menulis

Alokasi Waktu : 2 x 90 menit (2 pertemuan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. Mengidentifikasi kalimat simple present tense berupa verbal dan nominal sentences.
- b. Membuat kalimat simple present tense dengan baik dan benar.
- c. Mengetahui fungsi simple present tense.

C. Karakter siswa yang diharapkan:

- a. Dapat dipercaya (trustwothines)

- b. Rasa hormat dan perhatian (respect)
- c. Tekun (diligence)
- d. Sopan (polite)
- e. Ingin tahu

D. Indikator Pencapaian Kompetensi

- a. Bertanya dan menjawab kalimat simple present tense berupa positive sentence, negative sentence dan interrogative sentence
- b. Membuat kalimat simple present tense dengan baik dan benar.
- c. Mengetahui fungsi simple present tense.

E. Materi Pembelajaran

1. Positive sentence

For subjects: I, We, They, She, He, and it

The pattern is :

S + V1 + s/es

Example:

- a. You speak English everyday
- b. We always go to school by bus
- c. He plays tennis every Sunday

2. Negative sentence

For subjects: I, We, You, They, She, He, and it.

The pattern is :

S + do/does + not + V1

Example :

- a. You do not speak English every week
- b. We do not always go to village by car
- c. She does not read every day

F. Interrogative sentence

For subjects: I, We, You, They, She, He, and it.

The pattern is :

Do/does + S + V1

Example :

- a. Do you cook every morning
- b. Does he sleep every day

G. Metode Pembelajaran

- a. Tanya jawab
- b. Diskusi
- c. Triple P (Presentation, Practice, Product)

H. Langkah-langkah kegiatan

Pertemuan I

a. Pendahuluan

1. Explain about positive sentence, negative sentence and interrogative sentence

2. Questionnaire.

b. Inti

- i. Siswa memperhatikan materi yang diberikan guru tentang simple present tense dan fungsinya.
- ii. Siswa bertanya tentang materi simple present tense yang tidak dimengerti.
- iii. Siswa menjawab pertanyaan guru tentang contoh kalimat simple present tense.
- iv. Siswa merefresh ulang materi yang diberikan guru.

c. Penutup

1. Siswa memperhatikan kesimpulan materi yang diberikan guru.
2. Siswa mendengarkan penyampaian guru tentang rencana pembelajaran pada pertemuan berikutnya.

Pertemuan II

a. Pendahuluan

- a. Greeting
- b. Siswa menjawab pertanyaan guru tentang materi sebelumnya
- c. Post-test

b. Inti

1. Siswa memperhatikan materi yang diberikan guru tentang verbal dan nominal sentence.
2. Siswa bertanya tentang verbal dan nominal sentence yang belum dimengerti.
3. Siswa menjawab pertanyaan guru tentang contoh verbal dan nominal sentence.
4. Siswa merefresh ulang materi yang diberikan guru

c. Penutup

1. Siswa memperhatikan kesimpulan materi yang diberikan guru.
2. Siswa mendengarkan penyampaian guru tentang rencana pembelajaran pada pertemuan berikutnya.

I. Sumber buku

- Buku teks yang relevan

J. Penilaian

Indikator	Penilaian		
	Tehnik	Bentuk	Instrument
Mengidentifikasi beberapa contoh simple present tense, verbal dan nominal.	Lisan	Tanya jawab	Answer the questions about the example of simple present tense, verbal and nominal sentence who given by the teacher.

K. Rubrik penilaian

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Nilai	100	90	80	70

