

**TEACHING PAST TENSES THROUGH COOPERATIVE
LEARNING AT THE ELEVENTH GRADE
OF MAN PALOPO**



A THESIS

*Submitted to the English Study Program of S1 Tarbiyah Department of State
Collage for Islamic Studies of Palopo in Partial Fulfillment of
Requirement for S.Pd Degree in English Education*

By,

RAHMI H.S

Reg.Num 08.16.3.0100

**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT
OF THE STATE COLLEGE FOR ISLAMIC STUDIES
(STAIN) PALOPO
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Supervised By:

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Alhamdulillah Rabbil Alamin, the writer expresses her highest gratitude to Allah SWT, the most beneficent and the most merciful, who has given her love, blessing, and mercy to finish this thesis as the requirement for degree of Sarjana Pendidikan (S.Pd) at the State College for Islamic Studies (STAIN) Palopo. To our beloved prophet, the chosen one Muhammad saw. Safety and peace be upon him.

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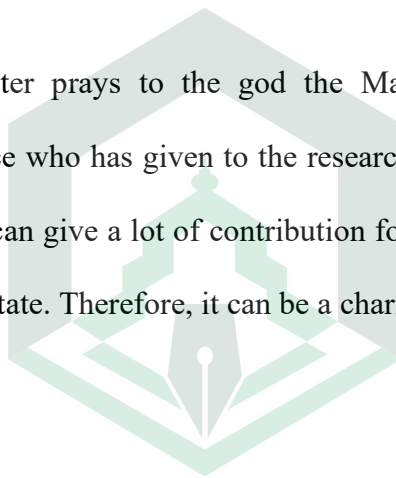
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IAIN PALOPO

Palopo, May 9th 2013

Researcher

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CHAPTER I

INTRODUCTION

A. Background

Globalization era makes us realize about the importance of communication. We use language to interact each other in the world. Language is a medium of communication used by people to interact and express what they want.

Language plays an important role in our life. Every country has its own national language. Besides the national language, we also need an international language. Many countries in the world use English for communication. English has played an important role in daily activities. Many people realize that learning English is important for their study and business also for their social life. People are motivated to learn English because it has become the main language for communication, such as in diplomacy, tourism, seafaring communication or trade, air traffic control, correspondence etc. English is also used in many scientific books, such as books of politics, economics, laws, and also many others. English is a common language and is spoken in many countries. All developing nations are aware that learning English is vitally important.

In Indonesia, English is a foreign language. It is learned by pupils of elementary school up to university students. Mostly in learning English, students still make some mistakes. It is caused by the different systems between English and Indonesia, such as: pronunciation, vocabulary and tenses. According to Plummer as quoted by Alwasilah, “some people know grammar of their language, others do not”.

It means, some people know grammar of their language, but there are many people who do not know grammar of their language.

In addition, many students find difficulties in learning English, especially to understand grammar in using past tenses so that the aim of teaching is not reached well. To decrease students' mistakes in learning English especially in past tense and past continuous tense, researcher must be able to create a favorable condition in teaching and learning process in order to make the students comprehend and use English easily.¹

Tenses are any of the form of the verb that may be used to indicate the time of the action or state expressed by the verb. There are many kinds of tenses that use in sentences but this time I choose two tenses to use, the tenses is past tense and past continuous tense which usually used to express what happened or had done in definite time in the past. In using past tenses the form of regular verb, irregular verb and time signal are important to learn.

In teaching process there are many models learning that can be done. One way to improve student's skill in using past tense and past continuous tense is through of cooperative learning. Cooperative learning is a model of learning in which students learn and work in small groups in a collaborative whose members consist of four to six people with a group structure that is heterogeneous. And it is said also, to learn from the success of the group depends on the capabilities and activities of group members, either individually or as a group. Cooperative learning is more than

¹Carinafkah. <http://.blogdetik.com/2011/02/09/using-chart-in-teaching-simple-past-tense-at-the-first-grade-of-sman-i-jatinunggal-b1/>. Access on February 12th 2013

just learning group for Cooperative learning in the model should be encouragement and task structures are cooperative, so enable the open interaction and relationships that are interpendensi that the group members. As for the application in the classroom, this model presents the reality of a society that is felt and experienced by the students in their daily life, with simple shapes in the classroom of life. Learning model is the view that success in learning is not solely to be acquired faculty, but can also be from other parties involved in the learning peers. The model of learning is not solely determined by the ability of the individual as a whole, but the acquisition of this study will be better when done together in small learning groups are structured. Though learning from friends own age under the guidance of teachers, the process of acceptance and understanding of students will be easier and faster to the material being studied. ²The teacher then gives the students an assignment, often helping them to divvy up the work that needs to be done so that each individual in the group has a certain role to play. The end goal can only be reached when every member of the group contributes effectively.

Based on the observation that I did in MAN Palopo at the first class, when I gave them Mid semester, the researcher found many mistakes in using past tense and past continuous tense in sentences most of their answer sheet. Such as: “ I Meet Anton yesterday”, “ I celebrate my birthday party yesterday “ and She were waiting when I arrived“. From the students answer, the researcher assumes that the students

² Mahmud. [http:// Blogspot.com](http://Blogspot.com) . kumpulan makalah. /2012/07/langkah-langkah-dalam-pembelajaran. Html. Access on February 12th 2013

still face the difficulties in using past tense and past continuous tense to make sentences.

Concerning to the problems of teaching past tense and past continuous tense in the class, the researcher will teach past tense and past continuous tense using cooperative learning models to improve the students' skill in learning English, especially in tenses, as my point of view when the researcher did practiced teaching in MAN Palopo, the students have no bravery to ask the teacher what they do not understand about the lesson which is given by their teacher. Because the students are still doubt and shy to ask the teacher about what they do not understand and the teacher has known about that. To solve the problem, the researcher needs to improve their skill in using past tense and past continuous tense through appropriate models. One of technique is cooperative learning, in order to make the student enjoying the lesson and the student brave in giving their ideas to his or her friends. By using the cooperative learning model, each student in a group can help each to find the information in the passage. The students who are poor in tenses possibly learn many things from their groups, such as analyzing the pattern of tenses.

Related to the explanation above, it assumes that still cooperative learning can help the students to use past tense in sentence. Finally the researcher interested in conducting a research entitled **“Teaching past tenses through cooperative learning at the eleventh grade of MAN Palopo”**

In this research the researcher teach past tense and past continuous tense, because by understanding the tenses can make students easier to understand a teks

especially narrative text, this text can help someone to control their emotion. Beside, the narrative text related with their story and it make students thinking logically to manage their time, in the starting until the end of story a as concerning students for life in the future.

B. Problem Statement

Based on the background above the writer formulated question as follow:

What is the effective way in teaching past tenses through cooperative learning at the eleventh grade of MAN Palopo?

C. Objective of the Research

Based on the research question above, the writer state the objectives of the research as follow:

To find out the appropriate procedure in teaching past tenses using cooperative learning in MAN Palopo.

D. Singnificances of the Research

The researcher hopes this research to be useful information for:

1. The English teacher in teaching grammar especially in teaching past tenses through cooperative learning.
2. The next researcher who wants to do the next research conduct the similar research, it can be the information and references.

E. Scope of the Research

This research was focused on using “Cooperative Learning” to improve the students’ ability in studying grammar especially in past tenses. It will focus on two aspects in past tenses, namely: Past tense and past continuous tense.

The researcher only focused in past tense and past continuous tense because the pattern is more often used in conversation and writing sentences for example the narrative sentences.



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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Studies

Below are some previous studies related to the research findings they are:

1. Ainun Jariyati in her research *Teaching Past Tense Verbs in Narrative Text Using Numbered Heads Together of Cooperative Learning (An Experimental Research to the Eighth Graders of SMP Negeri 14 Semarang*. She concluded that there was significant difference on the students' achievement in past tense verb mastery between those who were taught using cooperative learning, On the other hand, the students who were taught using conventional method were more silent and mostly did not participate in learning process.³

2. Hizbullah under the title *teaching simple past tense by using cooperative learning at the second grade of 'Mts.Pembangunan UIN Jakarta*. The concluded that each student asked by teacher to work together in doing the tasks and student also asked in full attention during teaching learning process. The purposes of these types are to give students support, help, and assistance to make progress.⁴

3. Van Sickle in his research on cooperative learning models and their implications for the acquisition of student learning and curriculum development in

³ Ainun Jariyati, *Teaching Past Tense Verbs in Narrative Text Using Numbered Heads Together of Cooperative Learning (An Experimental Research to the Eighth Graders of SMP Negeri 14 Semarang*, 2010.

⁴ Hizbullah, *Teaching simple past tense by using cooperative learning at the second grade of 'Mts.Pembangunan UIN Jakarta*, 2012.

social studies, found that the learning groups and debriefing systems individually and in a model of cooperative learning groups encourage social responsibility and individual students, the development of attitudes dependence positive, encouraging increased student learning and excitement, as well as the development and achievement of the curriculum.

4. Stahl in his research at several elementary schools in the United States found that the use of cooperative learning models encourage an attitude of solidarity and openness among students. The study also found that the model encourages the achievement of objectives and social values in social studies education.⁵

The researchers above are also focused on simple past but in this research the writer has different way with them because the writer wants to improve the students' ability through cooperative learning as models for teaching. In addition, it will focus to improve the students' ability in using past tense and past continuous tense.

B. The Concept of Tenses

Tenses in English is form of time. Tense shows present activity, past activity, and future activity.

1. Definition of Tenses

Tenses are a verb form that indicates or can indicate a relationship between the time the action in a verb occur and the time the verb is uttered. A verb can also

⁵Mahmud.[http://blogspot.com-kumpulan makalah/2007/07/langkah-langkah-dalam pembelajaran](http://blogspot.com-kumpulan-makalah/2007/07/langkah-langkah-dalam-pembelajaran.html). Html. Access 12th February 2013

given an indication the duration of the verbs action and when or if it is completed.⁶

Tense is verb form of time to indicate the time of when the accident happens.⁷

2. The Term of tenses

It is important to define the term “tenses” itself. To do so, you need to property define verb category in English grammar especially tenses. Tenses are verb form that shows the time of the action or state.⁸

3. Definition of Simple Past Tense

There are many kinds of tenses 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 connect with the kinds of tenses that we made. One kind that we need to search is simple past tense. Simple past tense is indicates that an activity or situation and ended at a particular time in the past.⁹ Used the simple past to talk about events, actions or situations which happened in the past and are now finished, we always have to say when the action happened. So we often use time references like yesterday, ago, act.¹⁰ The past tense is usually used in reference

⁶ Spanish .<http://.About.com/CS/Verbs/g/tanseglors.htm>. Access on Februari 12th 2012

⁷ Masruddin, *A Teaching Book And Exercise (Error Analysis)*, Palopo, 2009,p. 38

⁸ Dina Wahyuni,Dewi Setyorini & Dina Ramadhona, *Problem In English*, Complete Edition Dwi Media Press , 2006. p. 89.

⁹ Betty Schramper Azar, *Understanding and Using English Grammar*, Second Edition, United States of America, 1989). p. 24

¹⁰ L.G.Alexander, *Longman English Grammar Practice*, United State of America, by Adisson Wesley Longman, New York, 1998, p.124.

to some definite time in the past took place before the present moment and excludes the present.¹¹

4. The Function of Simple Past Tense

The function of simple past tense, they are

- a. To explain an events that we done in the past.¹²

Example:

I saw a good film last night

She came here yesterday

I met Sam yesterday¹³

- b. Used to explain the activity that was clearly happened or done in the past but the time signal is not clearly mentioned.

Example:

They lived in New York for ten years

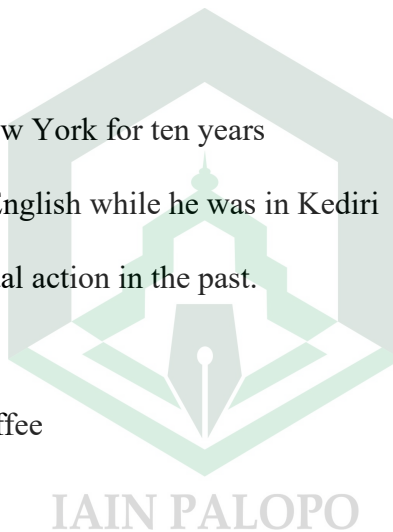
Wahda studied English while he was in Kediri

- c. To explain the habitual action in the past.

Example:

I never drank coffee

I never cheated



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¹¹ Will Baker, <http://www.Karen's> *Linguistics Issues This Month's Articles*, January 2002, Access on July 12th 2011

¹² Fuad Mas'ud, *Essentials of English Grammar*, (Edisi Ketiga, BPFE-YOGYAKARTA, Cet: I, Mei 2005), p, 26.

¹³ At all, *The Patterns of English Grammar*, (Kresna English Language Institute), p, 37

d. Used to show an activity action that was happened in the past and the time signal was clearly mentioned.

Example:

He bought a car last week

e. Used to show an activity or action that was happened in the past by the question about the time of activity.

Example:

What time did you go to the market?

When did they go to school?

5. Verbal Sentence

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

Verbal sentence is a sentence where the predicates consist of verbs. Verbal sentences divided into several classifications, namely:

a. Positive Sentence

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

The pattern is:

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S + Verb 2

Example:

She bought a book yesterday

We watch television last night

I visited some friends last week

b. Negative Sentence

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

The pattern is:

S + did + not + VI

For making negative sentence we have to used auxiliary verbs (did) + not.

Example:

Kaesi did not go to school yesterday

I did not see him at the meeting last night

We did not go to the Jakarta last week

c. Interrogative Sentence

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

The pattern is:

Did + S + VI

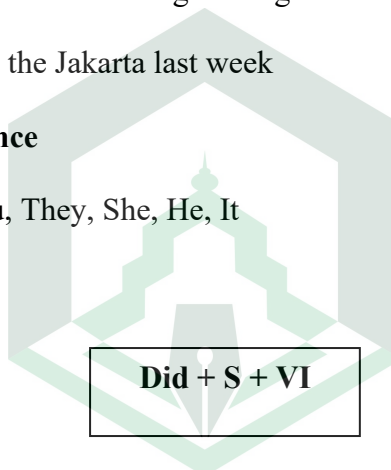
Example:

Did they come to work on time this morning?

Did he answer her question?

Did they visit their village last month?

In interrogative verbal sentence at simple past tense we can use infinitive (VI)



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Example:

Did he go to the Bali last week?

Long answer: yes, he went to Bali last week

No, he did not go to Bali last week

Short answer: yes, he did

No, he did not

d. Interrogative sentence with question word

For subjects: I, You, We, They, She, he, it

The pattern is:

Question word (QW) + did + S + VI

Example:

What did you see yesterday?

Long answer: I saw my car yesterday.

Short answer: My car.

What did she go last night?

Long answer: She went to the party last night.

Short answer: To the party.

e. If the question work ask about subject

The pattern is:

Question word (QW) + V2

Example:

Who visited you last night?

Answer: Karen did.¹⁴

6. Irregular and regular verb

a. Definition of regular verb

Regular verb is the change of infinitive with add suffix – d or ed at verb for making past tense and past participle.¹⁵

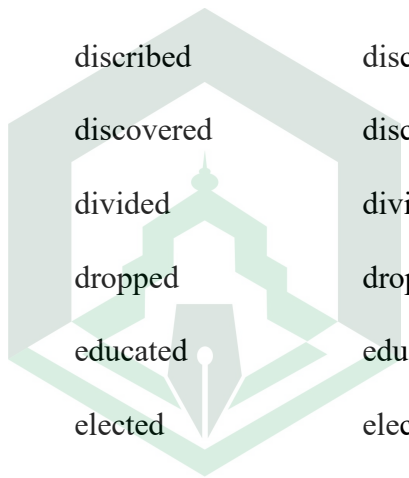
b. List of Regular verb

Infinitive	past tense	past participle
Accept	accepted	accepted
Accuse	accused	accused
Add	added	added
Advise	advised	advised
Allow	allowed	allowed
Answer	answered	answered
Apply	applied	applied
Appoint	appointed	appointed
Argue	argued	argued
Arrive	arrived	arrived
Ask	asked	asked

¹⁴ Suriani Banna, "Teaching Simple Past Tense at the Tenth Year Students of PMDS Putri Through Writing Personal Experience"(STAIN) Palopo, 2011, p. 11.

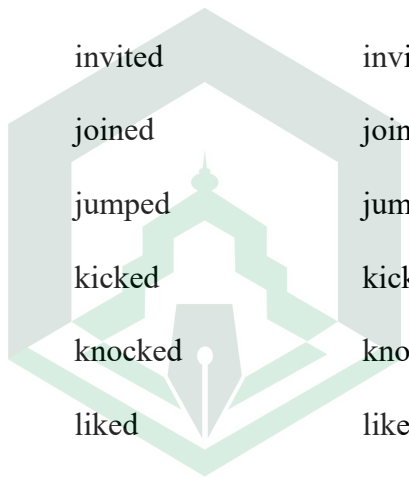
¹⁵ Windi Novia. *Essential English Grammar*, (Cet.I; WIPRESS, 2009), p. 24.

Believe	believed	believed
Boil	boiled	boiled
Borrow	borrowed	borrowed
Call	called	called
Cause	caused	caused
Change	changed	changed
Clean	cleaned	cleaned
Climb	climbed	climbed
Correct	corrected	corrected
Cry	cried	cried
Deliver	delivered	delivered
Discribe	discribed	discribed
Discover	discovered	discovered
Divide	divided	divided
Drop	dropped	dropped
Educate	educated	educated
Elect	elected	elected
End	ended	ended
Enter	entered	entered
Enjoy	enjoyed	enjoyed
Expect	expected	expected
Experience	experienced	experienced



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Explain	explained	explained
Fry	fried	fried
Fail	failed	failed
Finish	finished	finished
Follow	followed	followed
Form	formed	formed
Graduate	graduated	graduated
Guide	guided	guided
Help	helped	helped
Hope	hoped	hoped
Include	included	included
Invite	invited	invited
Join	joined	joined
Jump	jumped	jumped
Kick	kicked	kicked
Knock	knocked	knocked
Like	liked	liked
Look	looked	looked
Marry	married	married
Mention	mentioned	mentioned
Need	needed	needed
Open	opened	opened



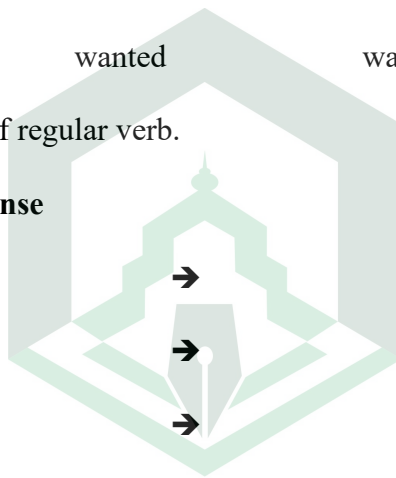
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Paint	played	played
Play	played	played
Realize	realized	realized
Respect	respected	respected
Shock	shocked	shocked
Start	started	started
Talk	talked	talked
Try	tried	tried
Use	used	used
Visit	visited	visited
Walk	walked	walked
Want	wanted	wanted ¹⁶

Example: the changed of regular verb.

The present tense

1. Answer
2. Learn
3. Play
4. Repeat
5. Talk



the past tense

- answered
- learned
- played
- repeated
- talked

c. Definition of irregular verb

¹⁶ Arsyad Azhar, *Dasar-Dasar Penguasaan Bahasa Inggris*,(cet.XIII;Yogyakarta:Pustaka Pelajar,2007), p. 49.

Irregular verb is the change of infinitive to past tense and past participle form and it has not variable like regular verb.¹⁷

Some verb have irregular past forms, most of the irregular verb in English are given in the following list.

d. List of Irregular verb

Some verb have irregular past forms, most of the irregular verb in English are given in the following list.

Arsyad, azar (2007:4). Some irregular verb commonly used:

I	II	III	Artinya
(Infinitive)	(Past simple)	(Past participle)	(Meaning)
1. Arise	arose	arisen	timbul
2. Be (am/is/are)	was/were	been	ada/adalah
3. Bear	bore	born	melahirkan/menahan
4. Beat	beat	beaten	memukul/kalahkan
5. Become	became	become	menjadi.
6. Begin	began	begun	mulai
7. Bite	bite	bitten	menggigit
8. Blow	blew	blown	meniup/menghembus

¹⁷Arsyad Azhar, *Dasar-Dasar Penguasaan Bahasa Inggris*,.....p. 66

9. Break	broke	broken	merusak
10. Bring	brought	brought	membawa
11. Build	built	built	membangun
12. Buy	bought	bought	membeli
13. Catch	caught	caught	menangkap
14. Choose	chose	chosen	memilih
15. Come	came	Come	datang
16. Cut	cut	cut	memotong
17. Do	did	done	membuat/melakukan
18. Draw	drew	drawn	menggambar
19. Drink	drank	drunk	minum
20. Drive	drove	driven	menyetir/mengendarai
21. Eat	ate	eaten	makan
22. Fall	fell	fallen	jatuh
23. Feel	felt	felt	merasa
24. Fight	fought	fought	berkelahi
25. Find	found	found	menemukan
26. Fly	flew	flown	menerbangkan /terbang
27. Forget	forgot	forgotten	melupakan
28. Get	got	got	mendapatkan
29. Give	gave	given	memberi
30. Go	went	gone	pergi

31. Grow	grew	Grown	tumbuh
32. Hang	hung	hung	menggantung
33. Have	had	had	mempunyai
34. Hear	heard	heard	mendengar
35. Hit	hit	hit	memukul
36. Hold	held	held	memegang
37. Hurt	hurt	hurt	melukai
38. Keep	kept	kept	menjaga
39. Know	knew	known	mengetahui
40. Lead	led	led	membina/memimpin
41. Learn	learnt/ed	learnt/ed	belajar
42. Leave	left	left	meninggalkan/berangkat
43. Lend	lent	lent	meminjam
44. Let	let	let	mengizinkan/membiarkan
45. Lose	lost	lost	kehilangan/hilang
46. Make	made	made	membuat
47. Mean	meant	meant	berarti/bermaksud
48. Meet	met	met	bertemu
49. Overcome	overcame	overcome	mengatasi
50. Pay	paid	paid	membayar
51. Put	put	put	melerakkan
52. Read	read	read	membaca

53. Ride	rode	ridden	mengendarai
54. Ring	rang	rung	berdering/berbunyi
55. Rise	rose	risen	timbul/terbit/naik
56. Run	ran	run	berlari
57. Say	said	said	mengatakan
58. See	saw	seen	melihat
59. Send	sent	sent	mengirim
60. Sell	sold	sold	menjual
61. Shine	shone	shone	bersinar/bercahaya
62. Shoot	shot	shot	menembak
63. Show	showed	shown	mempertunjukkan
64. Shut	shut	shut	menutup
65. Sing	sang	sung	menyanyi
66. Sit	sit	sit	duduk
67. Sleep	slept	slept	tidur
68. Smell	smelt/ed	smelt/ed	mencium/berbau
69. Speak	spoke	spoken	berbicara
70. Spell	spelt/ed	spelt/ed	mengeja
71. Spend	spent	spent	menghabiskan
72. Stand	stood	stood	berdiri
73. Steal	stole	stolen	mencuri
74. Swim	swam	swum	berenang

- Twenty years ago dua puluh tahun yang lalu
- In 1945 pada tahun 1945
- In 2005 pada tahun 2005
- Yesterday kemarin
- Yesterday morning kemarin pagi
- Yesterday afternoon kemarin sore
- The day before yesterday kemarin lusa
- When I was young ketika saya muda
- When I was there ketika saya disana
- When you came ketika kamu datang.¹⁸

C. The Purpose of Past Continuous Tense

Formula:

1. Positive (+): S+was/were+V ing+O
2. Negative (-): S+was/were+not+V ing+o
3. interrogative (?): was/were+S+V ing+o

Example:

- a. (+) He was playing fooball yesterday
- (-) He was not playing football yesterday
- (?) was he playing football yesterday?
- b. (+) They were working office yesterday
- (-) They were not working office yesterday

¹⁸ Idi Supono, *BBC English Grammar*, (Cet.I;Jakarta: WahyuMedia,2007), p. 260

(?) were they working office yesterday?

1. Function Use Past Continuous Tense

a. Used to express two occurrence which underway at the same time in the past.¹⁹

Example:

(+) I was going to garden when it began to rain

(-) I was not going to garden when it began to rain

(?) Was I goin to garden when it began to rain?

b. Used to express an ongoing action in the past.

Example:

(+) at three o'clock last week, She was reading

(-) at three o'clock last week, She was not reading

(?) at three o'clock last week, Was she reading?

c. This form is also used to express the same two events took place a long time and in the past.²⁰

Example:

(+) I was reading a book, While Ani writing a letter

(-) I was not reading a book, While Ani writing a letter

(?) Was I reading a book, while Ani writing a letter?

2. The Time signal of Past Continuous Tense

– When you left

Ketika kamu pergi

¹⁹ Azhar Arsyad, *IMPROVE YOUR ENGLISH STRUCTURE*, (Cet. Kedua:Jakarta: P.T.Al-Qushwa,1993), p, 16

²⁰ Slamet Riyanto, *The Textbook of English Grammar*, (Cet.I.Yogyakarta: Pustaka Widyatama, 2011, p, 36

- When he went out Ketika dia pergi keluar
- As I got home Ketika saya tiba dirumah
- As we started Ketika kami mulai
- While he closed the door Ketika dia menutup pintu
- All day yesterday Sepanjang hari kemarin.²¹

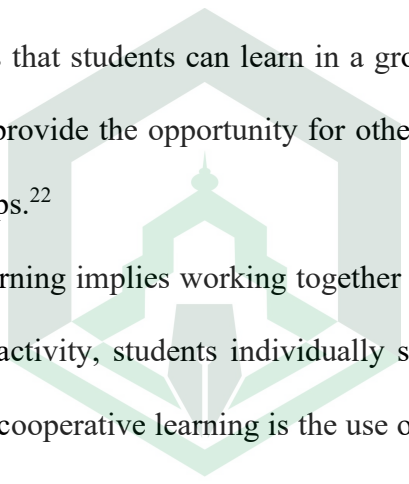
D. The Concept of Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning is a learning model in which the system studied and worked in small groups of 4-6 people, amounting to collaboratively so as to stimulate the students more enthusiastic in learning.

The main objective in the application of cooperative learning model of teaching and learning is that students can learn in a group with his friends in a way respectful opinion and provide the opportunity for others to express their ideas with their expression in groups.²²

Cooperative Learning implies working together to achieve common goals. In a cooperative learning activity, students individually seek a favorable outcome for the whole group. Thus, cooperative learning is the use of small group instruction that



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²¹ Idi Supono, *BBC English Grammar*, (Cet.I;Jakarta: WahyuMedia,2007), p. 262

²² Isjoni, *Cooperative Learning*, (Cet.5;Bandung: Alfa beta, 2011), p. 15

allows students to work together to maximize their learning and studying other members of the group.²³

Cooperative learning is an ideal solution to the problem of providing an opportunity to interact in a cooperative and not superficial to the students of different ethnic backgrounds to improve inter-group relations.

The importance of group goals and individual responsibility is to provide an incentive to students to help each other and to encourage each other to do the maximum effort.²⁴

2. Types of Cooperative Learning

There are several types of learning cooperative, three of which are:

a. Formal cooperative learning groups.

Students work one or one session.

b. Informal cooperative learning groups.

Students work together only for one session only.

c. Cooperative base groups.²⁵

3. The Steps of Cooperative learning

The steps in the use of models of cooperative learning in general can be described operationally as follows:

²³ Mahmud. <http://blogspot.com.kumpulan.makalah./2012/07/langkah-langkah-dalam-pembelajaran.html>. Access on January 15th 2013

²⁴ Robert E. Slavin, *Cooperative Learning "Teori, Riset, dan Praktik"*, (cet.9;bandung: Nusa Media, 2005), p. 81

²⁵ Miftahul Huda, *Cooperative Learning "Metode, Teknik, Struktur dan Model Penerapan"* (Cet.IV;Yogyakarta: Pustaka pelajar, 2013), p. 87

a. The first step is to design a plan faculty learning programs. In this step the teacher consider and set targets to be achieved in the study of learning. To star learning, teachers should explain the purpose and attitude and social skills to be achieved and demonstrated by students during learning. This must be a teachers, because then students can know and understand what to do during the process of teaching and learning takes place.

b. The second step in the application of learning in the classroom, the teachers explains the main poins of the material in order for students to have sufficient and orientation of the material being taught.The next step to do is to explore students' knowledge and understanding of the subject matter based on what they have learned. Next the teacher guide students to make the understanding and conception of faculty to students individually to find the unity of the group is formed. This activity was carried out while explaining the task to be performed by students in each group.

c. The third step, the observation of the activities of students, faculty directing and guiding the attitudes either individually or in groups in term of understanding the material and on the students and behavior of students during the teaching and leaning activities take place.

d. The fourth step, teachers provide opportunities for students from each group to present their work. At the time of the class discussion, the teacher acts as a

moderator. It is intended to guide and correct student understanding and comprehension of the material or the work that has been displaying.²⁶

4. The Characteristics of Cooperative Learning

Millis outlines five characteristics typical of cooperative learning:

- a. Students work together in small groups containing two to five members;
- b. Students work together on common tasks or learning activities that are best handled through groupwork;
- c. Students are positively interdependent and activities are structured so that students need each other to accomplish their common tasks or learning activities; and
- d. Students are individually accountable or responsible for their work or learning.²⁷

5. The Elements of Cooperative Learning

The five factors are necessary for successful cooperative learning are:

- a. **Positive Interdependence, a sense of working together for a common goal and caring about each other's learning.**
- b. **Individual Accountability, whereby every team member feels in charge of their own and their teammates' learning and makes an active contribution to the group. Thus there is no 'hitchhiking' or 'freeloading' for anyone in a teams – everyone pull their weight;**

²⁶ Mahmud. [http:// blogspot.com . kumpulan makalah. /2012/07/langkah-langkah-dalam-pembelajaran.html](http://blogspot.com . kumpulan makalah. /2012/07/langkah-langkah-dalam-pembelajaran.html). Access on January 15th 2013

²⁷ Timothy S. Roberts. http://my.safari_booksonline.com/book/hr-organizational-management/1591401747/collaborative-or-cooperative-learning/ch09lev1sec8 Acces on 15th 2012.

- c. Face-to-Face interaction, where learners explain, argue, elaborate and link current material with what they have learned previously;
- d. *Sufficient social skills, involving an explicit teaching of appropriate leadership, communication, trust and conflict resolution skills so that the team can function effectively.*
- e. Team reflection, whereby the teams periodically assess what they have learned, how well they are working together and how they might do better as a learning team.²⁸

E. Action Research

1. Definition of Action Research

Action research is the name given to an increasingly popular movement in education research. It is a form of self-reflective enquiry that is now being used in school-based curriculum development, professional development, and school improvement schemes and so on, and, as such, it actively involves teachers as participants in their own educational process.²⁹

For more details, the writer would like to offer some definition of what action research is from some experts:

- a. Stephen Kemmis, action research is a form of self-reflective inquiry undertaken by participants in social(including educational) situations in order to improve the

²⁸ David Nunan, *Collaborative Language Learning and Teaching*, Cambridge University Press, 1992, p. 34

²⁹ Hopkins, *Action Research*. 1993. Online, hysicsed. Buffalostate.edu/danowner/ actionrsch. Html).. accessed on may 1 2012.

rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, (c) the situations in which the practices are carried out. In education, action research has been employed in school –based curriculum development, professional development, school improvement programs, and system planning and policy development.

b. Watts underscores that action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. It is based on the following assumptions : (a) teachers and principals work best on problem they have identified for themselves, (b) teachers and principals become more effective when encouraged to examine and assess their own work and then consider ways of working differently, (c) teachers and principals help each other by working collaboratively, and (d) working with colleagues helps teachers and principals in their professional development.³⁰

2. Characteristic of Action Research

- a. practical, and relevant with situated real deep world job
- b. giving set framework to trouble-shooting
- c. flexible and adapt if which is enables to mark sense changing up to trial period
- d. Participateion which researcher takes part straightforward
- e. Self evaluative which is continuo's ala modification is evaluated in aught situation.
- f. In term research finding have poor external validity

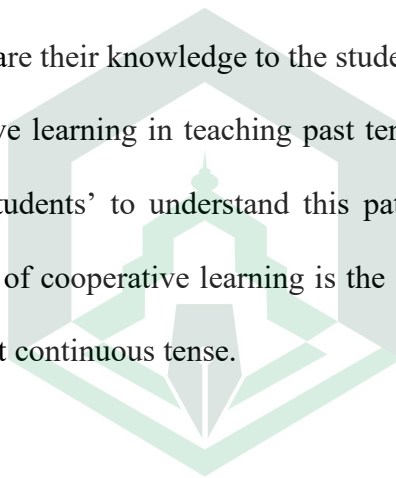
³⁰Brown, *Act Research*, 1985. Online [http:// www. Alliance. Brown. Edu/ pubs/ themes_ed/act_research. Pdf](http://www.Alliance.Brown.Edu/pubs/themes_ed/act_research.Pdf). Accessed On April 30,2012

- g. Rresearch and decision making is process by decentralizes and diregulasi
- h. Cooperative is in contemplation, performing, and evaluation
- i. action research develops empowerment, democracy, justice, and freedom
- j. applying theory in small-scale
- k. accentuating action approaching
- l. Developing a model.³¹

F. Conceptual Fremwork

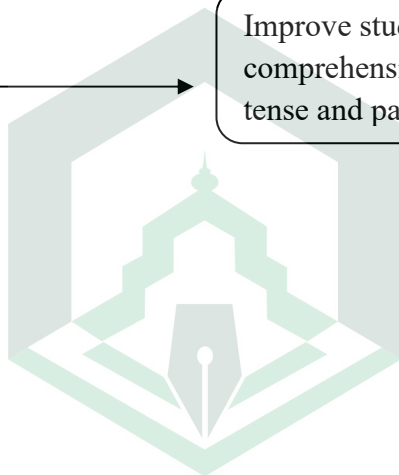
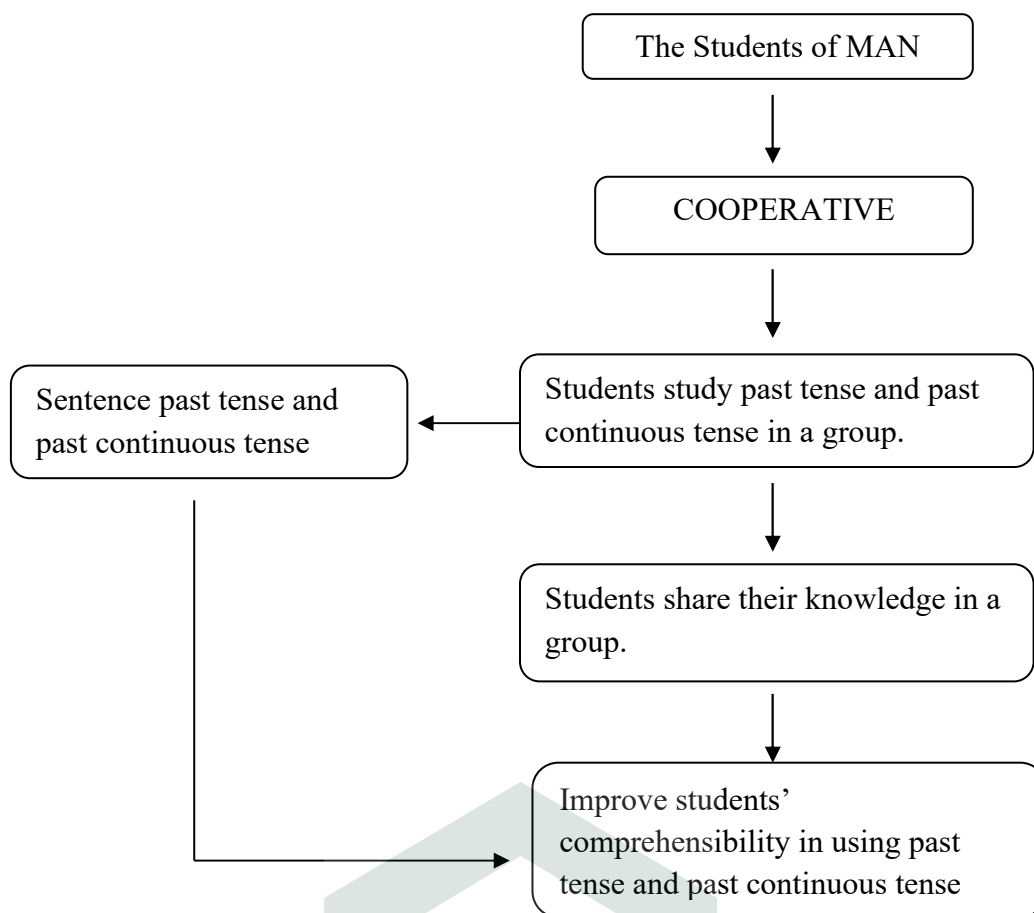
This researcher takes students of MAN Palopo who have learned English as a foreign language since the first class. The researcher user coopertive learning in teaching past tense and past continuous tense students study the tenses in a group to understand the tenses in sentence, and students who can make past tense and past continuous tense can share their knowledge to the students who can not do it.

Using cooperative learning in teaching past tense and past continuous tense, the models will help students' to understand this patterns and using it in making sentences. The produce of cooperative learning is the students' comprehensibility in using past tense and past continuous tense.



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³¹ Mulyasa, *Menjadi Guru Profesional*, (cet.IV; Bandung: PT. Remaja Rosdakarya Offset, 2006). p. 153-154.



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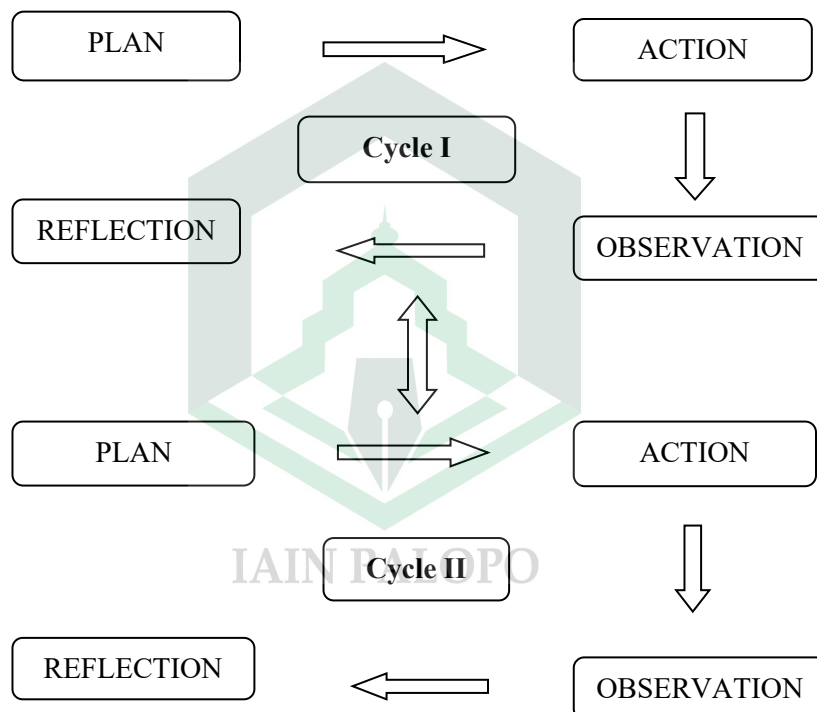
CHAPTER III
METHOD OF THE RESERCH

A. Setting

This classroom action research was conducted at the second year students of MAN Palopo. The total number of students were 21 students.

B. Design of the Research

The researcher to presented a model of action research stated by Hopkins where there are four stages in the procedure namely, planning, action, observation, and reflecting.



Picture 1. General structure by Kemmis and Taggart. In Mulyadi Hamid, S.E,M.Si.³²

³² Mulyadi Hamid, S.E, M.Si, dkk. *Metodologi Penelitian Tindakan Kelas*. P. 13

This research used a classroom action research (CAR). It covered research location, research time and classroom action research cycles as follows:

1. Research Location

This classroom action research was conducted at MAN Palopo, it was located on agatis street balandai. The subject of this research in class XI at 2013 academic years. The class consists of 21 students. Those consist of 19 women and 2 men.

2. Research Time

The planning of the researcher was started on 1 April 2013 academic year.

3. Classroom Action Research Cycles

This classroom action research was conducted in cycles, namely: cycle I and cycle II. It aims to observe the improving students' in past tense through cooperative learning.

C. Data Sources

- a). Students
- b). Teacher
- c). Observer

D. Technique and Instruments of Collecting Data

1. Techniques

The collecting data techniques in this classroom action research were as follows :

- a) Test : to find out the students' ability in understanding about tenses, especially in past tense and past continuous tense.



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b) Observation : to find out the students participation during the use of cooperative learning.

2. Instruments

The instruments that used icollecting data in this classroom action research were:

1) Test: to know the level of the students' during the application of cooperative learning. Which consisted of multiple choice.

2) Observation list: to observe situation in the class during teaching and learning process by using cooperative learning. The observation list, categorized into nemely:

(1) Students' attitude during the implementation of cooperative learning, (2) Students' mastery of material that is given by the teacher during the cooperative learning, (3) Students' participation during the group, (4) Students' cooperative during in a group.

3) Guided interview list: to find out the level of successful in implementing the use of cooperative learning in teaching past tenses.

3. Data Analysis

The Data collected in every observation in each were be analysed descriptively through percentage teahnique and by considering the tendency happened during the learning process.

a) Test result: students' score of tenses test classified into Excellent, very good, good, fairly good, fairly, fairly poor, and poor. It was counted by using the formula, as follow:

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

Calculating the mean score test by using the formula:

$$\frac{M_x}{N} = \frac{\sum X}{N}$$

Where:

M_x = Mean Score

$\sum X$ = Total Raw Score

N = Total Sample³³

b) Students' activity during the learning process: analysis by considering the students' participation and the classified into attitude, mastery, participation, and cooperative.

b. Implementation of learning by using cooperative learning: by analysing the successful level of implementation, then it categorized into success, less success, and not success.

E. Procedure of the Research

In this research procedure used classroom action research which be explained cycle 1 and cycle 2.

³³ Anas Sudijono, *Pengantar Statistik Pendidikan*, Jakarta , PT Radjawali persada, 2009
P. 82

Cycle 1

a. Planning

- 1) Preparing lesson plan in teaching past tense and past continuous tense by using cooperative learning.
- 2) Preparing the material that given to students'.
- 3) Making scenario, observation sheet to record the learning process.
- 4) Preparing test to know students ability.

b. Acting

- 1) Researcher gave explanation about the material.
- 2) The students' were divided into some small group, based on students' proficiency towards past tense and past continuous tense.
- 3) The researcher gave students material for every group and ask them to do it in the group.

c. Observation

Observer observe the process of teaching and learning process. In doing this, observer was given teacher's observation sheet and students' observation sheet. The result of this observation then collected and analyzed to be a matter of reflection.

d. Reflecting

The result of cycle 1 in observation step were analyzed whether the action that had been improve the students' ability in past tense and past continuous tense through cooperative learning. The result of data analysis used as a guide for the next cycle.

Cycle II

After doing the first cycle, there were still many weaknesses based on the reflection, the researcher did the next cycle. Second cycle also consists of planning, acting, observation, and reflecting.

a. Planning

The research and partner made a lesson plan based on the result of reflection in the first cycle.

b. Acting

The researcher taught the students how to use past tense and past continuous tense on the planning in the second cycle.

c. Observation

The research team (teacher and partner) did the observation through learning by using cooperative learning.

d. Reflecting

This classroom action research was successful if some of the following requirements are fulfilled:

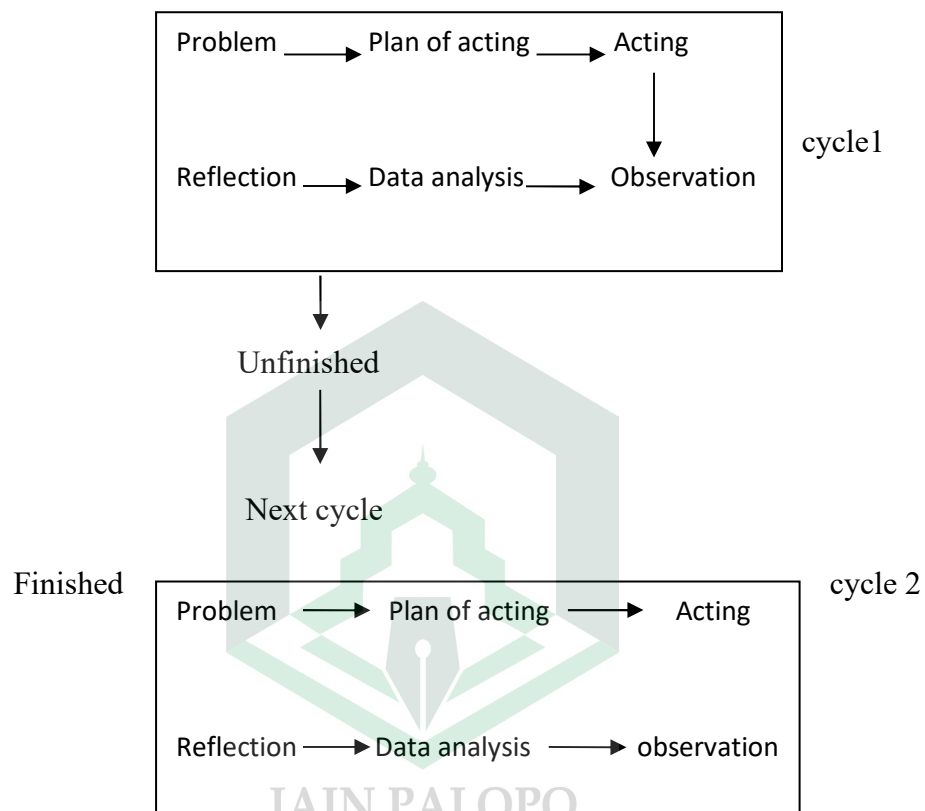
- 1) Most of the students have a good score evaluation (past tense and past continuous tense) (70 %)
- 2) Most of the students' active in learning process (75 %)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

The findings of the research explain the cycles of learning and teaching process of this current research. In this case, there were two cycles; it can be seen in general through the following chart:



Cycle 1

The first cycle of this research based research consist of planning, acting, observation, and reflecting.

1. Planning

To carry out the action research class required different tools that had been created and developed previously, namely: Lesson planed (RPP) about the use of cooperative learning in teaching past tense and past continuous tense. To make the good management in the classroom and learning process could be more effective, there are 21 students to be in order the method as one of English teaching models got useful significance for the English teacher and the students. The test would be used to know the students ability in understanding of past tense and past continuous tense.

2. Acting

In this action the researcher asked the students about the English material (past tense and past continuous tense). After that the researcher gave them explanation about past tense and past continuous tense, after that the researcher asked the students to come forward and gave example past tense and past continuous tense to know the students' understanding after getting explanation about it from the researcher. The researcher divided students into small groups based on the students' proficiency towards past tense and past continuous tense, the every members of group had variety ability in undertanding past tense and past continuous tense in order that the students who had known about the pattern could help or share to their friend in their group. After forming group the researcher gave again material and test , asked them to finish it in their each group. If they had finished, their task were collected to be corrected together.

3. Observation

In the first cycle the learning situation was still not conducive because they were little bit noisy when the researcher explained in front of class, some of students did not pay attention to the researcher's explanation and they just disturb their friends so the situation class was crowded, beside, almost students still confused about past tense and past continuous tense eventough the researcher had explained again in front of class.

Picture 1: the students were still confused about the material



a. Evaluation on students' Grammar especially in tenses in past tense and past continuous tense showed that the students' mastery on past tense and past continuous tense were mostly in low scores. It can be seen from the result of multiple choice that event by resesrcher. All most students' still did not understand negative and

interrogative sentence, for example : “ I did not *swam* very fast last night “, Did he *helped* me last week. Before continuing of learning the researcher gave explanation about negative and interrogative sentences previously, after that gave example for them. It challenged the reseacher to use technique in teaching hopefully they were interest in learning process. The mean score was only 51.23 (see table 1)

Table 1: The Result of the Test in Cycle 1

No.	Students Name	Score
1	Students 1	46
2	Students 2	50
3	Students 3	46
4	Students 4	66
5	Students 5	60
6	Students 6	46
7	Students 7	50
8	Students 8	46
9	Students 9	53
10	Students 10	73
11	Students 11	40
12	Students 12	73
13	Students 13	66
14	Students 14	60

15	Students 15	66
16	Students 16	40
17	Students 17	50
18	Students 18	46
19	Students 19	53
20	Students 20	40
21	Students 21	66
	Mean Score	51.23

The data was collected from the result students' test at class XI IPA 2 on 1st April 2013 in MAN Palopo. The test that given to students was multiple choice.

The result calculation of mean score students' grammar test in cycle 1

$$M_x = \frac{\sum x}{N}$$

$$M_x = \frac{1076}{21}$$

$$M_x = 51.23$$

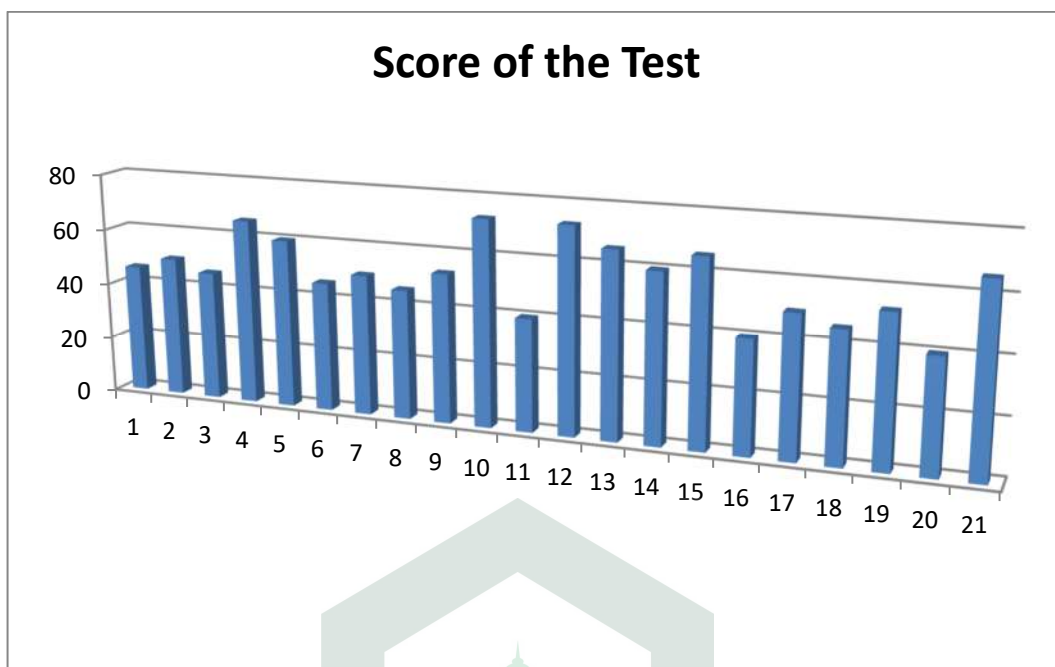
Where:

M_x = Mean Score

N = Amount of Students

$\sum x$ = The Raw of Score

Chart 1: Chart result of the test in cycle 1



The data of score chart was collected from table score in the first cycle score.

Table 2: The rate percentage of students' score in the first cycle

Classification	Score	Frequency	Percentage
Excellent	90 – 100	-	-
Very good	80 – 90	-	-
Good	70– 80	2	9,52%
Fairly good	60– 70	6	28.57%

Fairly	50 – 60	5	23.80%
Fairly poor	30– 50	8	38.09%
Poor	0 – 3		-

The table above shows that there were not students in the first cycle got “excellent “. (0%) “Very good”, (0%) and 2 students (9.52%) “Good” classification, There were 6 students (28.57%) got “fairly good”, 5 students (23.80%) got “fairly”, and 8 students (38.09%) got fairly “poor” and also 0 students (0%) got “poor”. From the result above the researcher could conclude that students’ mastery in grammar were still low in the first cycle.

b. The result of the observation on students’ activities during the teaching and learning process. The mean score was 59% it can be seen in table below.

In this research the researcher use observation sheet to know the students’ participation during learning process. The indicators of observation sheet namely :

- a) Attitude: Students’ attitude during learning process
- b) Mastery: Students understanding towards material
- c) Participation: Students being active during learning process
- d) Cooperative: Students’ cooperate in group

And the clarification for each indicators in observation sheet is:

Indicator for Attitude Score:

Score 1 : The Students crowded and disturb their friends during learning process

Score 2 : The Students did not pay attentions to the teacher explanation

Score 3 : The students are polite in learning process

Score 4 : Giving respond towards teachers' guidance in learning process

Indicator for Mastery Score:

Score 1 : The students did not understand the pattern of material

Score 2 : The fault in using verb and auxiliary verb

Score 3 : Understanding of pattern, but still confuse how to used in a sentences

Score 4 : The students had understood the material

Indicator for Participation Score :

Score 1 : The students just silent during learning process

Score 2 : The students seldom ask to the teacher and the only answer the question if it is for them

Score 3 : Giving respond for every teachers command

Score 4 : Active to ask and giving answer during learning process

Indicator for Cooperative Score:

Score 1 : Just joint in a group

Score 2 : Giving respond if asked

Score 3 : Involve to finish the assegment

Score 4 : Giving ideas and suggestion to finish assegment

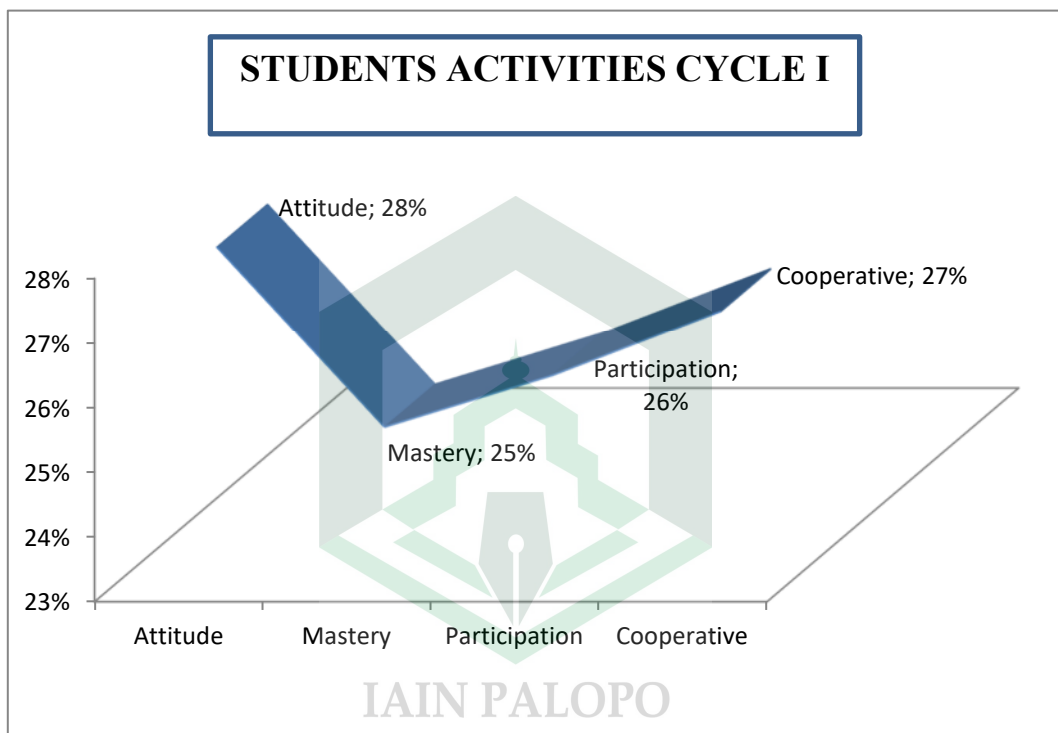
The Result of Observation on Students Activities Cycle 1

No	CODE	INDICATORS			
		ATTITUDE	MASTERY	PARTICIPATON	COOPERATIVE
1	001	3	2	2	2

2	002	3	2	2	2
3	003	2	1	2	3
4	004	3	3	3	3
5	005	2	3	3	3
6	006	2	2	2	3
7	007	3	3	3	2
8	008	2	2	3	3
9	009	3	2	2	3
10	010	3	4	4	3
11	011	2	1	2	2
12	012	3	4	3	4
13	013	3	4	3	2
14	014	2	3	3	3
15	015	3	3	3	3
16	016	4	2	3	3
17	017	3	2	3	3
18	018	3	2	2	3
19	019	4	2	3	3
20	020	3	2	2	2
21	021	3	4	3	3
		28 %	25.2 %	26.6 %	27.6 %

The data was collected from the result of observation on students activities during the research. The indicators was attitude, mastery, participation and coopertative, and the explanation for every indicators had explained above before this table.

From the observation of student's participation in cycle 1 the students attitude during learning process there were some students still crowded, and they just disturb their friends, all most students did not pay attentions to the researcher explanation about material. Their attitude was very influence towards students' mastery. And the student was still lack, otherwise with their cooperative in a group.



The data of the chart was from table observation students' activities in the first cycle. The indicator was also attitude, mastery, participation and cooperative.

From the result of observation on students' activities in the cycle 1 can be classified that students' attitude in learning process was 28 % and their mastery about the material that had given by researcher was 25%, the students' participation during learning process was 26 %. Beside that their cooperative in doing the task was 27%. From the result above the researcher conclude that the students' activities during learning process using Cooperative in the first cycle was still low.

1. Reflecting

There were still significant weaknesses in the first cycle namely. In the first cycle the learning situation was still not conducive because they were little bit noisy when the researcher explained in front of class, some of students did not pay attention to the researcher's explanation optimally and they just disturb their friends so the situation class was crowded, beside, almost students still confuse about past tense and past continuous tense eventhough the researcher had explained again in front of class. They were lazy to ask although they had not understood about the material so the result of test still low.

The students said that could not follow the learning process optimally so they little bit noisy because they were bored. The researcher had not apply the cooperative learning, therefore the learning process was still as usually. So almost students pay the other things like disturb their friends, and the situation was crowded. The

researcher gave students games to create fresh learning situation. in order that they were ready to continue the learning process.

After making observation in the first cycle, the researcher concluded that learning process was still not effective. Most of the students did not pay attention and followed the learning process optimally; It was challenged for researcher to develop teaching technique hopefully they were interest in learning process. And one of technique in teaching material the researcher gave students some vocabulary, because they have still poor ability vocabulary. So they could not make a sentences correctly.

Cycle 2

After doing observation in the first cycle, there were still weaknesses in this cycle, in order to decrease it and to keep successful in the first cycle. Then in the second cycle was planned as follows:

1. Planning

The planning in the second cycle as follows:

- a. Setting the classroom to create learning process better.
- b. Dividing students in new group.
- c. Giving motivation to the students in order to be active in learning process.
- d. Giving more intensive guidance to the students in order to understand the material

2. Acting

In this action the students' sit position changed into other position, which was around. In order that they were not bored with the sit position as usually in their classroom. Hopefully the position could create enjoy learning situation, Like in the first cycle the researcher divide students in some groups again so the students had new group, the researcher explained again the material, in this action the researcher did not give example but asked students to make sentence by themselves in each their group, because the researcher had explained the material in the first cycle and reexplained in the second cycle.

After finishing their task, they collect their task, based on the correction by researcher the first, third and fourth group had got good score, they could answer all the question that given by researcher. and the second group still got low score because there were some fault answer.

3. Observation

a. In the second cycle the class had been better and exiting. The students looked enjoyed in learning past tense and past continuous tense by using cooperative learning. They were more active and could be focused in learning process.

Picture 2: researcher was guide for students in group, by giving explanation.



Picture 3: students' activities more effective in learning process by cooperative



b. Evaluation on students' past tense and past continuous tense showed that the students mastery on tenses were mostly in good scores. The mean score was 80.71. It can be seen from the students test result, and their attitude had been better, they were not noisy and more focus in learning process, so they were easier to understand the material, and students participation had increase then the first cycle, the students' cooperative in a group more conducive. it can be seen in the table 3.

Table 4: The Result of the Test in Cycle 2

No.	Students Name	Score
1	Students1	80

2	Students 2	85
3	Students 3	75
4	Students 4	70
5	Students 5	60
6	Students 6	80
7	Students 7	85
8	Students 8	80
9	Students 9	75
10	Students 10	85
11	Students 11	80
12	Students 12	85
13	Students 13	80
14	Students 14	85
15	Students 15	90
16	Students 16	75
17	Students 17	80
18	Students 18	85
19	Students 19	90
20	Students 20	80
21	Students 21	90
	Mean Score	80.71

The data was collected from the result students' test at class XI IPA 2 on 1st April 2013 in MAN Palopo. The test that given to students was essay.

The result calculation of mean score students' grammar test in cycle 2

$$M_x = \frac{\sum x}{N}$$
$$M_x = \frac{1695}{21} = 80.71$$

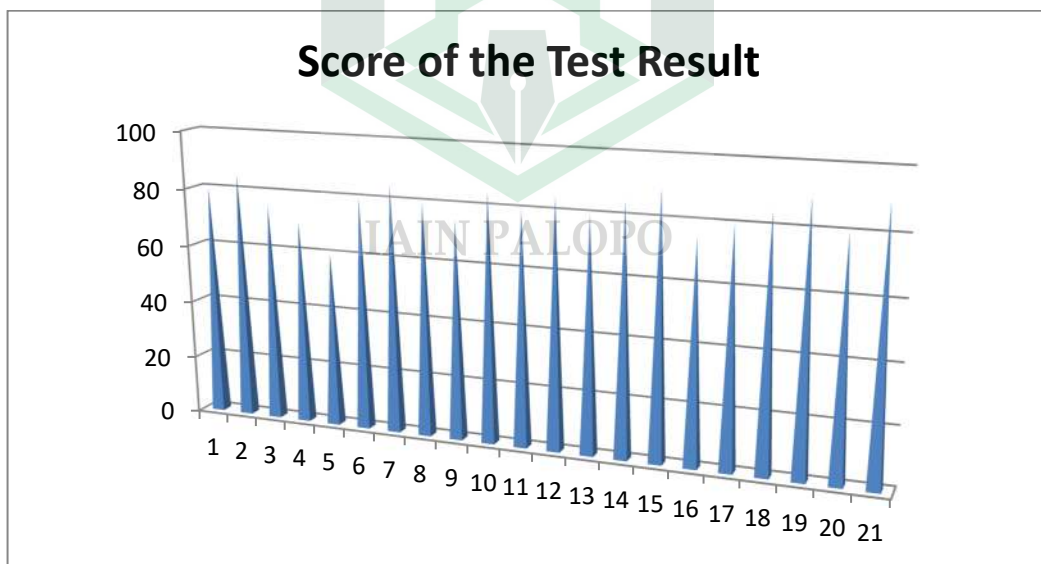
Where:

M_x = Mean Score

N = Amount of Students

$\sum x$ = The Raw of Score

Chart 3: The Result in Cycle 2



The data of score chart was collected from table score in the second cycle score.

Table 5: The rate percentage of students' score in the second cycle

Classification	Score	Frequency	Percentage
Excellent	90 – 100	3	14.28%
Very good	80 – 90	13	61.90%
Good	70 – 80	4	19.04%
Fairly good	60– 70	1	4.76%
Fairly	50 – 60	-	-
Fairly poor	30 – 50	-	-
Poor	0 – 30	-	-

The table above shows that there was only 3 students who got excellent student (14.28%) got “excellent “, 13 (61.90%) students got “very good”, 4 students (19.04%) got “good”, there was 1 students (4.76%) got “fairly good”, no one (0%) got “fairly and Poor classification. From the result above the students' mastery in past tense and past continuous tense had fulfilled the criteria succeed classification of this research.

c. The result of observation on students' activities during teaching and learning

Process can be seen in the table below:

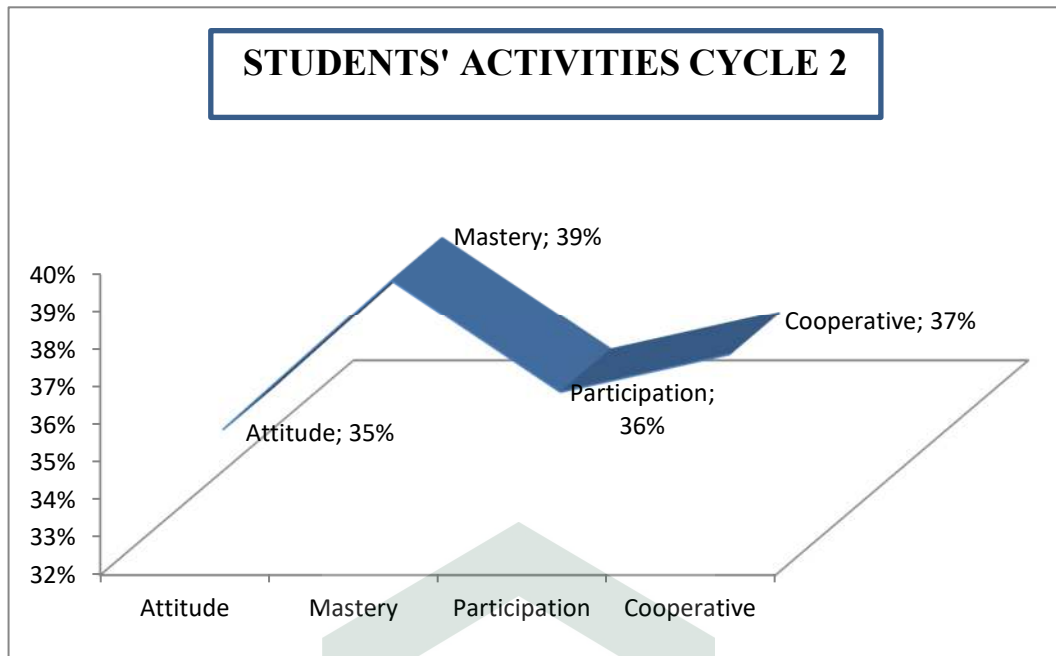
Table 6: The Students' Participation in Cycle 2

No	CODE	INDICATORS			
		ATTITUDE	MASTERY	PARTICIPATON	COOPERATIVE
1	001	4	4	3	4
2	002	4	4	4	4
3	003	4	4	4	4
4	004	4	4	3	4
5	005	3	4	3	4
6	006	4	3	4	4
7	007	3	4	4	4
8	008	4	4	4	3
9	009	4	3	4	4
10	010	3	4	4	4
11	011	4	4	4	3
12	012	3	4	4	4
13	013	3	4	3	4
14	014	4	4	4	3
15	015	3	4	4	4
16	016	4	4	3	4
17	017	3	4	4	3
18	018	3	4	3	4
19	019	4	4	4	3
20	020	3	4	4	4
21	021	4	4	3	4
		35.2%	39.0%	36.6%	37.7%

The data was collected from the result of observation on students activities during the research. The indicators was attitude, mastery, participation and

cooperative, and the explanation for every indicators had explained above before this table.

Diagram 4: The Students' Participation in Cycle 2



The data of the chart was from table observation students' activities in the second cycle. The indicator was also attitude, mastery, participation and cooperative.

From the result of observation on students' activities in the cycle 2 can be clarified that students' attitude in learning process was 35 % and their mastery about the material that had given by researcher was 39%, the students' participation during learning process was 36 %. Beside that their cooperative in doing the task was 37%. From the result above the researcher conclude that the students' activities during

learning process using Cooperative in the second cycle had increase then the first cycle.

4. Reflecting

Some successful points in the second cycle namely: most of students more easily in make sentences. More of students active in learning activities, the students' activities in the cycle 2 can be clarified that students' attitude in learning process was 35 % and their mastery about the material that had given by researcher was 39%, the students' participation during learning process was 36%. Beside that their cooperative in doing the task was 37%. And mean score of the result test achieved 80.71, from the result in this cycle, the researcher conclude that the learning process had been mre effective.

B. Discussion

By considering the findings, the researcher presents the discussion of data given to the students, the section described students' improvement in teaching past tense and past continuous tense by using cooperative learning. The students of MAN Palopo was lower in the first cycle than the second cycle. It could be identified from the result cycle 1 and cycle 2.

In the first meeting of this cycle, the researcher did not apply the method directly but only introduction to students hopefully between the researcher and students could be built close relation, asking students one by one to introduce themselves in front of classroom by telling about their hobbies, ideas and many

others about them. After giving explanation about material the researcher asked students to come forward and write one example past tense and past continuous tense sentence. The researcher gave students test individually, in the last meeting, giving students game to make fun situation.

In the second meeting of this action, the researcher explaining again about material, and the researcher gave a chance for students' to ask if there still confuse. The researcher also helped them if students' find difficulties to do their task. Some of students' still had poor ability in vocabulary so they were confuse to make sentences (past tense and past continuous tense). To solve the problems the researcher gave explanation how to look up the meaning of words in dictionary because almost of students were still confuse to use it well. In this section the researcher had used cooperative learning as models to teach past tense and past continuous tense. And than divided students' in some groups until four groups. After that the researcher gave them sheet of test ask them to change the positive sentence into negative and interrogative sentences.

The third meeting, the researcher gave test to know the students' mastery in past tense and past continuous tense. After using cooperative learning during learning process. And if the result of the test still low the researcher planned to continued on the next cycle.

The observation in this cycle, the researcher knew that classroom situation was still not conducive because the students were little bit of noisy when researcher explained material in front of class. Based on observation activity made researcher

and observer in the first cycle. It was found some weakness in teaching, they were: a) The class situation was not effective during learning process, the students still crowded in classroom, they disturb each other students, beside that they did not pay attention to the researcher's explanation. b) Most of students were still not familiar with the learning by using cooperative learning. Some students had not understand to use past tense and past continuous tense. The students have poor ability in vocabularies, so they found difficulties to use past tense and past continuous tense in a sentence. c) The evaluation mean score was 51, 23, it means that the students' scores in the first cycle were still low because almost students were still wrong in using past tense and past continuous tense.

The instruments of this research, the researcher used test and observation, the test to find out students' improvement after using cooperative learning. And also observation was divided in some indicators namely; attitude to know students' attitude during the implementation of cooperative, students' mastery of material that was given by the researcher during the cooperative learning, students participation during the group, and the last students cooperative in a group.

The percentage of the result in first cycle show the was not students in the first cycle got "excellent ". (0%) "Very good", (0%) and 2 students (9.52%) "Good" classification, There were 6 students (28.57%) got "fairly good", 5 students (23.80%) got "fairly", and no students (50%) got fairly "poor" and also 0 students (0%) got "poor". From the result above the researcher could conclude that students' mastery in grammar were still low in the first cycle. It means under low by the standard score.

So the students' score of the test in second cycle must be increased and the result of observation during learning process, the researcher concluded that learning by using past tense and past continuous tense through cooperative learning was still low, so the researcher did second cycle and must be increased some aspect in the next cycle, especially in students' past tense and past continuous tense.

From the result of observation on students' activities in the cycle 1 can be clarified that students' attitude in learning process was 28 % and their mastery about the material that had given by researcher was 25%, the students' participation during learning process was 26 %. Beside that their cooperative in doing the task was 27%. From the result above the researcher concluded that the students' activities during learning process using Cooperative in the first cycle was still low.

There were still significant weaknesses in the first cycle namely. Most of students were still not familiar with the learning to make past tense and past continuous tense sentences. After making observation in this cycle the researcher concluded that the learning was still not effective because most of them did not pay attention and followed the learning process optimally, some of students just disturb their friends and make classroom situation be crowded. It was challenged for researcher to develop teaching technique hopefully they were interest in learning process.

The problem in the first cycle attracted the researcher to continue to the next cycle in the second cycle, the researcher observed the students more intense and did new plans in the second cycle namely: a) Setting the classroom to create learning

process better. b) Dividing students in new group, c) Giving motivation to the students in order to be active in learning process, d) Giving more intensive guidance to the students in order to understand the material. In the first cycle almost students still confuse about material therefore in the second cycle, the researcher gave more explanation about the material, so the students' score in second cycle must be increased. In the second cycle made students to be more active in the class during learning process, the researcher did efforts as improvement based on observation in the first cycle.

In observation activities in the second cycle, observing the learning activity about situation class and students' activity during learning process by using cooperative. The condition in classroom more conducive than the first cycle, In the second cycle the class had been better and exiting. The students looked enjoyed in learning past tense and past continuous tense by using cooperative learning. They were more active and could be focused in learning process.

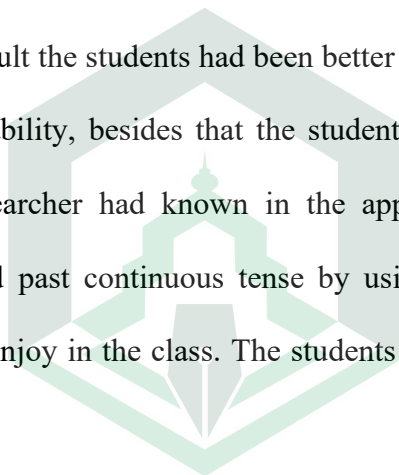
To solve the problem in the first cycle, the researcher planned to fix the lack, in the second cycle by giving students different technique to get maximal score based on success characteristic that had been decide before. Students' ability in past tense and past continuous tense, in the second cycle had been improved. It indicated that after giving the reflection based on the observation in the second cycle, the students had better achievement.

The presentage of students' score in the second cycle show that there was only 3 students who got excellent student (14.28%) got "excellent ", 13 (61.90%)

students got “very good”, 4 students (19.04%) got “good”, there was 1 students (4.76%) got “fairly good”, no one (0%) got “fairly and Poor classification. From the result above the students’ mastery in past tense and past continuous tense had fulfilled the criteria succeed classification of this research.

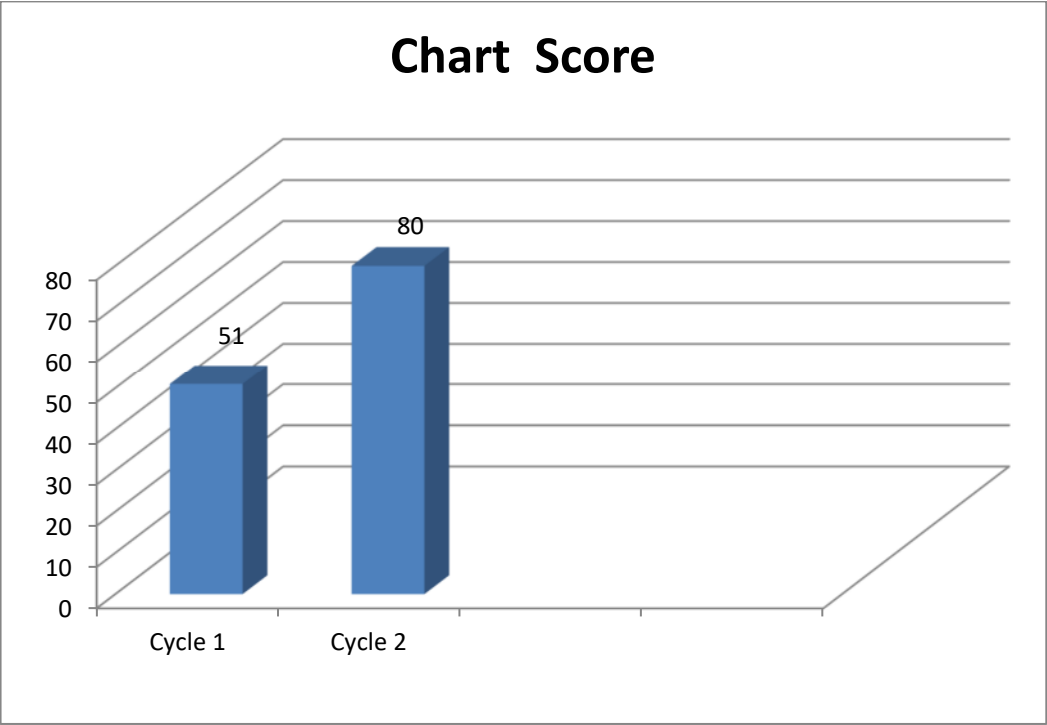
From the result of observation on students’ activities in the cycle 2 can be clarified that students’ attitude in learning process was 38 % and their mastery about the material that had given by researcher was 39%, the students’ participation during learning process was 36 %. Beside that their cooperative in doing the task was 37%. From the result above the researcher conclude that the students’ activities during learning process using Cooperative in the second cycle had increase then the first cycle.

Based on the result the students had been better achievement in past tense and past continuous tense ability, besides that the students’ enthusiasm in the learning was increased. The researcher had known in the application of effective way in teaching past tense and past continuous tense by using cooperative learning, The students were fun and enjoy in the class. The students were easier to understand the material.

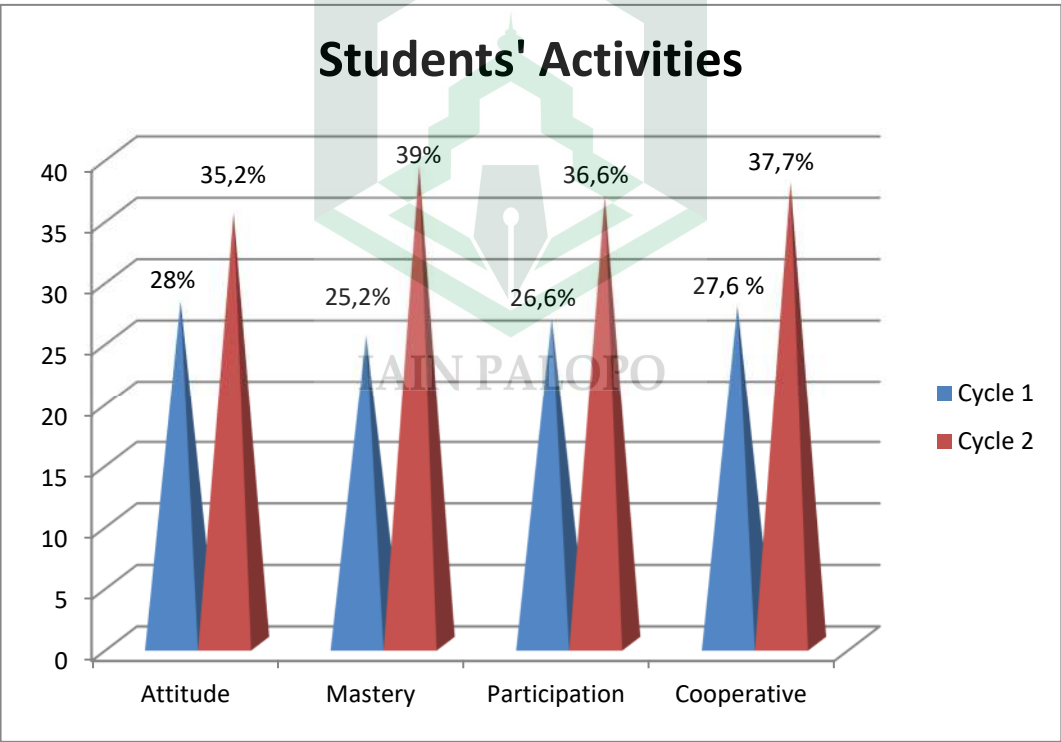


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The result of mean score in the first and second cycles as the chart below:



The chart score the data was collected from the first and the second, to compare the result score in this research.



The data of the chart students' activities was collected from the observation students' activity in the first and second cycle to know the result of students' participation, the indicator was attitude, mastery, participation, and cooperative.

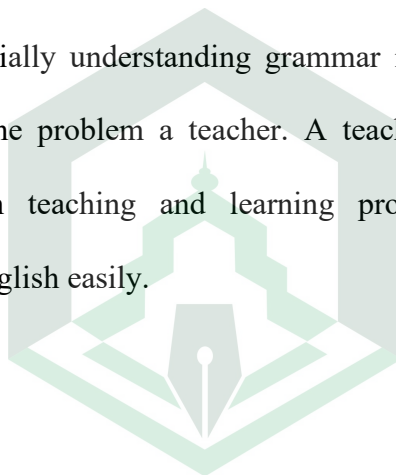
Based on the result above the researcher concluded cooperative learning is effective to apply in learning process. The teacher should use various models to increase the students' English ability. Cooperative learning is a teaching model that worked quite well in small groups, where each group consists of students of different ability levels; perform a variety of learning activities to improve their understanding of the subject matter being studied. Each group member is responsible for not only learning what is taught but also for helping peer to peer learning, so that together achieve success. All students trying until all group members successfully understand and complete it.

Cooperative learning the students' more interest to follow the learning process, and the students' were easier to express their idea in their group, because they just interact with their friends.

Sometimes in learning process some students were not brave or shy to ask even though they did not understand what the teacher had thought. To solve the problems, the teacher should use the way in learning process, in order that all students can participate during teaching and learning process. Cooperative learning is one of learning model that can be applied in classroom because the cooperative learning models encouraged students to work together to achieve their learning objective, it can encourage students to give in their best effort to achieve the

group, and also the cooperative learning models encouraged students to work in their social interactions.

This research was supported by Van Sickle in his research on cooperative learning models and their implications for the acquisition of student learning and curriculum development in social studies, found that the learning groups and debriefing systems individually and in a model of cooperative learning groups encourage social responsibility and individual students, the development of attitudes dependence positive, encouraging increased student learning and excitement, as well as the development and achievement of the curriculum.³⁴ A teacher should create enjoy learning situation, in order that the students are not bored to learn in classroom moreover studied grammar that difficult because many pattern and sometimes students confuse about it, especially understanding grammar in using past tense and past continuous to solve the problem a teacher. A teacher must be able to create a favorable condition in teaching and learning process to make the students comprehend and use English easily.



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³⁴ Mahmud. [http:// blogspot.com_kumpulan makalah. /2012/07/langkah-langkah-dalam-pembelajaran.html](http://blogspot.com_kumpulan_makalah_/2012/07/langkah-langkah-dalam-pembelajaran.html). Access on February 12th 2013

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Having finished the research it can conclude that there is significant improvement students in learning past tense and past continuous tense, it proved the mean score of the result students' test score in the first cycle is 51.23 %, and in the second cycle the mean score is 80.71 %.

The effective ways in teaching past tense by using cooperative learning namely: a) the researcher divided in to some group, b) The researcher should choose the material based on the students' proficiency, c) arranging students' sit position to be around, d) Giving more intensive guidance to the students in order to understand the material, e) Giving students material based on students level, in order that they will not find many difficulties to understand material.

In the first cycle most of students stiiil confused about past tense and past continuous tense and they did not pay attention and followed the learning prossess optimally. Beside, the learning situation was still not conducive because they were little bit noisy. The student activities in the cycle one based on indicators attitude,mastery,participation,and cooperative was still low. And their mean score was 51,23. From the result in cycle one, it challenged the researcher to continue the second cycle.

In the second cycle to make more enjoyable in classroom the researcher arranged the students position to be around. And they more look enjoy and active in learning. The student mastery on tenses were mostly in good score, so they were easier to understand the material. The mean score was 80.71. After conducting the second cycle the researcher conclude that learning proses by using cooperative learning in this cycle had been better than first cycle.

B. Suggestions

Related to the conclusion above, researcher gives some suggestions as follows:

1. Teacher

In learning process an English teacher should be more creative in giving an appropriate strategy 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 ways is by using cooperative learning.

2. Students

In studying English especially gammar the students should use some strategy to creat the exiting learning, so they will not be bored in learning and easy to understand the material.

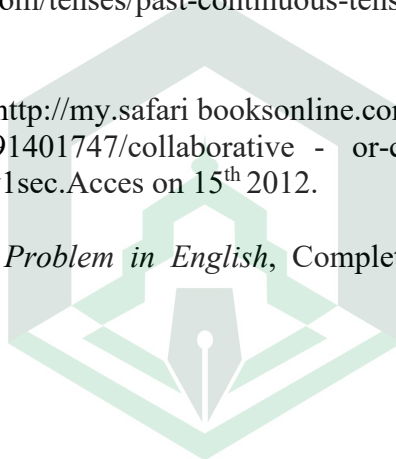
3. Other Researcher

This research is hoped can be model for other researcher who interested in continuing this research and to employ this research result as the compare material and first information.

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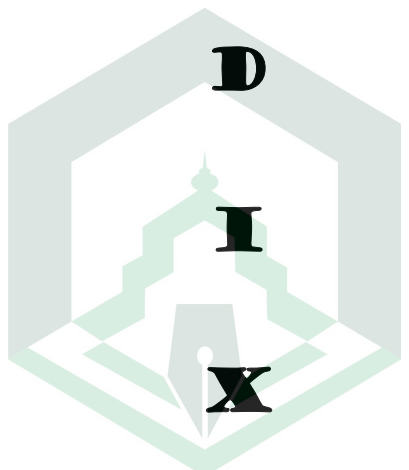
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RENCANA PELAKSANAAN PEMBELAJARAN

MATA PELAJARAN BAHASA INGGRIS

KELAS/SEMESTER : XI / GENAP

TAHUN PELAJARAN : 2012-2013

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA I / 2

Cycle /Pertemuan Ke- : 1/2-3

Aspek Skill : Grammar

Alokasi Waktu : 2 x 45

Standar Kompetensi : Memahami penggunaan past tense dan past continuous tense dalam kalimat.

Kompetensi Dasar : Memahami serta mampu membedakan setiap pola dalam past tense dan past continuous tense.

Indikator : Melengkapi kalimat sederhana dalam bentuk past tense dan past continuous tense.

I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan dapat:

- Memahami pola past tense dan past continuous tense.
- Membuat kalimat dalam bentuk past tense dan past continuous tense sesuai dengan pola tenses.

II. MATERI POKOK

- Melengkapi kalimat past tense dan past continuous tense.

Contoh kalimat past tense :

- They went to Palopo yesterday
- You were busy last night

Contoh kalimat past continuous tense :

- He was playing piano when I called him.
- We were studying English while the music played

III. METODE PEMBELAJARAN

- Menjelaskan materi past tense dan past continuous tense.
- Membentuk kelompok

III. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan awal

- Menanyakan kabar siswa
- Memberikan Motivasi kepada siswa
- Mengabsen siswa
- Penjelasan tentang topik yang akan dibahas dan kompetensi yang akan dicapai

Kegiatan Inti

- Penjelasan tentang materi past tense dan past continuous tense
- Memberikan penugasan terhadap siswa dalam proses belajar
- Membentuk kelompok
- Memberikan materi serta tugas kepada siswa dalam kelompok masing-masing untuk melengkapi pola kalimat tenses.

Kegiatan akhir

- a. Menanyakan kesulitan siswa
- b. Mengumpulkan hasil pekerjaan siswa
- c. Menyimpulkan materi.

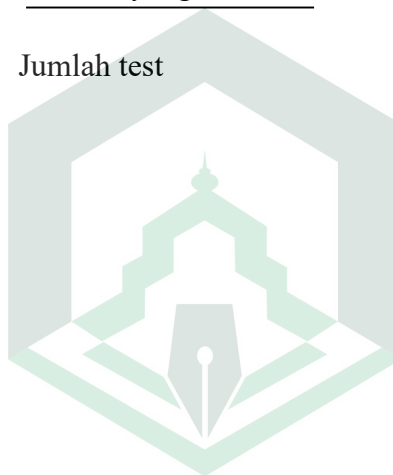
Sumber belajar

- The textbook of English Grammar
- Internet online

Penilaian

- Tes tertulis
- Pedoman penilaian:

$$\text{Skor Siswa} = \frac{\text{Jawaban yang benar}}{\text{Jumlah test}} \times 100$$



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RENCANA PELAKSANAAN PEMBELAJARAN

MATA PELAJARAN BAHASA INGGRIS

KELAS/SEMESTER : XI / GENAP

TAHUN PELAJARAN : 2012-2013

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI IPA I/ 2

Cycle/Pertemuan Ke- : 2/4-5

Aspek Skill : Grammar

Alokasi Waktu : 2 x 45

Standar Kompetensi : Memahami penggunaan past tense and past continuous tense dalam kalimat.

Kompetensi Dasar : Memahami serta mampu membedakan setiap pola dalam past tense and past continuous tense.

Indikator : Membuat kalimat dalam bentuk past tense dan past continuous tense.

I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran, siswa diharapkan dapat:

- Memahami Pola past tense dan past continuous tense
- Mengerti tentang penggunaan past tense dan past continuous tense dalam kalimat.

II. MATERI POKOK

- Past Tense and Past Continuou Tense

III. METODE PEMBELAJARAN

- Cooperative Learning

III. LANGKAH-LANGKAH PEMBELAJARAN

Kegiatan awal

- a. Menanyakan kabar siswa
- b. Memberikan Motivasi kepada siswa
- c. Penjelasan tentang topik yang akan dibahas dan kompetensi yang akan dicapai

Kegiatan Inti

- a. menjelaskan kembali mengenai materi
- b. Membuat kelompok baru
- c. Meminta siswa untuk membuat kalimat past tense dan past continuous tense dalam kelompok masing-masing.

Kegiatan akhir

- a. Mengumpulkan hasil pekerjaan setiap kelompok
- b. Menyimpulkan materi

Sumber belajar

- Buku Dasar-Dasar Penguasaan Bahasa Inggris
- Internet online

Penilaian

- Tes tertulis
- Pedoman penilaian:

Skor Siswa = $\frac{\text{Jawaban yang benar}}{\text{Jumlah test}} \times 100$

Jumlah test



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CLASSROOM SITUATION IN CYCLE I



CLASSROOM SITUATION IN CYCLE II



Structure test

A. give a cross (X) to the correct answer!

(Berilah tanda silang (X) pada Jawaban yang benar!)

1. My cousinin that office last year
 - a. Work
 - b. Worked
 - c. Working
 - d. Works
2. Ithe short story last month
 - a. Write
 - b. Written
 - c. Wrote
 - d. Writes
3. Did he me last week
 - a. Helps
 - b. Help
 - c. Helped
 - d. Helping
4. Theytheir home work yesterday
 - a. Do
 - b. Does
 - c. Done
 - d. Did
5. The studentsArabic in class yesterday morning
 - a. studied
 - b. study
 - c. Studies
 - d. Studying
6. Antia letter for Andy last Sunday
 - a. Write
 - b. Writes
 - c. Written
 - d. Wrote
7. We.....assignment last week in Jumran`s house

- a. Do
- b. Does
- c. Did
- d. Had

8. My mother did notmy brother last night

- a. Teach
- b. Teaches
- c. Taught
- d. Teaching

9. Mr.Green didn't at the bus station yesterday morning

- a. waiting
- b. waited
- c. wait
- d. waits

10. Agil and his father did not.....to Jakarta today

- a. Go
- b. Went
- c. Gone
- d. Goes

11. I did not very fast last week

- a. Swimming
- b. Swim
- c. Swam
- d. Swum

12. They did nottennis yesterday

- a. Play
- b. Plays
- c. Played
- d. Playing

13. He did notto school yesterday

- a. Went
- b. Gone
- c. Goes
- d. Go

14. Did Mrs. Steven rice last night?

- a. Cooked
- c. Cooks

b. Cook

d. Cooking

15. Did shein the party last night?

a. Sing

c. Sung

b. Sang

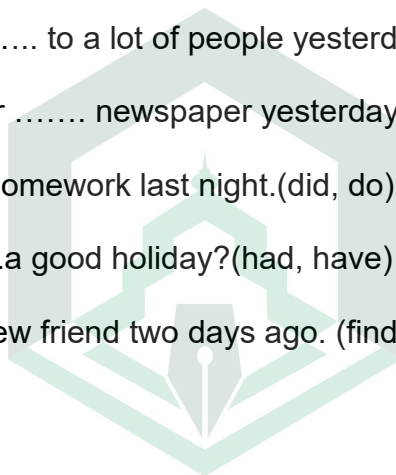
d. Singing



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Complete the sentence below by using the following words in the bracket! (Lengkapilah kalimat di bawah ini dengan menggunakan kata-kata yang berada dalam kurung!)

1. AnitaBakso at the cafeteria yesterday (ate, eat)
2. I didn't at the Sesean mountain last month (climbed, climb)
3. Did Fitri..... a song at his friend birthday party three days ago?(sing, sang)
4. Kiky..... in a bank from 1999 to 2005. (worked, work)
5. Dirham did not.....television last night. (watch, watched)
6. We didn't to a lot of people yesterday.(talk, talked)
7. Did My father newspaper yesterday morning? (read, reads)
8. I my homework last night.(did, do)
9. Did you.....a good holiday?(had, have)
- 10.I a new friend two days ago. (find, found)



IAIN PALOPO

Lengkapilah kalimat dibawah ini dengan kalimat Negative dan Interrogative dengan benar!!

1. (+) I went to Jakarta yesterday

(-)

(?)

2. (+) I was a student at that time

(-)

(?)

3. (+) The invited us two days ago

(-)

(?)

4. (+) I always went to mosque at night

(-)

(?)

5. (+) She was a teacher in i975

(-)

(?)



IAIN PALOPO

Lengkapilah kalimat dibawah ini dengan kalimat Negative dan Introgtive dengan benar!!

1. (+) He was walking to the police station while he saw a traffic accident.

(-)

(?)

2. (+) The people were enjoying their dinner when Mount Merapi erupted.

(-)

(?)

3. (+) I was having breakfast at six this morning

(-)

(?)

4. (+) She was waiting when I arrived

(-)

(?)

5. (+) They were doing their jobs when the bomb expoded.

(-)

(?)



IAIN PALOPO

CURRICULUM VITAE



Rahmi H.S, She was born on 12 July 1990 in Lindajang, as the second child from the happy and simple family. Her father's name is Abd. Rachmad, R.A.Ma and her mothers' name is Masnah. She has three brothers (Akram, Salahuddin Al Ayyubi, and Arianto) and three sisters (Irwana, Irma Suryani, Indrayani) who always give support to continue her studying.

She was starting her studying at the elementary School (SD) Num. 12 Lindajang in 1997 and graduated in 2003 and continued it in Madrasah Tsanawiyah Suli (MTS) In 2005 she graduated it and then continued her studying in Madrasah Aliyah Negri Suli (MAN) and she graduated in 2008. After that, she continued her studying at the State College for Islamic Studies (STAIN) Palopo and taking English Department because English was her favorite subject during in Senior High School. She finished her studying at the State College for Islamic Studies (STAIN) Palopo in 2013.

During her studying in STAIN Palopo, she ever joined in some organization, namely:

1. English Students Association (HMPS BIG) STAIN palopo (2008 – 2010)
2. Forum al hikmah STAIN palopo (2008 – 2010)
3. Institute Wahdah Islamiyah (WI) Palopo (2009-2011)
4. Institute Necis Training Centre (NTC) Palopo (2010 – 2012)

DEDICATION

THIS THESIS IS DEDICATED FOR
MY BELOVED PARENTS, BROTHERS AND SISTER
ALL MY FRIENDS IN ENGLISH STUDY PROGRAM
ESPECIALLY FOR TADRIS BIG-C
ALL STUDENTS OF ENGLISH STUDY PROGRAM
IN STAIN PALOPO
AND FOR ALL PEOPLE WHO WANTS TO FIND OUT THE WAYS
TO INCREASE THEIR ENGLISH TEACHING

