

**TEACHING SIMPLE PAST TENSE USING NUMBERED  
HEAD TOGETHER (NHT) STRATEGY TO TEENAGERS AT  
DESA SALULEMO KEC. BAEBUNTA**

*A Thesis*

*Submitted to the English Education Study Program of Tarbiyah and Teacher  
Training Faculty of State Islamic Institute of Palopo for Undergraduate Degree  
in English Education*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2020**

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**By:**

**NUR AFIFA**  
16.0202.0002

**Supervised by:**

1. **Dr. Hilal Mahmud, M.M**
2. **Muh. Iksan, S.Pd., M.Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2020**

## THESIS APPROVAL

This thesis entitled **“Teaching Simple Past Tense Using Numbered Head Together (NHT) Strategy to Teenagers at Desa Salulemo Kec. Baebunta”** Which is Written by **Nur Afifa, Reg. Number. 16.0202.0002**, S1 English Study Program of Tarbiyah and Teacher Training Faculty of Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in Munaqasyah session which is carried out on **Tuesday, 08<sup>th</sup> of September 2020 M**, coincided with **20<sup>th</sup> Muharram 1442 H**, it is authorized and acceptable as partial fulfillment for **S.Pd. degree in English language teaching**.

**Palopo, 08<sup>th</sup> September 2020 M**  
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### COMMITTEE OF EXAMINATION

- |                                |               |         |
|--------------------------------|---------------|---------|
| 1. Amalia Yahya, S.E., M.Hum   | Chairman      | (.....) |
| 2. Dr. Masruddin, S.S., M.Hum  | Examiner I    | (.....) |
| 3. Dewi Furwana, S.Pd.I., M.Pd | Examiner II   | (.....) |
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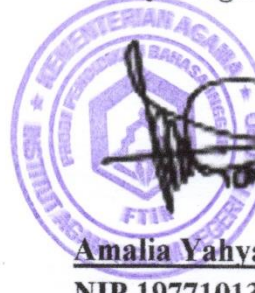
Approved by,

**The Rector of IAIN Palopo**  
**The Dean of Tarbiyah and**  
**Teacher Training**



**Dr. Masruddin K, M.Pd**  
**NIP 19681231 199903 1 014**

**The Head of the English**  
**Study Program**



**Amalia Yahya, S.E., M.Hum**  
**NIP 19771013 200501 2 006**

## CONSULTANT APPROVAL

Thesis Entitled      **Teaching Simple Past Tense using Numbered Head Together (NHT) Strategy for Teenagers**

Written By                :

Name                                : Nur Afifa  
Reg.Number                        : 16.0202.0002  
Faculty                               : Tarbiyah and Teacher Training  
Study Program                     : English Education

Has been corrected and approved to be examined.

Palopo, 14<sup>th</sup> August 2020

**Consultant I**



**Dr. Hilal Mahmud, M.Hum**  
**NIP. 19571005 198303 1 024**

**Consultant II**



**Muh. Iksan, S.Pd., M.Pd**  
**NIP. 19860327 201801 1 001**



## EXAMINER APPROVAL

Thesis Entitled      **Teaching Simple Past Tense Using Numbered Head Together (NHT) Strategy for Teenagers**

Written By                      :

Name                                      : Nur Afifa  
Reg. Number                              : 16.0202.0002  
Faculty                                      : Tarbiyah and Teacher Training  
Study Program                              : English Education

Has been corrected and approved to be Munaqasyah examined.

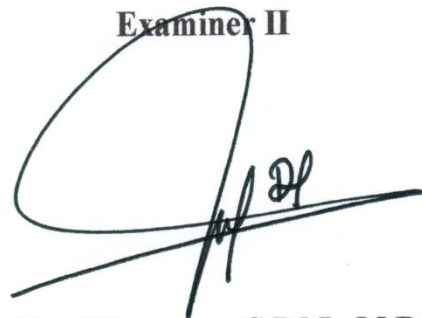
Palopo, 04<sup>th</sup> September 2020

**Examiner I**



**Dr. Masruddin, S.S., M.Hum**  
**NIP. 19800613 200501 1 005**

**Examiner II**



**Dewi Furwana, S.Pd.I., M.Pd**  
**NIP. 19870831 201503 2 006**

## NOTA DINAS PEMBIMBING

Palopo, 14 Juli 2020

Lamp : -  
Hal : Skripsi

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

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Nama	: Nur Afifa
NIM	: 16.0202.0002
Prodi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan
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**Pembimbing I**



**Dr. Hilal Mahmud, M.Hum**  
**NIP. 19571005 198303 1 024**

## NOTA DINAS PEMBIMBING

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Demikian untuk diproses selanjutnya.

*Wassalamu 'Alaikum Wr. Wb*

**Pembimbing II**



**Muh. Iksan, S.Pd., M.Pd**  
**NIP. 19860327 201801 1 001**

## MOTTO

*“A wise education system will at least teach us how little man does not know, how much he still has to learn”*

(Sir John Lubbock)



## PRONOUNCEMENT

Signature By:

Name : Nur Afifa  
Reg. Number : 16.0202.0002  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

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**Nur Afifa**  
**NIM: 16.0202.0002**

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The researcher realized that this thesis would not be created without their participation. The researcher hopes this thesis can give some values to the students in senior high school and English teachers and readers. The researcher admits that this thesis is not perfect so that the researcher will accept suggestions from the readers to make better. The researcher hopes that this thesis would be beneficial to everyone.

Finally, the researcher dedicates this thesis may Allah swt., bless us. Aamiin.

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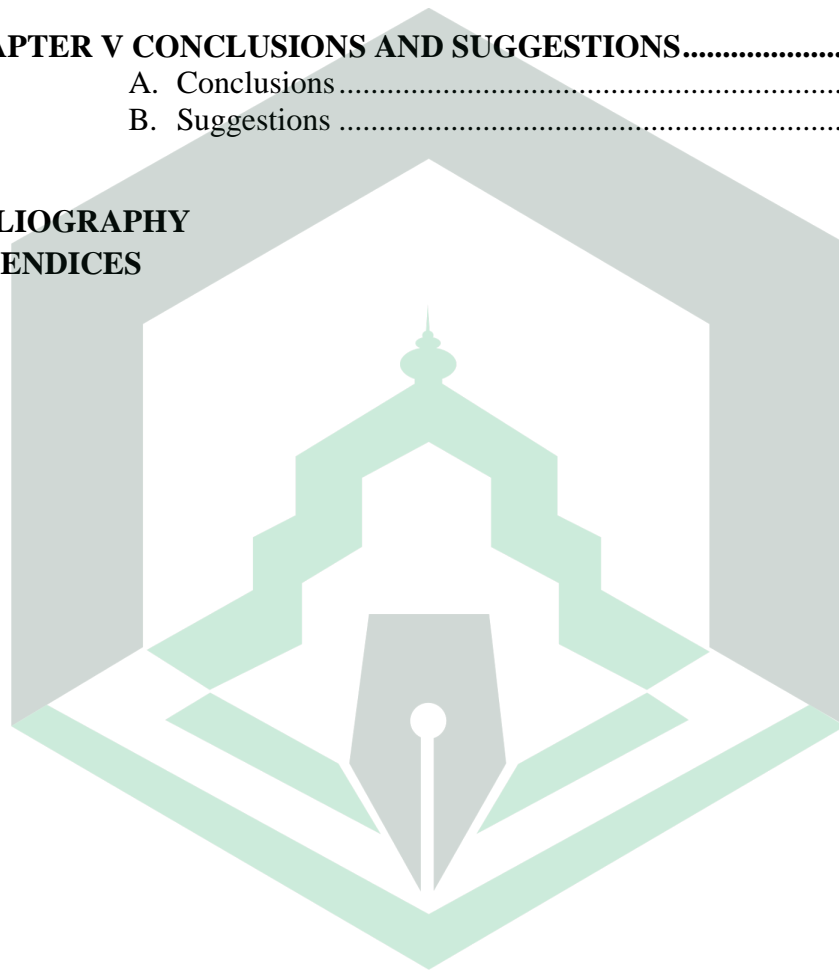
**The researcher**

Nur Afifa

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## ABSTRACT

**Nur Afifa, 2020.** “Teaching Simple Past Tense Using Numbered Head Together (NHT) Strategy to Teenagers at Desa Salulemo Kec. Baebunta”. A thesis of English Education Study Program Tarbiyah and Teacher Training Faculty State Islamic Institute of Palopo. Supervised by: (1) **Dr. Hilal Mahmud, M.M,** and (2) **Muh. Iksan, S.Pd., M.Pd.**

This thesis is about Teaching Simple Past Tense Using Numbered Head Together (NHT) Strategy to Teenagers. The problem statement of this research “is Numbered Head Together (NHT) strategy effective in teaching simple past tense to teenagers”. The objective of the research “To find out the effectiveness of Numbered Head Together (NHT) strategy in teaching Simple Past Tense to Teenagers” In this research, the researcher applied the pre-experimental design method in one group pre-test and post-test design. There were two variables in this research namely the independent variable (Numbered Head Together (NHT) strategy) and dependent variable (Students’ achievement in the simple past tense). The researcher collected data by giving pre-test and post-test which are formulated in multiple-choice items contained 10 items. The data collected through pre-test and post-test were firstly tabulated and analyzed in percentage. The sample of the research was the students from different high school in Masamba were categorized as a teenager aged 15-16 years old consisted of 10 students. The aim of this research to determine the effectiveness of using the numbered head together strategy in teaching simple past tense to teenagers. The instrument of this research is a test used in pre-test and post-test. Then, the test was calculated and analyzed by using SPSS 20. Based on the findings and discussions of the study, this research shows that the use of numbered head together strategy is effective in teaching simple past tense for teenagers. It proved by the result of the data indicated that there was a significant difference between the pre-test and post-test. The mean score in the pre-test was 39,00 and the mean score in the post-test was 82,00. The value of  $t_0$  ( $t_{count}$ ) = 7,435, the value of  $t_t$  ( $t_{table}$ ) = 1,833 at the level of significance is 5% (0,05) with degree of freedom (df) = 9. Based on the result namely  $7,435 > 1,833$  or  $t_0$  ( $t_{count}$ ) was higher than  $t_t$  ( $t_{table}$ ),  $t_0 > t_t$ , it means that the numbered head together strategy is effective in teaching simple past tense to teenagers.

**Key Words:** *Teaching, Simple Past Tense, Numbered Head Together Strategy*

# CHAPTER I

## INTRODUCTION

### A. Background

In English, several rules or patterns have to be followed in forming words and arranging sentences to communicate with other people correctly which is called Grammar. Grammar is a rule in arranging parts of the sentence, while tenses as a part of grammar, are changes in the structure of sentences and verb forms that depend on the time and the nature of a particular event in a sentence arrangement. The knowledge of grammar is to express what someone wants to say and interpret correctly, as Ur said that “a learner who knows grammar is one who has mastered and can apply the rules to express himself or herself in what would be considered acceptable language forms”.<sup>1</sup>

Grammar in the English language is one of the important sub-skill, especially in speaking and writing because to get good communication with the people when we are speaking, the people have to make the correct structure or grammar in order people do not appear misunderstanding in speaking and writing. Rudy Hartono said that “language is a means of communication. To communicate well, we must know about the grammatical language. Grammar is one of language that learns about a way to arrange the

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<sup>1</sup> Penny Ur, *Grammar Practice Activities: A Practical Guide for Teachers* (New York: Cambridge University Press, 1988), 4.

word to become a sentence. So, if we want to learn about the English language also understanding grammar”.<sup>2</sup>

A teenager is at that important stage between childhood and adulthood. Teenagers want to treat responsibly, but they still enjoy having fun during classes. They can also be easily distracted. In the learning process, the teacher must know what teenagers want, so that the learning processes in the class have a good response from the teens in the class. In learning grammar, teens also need the right way so they can understand the material being taught and they do not feel monotonous in the learning process. Teens need an exciting way of learning grammar so they can be enjoyable and can grasp the material that has been explained.

The researchers chose teenagers from different schools as research subjects because researchers wanted to know what problems the tenth-grade teenagers had while studying formally in their respective schools. Based on the observation and interview with the ten grade students from some senior high school in Desa Salulemo, kec. Baebunta, kab. Luwu Utara conducted on Thursday, 25-27<sup>th</sup> April 2019, the researcher found that learning grammar has still become a problem for them. Most of the students find difficulties in learning grammar. The students sometimes get bored with the teaching-learning process employed by the teacher in teaching grammar. The students are usually confused about rules and the use of tenses, especially in the simple past tense. The students did not know to make the correct structure of the

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<sup>2</sup> Rudy Hartono, *Complete English Grammar* (Gitamedia Press , 2003), 3.

sentence. Moreover, the teacher uses the genre-based approach to teaching English.

In the genre-based approach, the teacher uses some texts like descriptive text, narrative text, recount text, and procedure text. The tense used in the descriptive text is a simple present tense. Then, the tense that is used in narrative and recounts text is simple past tense. Students are confused about how to use the correct tenses in the text. To make the students more understand the different times in the tense. Therefore, teachers should be more creative in delivering learning materials by using various learning strategies, methods, and techniques that are interesting and fun for students. One of the learning strategies considered suitable for delivering learning material is cooperative learning that is one of its types called numbered heads together (NHT).

The NHT (Numbered Heads Together) strategy is designed to influence the pattern of student interaction. In the delivery of learning material, not only the material needs to explain by the teacher but it must also balance with practice questions so that students had a better understanding of the material. In the implementation of the practice will be more meaningful if done in a way in groups because they can help each other students who do not understand the material delivered by the teacher.

Muhammad Ilham Hikmawandiny and Nia Kuriawati in 2016 found that the numbered head together strategy is effective to improve students' ability in the simple past tense and the students' response toward this strategy were

positive because it helps students to be more confident in term of participating because of group encouragement and benefits them to understand the hard concept of the learning material.<sup>3</sup>

According to Lie, numbered head together provides an opportunity for students to share ideas and consider the most appropriate answers. Besides, it also encourages students to improve their cooperation. The role of students in the NHT cooperative learning model occupies a very dominant position in the learning process and cooperation occurs in groups, namely thinking together to discuss answers to questions from the teacher. The main characteristic of this learning is the numbering of each student so that students try to understand every material that is taught and is responsible for each member's and is fully responsible for the questions given.<sup>4</sup>

Based on the problem above, the researcher decided to conducted experimental research to overcome the problem of the student in learning English, particularly in learning simple past tense. The use of the numbered head together (NHT) Strategy can motivate the students in learning grammar and understand the usage and the use of the simple past tense. The students can learn grammar with fun because the teacher uses interesting media and strategy.

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<sup>3</sup> Muhamad Ilham Hikmawandini and Nia Kurniawati, '(A Quasi-Experimental Study at the Tenth Grade Students of SMA Negeri 1 Cibeber)', *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)*, 2017 <<https://doi.org/10.35194/jj.v5i1.182>>.

<sup>4</sup> Anita Lie, *Cooperative Learning* (Jakarta: PT. Grasindo, 2014), 59.



Based on the explanation above, the researcher conducted research entitled *“Teaching Simple Past Tense Using Numbered Head Together (NHT) Strategy to Teenagers at Desa Salulemo Kec. Baebunta”*.

## **B. Problem Statement**

Based on the problem explained in the background above, the researcher formulates the problem statement as follows:

Is the numbered head together (NHT) strategy effective in teaching simple past tense to teenagers?

## **C. The Objective of the Research**

Related to the research question above, the objective of the research is:

To find out whether the numbered head together (NHT) strategy is effective or not in teaching simple past tense to teenagers.

## **D. Significance of the Research**

### **1. Theoretically**

The results of this research expected to give a positive contribution to the theories of English grammar teaching especially in teaching simple past tense by using the numbered head together (NHT) strategy.

### **2. Practically**

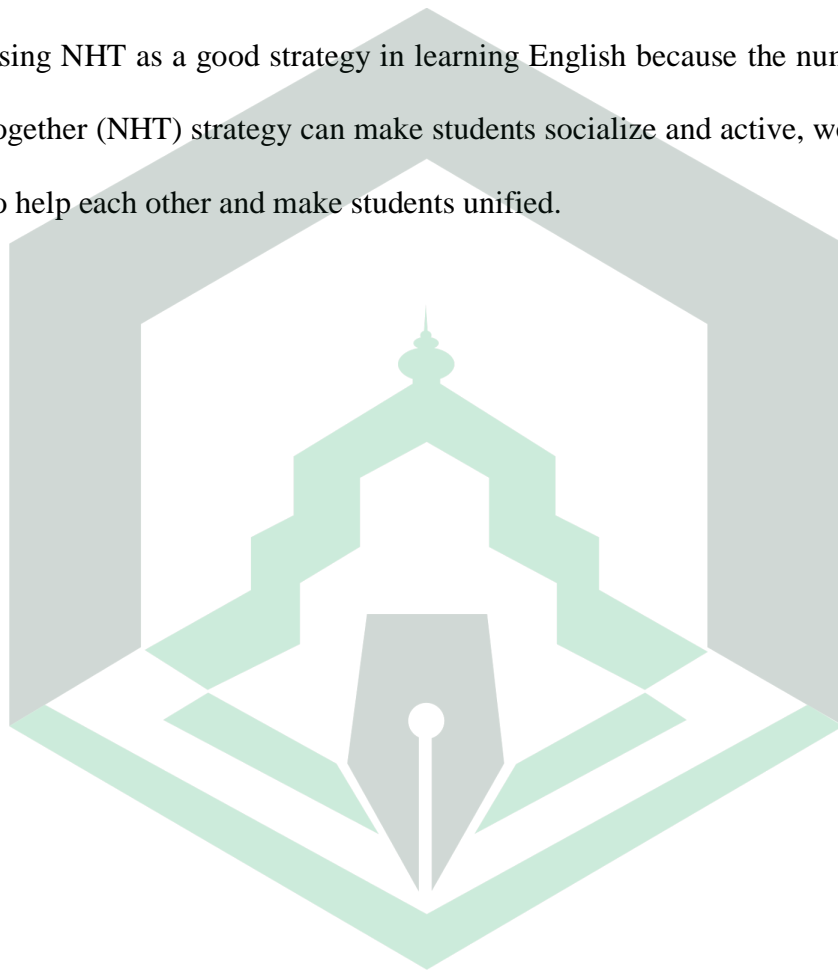
#### **a. For the teachers**

The results of this research expected to be useful information for teachers about the NHT Strategy to teach tenses. So, they can solve the problems in teaching grammar (simple past tense), and learning the teaching process can be enjoyable. The teacher will know if the numbered head together (NHT)

strategy not only good for teaching simple past tense but also good for students' behavior.

b. For the students

The students can know and understand about numbered head together (NHT) strategy that given. They can add their knowledge about tenses by using NHT as a good strategy in learning English because the numbered head together (NHT) strategy can make students socialize and active, work together to help each other and make students unified.



## CHAPTER II

### PREVIEW OF RELATED LITERATURE

This chapter is divided into four main sections, namely previous research findings, some pertinent ideas, conceptual framework, and hypothesis.

#### A. Previous Research Findings

There have been numerous studies conducted by researchers related to teaching simple past tense by using numbered head together.

Muhammad Ilham Hikmawandiny and Nia Kurniawati (2016) had researched the use of numbered heads together strategy in teaching simple past tense at the tenth-grade students of SMA Negeri 1 Cibeber. The research was aimed at discovering whether the numbered heads together strategy is effective to improve students' ability in the simple past tense and finding out the student's responses toward this strategy. The method of this research was quantitative in the design of quasi-experimental research. The result of this research showed that the significance value was less than the significance level which was  $0,032 < 0,05$ . It means that the numbered heads together technique is effective to improve the students' ability in simple past tense. The students' responses toward the numbered heads together strategy were positive.<sup>5</sup> The similarity of the research above is using numbered head together to teach simple past tense. The difference of the research above is to

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<sup>5</sup> Hikmawandini and Kurniawati.

know that is numbered head Together gives the improvement or not because the research used a quasi-experimental method.

Fitriyah Hamidah (2017) had researched about improving the eighth-grade students' understanding of simple past tense by using the numbered heads together strategy at SMP Nurul Jadid. The research objective was intended to improve the students' understanding of simple past tense at SMP Nurul Jadid. The method of this research was classroom action research. The result of this research is the use of numbered heads together could improve the VIII H students' understanding of simple past tense at SMP Nurul Jadid in the 2016/2017 by guiding them to think critically, creatively, and sharing their difficulty with their group.<sup>6</sup> The similarities of the research above give the improvement for students to an understanding of simple past tense and make students more active participation in the English learning process. The difference of the research above is the researcher conducted the research using action class research, so the researcher has to give the improvement.

Rizki Mahfida Anggraini (2016) had researched about improving the eighth-grade students' simple past tense achievement and their active participation by using the numbered heads together strategy at SMPN 1 Jelbuk. The research was aimed to improve the eighth-grade students' simple past tense achievement and their active participation by using the numbered heads together strategy at SMPN 1 Jelbuk. The method of this research was classroom action research. The result of this research found that the use of the

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<sup>6</sup> Fitriyah Hamidah, 'Improving the Eighth Grade Students' Understanding on Simple Past Tense by Using Numbered Head Strategy at SMP Nurul Jadid In2016/2017 Academic Year' (Muhammadiyah University Of Jember, 2017).

NHT strategy in the teaching-learning process especially simple past tense could improve the students' simple past tense achievement and their active participation during the teaching-learning process. Therefore, the English teacher was suggested to apply the NHT strategy as an alternative technique in teaching structure.<sup>7</sup> The similarity of the research above is improved the students in simple past tense by using numbered head together. The difference of the research above is to focus on improving the students' motivation so the English teacher could implement the NHT to teaching English not only to teach simple past tense.

Nur Laila Syarifah (2016) had researched about the use of numbered heads together to improve students' mastery of simple past tense (a classroom action research at the eight B grade of MTs Manabi'ul Falah Pati. The objective of this research was to know the improvement of students' mastery of simple past tense after being taught using numbered heads together. The method of this research was conducted classroom action research. The finding of this research showed that the use of Numbered Heads Together to improve students' mastery of simple past tense was successful. It can be seen from the students' average score in pre-cycle was 51,25, while it was 64,67 in cycle I and it was 75 in cycle II. On the one hand, it was improved by about 43,5%.<sup>8</sup>

From the finding above, it can be concluded that this research has

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<sup>7</sup> Rizki Mafidah Anggraini, 'Improving the Eighth Grade Students' Simple Past Tense Achievement and Their Active Participant by Using Numbered Heads Together Strategy at SMPN 1 Jelbuk' (Jember University, 2016).

<sup>8</sup> Nur Laila Syarifah, 'The Use of Numbered Head Together to Improve Students' Mastery of Simple Past Tense (A Classroom Action Research at the Eighth B Grade of MTs Manabi'ul Falah Pati in the Academic Year of 2015/2016)' (UIN Walisongo Semarang, 2016).

improvement in students' mastery of simple past tense after being taught using Numbered Head Together. The similarities of the research above are to improve students in grammatical structures. The difference of the research is given the improvement in the simple past tense using Numbered Head Together but did not have enough explanation about the effectiveness of NHT towards the learning process in the classroom.

## **B. Some Pertinent Ideas**

### **1. Concepts of Grammar**

#### **a. Definition of grammar**

According to Ba'dulu, Grammar is a structure of language form or a verb phrase used to express a time relationship. Grammar is the most important aspect to communicate with other people because grammar can show our meaning in communication so that other people can understand our message.<sup>9</sup> Brown states "Grammar is the system of rules governing the conventional arrangement and relationship of the word in a sentence. Technically, grammar refers to sentence-level rules only, and no rules governing the relationship among sentences, which we refer to as discourse rules".<sup>10</sup> The knowledge of grammar is very important to express what someone wants to say and interpret correctly. Grammar is an essential part of the use of the language process, both in spoken and written language. Grammar is the set of rules that determine how units such as words and phrases can combine in a language as Swan

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<sup>9</sup> Abdul Muis Ba'dulu, *Basic Sentence Pattern of English* (Ujung Pandang: IKIP Ujung Pandang, 1997), 7.

<sup>10</sup> Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy* (San Fransisco State University, 2001), 362.



defines grammar as “the rules that say how words are combined, arranged, and changed to show different meanings”.<sup>11</sup>

Grammar is a system of language and it is a science to teach learners to speak, to read, and to write correctly. It can help the students to learn the language more quickly and more efficiently. When the learners understand the grammar (or system) of a language, they can understand many things themselves. English grammar discusses many aspects such as tense, word order, conditional sentence, modal auxiliary, etc. Here, the researcher will discuss tenses.

#### b. Definition of tenses

Cook and Sutter say that tense refers to the form that the verb takes to communicate information. Usually, this information is related to time. Thus, grammar is a structure of language a form verb expresses time.<sup>12</sup> According to Kurniawan, tenses are changes in verbs that are affected by the time and nature of events. All sentences in English cannot be separated from tenses because all sentences must be related to the time and nature of the incident.<sup>13</sup> Tense is a verb form of time to indicate the time when the accident happens.<sup>14</sup> A tense is a form of the verb used to indicate the time as Hornby states, “The words ‘time’ and ‘tense’ must not be confused. The word time stands for a

<sup>11</sup> Michael Swan, *Practical English Usage* (New York: Oxford University Press, 1980), 52.

<sup>12</sup> Stanley J. Cook and Richard W. Suter, *The Scope of Grammar: A Study of Modern English Grammar* (New York: Mc. Graw-Hill Publishing, CO., 1980), 47.

<sup>13</sup> Erwin Hari Kurniawan, *Basic English Grammar* (Kediri: SMA Negeri 3 Kediri Press, 2010), 2.

<sup>14</sup> Masruddin, *A Teaching Book and Exercise (Error Analysis)* (Palopo, 2009), 38.

concept with which all mankind is familiar, divided into past, present, and future. The word tense stands for a verb form or series of verb forms used to express a time relation. Tenses may indicate whether an action, activity, or state”.<sup>15</sup>

### c. Kinds of tenses

There is sixteen verb form usually use to express time relationship, there are simple present tense, simple past tense, simple future, simple past future, present continuous tense, present perfect tense, present perfect continuous, past continuous, past perfect, past perfect continuous, future continuous, future perfect, future perfect continuous, past future continuous, past future perfect, and past future perfect continuous. There are four kinds of tenses in the curriculum (K13) for ten grades in senior high school. The tenses are followed:

#### 1) Simple present tense

Simple Present is used to show an event or activity that occurs repeatedly, general truth (general truths), and something that will happen in the future.

#### 2) Simple past tense

Simple past tense is used to indicate an event, event, or condition that occurred in the past.

#### 3) Present perfect tense

The present perfect tense is used to show an event or events that occurred in the past and are still ongoing today.

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<sup>15</sup> A.S. Hornby, *Guide to Pattern and Usage in English* (London: Oxford University Press, 1975), 78.

#### 4) Past continuous tense

Past continuous tense is used to indicate an event or event that is happening at a certain moment in the past.

#### d. Simple past tense

Azar said that a simple past indicates an activity or situation that began and ended at a particular time in the past.<sup>16</sup> Marcella Frank states that the simple past tense represents definite time, it refers to an event that was completed before the statement is made.<sup>17</sup> According to Hughes, simple past is used to talk about a completed action in a time before now and duration is not important. The time of the action can be in the recent past or the distant past.<sup>18</sup> It can be defined that Simple past tense is used to indicate an event, event, or condition that occurred in the past.

#### 1) The Uses of Simple Past Tense

The uses of simple past tense as follow:

- a) The simple past tense is used to show an action that happened at a defined time in the past.

Examples: - They *made* these chairs all by themselves.

- We *stopped* for a drink on the way.

- b) The simple past tense expresses a past habit. In this case, we often make of adverbs like *always*, *often*, etc.

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<sup>16</sup> B.S. Azar, *Understanding and Using English Grammar*, 3<sup>rd</sup> ed. (Washington DC: Prentice Hall International (UK), 1999), 27.

<sup>17</sup> Hizbullah, "Teaching Simple Past Tense by Using Cooperative Learning" (2010), 7.

<sup>18</sup> A. Hughes, *Testing for Language Teachers* (Cambridge: Cambridge University Press, 2003), 106.

Examples: - We *always visited* her whenever we had time.

- I *often went* fishing in that river when I *was* young.

- c) The simple past tense in direct speech replaces the simple present tense indirect speech.

Examples: - Direct speech: "I think it is the best way", he *said*.

Indirect speech: he *said* that he *bought* it *was* the best way.

- Direct speech: She *asked*, "Where is Peter?"

Indirect speech: She *asked* where Peter *was*.

- d) The simple past tense is used to express a series of past actions.

Example: - She *came* home around noon, *bathed*, *ate* lunch, and *went* out again.<sup>19</sup>

## 2) The Pattern of Simple Past Tense

- a) Text structure with main verb (verbal sentence)

### (1) Positive form (+)

No.	Subject (noun/ pronoun)	Predicate (verb 2)	Object (noun/ pronoun)	Adverb		
				Manner	Place	Time
1.	You	Visited	my mother		in my village	yesterday
2.	He	Sang	a rock song		at home	two days ago

Notes:

I	}	Verb 2
You		
We		
They		
He		
She		
It		

<sup>19</sup> J.B. Alter, *Essential English Usage and Grammar 4*, 4<sup>th</sup> ed. (Jakarta Barat: Binarupa Aksara, 1991), 84.

Adverb: This morning (pagi tadi), last night (tadi malam), yesterday (kemarin), two days ago (dua hari yang lalu), last week (minggu lalu), last Sunday (hari minggu yang lalu), last month (bulan lalu), last year (tahun lalu).<sup>20</sup>

(2) Negative form (-)

No.	Subject (noun/ pronoun)	Did + not	Predicate (verb 1)	Object (noun/ pronoun)	Adverb		
					manner	Place	Time
1.	You	did not	visit	My mother		in my village	Yesterday
2.	He	did not	Sing	a rock song		at home	two days ago

Notes:

I	} Did + not + Verb 2
You	
We	
They	
He	
She	
It	

(3) Interrogative form (?)

No.	Did	Subject (noun/ pronoun)	Predicate (verb 1)	Object (noun/ pronoun)	Adverb		
					manner	Place	Time
1.	Did	You	visit	My mother		in my village	Yesterday?
2.	Did	He	Sing	a rock song		at home	Two days ago?

Notes:

Did	} Verb 1	I
		You
		We
		They
		He
		She
		It <sup>21</sup>

<sup>20</sup> Erik Nurdiansyah, 'Http://Erik-Nurdiansyah.Blogspot.Com/2017/03/Simple-Past-Keterangan-Waktu-Adverb-of.Html'. Accessed on 29<sup>th</sup> November 2019

<sup>21</sup> Kurniawan, *Basic English Grammar*, 23.

## b) Text structure with an auxiliary verb (nominal sentence)

## (1) Positive form (+)

No.	Subject (noun/pronoun)	Auxiliary verb (was/were)	ANA (Adjective/noun/adverb)
1.	Mrs. Nia	Was	a teacher two years ago
2.	We	Were	in the market yesterday

Notes: I — Was He }  
 You } She } Was  
 We } Were It }  
 They }

## (2) Negative form (-)

No.	Subject (noun/pronoun)	Auxiliary verb (was/were) + not	ANA (Adjective/noun/adverb)
1.	Mrs. Nia	was not	a teacher two years ago
2.	We	were not	in the market yesterday

Notes: I — Was + not He }  
 You } She } Was + not  
 We } Were + not It }  
 They }

## (3) Interrogative form (?)

No.	Auxiliary verb (was/were)	Subject (noun/pronoun)	ANA (Adjective/noun/adverb)
1.	Was	Mrs. Nia	a teacher two years ago?
2.	Were	We	in the market yesterday?

Notes: Was — I — A/N/A?  
 Were { You } A/N/A?  
       { We }  
       { They }<sup>22</sup>  
 Was { He } A/N/A ?  
       { She }  
       { It }

<sup>22</sup> R. Krohn, *English Sentence Structure* (Jakarta: Binarupa Aksara, 1990), 23.

e. Type of text

According to the syllabus model of the English curriculum for the senior high school level, there are some types of texts that have to be taught by the teacher. One of the texts used to teach simple past tense is recount text. A recount text means a piece of text that retells past events. Knapp and Watkins say that recounts are the simplest text type in this genre. Formally, recounts are sequential texts that do little more than sequence a series of events.<sup>23</sup> Also, Anderson in Pramudiharjo says that the purpose of a recount is to give the audience a description of what occurred and when it occurred.<sup>24</sup>

A recount text has some generic structures. It begins with an orientation that tells the readers about who takes part in the story, where, and when the story happened. The second generic structure is the events that happened in chronological order. It can give information to the readers about who, what, where, and when related to the story. The last part is the orientation. It usually tells about the feeling of the writers.

There are some kinds of recount text. It can be a personal recount, factual recount, imaginative recount, and literacy recount.

- 1) A personal recount is used to retells an activity that the writer has been personally involved in and may be used to build the relationship between the writer and the reader e.g. anecdote, diary journal, and personal writer.

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<sup>23</sup> P. Knapp, and M. Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing* (Sydney: University of New South Wales Press Ltd., 2005), 223.

<sup>24</sup> F.S. Pramudiharjo, 'Improving the 8-A Students' Active Participation and Their Recount Text Writing Achievement by Using Clustering Technique at SMPN 1 Tanggul' (Universitas Negeri Jember, 2014).

- 2) A factual recount is used to report the particulars of an incident by reconstructing factual information e.g. police reconstruction of an accident, historical, recount, biographical, and autobiographical recounts.
- 3) Literacy recount is used to retell a series of events for entertaining.

The example of recount text:

(Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo.) – Orientation.

(In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was very fun. Then, we went to get closer to the mountain. We took some pictures of the beautiful scenery there. After that, we went to the zoo at Wonokromo. We got home in the afternoon.) – Events.

(We were very tired. However, I think it was really fun to have a holiday like this.) – Reorientation.<sup>25</sup>

## **2. Concepts of teaching English**

### **a. Teaching English as a Foreign Language**

Teaching English as a Foreign Language (TEFL) refers to teaching English to students whose first language is not English. TEFL usually occurs in the student's own country, either within the state school system or privately, e.g., in an after-hours language school or with a tutor. TEFL teachers may be native or non-native speakers of English. Kenneth Beare as quoted by

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<sup>25</sup><https://Englishonline.Tki.Org.Nz/English-Online/Teacher-Needs/Reviewed-Recources/Reading/Features-of-Text-Form/Recounts>. Accessed on 20<sup>th</sup> May 2020



Muhammad Amin Rasyid and Hafsa J. Nur Said that TEFL is most commonly used when speaking country about teaching English to learners who live outside a native language speaking country.<sup>26</sup> TEFL is sometimes used in the pale of TESOL (Teaching English to Speakers of Other Languages) or TESL (Teaching English as a Second Language). In Indonesia, especially in a rural area, most of the students' first language is the traditional language that they use at home and Bahasa Indonesia is the second language that they use in social contact and the school. In this case, the position English as a foreign language. Teaching English as a Foreign Language (TEFL) in many countries in the world has officially been made imperative. In Indonesia, English is taught as a foreign language, starting from junior secondary school up to universities” sometimes the students find some difficulties in studying English because they do not use it in their daily life, most of them speak English is only in their school when learning English subject at the classroom.

In teaching English as a foreign language, it means that teaching language as a second language to the students and it is not easy because they are rarely using it in their daily life students must study many language components like pronunciation, language pattern, memorizing a word, and may others. So the foreign language teachers are suggested to use various methods to make the learning process more interesting for students. Hopefully, they can enjoy the learning process, besides that, a teacher must be able to raise the students'

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<sup>26</sup> Muhammad Amin Rasyid and Hafsa J. Nur, “*Teaching English as a Foreign Language (TEFL) in Indonesia, Theory, Practice, and Research*” (Department of English Education FPBS IKIP Ujung Pandang, 1997), 1.

motivation in learning English as their second language; finally, the language target ability can be achieved.

As Richard in David Nunan points out, the goal of many language teachers is to find out the right method: the history of our profession in the last hundred years have done much to support the impression that improvements in language teaching will come about as a result of improvements in the quality methods, and that ultimately an effective language teaching method will be developed, an important aspect of the methodology of teaching routines, materials, and task for using in the classroom. Method, technique, or strategy is one of the important elements in the teaching and learning process.<sup>27</sup> It can help students to understand the material and also create a comfortable situation during studying a subject. Besides, method, technique, or strategy can help a teacher to convey material without making students bored. One of the strategies that can use to teaching and learning English is the numbered heads together (NHT) strategy.

#### b. Teaching grammar

Teaching grammar is defined into two broad categories by Ellis, narrow definition, and broad definition. The narrow definition elucidates that teaching grammar as traditional grammar teaching (TGT) that involves the presentation and practice of discrete grammatical structures. While the broad definition of teaching grammar as the one that involves any instructional technique that draws learners' to some specific grammatical form in such a way that it helps

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<sup>27</sup> David Nunan, *Language Teaching Methodology, A Textbook for Teachers, National for English Language Teaching and Research* (Macquarie: University Sydney, Prentice Hall, 1991), 3.

them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it.<sup>28</sup>

Teaching grammar should result in the students being able to use the language to express them. Use the language refers only to the students using the language in an oral discourse where creatively and anomalies are accepted, as long as the language in written form where ideas are more rule-governed than freely expressed.

### c. Principles for teaching grammar

Before conducting a grammar class, there must be some principles that have to be noticed by the teacher in the order they can commit successfully.

There are three principles in teaching grammar to the students, they are:

#### 1) Integrate strategies of teaching grammar in your teaching.

In the deductive classroom, the teacher gives a grammatical explanation of rule followed by a set of exercises. Designed to clarify the grammatical point and helping the learners. In deductive you work from principle example. Inductive procedures reverse their process. In inductive teaching, you present the learners with a sample of language and through a process of guide.

#### 2) Using tasks that make clear the relationship between grammatical form and communicative function.

Grammar-based courses are relatively ineffective because they teach the grammar of the abstract system, present the language as sentences, and fail to

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<sup>28</sup> R. Ellis, "Current Issues in the Teaching of Grammar: An SLA Perspective," *TESOL Quarterly* 40 (1), 83 (2006), 84.

give learners the proper context for the grammar point. Teaching will be largely limited to the form of the new grammatical item.

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

In the field of language learning, declarative knowledge knows language rules. A procedural language can use the knowledge for communicative. Giving a more or less standard textbook explanation of grammatical rule or principle, but who violate the rule when using language communicatively. Some learners have procedural but not declarative knowledge. The vast majority of native speakers fall into this category. Unless they have studied grammar finally, few native speakers can state the rule for the third person.

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

After knowing the principle of teaching grammar, the researcher will be expected to be able to manage the classroom situation and their teaching strategy or method, so the teachers have to know to make a good preparation before teaching.

#### d. Strategies in teaching grammar

In teaching English grammar, there are several strategies of teaching grammar those are grammar-based teaching, topic-based teaching, interactive strategy, inductive strategy, and deductive strategy, the researcher will describe these strategies.

##### 1) Grammar-based teaching

Through grammar, the teachers can help students use the language correctly and appropriately. The teacher should help the students understand the different tenses and how to use them. In English, there are so many tenses and also gerunds that can act as nouns. Drawing out a timeline and giving examples with specific times work the best in teaching tenses.

##### 2) Topic-based teaching (topic integrated)

Topic-based teaching is integrated into grammar teaching. It will be of much use. Topic-based teaching is teaching built around topics. What is taught are topics, no linguistic components? While the teacher teaches a linguistic form, he has to think of a good topic (e.g. childhood experiences, values, family, etc.) to serve as the context in which the form is going to be used. This strategy covers both grammar and topic integration.

##### 3) Interactive strategy

Another strategy of teaching grammar is to incorporate interactively into lessons-using games to each grammar not only engages students but also helps them to remember what they have learned. This strategy allows the teachers to prepare their lessons for the different learning styles of students. For instance,

each student can be given a large flashcard with a word in it and the students must physically arrange themselves into a proper sentence. Other games include word puzzles, picture stories, expanding texts, etc.<sup>29</sup>

#### 4) Inductive strategy

The students in this strategy are firstly given examples of grammatical structure to practice; the students are guided from the conclusion about the rules of the pattern. The inductive strategy brings about a good result of the students speaking skills. The strategy also has disadvantages. It makes time than the deductive teaching strategy.

#### 5) Deductive strategy

Hadley states, “Grammar is thought deductively that is by presentation and study grammar rules which are the practice through translation exercise”.<sup>30</sup> The deductive strategy is the most effective for the pattern which cannot be discovered by analogy. It can save time. There also some students who prefer saving the rule presented and allowing them to demonstrate the comprehension of the students about the theory and the pattern.

Of the several strategies in teaching grammar that have been mentioned above, grammar-based teaching and inductive strategy are strategies that are in accordance with the numbered head together (NHT) strategy.

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<sup>29</sup> M. Meenadevi, “*Strategies in Teaching English Grammar*” vol. 17 (Tamilnadu, India: Sri S. Ramasamy Naidu Memorial Collage, 2017), 91–92.

<sup>30</sup> Ommagio Hadley, *Teaching Language in Context* (Boston: Heinle Publisher, 1983), 490.

### 3. Numbered head together (NHT) strategy

#### a. Definition of the numbered head together

Numbered heads together is a cooperative learning strategy that holds each student accountable for learning the material by having students work together in a group.<sup>31</sup> According to Arends, the numbered head together strategy is one of the cooperative learning which emphasizes the use of certain structures designed to influence student interaction patterns that are intended as alternatives to traditional classroom structures, such as recitation, the teacher asks questions to the whole class and students give answers after raising their hands and being called by name.<sup>32</sup> Huda said “NHT is provided opportunities for students to share ideas and consider the most appropriate answers, increasing student collaboration, and can be used for all subjects and grade levels. Also, Numbered head together encourages students to increase their spirit of collaboration”.<sup>33</sup>

#### b. The steps of the numbered head together

Kagan state that there are some steps in teaching using Numbered Heads Together (NHT) strategy as follows:

- 1) Students are grouped of four and give a number from one to four.
- 2) Pose the materials (issues, question, or story problem to solve) that will be discussed.

<sup>31</sup>‘<https://www.teachervision.com/numbered-heads-together-cooperative-learning-strategy>’, *Teacher Vision Staff*. Accessed on 27<sup>th</sup> November 2019

<sup>32</sup> Richard I. Arends, *Learning to Teach* (Yogyakarta: Pustaka Pelajar, 2008), 15.

<sup>33</sup> M. Huda, *Cooperative Learning Metode, Teknik, Struktur, Dan Model Penerapan* (Yogyakarta: Pustaka Pelajar, 2012), 138.

- 3) Students in each group write their ideas and discuss with their group to choose the right answer and make sure everyone in their group understands and can give an answer or solution.
- 4) Ask the question and call out the number randomly. For example number one.
- 5) All of the students who have the number one raise their hands.
- 6) The student answers for his or her team.
- 7) The other students can give additional information or some suggestion related to the students' answers.
- 8) The teacher continues to the next question.<sup>34</sup>

There are some modified rules in calling students. Kagan states the rules in calling students can be used dice, small paper, or the teacher herself/himself.<sup>35</sup>

c. The advantages of the numbered head together

According to Richard and Renandya, "Numbered Head Together encourages successful group functioning because all members need to know and be ready to explain their group's answer(s) and because, when students help their group mates, they help themselves and their whole group, because the response given belongs to the whole group, not just to the group member giving it".<sup>36</sup> Then, Based on ACELT Journal, the advantages of numbered heads together are:

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<sup>34</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning* (San Clemente, California: Kagan Publishing, 2009), 3.

<sup>35</sup> Kagan and Kagan, *Cooperative Learning*, 4.

<sup>36</sup> Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), 30.



Numbered heads together can encourage positive interdependence because the members depend on each other to arrive at a good answer and to help each member to be able to explain the answer. Individual accountability is also emphasized because everyone needs to be ready to represent the team and to help others be ready. Simultaneous interaction is fostered because once the teacher announces the questions all the members will join their heads together. Equal participation can take place since all the members have the chance to be called as the teacher calls the numbers (1,2,3,4) at random using a number wheel or any other device that can be improvised by the teacher.<sup>37</sup>

Besides, this structure facilitates positive interdependence, while promoting individual accountability. It also gives them the confidence to lower achievers because they know they will have the correct answer to give to the class. It can be concluded that numbered heads together give many advantages to students because when they work together in a group, each member of the group must know the correct answer so they must help each other. The students never know what the number will be called by the teacher so they must be ready and concentration. It also can improve students' confidence in explaining the answer especially for lower students who are usually ashamed in class. This also can make students active and enthusiastic in the learning process.

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<sup>37</sup> Eleonor C. Cayabyab, and George M. Jacobs, "Making Small Groups Work Via Cooperative Learning," *ACELT* 3, No.2 (1999), 30.

#### 4. Teenager

##### a. Definition of Teenager

A teenager or teen is a person who falls between the ages of 13 to 19 years old. The word “teenager” is often associated with adolescence. Adolescence is the name for this transition period from childhood to adulthood.<sup>38</sup> Adolescence which is used to indicate the development period of a teenager has a very broad meaning, which includes mental, social, emotional maturity. Psychologically adolescence is the age at which individuals integrate with adult society, the age at which children no longer feel below the level of older people but are at the same level. An intellectual transformation that is typical of the way of thinking of adolescents enables it to achieve integration in adult social relationships, which is a characteristic feature of the teenage development period.<sup>39</sup> Adolescence is a period of developmental transition from childhood to adulthood that includes biological, cognitive, and social-emotional changes.<sup>40</sup>

Adolescence is a period of transition from childhood to adulthood with the marked individual has experienced developments or growths that are very rapid in all fields, which includes physical and cognitive changes.

##### b. Why teenager should learn English?

English lessons as well as other subjects in school are not a priority in teenager's hierarchy. Students are notoriously hard to please and teachers have

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<sup>38</sup> 'Https://Simple.m.Wikipedia.Org/Teenager'. Accessed on 14<sup>th</sup> July 2020

<sup>39</sup> Elizabeth B. Hurlock, *Psikologi Perkembangan* (Jakarta: Erlangga, 2003), 206.

<sup>40</sup> Jhon W. Santrock, *Adolescence Perkembangan Remaja* (Jakarta: Erlangga, 2002), 23.

to always look for original activities that will both capture and hold students' attention. Anyone who has taught secondary school students has had lessons, even days and weeks when the task seemed difficult, and on especially bad days hopeless. Penny Ur suggests teenage students are overall the best language learners.<sup>41</sup> As noticed by Ur in Lesiak, teenagers have a reputation for being the most difficult learners. Although their potential is bigger than the young children, they seem to have a lack of motivation, are less liable to the teacher's encouragement, and not easy to supervise. It takes a lot of time for the teacher to gain their trust and respect.<sup>42</sup>

Based on the explanation above it can be concluded that teenagers should learn English because they can learn a foreign language. As a teenager, many problems in learn English like they think that a foreign language is not too important and difficult to understand. Besides, the teenager has the potential in learning English. Learning English for teenagers are being bilingual makes them smarter. Also, teenagers have to learn and understand to use English in their daily life because English is the international language of communication and they should be deal with the era development that requires knowing the English as a commonly spoken language.

### C. Conceptual Framework

Based on the description above, it can conclude that grammar is a set of rules in the learning language process. Grammar is one of the important

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<sup>41</sup> Jeremy Harmer, *How to Teach English* (Longman, 2010), 38.

<sup>42</sup> Karolina Lesiak, *Teaching English to Adolescents* (Paznan, Poland: World Scientific News, 2015), 253.

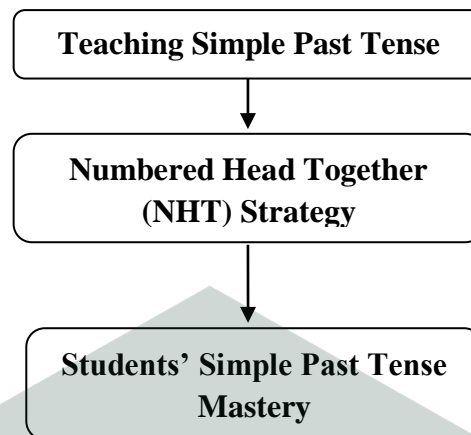
aspects of learning English to help someone in understanding the meaning or message in communication. Moreover, in learning grammar, there some aspects we have to know such as tense, word order, conditional sentence, modal auxiliary, etc.

Tenses are a part of grammar that showing about time and situation. In learning tenses, there are kinds of tenses that express different times such as in the past, at the moment, in the future, or something that has been happened.

To teach students about grammar especially in teaching tenses, we have to know the effective way, because in learning grammar students should arrange the sentence and chose the right tenses. To help the students improving their grammar, the teacher should implement strategies. Besides that, the students also need to train their selves to improve their grammar.

The teacher should choose an appropriate learning strategy to apply to teach grammar. Numbered Head Together (NHT) strategy is one of the cooperative learning models that were chosen to apply in teaching grammar; it can improve the students' grammar.

To make the conceptual framework clearer, so it can be seen in the following draft:



**Figure 2.1 Conceptual Frameworks**

In the diagram above is classified in the following:

In conducting this research, the researcher focused on teaching simple past tense by using Numbered Head Together (NHT) strategy as tools. The scheme above shows the steps of the researcher in conducting this research. The step will begin with giving pre-test for students to get student ability in simple past tense. The next step is the implementation of the Numbered Head Together (NHT) strategy in teaching simple past tense. This step is also called by giving treatment. In this step, the researcher will conduct two meetings. In each meeting, the researcher gives a written test to implement the strategy. In the last step, the researcher gives a post-test.

#### **D. Hypothesis**

Based on the review of related literature above, the researcher presents the hypothesis as follow:

1. Null hypothesis ( $H_0$ ): The numbered head together (NHT) strategy is not effective in teaching simple past tense to teenagers.
2. The alternative hypothesis ( $H_1$ ): The numbered head together (NHT) strategy is effective in teaching simple past tense to teenagers.



### CHAPTER III

#### RESEARCH METHOD

This chapter describes the time and location of the research, method of the research, research design, variable, population, and sample, the instrument of the research, the procedure of collecting data, and the technique of data analysis.

##### A. Method of the Research

This method used a pre-experimental research method. It aimed to find out the effectiveness of the numbered head together (NHT) strategy in teaching simple past tense to teenagers.

##### B. Time and Location of the Research

This research was conducted on 2-5<sup>th</sup> June 2020, located in Desa Salulemo, kec. Baebunta, kab, Luwu Utara, prov. Sulawesi Selatan.

##### C. Research Design

The research applied pre-test and post-test design. The design was written as follow:

T1 X T2
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Note:

T1 = Pre-test

X = Treatment

T2 = Post-test<sup>43</sup>

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<sup>43</sup> Sumadi Suryabrata, *Metodologi Pendidikan* (Jakarta: Raja Grafindo Persada, 2012), 102.

#### **D. Variable**

1. Independent variable: Numbered Head Together (NHT) strategy.
2. Dependent variable: Students' achievement in simple past tense.

#### **E. Population and Sample**

##### **1. Population**

The population of this research was the tenth-grade students from different senior high schools who were categorized as teenagers in Desa Salulemo, kec. Baebunta, kab. Luwu Utara, prov. Sulawesi Selatan.

##### **2. Sample**

The researcher used purposive sampling. The researcher took 10 teenagers aged 15-16 years old as a sample. The students have a lack of simple past tense in made recount text.

#### **F. The Instrument of the Research**

In this research, the researcher used grammar test in collecting data during process of the research. Grammar test consists of pre-test and post-test are using to measure the students' simple past tense before treatment and after giving treatment. The form of the grammar test is multiple choices contain test in the verbal and nominal sentence in simple past tense. The test contains 10 numbers in the positive, negative and interrogative in incomplete sentence.

#### **G. The Procedure for Collecting Data**

In collecting data, the researcher took the procedure of collecting as follow:



## 1. Pre-test

The researcher gave a pre-test to students before giving treatment. The form of the test is multiple choices. There were ten numbers in each test. The researcher gave one minute to do each number of the test. So, the students had ten minutes to do the test.

## 2. Treatment

In treatment, the researcher conducted two meetings. The steps were followed:

### a. First meeting

Firstly, the researcher introduced herself and explained the material about recount text as a tool to teach simple past tense to the students. Then, the researcher taught the text structure of the simple past tense. Next activity, students were divided into three groups. Each student in the group had a number for themselves. The researcher gave the recount text about “Good Weekend” for each group. Each group identified a simple past tense in the text. Next, the researcher asked students to change the sentence from the positive form into the negative and interrogative form in a verbal and nominal sentence. The researcher gave 20 minutes to discuss it and find the answers. Each student in the groups did the task that has been given. After doing the task, each student collected their answer and discussed together to found the correct answer to the presented.

After the discussion, the researcher called one number to determine the student in each group to present the result of discussing in their group. Another group has an opportunity to give a response.

b. Second meeting

Firstly, the researcher reviewed the material in the first meeting before continuing to the next treatment. The researcher explained about nominal and verbal sentence structure in the simple past tense. Then, the researcher divided students into 3 groups. Each student in the group was given a number for themselves. The researcher gave recount text about “Carlo” for each group. Next, the researcher asked each group to make a recount text based on the example text that has been given before. The researcher gave 20 minutes to discuss and find the answers. Each student in the groups did the task that has been given. After doing the task, each student collected their answer and discussed together to found the correct answer to the presented.

After the discussion, the researcher called one number to determine the student in each group to present the result of discussing in their group. Another group had an opportunity to give a response.

3. Post-test

After giving treatment, finally, the researcher gave a post-test. The post-test contains ten numbers in the multiple-choice test. The researcher gave one minute for each number, so the students have ten minutes to do the test. Give a post-test to find the result of implementing the numbered head together (NHT) strategy in the treatment.

## H. The Technique of Data Analysis

Quantitative data collected and analyzed by computing the score of pre-test and post-test. All data finding through this research would be analyzed by conducting the following steps:

1. Scoring the students' answer.

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

2. Computing frequency of the rate percentage, the researcher applied the following formula:

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

Where:

P = Percentage

F = Frequency

N = the number of samples (total respondents)<sup>44</sup>

To understand the level of the students score the following classification were used:

- a. 96 – 100 is classified as excellent
- b. 86 – 95 is classified as very good
- c. 76 – 85 is classified as good
- d. 66– 75 is classified as fairly good
- e. 56 – 65 is classified as fairly
- f. 36 – 55 is classified as poor
- g. 0 – 35 is classified as very poor

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<sup>44</sup> Ridwan, *Dasar-Dasar Statistika* (Bandung: Alfabeta, 2003), 41.

3. Calculating the mean score and standard deviation of students, the paired sample statistic and the paired sample correlation of pre-test and post-test, and the pairs sample test by using SPSS 20.



## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

#### **A. Findings**

The findings of the research showed the result of the data that have been analyzed statistically and the tabulating of data. It compared if the students' scores in pre-test and post-test, the classification of students score in pre-test and post-test, and the mean score of students' pre-test and post-test.

##### **1. The analysis students' simple past tense scores in pre-test and post-test.**

###### **a. Pre-test**

In this section, the researcher showed the complete score of students in the simple past tense (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of simple past tense in the pre-test. The researcher presented the data in the tables and calculates the score by using SPSS 20. Then, the researcher showed the students' complete score of simple past tense in the pre-test. The tabulation of students' score in the pre-test can be seen in table 4.1:

**Table 4.1**  
**The Score of Students in Pre-Test**

<b>Respondent</b>	<b>Correct answer</b>	<b>Score</b>
R1	2	20
R2	4	40
R3	5	50
R4	4	40
R5	5	50
R6	4	40
R7	3	30
R8	6	60
R9	2	20
R10	4	40
$\Sigma 10$		

Table 4.1 showed that two students got the lowest score (20) and two students got the highest score (60).

To calculate the mean score of students' correct answers, the researcher calculated it by using SPSS 20. The result can be presented into the table descriptive statistic it can be seen in table 4.2:

**Table 4.2****The Mean Score of Students' Correct Answer in Pre-Test****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	10	20.00	60.00	39.0000	12.86684
Valid N (listwise)	10				

From table 4.2, it showed that the highest score of students is 60 and the lowest score is 20. Besides, it also indicated that the mean score of students' accuracy in the pre-test is 39 and the standard deviation is 12.86684.

On the other side, the researcher also had written the students' scores of the correct answer in the pre-test. It was presented through the table rate percentage score. It can be seen in table 4.3:

**Table 4.3****The Rating Percentage Score of the Students' Correct Answer in Pre-Test**

Classification	Score	Frequency	Percentage
Very good	86-100	-	0%
Good	76-85	-	0%
Fairly good	66-75	-	0%
Fairly	56-65	1	10%
Poor	36-55	6	60%
Very poor	0-35	3	30%
		10	100%

Table 4.3 indicated that students' score in the frequency of pre-test. It showed that there was none of the student (0%) who got very good, good, and fairly good. The other showed that there was 1 student (10%) who got fairly. While there were 6 students (60%) who got poor and 3 students (30%) who got very poor. Based on the data above, it can be seen on the table above there is no one student got very good, good, and fairly good indicated that the students' ability in simple past tense still low.

**b. Post-test**

The researcher showed the complete score of students in the simple past tense (students' correct answer), the mean score and standard deviation of students, and the rate percentage of students' scores of simple past tense in the post-test. The researcher presented the data in the tables and calculates the score by using SPSS 20. Then, the researcher showed the students' complete score of simple past tense in the post-test. The tabulation of students' score in the post-test can be seen in table 4.4:



**Table 4.4**  
**The Score of Students' in Post-Test**

Respondent	Correct answer	Score
R1	10	100
R2	9	90
R3	8	80
R4	9	90
R5	7	70
R6	8	80
R7	7	70
R8	8	80
R9	8	80
R10	8	80
$\Sigma 10$		

Table 4.4 showed that two students got the lowest score (70) and there was one student who got the highest score (100).

To calculate the mean score of students' correct answers, the researcher calculated it by using SPSS 20. The result can be presented into the table descriptive statistic it can be seen in table 4.5:

**Table 4.5****The Mean Score of Students' Correct Answer in Post-Test****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Posttest	10	70.00	100.00	82.0000	9.18937
Valid N (listwise)	10				

From table 4.5, it showed that the highest score for students is 100 and the lowest is 70. Besides, it also indicated that the mean score of students' accuracy in the post-test is 82 and the standard deviation is 9.18937.

The researcher also had written the students' score of correct answer after giving treatment through the NHT strategy (post-test) and is presented through the table rate percentage scores. It can be seen in table 4.6:

**Table 4.6****The Rating Percentage Score of the Students' Correct Answer in Post-Test**

Classification	Score	Frequency	Percentage
Very good	86-100	3	30%
Good	76-85	5	50%
Fairly good	66-75	2	20%
Fairly	56-65	-	0%
Poor	36-55	-	0%
Very poor	0-35	-	0%
		10	100%

Table 4.6 indicated that students score in the frequency of the post-test. It showed that was none of the student (0%) who got fairly, poor, and very poor. The other showed that there were 3 students (30%) who got very good. It also showed that there were 5 students (50%) who got good. And there were 2 students (20%) who got fairly good. Based on the data above, it can be seen in the table above there was no one student got fairly, poor, and very poor indicated that the students' ability in simple past tense has improved.

Looking at the mean score of students' in pre-test and post-test, the researcher calculated it by using SPSS 20. The result was presented in the table descriptive statistic as follows:

**Table 4.7**

**The Mean Score and Standard Deviation in Pre-Test (T<sub>1</sub>) and Post-Test (T<sub>2</sub>)**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	10	20.00	60.00	39.0000	12.86684
Posttest	10	70.00	100.00	82.0000	9.18937
Valid N (listwise)	10				

Table 4.7 samples statistics indicated that the standard deviation in the pre-test is 12,86 and in the post-test is 9,18. It also showed that the mean score of students in the pre-test is 39 and the mean score of the students in the post-test is 82. The result of the table above showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It

concluded that using the numbered head together (NHT) strategy was effective in teaching simple past tense.

To know whether the pre-test and post-test were significantly different, and also to know the acceptability of the hypothesis of this research, the researcher used  $T_{\text{test}}$  analysis and calculated it by using SPSS 20. The result could be shown in the table of paired sample statistics, paired sample correlations, and paired sample test. It presented in the following tables:

**Table 4.8**

**The Paired Sample Statistic of Pre-Test and Post-Test**

**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	39.0000	10	12.86684	4.06885
	Posttest	82.0000	10	9.18937	2.90593

Table 4.8 samples statistics of pre-test and post-test above indicated that the value of standard deviation in the pre-test is 12,86 and 9,18 in the post-test. Besides, the standard deviation error in the pre-test is 4,06 and 2,90 in the post-test. The table above also showed that the mean score in the pre-test is 39 and in the post-test is 82. It concluded that the students' scores improved from 39 to 82.

**Table 4.9**  
**The Paired Sample Correlation of Pre-Test and Post-Test**

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Pretest & Posttest	10	-.357	.311

Table 4.9 paired samples correlations of pre-test and post-test above presented that the correlation of the students' ability before and after treatment is -.357. It means that there was a significant correlation between students' ability in the simple past tense before and after treatment.

## 2. The T-test value of students' simple past tense achievement

The hypothesis was tested by using inferential statistics. In this case, the researcher used a t-test (testing of significance) for paired sample t-test that is a test to know the significant difference between the results of students' mean scores in the pre-test and post-test.

Assuming that the level of significance ( $\alpha$ ) = 5% (0,05), the only thing which is needed; the degree of freedom (df) = N – 1, where N = 10, then the t-test is presented in the following table:

**Table 4.10**  
**The Pairs Samples Test**

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest – Pretest	43.00000	18.28782	5.78312	29.91768	56.08232	7.435	9	.000

### 3. Hypothesis testing

From the analysis, the researcher conducted that there was a significant difference between pre-test and post-test in improving students' simple past tense by using the numbered head together strategy. The result of statistical analysis for level of significance ( $\alpha = 0,05$ ) with degree of freedom (df) = N – 1, where (N) = 10, df = 9. The probably value was smaller than  $\alpha$  ( $0.00 < 0,05$ ). It indicated that the alternative hypothesis  $H_1$  was accepted and the null hypothesis  $H_0$  was rejected. It means that teaching simple past tense by using a numbered head together strategy is effective in improving the students' ability in simple past tense.

### B. Discussions

Based on the research findings above, the researcher found out that the numbered head together strategy is effective in teaching simple past tense for teenagers. From the result data analysis, showed that the mean score of the students' pre-test is 39 and the mean score of the post-test is 82. The standard

deviation of the pre-test is 12,86 and the standard deviation of the post-test is 9,18. It means that using the numbered head together with a strategy in teaching simple past tense could improve the students' ability in simple past tense.

After analyzing the data of students' in the simple past tense test, it showed that  $t_{\text{count}} (t_0)$  with value (7,435) was higher than  $t_{\text{table}} (t_t)$  with value (1,833) with a degree of freedom (df) = 9, and on the level significance 0.05, so the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It means that there was a significant difference between the results of the pre-test and post-test.

In summary, based on the research result above, there were also previous research results that found the numbered head together (NHT) strategy is effective in teaching simple past tense as for the previous research, namely by Muhammad Ilham Hikmawandiny and Nia Kurniawati found the implementation of the numbered head together is effective in teaching simple past tense to improve the students' mastery.<sup>45</sup> Fitriyah Hamidah found that the use of Numbered Heads Together could improve the students' understanding of simple past tense by guiding them to think critically, creatively, and sharing their difficulty with their group.<sup>46</sup> Rizki Mahfida Anggraini found that the use of the numbered head together technique is useful to improve the students'

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<sup>45</sup> Hikmawandini and Kurniawati.

<sup>46</sup> Fitriyah Hamidah, "Improving the Eighth Grade Students' Understanding on Simple Past Tense by Using Numbered Head Strategy at SMP Nurul Jadid In2016/2017 Academic Year"

active participation in the teaching-learning process of simple past tense.<sup>47</sup> Nur Laila Syarifah found that using numbered head together is a good way to improve the students' mastery of simple past tense because the findings of this research showed that the use of Numbered Heads Together to improve students' mastery on simple past tense was successful.<sup>48</sup> Similarly, those previous research results prove that the numbered head together (NHT) is an effective strategy in teaching simple past tense. As said by Cayabyab and Jacobs that the numbered head together can encourage positive independence because the members depend on each other to arrive at a good answer and to help each member to be able to explain the answer. Individual accountability is also emphasized because everyone needs to be ready to represent the team and to help others to be ready.<sup>49</sup>

Also, the researcher found ways to give significant increase for students that are by given explanation material repeatedly to students and did not continue the next activity if there were still students who did not understand the material described as said by Burghardt that the habits arise because of the process of shrinking the response tendency by using repeated stimulation.<sup>50</sup> In addition, the unique of numbered head together strategy is this strategy give each students opportunity to give their ideas by doing task or other activity for

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<sup>47</sup> Rizki Mafidah Anggraini, *"Improving the Eighth Grade Students' Simple Past Tense Achievement and Their Active Participant by Using Numbered Heads Together Strategy at SMPN 1 Jelbuk"*

<sup>48</sup> Nur Laila Syarifah, *"The Use of Numbered Head Together to Improve Students' Mastery of Simple Past Tense (A Classroom Action Research at the Eighth B Grade of MTs Manabi'ul Falah Pati in the Academic Year of 2015/2016)"*

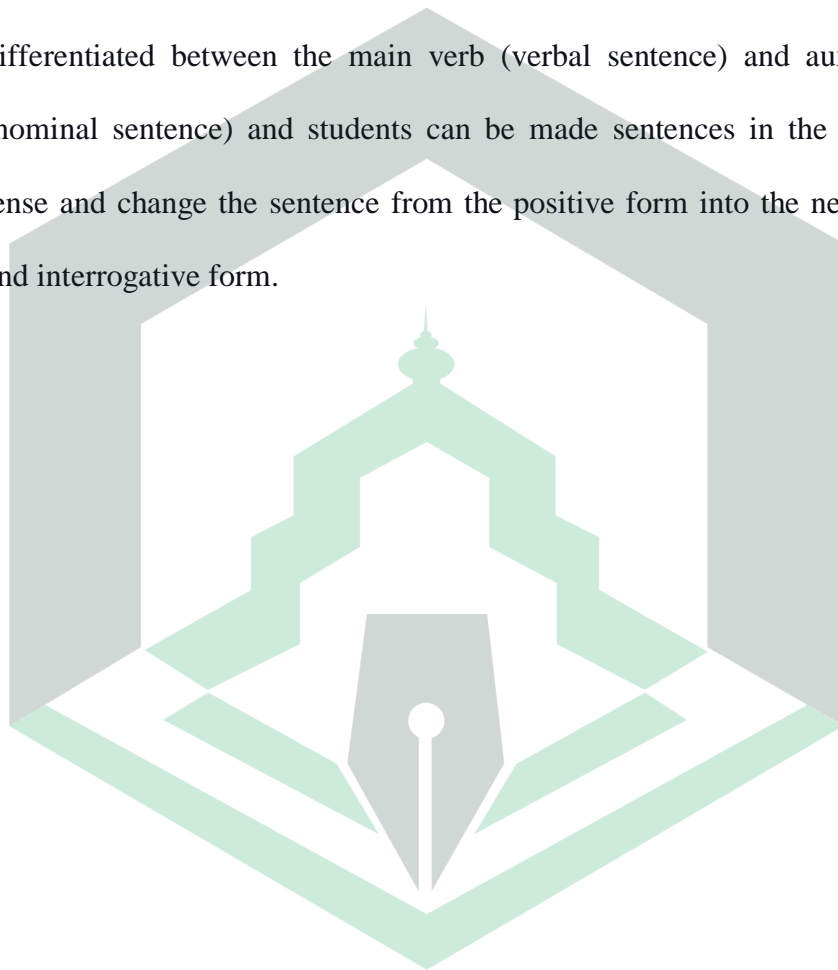
<sup>49</sup> Cayabyab., 30.

<sup>50</sup> Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru* (Bandung: PT. Remaja Rosdakarya, 2010)., 120.



the next every answer or ideas would discuss again in the group discussion, so the students more active in learning process.

In this research, by using the numbered head together strategy the students could understand the text structure of simple past tense that tough through recount text in implementing numbered head together. Students can be differentiated between the main verb (verbal sentence) and auxiliary verb (nominal sentence) and students can be made sentences in the simple past tense and change the sentence from the positive form into the negative form and interrogative form.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher concluded that using the numbered head together (NHT) strategy is effective in teaching simple past tense to teenagers who are the students from different senior high school. It can be seen after doing treatments. The result showed that there is a significant difference between the students' mean score in pre-test and post-test. In the pre-test, the students' mean score is 39,00 and the students' mean score in the post-test is 82,00.

Also, The result can be seen from data have been analyzed by using T-test in the level of significance ( $\alpha$ ) 5% (0,05) with a degree of freedom (df) = 9, obtained  $t_t = 1,833$  and  $t_0 = 7,435$ . From this, the researcher gave an interpretation that  $t_0$  ( $t_{\text{count}}$ ) was higher than  $t_t$  ( $t_{\text{table}}$ ),  $7,435 > 1,833$ . It means that the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted that the numbered head together is effective in teaching simple past tense for teenagers.

#### B. Suggestions

The success in teaching did not depend on the lesson program only, but more important is how a teacher serves to learn and using a variety of methods, technique, or strategy to manage the class to make it more fun a numbered head together strategy used in learning English provides many opportunities for the student to be active in the process of teaching and

learning. Learning about tenses, especially in the simple past tense, the researcher advises teachers and students as follows:

1. In learning English, an English teacher should give appropriate methods, techniques, or strategies to the students that can make them relax, enjoy, and easy to understand the material in the learning process.
2. The researcher suggests to the English teacher to apply kinds of interesting strategies and media in teaching tenses, especially simple past tense. The researcher suggested using Numbered Head Together as a strategy and media in teaching tenses.
3. To make students pay attention to the lesson the teacher should provide a strategy that makes students focus again. for example by asking questions about lessons to students who do not pay attention to the teaching and learning process.
4. The students should be active in the learning process. So the students can improve their skills in English.
5. The next researchers who conduct similar research hoped this research could be a benefit to developing the research about teaching simple past tense in other material.

Finally, the researcher realized that this thesis involved some weaknesses and it was far from being perfect. So, constructive critics and advice were expected for the perfection of the thesis. The researcher hoped that the results of this research could be for readers.

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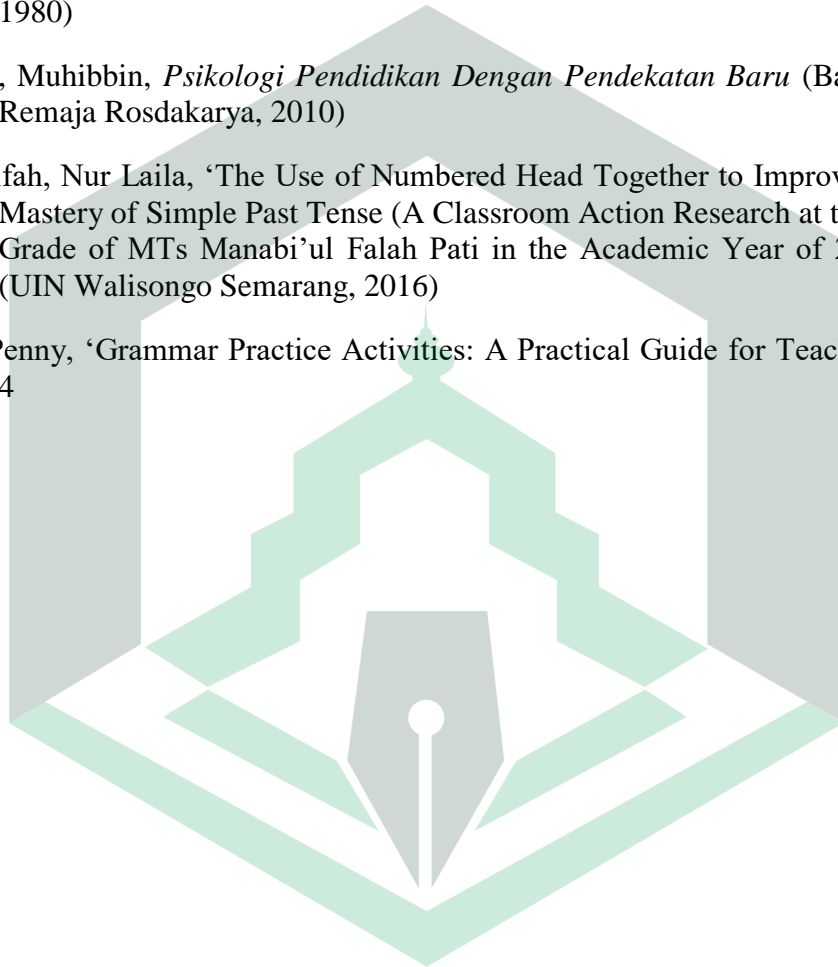
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4



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan** : SMA/SMK/MA  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas /Semester** : X/2 ( Remaja usia 15-16 tahun)  
**Tahun Pelajaran** : 2020/2021  
**Materi Pokok** : Recount Text  
**Alokasi Waktu** : 2 JP (1 Pertemuan)

### A. Tujuan Pembelajaran

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah
3. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	3.7.1. Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 3.7.2. Menyebutkan struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah 3.7.3. Membedakan struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan member dan meminta informasi terkait peristiwa bersejarah, sesuai dengan konteks penggunaannya.
4.7 Teks <i>recount</i> – peristiwa bersejarah 4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa	4.7.1.1 Mencermati teks <i>recount</i> terkait peristiwa bersejarah 4.7.2.1 Membuat teks <i>Recount</i> terkait peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 4.7.2.2 Mendemonstrasikan teks <i>recount</i> terkait peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

<p>bersejarah</p> <p>4.7.2 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.7.2.3 Mengidentifikasi struktur teks simple past tense.</p> <p>4.7.2.4 Membuat kalimat dalam bentuk positive, negative, dan interrogative.</p>
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### C. Materi Pembelajaran

#### 1. Materi pembelajaran regular

Teks lisan dan tulis mengenai Peristiwa bersejarah yang dapat menumbuhkan perilaku:

- Fungsi Sosial
  - Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan
- Struktur Teks

#### Good Weeked

I *had* a really good weekend. My elder sister and I *went* shopping. My sister *bought* a dress as a birthday present for her friend. I *bought* a new pair of shoes, skateboard sneakers. I *bought* the sneakers using my pocket money. I *had saved* my money for ten months. I *was* so happy that I could buy them myself. On Sunday morning, I *put* on my shoes. Then I *played* skateboard all day. The shoes *were* so comfortable. It *was* so fun.

- Unsure Kebahasaan
  - Kalimat positif, negatif, dan interrogative dalam simple past tense.
  - Adverbia penghubung waktu: then
  - Nomina singular dan plural Dengan atau tanpa a, the, this, those, my, their, dsb.

#### 2. Materi pembelajaran pengayaan

Memahami unsur kebahasaan; simple past tense

#### 3. Materi pembelajaran remedial

Memberi tugas remedial sesuai dengan kebutuhan, misalnya berkaitan dengan unsur kebahasaan: kalimat positif, negative, dan interrogative dalam simple past tense.

Misalnya:

1. Make a sentence in the simple past tense into the positive, negative, and interrogative form!
  - Simple past tense



- 1) Nominal sentences
  - (+) The shoes were so comfortable.
  - (-) The shoes were not so comfortable.
  - (?) were The shoes so comfortable?
- 2) Verbal sentences
  - (+) I bought the sneakers using my pocket money.
  - (-) I did not buy the sneakers using my pocket money.
  - (?) did I buy the sneakers using my pocket money?

#### D. Metode Pembelajaran

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : Cooperative Learning
3. Strategi Pembelajaran : Numbered Head Together (NHT)

#### E. Media Alat dan Bahan Pembelajaran

1. Media :
  - ▲ *Worksheet* atau lembar kerja (siswa)
  - ▲ Lembar penilaian
2. Alat/Bahan:
  - ▲ Spidol, papan tulis

#### F. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2016. Buku siswa Mata Pelajaran bahasa inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Buku teks pelajaran yang relevan.

#### G. Langkah-langkah Pembelajaran Pertemuan ke-1: Simple Past Tense.

1. Pertemuan Ke-1 ( 2 x 45 menit )	Waktu
<b>Kegiatan Pendahuluan</b> <b>Guru :</b> <b>Orientasi</b> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa.</li> <li>❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> <b>Apersepsi</b> <ul style="list-style-type: none"> <li>❖ Guru memperkenalkan diri (menggunakan bahasa inggris)</li> <li>❖ Guru mengaitkan pengalaman siswa dengan pelajaran yang akan dipelajari yaitu Simple Past Tense</li> <li>❖ Mengingatnkan kembali materi prasyarat dengan bertanya.</li> <li>❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul>	<b>10 Menit</b>

<b>Motivasi</b> <ul style="list-style-type: none"> <li>❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</li> </ul> <b>Pemberian Acuan</b> <ul style="list-style-type: none"> <li>❖ Memberitahukan materi pelajaran, kompetensi dasar, dan indikator pada pertemuan yang berlangsung.</li> <li>❖ Pembagian kelompok belajar</li> <li>❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>		
<b>Kegiatan Inti</b>		<b>60 Menit</b>
<b>Sintak Model Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	
Orientasi peserta didik kepada masalah	<b>Mengamati</b> <ul style="list-style-type: none"> <li>❖ Siswa dibagi kedalam 3 kelompok. Masing-masing anggota kelompok memiliki nomor (numbered head together).</li> <li>❖ Masing-masing kelompok diberikan tugas mengidentifikasi struktur teks Simple Past Tense dalam teks yang diberikan dan mengubah kalimat dalam bentuk positive ke bentuk negative dan interrogative.</li> <li>❖ Setiap siswa dalam kelompok mengerjakan tugas yang diberikan</li> <li>❖ Setiap kelompok mendiskusikan hasil jawaban dari setiap siswa dalam kelompok untuk menentukan jawaban yang benar dari setiap jawaban siswa dalam kelompok.</li> <li>❖ Guru memonitoring dan memberikan bantuan jika diperlukan</li> </ul>	
Mengorganisasikan peserta didik	<b>Menanya</b> <ul style="list-style-type: none"> <li>❖ Masing-masing kelompok mempresentasikan hasil diskusi kelompoknya dan kelompok lain menanggapi.</li> <li>❖ Guru memberikan penguatan dan penjelasan tentang kalimat positive, negative, dan interrogative dalam simple past tense.</li> </ul>	
Membimbing penyelidikan individu dan kelompok	<b>Mengumpulkan informasi</b> <ul style="list-style-type: none"> <li>❖ Dalam kelompok, peserta didik mengumpulkan informasi berkaitan dengan struktur teks dan fungsi social dalam simple past tense dengan mengubah kalimat positive ke bentuk negative dan interrogative dalam simple past tense. Guru memonitor dan memberi bantuan jika dibutuhkan.</li> </ul>	

Mengembangkan dan menyajikan hasil karya	<b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>❖ Guru menentukan anggota kelompok dari masing-masing untuk membacakan kalimat simple past tense, yang dibuat dalam kelompok dengan menyebutkan nomor yang telah dibagikan kepada masing-masing anggota kelompok.</li> <li>❖ Anggota kelompok yang disebutkan nomornya maju ke depan kelas untuk membacakan kalimat yang telah di buat.</li> <li>❖ Kelompok lain berkesempatan untuk mengajukan pertanyaan atau memberikan tambahan apabila masih ada yang kurang dari pembacaan kalimat.</li> <li>❖ Guru memberikan penguatan dan penjelasan secara detail sesuai kebutuhan.</li> </ul>	
Menganalisa & mengevaluasi proses pemecahan masalah	<b>Mengasosiasikan</b> <ul style="list-style-type: none"> <li>❖ Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran.</li> <li>❖ Secara berkelompok siswa mendiskusikan informasi lain mengenai simple past tense yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.</li> <li>❖ Memperoleh balikan (feedback) dari guru dan teman tentang struktur kalimat dan fungsi sosial yang sampaikan dalam kerja kelompok.</li> </ul>	
<b>Kegiatan Penutup</b> <b>Peserta didik :</b> <ul style="list-style-type: none"> <li>❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <b>Guru :</b> <ul style="list-style-type: none"> <li>❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan projek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian projek.</li> <li>❖ Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik.</li> <li>❖ Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>❖ Mengagendakan pekerjaan rumah.</li> <li>❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>		<b>10 menit</b>

### 1. Rubrik Penilaian Grammar (Tenses)

NO	KETERANGAN INDIKATOR	SKOR
1	STRUKTUR KALIMAT	
	Jika tidak ada kesalahan dalam struktur kalimat	10
	Jika ada 1 kesalahan dalam struktur kalimat	8
	Jika ada 2 kesalahan dalam struktur kalimat	6
	Jika ada 3 kesalahan dalam struktur kalimat	4
	Jika ada 4 kesalahan dalam struktur kalimat	2

Palopo, 2 Juli 2020

Mahasiswa,

Nur Afifa  
NIM. 16 0202 0002



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan** : SMA/SMK/MA  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas /Semester** : X/2 (Remaja usia 15-16 tahun)  
**Tahun Pelajaran** : 2020/2021  
**Materi Pokok** : Recount Text  
**Alokasi Waktu** : 2 JP (1 Pertemuan)

### A. Tujuan Pembelajaran

1. Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya
2. Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks *recount* lisan dan tulis terkait peristiwa bersejarah
3. Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya	4.7.1. Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya 4.7.2. Menyebutkan struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah 4.7.3. Membedakan struktur teks dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan member dan meminta informasi terkait peristiwa bersejarah, sesuai dengan konteks penggunaannya.
4.8 Teks <i>recount</i> – peristiwa bersejarah 4.7.3 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> lisan dan tulis terkait peristiwa	4.7.1.2 Mencermati teks <i>recount</i> terkait peristiwa bersejarah 4.7.2.5 Membuat teks <i>Recount</i> terkait peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks 4.7.2.6 Mendemonstrasikan teks <i>recount</i> terkait peristiwa bersejarah dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

<p>bersejarah</p> <p>4.7.4 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.7.2.7 Mengidentifikasi struktur teks simple past tense</p> <p>4.7.2.8 Membuat kalimat dalam bentuk positive, negative, dan interrogative.</p>
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### C. Materi Pembelajaran

#### 1. Materi pembelajaran regular

Teks lisan dan tulis mengenai Peristiwa bersejarah yang dapat menumbuhkan perilaku:

- Fungsi Sosial
  - Melaporkan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan
- Struktur Teks

#### Carlo

This is a story about Karlo, my seven-year-old cousin. Karlo *went* to school by bike yesterday. It *was* the first time he had ridden a bike to school. His mother *wanted* to accompany him. However, Karlo *refused* it. Ten minutes later, Karlo *went* back home. His uniform *was* wet and dirty. When he *was* riding the bike, a dog suddenly *passed* in front of him. He *fell* into a ditch. He *didn't* cry. He even *laughed* when he *told* us the incident.

- Unsure Kebahasaan
  - Kalimat positif, negatif, dan interrogative dalam simple past tense.
  - Adverbia penghubung waktu: when.
  - Nomina singular dan plural Dengan atau tanpa a, the, this, those, my, their, dsb.

#### 2. Materi pembelajaran pengayaan

Memahami unsur kebahasaan simple past tense.

#### 3. Materi pembelajaran remedial

Memberi tugas remedial sesuai dengan kebutuhan, misalnya berkaitan dengan unsur kebahasaan: kalimat positif, negative, dan interrogative dalam simple past tense.

Misalnya:

1. Make a paragraph using simple past tense!
  - Simple past tense

1. Nominal sentences
  - (+) Carlo's uniform was wet and dirty.
  - (-) Carlo's uniform was not wet and dirty.
  - (?) Was Carlo's uniform wet and dirty?
2. Verbal sentences
  - (+) Carlo went to school by bike yesterday.
  - (-) Carlo did not go to school by bike yesterday.
  - (?) Did Carlo go to school by bike yesterday?

#### D. Metode Pembelajaran

1. Pendekatan : Scientific Learning
2. Model Pembelajaran : Cooperative Learning
3. Strategi Pembelajaran : Numbered Head Together (NHT)

#### E. Media Alat dan Bahan Pembelajaran

1. Media :
  - ▲ *Worksheet* atau lembar kerja (siswa)
  - ▲ Lembar penilaian
2. Alat/Bahan:
  - ▲ Spidol, papan tulis

#### F. Sumber Belajar

1. Kementerian Pendidikan dan Kebudayaan. 2016. Buku siswa Mata Pelajaran bahasa inggris. Jakarta: Kementerian Pendidikan dan Kebudayaan.
2. Buku teks pelajaran yang relevan.

#### G. Langkah-langkah Pembelajaran

1. Pertemuan Ke-1 ( 2 x 45 menit )	Waktu
<b>Kegiatan Pendahuluan</b> <b>Guru :</b> <b>Orientasi</b> <ul style="list-style-type: none"> <li>❖ Melakukan pembukaan dengan salam pembuka dan berdoa untuk memulai pembelajaran dipimpin oleh salah seorang siswa.</li> <li>❖ Memeriksa kehadiran peserta didik sebagai sikap disiplin</li> </ul> <b>Apersepsi</b> <ul style="list-style-type: none"> <li>❖ Guru me-review pelajaran dari pertemuan sebelumnya yaitu Simple Past Tense.</li> <li>❖ Mengingatkan kembali materi prasyarat dengan bertanya.</li> <li>❖ Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan.</li> </ul> <b>Motivasi</b> <ul style="list-style-type: none"> <li>❖ Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari.</li> <li>❖ Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</li> </ul>	<b>10 Menit</b>

<b>Pemberian Acuan</b> <ul style="list-style-type: none"> <li>❖ Memberitahukan materi pelajaran, kompetensi dasar, dan indikator pada pertemuan yang berlangsung.</li> <li>❖ Pembagian kelompok belajar</li> <li>❖ Menjelaskan mekanisme pelaksanaan pengalaman belajar sesuai dengan langkah-langkah pembelajaran.</li> </ul>		
<b>Kegiatan Inti</b>		<b>60 Menit</b>
<b>Sintak Model Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	
Orientasi peserta didik kepada masalah	<b>Mengamati</b> <ul style="list-style-type: none"> <li>❖ Siswa dibagi kedalam 3 kelompok. Masing-masing anggota kelompok memiliki nomor (numbered head together).</li> <li>❖ Masing-masing kelompok diberikan tugas membuat sebuah paragraph Simple Past Tense berdasarkan struktur tesk dan contoh yang telah diberikan.</li> <li>❖ Setiap siswa dalam kelompok mengerjakan tugas yang diberikan</li> <li>❖ Setiap kelompok mendiskusikan hasil jawaban dari setiap siswa dalam kelompok untuk menentukan jawaban yang benar dari setiap jawaban siswa dalam kelompok.</li> <li>❖ Guru memonitoring dan memberikan bantuan jika diperlukan</li> </ul>	
Mengorganisasikan peserta didik	<b>Menanya</b> <ul style="list-style-type: none"> <li>❖ Masing-masing kelompok mempresentasikan hasil diskusi kelompoknya dan kelompok lain menanggapi.</li> <li>❖ Guru memberikan penguatan dan penjelasan tentang kalimat simple past tense.</li> </ul>	
Membimbing penyelidikan individu dan kelompok	<b>Mengumpulkan informasi</b> <ul style="list-style-type: none"> <li>❖ Dalam kelompok, peserta didik mengumpulkan informasi berkaitan dengan struktur teks dan fungsi social dalam simple past tense dengan membuat paragraph dalam simple past tense. Guru memonitor dan memberi bantuan jika dibutuhkan.</li> </ul>	



Mengembangkan dan menyajikan hasil karya	<b>Mengkomunikasikan</b> <ul style="list-style-type: none"> <li>❖ Guru menentukan anggota kelompok dari masing-masing untuk membacakan kalimat simple past tense yang dibuat dalam kelompok dengan menyebutkan nomor yang telah dibagikan kepada masing-masing anggota kelompok.</li> <li>❖ Anggota kelompok yang disebutkan nomornya maju ke depan kelas untuk membacakan kalimat yang telah di buat.</li> <li>❖ Kelompok lain berkesempatan untuk mengajukan pertanyaan atau memberikan tambahan apabila masih ada yang kurang dari pembacaan kalimat.</li> <li>❖ Guru memberikan penguatan dan penjelasan secara detail sesuai kebutuhan.</li> </ul>	
Menganalisa & mengevaluasi proses pemecahan masalah	<b>Mengasosiasikan</b> <ul style="list-style-type: none"> <li>❖ Peserta didik menganalisa masukan, tanggapan dan koreksi dari guru terkait pembelajaran.</li> <li>❖ Secara berkelompok siswa mendiskusikan informasi lain mengenai simple past tense yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru.</li> <li>❖ Memperoleh balikan (feedback) dari guru dan teman tentang struktur kalimat dan fungsi sosial yang sampaikan dalam kerja kelompok.</li> </ul>	
<b>Kegiatan Penutup</b> <b>Peserta didik :</b> <ul style="list-style-type: none"> <li>❖ Membuat rangkuman/simpulan pelajaran tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan.</li> <li>❖ Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.</li> </ul> <b>Guru :</b> <ul style="list-style-type: none"> <li>❖ Memeriksa pekerjaan siswa yang selesai langsung diperiksa. Peserta didik yang selesai mengerjakan proyek dengan benar diberi paraf serta diberi nomor urut peringkat, untuk penilaian proyek.</li> <li>❖ Memberikan penghargaan kepada kelompok yang memiliki kinerja dan kerjasama yang baik.</li> <li>❖ Merencanakan kegiatan tindak lanjut dalam bentuk tugas kelompok/ perseorangan (jika diperlukan).</li> <li>❖ Mengagendakan pekerjaan rumah.</li> <li>❖ Menyampaikan rencana pembelajaran pada pertemuan berikutnya</li> </ul>		<b>10 menit</b>

**1. Rubrik penilaian grammar (tenses)**

NO	KETERANGAN INDIKATOR	SKOR
1	STRUKTUR KALIMAT	
	Jika tidak ada kesalahan dalam struktur kalimat	10
	Jika ada 1 kesalahan dalam struktur kalimat	8
	Jika ada 2 kesalahan dalam struktur kalimat	6
	Jika ada 3 kesalahan dalam struktur kalimat	4
	Jika ada 4 kesalahan dalam struktur kalimat	2

Palopo, 2 Juli 2020

Mahasiswa,

Nur Afifa

NIM. 16 0202 0002



## PRE-TEST

Name:

Class:

**Chose the correct answer!**

1. Emily and Ethan ..... in Bali last year.  
a. was                      c. are  
b. were
2. The bag ..... cheap.  
a. was                      c. were  
b. am
3. Last year, John .....off his bike.  
a. falls                    c. has been falling  
b. fell                      d. is falling
4. Yesterday, the students..... the map of Indonesia.  
a. learn                    c. learns  
b. are learning           d. learned
5. It..... hot.  
a. was not                   c. do not  
b. were not
6. They ..... kind.  
a. was not                   c. does not  
b. were not
7. Cathy ..... sandwich yesterday.  
a. does not ate            c. did not ate  
b. did not eat
8. My bother..... a picture last month.  
a. did not drew            c. did not draw  
b. does not drew
9. .... She from school last month?  
a. Was                      c. is  
b. Were
10. .... You ... to the market yesterday?  
a. Did – goes              c. Did – went  
b. Did – go

## POST-TEST

**Name:**

**Class:**

**Chose the correct answer!**

1. He .....22 last year.  
a. Was                      c. Are  
b. Were
2. I ..... tired yesterday.  
a. Am c. Were  
b. Was
3. I'm sure I ..... him two years ago.  
a. Am seeing      c. Saw  
b. Have seen
4. Roni ..... *Tom and Jerry* show last night  
a. Watched              c. Watches  
b. Watch
5. My father ....slim.  
a. Were not  
b. Was not
6. We ..... in Italy last month.  
a. Was not  
b. Were not
7. I.... new clothes yesterday.  
a. Did not buy              c. Did not bought  
b. Do not buy
8. Clark and I ..... the house last week.  
a. Did not clean              c. Did not cleaned  
b. Do not clean
9. .... They angry last night?  
a. Was                      c. are  
b. Were
10. .... the children .... Football yesterday?  
a. Did – play              c. Do – play  
b. Did - played

## PRE-TEST



**Figure 1:** The researcher is explaining to the students about how to do the pre-test



**Figure 2:** The students are doing the pre-test

## TREATMENT I



**Figure 3:** The researcher is giving the material about simple past tense



**Figure 4:** The students are discussing with their every member in the groups to do the test that has been given



**Figure 5:** The students are presenting the answer to the test



## TREATMENT II



**Figure 6:** the researcher is giving material to students



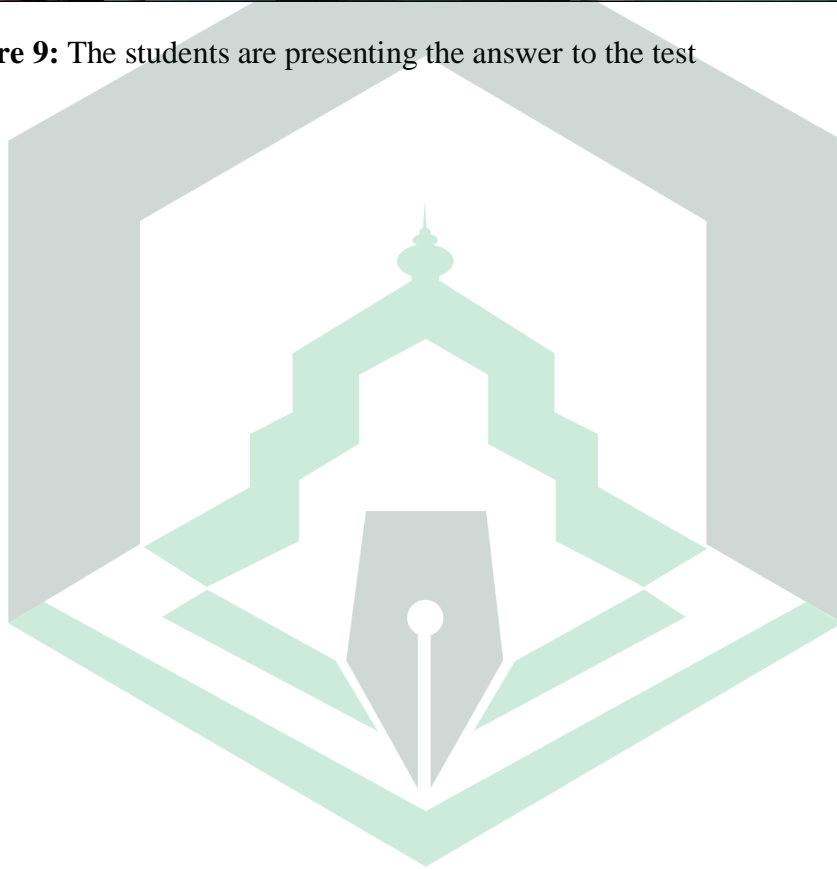
**Figure 7:** The researcher is dividing students into 3 groups



**Figure 8:** the students are discussing to do the test that has been given



**Figure 9:** The students are presenting the answer to the test





## POST-TEST



**Figure 10:** The researcher is explaining to students about how to do the post-test



**Figure 11:** The students are doing the post-test

2

## PRE-TEST

Name: Ainun Nisa  
Class: X (SMAN 8 UTARA)

Chose the correct answer!

1. Emily and Ethan ..... in Bali last year.  
☒ a. was                      c. are  
b. were
2. The bag ..... cheap.  
☒ a. was                      c. were  
b. am
3. Last year, John ..... off his bike.  
a. falls      ☒ b. has been falling  
b. fell        d. is falling
4. Yesterday, the students..... the map of Indonesia.  
☒ a. learn                      c. learns  
b. are learning            d. learned
5. It..... hot.  
a. was not                ☒ b. do not  
b. were not
6. They ..... kind.  
a. was not                ☒ b. does not  
b. were not
7. Cathy ..... sandwich yesterday.  
☒ a. does not ate            c. did not ate  
b. did not eat
8. My bother..... a picture last month.  
a. did not drew      ☒ b. did not draw  
b. does not drew
9. .... She from the school last month?  
a. Was                      ☒ b. is  
b. Were
10. .... You ... to market yesterday?  
a. Did - goes              ☒ b. Did - went  
b. Did - go

(A)

## PRE-TEST

Name: Afran Madani  
Class: X MIPA

SMAN 16 Luhu Utara

Chose the correct answer!

1. Emily and Ethan ..... in Bali last year.

- a. was  
☒ were  
c. are

2. The bag ..... cheap.

- ☒ was  
b. am  
c. were

3. Last year, John ..... off his bike.

- a. falls  
b. fell  
c. has been falling  
☒ is falling

4. Yesterday, the students ..... the map of Indonesia.

- a. learn  
b. are learning  
☒ learns  
d. learned

5. It ..... hot.

- a. was not  
b. were not  
☒ do not

6. They ..... kind.

- a. was not  
☒ were not  
c. does not

7. Cathy ..... sandwich yesterday.

- ☒ does not ate  
b. did not eat  
c. did not ate

8. My bother ..... a picture last month.

- a. did not drew  
b. does not drew  
☒ did not draw

9. .... She from the school last month?

- a. Was  
☒ Were  
c. is

10. .... You ... to market yesterday?

- a. Did - goes  
b. Did - go  
☒ Did - went



## PRE-TEST

Name: AMANDA  
Class: X (MAN LUTR)

Chose the correct answer!

1. Emily and Ethan ..... in Bali last year.

- ~~a. was~~ c. are  
b. were

X

2. The bag ..... cheap.

- ~~a. was~~ c. were  
b. am

✓

3. Last year, John ..... off his bike.

- ~~a. falls~~ c. has been falling  
b. fell d. is falling

X

4. Yesterday, the students ..... the map of Indonesia.

- a. learn c. learns  
b. are learning ~~d. learned~~

✓

5. It ..... hot.

- a. was not c. do not  
~~b. were not~~

X

6. They ..... kind.

- a. was not ~~b. does not~~  
b. were not

X

7. Cathy ..... sandwich yesterday.

- a. does not ate c. did not ate  
~~b. did not eat~~

✓

8. My bother ..... a picture last month.

- a. did not drew c. did not draw  
~~b. does not drew~~

X

9. .... She from the school last month?

- ~~a. Was~~ c. is  
b. Were

✓

10. .... You ... to market yesterday?

- a. Did - goes c. Did - went  
~~b. Did - go~~

✓



A

## PRE-TEST

Name: *ERRA AURYA SYAM*  
Class: *X MIPA*

*SMAN 1 MASAMBA*

Chose the correct answer!

1. Emily and Ethan ..... in Bali last year.

- a. was      c. are  
b. were

2. The bag ..... cheap.

- a. was      c. were  
b. am

3. Last year, John ..... off his bike.

- a. falls      c. has been falling  
b. fell      d. is falling

4. Yesterday, the students ..... the map of Indonesia.

- a. learn      c. learns  
b. are learning      d. learned

5. It ..... hot.

- a. was not      c. do not  
b. were not

6. They ..... kind.

- a. was not      c. does not  
b. were not

7. Cathy ..... sandwich yesterday.

- a. does not ate      c. did not ate  
b. did not eat

8. My bother ..... a picture last month.

- a. did not drew      c. did not draw  
b. does not drew

9. .... She from the school last month?

- a. Was      c. is  
b. Were

10. .... You ... to market yesterday?

- a. Did - goes      c. Did - went  
b. Did - go



## PRE-TEST

Name: Fitri Ayuning Ti  
Class: X SMAN 8 Lutr.

Chose the correct answer!

1. Emily and Ethan ..... in Bali last year.

- a. was                      c. are  
☒ b. were

2. The bag ..... cheap.

- a. was                      ☒ c. were  
b. am

3. Last year, John ..... off his bike.

- a. falls                      c. has been falling  
☒ b. fell                      d. is falling

4. Yesterday, the students ..... the map of Indonesia.

- ☒ a. learn                      c. learns  
b. are learning                      d. learned

5. It ..... hot.

- ☒ a. was not                      c. do not  
b. were not

6. They ..... kind.

- a. was not                      c. does not  
☒ b. were not

7. Cathy ..... sandwich yesterday.

- ☒ a. does not ate                      c. did not ate  
b. did not eat

8. My bother ..... a picture last month.

- a. did not drew                      ☒ c. did not draw  
b. does not drew

9. .... She from the school last month?

- a. Was                      ☒ c. is  
b. Were

10. .... You ... to market yesterday?

- a. Did - goes                      ☒ c. Did - went  
b. Did - go

4

## PRE-TEST

Name: MUH. WINDRA  
Class: X SIMA 18 luk  
Utara

Chose the correct answer!

1. Emily and Ethan ..... in Bali last year.

- a. was  
~~X~~ were c. are

2. The bag ..... cheap.

- a. was  
b. am ~~X~~ were

3. Last year, John ..... off his bike.

- a. falls  
b. fell ~~X~~ has been falling  
d. is falling

4. Yesterday, the students ..... the map of Indonesia.

- a. learn  
b. are learning ~~X~~ learns  
d. learned

5. It .... hot.

- ~~X~~ was not  
b. were not c. do not

6. They ..... kind.

- a. was not  
b. were not ~~X~~ does not

7. Cathy ..... sandwich yesterday.

- a. does not ate  
~~X~~ did not eat c. did not ate

8. My bother ..... a picture last month.

- a. did not drew  
b. does not drew ~~X~~ did not draw

9. .... She from the school last month?

- a. Was  
b. Were ~~X~~ is

10. .... You ... to market yesterday?

- a. Did - goes  
b. Did - go ~~X~~ Did - went

3

## PRE-TEST

Name: MUH SOFYAN  
Class: ~~10~~ X SMA 10  
L'U MU Utoyo

Chose the correct answer!

1. Emily and Ethan ..... in Bali last year.

- a. was                      c. are  
b. were

X

2. The bag ..... cheap.

- a. was                      ~~b. were~~  
b. am

X

3. Last year, John ..... off his bike.

- a. falls                      c. has been falling  
b. fell                      ~~d. is falling~~

X

4. Yesterday, the students ..... the map of Indonesia.

- a. learn                      ~~b. learns~~  
b. are learning              d. learned

X

5. It ..... hot.

- ~~a. was not~~                      c. do not  
b. were not

✓

6. They ..... kind.

- ~~a. was not~~                      c. does not  
b. were not

X

7. Cathy ..... sandwich yesterday.

- a. does not ate              c. did not ate  
~~b. did not eat~~

✓

8. My bother ..... a picture last month.

- ~~a. did not drew~~              c. did not draw  
b. does not drew

X

9. .... She from the school last month?

- a. Was                      c. is  
b. Were

X

10. .... You ... to market yesterday?

- a. Did - goes              c. Did - went  
~~b. Did - go~~

✓





## PRE-TEST

Name: *NURHAFISAH*

Class: *X*

*SMK 2 LUWU Utara*

**Chose the correct answer!**

1. Emily and Ethan ..... in Bali last year.

- a. was                      ☒ c. are  
b. were

2. The bag ..... cheap.

- ☒ a. was                      c. were  
b. am

3. Last year, John ..... off his bike.

- a. falls                      c. has been falling  
☒ b. fell                      d. is falling

4. Yesterday, the students ..... the map of Indonesia.

- ☒ a. learn                      c. learns  
b. are learning                      d. learned

5. It ..... hot.

- a. was not                      ☒ c. do not  
b. were not

6. They ..... kind.

- a. was not                      c. does not  
☒ b. were not

7. Cathy ..... sandwich yesterday.

- a. does not ate                      c. did not ate  
☒ b. did not eat

8. My bother ..... a picture last month.

- ☒ a. did not drew                      c. did not draw  
b. does not drew

9. .... She from the school last month?

- ☒ a. Was                      c. is  
b. Were

10. .... You ... to market yesterday?

- a. Did - goes                      c. Did - went  
☒ b. Did - go

2

# PRE-TEST

Name: Resky Rahmao  
Class: X SMAN 1 LUTPA

Chose the correct answer!

1. Emily and Ethan ..... in Bali last year.

- ~~a.~~ was                      c. are  
b. were

2. The bag ..... cheap.

- a. was                      ~~c.~~ were  
b. am

3. Last year, John ..... off his bike.

- a. falls                      ~~c.~~ has been falling  
b. fell                      d. is falling

4. Yesterday, the students ..... the map of Indonesia.

- a. learn                      c. learns  
b. are learning                      ~~c.~~ learned

5. It ..... hot.

- a. was not                      ~~c.~~ do not  
b. were not

6. They ..... kind.

- a. was not                      c. does not  
~~b.~~ were not

7. Cathy ..... sandwich yesterday.

- a. does not ate                      ~~c.~~ did not ate  
b. did not eat

8. My bother ..... a picture last month.

- a. did not drew                      c. did not draw  
~~b.~~ does not drew

9. .... She from the school last month?

- a. Was                      c. is  
~~b.~~ Were

10. .... You ... to market yesterday?

- a. Did - goes                      ~~c.~~ Did - went  
b. Did - go

4

## PRE-TEST

Name: RISALDI  
Class: KL5.10

Chose the correct answer!

1. Emily and Ethan ..... in Bali last year.  
a. was ~~are~~ X  
b. were
2. The bag ..... cheap.  
a. was c. were X  
~~am~~
3. Last year, John ..... off his bike.  
~~falls~~ c. has been falling X  
b. fell d. is falling
4. Yesterday, the students..... the map of Indonesia.  
a. learn c. learns  
b. are learning ~~learned~~ ✓
5. It..... hot.  
a. was not c. do not  
~~were not~~ X
6. They ..... kind.  
a. was not c. does not ✓  
~~were not~~
7. Cathy ..... sandwich yesterday.  
~~does not ate~~ c. did not ate X  
b. did not eat
8. My bother ..... a picture last month.  
a. did not drew ~~did not draw~~ ✓  
b. does not drew
9. .... She from the school last month?  
a. Was ~~is~~ X  
b. Were
10. .... You ... to market yesterday?  
a. Did - goes c. Did - went ✓  
~~Did - go~~

10

## POST-TEST

Name: Aineen Nisa  
Class: X MIPA CSMAN 8 UETPA

Choose the correct answer!

1. He .....22 last year.  
☒ a. Was      c. Are ✓  
☐ b. Were
2. I ..... tired yesterday.  
a. Am      c. Were ✓  
☒ b. Was
3. I'm sure I ..... him two years ago.  
a. Am seeing      ☒ c. Saw ✓  
☐ b. Have seen
4. Roni ..... *Tom and Jerry* show last night  
☒ a. Watched      c. Watches ✓  
☐ b. Watch
5. My father ....slim.  
a. Were not  
☒ b. Was not ✓
6. We ..... in Italy last month.  
a. Was not  
☒ b. Were not ✓
7. I..... new clothes yesterday.  
☒ a. Did not buy      c. Did not bought ✓  
☐ b. Do not buy
8. Clark and I ..... the house last week.  
☒ a. Did not clean      c. Did not cleaned ✓  
☐ b. Do not clean
9. .... They angry last night?  
a. Was      c. are ✓  
☒ b. Were
10. .... the children .... Football yesterday?  
☒ a. Did - play      c. Do - play ✓  
☐ b. Did - played





## POST-TEST

Name: Afrien Machani  
Class: X MiPA

SMAN 16 Luvu Utara

Chose the correct answer!

1. He .....22 last year.  
☒ a. Was      c. Are ✓  
☐ b. Were
2. I ..... tired yesterday.  
☐ a. Am      c. Were ✓  
☒ b. Was
3. I'm sure I ..... him two years ago.  
☐ a. Am seeing      ☒ b. Saw ✓  
☐ c. Have seen
4. Roni ..... *Tom and Jerry* show last night  
☒ a. Watched      c. Watches ✓  
☐ b. Watch
5. My father ....slim.  
☐ a. Were not ✓  
☒ b. Was not
6. We ..... in Italy last month.  
☐ a. Was not ✓  
☒ b. Were not
7. I ..... new clothes yesterday.  
☒ a. Did not buy      c. Did not bought ✓  
☐ b. Do not buy
8. Clark and I ..... the house last week.  
☒ a. Did not clean      c. Did not cleaned ✓  
☐ b. Do not clean
9. .... They angry last night?  
☐ a. Was      c. are ✓  
☒ b. Were
10. .... the children .... Football yesterday?  
☐ a. Did - play      c. Do - play X  
☒ b. Did - played



## POST-TEST

Name: AMANDA

Class: X

MAN LUTRA

Chose the correct answer!

1. He .....22 last year.  
☒ Was                      c. Are ✓  
b. Were
2. I ..... tired yesterday.  
a. Am                      c. Were ✓  
☒ Was
3. I'm sure I ..... him two years ago.  
a. Am seeing              c. Saw X  
☒ Have seen
4. Roni ..... *Tom and Jerry* show last night  
☒ Watched              c. Watches ✓  
b. Watch
5. My father ....slim.  
a. Were not ✓  
☒ Was not
6. We ..... in Italy last month.  
a. Was not ✓  
☒ Were not
7. I..... new clothes yesterday.  
☒ Did not buy              c. Did not bought ✓  
b. Do not buy
8. Clark and I ..... the house last week.  
☒ Did not clean              c. Did not cleaned ✓  
b. Do not clean
9. .... They angry last night?  
a. Was              ☒ are X  
b. Were
10. .... the children .... Football yesterday?  
☒ Did - play              c. Do - play ✓  
b. Did - played

9

## POST-TEST

Name: ERRA Dhyia Syam  
Class: X MIPA  
SMAN 1 Luhu UTARA

Chose the correct answer!

1. He .....22 last year.  
☒ a. Was      c. Are ✓  
☐ b. Were
2. I ..... tired yesterday.  
☒ a. Am      c. Were ✓  
☐ b. Was
3. I'm sure I ..... him two years ago.  
☐ a. Am seeing      ☒ c. Saw ✓  
☐ b. Have seen
4. Roni ..... *Tom and Jerry* show last night  
☒ a. Watched      c. Watches ✓  
☐ b. Watch
5. My father ....slim.  
☐ a. Were not ✓  
☒ b. Was not
6. We ..... in Italy last month.  
☒ a. Was not X  
☐ b. Were not
7. I..... new clothes yesterday.  
☒ a. Did not buy      c. Did not bought ✓  
☐ b. Do not buy
8. Clark and I ..... the house last week.  
☒ a. Did not clean      c. Did not cleaned ✓  
☐ b. Do not clean
9. .... They angry last night?  
☐ a. Was      c. are ✓  
☒ b. Were
10. .... the children .... Football yesterday? ✓  
☒ a. Did - play      c. Do - play  
☐ b. Did - played

7

## POST-TEST

Name: Fitri Ayuning

Class: X

SMAN 8 Lutra

Chose the correct answer!

1. He .....22 last year.  
a. Was                      c. Are  
☒ b. Were                      X
2. I ..... tired yesterday.  
a. Am                      c. Were  
☒ b. Was                      ✓
3. I'm sure I ..... him two years ago.  
a. Am seeing              ☒ c. Saw                      ✓  
b. Have seen
4. Roni ..... *Tom and Jerry* show last night  
☒ a. Watched              c. Watches              ✓  
b. Watch
5. My father ....slim.  
a. Were not  
☒ b. Was not              ✓
6. We ..... in Italy last month.  
a. Was not  
☒ b. Were not              ✓
7. I..... new clothes yesterday.  
a. Did not buy              ☒ c. Did not bought              X  
b. Do not buy
8. Clark and I ..... the house last week.  
a. Did not clean              ☒ c. Did not cleaned              X  
b. Do not clean
9. .... They angry last night?  
a. Was                      c. are  
☒ b. Were                      ✓
10. .... the children .... Football yesterday?  
☒ a. Did - play              c. Do - play              ✓  
b. Did - played



8

## POST-TEST

Name: MUH. WINDRA  
Class: X  
Sekolah SMA 16  
Luwu Jarak 4

Chose the correct answer!

1. He .....22 last year.  
a. Was                      c. Are  
~~b. Were~~ ✓
2. I ..... tired yesterday.  
a. Am                      c. Were  
~~b. Was~~ ✓
3. I'm sure I ..... him two years ago  
a. Am seeing                      ~~b. Saw~~  
b. Have seen ✓
4. Roni ..... *Tom and Jerry* show last night  
~~a. Watched~~                      c. Watches  
b. Watch ✓
5. My father ....slim.  
a. Were not  
~~b. Was not~~ ✓
6. We ..... in Italy last month.  
a. Was not  
~~b. Were not~~ ✓
7. I..... new clothes yesterday.  
~~a. Did not buy~~                      c. Did not bought  
b. Do not buy ✓
8. Clark and I ..... the house last week.  
~~a. Did not clean~~                      c. Did not cleaned  
b. Do not clean ✓
9. .... They angry last night?  
a. Was                      c. are  
~~b. Were~~ ✓
10. .... the children .... Football yesterday?  
a. Did - play                      c. Do - play  
~~b. Did - played~~ ✓

7

## POST-TEST

Name: MUH SOFYAN  
Class: X IPS 16  
LUMU UBO

Chose the correct answer!

1. He .....22 last year.  
☒ Was                      c. Are  
b. Were
2. I ..... tired yesterday.  
a. Am                      c. Were  
☒ Was
3. I'm sure I ..... him two years ago.  
a. Am seeing   ☒ Saw  
b. Have seen
4. Roni ..... *Tom and Jerry* show last night  
a. Watched   ☒ Watches  
b. Watch
5. My father ....slim.  
a. Were not  
☒ Was not
6. We ..... in Italy last month.  
a. Was not  
☒ Were not
7. I..... new clothes yesterday.  
a. Did not buy        ☒ Did not bought  
b. Do not buy
8. Clark and I ..... the house last week.  
☒ Did not clean        c. Did not cleaned  
b. Do not clean
9. .... They angry last night?  
a. Was                      c. are  
☒ Were
10. .... the children .... Football yesterday?  
a. Did - play              c. Do - play  
☒ Did - played



## POST-TEST

Name: Nur Hafizah  
Class: X

SMK 2 Lannutara

Chose the correct answer!

1. He .....22 last year.  
☒ a. Was                      c. Are  
b. Were ✓
2. I ..... tired yesterday.  
a. Am                      ☒ c. Were X  
b. Was
3. I'm sure I ..... him two years ago.  
a. Am seeing                      ☒ c. Saw ✓  
b. Have seen
4. Roni ..... *Tom and Jerry* show last night  
☒ a. Watched                      c. Watches ✓  
b. Watch
5. My father ....slim.  
a. Were not ✓  
☒ b. Was not
6. We ..... in Italy last month.  
a. Was not ✓  
☒ b. Were not
7. I..... new clothes yesterday.  
☒ a. Did not buy                      c. Did not bought ✓  
b. Do not buy
8. Clark and I ..... the house last week.  
a. Did not clean                      ☒ c. Did not cleaned X  
b. Do not clean
9. .... They angry last night?  
a. Was                      c. are ✓  
☒ b. Were
10. .... the children .... Football yesterday?  
☒ a. Did - play                      c. Do - play ✓  
b. Did - played



## POST-TEST

Name: Resky Rahmat  
Class: X SMA 1 Lulu Utara

Chose the correct answer!

1. He .....22 last year.  
☒ a. Was      c. Are  
☒ b. Were
2. I ..... tired yesterday.  
☒ a. Am      c. Were  
☒ b. Was
3. I'm sure I ..... him two years ago.  
☒ a. Am seeing      ☒ b. Saw  
☒ c. Have seen
4. Roni ..... *Tom and Jerry* show last night  
☒ a. Watched      c. Watches  
☒ b. Watch
5. My father ....slim.  
☒ a. Were not  
☒ b. Was not
6. We ..... in Italy last month.  
☒ a. Was not  
☒ b. Were not
7. I..... new clothes yesterday.  
☒ a. Did not buy      ☒ b. Did not bought  
☒ c. Do not buy
8. Clark and I ..... the house last week.  
☒ a. Did not clean      c. Did not cleaned  
☒ b. Do not clean
9. .... They angry last night?  
☒ a. Was      c. are  
☒ b. Were
10. .... the children .... Football yesterday?  
☒ a. Did - play      c. Do - play  
☒ b. Did - played

8

## POST-TEST

Name: *Risala*  
Class: *30 PaRa a.*  
*Hofa*

Chose the correct answer!

1. He .....22 last year.  
☒ a. Was      c. Are ✓  
☐ b. Were
2. I ..... tired yesterday.  
☒ a. Am      c. Were ✓  
☐ b. Was
3. I'm sure I ..... him two years ago.  
☒ a. Am seeing      ☒ c. Saw ✓  
☐ b. Have seen
4. Roni ..... *Tom and Jerry* show last night.  
☒ a. Watched      c. Watches ✓  
☐ b. Watch
5. My father ....slim.  
☒ a. Were not ✗  
☐ b. Was not
6. We ..... in Italy last month.  
☐ a. Was not ✓  
☒ b. Were not
7. I..... new clothes yesterday.  
☐ a. Did not buy      ☒ c. Did not bought ✗  
☐ b. Do not buy
8. Clark and I ..... the house last week.  
☒ a. Did not clean      c. Did not cleaned ✓  
☐ b. Do not clean
9. .... They angry last night?  
☐ a. Was      c. are ✓  
☒ b. Were
10. .... the children .... Football yesterday? ✓  
☒ a. Did - play      c. Do - play  
☐ b. Did - played





IAIN PALOPO

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
NOMOR : 0138 TAHUN 2020**

**TENTANG  
PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1**

DENGAN RAHMAT TUHAN YANG MAHA ESA  
DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN INSTITUT AGAMA ISLAM NEGERI PALOPO

- Menimbang** : a. bahwa demi kelancaran proses Pengujian Skripsi bagi mahasiswa Program S1, maka dipandang perlu dibentuk Tim Penguji Skripsi;
- b. bahwa untuk menjamin terlaksananya tugas Tim Dosen Penguji Skripsi sebagaimana dimaksud dalam butir a di atas, maka perlu ditetapkan melalui Surat Keputusan Dekan;
- c. bahwa yang tercantum namanya dalam Surat Keputusan ini dianggap memenuhi syarat untuk diangkat sebagai dosen Penguji Skripsi;
- Mengingat** : 1. Undang-Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang RI Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
3. Peraturan Pemerintah Nomor 4 Tahun 2014 tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
4. Peraturan Presiden RI Nomor 141 Tahun 2014 tentang Perubahan STAIN Palopo Menjadi IAIN Palopo;
5. Peraturan Menteri Agama RI Nomor 5 Tahun 2015 tentang Organisasi dan Tata Kerja IAIN Palopo.

**MEMUTUSKAN**

- Menetapkan** : KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO TENTANG PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1 INSTITUT AGAMA ISLAM NEGERI PALOPO
- Kesatu** : Mengangkat mereka yang tersebut namanya pada lampiran Surat Keputusan ini sebagaimana Pemberian Kuasa dan Pendelegasian Wewenang Menandatangani Surat Penetapan Dosen Pembimbing dan Dosen Penguji Skripsi;
- Kedua** : Tugas Tim Dosen Penguji Skripsi adalah : mengoreksi, mengarahkan, menilai/mengevaluasi dan menguji kompetensi dan kemampuan mahasiswa berdasarkan Skripsi yang diajukan serta memberi dan menyampaikan hasil keputusan atas pelaksanaan Ujian Skripsi mahasiswa berdasarkan pertimbangan tingkat penguasaan dan kualitas penulisan karya ilmiah dalam bentuk Skripsi;
- Ketiga** : Surat Keputusan ini berlaku pada Ujian Seminar Hasil dan Ujian Munaqasyah Skripsi;
- Keempat** : Segala biaya yang timbul sebagai akibat ditetapkannya Surat Keputusan ini dibebankan kepada DIPA IAIN Palopo Tahun Anggaran 2020;
- Kelima** : Surat Keputusan ini berlaku sejak tanggal ditetapkannya dan berakhir setelah kegiatan Pengujian Skripsi selesai, dan akan diadakan perbaikan seperlunya jika terdapat kekeliruan di dalamnya;
- Keenam** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk dilaksanakan sebagaimana mestinya.



Ditetapkan di  
Palopo  
Pada Tanggal

: Palopo  
: 27 Agustus 2020

Tembusan :

1. Rektor IAIN Palopo di Palopo;
2. Ketua Prodi Pendidikan Bahasa Inggris FTIK di Palopo;
3. Arsip.

LAMPIRAN : SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN PALOPO  
NOMOR : 0138 TAHUN 2020  
TANGGAL : 27 AGUSTUS 2020  
TENTANG : PENGANGKATAN TIM DOSEN PENGUJI SKRIPSI MAHASISWA PROGRAM S1

---

- I. Nama Mahasiswa : Nur Afifa  
NIM : 16 0202 0002  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Program Studi : Pendidikan Bahasa Inggris
- II. Judul Skripsi : Teaching Simple Past Tense Using Numbered Head Together (NHT) Strategy for Teenagers
- III. Tim Dosen Penguji :
- |                 |                               |
|-----------------|-------------------------------|
| Ketua Sidang    | : Amalia Yahya, S.E., M. Hum  |
| Penguji (I)     | : Dr. Masruddin, S.S., M. Hum |
| Penguji (II)    | : Dewi Purwana, S.Pd.I., M.Pd |
| Pembimbing (I)  | : Dr. Hilal Mahmud, M.M       |
| Pembimbing (II) | : Muhammad Iksan, S.Pd., M.Pd |







**PEMERINTAH KABUPATEN LUWU UTARA**

**KECAMATAN BAEBUNTA**

**DESA SALULEMO**

SURAT KETERANGAN PENELITIAN

No. 470 / 929 / DSL / VIII / 2020

Yang bertanda tangan dibawah ini

Nama : SOING  
Jabatan : Kasi Pemerintahan Desa, Desa Salulemo  
Nip : -  
Alamat : Dusun Salulemo I, Desa Salulemo

Menerangkan

Nama : NUR AFIFA  
Jenis kelamin : Perempuan  
Alamat : Dusun Salulemo II, Desa Salulemo  
Pekerjaan : Pelajar  
Agama : Islam  
Nim : 16.0202.0002.

Yang bersangkutan di atas adalah benar-benar telah mengadakan penelitian di Desa kami sehubungan dengan penulisan Skripsi yang berjudul "*Teaching Simple Past Tense Using Numbered Head Together (NHT) Strategy for Teenagers*"

Demikian Surat Keterangan ini diberikan Untuk Dapat dipergunakan Sebagaimana Mestinya

Salulemo, 25 Agustus 2020

An. Kepala Desa Salulemo  
Kasi Pemerintahan







**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**  
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo  
Email:pbi.ftik@gmail.com

**SURAT KETERANGAN**

Yang bertanda tangan di bawah ini :

Nama : Amalia Yahya, SE., M.Hum  
NIP : 19771013 200501 2 006  
Jabatan : Ketua Program Studi Pendidikan Bahasa Inggris

menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini telah mampu membaca Al-Qur'an dan dapat dipertanggungjawabkan

Nama : Nur Afifa  
NIM : 16.0202. 0002  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat/ No. HP : 085397396810

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 13 Agustus 2020

a.n. Dekan  
Wakil dekan I  
Fakultas Tarbiyah dan Ilmu Keguruan

Ketua Program Studi



Dr. Munir Yusuf, S.Ag., M.Pd  
NIP. 19740602 199903 1 003



Amalia Yahya, SE., M.Hum  
NIP. 19771013 200501 2 006



**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**  
**PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Jl. Agatis, Balandai, Kota Palopo, Sulawesi Selatan 91914. Telp. 0471-22076  
Website: pbi.iainpalopo.ac.id. E-mail: pbi@iainpalopo.ac.id.

**SURAT KETERANGAN**

No. 227 / In.19/FTIK/PBI/PP.00.9/09/2020

Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris,  
dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Nur Afifa  
NIM : 16 0202 0002  
Semester : VIII (Delapan)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Ujian seminar hasil dan munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 11%. Sebagaimana lembar hasil uji terlampir.


Demikian Surat Keterangan ini dibuat untuk dipergunakan seperlunya.

Palopo, 07 September 2020

Mengetahui,  
Ketua Prodi,

Admin Turnitin PBI,



  
Amalia Yahya, S.E., M.Hum.  
NIP 197710132005012006

  
Muhammad Iksan, S.Pd., M.Pd.  
NIP 198603272018011001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
**PANITIA PELAKSANA ORIENTASI PENGENALAN AKADEMIK DAN KEMAHASISWAAN**

**Sertifikat**

Nomor :

Diberikan kepada:

**NUR AFIFA**

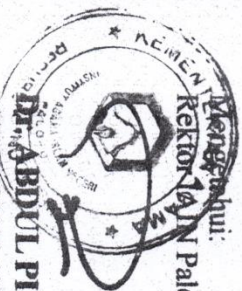
sebagai:

**PESERTA**

Dalam kegiatan **Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK)** Institut Agama Islam Negeri (IAIN) Palopo Tahun 2016  
yang diselenggarakan pada tanggal 29 s.d. 31 Agustus 2016 di Kampus IAIN Palopo.

Palopo, 01 September 2016  
Ketua Panitia Pelaksana,

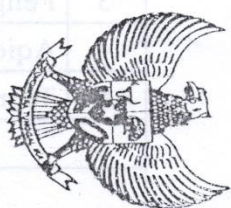
**Dr. H. HARIS KULLE, Lc., M.A.**  
NIP 19700623 200501 1 001



Menghimpun:  
**Dr. ABDUL PIROL, M.Ag.**  
NIP 19691104 199403 1 004







**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO**



**SYAHADAH**

Nomor : In.19/PP/UPT/MA'HAD AL-JAMI'AH/371/VII/2017

Diberikan kepada:

**NUR AFIFA**

**NIM : 16 0202 0002**

Setelah mengikuti Program Ma'had al-Jami'ah Institut Agama Islam Negeri Palopo

Sebagai tanda bukti diberikan Syahadah ini berikut hak sesuai dengan peraturan yang berlaku

Dikeluarkan di Palopo pada tanggal Empat Juli Dua Ribu Tujuh Belas.



Dr. Abdul Pirol, M.Ag.  
NIP. 19691104 199403 1 004



Prof. Dr. H. M. Said Mahmud, Lc.M.A.  
NIP. 19450823 198603 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO**

**TRANSKRIP NILAI  
MAHASISWA PROGRAM MA'HAD AL-JAMIAH**

**NAMA** : NUR AFIFA  
**NIM** : 16 0202 0002  
**Kelompok** : BIG A

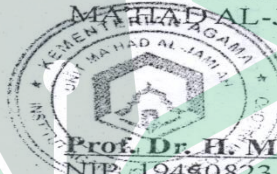
NO	MATA KULIAH	SEMESTER	NILAI	
			ANGKA	HURUF
1	Metode Baca Tulis Al-Qur'an	I	90	A
2	Bahasa Arab	I	80	B+
3	Pengamalan Sunnah	II	90	A
4	Aqidah Akhlak	II	89	A-
5	Teori dan Praktek Ibadah	II	95	A+
JUMLAH			444	
RATA-RATA			88,8	

Predikat kelulusan : ~~Amat Baik~~ / Baik / ~~Cukup~~ / Kurang \*)

Palopo, 4 Juli 2017

KEPALA UNIT

MAHAD AL-JAMIAH IAIN PALOPO,



**Prof. Dr. H. M. Said Mahmud, Lc.M.A**  
NIP. 19450823 198603 1 001

\*) Coret yang tidak perlu

## RIWAYAT HIDUP



**Nur Afifa**, lahir di Salulemo pada tanggal 26 Mei 1999. Penulis merupakan anak kelima dari enam bersaudara dari pasangan seorang ayah bernama Kaso Dg. Palatte dan ibu Rita. Saat ini penulis bertempat tinggal di Jl. Poros Malangke-Masamba No. 21 Desa Salulemo, Kec. Baebunta, Kabupaten Luwu Utara. Pendidikan dasar penulis diselesaikan pada tahun 2010 di SDN 038 Salulemo. Kemudian, di tahun yang sama menempuh pendidikan di SMPN 3 Baebunta hingga tahun 2013. Pada saat menempuh pendidikan di SMP, Penulis aktif sebagai salah satu pengurus OSIS dan kegiatan ekstrakurikuler yaitu Pramuka. Pada tahun 2013 melanjutkan pendidikan di MA Negeri Masamba. Tahun 2014, penulis meraih juara III bidang studi Fisika dalam Lomba Olimpiade SAINS Madrasah tingkat Kabupaten, pada tahun 2015, penulis berhasil meraih juara I pada bidang studi Fisika dalam lomba Olimpiade SAINS Madrasah tingkat Kabupaten. Setelah lulus MA di tahun 2016, penulis melanjutkan pendidikan di Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Palopo.

Contact person penulis: *nurafifa26599@gmail.com*