THE USE OF COURSE REVIEW HORAY TO INCREASE
STUDENTS’ WRITING ABILITY IN SIMPLE PRESENT
TENSE (A Classroom Action Research at the Eleventh
Grade Students of SMK Muhammadiyah Salatiga in the
Academic Year of 2017/2018)

A Graduating Paper
Submitted to the Board of Examiners as a partial fulfillment of
therequirements forthe degree of Sarjana Pendidikan (S.Pd.)

BY
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TEACHER TRAINING AND EDUCATION FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2018
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper is written by the writer. This paper does not contain any materials published by other people and it does not cite any other people's ideas except those quoted overtly. This declaration is written with the full concern of the writer. The researcher also agrees if the library of IAIN Salatiga publishes this graduating paper.

Salatiga, September 13th 2018
The writer

Irma Inayati Fauziyyah
NIM.11314021
Hammam, S.Pd., M.Pd., Ph.D
The Attentive Counselor’s note
Irma Innayati Fauziyyah

To the Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Irma Innayati Fauziyyah’s graduating paper entitled THE USE OF COURSE REVIEW HORAY TO INCREASE STUDENTS’ WRITING ABILITY IN SIMPLE PRESENT TENSE (A Classroom Action Research at the Eleventh Grade Students of SMK Muhammadiyah Salatiga in the Academic Year of 2017/2018), I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor

Hammam, S.Pd., M.Pd., Ph.D
NIP. 19730610 20003 1 001
THE USE OF COURSE REVIEW HORAY TO INCREASE STUDENTS’ WRITING ABILITY IN SIMPLE PRESENT TENSE (A Classroom Action Research at the Eleventh Grade Students of SMK Muhammadiyah Salatiga in the Academic Year of 2017/2018)

WRITTEN BY:

Irma Innayati Fauziyyah
NIM. 11314021

Has been brought to the board of examiners of English Education Department of Teacher Training and Education Faculty at the State Institute for Islamic Studies (IAIN) Salatiga on September, 25th 2018, and hereby considered to have completed the requirements for the degree of Sarjana Pendidikan (S.Pd) in English Education Department.

Board of examiners

Head : Moh. Khusen, M.Ag., M.A
Secretary : Hammam, Ph.D
First examiner : Hanung Triyoko, M.Hum., M.Ed
Second examiner : Faizal Risdianto, M.Hum

Salatiga, September 25th 2018
Dean of Teacher Training and Education Faculty of IAIN Salatiga
MOTTO

“Write to be understood, speak to be heard, read to grow.”

-Lawrence Clark Powell-
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents Mr. Wahjoe H P and Mrs. Wahjoe H P, who always love and support me. You are my inspiration and my everything.

2. My beloved little brother M. Irfandi Azis who always support me.

3. My big family that supported for my education and finishing this graduating paper.

4. My lecturer who always guide me to correct my graduation paper.

5. The English teacher of SMK Muhammadiyah Salatiga

6. My best friend Melani Enggarsari who alway support and motivate me to finish my graduation paper.

7. My friends in IAIN Salatiga Widiyastuti, Siti Fatimah, Diyah Tri Hastutik and all of my friends that I can not mention one by one for helped and support me to finish my graduation paper.

8. The students in eleventh grade of SMK Muhammadiyah Salatiga
ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Assalamu’alaikum Wr. Wb.

Alhamdulillahi robbil’alamin, all praise be to Allah SWT, the Most Gracious and the Most Merciful who always bless and help the writer so the writer can finish the graduating paper requirement for the Degree of Sarjana Pendidikan (S.Pd.) in English Department of Teacher Training and Education Faculty State Institute for Islamic Studies Salatiga. Bless and mercy is upon great Prophet Muhammad SAW for his guidance that leads the writer to the truth.

However, this paper will not be finished without support, advices, help and encouragement from several people and institution. Hence, the ter would like to express special thanks to:

1. Dr. Rahmat Haryadi, M.Pd, the Rector of Institute of Islamic Studies (IAIN) of Salatiga.
2. Suwardi, M.Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Noor Malihah, Ph.D, the Head of English Education Department
4. Hammam, S.Pd., M.Pd., Ph.D. the counselor of this paper, who gives great attention, suggestion and guidance for this paper from beginning until the end.
5. All of the lecturers in English Education Department of Teacher Training and Education Faculty who had given valuable knowledge.
6. All of the staffs of State Institute for Islamic Studies (IAIN) Salatiga who have helped the writer in processing of graduating paper.

Finally, this graduating paper is expected to be able to provide useful knowledge and information to the readers.

Salatiga, September 13th 2018
The writer

Irma Ilmuyani Fauziyyah
NIM.11314021
ABSTRACT


This is a Classroom Action Research (CAR). The problem statement of this research is how the use of Course Review Horay to increase students’ writing ability and how significant is the result of using Course Review Horay to increase students’ writing ability.

Data collection methods are observation, interview, documentation, and test. The subject of this research study is eleventh grade students of Garment class in SMK Muhammadiyah Salatiga at academic year 2017/2018.

Based on this research calculation that the average value during the pretest is 70.5 which is increased significantly while in the average of the post-test value is 86.8. It can be concluded that the use of Course Review Horay method is effective to increase students’ writing ability in Simple Present Tense for eleventh grade students of SMK Muhammadiyah Salatiga in the academic year of 2017/2018.

Key Words: Course Review Horay (CRH) method, writing ability, Simple Present Tense
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CHAPTER 1

INTRODUCTION

In this chapter the researcher presents background of the research, research question, objective of the research, limitation of the research, significance of the research, definition of key terms, hypothesis, research of methodology and graduating paper outlines.

A. Background of the Study

Language is communication tool that used by human being in our daily life. It is as signaling symbol to express and share their thought or ideas with others orally or written. Language is a purely human and non–instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbol (Sapir, 1921:8). People used language as a tool for interaction in their daily life. Everyone is aware that the interaction and all sorts of activities in society would be paralyzed without language. The functions of language are to declare self–expression, as a tool in communication, as a tool to conduct interrogation and social adaption. By language people can express their opinion, feelings, ideas, comment, suggestion, advice, thoughts and they can share their experience and etc.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. The writing skill becomes very important in the education field, students need to be exercised and trained in order to have a good writing skill. Writing is one of language skills
that should be improved and mastered by students. According to Gelb (1962: 11), writing began at the time when man learned how to communicate his thought and feelings by means of visible sign, understandable not only to himself but also to all other persons more or less initiated into the particular system. Writing has been with us for several thousand years, and nowadays is more important than ever. Writing does not only offer ways of reclaiming the past, but it also a critical skill for shaping the future. Writing is secondary to and dependent on speech and, therefore, deserves to be investigated only as a means of analyzing speech. This is the gist of Aristotle’s definition of writing, which became axiomatic in the Western tradition.

Generally, writing is always related with grammar. Grammar is a theory of language, of how language is put together and how it works (Gerot and Wignell, 1995, as cited in Hartono, 2018:2). Grammar covers noun, pronoun, adjectives, verb, modals, preposition, tenses and other structure items. Grammar is probably one problem for the students to write but it is very important, because we need grammar to write anything in English. Grammar is also a basic knowledge to understand English perfectly. There are sixteen pattern that we know in English grammar. One of the pattern is Simple Present Tense. The researcher will focus her research in study Simple Present Tense. By mastering grammar correctly, it can be ascertained that one can write English well and also true.

Based on my observation and result of my interview with Mrs. Risda on Wednesday, 4th April 2018 in SMK Muhammadiyah Salatiga the
researcher found that students get some difficulties in writing especially on Grammar. They have problem about how to use Simple Present Tense. The researcher observed that the problem might be caused by several factors: 1. The students did not master a lot of vocabularies. 2. The students feel bored in following teaching learning activities. 3. The students did not understand the grammar well.

Based on my explanation above then it is necessary to find out a way to overcome the problem. The researcher assume that the problems is probably about the way teacher deliver the material. One solution in this problem is using different method that make learning situation became active. Learning method is a strategy which is applied by teacher in teaching to increase motivation and student’s interest in studying. *Course Review Horay* (CRH) is one of a learning method which can create exciting and fun class atmosphere because every student who has right answer must shout “Horay!” or another preferably yells (Huda, 2013: 229). That learning method emphasizes to student’s comprehension test in answering question. The task is done in small group. CRH can make the class more lively and fun because students will have interaction with their friends in group and accept the learning content from the teacher.

CRH is suitable for students that do not have many interesting to learn English, because it this method can help them to increase their interest in English studying. The result of research by Hermawan, Kamsiyati, and Atmojo (2012) said that CRH method is not only want the students learn about skill and academic content but also train the
student to reach social relationship purposes which can influence their academic achievement in school. Result of another research by Kasna, Sudhita and Rati (2015) which reveals CRH method has positive impact in students learning completeness. The result found that student pay more attention when the lesson was lasting, learning condition was more conducive, and student’s learning enthusiasm increased. Increased student’s studying interest influences in increasing their learning completeness value.

Many result of researches show that CRH method can increase students’ ability and learning achievement. Based on those statements, researcher was interested to do a research entitled “The Use of Course Review Horay to Increase Students’ Writing Ability in Simple Present Tense (A Classroom Action Research at the Eleventh Grade Students of SMK Muhammadiyah Salatiga in the Academic Year of 2017/2018)”.

B. Problems of the Study

Based on the explanation above, this research aimed to answer the following problem:

1. How does the use of Course Review Horay to increase students’ writing ability?

2. How significant is the result of using Course Review Horay to increase students’ writing ability?
C. Objects of the Study

The general purpose of research is to find the degree of Course Review Horay that is suitable with class condition. The specific objectives of this research are:

1. To identify the use of course review horay to increase students writing ability.
2. To find out how significant is the result of using course review horay to increase students’ writing ability.

D. Limitation of the Study

The emphasis researches on the use of Course Review Horay (CRH) to increase students’ writing ability. In order to focus this research, the writer limits the study as follow: The research is limited in using Course Review Horay (CRH), the research is limited in writing ability, and the research is carried out to the eleventh grade of SMK Muhammadiyah Salatiga in the academic years 2017/2018.

E. Significances of the Study

This research is hoped that it will be useful for the teachers, students, and researches. It is conducted in order to give theoretical and practical benefit.
1. Theoretical benefit
   a. The language teaching dealing with teaching method.
   b. The English language teaching method especially Course Review Horay (CRH) for other researcher to conduct further researches.

2. Practical benefit
   a. Writer
      
      The research contributes to the researcher to find out the best method to increase writing ability.
   b. Students
      
      The research helps students to increase their writing ability and makes them more understand about the materials.
   c. Teachers
      
      This research gives additional contribution to English teachers to develop language teaching method and practically, and this study will contribute the teachers in their English class. So, they are able to increase students’ writing ability.
   d. Institution
      
      The result of the research contributes the institution to increase the English teaching method.
F. Definition of Key Term

1. Course Review Horay (CRH)

   Course Review Horay (CRH) is a learning method which can create exciting and fun class atmosphere because every student who has right answer must shout “Horay!” or another preferably yells (Huda, 2013: 229). That learning method emphasizes to student’s comprehension test in answering question. The task is done in small group. CRH can make the class more lively and fun because students will have interaction with their friends in group and accept the learning content from the teacher.

2. Simple Present Tense

   In English grammar, the simple present tense is a form of the verb that refers to an action or event that is ongoing or that regularly takes place in present time. For example, in the sentence "he cries easily," the verb "cries" is an ongoing action that he easily does. We use the simple present tense when an action is happening right now, or when it happens regularly (or unceasingly, which is why it’s sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

3. Writing

   According to (Leo, 2007, as cited Nazil, 2018: 8) writing is a process of expressing ideas or thoughts in words should be done at our leisure. Writing is a task which involve students to make
grammatically correct sentences by manipulating words in the form of a piece of continuous writing with successfully communicates the writer’s ideas on a certain topic (Heaton, 1975, as cited Nazil, 2018:8). Writing is one of the four language skills: reading, writing, speaking, and listening. Writing involves communicating a message (something to say) by making a sign on a page (Williams, 2005, as cited Nazil, 2018:8). Writing is a process of expressing ideas or thoughts into writing.

G. Hypothesis and Success Indicator

Based on the students observation result in simple present tense mastery as illustrated in chapter 1, the researcher tries to overcome those problems by using course review horay method. By conducting this research, the researcher proposes a hypothesis: The use of course review horay method can improve the students’ understanding on simple present tense.

The success indicator of this research is taken from the students’ Basic Competence/ability shown in Lesson Plan (RPP) (see appendix 2). The students’ success and failure in doing the activities in cycle I and II will be assess by referring to the criterion of passing grade (KKM). The passing grade of English lesson in SMK Muhammadiyah Salatiga is 77. The teacher and the researcher expect that there are at least 80% of the students who pass the passing grade.
H. Review of Previous Research

In this research, the writer takes some review from other research as a comparative in this research. The first research was conducted by Bagas Narendra Parahita (2014) with the title “Penerapan Model Pembelajaran Kooperative Tipe Course Review Horay Untuk Meningkatkan Hasil Belajar Sosiologi Siswa Kelas XI IPS 1 SMA Muhammadiyah 1 Surakarta Tahun Pelajaran 2013/2014”. The purpose of this research is to improve sociology learning outcomes by applying cooperative learning model Course Review Horay in second grade of IPS 1 SMA Muhammadiyah 1 Surakarta Academic Year of 2013/2014. This research used classroom action research as the method. It is consisting of two cycles and each cycle consists of 4 stages: planning, implementation, observation and reflection. The research participants were the students of XI IPS 1 class which amounted to 30 people.

The second research has been done by Nadia Devina Arya Putri, Abdul Salim, and Sunardi (2017) entitled “The Effectiveness of the Use of Course Review Horay (CRH) Methods to Improve Numeracy Division Skill of Children with Mild Mental Retardation in SLB Negeri Surakarta, Indonesia Year 2016-2017”. This research aimed to investigate the effectiveness of the use of Course Review Horay (CRH) methods to improve numeracy division skill of children with mild mental retardation in class IV of SLB Negeri Surakarta.
This study used a quantitative approach with Pre – Experimental type (One Group Pretest – Posttest Design). The subject was six students with mild mental retardation from class IV. The data of this research was collected by test. Based on the calculation using SPSS 23, found that the average value during the pretest was 51.67 which experienced a significant increase in the average posttest value was 76.67. It can be concluded that the use of CRH method is effective to improve numeracy division skill of children with mild mental retardation in class IV of SLB Negeri Surakarta in the academic years of 2016/2017.

The third research has done by Dewi Rahimah and Syafdi Maizora (2014) entitled “The Implementation of Cooperative Learning Course Review Horay Type Aided Macromedia Flash Media in Integral Calculus Course”. This study wants to examine the implementation of cooperative learning course review horay type aided macromedia flash media to increase students’ active learning, responses, and learning outcomes in integral calculus course. This study used Classroom Action Research (CAR) as the method of research. Data collection technique use observation, questionnaires, and test. The data was analyzed descriptively. The subjects of this research study are students taking integral calculus course in Study Program of Mathematics Education, Faculty of Teacher Training and Education, the University of Bengkulu, in Semester III Class A at academic years 2013/2014.
The similarities of the previous study is they applied cooperative technique type Course Review Horay (CRH). The differences from three previous study are the subject and object of the research. The subject of the research is Simple Present Tense and the object of the research are students in SMK Muhammadiyah Salatiga.

I. Research Methodology

1. Research Design

![Figure 1.1 Research Design](image)

Kurt Lewin's model becomes the basic or basic reference of the existence of other models of action research, especially Classroom Action Research. Through he was the first person whose introduce Action Research model. The main concept of action research Kurt Lewin model consists of four components, namely; a) planning, b) acting, c) observing, and d) reflecting.

a. Planning, in this step, the researcher focuses on who, what, when, where, and how the action is conducted.

b. Acting, in this step conducted to implement the strategies prepared in the planning.
c. Observing, in this step the observer do an observation. When
the observer is the teacher concerned, it must do a "back-
sight" of what happens when the action takes place.

d. Reflecting, reflection means to analyze the result based on
the data that have been collected to determine the next action
in the next cycle.

2. Subject of the Research

The subject of this research is the Second grade students of
SMK Muhammadiyah Salatiga in the academic year of
2017/2018. It consists of 13 students.

Table 1. 1: List of XI TB (Tata Busana)

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAMA</th>
<th>SEX</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AM</td>
<td>Female</td>
</tr>
<tr>
<td>2</td>
<td>ASS</td>
<td>Female</td>
</tr>
<tr>
<td>3</td>
<td>ARF</td>
<td>Female</td>
</tr>
<tr>
<td>4</td>
<td>DMS</td>
<td>Female</td>
</tr>
<tr>
<td>5</td>
<td>DTY</td>
<td>Female</td>
</tr>
<tr>
<td>6</td>
<td>HK</td>
<td>Female</td>
</tr>
<tr>
<td>7</td>
<td>IW</td>
<td>Female</td>
</tr>
<tr>
<td>8</td>
<td>MNF</td>
<td>Female</td>
</tr>
<tr>
<td>9</td>
<td>PJ</td>
<td>Female</td>
</tr>
<tr>
<td>10</td>
<td>RDK</td>
<td>Female</td>
</tr>
<tr>
<td>11</td>
<td>TRA</td>
<td>Female</td>
</tr>
<tr>
<td>12</td>
<td>WDL</td>
<td>Female</td>
</tr>
<tr>
<td>13</td>
<td>WL</td>
<td>Female</td>
</tr>
</tbody>
</table>
3. Steps of the Research

In conducting the research, the researchers carry out the steps which summarized in the following research schedule. The research schedule is shown in the table 1.2.

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>Time Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing the research proposal</td>
<td>March</td>
</tr>
<tr>
<td>2</td>
<td>Doing cycle</td>
<td>April</td>
</tr>
<tr>
<td>3</td>
<td>Doing observation</td>
<td>April</td>
</tr>
<tr>
<td>4</td>
<td>Analysis data</td>
<td>July</td>
</tr>
<tr>
<td>5</td>
<td>Writing research result</td>
<td>July</td>
</tr>
<tr>
<td>6</td>
<td>Continuing writing the graduating paper</td>
<td>August</td>
</tr>
</tbody>
</table>

4. Data Collection Method and Research Instrument

Collecting data is important to conduct a research. Arikunto (2010: 265) explains that there are some methods of collecting data. There are questionnaire, test, observation, interview and documentation. In order to collect data, the researcher uses four of them by using observation, documentation, interview and test as an instrument. Furthermore, Arikunto (2010: 192) states an instrument is the tool or facilities that is used by the researcher to collect data.
There are some research methods that the writer use to collect the data:

a. Observation

Arikunto defined (2010:199) observation is a method of collectiong data which focus on an object using all of the five human’s senses. In this classroom observation, the researcher observe students and teacher activities in Simple Present Tense teaching learning. The researcher do her observation at April 4, 2018 in second grade students of SMK Muhammadiyah Salatiga. The researcher uses this method to know the students directly within the teaching learning activity as well as in the school area.

The next checklist is a checklist that is used to observe the teacher. This is about the teacher activity in the learning process in the classroom. The teacher activity here are opening the lesson, giving assignment, delivering
material of learning objectives, using media which accordance with the material, creating an exciting learning environment, generating students interest in learning, helping student’s difficulties during learning, being fair to all students, answering student questions, and ending end the lesson (see table 1.3). In filling this observation teacher, check list use mark “√”.

**Table 1.3: Form of Observation Check List for students**

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
<th>Obstacles</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responding to Question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic of English Game</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The form observational field note for teacher is shown on the table 1.4

**Table 1.4 Form of Observation Check List for Teacher**

<table>
<thead>
<tr>
<th>No</th>
<th>Aspect</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
<th>Obstacles</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Greeting students before the lesson begins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking student attendant</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving explanation of the material</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
b. Documentation

In this research, documentations are all recording materials during the research. The documentations are photos, videos, paper test, classroom data (e.g. list of students name). From the result of documentation, we can made it as guidance consideration of further implementation and drawing conclusions.

c. Interview

Nazilah cites in her graduating paper McNamara (1999) Interviews are particularly useful for getting the story behind a participant’s experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain. The researcher conducted two interviews. The first, the researcher interviewed the English teacher on April 3, 2018 to find out the difficulties during the learning process. Secondly, the researcher

<table>
<thead>
<tr>
<th></th>
<th>Uses of apples to apples game in accordance with the material</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Giving opportunity for asking question</td>
</tr>
<tr>
<td>9</td>
<td>Helps student’s difficulties during learning</td>
</tr>
<tr>
<td>10</td>
<td>Answers student questions</td>
</tr>
<tr>
<td>11</td>
<td>Giving feedback after the lesson</td>
</tr>
</tbody>
</table>
interviewed several students in the same day to find out their shortcomings and difficulties while learning English.

d. Test

A test is a method for collecting data by using questions. Hartono also assumes Heaton (1975: 1), Test is important part of every teaching and learning experience. Both testing and teaching are so closely interrelated that it is virtually impossible to work in either field without being constantly concerned with the other. Tests may be construct primarily as devices to reinforce learning and to motivate the students’ performance in the language.

The researcher uses two type of test, there are Pre – Test and Post – Test. Pre – test was did before treatment that was given to know how far the students writing skill. The test consist of nine questions that the teacher given. While post – test given after the teacher was giving the treatment. The test consist of nine questions. The researcher uses this method to determine the success rate of learning methods that teachers use on the students’ writing skill.

5. Method of Analysis Data

Data analysis is specific aspect of the reflectivity of action research. The research point of view was in the data analysis result. The whole points of action research was that analyzed the data, interpret it and developed theories about what means were
constantly feed back into practice. The researcher used descriptive analysis and statistical technique.

1. Descriptive Analysis

The descriptive analysis was used to analyze the data of point written in the lesson plan. Descriptive analysis is used to describe the basic features of the data in the study. Descriptive analysis of data limits generalization to a particular group of individuals observed. No conclusions extend beyond this group and any similarity to those outside the group cannot be assumed. The data describe one group and that group only.

2. Statistical Technique

In this research, the writer also presents quantitative data by using statistical technique to support the result of research. To know the progress in pre-test and post-test, she employs pre – test and post – test by formula in the following (Sudjana, 2005):
To find out the mean score of the pre test and the post test, the researcher used this formula:

\[ M = \frac{\sum X}{N} \]

Note:

- \( M \) = The Mean of the students score.
- \( \sum X \) = The sum of the students score.
- \( N \) = The total number of the students

To calculate the t-test, the researcher used this formula:

\[ T_o = \frac{M_D}{SE_{MD}} \]

Note:

- \( T_o \) = T – test.
- \( M_D \) = Mean of difference.
- \( SE_{MD} \) = The standard error for the mean difference.

To calculate standard deviation, the researcher used this formula:

\[ SD_D = \sqrt{\frac{\sum D^2 - \left( \frac{\sum D}{N} \right)^2}{N}} \]

Note:

- \( SD_D \) = Standard Deviation.
- \( D \) = The Difference between the pre test and the post test.
d. To calculate the standard error for the mean difference, the researcher used this formula:

\[
SE_{MD} = \frac{SDD}{\sqrt{N-1}}
\]

Note:

\(SE_{MD}\) = The standard error for the mean difference.

\(SD_{D}\) = Standard Deviation.

\(N\) = The total number of the students.

\(d.f= N-1\)

e. To calculate the t-test, the researcher used this formula:

\[
T_0 = \frac{MD}{SE_{MD}}
\]

Note:

\(T_0\) = T – test.

\(MD\) = Mean of difference.

\(SE_{MD}\) = The standard error for the mean difference.

The students' score of pre-test and post-test obtained from the process are used to see the progress of understanding and the students' achievement.

The formula was used to know successful or not as follows

a. The percentage of individual success
\[ \%X = \frac{x_1}{N} \times 100\% \]

Note:
\( \%X \) = the percentage of individual success

\( x_1 \) = obtained score

\( N \) = the maximum score

The researcher compares the result with criteria of success. If the percentage of success is 80% or more, it means that the class was successful. But the percentage of success less than 80% the class is unsuccessful.
J. Research Paper Organization

The researcher arranges the graduating paper in order to the readers can catch the content easily. It is divided into five chapters.

Chapter I is introduction. In this chapter, the researcher comes up to background of the study, problems of the study, objects of the study, limitation of the study, significances of the study, definition of the key term, hypothesis and success indikator, review of previous research, research methodology, and also research paper organization.

Chapter II is theoretical framework. It consists of the underlying theories that include the definition of writing, definition of Course Review Horay (CRH), implementation of Course Review Horay (CRH), definition of Descriptive Text, and the expectation toward writing ability.

Chapter III explains about Methodology of the research, the setting of the research, subject the research, type of the research, procedures of the research, technique of collecting data, and technique of analyzing data.

Chapter IV is data analysis which consists of the description from cycle I up to cycle II, result and discussion of the research. It contains process and result score of the research in each cycle.

Chapter V is closure that consists of conclusions and suggestion. For the last part are appendixes and bibliography.
CHAPTER II
THEORETICAL REVIEW

A. Course Review Horay (CRH)

1. Definition of Course Review Horay (CRH)

   Course Review Horay (CRH) is a type of cooperative learning that emphasizes understanding of students in solving problems, in which answers are typed in boxes (Sugandi & Rahayu, 2012, as cited Dewi, 2014:2). Course Review Horay (CRH) is a learning method which can create exciting and fun class atmosphere because every student who has right answer must shout "Horay!" or another preferably yells (Huda, 2013: 229). That learning method emphasizes to students’ comprehension test in answering question. The task is done in small group.

   Based on the explanation of the experts above, the learning model of Course Review Horay (CRH) is a model or design learning to test students' understanding by using strategy games where if students are able to answer correctly then the students will shout "horey". CRH is suitable for children with mental retardation because it can increase interest in English studying.

2. Advantages and Disadvantages of Course Review Horay (CRH)

   The advantages of this method are; 1. The structure is interesting and can encourage students to be able to plunge into it. 2. Methods those are not monotonous because interspersed
with entertainment, so the atmosphere is not surprising. 3. Increased learning spirit because of the fun learning atmosphere. 4. Increased skill of student cooperation. Kasna, Sudhita and Rati (2015) said that which reveals CRH method has positive impact in student learning completeness. In other hands, there are some disadvantages of CRH method; 1. Leveling values between active students and passive students. 2. An opportunity to cheat. 3. at risk of disrupting the learning of other classes. Many results of researches show that CRH method can increase student learning motivation and learning achievement. For realized it, students expected to has good writing ability.

3. The Procedure of Course Review Horay (CRH)

According to Uno and Mohamad in Saur Tampubolon’s book (2011: 126) are as follows: (1) Lecturers convey competence to be achieved; (2) Lecturer demonstrating/presenting the material; (3) Giving students the opportunity debriefing; (4) To test comprehension, students were told to make a box 16/09/25 suits needs and each box is filled with a number; (5) Lecturers read questions randomly and students write the answers in the box whose number is mentioned by lecturers and directly discussed, if the answer is true, fill mark (V) and if the answer is false, fill a cross (x); (6) Students who have got marks V vertical, horizontal, or diagonal must shout horay! or other slogans; (7)
Students’ value calculated from the number of correct answers

horay! Obtained; (8) Closing.
B. Writing

a. Definition of Writing

Language is primarily speech and writing is a means to preserve it. Writing is a kind of linguistic behaviour; a picture is not. It presents the sounds of language through visual symbols. Writing may be very important for one group of students but much less important for others. The decision on how much writing to include will be made independently according to the needs of each group of students.

According to (Rivers, 1981, as cited in Hartono, 2018:20), writing is conveying information or expression of original ideas in a consecutive way in the new language. Brown, (2001, as cited in Hartono, 2018:20) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, (Elbow, 1973, as cited in Hartono, 2018:20) also says that writing is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.
b. Elements of Writing

Based on Braden Cobb in a book entitled “Five Elements of Good Writing – Unit 2”, there are five elements of good writing:

a. Purpose

A purpose statement is a short sentence that clearly defines the point of the paragraph. Reviewing the purpose statement while you write will help you to stay on topic and maintain the focus of your writing. Some writers attach index cards or “sticky notes” on their computer screens to keep the goal of the writing within easy view.

When we talk about the purpose of a paragraph, we are talking about the reasons that a writer is writing a particular paragraph. For writers to stay focused on their topic, they must understand the purpose that they are trying to accomplish. The purpose is the goal the writer is trying to achieve. The three most common goals of academic writing are: to inform the readers, to persuade the readers, to entertain the readers.

b. Audience

The second element of good writing is to keep your audience in mind as you write. The term audience refers to the readers. Good writers know who their audience is before they start writing. Good writers keep their audience in mind as they write every sentence in their paragraph.
c. Clarity

Clarity refers to how easy it is for the reader to understand your writing. Good writers explain their points clearly. Clear sentences are not vague or indirect; they get the point across to the reader by using specific, concise language. Here are two ways that you can improve clarity; use descriptive (or precise) words, use clear pronoun references.

d. Unity

Unity in a paragraph means that all the sentences are related to the topic sentence and its controlling idea. Good writers stay on topic by making sure that each supporting sentence relates to the topic sentence.

e. Coherence

A piece of writing has coherence when all of the ideas are organized and flow smoothly and logically from one to the next. When a paragraph or essay has coherence, the reader can follow the main ideas more easily. Three important features of coherence are: logical order, repetition of key words, use of transitional words and phrases.

c. Principles of Teaching Writing

Here are the principles (described in more detail in Hoffman’s and Wexler’s forthcoming book, The Writing Revolution, Jossey-Bass, August 2017):

a. Explicit instruction starting young
Being a good reader is not enough to become a good writer; writing requires far more decisions. Students need to be taught how the conventions of written language differ from those of spoken language, communicating with much more precision and clarity, anticipating what the reader needs to know and understand, and using punctuation and key words (despite, although, for example, specifically) to indicate nuances in meaning, connections, and breaks in the narrative. It’s also important that they avoid errors in spelling and grammar that will distract readers. All this needs to begin in the early elementary grades, and although it’s important that students enjoy writing and get to use it as a means of self-expression, there should be plenty of explicit instruction, practice, and feedback to hone skills.

b. Sentences as the building blocks

Hochman and Wexler said “In many schools, the quantity of writing has long been valued over its quality,”. Students need to do plenty of sentence-level writing in which they explain, paraphrase, or summarize sophisticated content, use correct spelling and grammar, and get feedback on form and content. Then they can move on to paragraphs and essays.
c. Writing embedded in curriculum content

To maximize the benefits of writing instruction, according to Hochman and Wexler “teachers need to go beyond personal narrative assignments like arguing the pros and cons of school uniforms and speculating on what it’s like to be famous”. Students should be asked to write about ancient Egypt, tornadoes and hurricanes, Jane Eyre, and other subjects they’re studying. And all teachers should see themselves as teachers of writing, even if it’s only a 5-15-minute do-now activity, check for understanding, or exit ticket.

d. Curriculum content as a driver of writing rigor

Hochman and Wexler suggest writing activities that build writing skills and get students thinking deeply about subject matter. One sentence-level exercise is for students to complete a sentence stem adding because, but, and so.

e. Grammar taught in the context of writing

“Research has consistently found that teaching grammar rules in isolation doesn’t work,” say Hochman and Wexler. For many students, learning parts of speech and diagramming sentences just adds to the confusion, takes up valuable cognitive real estate, and doesn’t carry over to their own writing. One particularly helpful exercise is sentence
combining, which students find engaging and gets at many of the same skills as dry grammar instruction.

f. Planning and revising

“Although experienced writers may be able to turn out a well-developed paragraph or essay on the fly,” say Hochman and Wexler, “most of the students we work with find it overwhelming to organize their thoughts at the same time they’re choosing words and figuring out the best way to structure their sentences.” A planning template helps students think through the main idea or theme, the points they will make, and the order in which they will make them. This helps them think through what additional information they need, connect ideas or claims with relevant details or evidence, and avoid irrelevant information and repetition. Having jotted this outline, writing a first draft is quite straightforward. Then comes revising, which is where students apply what they’ve learned in sentence-level exercises to insert transition words, vary sentence structure, and use subordinating conjunctions, appositives, and other techniques so the writing flows and makes sense.

C. Simple Present tense

1. Definition of Simple Present Tense

The simple present is a verb tense with two main uses. The simple present tense uses when an action is happening right now,
or when it happens regularly (or unceasingly, which is why it’s sometimes called present indefinite). Depending on the person, the simple present tense is formed by using the root form or by adding -s or -es to the end.

Simple present tense or present simple (present simple is the term taken from Murphy, 1987, as cited in Siswoyo, 2016:4) is the tense of English that is used to talk about thing in general. (Murphy, 1987, as cited in Siswoyo, 2016:4) also said that everyone use the present simple to talk about thing in general. Everyone use it to say that something happens all the time or repeatedly, or something is true in general. It is not important whether the action is happening at the time of speaking. The examples of simple present tense: the earth goes around the sun, nurses look after patients in hospital, in Britain most of the shop close at 5.30 p.m. Another opinion is given by (Murthy, 2003 as cited in Siswoyo, 2016:4) who said that when the verb is used to show that an action takes place at present.

2. Forms of Simple Present Tense

The simple present tense has a specific characteristic. These characteristics can be seen from the form and the use of the simple present itself. According to (Swan, 2000, as cited in www/englishclub.com) the forms of the simple present tense are as follows:

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Question</th>
<th>Negative</th>
</tr>
</thead>
</table>

Table 2.1 Forms of Simple Present Tense
I work
You work
He/she/it works
They work

Do I work?
Do you work?
Does he/she/it work?
Do they work?

I do not work
I do not work
He/she/it does not work
They do not work

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td></td>
<td>work</td>
<td>work</td>
</tr>
<tr>
<td>Do I work?</td>
<td>Do you work?</td>
<td>Does he/she/it work?</td>
<td>Do they work?</td>
</tr>
<tr>
<td>I do not work</td>
<td>I do not work</td>
<td>He/she/it does not work</td>
<td>They do not work</td>
</tr>
</tbody>
</table>

Table 2.2 Form of Affirmative Sentence

<table>
<thead>
<tr>
<th>I</th>
<th>You</th>
<th>He</th>
<th>She</th>
<th>It</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td></td>
<td>likes</td>
<td></td>
<td>likes</td>
</tr>
<tr>
<td>like hamburger.</td>
<td>have lunch at 12:00.</td>
<td>has lunch at 12:00.</td>
<td>does exercise every morning.</td>
<td></td>
</tr>
<tr>
<td>do exercise every morning.</td>
<td>do exercise every morning.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this pattern, after pronoun “I, you, we, they” simple form of verb is used. But, after pronoun “he, she, it” (3rd person singular) final -(e)s is added to the simple form of the verb.

b) Question

Table 2.3 Form of Question Sentence

<table>
<thead>
<tr>
<th>Do</th>
<th>I</th>
<th>You</th>
<th>We</th>
<th>They</th>
</tr>
</thead>
<tbody>
<tr>
<td>like hamburger?</td>
<td>have lunch at 12:00?</td>
<td>have lunch at 12:00?</td>
<td>do exercise every morning?</td>
<td></td>
</tr>
<tr>
<td>Do exercise every morning?</td>
<td>do exercise every morning?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does</td>
<td>He</td>
<td>She</td>
<td>It</td>
<td></td>
</tr>
<tr>
<td>like hamburger?</td>
<td>have lunch at 12:00?</td>
<td>have lunch at 12:00?</td>
<td>do exercise every morning?</td>
<td></td>
</tr>
<tr>
<td>do exercise every morning?</td>
<td>do exercise every morning?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In question sentences, the helping verbs Do and Does are used in the beginning of the sentences. The simple forms of the verbs are used: -(e)s is never used.
c) Negative

<table>
<thead>
<tr>
<th>Subject</th>
<th>Simple Form of Verb</th>
<th>Negative Form of Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>don’t like hamburger.</td>
<td>don’t have lunch at 12:00.</td>
</tr>
<tr>
<td>You</td>
<td>don’t like hamburger.</td>
<td>don’t have lunch at 12:00.</td>
</tr>
<tr>
<td>We</td>
<td>don’t like hamburger.</td>
<td>don’t have lunch at 12:00.</td>
</tr>
<tr>
<td>They</td>
<td>don’t like hamburger.</td>
<td>don’t have lunch at 12:00.</td>
</tr>
<tr>
<td>He</td>
<td>doesn’t like hamburger.</td>
<td>doesn’t have lunch at 12:00.</td>
</tr>
<tr>
<td>She</td>
<td>doesn’t like hamburger.</td>
<td>doesn’t have lunch at 12:00.</td>
</tr>
<tr>
<td>It</td>
<td>doesn’t like hamburger.</td>
<td>doesn’t have lunch at 12:00.</td>
</tr>
</tbody>
</table>

In the negative form of simple present tense, helping verbs (auxiliary verbs “Do and Does” are necessary to use. After I, You, We They the helping verb Do not (Don’t) is used with the simple form of the verb. After He, She, It the helping verb Does not (Doesn’t) is used with the simple form of the verb; -(e)s is never used. It is only used in affirmative sentences.
CHAPTER III

IMPLEMENTATION OF RESEARCH

A. Procedures of the Research

There are four steps in one cycle for doing Classroom Actions Research that are planning, acting, observing and evaluating. In this research, the researcher conducted the research into two cycles: cycle I, and cycle II. The researcher collaborates with the English teacher who teaches in class of second grade. The activities in each cycle are as follows:

1. Cycle I

The researcher uses question and answer method to introduce new vocabulary of action verb, which it can improve student understanding on Simple Present Tense. The topic of simple present is to tell about jobs. The procedure as below:

a. Planning

In this step, the researcher plans the following below:

1) Make lesson plan of cycle I
2) Preparing the teaching materials of cycle I
3) Preparing the teaching instrument (e.g. LCD, marker)
4) Preparing students attendance list
5) Preparing field note of cycle I
6) Preparing the evaluation test
7) Preparing the classroom for classroom research
The preparations are designed to gain the purpose of teaching learning process. Students are supposed to improve their understanding by the materials given.

b. Acting

In this section the learning process is led by the teacher. The learning process is devided into some steps as mentioned below:

1) Opening with greetings and pray.
2) Teacher check the students attendance list.
3) Teacher give the stimulus to the students (e.g ask some question).
4) Teacher explain about simple present tense and gives some examples to them.
5) Teacher ask the students to analyze some sentences in a group work in order to know the patterns of simple present tense.
6) Students convey the discussion result in front of the class.
7) Teacher gives correction and feedback to the students answer.
8) Teacher evaluate of the study by giving a test (post-test).
9) Teacher gives some homeworks.
10) Closing with greetings and pray.

c. Observation
Subjects of the observation are the learning process, the teacher, and the students by using field note. The researcher observes the learning method that the English teacher use in study simple present tense, atmosphere of the class when learning simple present tense occured, students’ interested in study simple present tense.

d. Reflection

The researcher evaluated the learning process that have been done. Both of teacher and researcher discussed to make a reflection what should they do to solve the students’ problems in learning English especially simple present tense. Furthermore, the researcher analyzes the data from observation check list and test of cycle I.

2. Cycle II

The second cycle do based on the result of reflection from the first cycle. If the result from observation shows that the quality of the students was still low, it is needed another action in order to make improvement of the quality for the next cycle. The topic is same wit cycle I. The procedures are as follows:

a. Planning

Before the researcher doing the research, she prepared some instruments as follows:

1) Designing lesson plan of cycle II
2) Preparing the materials
3) Preparing course review horay instrments (e.g. shuffle paper)

4) List of students’ name and scoring list.

5) Preparing field note of cycle II

6) Preparing the evaluation test of cycle II

b. Action

In this section, the learning process is led by the teacher.

1) Teacher opens the learning process with greetings and pray.

2) Teacher asked the students about Simple Present Tense that have been discussed at previous meeting.

3) Teacher explained again about simple present tense.

4) Teacher gave some examples of simple present tense.

5) Teacher asked the students to make a sentence of simple present tense.

6) Doing Course Review Horay (CRH) method as follows:

   1. Teacher divided the class into pair group
   
   2. Teacher asked the students to make nine boxes, and each box consist of a number from 1-9.

   3. Teacher used a shuffle paper to choose a number of the box.

   4. Each number has a queations, so after the shuffle paper opened, the teacher give the students question based on the number.
5. Students write the answer the question on the box in piece of paper.

6. Teacher corrected the student answer and giving the feedback.

7. If the students answer the question correctly, they would say “Horay!” and give cross (X) on the box of the number.

8. Teacher repeated the method until all of the question answerable.

7) In the end of the lesson, teacher gave conclusion of the materials.

8) Teacher closed the learning process with greeting and pray.

c. Observation

Subjects of the observations are the learning process, teacher, and students’ activities in study simple present tense with Course Review Horay (CRH) method by using field note. The researcher observes the learning method particularly Course Review Horay (CRH), students’ interested in learning process, result of the learning simple present tense.

d. Reflection

The researcher evaluated the learning activities in cycle II that have been done. Both of English teacher and the
researcher discussed about the students’ result of the learning process in this cycle. In cycle II, the teacher and the researcher focused on the students’ point. If the students’ point still not achieve the target, the researcher ask the English teacher to give the students’ upgrading question or do the cycle III to repair the students’ points.
3. The Minimal Standard of Successful

The students’ success and failure in doing the activities plan above will be assessed by referring to the criterion of passing grade (KKM). The passing grade of English lesson in SMK Muhammadiyah Salatiga is 77. The teacher and the researcher expect that there are at least 75% of the students who pass the passing grade.
CHAPTER IV

RESEARCH FINDINGS AND DATA ANALYSIS

A. Result of the Research

This chapter presents the research findings and data analysis dealing with the data that had been collected during the research. The data were taken from some instruments namely field-notes, observation sheets, and writing test. The findings consist of result of two cycles there are cycle I and cycle II. The steps of each cycle are planning, acting, observing, and reflecting.

1. Research Finding

The research consists of two cycles; each cycle consists of planning, action, observation, and reflection. The whole steps of this research would be explained in the description below:

a. Cycle I

1) Planning

In the planning stage of cycle I the researcher analyzed the syllabus and discussed with the teacher about the topic and source of the material which want to use in teaching and learning process. In addition, the researcher also prepared several instruments that used during the research occur, they are as follows:

a) Material
The research material was Simple Present Tense (definition, pattern, yes/no question and short answer, WH-Questions, and additions material like: verbs did not use in simple present tense, time signal, verbs + s/es). For the examples, the researcher gave some sentences that used simple present tense.

b) Lesson Plan

Lesson plan was used to control the teaching and learning process in this research. The researcher used it as a guidance to manage time and activities during teaching and learning process in the class.

c) Observation checklist

Checklist observation was prepared in order to know the teacher and students’ activities during the teaching and learning process.

d) Student attendance list

To know total of student who enter in the class and follow the lesson.

e) Pre-test and Post-test

The researcher used pre-test and post-test in his action. Pre-test was done before the learning process occur to know the understanding of students in simple present tense. Then, the researcher conducted the post-test. Post-test was done
after the English teacher explained simple present tense to see the result of the study before and after learning process.

2) Action

The cycle I was done on Tuesday, April 17, 2018 in SMK Muhammadiyah Salatiga. The teacher is Mrs. Risda Mila Santi and the researcher have a role as an observer. The activities that have been done in the cycle I are follows:

The teacher started the lesson by greeted “Assalamualaikum warahmatullahi wabarakaatu” and said hello to the students. The teachers open the lesson, introduces researcher self, conveyed the purpose of coming in the class, and checked the students’ attendance list. After checked the attendance list, the teacher reviewed about the previous material. She asked to the students “did you remember what we have learned in the last meeting?”. The students answered that they learned about descriptive text. There are many students answered teacher questions and she said that for today and next several days they would learn English especially about Simple Present Tense.

Before, began the lesson, the teacher asked to the students about what is simple present tense. But the students cannot answered it. After giving a little explanation about simple present tense, the teacher told that they will do a pre-test. The teacher gave test which consist 8 questions of 8 multipel
choiches which is in the form of the text (close test). Then, the teacher gave 10 minutes to do a pre-test about simple present tense.

After that, the teacher used a media (LCD) to show the students about Simple Present Tense. The teacher asked Annisa to read about the definition of Simple Present Tense, then the teacher explained more detail about definition, pattern, yes/no question and short answer, WH-Questions and addition material in bahasa in order to make the students understood about the material.

After explained it, the teacher gave some examples and asked the students to identify the sentences based on the pattern. An example of the Simple Present Tense sentence is “She goes to school every day”. Teacher asked the students to identify the verb in that sentence and a student called Wiwit can answer it. She said “kata goes sebenarnya adalah go, tetapi karena subyeknya jadi di tambah –es”. The answer was correct, based on the positive pattern of Simple Present Tense if the subjects are “she, he, it, name of person” the verb should be added –s or –es.

After the teacher gave students some examples of Simple Present Tense sentences and asked the students to identify those sentences based on the pattern, each student were asked to make
a sentence using Simple Present Tense related to the topic. Topic of the sentence was “telling about jobs”. Then some of students came in front the class to write the result on the white board. The teacher gave feedback and concluded the material. After that, the teacher gave post-test. The post-test consist 8 questions of 8 multiple choices. After the students finished the test, the teacher closed the meeting, and said that they will meet on next week and said *hamdallah* together.

3) Observation

The researcher observed students and teacher activity in the learning process by using checklist. This observation was purposed to know how far the situation and enthusiasm of the students and teacher activity during teaching and learning process. The purpose of this activity was to evaluate the teaching and learning process, collecting data and monitor the class.
RESULT OBSERVATION CHECK LIST CYCLE I

Table 4.1: Form of Result Observation Check List for Students

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
<th>Obstacles</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention</td>
<td>V</td>
<td></td>
<td>The students paid attention and sit neatly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>V</td>
<td></td>
<td>There were two students asked to the teacher about simple present tense</td>
<td>Students had different level of understanding about the material. Some students had already understood it but some other still confused</td>
<td>Teacher explained more detail about the material</td>
</tr>
<tr>
<td>3</td>
<td>Responding to Question</td>
<td>V</td>
<td></td>
<td>There were students answered teacher question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>V</td>
<td></td>
<td>All of students did the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Being enthusiastic of active method</td>
<td>V</td>
<td></td>
<td>Teacher used silent method in the cycle 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Aspect</td>
<td>Yes</td>
<td>No</td>
<td>Descriptions</td>
<td>Obstacles</td>
<td>Solutions</td>
</tr>
<tr>
<td>----</td>
<td>---------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>Greeting students before the lesson begins</td>
<td>V</td>
<td></td>
<td>Teacher greeted the students by said “Assalamualai kumwarahmat ullahi wabarok atuh” and students answered the greeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>V</td>
<td></td>
<td>Teacher led the students to recite Basmalah together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking student attendant</td>
<td>V</td>
<td></td>
<td>Teacher called the students name one by one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>V</td>
<td></td>
<td>Teacher forgot to give the students motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td>V</td>
<td></td>
<td>Teacher asked the students about the previous material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving explanation of the material</td>
<td>V</td>
<td></td>
<td>Teacher explained the material, she used mix language that are Indonesian language and English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Use of active method to deliver the material</td>
<td>V</td>
<td></td>
<td>Teacher used passive method, because the teacher did not make the students’ enthusiasm</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>with the learning process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------</td>
<td>---------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking question</td>
<td>Teacher gave a time to the students for asked her about the difficulties in materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 9 | Help student’s difficulties during learning | Teacher help the students difficulties | Teacher explained more the material with another ways like gives examples based on their daily activities.  
- She **goes** to school by motorbike.  
- They **go** to school by motorbike. |
The teacher and researcher analyzed the data of pre-test and post-test. First they gave score to the students based on the rubric assessment. 10 questions of 10 multiple choices where in each correct answer is score 10 and 0 to each wrong answer. The maximum score is 100. The calculation and result of both tests are presented below:

a) Pre-test

**Table 4.3: Students’ Score in the Pre-test of the Cycle I**

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAMA</th>
<th>SEX</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AM</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>ASS</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>ARF</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>DMS</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>5</td>
<td>DTY</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>HK</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>7</td>
<td>IW</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>MNF</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>PJ</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>RDK</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>TRA</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>12</td>
<td>WDL</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>WL</td>
<td>Female</td>
<td>60</td>
</tr>
</tbody>
</table>
From the students’ score in the pre test of the cycle I above, the calculated of the students score who passes the passing grade are:

**Table 4.4: Count of Passing Grade of the Pre-test in the Cycle I**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;77</td>
<td>1</td>
<td>20 %</td>
</tr>
<tr>
<td>77</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt;77</td>
<td>12</td>
<td>80 %</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data above, the researcher and the teacher knew that there were only 20 % of the students who got higher score than the passing grade. The passing grade of English lesson in SMK Muhammadiyah Salatiga is 77. The teacher and the researcher expected that there were at least 80 % of the students who pass the passing grade. Therefore, the target of the passing grade in the pre test of the cycle I is not achieved.

b) Post-test

**Table 4.5: Students’ Score in the Post-test of the Cycle I**

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAMA</th>
<th>SEX</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AM</td>
<td>Female</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>ASS</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>ARF</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>4</td>
<td>DMS</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>DTY</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>HK</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>7</td>
<td>IW</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>8</td>
<td>MNF</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>PJ</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>RDK</td>
<td>Female</td>
<td>90</td>
</tr>
</tbody>
</table>
Table 4. 6: Count of Passing Grade of the Post-test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;77</td>
<td>11</td>
<td>70 %</td>
</tr>
<tr>
<td>77</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt;77</td>
<td>2</td>
<td>30 %</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the data, it could be concluded that there were an improvement from the pre test. The students who pass the passing grade in the pre test of the cycle I were 20%. In the post test, 70% of the students pass the passing grade. There were an improvement as many as 50%. However, the teacher and the researcher expected that there were at least 80% of the students pass the passing grade. Then, the teacher and the researcher conducted the cycle II.

c) Calculation of Mean

Table 4. 7: Difference Square of Pre and Post-test Score in Cycle I
<table>
<thead>
<tr>
<th>No</th>
<th>NAMA</th>
<th>Pre Test ($X_i$)</th>
<th>Post Test ($Y_i$)</th>
<th>$D$</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AM</td>
<td>80</td>
<td>100</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>ASS</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>ARF</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>4</td>
<td>DMS</td>
<td>50</td>
<td>70</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>DTY</td>
<td>50</td>
<td>80</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>6</td>
<td>HK</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>7</td>
<td>IW</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>8</td>
<td>MNF</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>9</td>
<td>PJ</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>RDK</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>11</td>
<td>TRA</td>
<td>70</td>
<td>100</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>12</td>
<td>WDL</td>
<td>60</td>
<td>90</td>
<td>30</td>
<td>900</td>
</tr>
<tr>
<td>13</td>
<td>WL</td>
<td>60</td>
<td>80</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>$\sum X_i$</td>
<td>$\sum Y_i$</td>
<td>$\sum D$</td>
<td>$\sum D^2$</td>
</tr>
<tr>
<td></td>
<td>N = 13</td>
<td>810</td>
<td>1110</td>
<td>300</td>
<td>7400</td>
</tr>
</tbody>
</table>

d) Mean of the Pre-test

$$M = \frac{\sum X_i}{N}$$

810
\[
M = \frac{\sum Y_i}{N} \\
M = \frac{1110}{13} \\
M = 85.4
\]

In the cycle 1, the mean of the pre test was 62.3 and the mean of the post test was 85.4. The mean of the post test is bigger than the mean of the pre test. It could be concluded that there was significant improvement of the students’ understanding in Simple Present Tense tense.
f) Calculation of the Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ \frac{300}{13} \]

MD = 23

g) Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ SD_D = \sqrt{\frac{7400}{13} - \left( \frac{300}{13} \right)^2} \]

\[ SD_D = \sqrt{569.2 - 529} \]

\[ = \sqrt{40.2} \]

\[ = 6.34 \]

h) Standard Error for the Mean Difference

\[ SE_{MD} = \frac{SD_D}{\sqrt{N}} \]
\[ N - 1 \]

\[
SE_{MD} = \frac{6.34}{\sqrt{13-1}}
\]

\[
SE_{MD} = \frac{6.34}{\sqrt{12}}
\]

\[
SE_{MD} = \frac{6.34}{3.46}
\]

\[ SE_{MD} = 1.832 \]

i) Calculation of T-test

\[
T_o = \frac{M_D}{SE_{MD}}
\]

\[
T_o = \frac{23}{1.832}
\]

\[ = 12.554 \]

From the data of the cycle I above, the researcher and the teacher found that the T-test is 12.554 and the T-table with N-1 is 2.179. The significant level is 5%. The value of the T-test is bigger than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It means that there were significant differences between pre-test and post-test. However, the teacher and the researcher conducted the cycle
II because the students who passed the passing grade were less than 80%.

4) Reflection

The teacher along with the researcher reflected the lesson plan and the action. The students’ score and the checklist were used to make proper reflection. The passing grade (KKM) for English subject is 77 but the student’s scores of the post test show that there were only 70% of the students who got score higher than KKM. In the pre-test, the student’s scores show that there were 20% of the students who get score higher than KKM. It means that although there was an improvement, the researcher and the teacher had conducted the next cycle because there must be at least 80% of the students who got score higher than KKM.

After analyzed the students’ score, the students answered of test as well as the checklist, the teacher and the researcher found that there was improvement on general understanding as well as accuracy in the students’ answers of the post test but the teacher and the researcher also got reflection that the students who got score lower than 77 in the post test were still confused in answering the questions. They did not understand well and forgot about the pattern of Simple Present Tense so they felt difficult to answer it, the meaning of the sentence which is used in the exercise was so hard, because they lack of vocabularies. So they answered the exercise randomly.
The teacher along with the researcher produced reflection. The teacher asked the researcher to make the exercise which the vocabulary used was more easy (used in daily activity) to overcome those problems. In addition, the teacher explained to the students more detailed about pattern of Simple Present Tense.

b. Cycle 2

1) Planning

In the planning stage of cycle II the researcher analyzed the syllabus and discussed with the teacher about the topic and source of the material which want to use in teaching and learning process. In addition, the researcher also prepared several instruments that used during the research occur, they are as follows:

a) Material

The research material was Simple Present Tense (definition, pattern, yes/no question and short answer, WH-Questions, and additions material like: verbs did not use in simple present tense, time signal, verbs + s/es). For the examples, the researcher gave some sentences that used simple present tense.

b) Lesson Plan

Lesson plan was used to control the teaching and learning process in this research. The researcher used it as a guidance to
manage time and activities during teaching and learning process in the class.

c) Observation checklist

Checklist observation was prepared in order to know the teacher and students’ activities during the teaching and learning process.

d) Students attendance list

Students attendance list was used to know total of student who enter in the class and follow the lesson.

e) Pre-test and Post-test

The researcher used pre-test and post-test in his action. Pre-test was done before the learning process occur to know the understanding of students in Simple Present Tense. Then, the researcher conducted the post-test. Post-test was done after the English teacher explained Simple Present Tense to see the result of the study before and after learning process.

In cycle II the teacher prepared a pre – test question consists of 9 questions, and teacher also prepared a post – test question consists of 9 questions.

2) Action

The cycle II was done on Tuesday, April 24, 2018 in SMK Muhammadiyah Salatiga. The teacher is Mrs. Risda Mila Santi and the researcher’s have a role as an observer. The activities that was done in the cycle II were follows:
The teacher started the lesson by greeted “Assalamualaikum warahmatullahi wabarakaatuh” and said hello to the students. The teacher led students to recite Basmallah together. The teacher opened the lesson, introduced researcher self, conveyed the purpose of coming in the class, and checked the students’ attendance list. After checked the attendance list, the teacher reviewed about the previous material. She asked to the students “did you remember what we have learned in the last meeting?”. There were many students answered that they learned about Simple Present Tense.

Before began the lesson, the teacher asked to the students about what did they learn about Simple Present Tense. But, almost all of students in the class could not answer it. The teacher gave a little explanation about Simple Present Tense to remind students’ understanding about Simple Present Tense. After that, the teacher told that students’ would do a pre-test. The teacher gave test which consist 9 questions of 9 multiple choices which is in the form of the text (close test). Then, the teacher gave 10 minutes to do a pre-test about Simple Present Tense.

Furthermore, the teacher used a media (LCD) to show the students about Simple Present Tense completely. The teacher asked a student to read about the definition of Simple Present Tense, then the teacher explained more detail about definition,
pattern, yes/no question and short answer, WH-Questions and addition material in bahasa in order to make the students understood about the material.

After explained it, the teacher gave some examples and asked the students to identify the sentences based on the pattern. An example of the simple present tense sentence was “She studies English in her school every monday”. Teacher asked the students to identify the verb in that sentence and a student called Anisa can answer it. She said “kata studies sebenarnya adalah study, tetapi karena subyeknya she jadi di tambah – esdan ynya di ubah menjadi i”. The answer was correct, based on the positive pattern of simple present tense if the subjects are “she, he, it, name of person” the verb should be added –s or – es.

After the teacher gave students some examples of simple present tense sentences and asked the students to identify those sentences based on the pattern, each student were asked to make a sentence using Simple Present Tense related to the topic. Topic of the sentence was “telling about jobs”. Then some of student came in front the class to write the result on the white board. The teacher gave feedback and concluded the material. After that, the teacher gave post-test. In this part, teacher used Course Review Horay (CRH) method to make the students more interested when they answered the post test.
Teacher devided the class into 6 group, each group consist of 2 – 3 students. Teacher showed the students a 9 cubicals and asked the students to draw it in their small paper. That cubical existed of number 1 – 9 and each number contain of a question. Teacher explained the rules of the method. Teacher chose the number randomly by shuffle the pieces of paper. A chosen number, the question should be done by the students. If the students have been answered questions, the group said “Horay!” After all of the group done, the teacher gave feedback, if the anwere was correct the group said “Horay!” again and gave a cross in the number of their own cubical. Teacher would repeat that activities until the last number.

After the students finished the test, the teacher asked the students to submit the test than the teacher asked the students’ felling and gave the students motivation for always keep the spirit in learning English. Teacher closed the meeting, and said that they will meet on next week and said hamdallah together.

3) Observation

The researcher observed students and teacher activity in the learning process by using checklist. This observation purposed to know how far the situation and enthusiasm of the students and teacher activity during teaching and learning process. The
The purpose of this activity was to evaluate the teaching and learning process, collecting data and monitor the class.

RESULT OBSERVATION CHECK LIST CYCLE I

Table 4.1: Form of Result Observation Check List for Students

<table>
<thead>
<tr>
<th>No</th>
<th>Indicator</th>
<th>Yes</th>
<th>No</th>
<th>Descriptions</th>
<th>Obstacles</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paying attention</td>
<td>V</td>
<td></td>
<td>The students paid attention and sit neatly</td>
<td>Obstacles had different level of understanding about the material. Some students had already understood it but some other still confused</td>
<td>Teacher explained more detail about the material</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Asking Question</td>
<td>V</td>
<td></td>
<td>There were three students asked to the teacher about simple present tense</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Responding to Question</td>
<td>V</td>
<td></td>
<td>There were a student answered teacher question TRA “why – s is added after verb in the positive patter?”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Accomplishing task</td>
<td>V</td>
<td></td>
<td>All of students did the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Aspect</td>
<td>Yes</td>
<td>No</td>
<td>Descriptions</td>
<td>Obstacles</td>
<td>Solutions</td>
</tr>
<tr>
<td>----</td>
<td>-------------------------------------------------</td>
<td>-----</td>
<td>----</td>
<td>--------------------------------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>1</td>
<td>Greeting students before the lesson begins</td>
<td>V</td>
<td></td>
<td>Teacher greeted the students by said “Assalamualai kum warahmatullah i wabarokatuh” and students answered the greeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Praying before the lesson begins</td>
<td>V</td>
<td></td>
<td>Teacher led the students to recite Basmalah together</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Checking student attendant</td>
<td>V</td>
<td></td>
<td>Teacher called the students name one by one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Giving motivation</td>
<td>V</td>
<td></td>
<td>Teacher gave the students motivation in the last section of the meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Reminding previous material</td>
<td>V</td>
<td></td>
<td>Teacher asked the students about the previous material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Giving explanation</td>
<td>V</td>
<td></td>
<td>Teacher explained the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>on of the material</td>
<td>material, she used mix language that are Indonesian language and English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Use of active method to deliver the material</td>
<td>Teacher used active method, and make the students more interested with the learning process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Giving opportunity for asking question</td>
<td>Teacher gave a time to the students for asked her about the difficulties in materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Help student’s difficulties during learning</td>
<td>Teacher help the students difficulties</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher explained more the material with another ways. The teacher explains more detail the functions of –s after verb.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Answer student questions</td>
<td>Teacher always answered all the students’ question</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Giving feedback after the lesson</td>
<td>Teacher reviewed the material with asked some questions about the</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The teacher and researcher analyzed the data of pre-test and post-test. They gave score to the students by giving the point in each number of the questions. The questions consist of 9 questions of 9 multiple choices where in each correct answer is score 1 and 0 to each wrong answer. The maximum score is 100. The calculation and result of both tests are presented below:

a. Pre-test

Table 4.10: Students’ Score in the Pre-test of the Cycle II

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAMA</th>
<th>SEX</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AM</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>2</td>
<td>ASS</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>ADSA</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>DMS</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>DTY</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>HK</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>7</td>
<td>IW</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>MNF</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>9</td>
<td>PIL</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>RDK</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>11</td>
<td>TRA</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>12</td>
<td>WDL</td>
<td>Female</td>
<td>76</td>
</tr>
<tr>
<td>13</td>
<td>WL</td>
<td>Female</td>
<td>60</td>
</tr>
</tbody>
</table>

From the students’ score in the pre-test of the cycle II above, the researcher and the teacher can calculate the number of students who passes the passing grade.

Table 4.11: Count of Passing Grade of the Pre-test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;77</td>
<td>2</td>
<td>20 %</td>
</tr>
<tr>
<td>77</td>
<td>0</td>
<td>0 %</td>
</tr>
</tbody>
</table>

67
From the data above, the researcher and the teacher knew that there were only 80% of the students who got score higher than the passing grade. The passing grade of English lesson in SMK Muhammadiyah Salatiga was 77. The teacher and the researcher expected that there were at least 80% of the students who passed the passing grade. Therefore, the presentation in the pre test of the cycle II was not achieved.
b. Post-test

Table 4.12: Students’ Score in the Post-test of the Cycle II

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAMA</th>
<th>SEX</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AM</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>2</td>
<td>ASS</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>3</td>
<td>ADSA</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>4</td>
<td>DMS</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>5</td>
<td>DTY</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>6</td>
<td>HK</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>7</td>
<td>IW</td>
<td>Female</td>
<td>84</td>
</tr>
<tr>
<td>8</td>
<td>MNF</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>9</td>
<td>PIL</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>10</td>
<td>RDK</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>11</td>
<td>TRA</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>12</td>
<td>WDL</td>
<td>Female</td>
<td>88</td>
</tr>
<tr>
<td>13</td>
<td>WL</td>
<td>Female</td>
<td>88</td>
</tr>
</tbody>
</table>

From the students’ score in the post-test of the cycle II above, the researcher and the teacher calculated the students score who passed the passing grade.

Table 4.13: Count of Passing Grade of the Post-test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grade</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;75</td>
<td>13</td>
<td>100 %</td>
</tr>
<tr>
<td>75</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>&lt;75</td>
<td>0</td>
<td>0 %</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>100</td>
</tr>
</tbody>
</table>

Before conducted the action for the cycle II, the teacher and the researcher expected that 80% of the students could pass the passing grade. From the data above, the presentation for the pre-test of the cycle II is 80% and the presentation for the post test of the cycle II were 100%. It means that the
expectation was successfully achieved. Therefore, the teacher and the researcher did not need to conduct the next cycle.

c. Calculation of Mean

Table 4.14: Difference Square of Pre and Post-test Score in Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>NAMA</th>
<th>Pre Test ((X_j))</th>
<th>Post Test ((Y_j))</th>
<th>(D)</th>
<th>(D^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AM</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>ASS</td>
<td>60</td>
<td>84</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>3</td>
<td>ARF</td>
<td>76</td>
<td>88</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>4</td>
<td>DMS</td>
<td>60</td>
<td>88</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>5</td>
<td>DTY</td>
<td>60</td>
<td>88</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>6</td>
<td>HK</td>
<td>76</td>
<td>84</td>
<td>8</td>
<td>64</td>
</tr>
<tr>
<td>7</td>
<td>IW</td>
<td>60</td>
<td>84</td>
<td>24</td>
<td>576</td>
</tr>
<tr>
<td>8</td>
<td>MNF</td>
<td>76</td>
<td>88</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>9</td>
<td>PJ</td>
<td>60</td>
<td>88</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td>10</td>
<td>RDK</td>
<td>88</td>
<td>88</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>TRA</td>
<td>88</td>
<td>88</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>WDL</td>
<td>76</td>
<td>88</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td>13</td>
<td>WL</td>
<td>60</td>
<td>88</td>
<td>28</td>
<td>784</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>(\sum X_j)</td>
<td>(\sum Y_j)</td>
<td>(\sum D)</td>
<td>(\sum D^2)</td>
</tr>
<tr>
<td></td>
<td>N = 13</td>
<td>916</td>
<td>1128</td>
<td>212</td>
<td>4848</td>
</tr>
</tbody>
</table>

d. Mean of the Pre-test

\[
M = \frac{\sum X_j}{N}
\]

\[
M = \frac{916}{13}
\]

\[M = 70.5\]

e. Mean of the Post-test
\[ M = \frac{\sum Y_i}{N} \]

\[ M = \frac{1128}{13} = 86.8 \]

In this cycle II, the mean of the pre test is 70.5 and the mean of the post test is 86.8. It means that the mean of the post test is bigger than the mean of the pre test. It can be concluded that there is significant improvement of the students’ understanding on simple present tense after being taught by using course review horay method.

f. Calculation of the Mean of Difference

\[ MD = \frac{\sum D}{N} \]

\[ MD = \frac{212}{13} = 16.3 \]

g. Calculation of the Standard Deviation

\[ SD_D = \sqrt{\frac{\sum D^2}{N} - \left( \frac{\sum D}{N} \right)^2} \]

\[ SD_D = \sqrt{\frac{4848}{13} - \left( \frac{212}{13} \right)^2} \]
\[
SD_D = \sqrt{372.9 - (16.3)^2}
\]

\[
SD_D = \sqrt{372.9 - 265.7}
\]

\[
= \sqrt{107.2}
\]

\[
= 10.35
\]

h. Standard Error for the Mean Difference

\[
SE_{MD} = \frac{SD_D}{\sqrt{N-1}}
\]

\[
SE_{MD} = \frac{10.35}{\sqrt{13-1}}
\]

\[
SE_{MD} = \frac{10.35}{\sqrt{12}}
\]

\[
SE_{MD} = \frac{10.35}{3.46}
\]

\[
SE_{MD} = 2.991
\]

i. Calculation of T-test

\[
T_o = \frac{M_D}{SE_{MD}}
\]

\[
T_o = \frac{16.3}{2.991}
\]
From the data of the cycle II above, the researcher and the teacher found that the T-test is 5.449, and the T-table with N-1 is 2.170. The significant level is 5%. The value of T-test was bigger than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, the researcher and the teacher concluded that the result of the cycle II was really significant. Finally, both of the teacher and the researcher successfully conducted this research. It also means that Course Review Horay (CRH) method could improve the students’ understanding on Simple Present Tense at the second grade students of SMK Muhammadiyah Salatiga in the academic year of 2017/2018.

4) Reflection

The teacher along with the researcher reflected the revised lesson plan and the action of the cycle II. The students’ score and the checklist were used to make proper reflection. The passing grade (KKM) for English subject was 77. The students’ score in the post test of the cycle II show that there were 100% of the students who got score higher than KKM. The students’ answered in the post test of the cycle II were better. Some students could answer the questions correctly. In the pre test of the cycle II, there were 20% of the students who
got score higher than KKM. It means that, after reflection from the cycle I was applied in the action of the cycle II, the students’ scores improve as many as 80% in the post test of the cycle II. The teacher and the researcher stop the cycle because 100% of the students have already passed the passing grade.

2. Discussions

After analyzing the students’ score in the cycle I and the cycle II, the researcher concluded that there was significant improvement of the students’ understanding on Simple Present Tense after being taught by using Course Review Horay (CRH) method. The improvement can be seen as follows:

<table>
<thead>
<tr>
<th>Table 4.15: Table of Data Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
</tr>
<tr>
<td>-----</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the t-test was bigger than t-table. It means that there was significant improvement of the students’ writing ability in Simple
Present Tense after being taught by using Course Review Horay method. The improvement can also be seen from the total of the students who pass the passing grade (KKM). In the cycle I, the improvement is as many as 50%, and in the cycle II, the improvement is as many as 80%. On the result among T-test of cycle I and cycle II, the use of Course Review Horay method was successful to increase students’ writing ability in Simple Present Tense. It could be seen from the table, that showed that T-test of cycle I was 12.554 and cycle II was 5.449 was higher than T-table (2.179)/ T-test > T-table, so the result was improvement significant.

Based on the result above, the researcher concludes that Course Review Horay (CRH) method can increase the students’ writing ability in Simple Present Tense.
CHAPTER V
CLOSURE

A. Conclusions

After the research was conducted, the researcher drew conclusion of the use of Course Review Horay (CRH) method to increase students’ writing ability in Simple Present Tense (a Classroom Action Research of the second grade students at SMK Muhammadiyah Salatiga the academic year of 2017/2018), the researcher concludes based on the findings discussed in the previous chapter:

1. The use of Course Review Horay (CRH) to increase the students’ writing ability in Simple Present Tense in eleventh grade of SMK Muhammadiyah Salatiga in the Academic year of 2017/2018 could be applied by using some activities such as drilling, questions and answer, do the exercise by using Course Review Horay method. The teacher must understand about the method which was used in her teaching. The teacher used Course Review Horay method in cycle II that appropriate with the topic in order to make students interested in learning Simple Present Tense. It also motivates students to discuss in group when they were assigned to play the game about Simple Present Tense with Course Review Horay method. It can stimulate the students’ effort to understand the pattern of simple present tense.

2. The result of the students’ writing ability in Simple Present Tense by using Course Review Horay was increased in SMK Muhammadiyah Salatiga in the Academic year of 2017/2018 show that there were only
20% of the students who get score higher than the passing grade and 80% students less of passing grade of the passing grade English lesson. It was shown of the result from the pre-test of cycle I. It means that the students’ writing ability in Simple Present Tense before the use of Course Review Horay method were low. Many students who did not achieve the standardized score. It showed the students’ lack of vocabulary forgot and did not know the pattern of Simple Present Tense. So they confused on how to make Simple Present Tense sentence.

The students’ writing ability in Simple Present Tense was increased significantly after conducted of cycle II. It can be proven by comparing the sum of students score in pre-test and post-test of cycle I, pre-test and post-test of cycle II. In the cycle II, the mean of the pre test is 62.3 and the mean of the post test is 85.4. The number of the students who pass the passing grade (KKM) in the pre-test is 20%. In the post test, 80% of the students successfully pass the passing grade. The mean of the post test is higher than the mean of the pre test. It means that there is significant improvement. In this research, the researcher used the significant level as many as 5%. The value of T-table is 2.179. After calculating the students’ score, the researcher found that the value of T-test is 12.554. The value of T-test is higher than T-table. So, the researcher concludes that using Course Review Horay can increase the students’ writing ability in Simple Present Tense at the second grade students of SMK Muhammadiyah Salatiga.
Although there is significant improvement, the researcher conducted the cycle II because the number of the students who pass the passing grade were less than 75%. In the cycle II, the mean of the pre test is 70.5 and the mean of the post test is 86.8. In the pre test, only 80% of the students who pass the passing grade. In the post test, the students make amazing improvement. 100% of the students successfully pass the passing grade. The mean of the post test is higher than the mean of the pre test. It means that there is significant improvement. The researcher uses the significant level as many as 5%. The value of T-table is 2.179. After calculating the students’ score, the researcher finds that the value of T-test is 5.449. The value of T-test is higher than T-table. Moreover, the researcher concludes that using course review horay as a method can increase the students’ writing ability in simple present tense at the eleventh grade students of SMK Muhammadiyah Salatiga.

Based on the result above, the researcher can conclude that using Course Review Horay not only successful in increasing students’ writing ability in Simple Present Tense but also success motivated the students to discuss in group.

B. Suggestions

1. For teachers

Tenses are most known as difficult subject, the use of Course Review Horay (CRH) in teaching learning was an interesting
method because it can attract the students’ interest, student easy to memorize the material and motivation in learning. English teacher will make the teaching learning process enjoyable, because students love to play and learn best when they were feel enjoy.

The researcher suggested for the teachers to use course review horay as teaching method. It is very interesting and enjoyable method.

2. For students

Tenses are important subject to be learnt especially simple present tense for writing ability. But, most of students have difficulties in learning tenses because there are some tenses in English and there are no tenses in Indonesia language system. Therefore, students can develop their knowledge by studying grammar using interesting method like course review horay. Therefore course review horay can attract the students’ interest and motivation in learning process.

3. For other researchers

The researcher suggests the other researchers to conduct classroom action research about the use of Course Review Horay (CRH) method to increase students’ writing ability especially in simple present tense. The results of this study can be used as the reference for future research.
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CURRICULUM VITAE

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Religion: Moeslim
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2002 – 2008: SDN KUPANG 01, AMBARAWA

Organization Experiences
2016 – 2017: Himpunan Mahasiswa Jurusan (HMJ) Tadris Bahasa Inggris
2. Lesson Plan of Cycle 1

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMK MUHAMMADIYAH SALATIGA

Kompetensi Keahlian : Semua Keahlian
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI / 3
Alokasi Waktu : 2 x 45 menit
Standar Kompetensi : Berkomunikasi Bahasa Inggris setara level Novice

Kompetensi Dasar : Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan
Indikator : Bentuk kata kerja digunakan dalam Simple Present dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi.

I. TUJUAN PEMBELAJARAN

Dengan metode tanya jawab:
Siswa dapat mengetahui bentuk kata kerja dasar.

Dengan metode Discussion:
a. Siswa dapat mengetahui rumus verbal dan nominal Simple Present Tense.
b. Siswa dapat mengetahui contoh kalimat Simple Present Tense.

Dengan metode Evaluation:
a. Siswa dapat membuat kalimat Simple Present Tense.
b. Siswa dapat membuat sebuah paragraph menggunakan kalimat Simple Present Tense.
II. MATERI AJAR

**Simple Present Tense**

Simple Present Tense adalah bentuk waktu yang digunakan untuk menyatakan suatu kegiatan yang terjadi saat ini, kegiatan yang dilakukan secara berulang – ulang, atau untuk menyatakan kejadian yang bersifat fakta.

Pattern:

1. Verbal
   
   + Subject + Verb 1 (s/es) + Object
     
     Example:
     
     - I go to school.
     - He goes to school.

   - Subject + Do/Does + Not + Verb 1 + Object
     
     Example:
     
     - We do not go to school.
     - She does not go to school.

   ? Do/Does + Subject + Verb 1 + Object?
     
     Example:
     
     - Do you go to school?
     - Does he go to school?

2. Nominal

   + Subject + to be (is, am, are) + Non Verb (Noun, Adjective, Adverb)
     
     Example:
     
     - I am a student.
     - She is a smart girl.

   - Subject + to be + not + Non Verb (Noun, Adjective, Adverb)
     
     Example:
     
     - They are not in the library.
     - He is not my best friend.

   ? To be + subject + Non Verb (Noun, Adjective, Adverb)
     
     * Are you happy?
*  * Is she your sister?  

III. METODE PEMBELAJARAN  
1. Tanya Jawab  
2. Discussion  
3. Evaluation  

IV. KKM : 77  

V. LANGKAH-LANGKAH KEGIATAN  

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Uraian</th>
<th>Waktu</th>
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<tbody>
<tr>
<td>Kegiatan Awal</td>
<td>Pendahuluan :</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doa, salam pembuka dan mendata kehadiran siswa</td>
<td>15’</td>
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<tr>
<td></td>
<td>Memberi stimulus kepada siswa tentang materi yang akan di pelajari</td>
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</tr>
<tr>
<td></td>
<td>Memberitahu siswa kompetensi dasar yang ingin dicapai dalam proses pembelajaran ini</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Inti</td>
<td>Eksplorasi:</td>
<td>60’</td>
</tr>
<tr>
<td></td>
<td>Guru memberikan contoh kalimat mengenai Simple Present Tense.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa dibagi menjadi kelompok – kelompok yang terdiri dari 4 orang untuk masing-masing kelompok</td>
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<tr>
<td></td>
<td>Elaborasi:</td>
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<tr>
<td></td>
<td>Siswa menganalisa contoh kalimat Simple Present Tense.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa menentukan rumus Simple Present Tense.</td>
<td></td>
</tr>
<tr>
<td>Kegiatan Akhir</td>
<td>Guru memberikan evaluasi pembelajaran dengan menyajikan beberapa soal untuk di kerjakan secara individu.</td>
<td>20’</td>
</tr>
<tr>
<td>---------------</td>
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<tr>
<td></td>
<td>Guru memberikan tugas (pekerjaan rumah)</td>
<td></td>
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<tr>
<td></td>
<td>Guru menutup pembelajaran dengan doa.</td>
<td></td>
</tr>
</tbody>
</table>

### VI. ALAT, BAHAN DAN SUMBER BELAJAR
- Sumber Belajar
  a. English for SMK
  b. Basic English Conversation
- Alat dan Bahan
  a. Marker
  b. Laptop
  c. LCD
VII. PENILAIAN
   a. Jenis Tagihan   : Tugas individu dan kelompok
   b. Bentuk Soal     : Tes Tertulis, Tes Lisan (Presentasi hasil diskusi)
   c. Instrumen       : Terlampir
Butir Soal Tertulis:

Pre – Test

Complete the following sentences using the words in the box!

My Brother is a Postman

I have a brother. His name is Johny. He is a postman. My brother works at the Central Post Office. Everyday, he delivers letters to many people. He usually starts his job at 8 a.m. First, he goes to the addresses near his office. Then he continues to the addresses far from his office. He stops working at 2 p.m. He never bored with his job. He is happy to be a postman.

<table>
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<th>Is</th>
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<tbody>
<tr>
<td>Deliver</td>
<td>His</td>
<td>Work</td>
<td>Usually</td>
</tr>
</tbody>
</table>

Kunci Jawaban

My Brother is a Postman

I have a brother. His name is Johny. He is a postman. My brother works at the Central Post Office. Everyday he delivers letters to many people. He usually starts his job at 8 a.m. First, he goes to the addresses near his office. Then he continues to the addresses far from his office. He stops working at 2 p.m. He never bore with his job. He is happy to be a postman.

Nilai : (Jumlah nilai yang benar + 2) x 10 = 100
Post – Test

Complete the following sentences using the words in the box!

My Brother is a Postman

I have a brother. His name (1)..... Johny. He is a (2)............. . My brother (3) ............ at the Central Post Office. Everyday, he (4) ............... letters to many people. He (5) ........... starts his job at 8 a.m. First, he (6) .......... to the addresses near his office. Then he continues to the addresses far from (7) ......... office. He stops working at 2 p.m. He never bored with his job. He is (8) .......... to be a postman.

<table>
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<tbody>
<tr>
<td>Deliver</td>
<td>His</td>
<td>Work</td>
<td>Usually</td>
</tr>
</tbody>
</table>

Kunci Jawaban

My Brother is a Postman

I have a brother. His name is Johny. He is a **postman**. My brother **works** at the Central Post Office. Everyday he **delivers** letters to many people. He **usually** starts his job at 8 a.m. First, he **goes** to the addresses near his office. Then he continues to the addresses far from **his** office. He stops working at 2 p.m. He never bored with his job. He is **happy** to be a postman.

Nilai : (Jumlah nilai yang benar + 2) x 10 = 100

Salatiga, 17 April 2018

Guru Bahasa Inggris

Risda Mila Shanti, S.Pd
3. Lesson Plan of Cycle 2
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMK MUHAMMADIYAH

SALATIGA
Kompetensi Keahlian : Semua Keahlian
Mata Pelajaran : BAHASA INGGRIS
Kelas/Semester : XI / 3
Alokasi Waktu : 2 x 45 menit
Standar Kompetensi : Berkomunikasi Bahasa Inggris setara level Novice

Kompetensi Dasar : Merinci tugas pekerjaan dan latar belakang pendidikan yang dimilikinya secara lisan dan tulisan

Indikator : Bentuk kata kerja digunakan dalam Simple Present dengan tepat untuk menerangkan tugas dan pekerjaan berbagai macam profesi.

VIII. TUJUAN PEMBELAJARAN
Dengan metode tanya jawab:
Siswa dapat mengetahui bentuk kata kerja dasar.

Dengan metode Discussion:
Siswa dapat mengetahui rumus verbal dan nominal Simple Present Tense.

Dengan metode Corse Review Horay:
a. Siswa dapat membuat kalimat Simple Present Tense.
b. Siswa dapat membuat sebuah paragraph menggunakan kalimat

Simple Present Tense

MATERI AJAR

Simple Present Tense

Simple Present Tense adalah bentuk waktu yang digunakan untuk menyatakan suatu kegiatan yang terjadi saat ini, kegiatan yang dilakukan secara berulang – ulang, atau untuk menyatakan kejadian yang bersifat fakta.

Pattern:

3. Verbal
   + Subject + Verb 1 (s/es) + Object
     Example:
     - I go to school.
     - He goes to school.
   - Subject + Do/Does + Not + Verb 1 + Object
     Example:
     - We do not go to school.
     - She does not go to school.
   ? Do/Does + Subject + Verb 1 + Object?
     Example:
     * Do you go to school?
     * Does he go to school?

4. Nominal
   + Subject + to be (is, am, are) + Non Verb (Noun, Adjective, Adverb)
     Example:
     - I am a student.
     - She is a smart girl.
   - Subject + to be + not + Non Verb (Noun, Adjective, Adverb)
     Example:
     - They are not in the library.
- He is not my best friend.

? To be + subject + Non Verb (Noun, Adjective, Adverb)

* Are you happy?
* Is she your sister?

METODE PEMBELAJARAN

4. Tanya Jawab
5. Discussion
6. Course Review Horay

IX. KKM : 77

X. LANGKAH-LANGKAH KEGIATAN

<table>
<thead>
<tr>
<th>Kegiatan</th>
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- Doa, salam pembuka dan mendata kehadiran siswa  
- Memberi stimulus kepada siswa tentang materi yang akan di pelajari  
- Memberitahu siswa kompetensi dasar yang ingin dicapai dalam proses pembelajaran ini | 15’   |
| Kegiatan Inti | **Eksplorasi:**  
- Guru memberikan contoh kalimat mengenai Simple Present Tense.  
- Siswa dibagi menjadi kelompok – kelompok yang terdiri dari 4 orang untuk masing-masing kelompok. | 60’   |
Siswa diminta untuk membuat kotak dan menuliskan nomor 1 – 9 pada kotak tersebut.

**Elaborasi:**
- Guru memilih nomor secara acak kemudian membacakan soal yang ada di nomor tersebut.
- Siswa menuliskan jawaban pada kotak yang nomornya di sebut guru.
- Guru dan siswa mendiskusikan soal yang telah diberikan.
- Siswa memberi tanda check list jika jawabannya benar dan berteriak “Horay”.

**Konfirmasi:**
- Guru mengklarifikasi dan menyimpulkan hasil diskusi.
- Guru menanyakan kesulitan siswa dalam memahami materi Simple Present Tense.

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru memberikan evaluasi pembelajaran dengan menyajikan beberapa soal untuk di kerjakan secara individu.</td>
</tr>
<tr>
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</tbody>
</table>

20’
XI. ALAT, BAHAN DAN SUMBER BELAJAR
- Sumber Belajar
  c. English for SMK
d. Basic English Conversation
- Alat dan Bahan
  d. Marker
e. Kertas
  f. Botol

XII. PENILAIAN
  d. Jenis Tagihan : Tugas kelompok
e. Bentuk Soal : Tes Tertulis, Tes Lisan (Presentasi hasil diskusi)
f. Instrumen : Terlampir

A. Butir Soal Tertulis:
➢ Pre – Test & Post Test

Answer the question with the best answer!

1. A :...................... (Does he write / Do he write) a lot of letters?
   B : Yes, ............... (He does / He do).

2. a. Melinda................. (read/reads) a newspaper.
   b. My mother and I .............. (cook/cooks) some cakes in the kitchen.

3. Mr. Wahid ..........(1) my grandfather who is also my best friend. My grandfather is sixty-four years old and he is retired now, so he has plenty of time to play with me. I....... (2) him very much and I know he really loves me too. We ....... (3) a lot of time together.

4. (+) Her Grandfather drinks coffee every morning.
(-) Her Grandfather ................ (does not drink / does not drinks) coffee every morning.

(?) ......................... (Do/Does) her grandfather ............
(drinks/drink) coffee every morning?

5.
   a. (buy)       My sister .......... rice in the grocery store.
   b. (play)      I .................... It in tennis course.

6.
   a. Dimas .......... (is/are) the most handsome boy in his class.
   b. Mrs. Lolita and Mrs. Tiara ........ (am/are) the best teacher
      in their school.

7. Dottie ...... (1) a Dalmatian. She has a slim body and four long legs. She ...... (2) thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He is very strong. I always ................ (3) of my dogs every day.

Has
Is
Take care

8.
   a. Does Jane (buy, buys) a dictionary in a bookstore?
   b. Do children (play, plays) in the yard.
   c. Your father (gets up, get up) early in the morning.

9.
   a. The secretary .......... (open) the mail every morning.
   b. Living in London ...... (to be) more expensive than New York.
   c. Clara’s and Diana’s hair ........ (to be) curly.

Kunci Jawaban
1. A : Does he write a lot of letters?
   B : Yes, He does.
2.  
c. Melinda reads a newspaper.  
d. My mother and I cook some cakes in the kitchen.

3. Mr. Wahid is my grandfather who is also my best friend. My grandfather is sixty-four years old and he is retired now, so he has plenty of time to play with me. I love him very much and I know he really loves me too. We spend a lot of time together.

4. (+) Her Grandfather drinks coffee every morning.  
(-) Her Grandfather does not drink coffee every morning.  
(? ) Does her grandfather drink coffee every morning?

5.  
c. (buy) My sister buys rice in the grocery store.  
d. (play) I play it in tennis course.
6. 
c. Dimas is the most handsome boy in his class.
d. Mrs. Lolita and Mrs. Tina are the best teacher in their school.

7. 
Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He is very strong. I always take care of my dogs every day.

<table>
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<th>Take care</th>
</tr>
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</table>

8. 
a. Does Jane buy a dictionary in a bookstore?
b. Do children play in the yard?
c. Your father gets up early in the morning.

9. 
a. The secretary opens the mail every morning.
b. Living in London is more expensive than New York.
c. Clara’s and Diana’s hair are curly.

Salatiga, 24 April 2018
Guru Bahasa Inggris

Risda Mila Shanti, S.Pd
My Brother is a Postman

I have a brother. His name is Johny. He is a Postman. My brother (3) works at the Central Post Office. Everyday he delivers letters to many people. He usually starts his job at 8 a.m. First, he delivers to the addresses near his office. Then he continues to the addresses far from his office. He stops working at 2 p.m. He never bored with his job. He is happy to be a postman.

Postman - Go - Happy - Is -
Deliver - His - Work - Usually -

My Brother is a Postman

I have a brother. His name is Johny. He is a Postman. My brother (3) delivers at the Central Post Office. Everyday he delivers letters to many people. He usually starts his job at 8 a.m. First, he delivers to the addresses near his office. Then he continues to the addresses far from his office. He stops working at 2 p.m. He never bored with his job. He is happy to be a postman.
My Brother is a Postman

I have a brother. His name is Johny. He is a postman. My brother works at the Central Post Office. Everyday he delivers letters to many people. He usually starts his job at 8 a.m. First, he goes to the addresses near his office. Then he continues to the addresses far from his office. He stops working at 2 p.m. He never bored with his job. He is to be a postman.

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</table>

Name: Anas Muana
Class: X1 TB

My Brother is a Postman

I have a brother. His name is Johny. He is a postman. My brother works at the Central Post Office. Everyday he delivers letters to many people. He usually starts his job at 8 a.m. First, he goes to the addresses near his office. Then he continues to the addresses far from his office. He stops working at 2 p.m. He never bored with his job. He is to be a postman.

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My Brother is a Postman

I have a brother. His name (1) is Johny. He is a (2) Postman. My brother (3) works at the Central Post Office. Everyday he (4) delivers letters to many people. He usually starts his job at 8 a.m. First, he (6) goes to the addresses near his office. Then he continues to the addresses far from (7) his office. He stops working at 2 p.m. He never bored with his job. He is (8) happy to be a postman.

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My Brother is a Postman

I have a brother. His name is Johno. He is a Postman. My brother works at the Central Post Office. Everyday he delivers letters to many people. He usually starts his job at 8 a.m. First, he goes to the addresses near his office. Then he continues to the addresses far from his office. He stops working at 2 p.m. He never bored with his job. He is happy to be a postman.

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<td>Work</td>
<td>Usually</td>
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</tbody>
</table>
6. The result of Pre - Test Cycle 2

1. A: **does** write. (Does he write / Do he write) a lot of letters?
   B: Yes, **he** does. (He does / He do).

2. a. Melinda...**reads**... (read/reads) a newspaper.
   b. My mother and I...**cook**... (cook/cooks) some cakes in the kitchen.

3. Mr. Wahid. Is... (1) my grandfather who is also my best friend. My grandfather is sixty-four years old and he is retired now, so he has plenty of time to play with me. I... (2) him very much and I know he really loves me too. We spend... (3) a lot of time together.

4. (+) Her Grandfather drinks coffee every morning.
   (-) Her Grand Father does not drink coffee every morning.
   (?) does... (Do/Does) her grand father... (drinks/drink) coffee every morning?

5. a. (buy) My sister **buys**... rice in the grocery store.
    b. (play) I... play... It in tennis course.

6. a. Dimas... (is/are) the most handsome boy in his class.
    b. Mrs. Lolita and Mrs. Tiara are... (am/are) the best teacher in their school.
7. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and spots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He is very strong. I always take care of my dogs every day.

| Has | Is | Take care |


b. Do children play in the yard? Children play in the yard.

c. Your father gets up early in the morning. Your father gets up early in the morning.

9. a. The secretary opens the mail every morning.

b. Living in London is more expensive than New York.

   c. Clara’s and Diana’s hair are (to be) curly.
1. A: Does he write a lot of letters?  
   B: Yes, he does. (He does / He do).

2. a. Melinda reads a newspaper.  
   b. My mother and I cook some cakes in the kitchen.

3. Mr. Wahid is my grandfather who is also my best friend. My grandfather is sixty-four years old and he is retired now, so he has plenty of time to play with me. I spend a lot of time with him very much and I know he really loves me too. We spend a lot of time together.

4. (+) Her Grandfather drinks coffee every morning.  
   (-) Her Grandfather does not drink coffee every morning.  
   (?) Her Grandfather drinks coffee every morning?

5. a. (buy) My sister buys rice in the grocery store.  
   b. (play) I play. It is in the tennis course.

6. a. Dimas is the most handsome boy in his class.  
   b. Mrs. Lolita and Mrs. Tiara are the best teacher in their school.

7. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He is very strong. I always take care of my dogs every day.
8. a. Does Jané (bun buys) a dictionary in a bookstore?
b. Do children (play plays) in the yard.
c. Your father (gets up get up) early in the morning.

9. a. The secretary (open)... (open) the mail every morning.
b. Living in London (be) more expensive than New York.

Clara’s and Diana’s hair (be) (to be) curly.
7. The result of Post - Test Cycle 2

1. A: Does he write a lot of letters? B: Yes, he does.

2. a. Melinda reads a newspaper. b. My mother and I cook some cakes in the kitchen.

3. Mr. Wahid is my grandfather who is also my best friend. My grandfather is sixty-four years old and he is retired now, so he has plenty of time to play with me. I love him very much and I know he really loves me too. We spend a lot of time together.

4. (+) Her Grandfather drinks coffee every morning. (-) Her Grandfather does not drink coffee every morning. (?) Does her grandfather drink coffee every morning?

5. a. (buy) My sister buys rice in the grocery store. b. (play) I play tennis.

6. a. Dimas is the most handsome boy in his class. b. Mrs. Lolita and Mrs. Tiara are the best teachers in their school.

7. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He is very strong. I always take care of my dogs every day.


9. a. The secretary opens the mail every morning. b. Living in London is more expensive than New York. c. Clara's and Diana's hair is curly.
1. A: (Does he write) Do he write a lot of letters?  
   B: Yes, (He does) He do.
   a. Melinda:(reads) a newspaper.
   b. My mother and I (cook) some cakes in the kitchen.

2. Mr. Wahid is my grandfather who is also my best friend. My grandfather is sixty years old and he is retired now, so he has plenty of time to play with me. I like him very much and I know he really loves me too. We (spend) a lot of time together.

3. Spend |  
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Is</td>
</tr>
<tr>
<td>Love</td>
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4. (+) Her Grandfather drinks coffee every morning.  
(-) Her Grandfather does not drink coffee every morning.  
(?) Does her grand father drink coffee every morning?

5. a. (buy) My sister buys rice in the grocery store.  
b. (play) I play tennis. It is in a tennis course.

6. a. Dimas is the most handsome boy in his class.  
b. Mrs. Lolita and Mrs. Tiara are the best teacher in their school.

7. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He is very strong. I always take care of my dogs every day.

8. Has |  
<table>
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<tr>
<td>Take care</td>
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</table>

9. a. Do children play in the yard?
   b. The secretary opens the mail every morning.
   c. Clara's and Diana's hair are (to be) curly.

Nama: Anar Muana (62)  
Hoik Kunnguk (10)

Kelas: x 1 - TB  
Kelompok: 4  

\[ N = (19 + 2) \times 9 = (21) \times 9 = 189 \]
8. Photos Documentation of Cycle 1 & Cycle 2

Pict 1.1 & 1.2 The students did the pre test of cycle 1

Pict 1.3 & 1.4 The students attended the teacher explanation in the cycle 1

Pict 1.5 & 1.6 The students did the post test in the cycle 1
Pict 1.7 Learning Media in the cycle 2

Pict 1.9 & 1.10 The students did a pre test in the cycle 2
Pict 1.11 & 1.12 The English teacher explained the materials in the cycle 2

Pict 1.13 & 1.14 The students did the post test in cycle 2
Nomor : B-28/In.21/D1.1/PP.07.3/02/2018
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Kepada

Yth. Hammam, S.Pd., M.Pd., Ph.D.

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : Irma Innayati Fauziyyah
NIM : 113 – 14 – 021
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF COURSE REVIEW HORAY TO INCREASE STUDENTS’ WRITING ABILITY IN DESCRIPTIVE TEXT IN ELEVENTH GRADE OF SMK MUHAMMADIYAH SALATIGA

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

[Signature]

Dekan, Bidang Akademik

M.Phil.

M.17 199603 1004

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
Nomor : B-GS/In.21/D1.1/PN.03.1/04/2018    Salatiga, 9 April 2018
Lamp : Proposal Penelitian.
Hal : Permohonan Izin Penelitian

Kepada
Yth. Kepala SMK Muhammadiyah Salatiga
Di Salatiga

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa :
Nama : Irma Innayati Fauziyyah
NIM : 113 – 14 – 021
Program Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah :

THE USE OF COURTS REVIEW HORAY TO INCREASE STUDENTS’ WRITING ABILITY IN SIMPLE PRESENT TENSE IN ELEVENTH GRADE OF SMK MUHAMMADIYAH SALATIGA IN THE ACADEMIC YEAR OF 2018/2019

Dosen Pembimbing : Hammam, S.Pd., M.Pd., Ph.D.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMK Muhammadiyah Salatiga, mulai tanggal 17 April 2018 s/d selesai.

Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

[Signature]
Dekan,
Wakil Dekan Bidang Akademik
P.G., M.Phil.
NIP. 19690617 199603 1004
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Irma Innayati Fauziyyah  
NIM : 113 – 14 – 021  
Dosen Pembimbing : Hammam, S.Pd., M.Pd., Ph.D.  

Judul Skripsi pada surat penunjukan pembimbing skripsi : **THE USE OF COURSE REVIEW HORAY TO INCREASE STUDENTS’ WRITING ABILITY IN SIMPLE PRESENT TENSE IN ELEVENTH GRADE OF SMK MUHAMMADIYAH SALATIGA IN THE ACADEMIC YEAR OF 2018/2019.**

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Dosen Pembimbing,  

Hammam, S.Pd., M.Pd., Ph.D.  
NIP. 19730810 200003 1 001

Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
SATUAN KETERANGAN KEGIATAN

Nama : Irma Innayati Fauziyyah  
Jurusan : TBI
NIM : 113 – 14 – 021  
Dosen Pembimbing Akademik : Dr. Miftahuddin, M.Ag.

<table>
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<th>No</th>
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<tr>
<td>1.</td>
<td>OPAK STAIN SALATIGA 2014 dengan tema Aktualisasi Gerakan Mahasiswa Beretika, Disiplin dan Berfikir Terbuka”</td>
<td>19 Agustus 2014</td>
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<td>ORIENTASI DASAR KEISLAMAN dengan tema” Pemahaman Islam Rahmatan Lil ‘alamin sebagai Langkah Awal Menjadi Mahasiswa Berkarakter ”</td>
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<td>Talk Show Al Khidmah Kampus Kota Salatiga dengan tema “Ciptakan Karakter Mahasiswa Religius dan Berahlaq Mulia”</td>
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<td>Seminar Nasional Himpunan Mahasiswa Program Studi AS dengan tema “Perlindungan Hukum terhadap Usaha Mikro Menghadapi Pasar Bebas ASEAN”</td>
<td>08 Desember 2014</td>
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<td>Pendidikan Latihan Dasar VI STAljN SPORT CLUB (SSC) STAIN Salatiga Tahun 2015</td>
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<td>Kegiatan Apresiasi &amp; Talkshow Literasi dengan tema “Baca Saja Dulu Nanti Juga Paham”</td>
<td>12 Oktober 2017</td>
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<td>25 April 2018</td>
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<td>24.</td>
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<td>KM SEMAR dengan tema &quot;Literasi Media di Kalangan Pelajar dan Mahasiswa&quot;</td>
<td>05 Mei 2018</td>
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<td>29.</td>
<td>CERTIFICATE OF PARTICIPATION in National Seminar “Cerita Dari Negeri Anak Benua”</td>
<td>28 Juli 2018</td>
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**JUMLAH** 128

Salatiga, 04 September 2018
Mengetahui,
Wakil Dekan Bidang Administrasi
Kegiatan Pengembangan dan Keuangan

[Signature]

Dr. Yatchiratno, S.Ag., M.Pd.
DECLARATION AND PERMISSION FOR PUBLICATION

I have been marked below:

Name : Irma Innayati Fauziyyah
NIM : 113 – 14 – 021
Faculty : Teacher Training and Education Faculty
Department : English Education Department

Declares that this graduating paper is written by the researcher and it does not copy from others researchers. Theories and citations are used codes of ethics of writing for graduating paper. I give permission to publish graduating paper on IAIN Salatiga’s e-repository.

Salatiga, September 25th 2018

The researcher,

Irma Innayati Fauziyyah
NIM: 113 14 021