IMPROVING STUDENTS’ SIMPLE PRESENT TENSE MASTERY THROUGH TASK-BASED APPROACH
(Classroom Action Research at First Grade of Tarbiyatul Muballighin Islamic Boarding School English Course Reksosari, Suruh, Semarang 2010/2011)

A graduating paper
Submitted to the Board of Examiners in Partial Fulfillments of the Requirements for the Degree of Sarjana Pendidikan Islam (SPd.I) in English Education Department

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SALATIGA
2011
DECLARATION

BISMILLAHIRROHMANIRROHIM

Hereby the writer declares that this graduating paper is made by the writer himself, and it is not containing materials written and has been published by other people and other peoples’ idea except the information from the references.

The writer is capable to account to his graduating paper if in the future it can be proved of containing others’ idea or in fact, the writer imitates the others’ graduating paper.

Likewise, this declaration is made by the writer, and he hopes that this declaration can be understood.

Salatiga, August 4, 2011

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Attentive counselor notes

Case: Muhammad Arba’in’s Thesis

Dear
The Head of State Institute of Islamic Studies Salatiga

Assalamu’alaikum Wr. Wb.

After reading and correcting Muhammad Arba’in’s thesis entitled Improving Students’ Simple Present Mastery through Task-Based Approach (Classroom Action Research at First Grade of Tarbiyatul Muballighin Islamic Boarding School English Course Reksosari, Suruh, Semarang 2011), I have decided and would like to propose that it could be accepted in the Educational Faculty and I hope this thesis can be examined as soon as possible.
Wassalamu’alaikum Wr. Wb.

Counselor

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GRADUATING PAPER

IMPROVING STUDENTS’ SIMPLE PRESENT TENSE MASTERY THROUGH TASK-BASED APPROACH

(Classroom Action Search at First Grade of Tarbiyatul Muballighin Islamic Boarding School English Course Reksosari, Suruh, Semarang 2010/2011)

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Motto

Love yourself, then gives all the loves that you fell today

Today is good, tomorrow will be better; another time I will do it more correctly and seriously
Dedication

To my parents . . .

Who always make me feeling special,

To my brother and sisters (Mas Rohimad, Mb'novi, Dayah, Nurul). . .

Who make my life feeling happy,

To ARYZA . . .

Who cheers my days up,

And to Mr. Bahrurozi and his family, Ibu Lilik Jamilatun, Mb'Ma, D‘Vita and the big family of Tarbiyatul Muballighin Islamic Boarding School, who always teach me how to be a kind people, thanks . . .
ACKNOWLEDGMENT

In the name of Allah, the most gracious and merciful, the lord of universe. Because of Him, the writer could finish this thesis as one of the requirement for Sarjana Pendidikan in English Department of Educational Faculty of State Institute of Islamic Studies (STAIN) Salatiga in 2011.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

1. Dr. Imam Sutomo, M.Ag, the head of State Institute of Islamic Studies (STAIN) Salatiga.
2. Suwardi, M.Pd, S.Pd, as the chief of Educational Faculty
3. Mashlihatul Umami, S.PdI, M.A, as the chief of English department
4. Hanung Triyoko, S.S, M. Hum, M. Ed, as the writer's counselor who has educated, supported, directed and given the writer advices, suggestion, and recommendation for this thesis from beginning until the end.
5. All the lecturers in English Department
6. All the staff that have helped the writer in processing of thesis administration
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brother and sisters (Mas Rohmad, Mbak Novi, Dayah, Nurul) who always give their support for me.

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Finally this thesis is expected to be able to provide useful knowledge and information to the readers. The writer is pleased to accept more suggestion and contribution from the readers for the improvement of the thesis.

Salatiga, August 6, 2011

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ABSTRACT


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Keywords: Simple present tense, Mastery, Task, Task-Based Approach

Tense is the crucial thing in studying English. Everyone can study or use English written or oral well with tense, so students have to have this basic of English. Tarbiyatul Muballighin Islamic Boarding School English Course students have problems on tense mastery, especially simple present tense. This research will try to solve their problems and make the students interesting in grammar especially tense. This research used qualitative-quantitative classroom action research. Task-Based Approach which was the students as the core unit of teaching-learning process by doing task was chosen by the researcher to be the method of developing the students' mastery. There are three phase of Task-Based Approach; they are pre-task, task cycle which consists of task, planning and report, and language focus (analysis and practice). After doing this method, researcher concluded that students felt happy and satisfied when teaching-learning process occur. This research also gave pre-test and post-test to know the data of the improvement of the students' present tense mastery. From the score of pre-test, it showed that there is no one who got a good score category, but 56, 25% of the students got fairly category. In the other hand, many students are under the KKM. After doing this method, the researcher noted that most of them felt happy in the grammar class. 50% of the students got a good score category and 12, 5% or two students reached very good score category. The other students or 37, 5% were in fairly good score category and there was no one who had fairly score category, so it can be said that task-based approach is one of the appropriate methods in teaching grammar.
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CHAPTER I

INTRODUCTION

This chapter presents introduction which covers Background of the study, Statements of the problems, Purposes of the study, Significance of the study, Limitation of the study, Review of Previous Research, Definition of the key terms, and Paper outline.

1.1 Background of the study

Language learning can become very important to the human being. It will help people communicate to each other around the world. Language is special skill which is complex to communicate ideas or feelings by using signs, voices, gestures, or codes (Brown Douglas, H. 2007: 6). As a part of language, grammar, especially tense, is a very crucial thing in studying English. It may be impossible, everyone can use English written or oral well, if they don’t know and understand about tense.

According to J.C. Nesfield (1948) in Fuad Mas’ud (1996: 26), tense is the verb form which shows the activity time and perfect level of the activities that happen. Tense is also a verb form which shows the time of an action or event (Michael Swan, 1995: p xxix). It is different from Indonesia. English has tenses, but Indonesia, verb, for instance “membawa”, will be used in the same form although the time expression is different. In the other hand, the verb “bring” in
English will change as the time expression that happens. Let’s take a look at the figure below:

_Figure 1.1: The differences between English and Indonesia in using tense_

<table>
<thead>
<tr>
<th>No</th>
<th>Indonesia</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya membawa radio kemarin</td>
<td>I brought radio yesterday</td>
</tr>
<tr>
<td>2</td>
<td>Saya selalu membawa radio</td>
<td>I always bring radio</td>
</tr>
<tr>
<td>3</td>
<td>Saya akan membawa radio besok</td>
<td>I will bring radio tomorrow</td>
</tr>
</tbody>
</table>

According to J.C. Nesfield (1948: p.8.) in Fuad Malud (1996: 26), there are 3 tenses which are related to the time in English. They are present tense, past tense, and future tense. He also says that each tense has 4 different forms (simple (indefinite), continuous (progressive), perfect and perfect continuous). So, they are 12 tenses in English.

One of the tenses in English is simple present tense. It expresses daily habits or usual activities and general statements of facts (Betty Schrampfer Azar, 1992: 3). George Davidson (2003: 201) adds that simple present tense also used to talk about something that is happening at or round about the time of speaking or about situation that will only last for a limited period of time. Davidson (2003: 203) explains that simple present tense is used rather than the present continuous tense to describe actions that are happening at the time.
Based on the explanation above, students feel difficult to identify how to use verbs in English, because they usually use the same verbs in Indonesia. Furthermore, there are some reasons why they feel hard to study English especially tenses mastery. Most of them are confused to use the appropriate verbs which one is added by “S” or without “S” and auxiliary verbs, to change from positive into negative or interrogative sentence, and to make a difference between verbs and complements (adjective, noun, and adverb). The most important thing is they are worried about making mistakes.

From the problems identifications above, the researcher find the first students class problems of Tarbiyatul Muballighin Islamic Boarding School English Course Reksosari Suruh Semarang 2011. The students have difficulties of tense mastery especially simple present tense. The teacher does Classroom Action Research which by Task-Based Approach as the method to solve the students' problems, and to make interesting and increase students motivation.

Action research combines as substantive act with a research procedure; it is an action disciplined by inquiry, a personal attempt at understanding while engaged in process of improvement and reform (Hopkins, 1949: 44). So, Classroom Action Research is monitoring of learning process by action which is expressly appeared and done in the classroom by teacher.
Selecting and choosing the most appropriate method in language learning is very important way to make easier learning to the students. Richards (1993) in Ruwandi’s language teaching journal (2010: 73) categories the methods into two kinds namely, classical methods (Grammar Translation, Direct Method, And Audio lingual Method) and the modern method of language teaching. The sub methods that come into being are for instance; Task-Based Approach, Reading-Based Approach, Pragmatic Approach, Comprehension-Based Approach, and etc.

To make a good mastery of tenses especially simple present tense, the researcher chooses and uses Task-Based Approach during the teaching-learning process. Richards (2001: 223) explains that Task-Based Language Teaching is an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Nunan (1989: 10) in Richards (2001: 224) offers the definition that the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right, it is the reason why researcher uses task-based approach. It means students practice the tenses directly by task.

After considering all above the reasons, the researcher would like to conduct a research to know whether students improve their mastery on simple
present tense by using task-based approach. Furthermore, task-based approach can be used as an effective method in teaching tenses. Based on the reasons, the writer is interested in conducting a research entitles:

"IMPROVING STUDENTS’ SIMPLE PRESENT TENSE MASTERY THROUGH TASK-BASED APPROACH (Classroom Action Research at First Grade of Tarbiyatul Muballighin Islamic Boarding School English Course Reksosari, Suruh, Semarang, 2010/2011)"

1.2. Statements of the problems

Based on the background above, the problems of the study are formulated as the following:

1.2.1. Is there any improvement of students’ mastery on simple present tense by using task-based approach?

1.2.2. How is the teaching learning situation when task-based approach is implemented in the class?

1.3. Purposes of the study

Improving the students’ mastery on simple present tense is the general purpose of this study. There are objectives of this research which are to get information about:
1.3.1. The students' improvement of simple present tense mastery by using task-based approach.

1.3.2. The satisfying teaching-learning situation when task-based approach is implemented in the class.

4. Significance of the study

The writer really hopes the result of this research can be useful for:

1.4.1. Teachers

The teachers can improve their teaching tenses by using task-based approach and also the study will contribute to the effort better ways of learning grammar.

1.4.2. Students

The result of the study is an important factor for their success in tenses mastery and also the students become interested in grammar by using task-based approach. So, they can express their ideas in real situation.
1.4.3. Further researches

By knowing the result of this study, they can find out the alternative way of learning grammar, especially to improve their simple present tense mastery.

5. Limitation of the Study

There are many approaches which can be used in learning grammar. In this research, the writer would like to limit the scope of the study in simple present tense and task-based approach as the method of language teaching in the classroom.

6. Review of Previous Research

The researcher takes a look from the related previous researches. "AN ERROR ANALYSIS OF ENGLISH SIMPLE PRESENT TENSE OF THE SECOND YEAR STUDENTS OF SMP N 1 SUSUKAN REGENCY OF SEMARANG IN THE ACADEMIC YEAR 2003/' 2004" is the first research title which is researched by Agus Saifudin, the student of English Department and Education Faculty State Islamic Studies Institute (STAIN) Salatiga.

Agus Saifudin designed quantitative action research which used population, sample, and sampling. The writer used interview method and test to collect data. The researcher found the problems in learning simple present tense
are; the limited exchequer of words, the worse of English grammar mastery, and the infrequently of using English or drill in English lesson. The researcher advises several methods to solve those problems. One of them is the teacher should explain the material firstly, and emphasizes the differences between Indonesia and English pattern, both in grammar or structure.

The researcher also reads *THE EFFECTIVENESS OF SPEAKING INSTRUCTION THROUGH TASK-BASED LANGUAGE TEACHING* in language and language teaching journals. This study is delivered by Noor Malihah, the lecturer of English Department of Education Faculty State Islamic Studies Institute (STAIN) Salatiga.

In this journal, she used task-based language teaching concerning on speaking ability. She explained that teaching speaking is not only asking students to repeat or memorize dialogue, but also to communicate in the real situations. She found many students’ problem, as like less talkative, and feeling foolish. Most of them don’t have confidence to speak. She gave an alternative approach to solve those problems. She implemented task-based language teaching which is concerning on performing of activities.

7. Definition of the key terms

1.7.1. Improve means become or make something or somebody better (Oxford Learner’s Pocket Dictionary (3rd ed), 2003: 216).
1.7.2. Students are persons who are studying at college, university and secondary school or any person interested in particular subject (Oxford Learner's Pocket Dictionary (3rd ed). 2003: 429).

1.7.3. Simple Present Tense is a present form made without an auxiliary verb (Michael Swan 1995: p xxvii).

1.7.4. Task is a piece of work that has to be done (Oxford Learner's Pocket Dictionary (3rd ed). 2003: 442).

1.7.5. Task-Based Approach which is also called Task-Based Learning or Language Teaching is an approach based on the use of task as the core unit of planning and instruction in language teaching (Richards. 2001: 223).

1.7.6. Mastery means great skillfulness and knowledge of some subjects or activities (http://www.audioenglish.net/dictionary/mastery.htm)

1.8. Paper outline

Chapter I INTRODUCTION contains of Background of the study, statements of the problems, purposes of the study, significance of the study, Limitation of the study, Review of Previous Research, Definition of the key terms, and paper outline.
Chapter II THEORITICAL FRAMEWORK contains of Simple Present Tense, Task, and Task-based Approach. Chapter III RESEARCH METHOD contains of Designs, Setting and Research Subject, Technique of Collecting Data, and Data Analysis method. Chapter IV RESULT AND DISCUSSION contains of Data Analysis and Discussion. Chapter V CLOSURE contains of Conclusion and suggestion.
CHAPTER II
LITERATURE REVIEW

In this chapter, the writer explains the simple present tense, task and task-based approach.

1.1 Simple Present Tense

2.1.1 The formula of simple present tense

Uun Nurcahyanti and Luluk Maslacha (2002: 15) explain that,

"... Verb merupakan pra-syarat utama kalimat bahasa Inggris, sedang predikat dalam kalimat bahasa Indonesia tidak selalu kata kerja. Ada kalimat verbal (kalimat yang principle verb-nya selain to be) dan kalimat nominal (kalimat yang principle verb-nya berupa to be (is, am, are, was, were, and been))."

Verb is the main requirement of English sentence but in Indonesia is not always verb. There are verbal and nominal sentence.

a. Verbal sentence

Verb is the predicate of the sentence.

*Figure 2.1: the formula of verbal sentence.*

<table>
<thead>
<tr>
<th>Type</th>
<th>Formula</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>S+ V1 (s/ es) + O</td>
<td>She speaks English</td>
</tr>
<tr>
<td>Negative</td>
<td>S+ do/ does+ not+ V1+ O</td>
<td>She does not speak English</td>
</tr>
<tr>
<td>Interrogative</td>
<td>Do/ Does+ S+ V1+ O?</td>
<td>Does she speak English?</td>
</tr>
</tbody>
</table>

*Adapted from Betty Schrampfer Azar (1992: 3)*
b. Nominal sentence

A sentence with be as the main verb has three basic patterns (Azar, 1941: A5)

i. be + a noun

ii. be + an adjective

iii. be + a prepositional phrase (adverb)

*Figure 2.2: the formula of nominal sentence*

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>S+ (is, am, are) + Complement</th>
<th>She is beautiful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>S+ (is, am, are) + not+ Complement</td>
<td>She is not beautiful</td>
</tr>
<tr>
<td>Interrogative</td>
<td>(Is, Am, Are) + S+ Complement?</td>
<td>Is she beautiful?</td>
</tr>
</tbody>
</table>

2.1.2 The usage of simple present tense

George Davidson (2004: 201-206) explains several functions of simple present tense:

a. The simple present tense is used to talk about facts or things that are generally true.

*E.g. John works in a bank.*

b. The simple present tense is also used to talk about repeated action.

*E.g. Bob plays football on Saturdays.*
c. In certain special cases, the simple present tense is used rather than the present continuous tense to describe actions that are happening at the time.

E.g. Mary plays piano. (a general fact; Mary knows how to play the piano, or she often plays the piano)

d. Both simple present tense and present continuous tense can be used to refer to future events or actions.

E.g. The concert begins at 7.30.

In general, Azar (1989: 2) states that the simple present tense expresses events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

2.1.3 Subject verb agreement of simple present tense

a. Verbal sentence

Thomson and Martinet (1986: 159) say that in the affirmative, the simple present tense has the same form as the infinitive but adds an ‘S’ for the third person singular.
### Figure 2.3: the subject–verb agreement of verbal sentence

<table>
<thead>
<tr>
<th></th>
<th>Simple present tense</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject</strong></td>
<td><strong>Verb</strong></td>
</tr>
<tr>
<td><strong>Affirmative</strong></td>
<td>She, he, it, and the name of people</td>
</tr>
</tbody>
</table>

For negative and interrogative sentence use auxiliary do or does.

<table>
<thead>
<tr>
<th><strong>Negative and Interrogative</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>She, he, it, and the name of people</strong></td>
<td><strong>does</strong></td>
</tr>
<tr>
<td><strong>They, we, I and you</strong></td>
<td><strong>do</strong></td>
</tr>
</tbody>
</table>

*Adapted from Azar (1992: 3)*

### Figure 2.4: spelling of third person singular forms

<table>
<thead>
<tr>
<th>Most verbs:</th>
<th>Work</th>
<th>Add –s to infinitive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>works</td>
<td>Sit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stay</td>
</tr>
<tr>
<td>Verb ending in consonant + y change y to i and f add –es</td>
<td>Cry</td>
<td>cries</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hurry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reply</td>
</tr>
<tr>
<td>Verbs ending –s, -z, -ch, -sh, or –x</td>
<td>Miss</td>
<td>misses</td>
</tr>
<tr>
<td>Ad –es to infinitive</td>
<td>Buzz</td>
<td>buzzes</td>
</tr>
<tr>
<td></td>
<td>Watch</td>
<td>watches</td>
</tr>
<tr>
<td></td>
<td>Push</td>
<td>pushes</td>
</tr>
</tbody>
</table>
### b. Nominal sentence

*Figure 2.5: the subject to be agreement*

<table>
<thead>
<tr>
<th>Subject</th>
<th>To be</th>
</tr>
</thead>
<tbody>
<tr>
<td>She, he, it, and the name of people</td>
<td>is</td>
</tr>
<tr>
<td>They, we, and you</td>
<td>are</td>
</tr>
<tr>
<td>I</td>
<td>am</td>
</tr>
</tbody>
</table>

#### 2.1.4 The time signal of simple present tense

When we talk about permanent situations or about things that happen regularly or all the time not just around now), we usually use the simple present (Swan, 1995: 457)

J.C. Nesfield (1948) in Fuad Mas’ud (1996: 27) adds the simple present tense is used with adverbial of time, adverbial of place, adverbial of frequently and etc as like:
2. Task

2.2.1 The definition of task

To know the concept of task, the first thing that everyone has to do is decide what they mean by that term.

There are many people write the definitions of task. There are differences between educational side and others to define what task is. Long (1985: 89) in Nunan (1989: 5) defines "a task is a piece of work undertaken for one self or for others, freely or for some reward". Thus, examples of tasks include dressing a child, buying a pair of shoes, borrowing a library book, typing a letter, and etc. in other words, by ‘task’ is meant the hundred and one things people do in everyday life, at work, at play, and in between.

When the real world activities are implemented to the classroom, tasks become pedagogical in nature. Ellis (2003: 16) in Nunan (2004: 3)
defines "a pedagogical task is a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed". To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

Finally, Nunan (2004: 4) defines:

...a pedagogical task is a piece of classroom work that involves learners comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning and in which the intention is to convey meaning rather than to manipulate form.

(David Nunan: 2004)

The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, middle and an end.
2.2.2 Characteristic of task

Skhean (1998) in Nunan (2004: 3), drawing a number of other writers, puts forward five characteristics of a task:

a. meaning is primary

b. learners are not given other people's meaning to regurgitate

c. there is some sort of relationship to comparable real-world activities

d. task completion has some priority

e. the assessment of task is in term of outcome

2.2.3 Components of task

Nunan (1989: 10) suggests that tasks will contain some form of input data which might be verbal (for instance a dialogue or reading passage) or non-verbal (for instance a picture sequence) and an activity which relates to the input. The task will also have a goal and roles for teachers and units of work will consist, among other things, of sequences of tasks, and the coherence of such lessons or units will depend on the extent to which the tasks have been integrated and sequenced in some principled way.
Figure 2.6: A framework for analyzing communicative tasks.

Goals: The purposes of activities.
Input: Topic that wants to be discussed, it refers to the spoken, written and visual data.
Activity: Discussing activity of the topic.
Teacher role: Monitor and Facilitator.
Learner role: Doer/Conversational partner.
Setting: Classroom/Pair works

Adapted from Nunan (1989: 11)

3. Task-Based Approach

2.3.1 Definitions of task-based approach

Task-based approach, also called task-based learning and task based language teaching is one of the particular approaches to implement the
broader “Communicative Approach” (ZHU Xiao-zhen, 2007: 50). In this method, task is the center of the methodological focus during the teaching-learning process. ZHU Xiao-zhen (2007) also adds that the aim of task-based approach is to make language classroom approximate to the target language environment, develop students’ ability to communicate and communications take place through using the grammatical system.

In other words, Richards & Rodgers (2001: 223) define that task-based language teaching (TBLT) refers to an approach based on the use of task as the core unit of planning and instruction in language teaching.

Finally, task-based approach is a part of communicative approach which focuses on students as the center of teaching-learning process and teacher as facilitator.

2.3.2 The framework of task-based approach

Task-based learning (TBL) is not just giving the students a task and then the next task and then another. By the task, students will almost certainly gain fluency at the expense of accuracy. Willis (1996: 40) gives the framework of task to promote constant learning and improvement into three phases: pre-task, task cycle and language focus. See the components of TBL framework below:
2.3.2.1 Pre-task

Teacher explains the topic to the class, instructs the students about what will they do in the class clearly. In this stage, teacher may give a recording or texts of the same tasks.

2.3.2.2 Task cycle

a. Task

Students carry out the task in pairs or groups while the teacher supervises around the class.
b. Planning

Students prepare what they do during the task orally or written to tell in front of the class.

c. Report

Teacher asks groups to present their report orally or by reading the report text; teacher gives feedback quickly to the content of groups’ presentation.

2.3.2.3 Language focus

This stage consists of two elements, those are analysis and practice.

a. Analysis

Teacher gives relevant text for the students to analyze.

Students identify the language form and use of the text or their report during the task. Teacher reviews the language that students used.

b. Practice

Students try to practice the language form and use from analysis activities.

2.3.3 Principles of task-based approach

Nunan (2004: 35-38) summarizes the seven principles that were drawn on in developing the instructional sequence outlined.
a. Scaffolding

The lessons that will be discussed have to provide supporting framework. So, learners will know the language that will be used after introducing it.

b. Task dependency

There is a relationship between one task to another.

c. Recycling

Students are given the same task repeatedly. So, students will have more experiences and enjoy the teaching-learning process.

d. Active learning

Students actively use the language that they are learning.

e. Integration

Learners have to be taught the relationship between grammar, meaning and language use.

f. Reproduction to creation

Learners have to be recommended to change from reproductive to creative language use.

g. Reflection

Learners have to be given a chance to reflect on what they have studied and how well they are doing.
CHAPTER III
RESEARCH METHOD

3.1. Research subject

3.1.1 Place

This research is conducted at Tarbiyatul Muballighin Islamic Boarding School English Course Jl. Suruh- karanggede km 2 Reksosari Suruh Semarang phone number (0298)317077. The location is near to the formal education as like; SMP, MTs, MAN, MI, etc. This Islamic boarding school is the only one of the five cottages in Reksosari which has English as the special program.

The subject of this research is the first year students of Tarbiyatul Muballighin Islamic Boarding School English Course Reksosari, Suruh, Semarang 2010/2011. They are 16 students; 8 are girls and 8 are boys. Most of them are 15 years old. They have a strong intention to study English. Every student wants to be able to understand English well, but they feel difficult to say or to write something in English because of tenses. They feel difficult to understand tenses and how to use it.

3.1.2 Time

This research was implemented in two months. The following is the general schedule of the research
Table 3.1: The general schedule of the research.

<table>
<thead>
<tr>
<th>No</th>
<th>Action plan</th>
<th>May- June 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Time Weeks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>1.</td>
<td>Preparation</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>a. Prepare the teaching strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Design the lesson plan</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>c. Prepare the media/ instruments</td>
<td>X</td>
</tr>
<tr>
<td>2.</td>
<td>Action/ Carrying out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Cycle I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Preparing class and pre-test</td>
<td>X</td>
</tr>
<tr>
<td></td>
<td>- 1st meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 2nd meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Cycle II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 1st meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 2nd meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Post-test</td>
<td></td>
</tr>
</tbody>
</table>
3. Arrange the research report

3.2. Research Design

3.2.1. Research Method

This research uses qualitative-quantitative classroom action research. Action research is trying out an idea in practice with a view to improving or changing something, trying to have a real effect on the situation (Kemmis in Hopkins, 1993:45). Classroom Action Research (CAR) is research organized by teacher in the class on the pressing of completing or improvement process and learning practice. In this research the teacher was the writer. He taught the class, while his friend, as the researcher, wrote everything that happened in the class.

From the implementation of CAR above, the researcher will know the problem solving that needed by the students of the first grade at Tarbiyatul Mubahllighin Islamic Boarding School English Course Reksosari Suruh Semarang. The fundamental aim of action research is ‘to improve practice rather than to produce the knowledge’ (Elliot, 1991:49). It can be said that practice can improve
knowledge' (Elliot, 1991:49). It can be said that practice can improve the quality of study in the class by doing CAR, so, students will improve their knowledge.

Researcher will give the students task or instruction during the teaching-learning process. In Task-based Approach, learning is developed though performing a series of activities as steps toward successful task realization. ‘These activities will carry out as the result of processing and understanding language’ (Nunan, 1989:6), students practice the language that is used in the real world context and they will enjoy doing it, so, the learning process will be interesting.

Richards (1985) designs task activities into three sections. They are pre-task activities, task activities and post-task activities. Willis (1996:56-57) in ZHU Xiao-zhen (2007:50) recommends a similar sequence of activities. This research will use Willis’s model as the task activities in the classroom.

*Figure 2: Willis’s model for task-based teaching approach*

<table>
<thead>
<tr>
<th>Pre-task</th>
<th>Introduction to topic and task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task-cycle</td>
<td>Task</td>
</tr>
<tr>
<td>Planning</td>
<td></td>
</tr>
<tr>
<td>Report</td>
<td></td>
</tr>
</tbody>
</table>
3.2.2. Research Procedure

There are many experts who propose action research model with different design, but generally there are four steps that usual done. They are planning, action, observation and reflection, the action research cycle, as interpreted by Elliot and Kemmis in Richard Winter (1989:12) can be explained in the following design:

*Figure 3: The procedure of research.*
In this research, the researcher used two cycles and every cycle has twice meeting. The following is the explanation of the description of every meeting in the research.

1. Planning.

   Researcher prepared the teaching strategy, designing the lesson plan, preparing media.

2. Action

   After the researcher has planned in preparing the teaching strategy, furthermore, the design plan will be implemented in teaching learning process.

   a. Teacher and researcher entered the class and gave greeting to the students. Teacher opened the lesson by saying Bismillah and then called the students one by one to check them. Teacher introduced the researcher in front of the class. He explained the activity that will be done in the class.

   b. Teaching learning process

      i. Pre-task

         ➢ Teacher informed the topic and instructed the task activities to the students clearly.

         ➢ Teacher divided into several groups.
Teacher explained the material that will be discussed.

Teacher gave warming up questions.

ii. Task cycle

In this phase, there are 3 elements: task, planning, and report.

Task

Students did the task completely in pair or individually.

Planning

Students prepared a conversation or oral report to inform the whole class about the material.

Report

Every group presented their report in front of the class orally by turn.

iii. Language focus

In this stage, students focused on the teacher explanation about the form of the material. This stage consists of two steps: language analyses and language practice.
➢ Language Analysis
Teacher focused on the language form that students used during the conversation or report.

➢ Practice
Teacher conducted practice activities as needed on the language analysis work already on board, for instance; matching the simple present tense verbs with the random subjects.

3. Observation
The researcher observed the teaching learning process in the class. He wrote the data during the learning process.

4. Reflection
In the reflecting step, the researcher discussed and analyzed about the teaching learning activity in the classroom. Then, the researcher prepared the teaching strategy to the next cycle.

3.3. Instrument and Technique of Collecting Data
In this research, the researcher takes two ways of collecting data in the classroom action. Those are consists of: Test and observation.

1. Test

...*Tes digunakan oleh peneliti untuk menguji subyek untuk mendapatkan data tentang hasil belajar peserta didik, dengan*
Test is used by researcher to examine the result of the subjects by using questions or other instruments which measure the students' result of the lesson that is researched. In other words, Test is the sequence of questions or exercises and other instruments used to measure of skill, intelligence, ability or talent belonging to an individual or a group. In this research, the researcher will use test two times. It contains of pre-test and post-test in each cycle. The formulations to analyze the test are:

a. Students' Score

\[
\text{Students' score (S)} = \frac{\text{Obtained Score (R)}}{\text{Maximum Score (N)}} \times 100
\]

_Adapted from Nur Mazida (2010:28)_

b. Percentage Score

\[
P = \frac{\text{F}}{\text{N}} \times 100
\]

Explanation:

\[
P: \text{Percentage}
\]

\[
\text{F: Frequently}
\]

\[
\text{N: Number of group}
\]

_Adapted from Tri Kukuh Andarbeni (2010:15)_
c. Mean

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

\( X \): Mean
\( X \): Score
\( N \): Number of score
\( \sum \): Sum or Add

*Adapted from James Dean Brown (2002:66)*

d. T-test

\[ t = \frac{Md}{\sqrt{\frac{\sum X^2d}{N(N-1)}}} \]

\( Md \) : Mean of pre-test – post-test
\( \sum X^2d \) : Number of quadratic deviation
\( N \) : Subject

*Taken from Arifunto (2006:306-307)*

2. Observation

Observation is a list of activities, the materials and techniques of teaching in the classroom. With observation that collaboration with the English teacher, the researcher hopes to be
able to get data concerning the technique of teaching and to know the problem that coming during the teaching learning process to improve the students' simple present mastery for first class.

Observation, as what Elliot calls 'a running commentary' in Richard (1989), may begin with general impression and comprehensive description. It may be based on standard categories, for instance; open/closed question, initiative/response, talk-oriented/control-oriented talk, or on improvised categories related to the specific purposes of the work.

The observation method used in this research is the researcher entered the class with the English teacher. The teacher explained some materials of simple present tense by using task-based approach, while the researcher wrote all activities that happened in the teaching-learning process.

3.4. Data Analysis Method

The data analyses that gotten by the researcher when in the teaching learning process.

The steps of the data analysis in this research are as follows:

1. Analyzing the problems

In this case, the students were often asked when doing the instruction.
2. Analyzing the score obtained by students

The researcher analyzed the score obtained by students based on the test after getting test with achieving some cycles mentioned.

3. Analyzing the students' activities in the classroom.

The researcher wrote and observed the activities which happened in teaching-learning process.
CHAPTER IV
RESULT AND DISCUSSION

In this chapter, the researcher shows the data that is gathered in teaching-learning process. It is discussed on the cyclical steps of this research.

4.1. Data Analysis

The researcher analyzed the data or the result based on the cyclical steps of the action research method. The following is of the detail discussion of the research.

4.1.1. The Analysis of Presentation

In this research, researcher used task to improve the students’ mastery on grammar especially simple present tense. Teacher and researcher entered the class and said hello. After that, teacher explained the lesson and gave warming up section.

In this class, students acted as the center of the learning, so students are active to improve their knowledge. The writer, also as a teacher, gave task to the students. They felt interesting by doing the activities, they did learning by doing.
4.1.2. The Analysis of Cycle

The researcher and teacher conducted data analysis from some cycles. They did the cycles until getting a good result of students' simple present tense mastery. In other words, students have to reach the minimal standard achievement (KKM) after doing this research. Each cycle consisted of planning, implementation, observation and reflection.

First meeting of first cycle (on Monday, 16th May 2011)

Step 1 Planning

Researcher prepared the teaching strategy. Here, the researcher used task-based approach. In this case, he used conversational task to be the main activity of the class. He also made lesson plan and form of evaluation.

Step 2 Implementation

Teacher and researcher entered the class and gave greeting to the students. Everybody answered it. Teacher opened the lesson by saying Basmalah and then called the students one by one to check them. Teacher introduced the researcher in front of the class. He explained the activity that will be done in the class. Teacher said, “Everybody listen to me, I have a nice paper than I will give it for
you, do you want it?". "Yes... yes... we want it, sir," answered the students. After that, teacher gave the paper while said, "Don't open the paper first". After a few minutes, teacher asked them to open it. Directly, the class was crowded. They said loudly, "wuh... ulongun (ouch... we get test)". Then, teacher instructed to do the test seriously, everyone concentrated to their paper. After 20 minutes passed, teacher collected the paper test questions to the students. They do it seriously.

1. Pre-Task

Teacher divided the class into several groups: each group had two students and must be face to face. There are eight group that teacher got. Teacher gave a warming up question which are related with simple present tense, then he explained it. Every student listened to the explanation. Then, he asked them, "any question so far?". They answered, "No, Sir". After that, he described the activity that will be done in the class.

2. Task Cycle

a. Task

Teacher instructed that every student made conversation of using simple present tense. Right students explained the using of simple present tense and gave one of the simple present tense examples. Then, left students explained the formula of simple
present tense (+, -, and ?) and the examples. Students did the task seriously and it was very crowded. Then, teacher had the students make a dialogue and prepared it for about 10 minutes. Many students said, "Sir, do we need to perform in front of the class?" Teacher laughed and answered, "Yes...". Then, they began crowded again. Once more, teacher asked them to do it seriously and to be quite.

b. Planning

Every group made a conversation by using simple present tense. They did it in a pair. Ten minutes passed, but there was no group which finished the duty. Then, teacher gave additional time for 5 minutes. After that, they had done it, so teacher instructed to prepare their dialogue and perform it in front of the class by turn.

c. Report

Teacher said, "Whose group will present the dialogue for the first time?, please raise your hand and stand up". Teacher turned round, but there was no group which answered. After waiting a few minutes, teacher chose one of the groups to perform it. Eri’s group was chosen to present their dialogue for the first time. They came forward and did it.

Eri : Hello how are you?

Khanum : Hai, I'm fine
Eri : Where you go?
Khamim : I go to Sunuh and you?
Eri : I'm go to market, I'm buy candy, you want?
Khamim : Yes, I want it, thank you.
Eri : You are welcome

Directly, the class became crowded and gave applause to them.

The next group was Bangkit’s group:

Bangkit : Hello my brother
Fathur : Hello, what you eat?
Bangkit : Oh, I eat banana, banana is my favourite fruit.
Fathur : Ya, I'm like it too
Bangkit : Do you want it?
Fathur : Yes, I want
Bangkit : Ok, this for you
Fathur : Thank you

After this group, it continued to the other group. The teacher called Ika’s group that has Fauziyah as her couple.

Ika : Hello, how are you?
Fauziyah : I'm fine, thanks and you?
Ika : I'm fine too. Do you study English everyday?

Fanziyah : Yes, I study English everyday.

Ika : What are you study?

Fanziyah : I study about tense.

Ika : Is your teacher women?

Fanziyah : No, my teacher is man.

Ika : Who name your teacher?

Fanziyah : Name is Mr. Arba'in.

Ika : What day you meet with your teacher?

Fanziyah : on Monday and Friday.

The students started to laugh after hearing those dialogues. Then teacher asked them to be silent and listened to the next group. He called Aris and Dodo to deliver their dialogue in front of the class:

Aris : Hello

Dodo : Hello

Aris : Good night

Dodo : Night

Aris : How are you today?

Dodo : I'm fine. What about you?

Aris : I'm fine. I want to go to MAN Surab.
Dodo : Let’s go

Aris : Could you show MAN Suraah?

Dodo : Yes, from here, you can on foot to east. Arrive highway to turn right. Straight on for about 100 m. MAN Suraah in the left side highway.

Most of them had a mistake of using an appropriate verbs and putting the auxiliary verbs, so they feel difficult to use simple present tense in the dialogue.

3. Language Focus

a. Analysis

Teacher gave feedback of the students’ dialogues and reviewed to the each activity that was done by students. Students were still difficult to put the suitable verbs in the sentences, especially which verbs that added s/es. Teacher showed their mistakes of using verbs and auxiliary verbs. It could be seen from their dialogue. In the Eri’s group dialogue, they used “I’m go to market”. It would be true “I go to market”. The same mistakes happened in the other dialogue, so students still confused how to use the right verbs. After that teacher gave the right one and explained it. Then, they corrected their mistakes.
b. Practice

In the end of the class, teacher asked students to make the example of simple present tense and homework. After that, he urged the students to close the lesson by saying *Hambalah* and greeting.

Step 3 observation

The researcher did the first observation in teaching-learning process by using conversational task. From the data, it could be analyzed that the students still had a difficulty of using an appropriate verbs and auxiliary verbs in practicing simple present tense to their dialogue. Then the researcher prepared new strategy to the next cycle, but it still used task based approach.

The clear discussion of the score will be clarified in this table below with 65 as the minimal standard achievement (KKM) of grammar assessment at Tarbiyatul Muballighin Islamic Boarding School English Course.
<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>R:Nx100</th>
<th>Score</th>
<th>Completeness study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad NurAris</td>
<td>7:20x100</td>
<td>35</td>
<td>✓</td>
</tr>
<tr>
<td>2</td>
<td>Alfa Khoirun Ni’amar</td>
<td>13:20x100</td>
<td>65</td>
<td>✓</td>
</tr>
<tr>
<td>3</td>
<td>Bangkit P D</td>
<td>9:20x100</td>
<td>45</td>
<td>✓</td>
</tr>
<tr>
<td>4</td>
<td>Devye Anandari</td>
<td>12:20x100</td>
<td>60</td>
<td>✓</td>
</tr>
<tr>
<td>5</td>
<td>Eri Wicaksono</td>
<td>7:20x100</td>
<td>35</td>
<td>✓</td>
</tr>
<tr>
<td>6</td>
<td>Fauziyah Munawaroib</td>
<td>13:20x100</td>
<td>65</td>
<td>✓</td>
</tr>
<tr>
<td>7</td>
<td>Gita Widayastuti</td>
<td>9:20x100</td>
<td>45</td>
<td>✓</td>
</tr>
<tr>
<td>8</td>
<td>Khamim Afur R</td>
<td>11:20x100</td>
<td>55</td>
<td>✓</td>
</tr>
<tr>
<td>9</td>
<td>Lia Rofiqotul Asna</td>
<td>11:20x100</td>
<td>55</td>
<td>✓</td>
</tr>
<tr>
<td>10</td>
<td>Nurwakhid S Z</td>
<td>12:20x100</td>
<td>60</td>
<td>✓</td>
</tr>
<tr>
<td>11</td>
<td>Rina Rahmawati</td>
<td>14:20x100</td>
<td>70</td>
<td>✓</td>
</tr>
<tr>
<td>12</td>
<td>Rahmai Fatur R</td>
<td>5:20x100</td>
<td>25</td>
<td>✓</td>
</tr>
<tr>
<td>13</td>
<td>Roikhatul Jannah</td>
<td>12:20x100</td>
<td>60</td>
<td>✓</td>
</tr>
<tr>
<td>14</td>
<td>Siti Chacunnisa</td>
<td>10:20x100</td>
<td>50</td>
<td>✓</td>
</tr>
<tr>
<td>15</td>
<td>Siti Mahmudah</td>
<td>11:20x100</td>
<td>55</td>
<td>✓</td>
</tr>
</tbody>
</table>
Mean:

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

860:16 = 53.75

The classification of score level

<table>
<thead>
<tr>
<th>Mean value</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>Very good</td>
</tr>
<tr>
<td>70-84</td>
<td>Good</td>
</tr>
<tr>
<td>60-69</td>
<td>Fairly good</td>
</tr>
<tr>
<td>0-59</td>
<td>Fairly</td>
</tr>
</tbody>
</table>

From the score level above, it shows that the rate of simple present tense test as follows:

1. 0 student in very good category = 0:16 x 100% = 0%
2. 2 student in good category = 2:16 x 100% = 12.5%
3. 5 student in fairly good category = 5:10 x 100% = 56.25%
4. 9 student in fairly category = 9:10 x 100% = 56.25%
From the discussion above, it shows that there is no students who got a very good category score, 12, 5% of students got good score. The students who got fairly good category score are 31, 25%. Most of them are in fairly category with 56, 25%.

Based on the analysis at the first cycle, it can be assumed that commonly the students still had difficulties to the simple present tense mastery. There were still 4 students who could reach the KKM, they were Alfa Khoirun Ni’am (65), Fauziyah Munawaroh (65), Rina Rahmawati (70), and Timbul Widodo (80). Then, the researcher continued to the next meeting.

Second meeting of the first cycle (on Friday, 20th May 2011)

Step 1 Planning.

Here, researcher still used task based approach to be the teaching strategy, but it was different task. In this case, the researcher used an imagination that the students have a friend with a bad habit to be the task. The friend’s name was Jack.

Step 2 Implementation

1. Pre-task

Teacher and researcher entered the class and gave greeting to the students. Teacher opened the lesson by saying Basmallah, and
then all of students prayed before the class was opened by saying *Basmallah*. Teacher called the students one by one to check them. After that one of the students shouted, "*Bangkit is absent, sir!"*. The teacher asked "*why?*". He answered, "*He went to home, sir*". "*Oh, it is ok*", said the teacher.

After a few minutes, teacher invited the students to talk about their activities. He said, "*what do you do guys?*", most of them answered, "*we study English, sir*". Then the other said, "*I sit down*". "*Yes, that's right, you have used simple present tense that we will study today*", said the teacher.

Teacher explained the simple present tense and described the activity in that meeting. There were no students who asked him about the lesson. Then, teacher divided the students into several group. Every group had two students. Then, they went to seek their partner and sat down face to face. Once more, teacher explained the activity that would be done in the class.

2. Task cycle
   a. Task

   Teacher wrote a list of Jack bad habits in the white board.

   They are,
   
   ➢ Jack is lazy
Jack always gets up late in the morning

- Jack always borrows your clothes and doesn’t want to wash it

- Jack doesn’t want to sweep the room.

He asked the students to imagine that they had a roommate named Jack. Jack had many bad habits which annoyed them (Adopted from Betty Schrampler Azar, 1989:16). All of the students also wrote the Jacks’ bad habits.

b. Planning

They complained about Jack’s habits using simple present tense and made it in sentences. They did it in a pair seriously. The teacher went round the class to help them if they got a difficulty.

c. Report

Students presented their sentences aloud with some annoyances, impatience, or anger in their voice by turn in pair. They showed their performance by turn. Teacher called them one by one. The first group would be Dodo’s group. Dodo agreed his partner, the name was Father.

“Jack, I’m hate you!, you are a naughty boy. Please, wash my clothes if you borrow it, and you go out now”. 
Every student began to laugh because of their friends' performance. The next group was Aris' group:

*Jack, I hate you, because you are always borrow my clothes and you very disgusting, because you are doesn't want to wash my clothes. You is a naughty boy, so many friends hate you!*

After that, teacher called Lia's group to perform their complaint of Jack's habits:

*Jack is a naughty girl and very lazy. Jack, you are make angry me! I hate you, and now you must go out from here! Go! I'm not want to see you again!*

3. Language focus

a. Analysis

Teacher gave comments to their performance. He told the students' mistakes in using simple present tense in the dialogue, for instance: students used "I am hate you", students still confused when they used auxiliary verbs. In that sentences teacher explained that students didn't need to put "am" after the subject, because hate is verb, so that the right one is "I hate you". The same mistake also happened in Aris' group dialogue. They wrote "you are always borrows"
my clothes, and you don’t want to wash my clothes”. Then teacher clarified that students didn’t need to put auxiliary verb there. Students still had a difficulty to use the right verb. Then, teacher explained the verbs which are added s/es, what verbs which are not added s/es, and how to use the nominal sentence. Teacher also reviewed the each activity that is done by students.

b. Practice

In the end of the class, teacher asked students to read a text with simple present tense. Students read the text seriously, one of them said to the teacher, “how to use verb with the appropriate subject?”. “s/es is used when they meet with the subject he, she, it and also the singular name of people”, answered the teacher. After that, he closed the lesson by saying Hamdalah and greeting.

Step 3 Observation

The researcher observed the teaching learning process in the class. He wrote the data during the learning process. Students did the teacher’s instruction well. He analyzed the data which is gotten from the class, it can be said that students still felt difficult to use the appropriate verbs in the sentences and how to implement the nominal sentence.
Step 4 Reflection

From the observation above, many students didn’t understand how to use the right verbs which are suitable with the subjects and to put the auxiliary verbs in the nominal sentence, but they had a strong attention to do the teacher’s instruction and duty. In the other words, students felt comfortable with task-based approach in teaching-learning process. Then, researcher prepared the other method, but it still used task based approach.

First meeting of the second cycle (on Monday, 23th May 2011)

Step 1 Planning.

Researcher prepared the teaching strategy for the first meeting of the second cycle. He still used task-based approach to be the method of learning process, but that occasion he used the students’ imagination to think about an interesting, dangerous and amazing tourism places. He made a lesson plan and how to teach the students.
Step 2 Implementation

After the researcher has planned in preparing the teaching strategy, further more, the design plan will be implemented in teaching learning process.

1. Pre-task

Researcher entered the class and made a conversation with the students. After a few minutes, teacher said hello and sat down. He opened the class by saying “Basmallah” then called the students. All of students answered it, there was no one who was absent that day.

Teacher asked the students, “do you have an interesting story?” “yes, sir” said the students. “Rina, what is your story? tell it to your classmate!” instructed the teacher. “I have a nice story when I went to Borobudur”. “Can you tell us what Borobudur is?” asked the teacher. Rina said “OK, Borobudur is one of the seven wonder in the world. Borobudur is also one of the world heritages. It is a wonderful place. Then I meet with foreigner, but I can not say anything”. Teacher said, “Well, it is all right” it is Rina’s story about Borobudur, and then now, everybody choose the wonderful places and imagine that you are there. “Write an interesting thing in you paper”, instructed the teacher. After
giving that instruction, teacher divided the students into several groups. Each group had two students. The smarter students are chosen to be the chief of every group, and then the other students would be put as their couple of a group. After students getting the description of the activity that would be done in the class, teacher continued the instruction.

2. Task cycle
   a. Task
      Students described a beautiful tourism places that are chosen. They gave the information of that places. Teacher made an example of the tourism place, and gave the information of it. Teacher informed about what Umbul Sidomukti was. "Umbul Sido Mukti is one of the interesting tourism places in Semarang. The location is on the mountain. It has a beautiful scenery and fresh air. The water is very cool. It has many games, as like swimming pool, out bound, and etc", explained teacher. After that students did the task in pair seriously.
   b. Planning
      Students wrote their information about their beautiful tourism places in a pair. Teacher walked around the class and helped them, if they had a difficulty.
c. Report

After the students were ready, teacher asked Lia’s group to come forward and read aloud their Paragraph. Everybody listened to their information. They informed about Malioboro. Most of the students knew and liked it so much. Then they began to smile. They understood well about Malioboro.

"Malioboro is a place to go shopping. It has many shops. Everyone wants to buy something there. It is beautiful," explained Lia's group.

Many students added their personal knowledge about it. They looked like very happy. The next group would be Mahmudah’s group. They explained Gedong Songo temple. Many students shouted, "I have gone there, it is very nice and beautiful, there is a fresh air and cool!" It was very crowded, and then teacher asked them to be silent and listened to the information from Mahmudah’s group.

"Gedong Songo is located in the mountain. It has nine temples. There is a hot water pool. In there, we get a fresh water and air. Do you interesting? Please go there!"
After that, teacher asked Dodo and Fachur to perform their tourism place information. They informed what Kedong Ombo is.

"Kedong Ombo is a tourism place in Kemasu, Boyolali. There, we can play banana boat. There many fish, so we can fish there".

Most of them was true to use appropriate verbs and made good sentences, but they didn’t use the nominal sentence well.

d. Language focus

a. Analysis

Every student listened to the teacher’s explanation about what they had done. Teacher concentrated to the language that was used by the students. In that meeting, students still confused how to put an appropriate auxiliary verb which replaced as an ordinary verb in nominal sentence. They didn’t understand well of using “is, am, are”, for instance; in their sentence “there many fish (there are many fish), it very beautiful (it is very beautiful), there are a hot water pool (there is a hot water poll)”. Teacher also explained how to make a good sentences especially simple present tense in nominal sentence.
b. Practice

Teacher gave a list of Kopeng characteristics and then students made it into good information in sentences. They did it seriously alone.

Step 3 Observation

Researcher found the data that showed the students understood well about the material. They can use the subjects-verbs agreements. But they still confused how to make nominal sentence.

Step 4 Reflection

From this meeting, researcher got that students understood how to use simple present in the paragraph and made it in conversation. Students still had difficulties how to make nominal sentence. Researcher prepared the strategic that would be implemented in the next meeting.

Second meeting of the second cycle (on Friday, 27th May 2011)

Step 1 Planning

In this meeting, researcher used a chain story (Betty S A, 1989:43). Teacher wrote the first sentence in the white board, and then students continued it. Students would be divided into several groups. Every group contained four students.
Step 2 Implementation

1. Pre-task

Teacher and researcher said greeting to the students, then teacher checked their presences by calling them one by one. Teacher reviewed based on the topic before. Teacher asked them what difficulties that they got. The students answered that they still confused how to make nominal sentence. After that, teacher explained it. Students listened to the teacher’s explanation quietly.

2. Task cycle

a. Task

Students continued the story from the teacher. They did it in a pair. Teacher gave the first sentence then every group had to continue it.

The first sentence was “I have a nice schedule today”.

b. Planning

students were divided into several groups, it consisted of four students. Teacher wrote the first sentence in the white board. Students wrote it, and then they continued it into a good paragraph. Every student in a group might give their sentences. After that they showed it in front of the class.

c. Report
After finishing their work, teacher asked one of the groups to deliver their chain story. He appointed Nandas’s group to tell their story. Nanda’s group continued the teacher story:

“*I have a nice schedule today. It makes me happy. I go to Salatiga. My mother invites me to go to Ramayana. I look very beautiful slippers. I want it, but my mother doesn’t buy it for me. I am sad.*”

Everybody was laugh because of their story. Teacher asked them to be quite and concentrated to the story. One of the students whose name is Bangkit commented to them, “how poor you are”, better you follow me to go “Kalitaman”. Then teacher asked Bangkit’s group to come forward to deliver their story to go to “Kalitaman”. OK, sir. Then they stood up and came forward. Ok, brother and sister listened to our story

"*I have a nice schedule today. My friends and I go to Kalitaman*. There, we swim. After swimming, we eat chicken noodle. Then we go to shopping center to buy something. Thank you*. “
“Well, the next group, please welcome to Rina’s group. Come on come forward!” instructed the teacher. They stood up and told their chain story.

“I have a nice schedule today. This morning, we pray together in the mosque. Then we study Banat (the name of book in Islamic boarding school). After that we clean the bedroom. That moment, I go to fish pond to give food to the fish. Then, I eat with my friends. After that we watch television and take a nap.”

Directly, the class became crowded. They gave applause to their friends. They look like very happy and satisfied. After a few minutes, teacher asked them to be silent and went to the next task.

“Ok guys that are your friends’ performances. It is very good job. I’m sure that all of you have understood well about simple present tense. Well, any question so far?”, said the teacher. Students answered, “No, sir.”
3. Language focus

a. Analysis

Teacher reviewed the students' performance. Teacher said that all of the groups had done the duty well, they also could make simple present tense sentence and practiced it into a good paragraph.

b. Practice

Teacher instructed to the students, they had to make one example of positive/ affirmative simple present tense, and then they had to make it into negative and interrogative sentences. Students did it seriously, while teacher went round the class. After doing all of the activities, teacher gave them the post-test question. Students did it seriously.

Step 3 Observation

Commonly, it can be assumed that most of the students knew how to use simple present tense and practice it into daily activity after doing the tasks in the class. Researcher didn't need to continue the next cycle, because the students had understood well about simple present tense.
Step 4 Reflection

Students felt happy and easy to understand grammar by using task. By doing this method, students practiced the language in their daily conversation. To know how far the students’ mastery of simple present tense, let's take a look the result of the pre-test and post-test below:

*Table 4.2: the score of post-test*

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>R:Nx100</th>
<th>Score</th>
<th>Completeness study</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Ahmad NurAris</td>
<td>13:20x100</td>
<td>65</td>
<td>Yes</td>
</tr>
<tr>
<td>2.</td>
<td>Alfa khoirun Ni'am</td>
<td>14:20x100</td>
<td>70</td>
<td>Yes</td>
</tr>
<tr>
<td>3.</td>
<td>Bangkit P D</td>
<td>14:20x100</td>
<td>70</td>
<td>Yes</td>
</tr>
<tr>
<td>4.</td>
<td>Devye Anandari</td>
<td>15:20x100</td>
<td>75</td>
<td>Yes</td>
</tr>
<tr>
<td>5.</td>
<td>Eri Wicaksono</td>
<td>13:20x100</td>
<td>65</td>
<td>Yes</td>
</tr>
<tr>
<td>6.</td>
<td>Fauziyah Munawaroh</td>
<td>16:20x100</td>
<td>80</td>
<td>Yes</td>
</tr>
<tr>
<td>7.</td>
<td>Gita Widyastuti</td>
<td>15:20x100</td>
<td>75</td>
<td>Yes</td>
</tr>
<tr>
<td>8.</td>
<td>Khamim Ataur R</td>
<td>13:20x100</td>
<td>65</td>
<td>Yes</td>
</tr>
<tr>
<td>9.</td>
<td>Lia Rofiqotul Asna</td>
<td>14:20x100</td>
<td>70</td>
<td>Yes</td>
</tr>
<tr>
<td>10.</td>
<td>Nurwakhid S Z</td>
<td>13:20x100</td>
<td>65</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Start Time</td>
<td>Score</td>
<td>Passed</td>
</tr>
<tr>
<td>---</td>
<td>---------------</td>
<td>------------</td>
<td>-------</td>
<td>--------</td>
</tr>
<tr>
<td>11</td>
<td>Rina Rahmawati</td>
<td>20:20</td>
<td>100</td>
<td>✔</td>
</tr>
<tr>
<td>12</td>
<td>Rahmat Fatur R</td>
<td>13:20</td>
<td>65</td>
<td>✔</td>
</tr>
<tr>
<td>13</td>
<td>Roikhatul Jannah</td>
<td>14:20</td>
<td>70</td>
<td>✔</td>
</tr>
<tr>
<td>14</td>
<td>Siti Chaerannisa</td>
<td>13:20</td>
<td>65</td>
<td>✔</td>
</tr>
<tr>
<td>15</td>
<td>Siti Mahmudah</td>
<td>16:20</td>
<td>80</td>
<td>✔</td>
</tr>
<tr>
<td>16</td>
<td>Timbul Widodo</td>
<td>17:20</td>
<td>85</td>
<td>✔</td>
</tr>
</tbody>
</table>

Total: 1160

Mean:

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

1160/16 = 72.5

The classification of score level:

<table>
<thead>
<tr>
<th>Mean value</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-100</td>
<td>Very good</td>
</tr>
<tr>
<td>70-84</td>
<td>Good</td>
</tr>
<tr>
<td>60-69</td>
<td>Fairly good</td>
</tr>
<tr>
<td>0-59</td>
<td>Fairly</td>
</tr>
</tbody>
</table>
From the score level above, it shows that the rat of simple present tense test as follows:

1. 2 student in very good category = 2:16x100% = 12.5%
2. 9 student in good category = 8:16x100% = 50%
3. 6 student in fairly good category = 6:16x100% = 37.5%
4. 0 student in fairly category = 0:16x100% = 0%

From the table above, it shows that most of them got a good category with 50% of the number of the students. There are two students who got very good score category, they were Rina Rahmawati (100) and Timbul Widodo (85). 37.5% of students reached fairly good category. In this test, no one had fairly category.

Based on the analysis at the second cycle, it can be assumed that there was a significant improvement on the students' activities. They did the instruction seriously and didn't make many mistakes in using simple present tense in the dialogue. Students also felt happy when doing the task. They did it as like their daily activities, so they were enjoy doing it.
To know the improvement of the study, let’s discuss it in the following table of t-test:

*Table 4.3: the gain of post test-pre test*

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gain (d), Post test-pre test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>35</td>
<td>65</td>
<td>+35</td>
</tr>
<tr>
<td>2</td>
<td>65</td>
<td>70</td>
<td>+5</td>
</tr>
<tr>
<td>3</td>
<td>45</td>
<td>70</td>
<td>+25</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>75</td>
<td>+15</td>
</tr>
<tr>
<td>5</td>
<td>35</td>
<td>65</td>
<td>+30</td>
</tr>
<tr>
<td>6</td>
<td>65</td>
<td>80</td>
<td>+15</td>
</tr>
<tr>
<td>7</td>
<td>45</td>
<td>75</td>
<td>+30</td>
</tr>
<tr>
<td>8</td>
<td>55</td>
<td>65</td>
<td>+10</td>
</tr>
<tr>
<td>9</td>
<td>55</td>
<td>70</td>
<td>+15</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>65</td>
<td>+5</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
<td>100</td>
<td>+30</td>
</tr>
<tr>
<td>12</td>
<td>25</td>
<td>65</td>
<td>+40</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
<td>70</td>
<td>+10</td>
</tr>
<tr>
<td>14</td>
<td>50</td>
<td>65</td>
<td>+15</td>
</tr>
<tr>
<td>15</td>
<td>55</td>
<td>80</td>
<td>+25</td>
</tr>
<tr>
<td>16</td>
<td>80</td>
<td>85</td>
<td>+5</td>
</tr>
</tbody>
</table>
\[\begin{array}{|c|c|c|c|}
\hline
N & 16 & 860 & 1160 & 1160 - 860 = 300 \\
\hline
\hline
\Sigma d & 300 & N = 300 & 16 & 18.75 \\
\hline
\end{array}\]

\[\Sigma X^2d = \Sigma d^2 - (\Sigma d)^2 / N\]

\[= 35^2 + 5^2 + 25^2 + 15^2 + 30^2 + 15^2 + 30^2 + 10^2 + 15^2 + 5^2\]

\[130^2 + 40^2 + 10^2 + 15^2 + 25^2 + 5^2 - (300)^2 / 16\]

\[-1225 + 25 + 625 + 225 + 900 + 100 + 225 + 25 + 900 +\]

\[1600 + 100 + 225 + 625 + 25 - (300)^2 / 16\]

\[= 7950 - (900 / 16)\]

\[= 7950 - 5625\]

\[= 2325\]

\[t = \frac{Md}{\sqrt{\frac{\Sigma X^2d}{N(N-1)}}}\]

\[t = \frac{18.75}{\sqrt{\frac{2325}{16(16-1)}}}\]
\[ t = \frac{18,75}{\sqrt{2325}} \]

\[ t = \frac{18,75}{\sqrt{9,6875}} \]

\[ t = \frac{18,75}{3,1124749} \]

\[ t = 6,024145 \]

\[ t = 6,025 \]

\[ t = 6,025 \text{ (is consulted with t table) d.b.} \text{ N-1} = 16 - 1 = 15 \]

In the table, the value of \( t_{0.05} \) is 2, 13. So, there is a significant improvement in those tests, because the value of \( t \) in this research was higher than \( t \) in the table.

### 4.2. Discussion

Based on the data analysis in chapter four, it could be discussed as follow:

In the first cycle, especially the first meeting, students still had difficulties of using simple present tense in the sentence or dialogue. They confused how to
use the tense well and put the appropriate verbs. It also could be seen from the score of pre-test; it showed that there were twelve students under the KKM. In the second meeting of the first cycle, students began to understand how to use the verbs. All of them had used present form (V1), but they still confused to use verbs with s/ es and how to use auxiliary verbs, especially in nominal sentence which replace as ordinary verbs.

In the second cycle, students had significant improvement. They could make a nice story depend on their imagination. Students are interested in those activities. They did it happily. It also could be seen that there was no students who got fairly category level after doing these method. In the other hand, students could reach the minimal standard achievement (KKM).

The result of pre-test and post-test describes the students’ improvement of simple present tense mastery by doing task-based approach in the class. In the table score, it showed that there was an improvement of the students’ mastery. It could be said that these method is suitable to teach grammar skill, so task based approach is one of the appropriate methods to teach grammar.
CHAPTER V

CLOSURE

In this chapter, the writer wants to conclude the activities that have done in the research. The writer explains the result of the research in a conclusion. There are several suggestions that are given by the author.

A. Conclusion

Based on this implementation of classroom action research (CAR), it can be concluded as follow:

1. The implementation of task-based approach could improve the activities of learning process.

2. From this observation, it showed that the improvement of students’ activities after doing this method. They got experiences and could improve their activities to the next meeting.

3. There was an improvement of the group discussion. It could be seen from the students’ ability of the study club.

4. Students’ activities in a pair reach the good result after doing the second meeting of the second cycle. Students could make a good paragraph and they did it in a pair seriously. They almost did not have a mistake how to make a good story.
5. There was an improvement of students' simple present tense mastery. It could be shown from the result of pre-test and post-test. The mean of pre-test was 53, 75. There are many students who got fairly category; it was 56, 25%. After using task-based approach, there was a significant improvement, the mean of post-test was 75, 5 and there was no one who got fairly category score.

B. Suggestion

From this research, it can be proved that task-based approach is one of the appropriate methods to teach grammar, so we give advices as follow:

1. In the teaching learning process, teacher is hoped to use task-based approach as the alternative method in teaching grammar to develop the students' activities and the result of the study.

2. Because the activities are useful for teacher and students, it is hoped that these activities can be done without interruption in grammar lesson or the other lesson.
BIBLIOGRAPHY


http://www.audioenglish.net/dictionary/mastery.htm


ABOUT THE WRITER

He was born on Boyolali, Central Java, 12th of October 1987. His educational biography started from MI Al-Ma’arif Kendel, Kemusu. Boyolali that was graduated in 1999. After that, he,

MUHAMMAD ARBA’IN,

studied at MTsN Andong Boyolali (graduated on 2002). He continued his study in Madrasah Aliyah Negeri (MAN) Suruh, Kab. Semarang (2005). Then, he went to Basic English Course (BEC) and SMART International Language College Pare, Kediri, East Java (2006). High Educational was taken in English Department of State Institute of Islamic Studies (STAIN) Salatiga (2011).

He teaches English in Tarbiyatul Muballighin Islamic Boarding School from 2007- now (2011). He also teaches Tahsin Al-qur’an and Tahfidz Al-qur’an in Ar-Rahmah Elementary School (SDI Ar-Rahmah) from 2009- now (2011). Well, that’s all the information about the writer. Thanks . . .

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Phone : 085 649 137 812
APPENDIX
SURAT KETERANGAN

Nomor: 03/PPTM/ VIII/ 2011

Yang bertanda tangan dibawah ini pengasuh Pondok Pesantren Tarbiyatul Muballighin Reksosari Suruh Kab. Semarang menerangkan dengan sesungguhnya bahwa:

Nama: Muhammad Arba'in
NIM: 11307038
Asal Perguruan Tinggi: Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Program Studi: Tadris Bahasa Inggris (TBI)

Telah mengadakan penelitian di Pondok Pesantren Tarbiyatul Muballighin Reksosari Suruh Kab. Semarang mulai 09 Mei s.d 18 Juni 2011, guna mengumpulkan data dalam rangka pengusul skripsi yang berjudul, "IMPROVING STUDENTS' SIMPLE PRESENT TENSE MASTERY THROUGH TASK-BASED APPROACH (Classroom Action Research at First Grade of Tarbiyatul Muballighin Islamic Boarding School English Course Reksosari, Suruh, Semarang 2010/ 2011)".

Demikian surat keterangan penelitian ini diberikan untuk dapat digunakan sebagaimana mestinya.

Suruh, 09 Agustus 2011

[Signature]

Bahre'rozi At-Taufiqi
RENCANA PELAKSANAAN PENGAJARAN (RPP)

Satuan Pendidikan : Tarbiyatul Muballighin English Course
Mata Pelajaran : Bahasa Inggris
Kelas : I
Materi Pokok : Simple Present Tense
Metode : Penjelasan, Praktek, dan Penugasan
Waktu : 2x45 menit
Dilaksanakan : Pada Pertemuan 1

I. Standar Kompetensi

Memahami penggunaan simple present tense dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar

Menggunakan simple present tense dalam dialog percakapan sehari-hari, mengetahui rumus dan penggunaan auxiliary yang tepat.

III. Materi Pembelajaran

- Simple present tense
  - To express the habitual action
  - To express the general truth

- Formula
  - (+) S= V1(s’ es) + O
  - (-) S+ do/ does not+ V1
  - (? ) Do/ Does+ S+ V (+ O?)
Keterangan:
- He, she, it ditambah ‘s/ es’, *auxiliary*-nya menggunakan “does”
- They, we, you, dan I tidak ditambah ‘s/es’ dan menggunakan “do”

IV. Strategi Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Waktu</th>
<th>Aspek <em>life skill</em> yang dikembangkan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pendahuluan:</td>
<td>10 menit</td>
<td>Personal dan Akademik</td>
</tr>
<tr>
<td>• Salam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Apersepsi (memberian motivasi kepada siswa dan menyampaikan penggunaan <em>simple present tense</em> dalam kehidupan sehari-hari).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Kegiatan Inti:</td>
<td>15 menit</td>
<td>Personal dan Akademik</td>
</tr>
<tr>
<td>a. Pre-task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Guru membagi siswa kedalam beberapa kelompok</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Guru menceritakan materi, siswa mendengarkan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Guru menjelaskan kegiatan yang</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
akan dilaksanakan di kelas

b. Task Cycle

- Task
  - Guru menyarah setiap siswa untuk membuat contoh *simple present tense*
  - Deretan kelompok sebelah kanan menerangkan penggunaan *simple present tense*
  - Kemudian deretan kelompok sebelah kiri menjelaskan rumus dari *simple present tense*

- Planning
  - Setiap group membuat dialog dengan menggunakan *simple present tense*

- Report
  - Guru menunjuk tiap group untuk menyampaikan dialognya di depan kelas secara bergantian
<table>
<thead>
<tr>
<th>c. Language focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Analysis</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Guru memberi masukan dan mengevaluasi kegiatan dan penggunaan <em>simple present tense</em> dalam dialog siswa</td>
</tr>
<tr>
<td>✓ Practice</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Membuat contoh kalimat <em>simple present tense</em></td>
</tr>
</tbody>
</table>

3. Penutup:
- Penugasan
- Salam

5 menit

---

V. Media Pembelajaran:

1. Team work
2. Simple present tense text

VI. Penilaian

Unjuk Kerja:

Mempresentasikan secara lisan dialog sederhana sesuai dengan masing-masing kelompok didepan kelas dengan teman satu kelompok.

Pedoman penskoran:
### VII. Sumber Bacaan:

1. *Understanding and using English grammar*
2. Buku-buku lain yang relevan

---

Mengetahui:

Pimipinan,

[Signature]

Kepala Dinas Pendidikan

Suruh, 09 Mei 2011

Guru Mata Pelajaran

[Signature]

Muhammad Arba'in
RENCANA PELAKSANAAN PENGAJARAN (RPP)

Satuan Pendidikan : Tarbiyatul Muballighin English Course
Mata Pelajaran : Bahasa Inggris
Kelas : I
Materi Pokok : *Simple Present Tense*
Metode : Penjelasan, Praktek, dan Penugasan
Waktu : 2x45 menit
Dilaksanakan : Pada Pertemuan ke-2

I. Standar Kompetensi

Memahami penggunaan *simple present tense* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar

Menggunakan *simple present tense* dalam dialog percakapan sehari-hari, mengenal rumus dan penggunaan *auxiliary* yang tepat.

III. Materi Pembelajaran

➢ *Simple present tense*
   • To express the habitual action
   • To express the general truth

➢ *Formula*
   o (+) S+ V1(s/ es) + O
   o (-) S+ do/ does not+ V1
   o (?) Do/ Does+ S+ V1+ O?
Keterangan:
- He, she, it ditambah ‘s/ es’, auxiliary-nya menggunakan “does”
- They, we, you, dan I tidak ditambah ‘s/es’ dan menggunakan “do”

IV. Strategi Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>waktu</th>
<th>Aspek life skill yang dikembangkan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pendahuluan:</td>
<td>10 menit</td>
<td>Personal dan Akademik</td>
</tr>
</tbody>
</table>
  - Salam                |       |                                    |
  - Apersepsi (memberian siswa agar lebih rajin dan mencontohkan penggunaan materi dalam kehidupan sehari-hari). | |
| 2. Kegiatan Inti:      | 15 menit | Personal dan Akademik               |
  a. Pre-task            |       |                                    |
    ✓ Guru memberikan pertanyaan apa yang dilakukan mereka sekarang? | Personal dan Akademik |
    ✓ Siswa menjawab       |       |                                    |
    ✓ Guru menjelaskan simple present tense, siswa mendengarkan | |
    ✓ Guru membagi keias kedalam | |
kelompok yang terdiri dari 2 siswa

✓ Guru menjelaskan kegiatan yang akan dilaksanakan di kelas

b. Task Cycle

- Task

  ✓ Guru meneatat bebrapa kegiatan buruk Jack di papan tulis

  ✓ Guru menyuruh siswa untuk berimajinasi bahwa Jack adalah tentan sekamar mereka

- Planning

  ✓ Siswa membuat catatan tentang complain tentang kebiasaan Jack yang mengganggu mereka

  ✓ Guru keliling kelas sambil member bantuan siswa yang menemui kesulitan

- Report

  ✓ Setiap group menyampaikan Complain mereka dengan ekspresi marah, sabar, dll didepan kelas secara bergantian
c. Language focus

✓ Analysis

Guru member tanggapan tentang kegiatan dan masing-masing dialog siswa di depan kelas

✓ Practice

Students membaca simple present tense text

5 menit

3. Penutup:
   - Penugasan
   - Salam

5 menit

V. Media Pembelajaran:

3. A list of Jack habits
4. White board

VI. Penilaian

Unjuk Kerja:

Mempresentasikan secara lisan kalimat berupa complain tentang kebiasaan buruk Jack secara sederhana sesuai dengan masing-masing kelompok di depan kelas dengan teman satu kelompok.

Pedoman penskoran:
<table>
<thead>
<tr>
<th>Pronunciation</th>
<th>contents</th>
<th>grammar</th>
<th>performance</th>
<th>Nilai max (12)</th>
<th>Skor akhir (skor-2X10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

VII. Sumber Bacaan:

3. *Understanding and using English grammar*

4. Buku-buku lain yang relevan

Suruh, 09 Mei 2011

Menggetahui:

Pimpinan,

[Signature]

K. Bahrunizat At-taufiqi

Guru Mata Pelajaran

[Signature]

Muhammad Arba'in
RENCANA PELAKSANAAN PENGAJARAN (RPP)

Satuan Pendidikan : Tarbiyatul Muballighin English Course
Mata Pelajaran : Bahasa Inggris
Kelas : 1
Materi Pokok : Simple Present Tense
Metode : Penjelasan, Praktek, dan Penugasan
Waktu : 2x45 menit
Dilaksanakan : Pada Pertemuan ke-3

I. Standar Kompetensi

Memahami penggunaan simple present tense dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar

Menggunakan simple present tense dalam dialog percakapan sehari-hari, mengenal rumus dan penggunaan auxiliary yang tepat.

III. Materi Pembelajaran

- Simple present tense
  - To express the habitual action
  - To express the general truth

- Formula
  1. Verbal sentence:
     - (+) S+ V1(s/ es) + O
     - (-) S+ do/ does not+ V1
Keterangan:

- He, she, it ditambah `s/es`, *auxiliary*-nya menggunakan "does"
- They, we, you, dan I tidak ditambah `s/es` dan menggunakan "do"

2. Nominal Sentence:

- (+) S+ is, am, are + complement
- (-) S+ is, am, are+ not+ complement
- (?) Is, am, are+ S+ complement?

IV. Strategi Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>waktu</th>
<th>Aspek life skill yang dikembangkan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pendahuluan:</td>
<td>10 menit</td>
<td>Personal dan Akademik</td>
</tr>
<tr>
<td>- Salam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Apersepsi (guru bertanya kepada murid apakah mempunyai cerita yang menarik tentang pergi berlibur. Guru memberi contoh perjalanan yang menyenangkan dengan menggunakan simple present tense).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Kegiatan Inti:</td>
<td>10 menit</td>
<td>Personal</td>
</tr>
<tr>
<td>a. Pre-task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
✓ Guru menyuruh salah satu siswa bercerita perjalanan mereka yang menyenangkan

✓ Guru menjelaskan pengunaan simple present tense dan rumusnya

✓ Guru memilih siswa yang dimilai cukup pandai untuk digabungkan dengan siswa yang kurang pandai menjadi satu kelompok

✓ Guru menjelaskan aktivitas yang akan dikerjakan dikelas

b. Task Cycle

- Task
  ✓ Guru mengambarkan keindahan Borobudur sebagai salah satu warisan budaya dunia
  ✓ Guru menyuruh siswa untuk berimajinasi dan menjelaskan keindahan tempat wisata yang mereka sukai

- Planning
  ✓ Siswa mempersiapkan informasi tentang keindahan

<table>
<thead>
<tr>
<th>Task</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 menit</td>
<td>15 menit</td>
</tr>
</tbody>
</table>

| dan Akademik | Personal dan Akademik |


<table>
<thead>
<tr>
<th>tempat wisata yang disukai sambil guru keliling kelas untuk membantu jika ada kesulitan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ø Report</td>
</tr>
<tr>
<td>✓ Guru menyuruh siswa untuk kedepan kelas menyampaikan informasi mereka secara bergantian</td>
</tr>
<tr>
<td>c. Language focus</td>
</tr>
<tr>
<td>✓ Analysis</td>
</tr>
<tr>
<td>Guru menjelaskan apa yang telah dikerjakan siswa, guru lebih berfokus pada penggunaan bahasa yang dipakai siswa</td>
</tr>
<tr>
<td>✓ Practice</td>
</tr>
<tr>
<td>Guru memberikan beberapa karakteristik dari wisata kopeng, kemudian siswa membuatnya menjadi beberapa kalimat yang bagus</td>
</tr>
</tbody>
</table>

3. Penutup:
- Penugasan
- Salam
V. Media Pembelajaran:

1. Umbul Sido Mikii text
2. List of Kopeng characteristics

VI. Penilaian

Unjuk Kerja:

Mempresentasikan secara lisan kalimat informasi tentang tempat partisipasi secara sederhana sesuai dengan masing-masing kelompok di depan kelas dengan teman satu kelompok.

Pedoman penskoran:

<table>
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<tr>
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<tr>
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VII. Sumber Bacaan:

5. Understanding and using English grammar
6. Buku-buku lain yang relevan

Suruh, 09 Mei 2011

Mengetahui:

Pimipinan,

K. Bahruzi At-taufiqi

Guru Mata Pelajaran

Muhammad Arba'in
Here are the Jack’s habits

- Jack always get up late
- He always borrows your clothes
- He doesn’t want to wash his clothes
- He doesn’t want to sweep the floor
RENCANA PELAKSANAAN PENGAJARAN (RPP)

Satuan Pendidikan : Tarbiyatul Muballighin English Course
Mata Pelajaran : Bahasa Inggris
Kelas : 1
Materi Pokok : \textit{Simple Present Tense}
Metode : Penjelasan, Praktek, dan Penugasan
Waktu : 2X45 menit
Dilaksanakan : Pada Pertemuan ke-4

I. \textbf{Standar Kompetensi}

Memahami penggunaan \textit{simple present tense} dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. \textbf{Kompetensi Dasar}

Menggunakan \textit{simple present tense} dalam dialog percakapan sehari-hari, mengenal rumus dan menggunakan auxiliary yang tepat.

III. \textbf{Materi Pembelajaran}

- \textit{Simple present tense}
  - To express the habitual action
  - To express the general truth

- Formula
  1. Verbal sentence:
     - (+) $S + \text{V1}(s/\text{es}) + O$
     - (-) $S + \text{do/ does not} + \text{V1}$
     - (?) Do/ Does $S + \text{V1} + O$?
Keterangan:
- He, she, it ditambah 's/ es'. auxiliary-nya menggunakan "does"
- They, we, you, dan I tidak ditambah 's/es' dan menggunakan "do"

2. Nominal Sentence:
- (+) S+ is, am, are + complement
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- (?) Is, am, are S+ complement?

IV. Strategi Pembelajaran

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<tr>
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<td></td>
</tr>
<tr>
<td>2. Kegiatan Inti:</td>
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<td>Personal dan Akademik</td>
</tr>
<tr>
<td>a. Pre-task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Guru membagi siswa kedalam beberapa kelompok</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✓ Guru menerangkan materi, siswa</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
mendengarkan

✓ Guru menjelaskan kegiatan yang akan dilaksanakan di kelas

b. Task Cycle

➢ Task

✓ Guru menjelaskan kalimat verbal dan nominal

✓ Guru membuat kalimat pertama pada suatu cerita, kemudian dilanjutkan siswa menjadi satu paragraph yang bagus

➢ Planning

✓ Setiap group membuat cerita lanjutan dari kalimat pertama guru

➢ Report

✓ Guru menyuruh siswa untuk maju kedepan kelas menyampaikan cerita tiap kelompok yang telah dibuat

c. Language focus

✓ Analysis

Guru memberikan penjelasan
V. Media Pembelajaran:

1. Chain story

VI. Penilaian

Unjuk Kerja:

Mempresentasikan secara lisan cerita bersambung sederhana sesuai dengan masing-masing kelompok di depan kelas dengan tertan satu kelompok.

Pedoman penskoran:

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</table>
VII. Sumber Bacaan:

7. *Understanding and using English grammar*
8. Buku-buku lain yang relevan

Mengetahui:

Pimipinan,

Tarbiyatul Muballighin English Course

Guru Mata Pelajaran

Muhammad Arba’in

Suruh, 09 Mei 2011
Umbu Sido Mukti

Umbul Sido Mukti is one of the interesting tourism places in Semarang. The location is on the mountain. It has a beautiful scenery and fresh air. The water is very cool. It has many games, as like swimming pool, out bound, and etc.

Here are the characteristics of Kopeng

- Beautiful
- Very cool
- Many trees
- Vegetables
PRE-TEST

Nama:

Class:

Choose the best answer by crossing a, b, c, or d!

1. X: what ... she do?
   Y: She watches TV at her room.
   a. is
   b. does
   c. do
   d. are

2. Tina always studies English ...
   a. last night
   b. yesterday
   c. everyday
   d. this morning

3. Roby: wow, it is beautiful room. Do you always tidy it?
   Susi: yes ... twice a week.
   a. I tidies it
   b. You tidies it
   c. I tidy it
   d. You tidy it

4. Mira and I ... English everyday.
   a. speaks
   b. spoken
   c. speaking
   d. speak

5. Miss Febri is going to Gangsar, ... wants to buy Indomie.
   a. her
   b. he
   c. she
   d. his

6. Bobby and Rita ... magazine every Monday.
   a. buy
   b. buys
   c. buying
   d. brought

7. The cat ... fish under the table.
   a. eating
   b. eaten
   c. eats
   d. ate
8. X: do you have a pen?
   Y: No, I . . . have.
   a. do not
   b. does not
   c. do
   d. does

9. What do . . . drinking?
   a. she
   b. they
   c. he
   d. Dony

10. She doesn’t . . . tea.
    a. drinks
    b. drunk
    c. drinking
    d. drink

11. X: . . . they talk . . . English?
    Y: Yes, they talk . . . English.
    a. Is
    b. Are
    c. Am
    d. Do

12. She lives in Reksosari (move to interrogative (?)).
    a. She does live in Reksosari?
    b. Do She live in Reksosari?
    c. Does She lives in Reksosari?
    d. Does She live in Reksosari?

13. What time . . . you get up every morning?
    a. does
    b. do
    c. does not
    d. did

14. X: do they do the homework?
    Y: . . .
    a. No, they do the homework
    b. Yes, they do not do the homework
    c. No, they does not do the homework
    d. No, they do not do the homework

15. X: do you meet Dony and Tanggah?
    Y: Yes, I meet . . . in the garden.
    a. them
    b. her
    c. him
    d. his
16. Shinta and Jojo sing “keongracun” song... become familiar now.
   a. she
   b. they
   c. he
   d. we

17. Many students... a letter.
   a. writes
   b. write
   c. do write
   d. does not write

18. I have a cat. Every morning I give it a nice food. It... very beautiful cat.
   a. does
   b. do
   c. is
   d. are

19. Rony and Tono do the homework well. They always get good score. They are...
   a. diligent students
   b. diligent student
   c. do the homework
   d. does the homework

20. Mira... in a department store, but she works at home.
   a. are not
   b. is not
   c. is
   d. are

Good Luck!!!
POST-TEST

Nama : 
Class : 

Choose the best answer by crossing a, b, c, or d!

1. Aminah ... the piano at the moment.
   a. played
   b. playing
   c. is playing
   d. plays

2. My sister usually ... to campus in the morning
   a. goes
   b. go
   c. went
   d. are going

3. Do you ... this book everyday?
   a. brought
   b. bring
   c. brings
   d. are bringing

4. What time ... she take her bus?
   a. do
   b. does
   c. is
   d. are

5. He usually ... his car beside it.
   a. park
   b. parked
   c. parks
   d. is parking

6. Why does ... cry?
   a. we
   b. she
   c. I
   d. they

7. ... sometimes visits our grandfather in the city.
   a. we
   b. she
c. I
d. they
8. "Brigger Norman" does the crazy thing. he... popular now.
a. become
b. became
c. becomes
d. becoming
9. The cat... fish.
a. eat
b. eats
c. eaten
d. ate
10. Dony: what do you bring?
   Tina: I... a pen.
a. brings
b. brought
c. bring
d. bringing
11. Bobby, Rita and I... a glass of milk in the morning.
a. drink
b. drinks
c. drank
d. drunk
12. X: does... have a book?
   Y: yes, she has a book.
a. she
b. he
c. you
d. Diah and Any
13. His sister... three thousand for her.
a. pay
b. pays
c. paid
d. are paying
14. Our little brother always... in the swimming pool near your school.
a. swims
b. swim
c. swam
d. swimming
15. ... they eat bakery.
a. do
b. does
c. are
d. is
16. The cat . . . cute.
   a. are
   b. am
   c. is
   d. do

17. What do . . . drink?
   a. she
   b. he
   c. Don't
   d. you

18. Do you do the homework?
   a. Yes, they do the homework
   a. Yes, I do not do the homework
   b. No, I do the homework
   a. Yes, I do the homework

19. Gozales . . . top score player in ISL.
   a. are
   b. am
   c. do
   d. is

20. Mira and Shanti . . . to the music.
   a. listen
   b. listens
   c. listening
   d. listened

Good Luck!!!
The key answer

Pre-test:

1. b 11. d
2. c 12. d
3. e 13. b
4. d 14. d
5. c 15. a
6. a 16. b
7. c 17. c
8. a 18. c
9. b 19. a
10. d 20. b

Post-test:

1. d 11. a
2. a 12. a
3. b 13. b
4. b 14. a
5. c 15. a
6. b 16. c
7. b 17. d
8. c 18. d
9. b 19. d
10. c 20. a
Kepada
Yth. Kepala Pon Pes Tarbiyatul Muballighin
di Reksoari, Surah

Assalamualaikum w.w.

Yang bertanda tangan di bawah ini, kami menemukan bahwa:

Nama : MUHAMMAD ARBAIN
NIM : 11307038
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S. I di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI.

Adapun judul yang diambil adalah
IMPROVING STUDENTS’ SIMPLE PRESENT MASTERY THROUGH TASK-BASED APPROACH (CLASSROOM ACTION RESEARCH AT FIRST GRADE OF TARBIYATUL MUBALLIGHIN ISLAMIC BOARDING SCHOOL ENGLISH COURSE REKSOARI,SURUH,SEMARANG 2011)

Dengan Pembimbing : HANUNG TRIYOKO, M. Th. M. Ed
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di Pon Pes Tarbiyatul Muballighin, mulai tanggal 1 Mei 2011 s.d. selesai.

Kemudian atas pemberian izin Bapak/ibu, kami sampaikan terima kasih.

Wassalamualaikum w.w.

[Signature]

Pembimbing

[Stamp]

Dr. Rahmat Harivadi, M.Pd.
NIP. 19670112 199203 1 005

Tembusan : Ketua STAIN Salatiga (sebagai laporan)
<table>
<thead>
<tr>
<th>No</th>
<th>NAMA KEGIATAN</th>
<th>PENYELENGARA</th>
<th>SEBAGAI</th>
<th>NILAI</th>
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<tbody>
<tr>
<td>1</td>
<td>Surat Keputusan Kepala SDI Ar-Rahmah Suruh Kab. Semarang 2009</td>
<td>SDI Ar-Rahmah</td>
<td>Guru</td>
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</tr>
<tr>
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<td>Surat Keterangan Pengasuh Pondok Pesantren Tarbiyatul Muballighin Reksosari Suruh Semarang 2008</td>
<td>P. P. Tarbiyatul Muballighin</td>
<td>Guru</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Surat Keputusan Pengasuh Pondok Pesantren Tarbiyatul Muballighin Reksosari Suruh Semarang 2008</td>
<td>P. P. Tarbiyatul Muballighin</td>
<td>Ketua Umum</td>
<td>8</td>
</tr>
<tr>
<td>4</td>
<td>Surat Keputusan Ketua STAIN Salatiga tentang kepenguruan CEC 2008</td>
<td>STAIN Salatiga</td>
<td>Anggota (Public Relationship)</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Surat Keputusan Ketua STAIN Salatiga tentang kepenguruan CEC 2009</td>
<td>STAIN Salatiga</td>
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<td>OPSPEK 2007</td>
<td>BEM STAIN Salatiga</td>
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<tr>
<td>No.</td>
<td>Event Description</td>
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<td>7</td>
<td>Praktikum Pelatihan TOEFL</td>
<td>SAIN Salatiga</td>
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<td>8</td>
<td>Praktikum pelatihan ILAIK</td>
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<td>9</td>
<td>Praktikum Program</td>
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<td>10</td>
<td>Penataran Ustadz/Pengelola TKA-TPA Tingkat Dasar</td>
<td>Yayasan Team Tadarus Al-Qur'an &quot;AMN&quot; Yogyakarta</td>
<td>Panitia</td>
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<td>11</td>
<td>Sapta Lomba MAPSI MGMP PAI SMP sub sanggar 06 Kab. Semarang</td>
<td>Sub sanggar 06 MGMP PAI SMP Kab. Semarang</td>
<td>Juri Lomba Cabang Tartil</td>
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<td>12</td>
<td>Pekan Muharram 1429 H dan Sapta Lomba MAPSI MGMP PAI SMP Kab. Semarang</td>
<td>Panitia pecan Muharram MGMP PAI Kab. Semarang</td>
<td>Juri Lomba Cabang Tartil</td>
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<td>13</td>
<td>Headmaster Training</td>
<td>Tunas Wiyata Institute, Marinus Platinum Foundation (Netherland) and DIKOPORA Yogyakarta</td>
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<td>14</td>
<td>Festival Bahasa Internasional/ Seminar Nasional Peningkatan Bahasa Internasional Untuk Menguatkan Pendidikan Nasional</td>
<td>CEC dan ITTAQO</td>
<td>Panitia</td>
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<td>No.</td>
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<td>15.</td>
<td>Festival Bahasa International/ Pemilihan Mas dan Mbak STAIN Salatigs</td>
<td>CEC dan ITTAQO</td>
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<td>16.</td>
<td>International Stadium General “Youth can actively involve in preserving and promoting world heritage”</td>
<td>IIWC, Dejavato Foundation, Directorate General for History and Archeology-Ministry of Culture and UNESCO World Heritage Centre</td>
<td>Peserta</td>
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<td>17.</td>
<td>TVRI Relax Show, Dialogue and Debate 2010</td>
<td>STAIN Salatiga dan TVRI Jawa Tengah</td>
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<td>18.</td>
<td>TVRI Relax Show, Dialogue and Debate 2009</td>
<td>STAIN Salatiga dan TVRI Jawa Tengah</td>
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<td>19.</td>
<td>English Friendship Camp 2009</td>
<td>CEC</td>
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<td>English Friendship Camp 2008</td>
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<td>21.</td>
<td>Seminar “around the world with voluntary service”</td>
<td>CEC &amp; IIWC</td>
<td>Panitia</td>
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<td>22.</td>
<td>Movie appreciation and breaking the fast</td>
<td>CEC</td>
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<td>23.</td>
<td>Musabaqoh fil lugah al arabiyah</td>
<td>ITTAQO &amp; JQH</td>
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<td>Description</td>
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<td>Musabaqoh tilawatil qur'an</td>
<td>ITTAQO &amp; JQH</td>
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<td>Seminar regional entrepreneur goes to campus</td>
<td>LPM DINAMIKA</td>
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<td>UPB STAIN Salatiga</td>
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<td>LPM DINAMIKA</td>
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<td>29</td>
<td>Praktek Pembina muda pramuka</td>
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<td>32</td>
<td>Workshop Participatory Action Research (PAR)</td>
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Salatiga, 5 Agustus 2011

Mengetahui,

Pembantu Ketua
Bidang Kemahasiswaan

[Signature]

H. Agus Waruyo, M. Ag.
NIP: 197502112000031001