

IMPROVING THE EIGHT GRADE STUDENTS' UNDERSTANDING ON  
SIMPLE PAST TENSE BY USING NUMBERED HEADS TOGETHER  
TECHNIQUE AT SMP NURUL JADID IN 2016/2017 ACADEMIC YEAR

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**Abstract**

The background of the study in this research is based on the phenomena that are some students' still faced some problems regarding on simple past tense understanding. There was only 12 of the 27 Students could reach the standard score requirements 72 of english subject including tense at SMP Nurul Jadid. Generally, they still frequently made some mistakes in applying simple past form.

The problem in this research is (1) How can the use of Numbered heads together technique could improve the eight grade student's on simple past tense understanding at SMP Nurul Jadid by sharing their difficulties with their group. (2) How can the use of Numbered Heads Together technique could improve the eight grade student's active participation on simple past tense at SMP Nurul Jadid by guiding them to think critically and creatively.

Based on the problem, the research objective is intended "To improve the students' understanding on Simple Past Tense at SMP Nurul Jadid in the academic year 2016/2017".

The design of the research is Classroom Action Research. This research covered four stages of activities, they are planning, implementing, observing, and reflecting. The research subject is VIII H clas. The instrument are used the test, and observation checklist. To calculate the students' simple past tense score. The data was analyzed by using mean formula.

Numbered Heads Together technique improved students' understanding on simple past tense in two cycles from the average of the students score is 69.4 into 71.48 in the second cycle. Finally, it could be concluded that the use of Numbered Heads Together could improve the VIII H students' understanding on simple past tense at SMP Nurul Jadid in the 2016/2017 by guiding them to think critically, criatively and sharing their difficulty with their group.

**Key words :** *Students, Simple Past Tense, Numbered Together*

## INTRODUCTION

In learning English, the students of junior and senior high school need to learn the four skills of English. Based on the Kurikulum Tingkat Satuan Pendidikan (KTSP), English instruction aims at developing students' competence to be able to communicate in English, both orally and written. Writing is one of English language skills that should be mastered by the students in academic context. As tool of communication, this skill demands the students to be able to deliver message in written language since writing is actually a word transaction in which it is freely to presently think, feel, and perceive (Peter Elbow, 1973, in Brown, 2001:337). Writing as one of English skills is very important to learn because it has important role. According to Nation (2009:113), he said that writing is an activity that can usefully be prepared for by working in the other skills of listening, speaking and reading.

When the researcher did the preliminary study in the eighth grade of SMP Nurul Jadid, the the English teacher said that the students' still frequently made some mistakes in applying simple past tense form. Then, the students were passive during the classroom activities. Most of the students made many noises by talking each other during the lesson, even when the teacher was in the classroom. However, they just kept silent when the teacher asked questions to them. There were only some students actively involved during the lesson

To solve the problem, the researcher tried to apply an effective methods in teaching tenses which could bring some positive values such as motivating the Students in learning tenses and helping them improve their tense understanding. One of the solutions was using teaching aid in teaching tenses. Concerning with the solution Arsyad (2006:26) states that the use of teaching aids can clarify the information given thus it can improve the learning result.

Based on the case, the researcher wants to know how the use of Numbered Heads Together technique can be an effective strategy that could be used by teacher to improve student's understanding on simple past tense.

The writer choose this technique, because according to Rosi Novitasari (2013) She said that Numbered Heads Together is a good technique to be used in teaching reading narrative text, it helps the students to overcome their difficulties in reading, creates a positive atmosphere in the class, and builds a good interaction for teacher and students.

Then, NHT accommodates the students with the group discussion before they perform independently. It helps them to make their performances better. Through the discussion with their friends, the students could have opportunities to communicate interactively and share their comprehension about the learning materials.

Dwi Antoro (2015), NHT can make the students are able to learn and sharing ideas with the group member, make the students more creative and productive. Because all students should participate in reporting the answer. This method are able to change the conventional method to be more interesting and enthusiastic.

From all of the information above, the writer would like to write this research in titled "Improving Students Understanding on Simple Past Tense by Using Numbered Heads Together Technique in 2016/2017 academic year".

## **RESEARCH METHOD**

The research was conducted of the eight H grade students' of SMP Nurul Jadid which had problem in simple past tense by using classroom action research. According to Burns (2010:12), action research is a study that aimed to identify a 'problematic' situation or issue that the students consider worth looking into more deeply and systematically. In brief, classroom action research which is intended to solve the problem in the classroom. So, this classroom action research is intended to overcome the students' problem in simple past tense.

## **RESULT AND DISCUSSION**

### **RESULT**

After implementing the technique, in the first meeting of cycle 1, the researcher found there were 16 of 27 and there were 19 of 27 in meeting 2 who were active participated. only paying attention and were not serious in doing the group discussion. It means that the requirement of 64% students' active participation in teaching learning process of Simple Past Tense was not fulfilled yet. It can be concluded that the students did not give optimum respons.

Based on the calculation, the observation checklist in meeting 1 cycle 2, there were 22 of 27 students were actively participated. And there were 25 of 27 students were active participated. In Cycle 1, some of Students still passive and they were not serious in work in group, but in Cycle 2 they were more enthusiastic, active and enjoyed the teaching and learning process. From the result of grammar test in cycle 2, the average score is 71.48. It is means that the target score 70 has been achieved. Based on the result, there were 22 of 27 students who got score 70 in cycle 2. So, the researcher can finish the cycle. It can be seen that students' improvement on simple past tense has been proven in the second cycle.

### **DISCUSSION**

This research was begun on June 13<sup>th</sup> 2017 and ended on July, 9<sup>th</sup> 2017. It was aimed to improve the students' understanding of SMP Nurul Jadid by using Numbered Heads Together technique. The actions had been implemented in two cycles. Based on the result of the actions in Cycle 1 and Cycle 2, the implementation of NHT strategy and complementary actions were successfully accomplished and the objective of the research had been achieved.

In the cycle 1, the researcher found there were 64% students who were active participated. Some students only paying attention and were not serious in doing the group discussion. Whereas, discussion is one of procedures of NHT. It is caused the students active participation in cycle 1 did not achieve the target. For the result of grammar test, it found that some students are still confused to use regular and irregular verb. For instance, in one of the test, they wrote singed for the verb 2 form of sing. The average score is only 69.4. Based on the explanation in chapter 3, the research decided that it is successful if the average score is  $\geq 70$ . It means that the action in cycle 1 were not successful. it was necessary to continue the actions into cycle 2.

Taking the problem in cycle 1, the researcher arranges some revision to make the implementation of NHT run well. In cycle 2, the researcher gave a better

explanation about regular and irregular verb, replaced some group members, and asked some students who achieved the score to be a leader in every group.

According to Chasanah (2015:185) The purpose of adding a group leader is to increase students' activity. With the existence of a group leader, the working of group discussions becomes more instructed and directed. Because, the task of group leader is to coordinate, responsible and maintain the balance among the group members.

The result of cycle 2 indicated that the application of NHT was successful in improving the students' active participation and their understanding on simple past tense. There were 22 students who got score  $\geq 70$ . Most of students got the target score. The average score is 71.48. Based on the explanation on chapter 3, the researcher decided that the research is supposed to be successful if the average score is  $\geq 70$ .

Based on the result of the research, it can be said that Numbered Heads Together technique can improve the eighth grade students' understanding on simple past tense of SMP Nurul Jadid in 2016/2017 academic year.

## **CONCLUSION AND SUGGESTION**

### **CONCLUSION**

Based on the result of the simple past tense test and the discussion in the previous chapter, the conclusion of this research is as follows:

Regarding the result of the research that the use of Numbered Heads Together technique can improve the eighth grade students' understanding on simple past tense of SMP Nurul Jadid by guiding them to think critically, creatively and sharing their difficulty with their group.

### **SUGGESTION**

Some suggestions are given to the English teacher, to the students, and the future researcher as follows; *To the English teacher*, hopefully, teachers can apply cooperative learning model using Numbered Heads Together to improve students' understanding on simple past tense. *To the Students*, The students are suggested to use NHT to increase their ability on simple past tense and active participants in teaching learning process by letting them learn to collaborate and share the idea with their friends. *To the Future Researcher*, the future researcher who has problems in teaching grammar are suggested to conduct a Classroom Action Research by using NHT to improve students' understanding especially on simple past tense. But, the future researcher should be more creative. Hopefully this study could be reference for the future researcher that will analyze simple past tense.

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