IMPROVING STUDENTS' ABILITY IN WRITING SENTENCE IN PRESENT FUTURE TENSE THROUGH MIX-FREEZE GROUP STRATEGY AT FIRST GRADE OF MADRASAH ALIYAH PONDOK PESANTREN DARUSSALAM PARMERAAN PADANG LAWAS UTARA

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By

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ABSTRACT

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Title	: Improving Students' Ability in Writing Sentence in Present Future Tense Through Mix Freeze Group Strategy at First Grade of MA Pondok Pesantren Darussalam Parmeraan Padang Lawas Utara

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This research was conducted to find out the implementation of Mix Freeze Group Strategy in improving students' ability in mastering Present Future Tense. The population of this research was the first grade of MA Podok pesantren Darusslam Parmeraan Padang Lawas Utara 2017/2018 academic years, which consisted of 32 students. This research was applied by classroom action research. The technique of analyzing data of this research was applied by using quantitative and qualitative data. The qualitative data were taken from interview, observation, and document. The quantitative data were taken from the test which was carried out in two cycles. Each cycle consisted of two meetings. The test was given in forms pre-test and post-test in the cycle 1 and cycle 2. In the first cycle, the mean of the pre-test was 41.87 and the mean of the post-test was 65.31. The mean of second cycle was 90.62. The persentage of students who got point up 65 also grew up. In the pre-test students who got up 65 there were only 0 of 32 students (0%). In the post-test of cycle 1, students who got up 65 there were 16 of 32 students (50%). It means that there was improvement about 50%. In the post-test of cycle 2, students who got up 65 there were 32 of 32 (100%). The improvement was about 50%. It indicated that was improvement of students' anility in mastering Present Future Tense through Mix Freeze Group Strategy.

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In the name of Allah SWT, th most gracious, most merciful.

All praise is due to Allah, Lord of the world, who has given the writer love and blesssing to finish a last assignment in her study, "Thesis". Peace and salutation be upen to the prophet Muhammad SAW, his family, his companion, and his adherence.

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CHAPTER I

INTRODUCTION

1.1 The Background of Study

Tenses is verb form (apart from some special cases) implies time associated with the act, event, or events expressed in a sentence. It is important for us to know when the action or activity that accurs in a sentence: in present, past or future ?.[1] Tenses is shows time at present, past, future, etc. There are sixteen tenses in English grammar such as : simple present tense, present continuous tense, simple past tense, past continuous tense, future tense, present perfect tense, etc.

Present Future Tense, is called simple future tense is the grammatical tense used talking about something that will happen or exist.[2] The students have learned tenses, at least they have ability to make sentences in Present Future Tense.

In fact, the teacher usually faces many difficulties in teaching Present Future Tense in school. Most of the students regard the grammar especially Present Future Tense is diffilcult. Actually, Present Future Tense is diffilcult how to write sentence and how to understanding sentence in present future tense, if the teacher cannot to modify the teaching strategy to be more interesting. The writer choose this title based on syllabus or curriculum at Madrasah Aliyah Pondok Pesantren Darussalam Parmeraan Padang Lawas Utara.

The strategy makes the students' interest to study about grammar especially Present Future Tense. Strategy is one of the important factors to make a good plan to reach out for the purpose in teaching-learning process, because

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[1] Akh Kardimin. 2010. *Cepat Menguasai English Grammar Bagi Pemula.* Yogyakarta: Cakrawala, p. 2.

[2] Rahmah Fitriani,*English Grammar*, Bandung: Citapustaka Media Perintis,2010,p.87.

teaching strategy can influence the result of learning. Therefore, in teaching learning process, the teacher should use effective strategy especially in Present Future Tense.

In this thesis the writer chose Mix-Freeze Group Strategy, because the writer studied about the appropriate strategy of Mix-Freeze Group. Mix-Freeze Group is one of the strategy to improve students' ability in grammar, it is used to make the students can improve their ability in Present Future Tense, it means this strategy made the students more active as participant class in learning English.

This strategy gives many adventages to the students in learning Present FutureTense, such as; it gives motivation to the other students to learn Present FutureTense, the situation in learning English be more dynamic because every student understand the tense, feel enjoyable and interest in teaching English especially Present FutureTense, but this strategy also have disventages, such as; each of students have individual working that they cannot working together and they be individually in analyze of sentence.

In fact, the students at Madrasah Aliyah Pondok Pesanteren Darussalam Parmeraan still have difficulty in constructing Present FutureTense. To improve the students' ability in writing sentence, the writer use mix – freeze group strategy, it is expected that students will able to write sentencein Present FutureTense.

As the mentioned above, the writer tries to conduct a research under the title :

"THE IMPROVING STUDENTS' ABILITY IN WRITING SENTENCE IN PRESENT FUTURE TENSE THROUGH MIX-FREEZE GROUP STRATEGY AT MAPONDOK PESANTEREN DARUSSALAM PARMERAAN PADANG LAWAS UTARA .

1.2 The Identification of Study

Based on the background of the study above, the writer identifies some problems dealing with the study, they are :

1. The students have low interest in learning English especially in learning tenses.

2. The students' ability in writing present future tense is still low.

3. The teacher do not use appropriate strategiesin teaching English language.

1.3 The Limitation of Study

In this paper the writer would be limited the research discussion based on in present future tense. It would be discuss to increasing the students ability in using present future tense by mix-freeze group strategy at MA Pondok Pesanteren Darussalam Parmeraan Padang lawas Utara, especially the first grade of senior high school.

1.4 The Formulation of Study

Based on the background above, the writer formulated this study as follows:

1. Can the mix-freeze group strategy improve the students' ability in writing sentence in present future tense ?

2. How is the improvement of the students' ability in writing sentence in present future tense taught by mix-freeze group strategy ?

1.5 The Objectives of Study

Based on the formulation of the research, the objectives of the research to find out:

1. To know the improvement of the students' ability in writing present future tense through mix-freeze group strategy.

1.6 The Significances of Study

This study is intended to give us some important aspect as bellow:

1. To be an input in teaching learning process especially to English teacher in present future tense.

2. To give some contribution for English teacher to improve the quality of teaching English especially in writing present future tense.

3. To improve students' ability in studying English especially in writing present future tense.

4. To add knowledge of writer about this strategy in teaching present future tense.

CHAPTER II

THEORITICAL REVIEW

2.1 Theoritical Framework

This theoritical framework was presented in order to give some clearer concept being applied in this study that is on using mix-freeze group in teaching to improve students' ability in writingsentence in present future tense. To support the ideas of this research, some theories and some information was included to help the writer design this researh.

2.2 Writing

2.2.1 Definition of Writing

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen.[3]

Writing is already and will continue to be an important part of your everyday life. The writing you do can be as simple as jotting down a phone message of writing yourself a quick reminder or as complex as develoving a research paper on a historical event or preparing a science lab report.[4]

2.2.2 Writing Process

When writing, students work the stages of the writing process. The creation of writing occurs in basically five stages: prewriting, drafting, revising,

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[3] Utami Dewi. 2013. *How to Write.*Medan: La-Tansa Press, p.2.
[4]Upper Suddle River. 2001. *Writing and Grammar Communication in Action.* United State of America,p. 2.

editing, and publishing. *Prewriting* is the planning and idea-gathering stage. *Drafting* refers to time spent composing a rough draft. *Revising* is the process of improving the draft. Students reread their work and share it with a partner or small group; they then make changes in the writing in the writing based on the feedback from their peers. *Editing* is the process of correcting mechanical errors. *Publishing,* or sharing, is accomplished in a wide variety of ways when the work is in final form.

According to Gardner and Johnson describe the stages of the writing process:

Writing is a fluid process created by writers as they work. Accomplished writers move back and forth between the stages of the process, both consciously and unconsciously. Young writers, however, benefit from the structure and security of following the writing process in their writing.[5]

- **Prewriting.** *Students generate ideas for writing*: brainstorming; reading literature; creating life maps, webs, and story charts; developing word banks; deciding on form, audience, voice, and purpose as well as through teacher motivation.

- **Rough Draft.***Students get their ideas on paper.* They write without concern for conventions. Written work does not have to be neat; it is a 'sloppy copy.'

- **Reread.***Students proof their own work* by reading aloud and reading for sensibility.

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[5]*Ibid.p.9.*

- **Share with a Peer Revisor.** *Students share and make suggestions for improvement:* asking who, what, when, where, why, and how questions about parts of the story the peer does not understand; looking for better words; and talking about how to make the work better.

- **Revise.** *Improve what the narrative says and how it says it:* write additions, imagery, and details. Take out unnecessary work. Use peer suggestions to improve. Crarify.

- **Editing.** *Work together on editing for mechanics and spelling.* Make sure the work is 'good proof.'

- **Final Draft.** *Students produce their final copy* to discuss with the teacher and write a final draft.

- **Publishing.** *Students publish their written pieces:* sending their work to punlishers; reading their finished story aloud, making books. This is a time to celebrate!

2.3 Present Future Tense

2.3.1 Definition of Present Future Tense

The present future tense is also called as simple future tense is the grammatical tense used talking about something that will happen or exist.[6]Simple future tense is used to express the events predicted to occur in the future.[7] The simple future tense expresses future intentions.[8]

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[6]*Ibid.p.*117.

[7]Mr. Sam. Tt. *Kitab Grammar ang Tenses Super Lengkap*. Pamulang: Penerbit Ilmu Bumi Pamulang-Bambu Apus,p. 133.

[8]McGraw-Hill. 2002. *Interactions 2 Grammar, 4th Edition.* New York: Penerbit McGraw-Hill/Contemporary, p. 29.

The simple future tense and *be going to* are used for several specific meanings.[9]

- *Will* is often used to express the future in written English. In spoken English, it is frequently used with predictions, promises, offers, and requests.

- *Be going to* is also used in conversational English. It often involves actions that have been planned before the moment of speaking.

- Both *will* and *be going to* are followed by the simple form of verb.

- The use of *shall* with *I* or *we* to express future time is possible but uncommon in American English. *Shall* is used much more frequently in British than in American English.[10]

2.3.2 Function of Present Future Tense

The present future tense is used:[11]

1. 'will/shall' to express a promise.

   Example: I will call you when I arrive home.

         He won't tell anyone his wife's secret.

2. 'will/shall' to express willingness.

   Example: I'll help you whenever you need.

         He will try her best to do it.

3. 'will/shall' to express spontaneous actions.

   Example: Stay there, I'll have a word with you.

         We will go home soon.

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[9]*Ibid*.p. 17.
[10]Betty Schrampfer Azar.1989. *Understanding And Using English Grammar* . United State Of America,p. 44
[11]Rahmah Fithriani, *op.cit,*p.117.

4. 'be going to' to express a plan.

It expresses the idea that a person intends to do something in the future. It does no matter whether the plan is realistic or not.

Example: She is going to spend her vocation in Bali.

His mother is going to make his birthday cake.

5. 'will/shall' and 'be going to' express a prediction. To predict in the future.[12]

Example: It will rain again tomorrow.

It is going to rain again tomorrow.

She thinks the team will win the championship this season.

She thinks the team is going to win the championship this season.

Be going to+ verb often expresses specific future plans or intentions. It is common in conversation and often sounds like "gonna" or "gunna."[13]

Table Example of 'Be going to + Verb'

Uses	Examples	Notes
Future Plans	**I'm going to** study tonight. She**'s going to** help me with my work.	Future time expressions such as *later, this afternoon, (evening, weekend), tomorrow, etc*. Are often used with *be going to.*
Future Intentions	I'**mgoing to** get good grades this term. I'**m not going to** go to so many parties.	

6. To show the requisite.[14]

Example: He will give you a good dictionary if you go with him.

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[12]Firdaus Ditya. 2016. *Super Perfect 16 Tenses.* Yogyakarta: Cakrawala, p. 71.
[13]McGraw-Hill, *op. Cit.,*p.29.
[14]Akh Kardimin, *op. Cit.,* 126.

2.3.3 Form of Present Future Tense

1. Will/Shall

Table Example of 'Will/Shall

Affirmative	Negative	Interogative
I will/shall come	I will/shall not come	Will/Shall I come ?
You will come	You will not come	Will you come ?
He, she, It will come	He, she, It will not come	Will He, she, It come ?
We will/shall come	We will/shall not come	Will/Shall we come ?
They will come	They will not come	Will they come ?

Note: a. **'Shall'** is slightly dated but can be used instead of **'will'** with the subject **I** or **We**.

a. The short form of **'will'** is **'ll** and the short form of the negative **'will not'** is **'won't'.**

2. Be going to

Table Example of 'Be going to'

Affirmative	Negative	Interrogative
I am going to come	I am not going to come	Am I going to come ?
You are going to come	You are not going to come	Are you going to come ?
He/She/It is going to come	He/She/It is not going to come	Is he/she/it going to come ?
We are going to come	We are not going to come	Are we going to come ?
They are going to come	They are not going to come	Are they going to come ?

2.3.4 Formula of Present Future Tense.

1. Verbal Sentences

Verbal sentences is that usesthe verb in the sentence.

- Formula of Positive Verbal Sentence.[15]

Subject + Will + Verb 1 + O

Examples: I will go to library next week.

She will sell her house tomorrow.

- Formula of Negative Verbal Sentence.

Subject + Will + Not + Verb 1 + O

Examples: I will not go to library next week.

- Formula of Interrogative Verbal Sentence.

Will + Subject + Not + Verb 1 + O?

Examples: Will I not go to library next week ?

2. Nominal Sentence

Nominal sentence is a sentence that the predicate is not verb, but noun,

adjective, or adverb. It means the sentences is not use verb.

- Formula of Positive Nominal Sentence.[16]

Subject + Will + Be + Compliment
Subject + To be+ Going to + Be + Compliment

Examples: I Will be in Bangkok next week.

I am going to be in Bangkok next week

- Formula of Negative Nominal Sentence.

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[15]Firdaus Ditya, *op. Cit.,* p. 71.

[16]Mr. Sam, *op. Cit.,* p. 134.

> **Subject + Will + Not + Be + Compliment**
>
> **Subject + To be + Not + Going to + Be + Compliment**

Examples: I will not be in Bangkok next week.

I am not going to be in Bangkok next week

- ▪ Formula of Interrogative Nominal Sentence.

> **Will + Subject+ Be+ Compliment**
>
> **To be + Sabject+ Going to + Be+ Compliment**

Examples: Will I bi in Bangkok next week?

Am I going to be in Bangkok next week?

2.4 Strategy

2.4.1 Definition of Strategy

In teaching English, teaching strategy can influence the result of teaching. Actually, many strategies of teaching that can be applied in the class room. The teacher who want to deliver the lesson in front of class should be able to choose the best strategy that can make students interest in following the lesson. For example everyone become a teacher strategy, point counterpoint strategy, Mix Freeze Group, etc.

Without choosing a appreciate strategy in teaching the lesson, of course can make the students to be upset. That is why teacher must be able to choose a suitable strategy in teaching.

General strategy has meaning the sense of a great lines bow to act in order to achieve specific targets. associated with learning, a strategy can be defined as

common patterns of teachers' activities of the students in the embodiment of teaching and learning activities to achieve the objectives that have been outlined.[17]

Strategy is plan intended to achieve a particular purpose.[18] Strategy is a general plan or set of plans intended to achieve something, especially over a long period. Strategy is the art of planning the best way to gain an adventage or achieve success.[19] Strategy is a careful plan to achieve specfic goals.[20]

It state in Alqur'an in An-nahl:125

ادْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُم بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ

أَعْلَمُ بِمَن ضَلَّ عَن سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning:

Invite (all) to the way of your lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your lord is most knowing of who has strayed from his way, and He is most knowing of who is (rightly) guided(QS. An-nahl:125).[21]

It also found in Hadits that narrated by Muslim as follows:

[17] H. Abuddin Nata. 2009. *Perspektif Islam tentang Strategi Pembelajaran.* Jakarta: Kencana Prenadamedia Group, p. 206.

[18] Oxford University Press. 2008. *Oxford Learner's Pocket Dictionary.* New York: Detabase right Oxford University Press, p. 439.

[19] Collins Cobuild. 2015. *Advanced Dictionary of English.* USA: PT Gramedia Printing.

[20] Departemen Pedidikan Nasional Edisi Keempat. 2008. *Kamus Besar Bahasa Iindonesia.* Jakarta: PT Gramedia Pustaka utama.

[21] Departemen Agama RI. 2009. *Al-Qur'an dan Terjemahnya.* Bandung: PT Sygma Examedia Arkanleema, p. 281.

ثنا عمر بن احمد بن علي ثنا محمد بن الوليد ثنا عبد الوهاب ثنا ا بوب عن ا بي قلابةثنا

مالك بن الحويرث : عن النبي صلي الله عليه و سلم نحوه و قل فيه ايضا صلوا كما

رايتموني اصلي(رواه بيهاقي)

Meaning:

> *Pray like I Prayed* (*narrated by Muslim from Malik ibnu Huwarist*).

From the verse and Hadist above the writer conclude that strategy has an important role in achieving particular purposes especially in teaching and learning process. And the researcher suggests to the teacher to use strategy in every teaching and learning process.

Syaiful Bahri and Aswan Zain explain about four basics of strategy in teaching learning are follows.[22]

a. To identify, determine of specification and qualification of behavior of change

b. To choose the procedure, method, and the technique in teaching learning process

c. To choose apply of form and activity successful of criteria in teaching learning

According to the explanation above the researcher can conclude that strategy is a planning and strategy is also the same technique.

2.4.2 Definition of Mix-Freeze Group

Mix – Freeze Group is a group class building and mastery structure. It provides an opportunity for students to move about the classroom meeting other

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[22]Syaiful Bahri Djamarah dan Aswan Zain, *Strategy Belajar Mengajar*, (Banjarmasin PT. Rineka Cipta, 1995),p.5.

students and engaging in a discussion with the students in their group. The teacher asks the students to "Mix (Mingle) in an open area of the classroom, on the "Freeze" signal, the students stop where they are, and then "Group" by the number (or problem) the teacher gives.[23]Mix Freeze Group is a strategy to create random groupings that can be used for other strategies such as jigsaw.[24]

When the group are formed, there are times when the students do not evenly divide into the given group size. In those instances, set a "Lost and Found" area near where the teacher is standing. Some students that does not fit evenly into a group, stands in the lost and found area.As the students regroup the next times, any students in the lost and found must be incorporated into one of the new groups. The rule is that the same students can't be in the lost and found two times in a row.

To use Mix-Freeze-Group, students walk around the classroom. When the teacher says, "Freeze!" they stop and find the closest person. The teacher then asks a question and the students answer it with their partner. To play Mix-Freeze-Group, have students walk around the classroom again. When the teacher says, "Freeze!" students form groups of five. Left over students go near the teacher in what Kagan calls the "lost and found." These students get a break and don't have to answer any questions that round. Only allow students to go to the lost and found twice per Mix-Freeze-Group session. After students are in groups of five,

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[23] Jeanne M. Stonne, *Cooperative Learning Reading Activities*, (United Stated of Amerika 2003),p.66.
[24] Adapted from the research of Kagan, S. And Kagan, M. (1998) and Garner, Howard (1993-2004). *Cooperative Learning*. SAISD Social Study Department, p. 1. https://www.saisd.net/admin/curric/sstidies/resources/teacher_zone/Cooperative/pdf/cl_mix_freeze_group.pdf

the teacher then gives a harder content mastery question and the team deliberates.[25]

Mix- Freeze Group strategy is one of the simplest strategiest when using as class building activity, once students are in their groups, they can simply go around the group saying their names and sharing something about the subject (Definition, Function, Formula of Present Future Tense). As a mastery activity, once students are in their groups they would practice whatever the skill was by answering the question given by the teacher, showing flashcard to each other, or asking each other question.

2.4.3 Procedure of Mix- Freeze Group

1. The students mix in the center of the room, the teacher calls "Freeze" and announces the group size.

2. The students form the group.

3. (Optional) the students discuss a topic provided by the teacher.

   The steps are:

1. Pass out one setting the theme handout per students

2. Each students competes the sentence propmt

3. Students move to an open area and mix. At the teacher's signal, they freeze and group by the number the teacher gives. Within their groups students share their first sentences.

4. The process is repeated more times.

5. Students return to their seats and complete the last sentence prompt, use some kinds of information sharing, for students to share their ideas and feelings.

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[25] Katie Tonarely, *Elementary School Cooperative Learning Games,* http://www.ehow.com/list-5933310-elementary-school-cooperative-learning-games.html.Accessed on January, 15 2017.

6. Optional: collect the sentence prompt and save them for the end of the unit.. Do theactivity to allow the students explore any new ideas they developed.

The variation in strategy Mix-Freeze Group, the groups' size is set and every time students' regroup, they group into pairs. This several adventages. For teams' formation, after a number of mixes, the pair can pair and form a random team of four. When using flashcard (Definition, Function, Formula of Present Future Tense), the students exchange flashcards each turn, thus providing varying practice.

2.5 Adventages and Disventages

A strategy gave a adventage to the students in learning Present Future Tense such as: it gives motivation to the other students to learn Present Future Tense, the situation in in learning English will be more dynamic because every students will understand the tense, will be increase because the students felt enjoyable in teaching English especially Present Future Tense but this strategy also have disventages, such as : each of the students have individual working that they cannot working together and they will be individually.

2.6 Ability

2.6.1Definition of Ability

Ability is skill of power. [26] Ability is skill, strength: we tried with ourselves.[27]Your ability is to do something is the fact that you can do it. Your ability is the quality or skill that you have which makes it possible for you to do

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[26]Tn, *Oxford Learner's Pocket Dictionary,* 2008. New York: Oxford University.

[27]Tn, *Kamus Besar Bahasa Indonesia Pusat Bahasa,* 2008. Jakarta: PT Gramedia Pustaka Utama.

something.[28] Ability is capacity or power to perfom act, physical and mental. Especially for academic field, and also defines ability as cleverness and intelligence.

Because ability is part of physical and intellectual activities the teacher has important role to develp students' behavior. The ultimate objective of physical educator is to develop overt behavior that will manifest itself through active participation in various types of physical activity. Nevertheless, it is also useful to modify latent behavior. If a persondevelops a more positive attitude toward physical activity, this may be the first significant step toward his personal participation in an activity lifestyle.

Based on Surat Mujadalah verse: 11

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِى ٱلْمَجَٰلِسِ فَٱفْسَحُوا يَفْسَحِ ٱللَّهُ لَكُمْ وَإِذَا قِيلَ ٱنشُزُوا فَٱنشُزُوا يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُوا مِنكُمْ وَٱلَّذِينَ أُوتُوا ٱلْعِلْمَ دَرَجَٰتٍ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

Meaning:

O you who have believed, when you are told,"Space yourselves" in assemblies, then make space; Allah will make space for you. And when you are told, "Arise," then arise; Allah will raise those who have believed among you and

[28]Collins Cobuild, *Advanced Dictionary of English,* 2015. Australia: PT Gramedia Printing.

those who were given knowledge, by degrees. And Allah is Acquainted with what youdo. (QS. Al-Mujadalah:11).[29]

As the Prophet Muhammad said in Hadist:[30]

<div dir="rtl">

كل مو لود يواد عل الفطرة فأبواه يهو دانه أوينصرانه أو يمجسانه (رواه مسلم)

</div>

Meaning:

Nobody is born upon fitrah. It's him/her parents who make him/her a jew or aChristian or a polytheist. (Narrated by Muslim).

Hadist above explains us that every human being that born have a fitrah (good character) and the parents can make it to be better or worst. From the verse and hadist above showed that how important to make the human being ability or potential to be better because they will get many blessing (hikmah) in their daily life.

2.7 Related of Study

1) Thesis by Nya'bit (2010), entitled: "The Implementation of Number Head Together Strategy in Develoving the Students Ability to Comprehend Reading Text at Senior High School of Nizam. This research aimed to develop student's reading comprehend through number head together strategy. This research was conducted at the second year (grade XI) students on SMA An-Nizam Medan. The object was the English teacher and the subject was the second class of IA (science class) with number of students is 29. The technique of data analysis was applied by using qualitative descriptive based on reconciliation of Mile and Huberman

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[29] Al-Jumanatul Ali, *Al-Qur'an dan Terjemahannya, 2004.* Bandung: CV Penerbit J-ART.
[30] Dr. H. Abuddin Nata, *op.cit*, p. 75.

(1994). The result of research was taken by observation sheet, diary note, interview sheet and videos. They showed how implementation of number head together strategy and students' were more enthusiastic to be able to comprehend reading during teaching learning process in the second cycle that in the first cycle.

2) Thesis by Farihatulfaizahlaela 2009, entitled: "The Implementation of Index Card Match in Increasing Students' Ability in Learning Photosynthesis at VIII Year Students' of SMP AL-Islam 1 Surakarta". This research aimed to know the students' increasing in learning biology by using index card match strategy. The result of this research that there was an increasing on the students ability in learning biology by applying Index Card Match Strategy and the researcher suggested to the teacher should maintain the students' interest by motivating them continuosly.

3) Thesis by Farihatul faizahlela 2009, entitled : "The Implementation of index card match increasing students' ability in learning Photosynthesis at VIII Year students of SMP AL-Islam1 Surakarta". This research aimed to know the students increasing in learning biology by using index card match strategy. The result of thie research that there was an increasing on the students ability in learning biology by applying Index Cardmatch strategy and the writer suggested to the teacher should maintain the students' interest by motivating them continuosly.

2.8 Conceptual of Framework

In learning English, there are four skills that should be learned by students namely; reading, writing, speaking and listening. In process of teaching learning, especially in teaching grammar we can use many strategies. In this research, the writer applied Mix Freeze Group strategy. Mix Freeze Group is one cooperative learning strategy that allows the students make collaboration activity which use to teaching a concept, system classification or organize the information in a variety of forms. Therefore in this strategy, the teacher guided students to play, so that they can comfort and feel enjoy in teaching learning process. In the other aims by using this strategy, the students learned about work together and show their brave to give arguments which teach them about social learning. The teachers' strategy can help students in understanding the lesson easily. The strategy can influence someone who wants to do something. The teacher should use the appropriate strategy in language teaching, because it can make the students have to join the lesson, so that they can study more seriously and their achievement will be better. On the other hand, if the teacher does not use the appropriate strategy, especially in teaching Present Future Tense, the students will be bored and will not have interest to follow the lesson. As a result, they will not be able to increase their achievement. The researcher try to use Mix Freeze Group Strategy in teaching Present Future Tense. The researcher hope the students' ability in learning Present Future Tense will be increase.

2.9 Hypothesis

The hypothesis in this research is that the students' ability in writing sentence in Present Future Tense can be increased by using Mix Freeze Group Strategy.

CHAPTERIII

METHOD OF RESEARCH

3.1 Location of Study

This research was conducted atMA Pondok Pesantren Darussalam Parmeraan Padang Lawas Utara.The reasons in choosing this location were:

1. The researcher found that the same title has never been done before in this location.

2. This title was never researched in this location.

3. The researcher wants to improve grammar in that school especially in Present Future Tense.

3.2 Research of Design

The research was conductedby applying Classroom Action Research. Classroom action research consists of three words that can be understand as follow:

1) Research; examine the activities of an object, use the rules of a particular methodology to obtain data or information data or information useful to improve the quality of a thing that interest and important for research.

2) Action; something movement activities that were deliberately made with a specific purpose, which was in this study form a study form as study form a series of cycle of activity.

3) Class; is a group of students who are in the same time receive the same lesson from a teacher.

By combining from three words, Classroom Action Research was reflected to activity which was intentionally appeared, and happened in class. Research Classroom Action was not really difficult, because teacher just done directly and observed the result directly.

Classroom Action Research was the research in which combination the research procedures with substantive action, an action which going on inquiry discipline, or somebody's effort to comprehend what was happened while join the process of improving and increasing.[31]

Classroom Action Research was process where teacher-lecturer and student-university students want to happen better changing, repairing, increasing in learning, therefore the aim of learning in class can be reached optimally. Classroom Action Research consist of 4 phases such as; planning, acting, observing and reflecting.

3.3 Subject of Study

The subject of this research was the first grade students of MA Pondok Pesantren Darussalam Parmeraan Padang Lawas Utara. The sample was taken only one class was X which consits of 34 students. Other individuals who provided information on the subject under research were classified as important. These included the English teacher and the principle of MA Pondok Pesantren Darussalam Parmeraan.

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[31] Rochiati Wiriaatmadja. 2014. *Metode Penelitian Tindakan Kelas.* Bandung: PT Remaja Rosdakarya, p. 11

3.4 Instrument of Collecting Data

3.4.1 Test

Test (before their spelling improved in the Indonesian language written test) is a tool or procedure used to determine or measure something in the atmosphere, in the manner and the rules that have been determined.[32]Test is a series of questions or exercises or other tools used to measure the skills, knowledge, intelligence, ability or talent possessed by individuals or groups.[33]

Test is instrument to measuring behavior of performance of someone. Measure instrument is a set of question that given to the students' to see their achievement in answering the question.The form of the testcontaining 10 questions. This question testis test students' ability to use Present Future Tense in sentence correctly appropriate to the formula by the aspects:

1. Identification of the sentence of Present Future Tense.

2. Make sentence that consist of Present Future Tense.

3.4.2 Observation

Observation was done to record the process during teaching-learning-process. It was about the behavior, attitude and all activities while giving action and doing their work group by using documentation, they were: photos, and diary notes.

[32] Suharsimi Arikunto. 2015. *Dasar-Dasar Evaluasi Pendidikan.* Jakarta: PT Bumi Aksara, p. 67.

[33] Masganti Sitorus. 2011. *Metodologi Penelitian Pendidikan Islam.* Medan: Penerbit IAIN Press, p. 64.

3.4.3 Interview

Interview was conducted to get information about students' ability to use Present Future Tense in sentence correctly before giving treatment. Therefore, interview was conducted in analyzing situation. The English teacher and some of students.

3.4.4 Diary Note

A diary is a record (originally in handwritten format) with discrate entries arranged by date reporting on what has happened over the course of a day or other period. A personal diary may include a person's experiences, and/or thoughts or feelings, including comments on current events outside the writer's direct experience.

3.5 Precedure of Research

a. Pre-Observation

Before the researcher does the research, she observes first the location and introduce herself to the principal of MA Pondok Pesantren Darussalam and the teachers. And then interview the principal about the school and the statistic of the students.

The procedure of research for this study was conducted by four meetings and two cycles. Each cycle were consisted of two meetings and every meetings included into four steps namely; planning, action, observation and reflection. The four steps could be seen in the following figure.

Cycle I

The steps in concluding the research are:

a. Planning

Planning is an essential element in the development of any method. In a sense it is the method, because a method is plan. It is by far the major part of the preparation step in the common pattern of teaching. In advance planning had to be flexible because it depended on circumstance and curriculum after the problem had been known, the researcher as a teacher and the other teachers worked together to plan needed in order to solve the students face. Therefore the researcher prepared everything related to the teaching learning process.

In this phase, there are some activities done by researcher, they are:

a) Making lesson plan consist of the action.

b) Preparing the teaching facilities.

c) Preparing the test to measure the result of the study.

d) Do a simulation and examining the action in the class.

e) Students should be involve actively in teaching learning process.

b. Action

Action is the process of doing thing. It is implementation of planning. Therefore, in this phase, everything that would be plan was done. There are many activities in action, they are:

a) Teacher explained and gave some example of Present Future Tense.

b) The teacher set the class rules during teaching-learning process.

c) The teacher taught about procedure of Mix Freeze Group Strategy to increase students' ability in Present Perfect Tense.

d) Students divided into some group.

e) The teacher announced the discussion topic (Present Future Tense) and poses some question to be done each group.

f) Teacher gave opportunity to the students who want to ask about the lesson.

g) The students asked to answer 10 question multiple choice.

c. Observation

Observation was done to record the process during teaching-learning-process. It was about the behavior, attitude and all activities while giving action and doing their work group by using documentation, they were: photos, and diary notes. There were many things that have been observed as follows:

a) Many students still confused about the procedure of Mix Freeze Group.

b) Many students were not active in doing the task, even some of them made noisy when teaching learning-process.

c) Many students just little answer question, when the teacher call pairs of students.

d) The teacher explained that the leader of the group must responsible to the group discussion.

e) The teacher admonished the students who couldn't control the voice to be quite.

f) The teacher didn't move around the class during doing the task in order to see the students' difficulty in discussing.

g) The teacher didn't give conclude the material.

h) The students' didn't give question after listen to procedure of Mix Freeze Group.

d. Reflection

Reflection is the movement or beyond (the outside) ability, consciousness as something that comes from the outside; muscle movement because something from the outside.[34] In Indonesian reflection is the act of pondering or thinking about something. In English explaining the word reflect is the thinking (thought) or consider.[35]

Reflection is the feedback process from the action that has been done before. In this phase, the researcher took the feedback of her/his teaching-learning process from the result of observation, the problem that exist, the cause of the problem were analyzed. Dealing with the purpose of research to increase students' ability in Present Future Tense, the researcher reflected on everything that she/he has been done and made decision for what to do or revise.

The results of reflection were follows:

a) Many students still confused about procedure Mix Freeze Group Strategy, the teacher didn't explain well.

b) Many students were not active in doing the task, even some of them made noisy when the teaching learning process because many of them were still confused how to make Present Future Tense sentences.

c) Many students could not answer the question the teacher, because they are not ready to answer and afraid to make mistake.

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[34] Wahya, Suzana and Ernawati Waridah. 2014. *Kamus Bahasa Indonesia untuk Pelajar, Mahasiswa, & Umum.* Bandung: Penerbit Ruang Kata imprint Kawan Pustaka, p. 515
[35] Rochiati Wiriaatmadja, *op.cit*, p. 27.

d) The teacher didn't explain about the procedure of Mix Freeze Group Strategy clearly.So,most of students couldn't understand it.

e) In controlling class, the teacher would be helped by the collaborator to come to the group. So, all the students would be active.

f) In order to make the students more active, the teacher gave more chance to answer the question.

Cycle II

Based on the result of the cycle I, the cycle II is better than the first cycle. The researcher made the planning to increase the students' ability in Present Future Tense. In this step, the reseracher planed detail about the activities would be done. After the researcher prepares the planning, so she applied in the action and developed into the procedure of Mix Freeze Group Strategy to improve students' ability in Present Future Tense. In observation the collaborator helped the rsearcher in conducting the action research, the collaborator observed the students' activity during teaching learning process.

To indicators are:

a) The students' ability to make Present Future Tense sentences better and improved than before.

b) The students' enjoy learning Present Future Tense in the class.

c) The students' participation or responses in teaching learning process improved actively.

a. Planning

In this cycle, Mix Freeze Group strategy was applied in teaching learning process. The topic was as same before. However, in this cycle, the teaching

learning process was more emphasized students to know Present Future Tense sentences through answer some question from the teacher by using Mix Freeze Group strategy. The researcher created more supportive condition in order to foster the students' to give more their responses and their participation actively in the class. The teacher planned to control students more active. The teacher gave motivation to the students that are very important for them to able to cooperate well, share opinion each other, and help each other. The teacher gave responsibilities to the group leather to lend discussion in their group. Te teacher gave chance to the students to ask about the procedure of Mix Freeze Group strategy if they didn't understand.

b. Action

a) The teacher explained and gaves some example of Present Future Tense.

b) The teacher reminded again the class rulers to the students.

c) The teacher gave more explanation about the procedure of Mix Freeze Group strategy.

d) The students were thought about the procedure of Mix Freeze Group as one strategy to improve students' ability in Present Future Tense.

e) The teacher announced the discussion topic (Present Future Tense) and poses some question to be done each group.

f) The teacher gave a specified of amount of time to students to interview each students.

g) The teacher gave opportunity to the students to respond the answer of question.

h) The teacher gave opportunity to the students who want to ask about the lesson.

i) The teacher asked the students that weather by using Mix Freeze Group strategy improve their ability in Present Future Tense.

j) The students asked to answer 10 questions.

k) The teacher moved around the class during doing the task in order to see the students' difficulty in discussing to give helping when needed.

c. Observation

The observation was still done in this cycle. The activities of the students were observed and they showed that most of their ability in learning Present Future Tense was better than in cycle I. The students more active in finishing their material and they were look more enthusiasts in learning.

d. Reflection

Having evaluated the researcher found that students' score in learning Present Future Tense showed the improvement. Based on the observation and the result of their score, the researcher concluded that the students' ability in learning Present Future Tense improved with Mix Freeze Group strategy. The students' score in the second cycle had increased than in the first cycle.

3.6 Definition of Operational Variable

The termof variable is terms that are most important in the study. Kerlinger call variable as a concept as well as men in the concept of gender, conviction in the concept of consciousness.Hadi sutrisno defined variable as the

symptoms that vary by gender, because gender has a variety of men and women. so that the variable is the object of research is varied.[36]

To avoid misunderstanding of terms and to focus on the variable of this study, here will be provided the meaning of terms used in this study that:

The independent variable was Mix Freeze Group (X variable). It's means that how the strategy can improved the student's ability in learning Present Future Tense.

The indicator are:

1. The students have ability to identify Present Future Tense in sentence.

2. The students have ability to determine the formula of Present Future Tense.

3. The students can answered the material about topics especially Present Future Tense.

3.7 Technique of Collecting Data

1. Interview

Interview was conducted to get information about students' ability to use Present Future Tense in sentence correctly before giving treatment. So, interview was conducted in analyzing situation. The English teacher and some of students.

2. Observation

In this case, observation was done by investigating in the field of research. First, the researcher observed about the condition in the class when teaching-learning processes go on and the condition of the students. The last, the researcher observed about condition in the school that is about the location and the facilities which support teaching-learning process especially in teaching English.

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[36] Masganti Sitorus, *op.cit*, p. 59.

3. Document

Document is anything written that contains information serving as proof. Document is all of data are collected and interoperated by researcher. And they also were supported by some media such as: photos, diary notes and documents which be related to researcher focusing.

3.8 Technique of Analyzing Data

After getting the data from the location of the study, the writer analyzed it by quantitative data that using "t-test" formula.[37]The writer used this formula because the writer want to know if there was a significant different between students' score before and after by using Mix-Freeze Group Strategy on the students' ability to use Present Future Tense in sentence.

The formula is:
$$t = \frac{X_1 - X_2}{S \sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

where :

$X_1 =$ The mean of data the students' ability in learning present future tenseat the first cycle.

$X_2 =$ The mean data of students' ability in learning present future tense at the second cycle.

$n_1 =$ The sample group of students at first cycle.

$n_2 =$ The sample group of students at second cycle.

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[37]Anas Sudijono. 2009. *Pengantar Statistik Pendidikan.* Jakarta: Rajawali Pers, p. 277.

Next to categories the number of students who passed the test successfully, the writer applied the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :

P = The percentage of students who get point 65.

R = The percentage of students who get point 65 above.

T = The percentage of students who took the test.

CHAPTER IV

DATA ANALYSIS AND RESEARCH FINDING

4.1 The Data

The data in this research were taken from quantitative and qualitative data. The quantitative data were taken from the mean of students' score in taking test. The qualitative data were taken from interview, observation and document. This research were conducted in one class with 32 samples. It were accomplished in four meetings. The second cycle wereconducted in two meetings. In the last meetings of each cycle, the students took the test as the post test.

4.2 The Quantitative Data

The quantitative data were taken from test result; pre-test and post-test (cycle 1 and 2). In pre-test no one get score 65 and no one reached minimum passing grade, and in the post-test cycle 1 there are students that reached score 65 and the post-test cycle 2, most of students got score 65 above. It means that the improvements of students' ability from pre-test to post-test.

The improvements of students' ability in using Present Future Tense through Mix Freeze Group strategy can be seen from the result of students' score from pre-test, post-test of cycle 1 and cycle 2 in this table.

TABLE 1.4

The Score of the students in Pre-Test, First Cycle Second Cycle

No	Initial name of students	Pre-test	Post-test (cycle 1)	Post-test (cycle 2)
1	AL	40	60	90
2	AFR	40	60	90
3	DD	50	70	100

4	DPR	50	70	100
5	DR	50	80	100
6	DS	50	70	90
7	DR	50	70	90
8	DSP	30	60	80
9	ELR	40	70	80
10	EAS	50	90	100
11	EYH	50	80	100
12	EAM	40	70	80
13	EP	40	60	80
14	FWT	30	50	80
15	HP	30	50	80
16	HH	40	60	90
17	HS	20	50	80
18	IHR	40	70	100
19	IR	50	70	100
20	JH	40	60	90
21	JIR	50	90	100
22	JS	40	60	90
23	JNS	50	70	100
24	JAT	50	70	100
25	LYD	50	60	90
26	LSH	50	60	90
27	LS	40	50	80
28	MIH	40	60	90
29	MD	50	80	100
30	MIR	20	50	80
31	MR	10	40	80
32	MR	50	80	100

4.3 The Qualitative Data

The qualitative data were taken from observation sheet, interview, document, diary note.

4.3.1Observation sheet

Based on observation, to be teacher, the researcher noted that the students' attitude during the teaching learning process. The researcher found that the students were pay attention to the researcher when the researcher explained the material by using Mix Freeze Group strategy. The students were active and anthusiastic. In the first cycle some of the students still confused to understand about the material, because in Mix Freeze Group strategy students must be active and communicate and also must serious to study and listen what the researcher said. The observation sheet can be seen in appendix VII and VIII.

4.3.2 Interview

The interview was done before conducting the first cycle and after finished the second cycle. The interview was done between the researcher with the teacher and the researcher with the students. The interview between the researcher with the teacher before conducting the first cycle was found that the researcher's problem in teaching learning process. While the interview between the researcher with the students before conducting the first cycle was found out that the students' difficulties in mastering grammar especially in learning Present Future Tense, and what the factor that make the students difficult to understand about material. Then the interview was done after finished the second cycle was found out that the student response about application of Mix Freeze Group Strategy in teaching learning process. The students said that they felt happy to study Present Future

Tense by applying that strategy. While the teacher said he would apply the strategy in teaching learning process. The interview sheet can be seen in appendix IX to XII.

4.3.3 Document

Document that mean here was all of the data that support this research. Such as; condition of the teacher. Condition of the students and facilities of the school. The documentation sheet can be seen in appendix XV.

4.3.4 Diary note

The diary notes were useful for knowing all the students' activities, from the diary note; the researcher found that the students were active and enthusiastic to study. Some of students in the first meeting lazy to study, but after the researcher applied Mix Freeze Group Strategy they were active and interested in learning Present Future Tense. They showed good improvement. It can be seen from their answered the question about the material. The diary mote sheet can be seen in appendix XIII and IV.

4.4 Data Analysis

4.4.1 Quantitative Data

The researcher gave sentence question in the first meeting before explained the material and the end of each cycle. Each test consisted of 10 questions items. It was found that the mean of students' score kept improving from pre-test until post-test of cycle 2.

TABLE 2.4

The mean of Students from Pre-Test

Score (χ_i)	f_i	$f_i\chi_i$
10	1	10
20	2	40
30	2	60
40	12	480
50	15	750
	$\sum fi = 32$	$\sum fi\chi i = 1340$

The mean can be calculated as follow : $\chi \dfrac{\sum f_i \chi_i}{\sum f_i}$

$$\chi = \frac{1340}{32} = 41.87$$

In pre-test, the total scores of the students were 1340 and the number of the students who took the test was 32.

TABLE 3.4

The mean of Students from Post-test cycle 1

Score (χ_i)	f_i	$f_i\chi_i$
40	1	40
50	5	250
60	10	600
70	10	700
80	4	320
90	2	180
	$\sum fi = 32$	$\sum fi\chi i = 2090$

The mean can be calculated as follow : $\chi \dfrac{\sum f_i \chi_i}{\sum f_i}$

$$\chi = \dfrac{2090}{32} = 65.3$$

Based on the table of post-test cycle 1 above, the total of the score the students

was 2090 and the number of the students who took the test was 32, so the mean of

the students was 69.31.

TABLE 4.4

The mean of Students from Post-test cycle 2

Score (χ_i)	f_i	$f_i\chi_i$
80	10	800
90	10	900
100	12	1200
	$\sum fi = 32$	$\sum fi\chi i = 2900$

The mean can be calculated as follow : $\chi \dfrac{\sum f_i \chi_i}{\sum f_i}$

$$\chi = \dfrac{2900}{32} = 90.62$$

Based on the table of post-test cycle 2 above, the total score of the students was

2900 and the number of the students who took the test was 32, so the mean of the

students was 90.62

The number of the master students was calculated as follows :

$$P = \dfrac{R}{T} x100\%$$

$$P_R = \frac{0}{32}x\ 100\% = 0\%$$

$$P_1 = \frac{16}{32}x\ 100\% = 50\%$$

$$P_2 = \frac{32}{32}x\ 100\% = 100\%$$

Where :

P_R = The percentage of master students in pre-test

P_1 = The percentage of master students in post-test of the first cycle

P_2 = The percentage of master students in post-test of the second cycle

R = The number of the students who got points 65 above

T = The total number of the students who took the test.

TABLE 5.4

The Percentage of Students' Ability in Learning Present Future Tense

Meeting		Students who got up to 63	Percentage
Pre-test	-	0	0%
Post-test cycle 1	II	16	50%
Post-test cycle 2	IV	32	100%

Based on the table, the result showed the improvement of students' score from the pre-test to post-test of cycle 1 and 2. In the pre-test, no one get that point 65 above, in the post-test of cycle 1, there were 16 of 32 students' (50%) that got 65 above. It means that there was improvement was about 60%. In the post-test of cycle 2, all of the students got point 65 above. The improvement was about 40%. The total improvement of the students' score from the pre-test to post-test of cycle 2 was 100%. It can include that Mix Freeze Group Strategy is improving students' ability in learning Present Future Tense.

Before testing the hypothesis in using t-test, firstly the researcher counted the mean, variant and standard deviation of the variable data of the students' ability in learning Present Future Tense from cycle 1 and 2. The mean of first cycle was 65.31, variant was 11.90. and then the mean of cycle 2 was 90.62, variant was 10.30.

TABLE 6.4

The Frequency of Implementation of Mix Freeze Group Strategy on the Students' Ability in Learning Present Future Tense on Cycle 1

Score (χ_i)	f_i	$f_i\,\chi_i$	$f_i\,\chi_i^2$
40	1	40	1600
50	5	250	12500
60	10	600	36000
70	10	700	49000
80	4	320	25600
90	2	180	16200
$\sum$	32	2090	140900

Based on the table above, it can be calculated :

Mean (χ) =   Varian (S^2) =

$\chi = \dfrac{2090}{32}$ $S_1 = \dfrac{\sqrt{n\,\Sigma f_i\,\chi_i^2 - (\Sigma f_i\,\chi_i)^2}}{n(n-1)}$

= 65.31 $= \sqrt{\dfrac{(32)140900 - 2090^2}{32(32-1)}}$

                    $= \sqrt{\dfrac{4508800 - 4368100}{992}}$

                    $= \sqrt{\dfrac{140700}{992}}$

$$= \sqrt{141.83} = 11.90$$

Based on the variant above, can be calculated the value of standard deviation.

While the standard deviation (S) is the root value of variant $\sqrt{141.83} = 11.90$

TABLE 7.4

The Frequency of Implementation of Mix Freeze Group Strategy on the Students' Ability in Learning Present Future Tense on cycle 2

χ_i	f_i	$f_i \chi_i$	$f_i \chi_i^2$
80	10	800	64000
90	10	900	81000
100	12	1200	120000
Σ	32	2900	265000

Based on the table above, it can be calculated :

Mean (χ) =   Varian (S^2) =

$\chi = \frac{2900}{32}$

$= 90.62$

$$S_1 = \frac{\sqrt{n \Sigma f_i \chi_i - (\Sigma f_i \chi_i)^2}}{n(n-1)}$$

$$= \sqrt{\frac{(32)265000 - 2900^2}{32(32-1)}}$$

$$= \sqrt{\frac{8480000 - 8410000}{992}}$$

$$= \sqrt{\frac{70000}{992}}$$

$$= \sqrt{7056} = 8.4$$

$$S^2 = \frac{(n_1 - 1)S^2 1 + (n_1 - 1)S^2 1}{n_1 + n_2 - 2}$$

$$S^2 = \frac{(32-1)141.83 + (32-1)70.56}{32+32-2}$$

$$= \frac{4396.73+2187.86}{62}$$

$$= \sqrt{\frac{6584.59}{62}}$$

$$= \sqrt{10620} = 10.30$$

For the testing hypothesis the researcher used t-test, in this case has done by taking the data of the students' ability in learning Present Future Tense by using Mix Freeze Group Strategy. The formula that is used in this case as follow :

$$t = \frac{X_1 - X_2}{s\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}}$$

$$= \frac{90.62-65.31}{10.30\sqrt{\frac{1}{32}+\frac{1}{32}}}$$

$$= \frac{25.31}{10.30 . 0.258}$$

$$= \frac{25.31}{2.657}$$

$$= 9.52$$

As the list of distribution t for $\alpha = 0.05$. dk = 32-32-2 = 62, in the list of distribution t, so the researcher used the interpolation linear formula to get the value. $T_{(0.95)}(40) = 1.68$ $T_{(0.95)}(60) = 1.67$

$$\text{So } t_{table} = 1.68 + \frac{62-40}{64-40}(1.68\text{-}1.67)$$

$$= 1.68 + 1.1(0.01)$$

$$= 1.68 + 0.011$$

$$= 1.691$$

While the coefficient of $t_{count} = 9.52$ which the real level of $t_{table} = 1.691$. So, the coefficient of $t_{count}(9.52) > t_{table} = 1.691$. Thus, alternative hypothesis (Ho) could

be received. Based on the finding, the alternative hypothesis (Ha) stating that Mix Freeze Group Strategy can improve the students' ability in writing sentence in Present Future Tense was accepted.

4.4.2 Qualitative Data

The research was conducted in two cycles and each cycle consisted of two meetings

1. **Cycle I**

   The researcher began this phase by interviewing the English teacher of IX. It was found that the teacher used the regular strategy in teaching without using the interesting strategy. And the researcher also interviewed some students, they said not interested with English and the teacher always used regular strategy, so it made them bored and difficult to understand.

Planning

The indicators were :

a) Making lesson plan that is reflect the material of the lesson

b) Preparing the teaching facilities

c) Preparing the test to measure the result of the study

d) Do a simulation and examining the action in the class

e) Students should be involved actively in teaching learning process

Considering everything that was related to the action be done and it was also prepared everything that be need in teaching and learning process. Can be seen in Appendix I and II.

Action

Action was the process of doing. It was the implementation of planning. So, in this phase, everything that would be planned was done. There were many activities in action, they are :

a) Researcher explained and gave some example of Present Future Tense

b) Researcher set the class rules during teaching-learning process

c) The students were though about procedure of Mix Freeze Group strategy to increase students' ability in Present Future Tense

d) Students would be divided into some group

e) Researcher announced the discussion topic (Present Future Tense) and poses some question to be done each group

f) Researcher gave opportunity to the students who want to ask about the lesson

g) The students were asked to answer 10 questions.

Can be seen in Appendix XIII and XIV.

Observation

Observation was done to record the process during teaching learning-process. It was used to be evaluated and the basic of reflection. Therefore, conducting observation must be gone carefully. It was about the behavior attitude and all activities while giving action and doing their work group by using documentation, they were: Photos, and Diary notes, could be seen in the diary note on appendix. Can be seen in Appendix VII and VIII.

Reflection

The researcher evaluated the teaching learning process in the end of meeting of first cycle. The researcher asked the students about their difficulties and problem in understanding the lesson. The evaluation of two meetings became the reflection to the researcher in making cycle two. Cycle was held to achieve the improvement score of the students. The evaluation could be from students' result test and observation of the students' attitude and also in diary notes. From the data, researcher decided continue cycle 2 in order to get the better result.

2. **Cycle II**

Based on the result of cycle I. The cycle II was better than the first cycle, the researcher made the planning to increase the students' ability in Present Future Tense, so the researcher made planning to increase the students' ability in Present Future Tense. In this step, the researcher planed detail about the activities would be done. After the researcher prepared the planning, so the applied in the action and developed in into the procedure of Mix Freeze Group strategy to improve students in Present Future Tense. In observation the collaborator helped the researcher in conducting the action research, the collaborator observed the students' activity during teaching learning process.

To indicators were :

a) The students' ability to make Present Future Tense sentences was better and improve than before

b) The students enjoyed learning Present Future Tense in class

c) The students participation or responses in teaching learning process improve actively.

Planning

In this cycle, Mix Freeze Group strategy applied the teaching learning process. The topic was as same before. However, in this cycle, the teaching learning process was more emphasized students to know Present Future Tense sentences thorough answer some question from teacher by using Mix Freeze Group strategy. The researcher created more supportive condition in order to foster the students gave more their responses and their participation actively in the class. The researcher planned to control students more active. Researcher gave motivation to the students, that's very important for them to able to cooperative well, share opinion each other and help each other. The researcher gave chance to the students to ask about the procedure of Mix Freeze Group strategy if they didn't understand.

Action

The researcher tried to the best teaching the students and motivated them to increasing their ability in learning Present Future Tense. The researcher made a sentence there were Present Future Tense. The researcher also gave another example to make the students more understand about the material. And the researcher gave tests, asked them to do by their self.

Observation

In this cycle all of the students more active and enthusiastic; they gave good response to the researcher. They did the test by their self. All the students felt happy, it can be from their eyes and their respond when the researcher asked the students to gave opinion, there were many students that up their hand to gave their opinion.

Reflection

After the second cycle had been completed, the students and the teacher were interviewed to know their comment about the whole research. And this cycle was knew that the students' ability in learning Present Future Tense was improve, it based on the percentage of the students' score, all of the students reached 65 point above (100%) at the second cycle. While in the first cycle there were 16 students reached 65 point above (50%). The total improvement of the students' score from the pre-test to post-test of cycle two was 100%, so it made the researcher felt that the cycle can be stopped because the students could master Present Future Tense.

4.5 Research Finding

The qualitative data were taken from observation sheet, interview, diary note, document and photograph. From the observation sheet, it was found the classes effectively run the students seemed more comportable work, in their self and the students were active and enthusiastic in learning Present Future Tense by using Mix Freeze Group Strategy. The strategy created a good environtment in teaching learning. The interviewed sheet showed that the students felt difficulties to understand Present Future Tense in the first meeting. But in the last meeting indicated that the students were the familiar with the strategy and they said that they are easy to understand Present Future Tense and they felt happy for teaching learning process. The teacher also agreed that strategy was suitable to use in the class, because the strategy made the students serious study and do the test based on their understanding and their own words.

Based on the quantitative data, it can be concluded that there was an improvement on the students' ability in Learning Present Future Tense through Mix Freeze Group Strategy. It was supposed by the fact the mean of the score in every meeting increased. The mean of cycle 1 was 65.31 and the mean of cycle 2 was 90.62. It indicates that the scores and the means in the cycle II were better than cycle I. The percentage the students got point up to 65 also grew up. In pre-test, no one who got point up 65 above. In the post-test of cycle I, there were 16 of 32 students ((50%) who got point up 65 above. It means that there was improvement about 50%. In the post-test of cycle II, all of students (100%) who got points 65 above. The improvement was about 50%. The total improvement of the students score from the pre-test to the post-test cycle II was 100%. In other words, the students become better for meeting in meeting.

Based on the result of the quantitative and qualitative data it indicated that action and application of Mix Freeze Group Strategy can improve the students' ability in learning Present Future Tense.

4.6 Discussion

The students' ability in learning Present Future Tense before implementing Mix Freeze Group Strategy was low. It could be observed by students' score in pre-test; there were no students who achieve standard score (65). The percentage of the students who got point up 65 was 0%. There were three procedures that should implemented in Mix Freeze Group strategy namely : the students mix in the center of the room, the teacher calls "Freeze" and announces the group size, the students form the group and the students discuss a topic provided by the teacher.

The process of implementing Mix Freeze Group strategy consisted of two cycles. Each cycle consisted of two meeting. Each cycle had four stages: planning. Action, observing and reflection. In the first cycle, the students still had low ability and got difficulties in implementing Mix Freeze Group strategy well and learnt actively. Furthermore, in the cycle two, by implementing Mix Freeze Group strategy there were improvement on the students' ability in learning present future tense and the classroom condition was more interesting, active, enjoyable and fun for the students. The percentage of the students who got score 65 increased in each test and every meeting. Lastly, there were 32 of 32 students who got point 65.

Based on opinion above, mix freeze group strategy was a great way to empower students who struggle concentrating on grammar. Additionally, students utilizing mix freeze group strategy get excited. They had opportunity to identify the possible mistakes themselves. It could be utilized to enchant their understanding of a grammar point especially in present future tense. Likewise, it was simple to be utilize.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The researcher applied Mix Freeze Group strategy in learning Present Future Tense and gave test in the cycle I and II to know how far their ability, it could be concluded that:

1. The quantitative data, the students mastered Present Future Tense, it was supported by the fact the mean of the score in every meeting increased. The result of the analysis showed that mean of the pre-test 41.87 and of the post-test of cycle I was 65.31 and the mean the post-test of cycle Ii was 90.62. It indicates that the scores and the means in the cycle II were better than cycle I. the percentage the students who got point up to 65 also grew up. In pre-test, no one who got pint up 65 above. In the post-test of cycle I, there were 16 of 32 students (50%) who got pint up 65 above. It means that there was improvement about 50%. In the post-test of cycle II, all of the students (100%) who get points 65 above, it has been reach the target.

2. The qualitative data were taken from observation sheet, interview, diary note, document and photograph. From the observation sheet, it was found the classes effectively run the students seemed more comportable work, in their self and the students were active and enthusiastic in learning Present Future Tense by using Mix Freeze Group Strategy. The strategy created a good environtment in teaching learning. The interviewed sheet showed that the students felt difficulties to understand Present Future Tense in the first meeting. But in the last meeting indicated that the students were the

familiar with the strategy and they said that they are easy to understand Present Future Tense and they felt happy for teaching learning process. The teacher also agreed that strategy was suitable to use in the class, because the strategy made the students serious study and do the test based on their understanding and their own words.

3. Based on the data analysis, the result of the research showed that the implementation of Mix Freeze Group Strategy was increased the students' ability in writing sentence inpresent future tense.

5.2 Suggestion

The following suggestion was offered to :

1. To the principal of Madrasah, to apply this strategy in the school.

2. To the English teacher, to use Mix Freeze Group Strategy as a basic information to improve students' ability in teaching Present Future Tense, and the English teacher it's better to use a strategy to improve the quality of teaching learning especially in Present Future Tense.

3. To the students, it's better to often discuss in a group and make the students more active in study.

4. To the readers, may this research will bring you into good understanding of teaching and learning grammar lesson.

5. To the researcher, this research will add our knowledge and will give some the other knowledge.

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