



**IMPROVING STUDENTS' ABILITY IN LEARNING PRESENT PERFECT TENSE
THROUGH MIX-FREEZE GROUP STRATEGY AT SECOND GRADE OF SMP
KARYA BUNDA PERCUT SEI TUAN IN THE ACADEMIC YEAR OF 2017/2018**

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*Submitted to the Faculty of Tarbiyah Science and Teachers Training
UIN-SU Medan*

*As a Partial Fulfillment of the Requirement for the Degree 1 (S1) of
English Education Scholar*

By

SUCI RAMADANI SIKUMBANG

34.14.4.040

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN**

2018



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PERFECT TENSE THROUGH MIX-FREEZE GROUP STRATEGY AT
SECOND GRADE OF SMP KARYA BUNDA PERCUT SEI TUAN IN
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THESIS

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UIN-SU Medan as Partial Fulfillment of the Requirement
for the Degree of Education S-1 Program*

By:

SUCI RAMADANI SIKUMBANG

NIM 34.14.4.040

Advisor I

Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum

NIP. 19750622 200312 2 002

Utami Dewi, S.Pd., M.Hum

NIP. 19820227 200801 2 009

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA
MEDAN
2018**



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Williem Iskandar Psr. V Medan Estate 20371 Telp. 6622925, Fax. 6615683

SURAT PENGESAHAN

Skripsi yang berjudul : **“Improving Students’ Ability In Learning Present Perfect Tense Through Mix-Freeze Group Strategy at Second Grade Of SMP Karya Bunda Percut Sei Tuan in The Academic Year of 2017/2018”** oleh **Suci Ramadani Sikumbang**, yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal :

04 Juli 2018 M
20 Syawal 1439 H

dan telah diterima sebagai persyaratan untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada jurusan Pendidikan Bahasa Inggris Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan.

**Panitia Sidang Munaqasyah Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan UIN SU Medan**

Ketua

Sekretaris

Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

Maryati Salmiah, S.Pd., M.Hum
NIP. 19820501 200901 2 012

Anggota Penguji

1. Dr. Sholihatul Hamidah Daulay, M.Hum
NIP. 19750622 200312 2 002

2. Utami Dewi, S.Pd, M.Hum
NIP. 19820227 200801 2 009

3. Dr. Didik Santoso, M.Pd
NIP. 19660616 199403 1 006

4. Dra. Retno Sayekti, M.Lis
NIP.

Mengetahui
Dekan Fakultas Ilmu Tarbiyah dan Keguruan

Dr. Amiruddin Siahaan, M.Pd
NIP. 19601006 199403 1 002

Nomor : Istimewa

Lamp :-

Perihal : Skripsi

A.n. Suci Ramadani Sikumbang

Medan, June 2018

Kepada Yth :

Bapak Dekan Fak.

Ilmu Tarbiyah dan Keguruan

UIN-SU

di -

Medan

Assalamu'alaikum Wr.Wb

Dengan Hormat,

Setelah membaca, meneliti dan memberi saran-saran perbaikan seperlunya, terhadap skripsi mahasiswa a.n. **Suci Ramadani Sikumbang** yang berjudul: **Improving Students' Ability In Learning Present Perfect Tense Through Mix-Freeze Group Strategy at Second Grade Of SMP Karya Bunda Percut Sei Tuan in The Academic Year of 2017/2018** maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi syarat-syarat untuk mencapai gelar sarjana (S.Pd.) pada Fakultas Ilmu Tarbiyah dan Keguruan UIN-SU Medan.

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Advisor I

Advisor II

Dr. Sholihatul Hamidah Daulay, S.Ag, M.Hum

NIP. 19750622 200312 2 002

Utami Dewi, S.Pd, M.Hum

NIP. 19820227 200801 2 009

SURAT PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini

Nama : Suci Ramadani Sikumbang

Nim : 34.14.4.040

Jur/Program Study : Pendidikan Bahasa Inggris/ S1

Judul skripsi : Improving Students' Ability in Learning Present Perfect Tense Through Mix-Freeze Group Strategy at Second Grade of SMP Karya Bunda Percut Sei Tuan in the Academic Year of 2017/2018

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri. Kecuali kutipan-kutipan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan, maka gelar dan ijazah yang diberikan oleh universitas batal saya terima.

Medan, June 2018

Yang membuat pernyataan

SUCI RAMADANI SIKUMBANG

34.14.4.040

ABSTRACT

Suci Ramadani Sikumbang: Improving Students' Ability in Learning Present Perfect Tense Through Mix-Freeze Group Strategy at Second Grade Of SMP Karya Bunda Percut Sei Tuan in The Academic Year of 2017/2018

Keyword: Students' Ability, Present Perfect Tense, Mix-Freeze Group as Strategy.

This research was aimed to find out the empirical evidence of the improvement of students' ability in learning present perfect tense by using mix-freeze group as strategy in class VIII of SMP Karya Bunda Percut Sei Tuan. The subject of this research is the class VIII of SMP Karya Bunda Percut Sei Tuan in Academic year 2017/2018 consists of 38 students. This study is Classroom Action Research (CAR) method which is conducted in two cycles. The instruments of collecting data are questionnaire, observation, and diary notes as the qualitative data and written test as the quantitative data. The quantitative data are taken from pre-test and post-test. Based on the qualitative data, the use of mix-freeze group strategy in learning present perfect tense can improve the students' involvement and motivation in learning. Based on the result of students' score, the students' average score keep improving in every test. The students' mean score in pre-test is 57.09 with six students or 19.35% reach the Minimum Passing Grade or *KKM* (70). The result of post-test in cycle I, students' mean score is 66.45 with 15 students or 48.39% pass the *KKM*. The result of post-test in cycle 2, students' mean score is 78.06 with 31 students or 100% pass the *KKM*. It can be concluded that the using mix-freeze group strategy in learning present perfect tense as teaching strategy can increase the students' ability in learning present perfect tense.

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The writer realizes that this *thesis* is far of the perfect. Therefore, some critiques and suggestions are needed to make it better. Finally, might not be perfect in some parts. Therefore, I say sorry and expect some critics and suggestion to this *thesis*. I hope this *thesis* will be useful for the reader.

Medan, June 2018

The Writer

TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENT	iv
LIST OF FIGURE	vi
LIST OF TABLE	vii
LIST OF APPENDICES	viii
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Statement of the Problems	3
C. Research Questions	3
D. Purpose of the Study	3
E. Significances of the Study.....	4
F. Limitation of the Study	4
CHAPTER II LITERATURE REVIEW	5
A. Review of Literature	5
1. Present Perfect Tense	5
a. Definition of Present Perfect Tense	5
b. Function of Present Perfect Tense.....	5
c. Form of Present Perfect Tense	7
d. Formula of Present Perfect Tense	7
e. Time Expression of Present Perfect Tense.....	9
2. Strategy	11
a. Definition of Strategy.....	11
b. Definition of Mix-Freeze Group Strategy.....	13
c. The Procedure of Mix-Freeze Group Strategy.....	14

d. Advantages and Disadvantages of Mix-Freeze Group Strategy	15
3. Ability	16
a. Definition of Ability.....	16
B. Conceptual Framework	18
CHAPTER III RESEARCH METHODOLOGY	22
A. Research Design.....	22
B. Research Setting and Sample	24
C. Data Collection.....	24
D. Data Analysis	26
E. Research Procedure.....	29
F. Trustworthiness	34
CHAPTER IV FINDINGS AND DISCUSSIONS.....	37
A. Research Finding.....	37
B. Discussion	49
CHAPTER V CLOSING.....	51
A. Conclusion	51
B. Recommendation.....	52
C. Implication	53
REFERENCES.....	54
APPENDIX	

LIST OF FIGURE

Figure	Title	Page
1	The Cyclical Process of Action Research	30

LIST OF TABLE

Table	Title	Page
1	The percentage of the students' ability in learning present perfect tense	41

LIST OF APPENDICES

Appendix	Title	Page
I	: Lesson Plan in Cycle 1	56
II	: Lesson Plan in Cycle 2	60
III	: Pre-Test	64
IV	: Post-Test I.....	65
V	: Post-Test II.....	66
VI	: Key Answer of Post-Test I and II.....	67
VII	: Table The students' score during Cycle I (Pre-test and Post-test I) and Cycle II (Post-test II).....	69
VIII	: Observation Sheet Process of Teaching English on Present Perfect Tense by Using Mix-Freeze Group Strategy Cycle I.....	71
IX	: Observation Sheet Process of Teaching English on Present Perfect Tense by Using Mix-Freeze Group Strategy Cycle II	73
X	: Observation Sheet Students' Activity in Learning Present Perfect Tense by Using Mix-Freeze Group Strategy Cycle I.....	75
XI	: Observation Sheet Students' Activity in Learning Present Perfect Tense by Using Mix-Freeze Group Strategy Cycle II	76
XII	: Questionnaire Sheet With The Teacher (Before Classroom Action Research).....	77
XIII	: Questionnaire Sheet With The Teacher (After Classroom Action	

	Research).....	79
XIV	: Questionnaire Sheet With The Student (Before Classroom Action Research).....	81
XV	: Questionnaire Sheet With The Student (After Classroom Action Research).....	82
XVI	: Diary Note in Cycle I.....	83
XVII	: Diary Note in Cycle II	84
XVIII	: Documentation	85

CHAPTER I

INTRODUCTION

A. Background of the Study

Tense is verb form that 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, past perfect tense, etc.

Present perfect tense is used to explain an action or event which has happened and still have to do up to now.¹ The present perfect may be used to give some depth to descriptions. With action processes, it can refer to events which took place at an unspecified time before the present but whose results are relevant to the present description.² The students have learned about tenses, at least they have ability to make sentences in Present Perfect Tense.

In fact, the students at SMP Karya Bunda Percut Sei Tuan still got the mistake when they made sentences in Present Perfect Tense. In addition, the student was difficult to understand Present perfect tense because teacher taught Present Perfect Tense through conventional strategy not effective strategy. In teaching Present Perfect Tense, teacher should use effective strategy so student interested to learn it and it will also help them to understand and remember of Present Perfect Tense.

The strategy makes the students' interest to study about grammar especially Present Perfect Tense. Strategy is one of the important factors to make a good

¹ Aswir Suhud, *Smart Way to the Grammar* (Jakarta: Dunia Cerdas, 2013), p. 9.

² Graham Lock, *Functional English Grammar* (Cambridge: Cambridge University Press, 1996), p. 157.

plan to reach out the purpose in teaching learning process, because teaching on strategy can influence the result of learning. Therefore, in teaching learning process, the teacher should use effective strategy. Effective strategy will help teacher to explain the material in teaching and learning activities and it will make it easier for students to understand the material especially Present Perfect Tense.

In this thesis the writer choose Mix Freeze Group Strategy, because the writer studied about the appropriate strategy of Mix Freeze Group Strategy. 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 Perfect Tense, it means this strategy make the students more active as participant class in learning English.

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

After using this strategy, it is expected that students are able to learn the material especially Present Perfect Tense. As the mentioned above, the writer tries to conduct a research under the title **“IMPROVING STUDENTS’ ABILITY IN LEARNING PRESENT PERFECT TENSE THROUGH MIX-FREEZE GROUP STRATEGY AT SMP KARYA BUNDA PERCUT SEI TUAN”**

B. Statement of the Problems

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 learning present perfect tense is still low.
3. The teacher does not use appropriate strategies in teaching English language.

C. Research Questions

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

1. Can mix-freeze group strategy improve the students' ability in learning present perfect tense at eighth grade SMP Karya Bunda Percut Sei Tuan?
2. How is the improvement of students' ability in learning present perfect tense by using mix-freeze group strategy at eighth grade SMP Karya Bunda Percut Sei Tuan?

D. Purposes of the Study

Based on the research questions, the purpose of the research as follows:

1. To find out the mix-freeze group strategy can improve students' ability in learning present perfect tense at eighth grade SMP Karya Bunda Percut Sei Tuan.

2. To describe how mix-freeze group strategy improve students' ability in learning present perfect tense at eighth grade SMP Karya Bunda Percut Sei Tuan.

E. Significances of the Study

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

1. To be an input in teaching learning process for English teacher especially in present perfect tense.
2. To give some contributions for English teacher to improve the quality of teaching English especially in present perfect tense.
3. To improve students' ability in studying English especially in present perfect tense.
4. To add knowledge of writer about this strategy in teaching present perfect tense.

F. Limitation of the Study

In this paper the writer will limit the research discussion base on Present Perfect Tense. It will discuss to improve students' ability in learning present perfect tense by using mix-freeze group strategy at SMP Karya Bunda Percut Sei Tuan, especially the second grade of junior high school.

CHAPTER II

LITERATURE REVIEW

A. Review of Literature

1. Present Perfect Tense

a. Definition of Present Perfect

The present perfect expresses the idea that something happened (or never happened) before now, at an unspecified time in the past. The exact time it happened is not important.³ The present perfect also expresses the repetition of an activity before now. We use the present perfect when we want to look back from the present to the past.⁴

b. Function of Present Perfect

The main function of Present Perfect Tense is to reveal things, events or events that are in fact currently being completed or already occurring, without having to say when it was done or happened.

These are details about the function of using Present Perfect Tense is as follows:⁵

- 1) To express the general terms or conditions which basically we know that at this time has existed or has happened time (without specifying the time of occurrence).

³ Betty Schramper Azar, *Understanding and Using English Grammar* (USA: Longman, 1999), p. 36.

⁴ Caroline Brown and Pearson Brown, *English Grammar Secrets* (Macmillan Education, 2010), p. 12.

⁵ Pardiyono, *Bahasa Inggris 16 Tenses* (Yogyakarta: CV Andi Offset, 2007), p. 40-42.

Example: Mr. Gus Dur has been elected the president of

Indonesia

Several banks have been liquidated

The daily people's needs have developed

- 2) To reveal a thing or job that has just been done. In that case, we usually use adverb recently, just, or already.

Example: Floritte has already finished her study

Recently, many companies have stopped their activities

because of the crisis

Mr. Boy has already made a new business

- 3) To express the experience that has ever happened or has ever done, we often use adverbs ever, never, once and before.

Example: I have never met Febby before

I have ever been to Lake Toba

I have once stayed in Hilton Hotel

- 4) To reveal a thing or work that has happened several times, or (repetition of an activity before now) then in this case we do not need to mention the moment, or the time of the occurrence.

Example: I have got two kinds of test this week

We have held several discussions this month

I have met Reza several times this week

- 5) To describe the reality, situation or condition which have happened to certain moments that still exist until now and the verbs used are usually verbs that include non progressive verbs.

Example: I have loved her for many years

I have realized that I have loved her since I met her

I have been here since 8.am o'clock

c. Form of Present Perfect Tense

Affirmative	Negative	Interrogative
I have slept	I have not slept	Have you slept?
You have slept	You have not slept	Have you slept?
She, he, it has slept	She, he, it has not slept	Has she, he, it slept?
We have slept	We have not slept	Have we slept?
They have slept	They have not slept	Have they slept?

d. Formula of Present Perfect Tense

1) Verbal Sentences

Verbal sentence is a sentence whose most important part is predicate, verb and we will find transitive and intransitive sentence.⁶

Formula of Positive Verbal Sentence

Subject + Have/Has + V3

Examples:

- We have taken the book just now
- Brenda has passed from senior high school.

Formula of Negative Verbal Sentence

Subject + Have/Has + Not + V3

⁶ Suseno W. Pramono, *Complete English Grammar* (Jakarta: Nidya Pustaka, 2014), p. 40.

Examples:

- The man has not sold the house
- We have not occupied this house for seven years

Formula of Interrogative Verbal Sentence

Have/Has + Subject + V3

Examples:

- Have you tried restarting the computer?
- Has she ever eaten Vietnamese food?

2) Nominal Sentences

Nominal sentence is a sentence that has no verbs and the most important part is the verb “to be” that is noun, adjective, or adverb. It means that the sentence is not use verb.⁷

Formula of Positive Nominal Sentence

Subject + Have/Has + Been + Non-Verb

Examples:

- He has been in Surabaya before
- I have been to Paris

Formula of Negative Nominal Sentence

Subject + Have/Has + Not + Been + Non-Verb

Examples:

- They have not been here since yesterday

⁷ *Ibid.*, p. 40

- She has not been in Medan for three years

Formula of Interrogative Nominal Sentence

Have/Has + Subject + Been + Non-Verb + V3

Examples:

- Has Diana been to a rock concert?
- Has your brother been to a big sports event?

e. Time Expression of Present Perfect Tense

Some important things to remember about using of time expression in the form of Present Perfect Tense are as follows:⁸

- 1) In the use of Present Perfect Tense, we do not always have to point out the exact time, because of time in this tense form is considered not too important. Notice the following example:

- I have mailed all the letters (because I mailed them yesterday)
- I have got an experience in sales (because I worked in the sales department five months ago).

- 2) Time expression of present in the use of Present Perfect Tense are often shown in the form:

- Just

I have just eaten breakfast now. I do not want to eat anything.

They have just got some training this week.

⁸ Pardiyo, *op. cit.*, p. 45.

- Already

The secretary has already typed the report.

Their students have already finished the exam. They feel relieved.

- Once

They have visited that place once.

I have met her somewhere once or twice. I do not remember exactly.

- Recently

Recently, the government has liquidated several banks

The students have got their final exam recently.

- Ever

Have you ever met a ghost?

I have ever called her in the middle of the night.

- Never – before

I have never been to a disco.

I have never got an experience in sales before.

- Since

I have not met Roshy since she left the city.

They have got two kinds of tests before the end of this week.

- For

I have known Liza Natalia for a long time. She is really fantastic.

Mr. Boy has loved her all his life.

2. Strategy

a. Definition of Strategy

Strategy is a common approach as well as a series of action teachers will take and use to select some learning strategies that are appropriate for learning. For example, learning that requires active participation of learners will not necessary use lecture methods, but other methods such as group project work, individual tutorials are self-study packages.⁹

Oxford defines learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, and more transferable to new situations.¹⁰ According to several authors, effective language teaching strategies support the instructional goals, involve students in the process of learning and develop their problem resolving skills.¹¹

Syaiful Bahri and Aswan Zain explain about four basics of strategy in teaching learning are follows.¹²

- To identify, determine of specification and qualification of behavior of change
- To choose the procedure, method, and the technique in teaching learning process
- To choose apply of form and activity successful of criteria in teaching learning

⁹ Haidir & Salim, *Strategi Pembelajaran* (Medan: Perdana Publishing, 2012), p. 102.

¹⁰ Filiz Yalçın Tilfarlioğlu, "An Analysis of the Relationship Between the Use of Grammar Learning Strategies and Student Achievement at English Preparatory Classes", *Journal of Language and Linguistic Studies*, Vol. 1 No.2, 2005, p. 156. Retrieved from <http://www.search.informit.com.au> (February 6th 2018).

¹¹ Krista Uibu & Merili Liiver, "Students' Grammar Mistakes and Effective Teaching Strategies", *International Journal of Teaching and Education*, Vol. 3 No. 1, 2015, p. 73. Retrieved from <http://www.iises.net/international-journal-of-teaching-education/publication-detail-82>. (February 6th 2018).

¹² Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Banjarmasin: Rineka Cipta, 1995), p. 5.

It state in Alqur'an in An-nahl: 125¹³

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ
أَحْسَنُ ۗ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ 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.*¹⁴

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

عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسِّرُوا وَلَا تُعَسِّرُوا وَابَسِّرُوا وَلَا تُثَقِّرُوا
(اخرجه البخاري في كتاب العلم)

Meaning:

*From Anas bin Malik from the Prophet Muhammad SAW “make it easy and do not be difficult. Delight and do not make you run”. (narrated by Abu Abdillah Muhammad bin Ismail al-Bukhori al-Ju’fi).*¹⁵

The above verse and hadits explain that the learning process should be made easy and fun so that student are not depressed psychologically and do not feel bored with the atmosphere in the classroom, and what is taught by the teacher. A lesson should also use appropriate methods and strategies tailored to the situation and conditions, especially taking into account the state of the person who will learn.

¹³ Departemen Agama RI, *Al-Qur'an dan Terjemah Mushaf ODOJ*, (Bandung: Perpustakaan Nasional Katalog dalam Terbitan, 2017), p. 281.

¹⁴ Abdullah Yusuf Ali, *The Holy Qur'an* (the King Fahd Holy Quran, 1987), p. 131.

¹⁵ Ahmadi Toha, *Terjemah Sahih Bukhori* (Jakarta: Pustaka Panjimas, 1986), p. 89, retrieved in March 5th 2018 from <http://multazam-einstein.blogspot.co.id>.

From the verse and hadits 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.

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.

b. Definition of Mix-Freeze Group Strategy

Mix – Freeze Group Strategy in cooperative learning is a type of structured peer interaction emphasizing positive human relationships, collaboration between peers, active learning, academic achievement, equal participant, and equal status of students in the classroom. It can be used to teach any subject matter, whether that foreign languages, math, social studies, etc. Mix – Freeze is a group class building and mastery structure. It provides an opportunity for students to move about the classroom meeting other 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.¹⁶ Mix – Freeze Group is an effective tool to use when you want to random groupings. However, when dealing with “high-stakes” information, random groupings may not be an effective tool.¹⁷

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 student who do not fit evenly into a group, stand 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.

In conclusion, Mix – Freeze Group is a strategy to create random groupings that can be used for other strategies such as jigsaw. Mix – Freeze Group is actually a specific structure of educational skill that emphasizes individual accountability and classroom synergy, several structures-or team work to improve students’ content mastery, some structures can be used for basic class building too. 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.

¹⁶ Jeanne M. Stonne, *Cooperative Learning Reading Activities*, (United States of America, 2003), p.66.

¹⁷ 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/sstudies/resources/teacher_zone/Cooperative/pdf/cl_mix_freeze_group.pdf

c. The Teaching Procedures of Mix-Freeze Group

For the first, the researcher yells mix and then directly the student walk around in the classroom to find the closest partner be four members in a group, and when the researcher yells freeze the student must be stop and read the question carefully while share the idea and answer the question. Next the researcher yells mix the student again to find partner be seven members and the reseacher yells freeze to the student read and answer the next question. After finish the time given the teacher mix again for the third time for find partner be ten members. Next student read again the text and discuss their opinions, or respond to a comment to answer the next question when the researcher yells freeze, it will be continue until four groups and the group must answer the all question given. When time is over the researcher gives time and chance for the student to share again of their opinion and make conclusion.

d. Advantages and Disadvantages

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

3. Ability

a. Definition of Ability

Ability is skill or power.¹⁸ Ability expresses a kind of potential, a term which has merited the attention of philosophers of education.¹⁹ The capacity of students to engage themselves meaningfully in any educational task which requires higher cognitive functioning depends on factors which include their academic potentiality. This could be tagged ability or level of academic attainment.²⁰

Because ability is part of physical and intellectual activities the teacher has important role to develop 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 person develops 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: 11²¹

يَأَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ وَإِذَا قِيلَ
 انشُرُوا افانشرُوا يَرَفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ
 وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

¹⁸ Tn, *Oxford Learner's Pocket Dictionary*, 2008. New York: Oxford University.

¹⁹ John B. Carrol, *Human Cognitive Abilities* (Cambridge: Cambridge University Press, 1993), p. 3.

²⁰ Sunday A. Adeyemo, "Students' Ability Level and Their Competence in Problem-Solving Task in Physics", *International Journal of Educational Research and Technology*, Vol 1 [2] December 2010, p. 35 – 47. Retrieved from <http://soeagra.com/ijert/vol2/7.pdf>. (February 10th 2018).

²¹ Departemen Agama RI, *op.cit.*, p. 543.

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 those who were given knowledge, by degrees. And Allah is Acquainted with what you do. (QS. Al-Mujadalah: 11).²²

As the Prophet Muhammad said in Hadist Shohih Bukhari no 1296:

حَدَّثَنَا آدَمُ حَدَّثَنَا ابْنُ أَبِي ذَنْبٍ عَنِ الزُّهْرِيِّ عَنِ أَبِي سَلَمَةَ بْنِ عَبْدِ الرَّحْمَنِ عَنِ أَبِي هُرَيْرَةَ رَضِيَ اللَّهُ عَنْهُ قَالَ قَالَ النَّبِيُّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ كُلُّ مَوْلُودٍ يُوَلَّدُ عَلَى الْفِطْرَةِ فَأَبَوَاهُ يُهَوِّدَانِهِ أَوْ يُنَصِّرَانِهِ أَوْ يُمَجِّسَانِهِ كَمَثَلِ الْبَيْمَةِ تُنْتَجُ الْبَيْمَةُ هَلْ تَرَى فِيهَا جَدْعَاءَ

Meaning:

Has told us Adam has told us Ibn Abu Dza'bi from Az Zuhriy from Abu Salamah bin 'Abdurrahman from Abu Hurairah radiallahu 'anhu said; The Prophet Muhammad Sallallahu 'alaihiwassallam said: "Every child is born in a state of fitrah. It's him/her parents who make him/her a jew or a Christian or a polytheist as the livestock that breeds the livestock perfectly. Do you see any defects to him?"²³

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

²² Abdullah Yusuf Ali, *op.cit.*, p. 281.

²³ Syarifah Ismail, *Tinjauan Filosofis Pengembangan Fitrah Manusia dalam Pendidikan Islam*, Jurnal At-Ta'dib, Vol. 8, No. 2, Desember 2013, p. 256-257. Retrieved from <http://download.portalgaruda.org>. (March 5th 2018).

ability or potential to be better because they will get many blessing (hikmah) in their daily life.

B. Conceptual 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 applies Mix Freeze Group strategy. Mix Freeze Group is one of 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 guide 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 learn 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 Perfect Tense, the students will not interest and bore to follow the lesson. As a result, they will not be able to increase their achievement. The researcher tries to use Mix Freeze Group Strategy in teaching Present Perfect Tense. The researcher hopes the students' ability in learning Present Perfect Tense will be increase.

CHAPTER III

METHODS OF RESEARCH

A. Research Design

The research would be conducted by applying Classroom Action Research (CAR). Classroom action research consists of three words that will be understood as follows:

- 1) **Research.** Research is a process of problem solving done systematically, empirically, and controlled. Systematic can be defined as a coherent process in accordance with certain rules. This means that the research process should be done gradually from begin to realize the problem until the process of solving it through a particular analytical technique to be drawn conclusions. This means a research work is not done randomly, but done through a series of steady processes in accordance with the rules of scientific thinking. Empiric means that research work should be based on certain data. Controlled means that a research work must be based on clear working procedures, so that others can prove the results of the research findings.
- 2) **Action.** Action can be interpreted as a particular treatment conducted by researchers such as teachers. Action is directed to improve the performance of teachers. Thus CAR is not driven just to be curious inside but encouraged by something, will desire to improve performance to achieve maximum learning outcomes. This is the hallmark of CAR that will not be found in other types of research.

3) Class. The class shows where the learning process takes place. This means that CAR is done in a class that is not in the setting for the specific research interest, but CAR takes place under conditions of unreal engineering and condition. Therefore, the fairness of the class in the research process is uniqueness in the CAR. CAR is done by fully involving the teacher responsible for the class.

From the above explanation, the CAR can be interpreted as a process of studying learning problems in the classroom through self-reflection in an effort to solve the problem by performing various actions planned in real situations and analyze any influence of the treatment.²⁴

Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research.²⁵ Action Research is a process of systematic inquiry into a self-identified teaching or learning problem to better understand its complex dynamics and to develop strategies geared towards the problem's improvement.²⁶ According to Suyanto in Masnur Muslich's book state that Action Research is a reflective form of research by taking certain actions in order to improve learning practices in the classroom professionally.²⁷

Classroom Action Research was process where teacher-lecturer and student-university students wanted to happened better changing, repairing, increasing in learning process, therefore the aim of learning in class could be reached optimally.

²⁴ Wina Sanjaya, *Penelitian Tindakan Kelas* (Jakarta: Kencana, 2009), p. 25-26.

²⁵ Eileen Ferrance, *Action Research* (Providence: Brown University, 2000), p. 1.

²⁶ Jacqueline Skytt, *Action Research Guide* (Edmonton: The Alberta Teachers' Association, 2000), p. 3

²⁷ Masnur Muslich, *Melaksanakan PTK (Penelitian Tindakan Kelas) Itu Mudah* (Jakarta: Bumi Aksara, 2010), p. 9.

Classroom Action Research consisted of 4 phases such as; planning, acting, observing and reflecting.

B. Research Setting and Sample

This research conducted at SMP Karya Bunda Percut Sei Tuan. The reasons in choosing this location were:

- This title was never researched in this location.
- The researcher wanted to improve grammar in that school especially in Present Perfect Tense.

Sample is part of the population that becomes the object of research (sample literally means example). In the determination or sampling of the population has a rule is representative of the population.²⁸

The sample of this research would be on the second grade students of SMP Karya Bunda Percut Sei Tuan. The sample took only one class which consisted of 38 students. Other individuals who provided information on the subject under research would classify as important. These would include the English teacher and the principle of SMP Karya Bunda Percut Sei Tuan.

C. Data Collection

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

²⁸ Syahrums and Salim, *Metodologi Penelitian Kuantitatif* (Bandung: Cita Pustaka Media, 2013), p. 113-114.

atmosphere, in the manner and the rules that have been determined.²⁹ According to Webster's Collegiate state that test is any series of questions or exercises or other means of measuring the skill, knowledge, intelligence, capacities of aptitudes or an individual or group.³⁰

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

- Identification of the sentence of Present Perfect Tense.
- Make sentence that consist of Present Perfect Tense.

2. Observation

Observation did 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. In this case, observation would be 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.

²⁹ Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: PT Bumi Aksara, 1987), p. 51.

³⁰ Daryanto, *Evaluasi Pendidikan* (Jakarta: Rineka Cipta, 2010), p. 33.

3. Questionnaire

Questionnaire conducted to get information about students' ability in using Present Perfect Tense in sentence correctly before giving treatment. Therefore, questionnaire conducted in analyzing situation of the English teacher and some of students.

4. Diary Notes

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

5. Documentation

The pictures were captured when the researcher was conducting the research. The researcher took the picture when they were studying. It could show them that were serious or not when learning and teaching process and document in this research.

D. Data Analysis

This research applied qualitative and quantitative data. Qualitative data which collected from the result of observation and questionnaire was analyzed by conducting descriptive analysis. The result of observation data of teaching process and students' activities of learning present perfect tense by using mix-freeze group

strategy was analyzed by calculating the mean, then the data categorized into 4 categories: 4 = very good, 3 = good, 2 = fair, 1 = poor.

The quantitative data was analyzed by computing the score of writing test. The components for scoring writing test were content, organization, vocabulary, language use and mechanics. The mean of students' score for each cycle obtain in using the application of the following formula.

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} : The mean of the student

$\sum X$: The total of scores

N : The number of students

Next, to categorize the number of the students who are competent in learning present perfect tense, the following formula apply:

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

Where:

P = the percentage of students who get point 70

R = the percentage of students who get point 70 above

T = the percentage of students who will take the test

And qualitative data was analyzed by using Miles and Huberman Technique. There were data reduction, data display and verification.

1. Data Reduction

Data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or

framework, which case, which research questions, and which data collection approaches to choose.³¹ In this stage, the researcher needed separate the accurate data from the inaccurate ones. Through the data reduction the researcher focused on the data that would be analyzed. It could be easier the researcher to continued the collecting the data.

2. Data Display

The second major flow of analysis activity is data display. Generically, a display is an organized, compressed assembly of information that permits conclusion, drawing, and action. Looking at displays helps us to understand what is happening and to do something – either analyze further or take action – based on that understanding.³² In this stage, the researcher presented the data into design that would be done in form of short statement, charts, graphs, matrices, and networks.

3. Conclusion Drawing or Verification

Conclusion drawing in our view is only half of a Gemini configuration. Conclusion is also verified as the analyst proceeds. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing, with a short excursion back to the field notes, or it may be through and elaborate, with lengthy argumentation and review among colleagues to develop inter subjective consensus or with extensive efforts to replicate a finding in another data set.³³ In this stage,

³¹ Miles, Matthew B, (1994), *Qualitative Data Analysis*, United States of America: SAGE Publications, p. 10

³² *Ibid.*, p. 11.

³³ *Ibid.*, p. 11

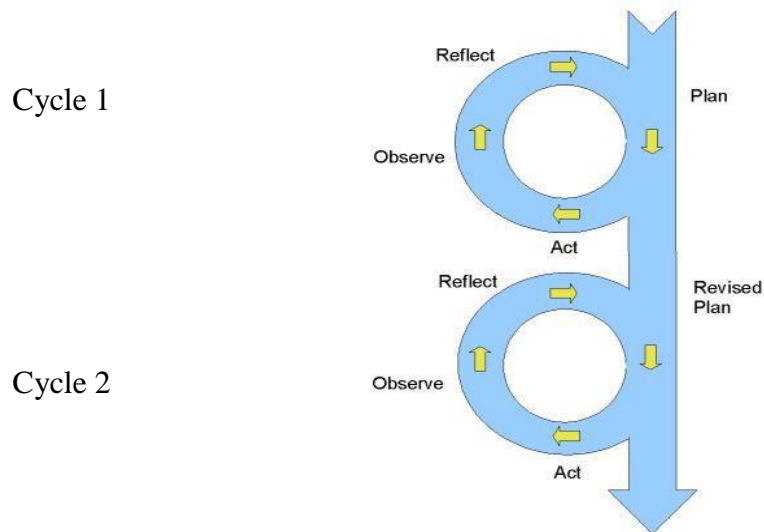
the researcher made a conclusion. The conclusion was a form of thick description. The conclusion was the answer of the researcher problems that had been formulated.

E. Research Procedure

Before conducting the procedure of collecting data, the researcher would be administrated the pre-test to identify the basic knowledge of the students about present perfect tense. There would pre-test before the application of strategy in order to get the teaching-learning in the class and the information of the students' present perfect tense. There would also post-test in the end of each cycle. In every meeting, the researcher would be conducted a test to see the students' improvement in present perfect tense. Before conducting the cycles, the researcher gave questionnaire sheet to the students and the English teacher of class in order to get the general information of the students' difficulties in present perfect tense.

This research conducted two cycles. Each cycle consisted of two meetings. The first meeting before starting the cycles would use to conduct the pre-test and questionnaire sheet, so the first cycle started from the second meeting. Each meeting had four steps: planning, action, observation, and reflection.

The Cyclical Process of Action Research³⁴



The steps in concluding the research were:

1. Planning

Planning explain about what, why, when, where, who, and how it was done.³⁵ Planning was an essential element in the development of any method. In a sense it was the method, because a method was plan. 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 would prepare everything who related in the teaching learning process.

In this phase, there were some activities would be did by researcher, they were:

- a) Observing the students' ability in present perfect tense.

³⁴ Anne Burns & Nur Kurtoglu-Hooton, (2014), "*Implementing Action Research in the Modern Language Classroom*", retrieved in February 25th 2018 from [http://www.scilt.org.uk/portals/24/library/slr/issues/27/27-3%20Burns Kortoglu-Hooton.pdf](http://www.scilt.org.uk/portals/24/library/slr/issues/27/27-3%20Burns%20Kortoglu-Hooton.pdf), p. 23.

³⁵ Iskandar, *Penelitian Tindakan Kelas* (Jakarta: Gaung Persada, 2009), p. 115.

- b) Analyzing the materials offered in the textbook.
- c) Making lesson plan. The activities were designed as follow:
 - 1) Preparing the sets of topics.
 - 2) The teacher gives material of present perfect tense as a model for the students to study.
 - 3) The teacher explains about present perfect tense: definition, formulation, and example of present perfect tense.
 - 4) The teacher explains about the procedure of mix freeze group strategy.
 - 5) The teacher asks the students to “Mix” (mingle) in an open area of the classroom.
 - 6) The students walk around classroom and it will be accompanied by music.
 - 7) On the “Freeze” signal, the students stop where they are, and then “Group” by the number the teacher gives.
 - 8) The students form four groups.
 - 9) (Optional) The students make a sentence in present perfect tense.
 - 10) 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.
 - 11) Students return to their seats and make the last sentence prompt.
 - 12) In the next meeting, the teacher will assign the students to find out present perfect tense in a text.

- d) Making pre-test as the instrument to know the students' basic skill in present perfect tense.
- e) Making the teaching facilities and media, such as board marker, laptop, and speaker.
- f) Preparing the research instruments such as observation and interview sheet.
- g) Preparing the first and the second competence test that will be given to the students to measure the result of the study.
- h) Determining the collaborator who helps to analyze the weakness in learning process and to reflect the result of teaching learning process.
- i) Discussing with the collaborator about the schedule of the activities.
- j) Preparing the assignments needed.
- k) Preparing the test to measure the result of the study.

2. Action

Action is the implementation of all action plans that have been made. The implementation of the action taking place in the classroom is the realization of all educational theories and teaching techniques that have been prepared beforehand.³⁶ In this phase, the researcher gave the pre-test to students. The teaching process established base mix freeze group strategy to teach present perfect tense to students. And last, the post-test about the lesson that they would learn was gave. In this phase, some activities did in order to implement the plan that arranged previously, they were: (1) conducting the first competence test as a

³⁶ *Ibid.*, p. 117.

pre-test, (2) explaining about mix freeze group strategy, (3) explaining the definition, formulation and example of present perfect tense, (4) applying mix freeze group strategy during teaching learning process of present perfect tense, and (5) giving a chance to students to ask about mix freeze group to learn present perfect tense.

3. Observation

Observation was to collect some information about the actions that would happen during the teaching learning process, such as students' behaviors and responses and also the obstacles that would appear.

4. Reflection

This stage is the stage to review and process data obtained when the observation action. The obtained data is then interpreted and searched for its explanation, analyzed, and synthesized. This reflection process plays a very important role in determining a CAR success. A sharp and reliable reflection will be gained a valuable and accurate input for the determination of the next action step.³⁷ In this phase, the feedback of the teaching-learning process took from the result of the observation. In addition, in this step the researcher discussed with the collaborator about what should be revised or developed in the next cycle. It would very helpful for me to consider which activities should revise and should be maintain in the next cycle, so it was hope the result in the next cycle would be better than previous one.

³⁷ *Ibid.*, p. 119.

Cycle II

The second cycle would be conducted if the result did not improve significantly and had not reached the indicators expected yet. Continuing to the second cycle was aim to get a better result in students' ability in present perfect tense. This cycle had the same procedure as the first one, but the teaching learning process would be developed by emphasizing the subject matters which the students still had not understand yet, giving motivation and controlling the students in expressing the ideas in answering the questions; moving around the class to made all the students more active to express or expand their ideas in sentences. The improvement in second cycle would be much better than in the first cycle. Similar to the previous cycle, this cycle was also conducted in four steps: planning, action, observation, and reflection.

F. Trustworthiness

In establishing of trustworthiness of data, the researcher conducted the action research of improving students' ability in learning present perfect tense through mix-freeze group strategy. In qualitative research, the data must be auditable. To be auditable, the researchers checked the transcription in other to be credible, transferable, and dependable. The following were further explanation on these three terms:³⁸

³⁸ Sikolia, David, et.al., (2013), *"Trustworthiness of Grounded Theory Methodology Research in Information Systems"* retrieved in March 19th 2018 from <http://pdfs.semanticscholar.org>, p, 2-3.

1. Credibility

Credibility is a trustworthiness concept that roughly corresponds to internal validity. In positivist research, internal validity refers to the ruling out of rival hypotheses, that the constructs are likely real and reliable, and the instrument is measuring the right content. Credibility refers to how much the data collected accurately reflects the multiple realities of the phenomenon. Credibility can be established through prolonged engagement with informants, triangulation of data or getting data from a variety of sources (interviews, documents etc.), sharing with each participant the verbatim transcript of the individual interviews, and the emerging concepts and categories or respondent validation or participant checks. The participant guidance of the enquiry through interview questions updates based on initial findings or emerging concepts. Negative analysis which is examination of cases that contradict the main findings, and peer debriefs which is allowing other pairs of eyes to confirm the emerging concepts and categories from raw data.

2. Transferability

Transferability is a trustworthiness concept that can be seen as external validity. External validity in positivist research is how well an instrument generalizes or is consistent across diverse constituencies. Transferability refers to the applicability of one set of findings to another setting. Transferability can be enhanced through clear descriptions of the research, the participant's diverse perspectives and experiences, methodology, interpretation of results, and contributions from peer debrief. Information about the researcher as an instrument

in the process, the relationships between the researcher and participants enhance transferability. An audit trail should be provided and be detailed enough to allow other researchers to repeat the same enquiry in a similar setting.

3. Dependability

Dependability is a trustworthiness concept that closely matches reliability. In positivist research, reliability is the extent to which a variable or a set of variables is consistent with what it is supposed to measure when repeated multiple of times. Dependability refers to the confirmation that the data represents the changing conditions of the phenomenon under study and should be consistent across time, researchers and analysis techniques. Peer researchers, student advisors or colleagues can examine the detailed chronology of research activities and processes or audit trail to determine the reliability of the findings.

From the trustworthiness of data above, the researcher chooses to use the transferability. The researcher uses it because transferability refers to the applicability of one set of findings to another setting. Transferability can be enhanced through clear descriptions of the research, the participant's diverse perspectives and experiences, methodology, interpretation of results, and contributions from peer debrief. In transferability, the researcher should make the report by providing a detailed, clear, systematic, and reliable description. Therefore, the researcher has explained the results of his research with clear and detail which is appropriate of the transferability.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the researcher presents the result of research. It involves the way to improve the students' ability in learning present perfect tense by using mix-freeze group strategy at second grade of Karya Bunda Junior High School Percut Sei Tuan academic year 2017/2018.

A. Research Finding

1. Preliminary Study

This research was done in the SMP Karya Bunda Percut Sei Tuan. This research used mix-freeze group strategy to improve the students' ability in learning present perfect tense at eight grade in academic year 2017/2018. This research was applied quantitative and qualitative data. The quantitative data were taken from the mean of students' score in written tests while the qualitative data were taken from observation, questionnaire, diary notes and documentation. The questionnaire was done to the students and the teacher before conducting the first cycle and after conducting the second cycle. Observation sheet was used to measure the level of the student activities during teaching learning process. The observation sheet was focussed on the situation of teaching learning process by using mix-freeze group strategy.

This research was divided into two cycles: the first cycle which consisted of two meetings and the second cycle which also consisted of two meetings. Each

cycle consisted of four steps of action, they are; planning, implementing, observing and reflecting.

There are two parts related to preliminary study, those are pre-questionnaire, and pre-test. Those explanations as following:

a. The Result of Pre-questionnaire

Pre-questionnaire conducted in this study was the unstructured questionnaire. It was held on Thursday 3rd May 2018. The researcher gave questionnaire sheet about the condition of the class to the teacher.

The contain of questionnaire sheet asked about the class condition, the difficulties, the strategy and the learning materials while the English subject especially in present perfect tense. The teacher said that the students were difficult to remember the formula of present perfect tense, identify the function of present perfect tense and how to use it in daily activity. When their mind got blank, they would be difficult to understand and they would not answer the task given and started to chit chat or do something else.

b. The Result of Pre-test

The pre-test had done before the Classroom Action Research. It was conducted on Thursday 3rd May 2018. There were 10 questions in essay form in 40 minutes.

Based on the result of pre-test, the data showed that the mean score of pre-test was 57.09. There were 6 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal) meanwhile the other 25 students were below that criterion. The lowest achievement gained score

30. From the result of analysis, it could be seen that almost of the students' ability in learning present perfect tense was still low.

2. First Cycle

a. Planning

Before conducting the research, the researcher prepared the instrument of the research as follows: (1) Lesson plan; making lesson plan and designing the steps in doing action. In order to control the teaching process, the researcher used the lesson plan as guidance for the researcher's activities in the class; (2) Material; in the first cycle, the researcher was giving the material to the students and explains about the definition, function and formula of present perfect tense; (3) Sheet for Classroom observation; sheet for classroom observation was prepared in order to know the condition of teaching learning process when mix-freeze group strategy was implemented; (4) Test (pre-test and post-test); pre-test was a test that was given to the students before the teaching learning process. Meanwhile, post-test was a test that was given to the students after learning process was conducted.

b. Action

The action of cycle I was done on Saturday 5th May 2018 and Monday 7th May 2018. The researcher implemented the teaching learning process based on the procedures of mix – freeze group strategy. In this phase, there were some activities done by researcher, they were: (a) For the first, the researcher yells mix and then directly the student walk around in the classroom to find the closest partner be four members in a group. (b) When the researcher yells freeze the

student must be stop and read the question carefully while share the idea and answer the question. (c) Next the researcher yells mix the student again to find partner be seven members and the researcher yells freeze to the student read and answer the next question. (d) After finish the time given the teacher mix again for the third time for find partner be ten members. (e) Next student read again the text and discuss their opinions, or respond to a comment to answer the next question when the researcher yells freeze, it will be continue until four groups and the group must answer the all questions given. (f) When time is over the researcher gives time and chances for the student to share again of their opinion and make conclusion.

c. Observing

In the first cycle, the observer tried to notice all activities in the physical classroom activity. It might be about the teacher performance, class situation and students' response. And after teaching learning process finished, the researcher was carried out the post-test I exactly on the second action of the first cycle to know how well the students' ability had been improved.

From the observation sheet, the researcher found that some students active during teaching learning process, the situation of the class was good enough since the students paid their attention to the teacher explanation and instruction. However, in the first meeting the students confused about present perfect tense but with the explanation that has been given by teacher, the majority of students have started to understand of present perfect tense.

Quantitatively, the result of the post-test of the first cycle, it showed only 48.39% of students who passed the Minimum Mastery Criterion (KKM). Based on the result of the post-test I, the mean score of the class derived 66.45 in which there were 15 students who passed the Minimum Mastery Criterion 70.

From the students' response and the students' score above, the researcher stated to continue in cycle two in hoping to be the best. Second cycle was held to achieve the improvement score of the students

d. Reflecting

The researcher and the teacher discussed about the conclusion of implementing the action. Then, they tried to modify the action in order students more understand about present perfect tense and in order students in the class could pass the Minimum Mastery Criterion (KKM) because in the result of post-test I showed only 48.39% of students who passed the Minimum Mastery Criterion (KKM). Based on the result of the post-test I, the mean score of the class derived 66.45 in which there were 15 students who passed the Minimum Mastery Criterion 70.

Based on the post-test I result, the second cycle was needs to be conducted. The researcher also should improve the action that was conducted. The researcher decided to make some actions to improve students' ability in learning present perfect tense for the second cycle, such as: (a) The researcher should improve her ability in presenting the material. (b) The researcher should explain the material clearly and slowly. (c) The researcher should manage the class well.

3. Second Cycle

a. Planning

In the second cycle, generally the condition in learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson and students more enthusiastic to follow the lesson. Related to researcher's performance, it's showed some progresses. It meant the students more easily to understand the explanation because the researcher explained more clearly and lowly. In addition, it was expected to improve their understanding of present perfect tense in which contained the definition, function and formula of present perfect tense through mix-freeze group strategy. The researcher also prepared unstructured observation sheet to note the classroom activity. In addition, to know the improvement of the students' ability in learning present perfect tense, the researcher prepared the instrument of post-test II to collect the data.

b. Action

The action of the second cycle was done on Saturday 12th May 2018. After reviewing the previous lesson by using clearly and slowly explanation, the researcher said "mix", then the students walked around in the classroom. When the researcher said "freeze" and gave a signal to make groups, the students made group and discussed the question that the researcher given. Then, the students share their idea about the questions in their group. The last, the researcher gave the score for the group did the exercise.

For the second meeting in the second cycle, the researcher applied same as the previous meeting. Before the second cycle will be finished, the researcher gave the post-test II for students to know their progress in understanding of present perfect tense.

c. Observing

In the second cycle, the classroom atmosphere in teaching learning process can be seen the students were more curious and silent. Related to the researcher's performance, it's showed some progresses. It meant the students more easily in understanding of present perfect tense. In the second action of cycle two, the researcher was held post-test II regarding students' ability in learning present perfect tense.

From the observation sheet, the researcher found that some students active during teaching learning process, the situation of the class was good since the students paid their attention to the teacher explanation and instruction. In this cycle the students have understood about present perfect tense with the explanation that has been given by teacher.

Quantitatively, the result of the post-test of the first cycle, it showed 100% of students who passed the Minimum Mastery Criterion (KKM). Based on the result of the post-test II, the mean score of the class derived 78.06 in which there were 31 students who passed the Minimum Mastery Criterion 70.

d. Reflecting

The reflection of Classroom Action Research (CAR) was carried out after getting the result of written test. The researcher and the teacher felt satisfied in as much their efforts to improve the students' ability in learning present perfect tense had been realized. The students could understand the passage easily. It was proven by their improving scores from post-test II.

Based on the result of post-test I, the data showed that the mean score of post-test II was 78.06. There were 31 students who derived the score above the Minimum Mastery Criterion (KKM-Kriteria Ketuntasan Minimal). The lowest achievement gained score 70. From the result of analysis, it could be seen that the students' ability in learning present perfect tense was more improve than post-test II.

Table I

The percentage of the students' ability in learning present perfect tense

Meeting			The students who got up to 70	Percentage
Cycle I	1	Pre-test	6	19.35%
	2	Post-test I	15	48.39%
Cycle II	3	Post-test II	31	100%

In pre-test, there were 6 students (19.35%) who got 70 and more. In post-test in cycle I, there were 15 students (48.39%) who got 70 and more. In the post-test in cycle II there were 31 students (100%). The improvement from the post test in cycle I to the post test in cycle II was 51.61%.

After achieving the target research of where minimally 70% students who passed the Minimum Mastery Criterion (KKM), therefore the researcher and the teacher decided to stop Classroom Action Research because it had already succeeded. Hence, the researcher and the teacher did not have to revise the plan.

According to the result of the evaluation between the researcher and teacher, it could be assumed that implementing of Classroom Action Research in improving students' ability in learning present perfect tense by using mix-freeze group strategy was appropriate with the planning that had been discussed by the researcher and the teacher previously. In this case, every action was planned as good as possible so that the learning activities could be accomplished well.

B. Discussion

According to the result of the pre-test and post-test, it shows the teaching learning present perfect tense using mix-freeze group strategy is effective in improving students' ability to the eight grade students of Karya Bunda Junior High School Percut Sei Tuan in the Academic Year 2017/2018. The effectiveness of using mix-freeze group strategy in improving students' ability in learning present perfect tense can be seen in the written test.

Teaching learning present perfect tense using mix-freeze group strategy makes the students interest to study and learn more. Students feel comfortable to learn and researcher is also teaches well. The students are active in teaching learning process.

The interpretation of the data result among the pre-test, post-test of cycle I and cycle II are as following; in the pre-test, the mean score of students on written

test is 57.09. Meanwhile, the class percentage which passes the Minimum Mastery Criterion is 19.35%. It means that there are only 6 students who passed the Minimum Mastery Criterion 70 and there are 25 students out of target.

Furthermore, the mean score in the post-test I is 66.45. It means that there are some students score improvement from the previous test (pre-test), that is 9.36 (66.45 – 57.09). Meanwhile, the class percentage which pass the Minimum Mastery Criterion in the post-test I is 48.39%. It shows there are 15 students who pass the Minimum Mastery Criterion and there are 16 students whose score still under the target. However, it is still need more improvement because it could not achieve the target of success Classroom Action Research, that is 70% from the class percentage. That is why the researcher and teacher continue to the second cycle.

Next, the mean score in the post-test II is 78.06. It shows students' improvement score 11.61 (78.06 – 66.45) from the post-test I. Meanwhile, the class percentage which passes the Minimum Mastery Criterion is 100%. It means that all of students pass the Minimum Mastery Criterion. The post-test II has fulfilled the target of Classroom Action Research success, that is above 70% students could pass the Minimum Mastery Criterion. Automatically, it can be said that the Classroom Action Research is success and the cycle is stopped.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From findings and discussions about the implementation of mix-freeze group strategy to improve students' ability in learning present perfect tense in the previous chapter, the conclusions are presented as follows:

1. The using of mix-freeze group strategy can be used to improve the students' ability in learning present perfect tense. The students' ability achievement increased. The improvement could be seen through some points. The first point is the improvement of their ability in remembering of formula present perfect tense. The second point is that the students' improvement can be clearly seen from the mean score of pre-test, post-test 1 and post-test 2. It was presented from the mean of pre-test was 57.09, post-test in the first cycle was 66.45 and post-test in the second cycle was 78.06. There was improvement in every cycle.
2. The implementation of mix-freeze group strategy improved the students' motivation in learning writing. The students' attitude toward learning was positive. It was indicated from their activeness in the class. They were also engaged actively in groups. Each student participated in finishing the set of questions given quickly with their groups. They also felt enjoy and fun during learning writing. Based on the finding, the hypothesis stating that the students' ability in learning present perfect tense can be improved by using mix-freeze group strategy. After observing the students'

activities and the students' response while teaching Learning process and analyzing the students' score in every test, I concluded that the implementation of mix-freeze group strategy in teaching was effective and efficient to improve the students' ability in learning present perfect tense. I can imply that implementing mix-freeze group strategy can be a way to improve students' ability in learning present perfect tense.

B. Recommendation

This study showed that the implementation of mix-freeze group strategy could improve students' ability in learning present perfect tense. In accordance with that statement above, some points are suggested as follows:

1. To the principal of SMP Karya Bunda Percut Sei Tuan, it is good to motivate the teachers, especially English teacher to teach the students by using mix-freeze group strategy, because this strategy can effectively increase the students' ability in leaning present perfect tense.
2. To the English teacher, it is good for the teacher to use mix-freeze group strategy to make teaching learning process more interesting and enjoyable particularly in learning present perfect tense.
3. To the students, it is also suggested to use mix-freeze group strategy as an exercise to practice their ability in learning present perfect tense and the process of learning becomes easier and enjoyable.
4. To other researchers, it is necessary to conduct a further research, in order to validate the result of this study.

C. Implication

Implications are drawn from the research finding. The research came with a finding that there is an improvement on the students' achievement in learning present perfect tense by using mix-freeze group strategy. Moreover, this research implies that the use of mix-freeze group strategy is needed in learning present perfect tense.

Considering the conclusion drawn above, it implies that the use of mix-freeze group strategy is capable to promote the improvement of students' ability in learning present perfect tense which it can be seen from the progress of the students' test scores after giving treatment using mix-freeze group strategy. It is expected that the English teachers are highly recommended to implemented mix-freeze group strategy in teaching present perfect tense.

Students are motivated and enjoyed in learning present perfect tense by using mix-freeze group strategy. Therefore, it implies that mix-freeze group strategy can make the students interest and help them to memorize the present perfect tense in the easier way.

In summary, mix-freeze group strategy during the research can improve the students' ability in learning present perfect tense. Therefore, the implementation of mix-freeze group strategy needs to be implemented continuously in learning present perfect tense. It is because mix-freeze group strategy can be effective way to help the students to understand and memorize present perfect tense easily and create an enthusiastic learning process so that the standard of competence of learning process can be achieved, and also can make the learning process not monotonous.

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APPENDIX

APPENDIX I

LESSON PLAN

Cycle 1

Subject	: English
School	: SMP Karya Bunda Percut Sei Tuan
Class	: VIII
Topic	: Present Perfect Tense
Time	: 4 x 40 Minutes (2 meetings)

A. Standard Competence

1. Expressing the sentences in present perfect tense form is very simple to interact with the nearest environment.
2. Expressing the characteristics of present perfect tense in the form of positive, negative and interrogative sentences.

B. Basic Competence

1. Expressing the sentences in present perfect tense form by using simple oral language accurately, fluently and acceptable.
2. Expressing the characteristics of present perfect tense in the form of positive, negative and interrogative sentences by using simple oral language accurately, fluently and acceptable.

C. Indicators

1. Understanding the formula of present perfect tense in the form of positive, negative and interrogative sentences.
2. Understanding the present perfect tense in the text.

D. Objectives

1. Students are able to make sentences of present perfect tense in the form of positive, negative and interrogative.
2. Students are able find the present perfect tense in the text.

E. Material

1. The formula of present perfect tense
2. A text that using positive, negative and interrogative sentences

F. Learning Strategy

1. Learning strategy : Mix-Freeze Group
2. Learning method : Lecturing, discussing, questioning and answering question.

G. Source/Media

Source : English Textbook and Dictionaries.

Media : Work sheet

H. Teaching Learning Procedure

1. Opening (pre – teaching)
 - a. The teacher opens the class by greeting the students.
 - b. Pray together before start lesson.
 - c. The teacher checks the attended list.
 - d. Teacher gives a leading question to the students
“What did you do last night?”
 - e. The teacher introduces the topic and explain the purpose its topic.

2. Main Activities
 - a. For the first, the teacher yells mix.
 - b. Then, directly the student walks around in the classroom to find the closest partner to be four members in a group.
 - c. When the teacher yells freeze the student must be stop and read the questions carefully while share the idea and answer the question.
 - d. Next the teacher yells mix the student again to find partner to be seven members and the teacher yells freeze to the student read the question and answer the next question.
 - e. After finish the time given, the teacher mix again for the third time to find partner be ten members, next student read the next question and discuss their opinions, or respond and comment to answer the question.
 - f. When time is over the teacher gives time and chance for the student to discuss again of the question and make conclusion of the question.

3. Close Activities

- a. The teacher advises the students to remember the lesson.
- b. The teacher closes the learning by greeting the students.

I. Evaluation

1. Technique : Written test
2. Instrument test : Enclosed

Evaluation rule:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the text

R = number of correct answer

N = number of question

Deli Serdang, May 2018

Known by,

The Principal of SMP Karya Bunda Percut Sei Tuan

Teacher English

Drs. Ahmad Ridwan Pohan

Imam Satria, S.Pd.I

Researcher

Suci Ramadani Sikumbang

NIM. 34144040

APPENDIX II

LESSON PLAN

Cycle 2

Subject	: English
School	: SMP Karya Bunda Percut Sei Tuan
Class	: VIII
Topic	: Present Perfect Tense
Time	: 4 x 40 Minutes (2 meetings)

A. Standard Competence

1. Expressing the sentences in present perfect tense form is very simple to interact with the nearest environment.
2. Expressing the characteristics of present perfect tense in the form of positive, negative and interrogative sentences.

B. Basic Competence

1. Expressing the sentences in present perfect tense form by using simple oral language accurately, fluently and acceptable.
2. Expressing the characteristics of present perfect tense in the form of positive, negative and interrogative sentences by using simple oral language accurately, fluently and acceptable.

C. Indicators

1. Understanding the formula of present perfect tense in the form of positive, negative and interrogative sentences.
2. Understanding the dialogue by using positive, negative and interrogative sentences and practices it.

D. Objectives

1. Students are able to make sentences of present perfect tense in the form of positive, negative and interrogative.
2. Students are able to make dialogue by using positive, negative and interrogative sentences and practice it.

E. Material

1. The formula of present perfect tense
2. The dialogue that using positive, negative and interrogative sentences

F. Learning Strategy

1. Learning strategy : Mix-Freeze Group
2. Learning method : Lecturing, discussing, questioning and answering question.

G. Source/Media

Source : English Textbook and Dictionaries.

Media : Work sheet

H. Teaching Learning Procedure

1. Opening (pre – teaching)
 - a. The teacher opens the class by greeting the students.
 - b. Pray together before start lesson.
 - c. The teacher checks the attended list.
 - d. Teacher gives a leading question to the students
“What did you do last night?”
 - e. The teacher introduces the topic and explain the purpose its topic.

2. Main Activities
 - a. For the first, the teacher yells mix.
 - b. Then, directly the student walks around in the classroom to find the closest partner to be four members in a group.
 - c. When the teacher yells freeze the student must be stop and read the questions carefully while share the idea and answer the question.
 - d. Next the teacher yells mix the student again to find partner to be seven members and the teacher yells freeze to the student read the question and answer the next question.
 - e. After finish the time given, the teacher mix again for the third time to find partner be ten members, next student read the next question and discuss their opinions, or respond and comment to answer the question.
 - f. When time is over the teacher gives time and chance for the student to discuss again of the question and make conclusion of the question.

3. Close Activities
 - a. The teacher advises the students to remember the lesson.
 - b. The teacher closes the learning by greeting the students.

I. Evaluation

1. Technique : Written test
2. Instrument test : Enclosed

Evaluation rule:

$$S = \frac{R}{N} \times 100$$

Where:

S = score of the text

R = number of correct answer

N = number of question

Deli Serdang, May 2018

Known by,

The Principal of SMP Karya Bunda Percut Sei Tuan

Teacher

English

Drs. Ahmad Ridwan Pohan
S.Pd.I

Imam Satria,

Researcher

Suci Ramadani Sikumbang
NIM. 34144040

APPENDIX III

Pre-test

Change the following sentences into present perfect tense!

1. Does she finish typing all the reports?
2. Our translators translate this novel into Indonesian.
3. Do they print this best seller novel three times this year?
4. I do not contact his manager three times today.
5. We occupy this new house for two months.

Find out the present perfect tense on the text!

Today is 16th August and tomorrow is my sister's birthday. Her name is Kristal. I want to give her a surprise. We are going to celebrate my sister's birthday in a small restaurant near my house. The restaurant has been booked by our parents. What about the birthday present? No worries, I have prepared it too. She loves art very much. I have made a painting for her. I hope she will like it. But I have not wrapped the painting because it has not dried yet. Have you ever celebrated someone's birthday?

APPENDIX IV

Post Test I

Change the following sentences into present perfect tense!

1. Our translators translate this novel into Indonesian.
2. Does she finish typing all the reports?
3. Do they print this best seller novel three times this year?
4. I do not contact his manager three times today.
5. We occupy this new house for two months.

Find out the present perfect tense on the text!

Today is 16th August and tomorrow is my sister's birthday. Her name is Kristal. I want to give her a surprise. We are going to celebrate my sister's birthday in a small restaurant near my house. The restaurant has been booked by our parents. What about the birthday present? No worries, I have prepared it too. She loves art very much. I have made a painting for her. I hope she will like it. But I have not wrapped the painting because it has not dried yet. Have you ever celebrated someone's birthday?

APPENDIX V

Post-Test II

Change the following sentences into present perfect tense!

1. There was an accident near here.
2. The weather is not warm lately.
3. Who does go to the bookstore?
4. Why do your friends and you work hard this month?
5. How long do your students improve their English?

Find out the present perfect tense on the text!

Juni has always loved the rain. She has played in the rain many times before. She has played in the rain many times before. Playing in the rain has been her favorite activity since kindergarten. She has special boots and a favorite umbrella. The boots have been worn by Juni since morning. The umbrella has been ready to protect her body from the rain. Sometimes, Juni does not wear her boots. She does not even use her favorite umbrella. She feels the rain on her skin. Her mother has let her to play in the rain.

APPENDIX VI

KEY ANSWERS

Pre-Test, Post-Test I

Change the following sentences into present perfect tense

1. Our translators have translated this novel into Indonesian.
2. Has she finished typing all the reports?
3. Have they printed this best seller novel three times this year?
4. He has not contacted his manager three times today.
5. We have occupied this new house for two months.

Find out the present perfect tense on the text!

Today is 16th August and tomorrow is my sister's birthday. Her name is Kristal. I want to give her a surprise. We are going to celebrate my sister's birthday in a small restaurant near my house. The restaurant has been booked by our parents. What about the birthday present? No worries, I have prepared it too. She loves art very much. I have made a painting for her. I hope she will like it. But I have not wrapped the painting because it has not dried yet. Have you ever celebrated someone's birthday?

Post-Test II**Change the following sentences into present perfect tense!**

1. There has been an accident near here.
2. The weather has not warm lately.
3. Who has gone to the bookstore?
4. Why have your friends and you worked hard this month?
5. How long have your students improved their English?

Find out the present perfect tense on the text!

Juni has always loved the rain. She has played in the rain many times before. She has played in the rain many times before. Playing in the rain has been her favorite activity since kindergarten. She has special boots and a favorite umbrella. The boots have been worn by Juni since morning. The umbrella has been ready to protect her body from the rain. Sometimes, Juni does not wear her boots. She does not even use her favorite umbrella. She feels the rain on her skin. Her mother has let her to play in the rain.

APPENDIX VII

**The students' score during Cycle I (Pre-test and Post-test I) and Cycle II
(Post-test II)**

No.	The Initials of The Students	Score		
			Cycle I	Cycle II
		Pre-test	Post-test I	Post-test II
1	AS	50	70	80
2	AF	-	-	-
3	AFZ	60	70	80
4	AWP	-	-	-
5	AZ	50	60	70
6	AAR	60	70	80
7	AZN	80	80	90
8	BP	50	60	70
9	DAP	60	60	80
10	EB	50	60	70
11	EW	60	70	90
12	FAH	50	70	80
13	IL	50	60	70
14	J	60	60	70
15	KW	50	60	70
16	MFP	70	80	90
17	MP	-	-	-
18	MBAF	60	60	70
19	MHRN	-	-	-
20	MIE	-	-	-
21	MRW	50	60	70
22	MRS	50	70	80
23	MSN	-	-	-
24	PO	80	90	100

25	PL	70	70	80
26	RH	60	70	90
27	RPP	60	60	70
28	<i>RVH</i>	-	-	-
29	RMN	60	60	80
30	RS	60	70	80
31	RA	30	50	70
32	RRP	70	70	80
33	RA	40	60	70
34	S	50	60	70
35	SFK	60	70	80
36	SS	30	60	70
37	SSS	80	80	90
38	TH	60	70	80
Total		$\sum X = 1770$ $\bar{X} = 57.09$	$\sum X = 2060$ $\bar{X} = 66.45$	$\sum X = 2420$ $\bar{X} = 78.06$

APPENDIX VIII

OBSERVATION SHEET

Process of Teaching English on Present Perfect Tense by Using Mix-Freeze Group Strategy

Cycle I

School : SMP Karya Bunda Percut Sei Tuan

Name of Researcher : Suci Ramadani Sikumbang

Class/semester : VIII/II

Please give a checklist (V) honestly based on your observation by following the guidance of assessing score: 4 = very good, 3 = good, 2 = fair, 1 = poor

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time				
2.	Teacher's capability in opening the class (How the teacher greets the students)				
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom				
5.	The teacher tells the students the aims of the study				
6.	The teacher introduces about mix-freeze group strategy				
7.	Teacher's mastery (It is about the teacher's capability in mastering the material taught)				
8	The systematically teaching performance (It is about				

	appropriateness with the lesson plan)				
9.	Teacher's ability in organizing the class (It is about the class management performed by the teacher)				
10.	Teacher teaching material clearly (the clearness of the teacher's teaching)				
11.	The students give attention to teachers' explanation during learning process				
12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)				
13.	Teacher asks to the students how far they understand about the materials have taught				
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				
15.	Teacher ability in closing the class (It is about how the teacher closes the class, gives summary and solve the students' problem)				
Total					

Description:

3,1-4,0 = very good

2,1-3,0 = good

1,1-2,0 = fair

0,1-1,0 = poor

Medan,

Observer,

.....

APPENDIX IX

OBSERVATION SHEET

Process of Teaching English on Present Perfect Tense by Using Mix-Freeze Group Strategy

Cycle II

School : SMP Karya Bunda Percut Sei Tuan

Name of Researcher : Suci Ramadani Sikumbang

Class/semester : VIII/II

Please give a checklist (V) honestly based on your observation by following the guidance of assessing score: 4 = very good, 3 = good, 2 = fair, 1 = poor

No.	Points will be observed	Category			
		1	2	3	4
1.	The teacher comes on time				
2.	Teacher capability in opening the class (How the teacher greets the students)				
3.	Teacher giving motivation in the teaching and learning process (how the teacher gives the apperception before starting the teaching and learning process)				
4.	The teacher gives warming up activities to the students, such as giving students some questions about the topic that will be discussed in the classroom				
5.	The teacher tells the students the aims of the study				
6.	The teacher introduces about mix-freeze group strategy				
7.	Teacher mastery (It is about the teacher's capability in mastering the material taught)				
8	The systematically teaching performance (It is about				

	appropriateness with the lesson plan)				
9.	Teacher ability in organizing the class (It is about the class management performed by the teacher)				
10.	Teacher teaching material clearly (the clearness of the teacher's teaching)				
11.	The students give attention to teachers' explanation during learning process				
12.	Motivation and enthusiasm of students in teaching learning process. (It is about the curiosity and the enthusiasm of the students during the learning process)				
13.	Teacher asks to the students how far they understand about the materials have taught				
14.	Interaction and communication between students and teacher in teaching learning process (Good communication between teacher and students to support to students' understanding)				
15.	Teacher ability in closing the class (It is about how the teacher closes the class,gives summary and solve the students' problem)				
Total					

Description:

3,1-4,0 = very good

2,1-3,0 = good

1,1-2,0 = fair

0,1-1,0 = poor

Medan,

Observer,

.....

APPENDIX X

OBSERVATION SHEET

**Students' Activity in Learning Present Perfect Tense by Using Mix-Freeze Group Strategy
Cycle I**

School : SMP Karya Bunda Percut Sei Tuan

Name of Researcher : Suci Ramadani Sikumbang

Class/semester : VIII/II

Total of Students : 39 students

Please give a checklist (V) honestly based on your observation by following the guidance of assessing score: 4 = very active, 3 = active, 2 = less active, 1 = inactive.

No.	Points will be observed	Category			
		1	2	3	4
1.	The students pay attention to teacher explanation				
2.	The students are interest and enthusiast to study by using mix-freeze group strategy				
3.	The students participate in learning process				
4.	The students do task given				
5.	The students use dictionary to help them knowing the content of the words				
6.	The students mark the difficult things				
7	The students ask the feedback after doing he activity related to the topic				
Total					

Description: Medan,

3,1-4,0 = very active Observer,

2,1-3,0 = active

1,1-2,0 = less active

0,1-1,0 = inactive

.....

APPENDIX XI

OBSERVATION SHEET

Students' Activity in Learning Present Perfect Tense by Using Mix-Freeze Group Strategy

Cycle II

School : SMP Karya Bunda Percut Sei Tuan

Name of Researcher : Suci Ramadani Sikumbang

Class/semester : VIII/II

Total of Students : 39 students

Please give a checklist (V) honestly based on your observation by following the guidance of assessing score: 4 = very active, 3 = active, 2 = less active, 1 = inactive.

No.	Points will be observed	Category			
		1	2	3	4
1.	The students pay attention to teacher explanation				
2.	The students are interest and enthusiast to study by using mix-freeze group strategy				
3.	The students participate in learning process				
4.	The students do task given				
5.	The students use dictionary to help them knowing the content of the words				
6.	The students mark the difficult things				
7	The students ask the feedback after doing he activity related to the topic				
Total					

Description:

3,1-4,0 = very active

2,1-3,0 = active

1,1-2,0 = less active

0,1-1,0 = inactive

Medan,

Observer,

.....

APPENDIX XII

QUESTIONNAIRE SHEET WITH THE TEACHER

(BEFORE CLASSROOM ACTION RESEARCH)

1. What are the activity of teaching and learning English process in the classroom?

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2. What are the most problems that occur during English teaching and learning process, especially in eighth grade students?

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3. What are the difficulties of the students in mastering present perfect tense?

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4. What are strategies that you use during teaching in the class when teaching present perfect tense?

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5. What are the media that you often use during teaching in the class when teaching present perfect tense?

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6. How the students participate when teaching present perfect tense?

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7. What are the assignment usually given to the students?

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8. Have you ever heard about mix-freeze group strategy?

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9. According to you, what is mix-freeze group strategy effective to apply in teaching present perfect tense?

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10. According to you, what is mix-freeze group strategy can improve the students' ability in learning present perfect tense?

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APPENDIX XIII

QUESTIONNAIRE SHEET WITH THE TEACHER

(AFTER CLASSROOM ACTION RESEARCH)

1. How the students' ability in learning present perfect tense after using mix-freeze group strategy?
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2. How the students mastery after using mix-freeze group strategy?
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3. How the students participation when learning present perfect tense by using mix-freeze group strategy?
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4. What are the problems when learning present perfect tense by using mix-freeze group strategy?
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5. According to you, how to solve the problems?
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6. What is your opinion after seeing the usage of mix-freeze group strategy in learning process in the classroom?
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7. Do you feel interested to apply this strategy in learning present perfect tense in the classroom?
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8. According to you, how the condition of the class when learning present perfect tense by using mix-freeze group strategy?
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9. After seeing the learning process by using mix-freeze group strategy, what is the mix-freeze group strategy effective to apply in teaching present perfect tense?
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.....
10. According to you, what is the mix-freeze group strategy can improve students' ability in learning present perfect tense?
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APPENDIX XIV

QUESTIONNAIRE SHEET WITH THE STUDENTS

(BEFORE CLASSROOM ACTION RESEARCH)

In here the researcher will give the questionnaire for students to give their opinioin about learning present perfect tense.

1. Apakah kalian menyukai pelajaran Bahasa Inggris?
2. Apakah ada kesulitan selama proses belajar Bahasa Inggris?
.....
3. Kemampuan apakah yang kamu rasa paling sulit dalam Bahasa Inggris?
4. Kalau tentang grammar terutama present perfect tense, apakah kamu merasa kesulitan untuk menguasainya?
5. Apa yang membuatmu merasa sulit menguasai present perfect tense?
6. Selama belajar bahasa Inggris apakah kamu sering mengingat formula atau rumus dari present perfect tense?
7. Menurut kamu bagaimana belajar yang dapat memudahkan kamu untuk lebih mudah dalam menghapal formula atau rumus dari present perfect tense?

APPENDIX XV

QUESTIONNAIRE SHEET WITH THE STUDENTS

(AFTER CLASSROOM ACTION RESEARCH)

1. Saya ingin menanyakan bagaimana pendapat kalian tentang proses belajar dan mengajar kita yang menggunakan strategi mix-freeze?

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.....

2. Apakah kalian menikmati pembelajaran dengan menggunakan strategy tersebut?

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3. Apa pendapat kalian tentang kegiatan belajar mengajar kita hari ini?

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4. Apakah dengan menggunakan strategi mix-freeze kalian bisa menjadi lebih mudah mengingat dan memahami formula dari present perfect tense?

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5. Menurut pendapat kalian, apa kekurangan dari pembelajaran tersebut?

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6. Apakah kalian lebih termotivasi lagi untuk belajar dan meningkatkan pemahaman kalian terhadap pembelajaran present perfect tense?

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.....

APPENDIX XVI

DIARY NOTES

CYCLE I

The first meeting of the cycle I

The researcher conducted pre-teaching such as greeting and asking the students' conditions, checking the attendance list of students, and warming them up by asking about their past activities. In this meeting, the researcher forgot to tell the students the objective of teaching-learning process. Then the researcher continued to introduce the topic to students. The researcher explained all the materials related to the present perfect tense such as definition, function and formula of present perfect tense. During the explanation, some students did not pay attention, thus the researcher asked some questions to students randomly to get their attention back. After some students were called randomly to answer the oral questions related to the topic, the researcher explained the mix-freeze group strategy. The researcher prepared all things needed for the activities of the strategy. The researcher started to did the activities of mix-freeze group strategy. When answering the question of a paper, some students got some answers wrong. Therefore, the researcher had to plan a next lesson to deepen their understanding, because some of students still need explanation and guidance in learning of present perfect tense. In the next meeting, the researcher need to emphasize more on the topic that the students still have lack understanding.

APPENDIX XVII

DIARY NOTES

CYCLE 2

The first meeting of the cycle II

The researcher was still implementing mix-freeze group strategy in teaching present perfect tense. In this meeting, students were more active. They could answer researcher's question about what is present perfect tense, the function of present perfect tense, and also about its formula before starting the lesson. The researcher explained more about the formula of present perfect tense. In this meeting, the students were also active and the situation of the class was in control. The researcher was more often calling students' name randomly to keep their attention to her explanation. When conducting the strategy, students were more enthusiastic and could answer all the questions in paper faster because they got wrong answer less than in the previous meeting. Several things noted in the cycle I that were expected to be improved in this cycle had been done well, such as to keep the students' focus and to deliver a more specific teaching materials.

APPENDIX XVIII

DOCUMENTATION





The students looked for the answer



The students did the post-test II



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
 Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-5952/ITK/ITK.V.3/PP.00.9/05/2018

Medan, 03 Mei 2018

Lampiran : -

Hal : Izin Riset

Yth. Ka. SMP KARYA BUNDA PERCUT SEI TUAN

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah Dan Keguruan UIN Sumatera Utara Medan, adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

NAMA : SUCI RAMADANI SIKUMBANG
 T.T/Lahir : Medan, 07 Februari 1996
 NIM : 34144040
 Sem/Jurusan : VIII / Pendidikan Bahasa Inggris

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksana Riset di SMP KARYA BUNDA PERCUT SEI TUAN guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul :

“IMPROVING STUDENTS' ABILITY IN LEARNING PRESENT PERFECT TENSE THROUGH MIX-FREEZE GROUP STRATEGY AT SECOUND GRADE OF KARYA BUNDA JUNIOR HIGH SCHOOL PERCUT SEI TUAN”

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalam



Dekan
 Fakultas Ilmu Tarbiyah dan Keguruan PBI

[Handwritten Signature]
Dr. Sholihatul Hamidah Dly, M.Hum
 19750622 200312 2 002

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan



YAYASAN RITZKI CHAIRANI
TK - SD - SMP - SMA & SMK KARYA BUNDA
Jl. Vetpur Utama (Komplek Vetpur - ABRD)
No. 77 Medan Estate Telp. (061) 7382057
Status : Diakui Akte Notaris No.04 Ade Yulianty SH,Mkn



SURAT KETERANGAN

Nomor : 1027/SMP.KB/ S.4/ 05/ 2018

Saya yang bertanda tangan di bawah ini Kepala SMP Karya Bunda Medan Estate Kecamatan Percut Sei Tuan Kabupaten Deli Serdang menerangkan bahwa :

NAMA : SUCI RAMADANI SIKUMBANG
 T.T/Lahir : Medan, 07 Februari 1996
 NIM : 34144040
 UNIVERSITAS : Universitas Islam Negeri Sumut (UIN-SU)
 JURUSAN : Pendidikan Bahasa Inggris/ S1

Adalah benar telah melakukan Riset dalam penyusunan skripsi dengan judul

"Improving Students' Ability in Learning Present Perfect Tense Through Mix-Freeze Group Strategy at Second Grade of SMP Karya Bunda Percut Sei Tuan".

Pada tanggal 26 April 2018 s/d 24 Mei 2018.

Demikian Surat Keterangan ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Medan Estate, 24 Mei 2018

Kepala SMP Karya Bunda



Drs. Ahmad Ridwan Pohan

Autobiography

Name : Suci Ramadani Sikumbang
Student Number : 34.14.4.040
Place/Date of Birth : Medan, February 7th 1996
Sex : Female
Address : Jl. Denai, Gg. Durian no. 6
Name of Father : Drs. Syamsul Bahri Sikumbang
Name of Mother : Sri Ulina Br. Sitanggung

Education Background

1. Primary School at SD Negeri 060908 Medan Denai
2. Junior High School at SMP Negeri 43 Medan
3. Senior High School at SMA Taman Siswa Medan
4. Student of English Education Department Faculty of Tarbiyah Science and Teacher Training