

CHAPTER IV

REPORT OF THE RESEARCH

A. General Description of the Research Location

1. Brief Story of MTsN Layap Paringin Balangan Regency

In the fourth chapter, based on the interview, observation and documentary to the headmaster and administration staff of MTsN Layap Paringin Balangan Regency, the writer would like to describe about brief story of the school, English teachers, vision and mission of this school, when the school was built, school facilities and how the English teacher's work in MTsN Layap Paringin Balangan Regency where the research is held. After collecting the data through interview, observation and documentary to the headmaster and administration staff, the writer will describe the condition of Islamic Junior High School (MTsN) Layap Paringin.

The research has been done in MTsN Layap Paringin. It is located at Jl.Al-Hasaniyah Layap Paringin Balangan Regency District of South Kalimantan. The school was built in 1948 and legalized in 1992 by statistic school number 211631101001.

The school location is in a strategic place, because the school is near the main road and it is about 2 kilometers from the central of the town. Besides that, Islamic Junior High School (MTsN) Layap Paringin is in the complex of the Islamic Education, actually there are three schools, and those are Islamic

Elementary School (MIN) Layap Paringin, Madrasah Tsanawiyah (MTsN) Layap Paringin and Madrasah Aliyah (MAN) Layap Paringin.

Vision this school is to make people more authentic with foundation moral and spiritual quality and have intellectual, skill and responsible.

Mission this school is to implement education system for quality orientation, such as in science, moral and spiritual and social until it can prepare and evolve human resources with authentic people through guidance and training.

Based on the interview, documentary and observation to the administration staff, the writer would like to describe about all teachers, administration staff, teachers name and their background, amount of students class and facilities at MTsN Layap Paringin Balangan Regency.

2. Description about teachers in MTsN Layap Paringin Balangan Regency

Now, MTsN Layap Paringin Balangan regency is led by Abdurrahman, S.Ag. The school has 52 teachers. MTsN Layap Paringin Balangan Regency has 17 government teachers (GT), 21 honored teachers, 4 administration staff for government teacher, 6 administration staff for honored teacher, 1 head of library and 3 securities in that school. From 52 teachers at the school, they teach different subjects and have different educational backgrounds and positions. Furthermore, the subjects they teach, their education background and position can be seen in appendix 2:

3. Description of English teachers of the eighth grade students MTsN Layap Paringin.

MTsN Layap Paringin has three English teachers. Every class has one teacher. From three English teachers, only one who teaches English for the eighth

grade students, the English teacher taken as a subject in this research is Miss. Fadliah. She is an English teacher at the Eighth grade of MTsN Layap Paringin Balangan Regency. The English teacher at the eighth grade of MTsN Layap Paringin Balangan Regency has been graduated at STIKIP Banjarmasin; the writer found that the English teacher has been teaching English for three years. To know more detail the data about three English teachers and all table above can be seen in appendix 2.

4. The students at MTsN Layap Paringin Balangan Regency Academic year 20012/2013.

The total numbers of students who administratively registered at MTsN Layap Paringin are 544. Furthermore, the data can be seen in appendix 3:

5. The facilities at MTsN Layap Paringin Balangan Regency

Same as other schools in general, MTsN Layap Paringin uses curriculum based on study (KTSP), the school has many facilities such as class, teachers' room, and library etc. The facilities at MTsN has been supported by many facilities, clearly, the data can be seen in appendix 4:

B. Data Presentation

On this data presentation, the writer describes about result of research on the field that collected by technique of data collection, they are test, observation, interview, and documentary. Those data will be presented in table from which given category based on Formulation of problem, and then the table will be explained. They were conducted from 1 October to 15 November 2012.

By using observation and documentary techniques, it's found more about all data about school, teacher's skill and knowledge in using Pocket Chart, teacher's activities in using Pocket Chart, how to use Pocket Chart in teaching Simple Present Tense, and the amount of the teachers, the students and the school facilities.

By using interview to headmaster and administration staff, it is found about brief history of MTsN Layap Paringin, teachers, students and facilities at MTsN Layap Paringin, and by using interview to the English teacher it's found about English teacher education background, how many years she has taught English language, how the English teacher techniques in teaching Simple Present Tense using Pocket Chart, how is the way she use the media of Pocket Chart and what is the purpose of using Pocket Chart in teaching Simple Present Tense.

By using written test it is known more about students' mastery towards Simple Present Tense by giving the students written test to the eighth grade students of MTsN Layap Paringin on October until November. The written test contains of 20 questions of multiple choice in every meeting, and 30 questions for matching/completion. It was performed for about 60 (sixty) minutes.

Presenting this data is classified in form that is suitable with the formulation of problem on that the writer has made, before in order to be easier in presenting and analyzing.

By using observation, interview, documentary and written test the writer's answers the formulation of the problem to the eighth grade students.

1. The use of Pocket Chart by the teacher in teaching Simple Present Tense.

Based on observation and interview to the English teacher at the eighth grade of MTsN Layap Paringin in using Pocket Chart at the classroom, the observation was conducted three times every class and interview one times to the English teacher on November 13th 2012 , then from these three times every class in teaching-learning process observed by researcher and one time interview to the English teacher, there are three times process of using Pocket Chart every class that is on October 1st, 2nd, 2012, 3rd, 8th, and 9th, 10th 2012. The kinds of Pocket Chart that she used in this teaching and learning is a roll-up vinyl Pocket Chart.

In observing the class and interview to English teacher, the writer here not only observed the use of Pocket Chart by the teacher, but also the technique or strategies and method used by the teacher in teaching Simple Present Tense using Pocket Chart and the steps that she uses in teaching Simple Present Tense using Pocket Chart, so that the data here can be complete one, in other words the writer wants to know about how is the use of Pocket Chart by the teacher in teaching Simple Present Tense and how is the students' mastery towards Simple Present Tense by using Pocket Chart from the process of teaching learning done by her.

Based on interview and observation on October 1st, 2nd, 3rd 8th, and 9th, 10th 2012, can be seen from the teaching and learning process done by English teacher (Miss. Fadliah S.Pd.) at the eighth grade of MTsN Layap Paringin as follows:

a. English Teacher's Skill and Knowledge in Using Pocket Chart.

Based on the writer's interview November 13th 2012 and observation 1st, 2nd, 3rd, 8th, and 9th, 10th 2012 to the English teacher at MTsN Layap Paringin, the writer got data about English teacher's skill and knowledge in using Pocket Chart, that she knows more about Pocket Chart, how to use it and what are the function and the purpose using Pocket Chart.

In teaching and learning process, previously teacher prepares the lesson plan which states the learning objectives from curriculum based on study (KTSP) and curriculum that developed. From the curriculum based on study (KTSP), the teacher knows the learning objectives for every topic.

The topic of the lesson used by teacher in the first observation was simple present about to be (place the right answer (is, am and are) and place the right answer using s/es) on Pocket Chart, the second observation was "Simple Present Tense about adverb of frequency and rearrange the descriptive text in sentences and learn about example of Simple Present Tense and the third observation was examples of S+ be+ adjective and example of Simple Present Tense in positive, negative and interrogative.

Based on the observation and interview, the English teacher used various techniques in teaching Simple Present Tense by using Pocket Chart. From the observation when the teaching and learning process, the teacher used various techniques namely Building Sentences, Writing Single Sentences, and Blanking Filling Exercises. The teacher says the use of various techniques will be suitable with the learning goal that want achieved in teaching and learning process.

In teaching and learning process, the English teacher used various methods when using Pocket Chart, especially, in teaching Simple Present Tense. The teacher used methods, namely Grammar Translation Method and Group Discussion.

Based on the interview, the function and the purpose of using Pocket Chart can help students to improve their mastery about English lesson especially in learning Simple Present Tense.

b. The Teacher's Activities in Using Pocket Chart.

Based on the writer's observation on 1st, 2nd, 3rd, 8th and 9th, 10th 2012 and interview at MTsN Layap Paringin, the writer observe about the teachers activities in using Pocket Chart. In every meeting the teacher will begin the lesson with three steps; there are several steps in using Pocket Chart namely: Pre activity, while activity and the last post activity.

Table 4.1. The teacher's activities in using Pocket Chart

No	Components	Meeting		
		1 st	2 nd	3 rd
1	Pre activity			
	- Open with greetings	√	√	√
	- Check student's condition	√	√	√
	- Check the attendance list	√	√	√
	- Prepare the material for using Pocket Chart	√	√	√
	- Set induction about Pocket Chart	√	√	√
2	While activity (using Pocket Chart)			
	- Teaches about pattern and example of to be and using s/es	√		
	- Ask last material	√	√	√
	- Using Blanking Filling Exercises technique for teaching to be and s/es	√		
	- Asks the students to answer the questions	√	√	√

1) Pre Activity.

Based on the writer's observation on October 1st and 2nd 2012. First of all, the teacher opened the class by greeting to the students; ask the students' condition and checking their attendance by calling their names one by one and every one will raise their hand if they have present and asks the students about last lesson, the teacher continues the next material. then the teacher prepares the Pocket Chart that made from cartoon and the teacher brings cards that every cards are written sentences. The teacher introduces the Pocket Chart to all students of eighth grade, what is the function of Pocket Chart and how to use it, after that the teacher introduces new material about Simple Present Tense by inviting students to pay attention to the teacher's explanation.

2) While Activity.

Based on the writer's observation on October 1st and 2nd 2012, the main activities those done by teacher are varieties.

First of all, the teacher teaches about pattern of Simple Present Tense, gives many examples of Simple Present Tense and teaches about to be and using s/es, after that the teacher prepares 1-7 cards and every words will be cut one by one, and every sentences she puts on Pocket Chart and remove every to be in every sentences. Then she gives instruction for her students what to do, after that, the teacher ordered the students one by one to come forward to put the right to be (is, am or are) on the Pocket Chart the students answered the questions using a card (is, am are) and put it on Pocket Chart , and then the teacher asked the student to read the sentences, and the student read that sentence loudly!. It makes

the students interest and enthusiastic in answering the teacher question by using a cards, after that they checked together, and then the teacher continues to place the cards on the Pocket Chart, and every sentences the teacher remove s/es in every verb and she asked the students to put s/es to every verb that need s/es for every sentences and after that they checked together the right answer, then the students write it in their notebook. During these activities, the students were more active and the class looked more alive since the topic of Simple Present Tense for to be and use s/es was very interesting to them.

In these meeting students were expected to be able to memorize the pattern of Simple Present Tense, write the right “to be” for every sentences, use the right “s/es” for every sentences and, use the right Simple Present Tense with a good sentences.

Following this activity, the teacher used Blanking Filling Exercises technique. In this technique the teacher prepare sentence cards 6-7 cards every sentences and put it on Pocket Chart, then the teacher remove one cards or one to be (Is, am or are) from the sentences and asked one students to place the card in the right answer, and the teacher places the sentences on the Pocket Chart and the students will put the right answer for s/es for every verb there.

3) Post Activity.

Based on the writer’s observation, the writer saw the activities that done by teacher, before the class ended, the teacher asked the students to remember the lesson that they have learnt before, the teacher asked them to close their books, and asked the students about “to be and using s/es,” the students will

answer the questions from the teacher and the teacher asks one students to conclude their lesson that they have learned, after that the teacher gave homework based on the lesson materials. At the end of teaching and learning process, the teacher reviewed the lesson in brief, and gives the students opportunity to ask some questions, and then the teacher will answer the questions, after that the teacher closes the lesson by Hamdallah then the students pray together.

For the second observation on October 3rd and 8th 2012, the topic was Simple Present Tense about adverb of frequency and rearrange descriptive text in sentences, other example of Simple Present Tense and give them example of jumble sentences and the answers. By using Building Sentences technique for teaching “Simple Present Tense (Arrange Sentences by a club) and the teacher used Group Discussion method for this learning process. To know more about the learning process it can be seen from the table and explanation below:

In pre activity and post activity the teacher’s activity same as in the first observation but different in while activity. The teachers always begin with greeting, ask students condition and always prepare what she needs for teaching and learning. In post activity she always review all lesson that she has taught and order one or two of her students to conclude the lesson.

In while activity, in second observation, before delivering new material, the teacher asks the students about last material which given by her in last meeting, after that she reviewed about the pattern of Simple Present Tense, give examples of Simple Present Tense, after that she teaches them new material about adverb of frequency and rearrange descriptive text in sentences, after that

the teacher prepared that every sentences have cut be many words. In this meeting the teacher used Building Sentences. The teacher ordered the students to count one until five and then every student will be a group with the same number. So the teacher gives every group jumble cards and orders them to arrange that cards to be a good sentences and put the good sentences on Pocket Chart. When she taught by this technique she combined like a game, the teacher told to students who were first placing the cards on the Pocket Chart will be give the appreciation like the door prize for them, they had to run when placing the cards on the Pocket Chart, after that, the teacher asked the student to put the good sentences on Pocket Chart, and the last teacher and other students checked the right answer together.

For the third observation on October 9th and 10th 2012, the topic Simple Present Tense about examples of S + be + adjectives and other example of Simple Present Tense in positive, negative and interrogative. The main activity that was done by the teacher is the same with the first and the second observation in pre activity and post activity related to the topic in the first and second observation, teacher always begin with greetings, absence, ask students condition and many questions about the lesson material, and in the post activity The teachers always begin with greeting, ask students condition and always prepare what she needs for teaching and learning. In post activity she always review all lesson that she has taught and order one or two of her students to conclude the lesson.

In while activity, before teaching by using Pocket Chart, firstly the teacher reviewed about Simple Present Tense that they have learned before, and

continue new material about examples of S + be + adjectives and other example of Simple Present Tense in positive, negative and interrogative, after that in this meeting the teacher continues to teach the students using Pocket Chart with “Writing Single Sentences” technique. The teacher placed and prepares one positive, negative and interrogative sentence but in different sentences, so the teacher put them on the Pocket Chart. The teacher chooses the students to come forwards to continue the sentences using positive, negative and interrogative and then write it on black board. If the sentences is positive then the students makes a negative and interrogative etc, and write it on the blackboard. It makes the class very interesting and student will be active in learning.

In this teaching and learning process, Students’ participation about all meeting (the first, the second and the third) was good; they are really felt interesting in learning Simple Present Tense by using Pocket Chart. Include listen to the teacher explanation, answer the teachers’ question, respond to the teacher instruction, and students’ likeness in participate with new media using Pocket Chart in learning Simple Present Tense in every meeting.

2. The eighth grade students’ mastery toward Simple Present Tense by using Pocket Chart.

To know the students’ mastery in Simple Present Tense before using Pocket Chart of the eighth grade students at MTsN Layap Paringin, the writer gets the data from English teacher about students’ score.

The students’ score of present tense test before using Pocket Chart can be seen in the following table:

Table 4.2. The Result of the Students' Test in Mastery toward Simple Present Tense before Using Pocket Chart

No	Name	Sex		Score
		Male	Female	
1	Ahmad Husaini	Male	-	40
2	Ahmad Fauzi Nanda	Male	-	38
3	Ahsandi	Male	-	40
4	Akhmad Rezki Ramadhani	Male	-	40
5	Bahrani	Male	-	58
6	Firdaus	Male	-	30
7	Habiri Rahman	Male	-	30
8	Hanapi	Male	-	30
9	Jelly Adriyanto	Male	-	30
10	Lana Saputera	Male	-	40
11	Abdul Hakim	Male	-	38
12	Abdul Rasyid	Male	-	40
13	Ahmad Rumani	Male	-	66
14	Bahrullah	Male	-	30
15	Doni Cahyadi	Male	-	30
16	Eko Agus Saputera	Male	-	30
17	Firman	Male	-	30
18	Hafiz Anshori	Male	-	44
19	Hidayatullah	Male	-	40
20	Johansyah	Male	-	40
21	Abdul Aziz	Male	-	42
22	Abdul Hafiz	Male	-	42
23	Akhmad Saleh	Male	-	62
24	Akhmad Taufikurrahman	Male	-	30
25	Didi Taufiq	Male	-	30
26	Edi Bahtiar	Male	-	30
27	Farid Ramadhani	Male	-	60
28	Hasbullah	Male	-	52
29	M.Hamid	Male	-	40
30	M.Syarif	Male	-	30
31	Aida Rahmawati	-	Female	40
32	Ana Fitriana	-	Female	32
33	Annisa	-	Female	58
34	Atliah	-	Female	52
35	Eka Febrianti	-	Female	32
36	Fia Aulia	-	Female	30
37	Hayati	-	Female	30
38	Hildawati	-	Female	60
39	Ida Hernisa	-	Female	38
40	Leny Iliyanti	-	Female	34

41	Agustina	-	Female	42
42	Alfi Syahri Marfuah	-	Female	42
43	Dahlia	-	Female	38
44	Fahrini	-	Female	30
45	Fitrina	-	Female	38
46	Hilmah	-	Female	30
47	Ida Syahrida	-	Female	52
48	Isna Juliana	-	Female	38
49	Lisa Ariati	-	Female	30
50	Maria Ulfah	-	Female	30
51	Ahdaniah	-	Female	42
52	Amaliah	-	Female	44
53	Antung Risna Wati	-	Female	68
54	Damayanti	-	Female	42
55	Eka Agustina	-	Female	30
56	Fitriani	-	Female	40
57	Humairah	-	Female	50
58	Mahmudah	-	Female	40
59	Marhamah	-	Female	30
60	Nor Hidayah	-	Female	40
Total				2384

The mean of the score before using Pocket Chart:

$$\begin{aligned}
 M &= \frac{\sum X}{N} \\
 &= 2384 / 60 \\
 &= 39.73
 \end{aligned}$$

As shown in the table above, it is found that the highest score of the data is 68 and the lowest score is 30. The whole gotten scores are 2384 from 60 respondents.

To get information about the scores of the students' mastery toward Simple Present Tense before using Pocket Chart, can be seen in the table below:

Table 4.3. The Result of the Students' students' mastery toward Simple Present Tense before Using Pocket Chart

No	Interval	Frequency	Percentage	Category
1.	80 – 100 (Excellent)	-	-	-
2.	70 - < 80 (Good)	-	-	-
3.	60 - < 70 (Sufficient)	5	8,33	Very Low
4.	50 - < 60 (Poor)	6	10	Very Low
5.	0 - < 50 (Very Poor)	49	81,67	Very High
Total		60	100	

Based on documentary about the students' mastery in learning Simple Present Tense before using Pocket Chart by the teacher, it is known that no one got score 80-100 and 70-<80, then that got score 60-<70 are 5 students it is about 8, 33% they include to the very low category, and then that got score 50-<60 are 6 students it is about 10% they include to the very low category, and the last that got score 0-<50 are 49 student it is about 81, 67% they include to the very high category.

After knowing their mastery toward Simple Present Tense before using Pocket Chart, they include to the low category, then the teacher got initiative to teach the students using Pocket Chart, in order to make their' mastery toward Simple Present Tense would be better than before.

To know the students' mastery toward Simple Present Tense after using Pocket Chart of the eighth grade students at MTsN Layap Paringin, the writer observes three meetings every class and three times test after using Pocket Chart to eighth grade students at MTsN Layap Paringin. It can be seen in the following table:

Table 4.4. The Result of the Students' students' mastery toward Simple Present Tense after Using Pocket Chart

No	Name	Sex		Score		
		Male	Female	1 st Test	2 nd Test	3 rd Test
1	Ahmad Husaini	Male	-	56	86	100
2	Ahmad Fauzi Nanda	Male	-	52	82	100
3	Ahsandi	Male	-	60	86	100
4	Akhmad Rezki Ramadhani	Male	-	58	88	100
5	Bahrani	Male	-	70	94	100
6	Firdaus	Male	-	54	76	90
7	Habiri Rahman	Male	-	58	70	82
8	Hanapi	Male	-	46	66	74
9	Jelly Adriyanto	Male	-	52	78	92
10	Lana Saputera	Male	-	58	80	100
11	Abdul Hakim	Male	-	52	82	94
12	Abdul Rasyid	Male	-	60	80	100
13	Ahmad Rumani	Male	-	82	98	100
14	Bahrullah	Male	-	54	70	80
15	Doni Cahyadi	Male	-	44	64	72
16	Eko Agus Saputera	Male	-	46	68	78
17	Firman	Male	-	54	78	88
18	Hafiz Anshori	Male	-	70	88	100
19	Hidayatullah	Male	-	56	76	100
20	Johansyah	Male	-	60	84	100
21	Abdul Aziz	Male	-	64	86	100
22	Abdul Hafiz	Male	-	60	88	100
23	Akhmad Saleh	Male	-	78	92	100
24	Akhmad Taufikurrahman	Male	-	50	70	82
25	Didi Taufiq	Male	-	50	62	76
26	Edi Bahtiar	Male	-	48	60	70
27	Farid Ramadhani	Male	-	80	96	100
28	Hasbullah	Male	-	70	90	100
29	M.Hamid	Male	-	54	78	100
30	M.Syarif	Male	-	44	64	70
31	Aida Rahmawati	-	Female	50	76	100
32	Ana Fitriana	-	Female	50	74	90
33	Annisa	-	Female	70	94	100
34	Atliah	-	Female	64	92	100
35	Eka Febrianti	-	Female	50	74	84
36	Fia Aulia	-	Female	50	74	100
37	Hayati	-	Female	50	70	80
38	Hildawati	-	Female	70	94	100
39	Ida Hernisa	-	Female	52	76	100

40	Leny Iliyanti	-	Female	50	70	80
41	Agustina	-	Female	70	80	100
42	Alfi Syahri Marfuah	-	Female	66	88	100
43	Dahlia	-	Female	52	70	80
44	Fahrini	-	Female	50	74	86
45	Fitrina	-	Female	52	72	84
46	Hilmah	-	Female	50	70	82
47	Ida Syahrida	-	Female	70	90	100
48	Isna Juliana	-	Female	52	70	80
49	Lisa Ariati	-	Female	50	72	86
50	Maria Ulfah	-	Female	54	68	82
51	Ahdaniah	-	Female	70	86	100
52	Amaliah	-	Female	66	84	100
53	Antung Risna Wati	-	Female	84	96	100
54	Damayanti	-	Female	62	80	100
55	Eka Agustina	-	Female	50	72	88
56	Fitriani	-	Female	60	76	100
57	Humairah	-	Female	72	86	100
58	Mahmudah	-	Female	60	76	100
59	Marhamah	-	Female	48	68	90
60	Nor Hidayah	-	Female	60	76	100
Total				3490	4728	5540

The Mean of the score of *the first test* is:

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

$$= 3490 / 60 = 58,17$$

The Mean of the score of *the second test* is:

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

$$= 4728 / 60 = 78,8$$

The Mean of the score of *the third test* is:

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

$$= 5540 / 60 = 92,33$$

To clarify the test result and to find the students mastery toward Simple Present Tense, the writer presents the students score of each test below:

- a. The students' Mastery toward Simple Present Tense in the first test.

As shown in table 4.4 (in column A) above, it is found out that the highest score of the data is 84 and the lowest score is 44. The whole gotten scores are 3490 from 60 respondents.

To get information about the scores of the students' mastery toward Simple Present Tense in the first test, it can be seen in the result of their test based on the following categories in the table:

Table 4.5. The Students' Mastery toward Simple Present Tense in the First Test after Using Pocket Chart

No	Interval	Frequency	Percentage	Category
1.	80 – 100 (Excellent)	3	5	Very low
2.	70 - < 80 (Good)	10	16,67	Very Low
3.	60 - < 70 (Sufficient)	12	20	Low
4.	50 - < 60 (Poor)	29	48,33	Fair
5.	0 - < 50 (Very Poor)	6	10	Very Low
Total		60	100	

Based on documentary about the students' mastery in learning Simple Present Tense after using Pocket Chart by the teacher in the first test, it is known that got score 80-100 are 3 students it is about 5% they include to the very low category, and that got score 70-80 are 10 students it is about 16,67% they include to the very low category, then that got score 60-<70 are 12 students it is about 20% they include to the low category, and then that got score 50-<60 are 29 students it is about 48, 33% they include to the fair category, and the last that got score 0-<50 are 6 students it is about 10% they include to the very low category .

b. The students' Mastery toward Simple Present Tense in the second test.

As shown in table 4.4 (in column B) above, it is found out that the highest score of the data is 98 and the lowest score is 60. The whole gotten scores are 4728 from 60 respondents.

To get information about the scores of the students' mastery toward Simple Present Tense at the second test, it can be seen in the result of their test based on the following categories in the table.

Table 4.6. The Students' Mastery toward Simple Present Tense in the Second Test after Using Pocket Chart.

No	Interval	Frequency	Percentage	Category
1.	80 – 100 (Excellent)	27	45	Fair
2.	70 - < 80 (Good)	25	41, 67	Fair
3.	60 - < 70 (Sufficient)	8	13, 33	Very Low
4.	50 - < 60 (Poor)	0	0	-
5.	0 - < 50 (Very Poor)	0	0	-
Total		60	100	

Based on documentary about the students' mastery in learning Simple Present Tense after using Pocket Chart by the teacher in the second test, it is known that got score 80-100 are 27 students it is about 45% they include to the fair category, and that got score 70-80 are 25 students it is about 41,67% they include to the fair category, then that got score 60-<70 are 8 students it is about 13, 33% they include to the very low category, and then no one that got score 50-<60 and 0-<50 .

c. The students' Mastery toward Simple Present Tense in the Third Test

As shown in table 4.4 (in column C) above, it is found out that the highest score of the data is 100 and the lowest score is 70. The whole gotten scores are 5540 from 60 respondents.

To get information about the scores of the students' mastery toward Simple Present Tense at the third test, it can be seen in the result of their test based on the following categories in the table.

Table 4.7. The Students' Mastery toward Simple Present Tense in the third test after Using Pocket Chart

No	Interval	Frequency	Percentage	Category
1.	80 – 100 (Excellent)	54	90	Very high
2.	70 - < 80(Good)	6	10	Very Low
3.	60 - < 70 (Sufficient)	0	0	-
4.	50 - < 60(Poor)	0	0	-
5.	0 - < 50 (Very Poor)	0	0	-
Total		60	100	

Based on documentary about the students' mastery in learning Simple Present Tense after using Pocket Chart by the teacher in the third test, it is known that got score 80-100 are 54 students it is about 90% they include to the very high category, and that got score 70-80 are 6 students it is about 10% they include to the very low category, then no one that got score 60-<70, 50-<60, and 0-<50.

Based on data above, the mean of the score in the first, second and third test is increasing. Based on the observation to the English teacher, she always repeat the explanation about Simple Present Tense and give many assignment about Simple Present Tense, so that way can make the students more understand and they will not confuse about the use of Simple Present Tense.

C. Data Analysis

After all the obtained data were presented in data presentation as result of this research, they are also needed to be analyzed. It is done to know the use of Pocket Chart by the teacher in teaching Simple Present Tense and the students' mastery toward Simple Present Tense of the eighth grade at MTsN Layap Paringin Balangan Regency Academic year 2012/2013. For further description, it is known from analysis below.

1. The Use of Pocket Chart in Teaching Simple Present Tense.

In the teaching and learning process, previously teacher always prepares what she needs for teaching and learning using Pocket Chart based on her material, and the kinds of Pocket Chart that she use in every times is a roll-up vinyl Pocket Chart.

a. The English Teacher Skill and Knowledge in Using Pocket Chart

Based on result in data presentation and the writers analyzed, it can be known that English teacher skill and knowledge to use Pocket Chart in her teaching Simple Present Tense is good. Basically, English teacher in the eighth grade of MTsN Layap Paringin has known and understood enough about the importance of teaching technique and media, especially Pocket Chart in teaching Simple Present Tense.

Before starting the class, the teacher prepares learning material, learning goal, time allocation and students' condition. It is known before teaching and learning Simple Present Tense by using Pocket Chart, the teacher prepares

several ingredients for teaching Simple Present Tense by using Pocket Chart with various cards color that related to the topic.

From description above, it can be conclude that English teacher's skill and knowledge in teaching Simple Present Tense using Pocket Chart as media in teaching Simple Present Tense is good and run well. Generally, the use of Pocket Chart is suitable to teach Simple Present Tense, and it very useful for students' mastery toward Simple Present Tense.

b. The Teacher's Activities in using of Pocket Chart.

Based on data presentation above, it can be analyzed that the various techniques are much needed to improve teaching and learning process, especially in teaching Simple Present Tense, in order to create interesting learning process. So the students' interest to learn English especially Simple Present Tense will increase too.

Based on data presentation above, showed that English teacher activities in using Pocket Chart in teaching Simple Present Tense is good, and it is based on the teacher steps in teaching and learning material.

The technique that the teacher used in the first, second and third meeting are "Blanking Filling Exercises, Building Sentences and Writing Single Sentences." These techniques are quite easy to be used by teacher. The techniques can help the teacher to explain the material easily and can be understood more easily by the students about the material and it supported by Grammar Translation Method and Group Discussion method when using that techniques. The teacher

can give some interesting activity to make students active in teaching and learning process.

Based on the data presentation above it can be analyzed that the teacher uses some steps in using Pocket Chart, such as pre activity, while activity, and post activity in every meeting.

1) Pre Activity

In this pre activity the teacher always begin the lesson with greeting, ask the students condition, absence the students, and ask about last lesson, always prepare what the teacher needs for teaching Simple Present Tense by using Pocket Chart.

2) While Activity.

Based on the writers observation it can be analyzed that in this following activity, in the first meeting, the teacher use Blanking Filling Exercises techniques for teaching to be and using s/es and she uses a Grammar Translation Method because they will confuse if the teacher use all English for the explanation. For the second meeting, the teacher uses Building Sentences techniques for teaching adverb of frequency and rearrange descriptive text in sentences by using Group Discussion method and the third meeting, she uses Writing Single Sentences technique for teaching examples of S + be + adjectives and other example of Simple Present Tense in positive, negative and interrogative and every meeting the students always very happy to participate in this lesson.

3) Post Activity

Based on the data presentation above, the writer has analyzed that in every post activities done by teacher, the teacher always review all lesson that they have learned, always give her students opportunity to ask her about the lesson that still confused them, give assignment and always give homework to the students.

From description above, for all pre activity, while activity and post activity, it can be concluded that English teacher skills and knowledge and activities in using of Pocket Chart with various technique, method and several steps are good. Basically the English teacher activities in using Pocket Chart are good because accordance to the lesson material and teaching and learning Simple Present Tense purposes, and using Pocket Chart in Simple Present Tense is very useful and good media in encourage students' mastery especially in helping teaching and learning Simple Present Tense.

2. The eighth grade students' Mastery towards Simple Present Tense by using Pocket Chart.

Based on documentary on table 4.3 about the students' mastery in Simple Present Tense before using Pocket Chart by the teacher in teaching Simple Present Tense , it can be analyzed that it is known that no one got score 80-100 and 70-80, then that got score 60-<70 are 5 students it is about 8, 33% they include to the very low category, and then that got score 50-<60 are 6 students it is about 10% they include to the very low category, and the last that got score 0-<50 are 49 student it is about 81, 67% they include to the very high category. The mean of the score of this test is 39,73. It means that the students' mastery toward

Simple Present Tense before using Pocket Chart at eighth grade of MTsN Layap Paringin belongs to low category.

a. The students' mastery toward Simple Present Tense at the first test

Based on the documentary result on table 4.5 of the students' mastery in the first test after using Pocket Chart by the teacher, it can be analyzed that got score 80-100 are 3 students it is about 5% they include to the very low category, and that got score 70-80 are 10 students it is about 16,67% they include to the very low category, then that got score 60-<70 are 12 students it is about 20% they include to the low category, and then that got score 50-<60 are 29 students it is about 48,33% they include to the fair category, and the last that got score 0-<50 are 6 students it is about 10% they include to the very low category. The mean of the score of this test is 58,17. It means that the mastery toward Simple Present Tense of the first test at eighth grade of MTsN Layap Paringin Balangan Regency Academic year 2012/2013 belongs to fair category.

b. The students' mastery toward Simple Present Tense at the second test

Based on the documentary result on table 4.6 of the students' mastery in the second test after using Pocket Chart by the teacher, it can be analyzed that got score that got score 80-100 are 27 students it is about 45% they include to the fair category, and that got score 70-80 are 25 students it is about 41,67% they include to the fair category, then that got score 60-<70 are 8 students it is about 13,33% they include to the very low category, and then no one that got score 50-<60 and 0-<50. The mean of the score of this test is 78,8. It means that the mastery toward

Simple Present Tense of the second test at eighth grade of MTsN Layap Paringin Balangan Regency Academic year 2012/2013 belongs to high category.

c. The students' mastery toward Simple Present Tense at the third test.

Based on the documentary result on table 4.7 of the students' mastery in the third test after using Pocket Chart by the teacher, it can be analyzed that got score it is known that got score 80-100 are 54 students it is about 90% they include to the very high category, and that got score 70-80 are 6 students it is about 10% they include to the very low category, then no one that got score 60-<70, 50-<60, and 0-<50. The mean of the score of this test is 92, 33. It means that the mastery toward Simple Present Tense of the third test at eighth grade of MTsN Layap Paringin Balangan Regency academic year 2012/2013 belongs to very high category.

From the three statements above, the writer concluded that the students' mastery toward Simple Present Tense by using Pocket Chart increased after learning by using Pocket Chart. It can be said that using Pocket Chart is good in improving students' mastery toward Simple Present Tense.