



**IMPROVING STUDENTS' MASTERY AND MOTIVATION IN  
LEARNING IRREGULAR PAST FORMS USING THE  
COMBINATION OF CROSSWORD PUZZLE AND NUMBERED  
HEADS TOGETHER**

**(A Classroom Action Research of Tenth Grade Students of SMK N  
9 Semarang in the Academic year of 2014/2015)**

a final project  
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in English

by

Tutik Lestari

2201411007

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY  
2015**

## APPROVAL

The final project has been approved by Board of Examination of the English Department of Faculty of Languages and Arts of Semarang State University on . . . May 2015.

### Board of Examination

1. **Chairperson**  
Drs. Agus Yuwono, M.Si  
NIP. 196812151993031003
2. **Secretary**  
Dr. Rudi Hartono, M.Pd  
NIP. 196909072002121001
3. **First Examiner**  
Drs. Laurentius Elyas Nugraha, M.A  
NIP. 195207231980031004
4. **Second Examiner/ Second Advisor**  
Hendi Pratama, S.Pd., M.A  
NIP. 198505282010121006
5. **Third Examiner/ First Advisor**  
Drs. Amir Sisbiyanto, M.Hum  
NIP. 195407281983031002



Approved by  
The Dean of the Languages and Arts Faculty



Prof. Dr. Agus Nuryatin, M. Hum  
NIP. 196008031989011001

## DECLARATION

I, Tutik Lestari, hereby declare that this final project entitled *Improving Students' Mastery and Motivation in Learning Irregular Past Forms Using the Combination of Crossword Puzzle and Numbered Heads Together* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography. If there is any violation against the convention of scientific writing, I will fully responsible to accept any sanction from the institution..

Semarang, June 2015



Tutik Lestari

## MOTTO AND DEDICATION

*“Do right. Do your best. Treat others as you want to be treated.”*

*(Lou Holtz)*

*“Always do your best. What you plant now, you will harvest later”*

*(Og Mandino)*

*With the name of love, I dedicate this final  
project to:*

❖ *My beloved mother and father,*

❖ *My beloved brother,*

❖ *My beloved friends in B3 2011  
United, and*

❖ *My teachers, my lecturers and all  
people who have given me support  
in my life.*

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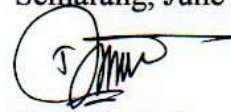
My honor also goes to all lecturers of the English Department of Semarang State University for all the guidance and lectures during my study. I also would like to thank Dra. Siti Fadhillah, M.Pd., the principal of SMKN 9 Semarang and the English teachers of that school, especially Indah Astutik, S.Pd., and the students of X –Office Administration 3 and X-Accounting 1, for the permission and cooperation during this research.

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I do realize that there are still many shortcomings in this final project. Therefore, I would be grateful for any criticisms and suggestions for its betterment.

Semarang, June 2015

A handwritten signature in black ink, appearing to be 'Tutik Lestari', with a horizontal line extending to the right.

Tutik Lestari  
2201411007

## ABSTRACT

Lestari, Tutik. 2015. Improving Students' Mastery And Motivation In Learning Irregular Past Forms Using The Combination Of Crossword Puzzle And Numbered Head Together (An Action Research Of Tenth Grade Students Of Smk N 9 Semarang Semarang In The Academic Year Of 2014/2015). Final Project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M.Hum, Second Advisor: Hendi Pratama, S.Pd., M.A.

*Keywords: Irregular Past Forms, Crossword Puzzle, Numbered Heads Together, Action Research*

This study attempts to find out how the combination of crossword puzzle and numbered heads together improves students' mastery and motivation in learning irregular past forms. The objective of this study is to improve the students' mastery and motivation using this teaching medium and technique.

The subject of this study were the students of X-Accounting 1 of SMK N 9 Semarang in the academic year of 2014/2015. This study used an action research design which was done through two cycles. A try-out was held in a different class to measure the validity and reliability both test and questionnaire before those were used for the instrument in collecting the data of the study. The pre-test was conducted in the first meeting. The combination of crossword puzzle and numbered heads together was applied in the second and third meeting. The interval test was given at the end of cycle one, while the post-test was conducted at the end of cycle two. In addition, the writer used field notes in the form of observation sheet to get information about students' attitude and participation the combination of crossword puzzle and numbered heads together in learning irregular past forms.

The result of this study revealed that there was a significant improvement of the students' achievements in learning irregular past forms. The students' achievements improved after they were given the treatments. It is proven by the average results of the pre-test (50.93), interval test (75.43), and post-test (83.1). Based on the field notes, the students' attitude and participation during the lesson are relatively good. It means that the students are interested and motivated in learning irregular past forms using the combination of crossword puzzle and numbered heads together. Moreover, the improvement of students' motivation is proved by the average score of initial questionnaire (76.18) and final questionnaire (85.17).

By referring to the result of the study, it can be concluded that the combination of crossword puzzle and numbered heads together gives good implementation in improving students' mastery and motivation in learning irregular past forms. Therefore, the writer suggested that the combination of crossword puzzle and numbered heads together is an effective alternative game for teachers in teaching irregular past forms.

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# **CHAPTER I**

## **INTRODUCTION**

This chapter presents background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and the outline of the study.

### **1.1 Background of the Study**

People use language to communicate with others in order to express their ideas and feeling. It is in line with Fromkin (2011:3) who states that we live in a world of language which is the source of human life and power. Language is the important thing that should be studied and applied in our life. In other words, language plays a key role in social relationship among human beings.

English is the main tool in international communication nowadays. In Indonesia, English is taught at schools as a foreign language. Student as the foreign language learners face some problems in learning process. In the new Curriculum of 2013, English is a compulsory subject in junior high schools and senior high schools. However, in some areas, English is included as a learning subject in many elementary schools.

In learning English, students must learn three basic aspects. They are vocabulary, grammar, and pronunciation. These three aspects are the foundations in learning English, so after mastering those aspects they can

develop the four language skills such as listening, speaking, reading, and writing.

Grammar is an important aspect in learning English. According to Ur (1998) in Nunan (2005), “Grammar may be roughly defined as the way language manipulates and combines words (or bits of words) in order to form longer units of meaning.” Moreover, according to Brown (2001:362), “Grammar is the system of rules governing the conventional arrangement and relationship of words in sentence.” In other word, grammar is the key aspect in combining words into sentences which convey ideas and meaning.

English foreign learners must learn the English rules that do not exist in their first language. In some cases, the students as the foreign learners are still confused in composing both written and spoken texts. They can not produce English easily because they do not master the grammar. When we talk about grammar absolutely in our mind will think about tenses. It is in line with Jufrizal (2008) in Bambang and Nur (2011:164) who argues that tense becomes the grammatical feature which makes a language can express the particular meaning in the certain constructions.

Based on the writer’s experience in Teaching Internship (*PPL*) in the seventh semester, teachers tended to teach grammar in general. The writer found that the students were still confused about grammar especially irregular verb when they learnt simple past tense. These grammatical errors might happen because in Indonesia there are no rules in using verbs like present, past and future. It might also happen because the teacher did not use any special medium

or technique to teach irregular verbs, so the students seemed to forget the irregular easily.

There are so many media we can use in teaching irregular verbs. In this study, the writer decides to use crossword puzzle for teaching English irregular past forms to Vocational High School students. The medium is simple and do not need a complex preparation. It is easy to apply in the classroom and all students can play it. In order to improve students' motivation in learning irregular past forms, the medium is not only will be played in the common way. It will be combined with numbered heads together, one of techniques in cooperative learning which is rarely used by Indonesian teachers.

Using interesting medium and good technique in learning process, students will get self motivation to learn. Students' motivation is important because it can enhance the students' achievement. Students who have high motivation during the learning process will comprehend the material easily, because they really enjoy the learning process. In addition, they will be curious to learn the further material.

In brief, the writer intends to conduct a classroom action research in order to find out whether the combination of crossword puzzle and numbered heads together can improve the students' mastery and motivation in learning English irregular past forms. The writer hopes these medium and technique will give positive effect to the students' mastery and motivation in learning English irregular past forms.

## 1.2 Reasons for Choosing the Topic

Based on the background of the study above, there are three reasons why the writer chooses the topic. First, irregular verb especially irregular past form is an important element to be mastered by the students because it is the basic knowledge in composing simple past sentence and writing narrative or recount text. By mastering irregular verb, the students will be able to change the present verbs into past forms. Moreover, irregular verbs are never taught in the classroom. Based on my *PPL* experience, the teacher just asked the students to look up in the dictionary.

Second, the students need the different learning styles, so the teachers have to think creatively in teaching their students. It is in line with Franklin, Peat and Lewis (2003:1) that the teachers need to use a variety of techniques which is applied in teaching and learning environment in order to assist students' learning. As a result, students are not only taught with conventional method, but also an interesting and motivating teaching and learning process. Therefore, the writer conducts the study in order to give an alternative way in teaching grammar especially irregular verbs. The medium and technique are quite simple and also applicable for the teachers when they do teaching and learning process in the classroom. Moreover, this medium and technique hopefully can make the students remember words easily in a fun way.

Third, the students of Vocational High School are different from the students of Senior High School. Students of Vocational High School are focused in their main majors because they study for preparing their future in the work

world. The teachers do not emphasize English as the important subject in the school. Hence, the writer wants to conduct this study to Vocational High School in order to make betterment toward the students' achievement and motivation in learning English, especially irregular past forms.

### **1.3 Statements of the Problem**

In line with the background of the study and the reasons for choosing the topic, the statements of the problem can be stated as follows.

- (1) What difficulties do students have in learning irregular past forms?
- (2) To what extent do the combination of crossword puzzle and numbered heads together influence the students' mastery in learning irregular past forms?
- (3) To what extent do the combination of crossword puzzle and numbered heads together influence the students' motivation in learning irregular past forms?

### **1.4 Objectives of the Study**

Based on the statements of the problems above, the objectives of this study are to:

- (1) find out what kind of difficulties students face in learning irregular past forms,
- (2) measure the effect of the combination of crossword puzzle and numbered heads together to the students' mastery of irregular past forms, and

- (3) measure the effect of the combination of crossword puzzle and numbered heads together to the students' motivation in learning irregular past forms.

## **1.5 Significance of the Study**

This study is expected to give some benefits from the following sides.

- (1) For the teachers

The study is expected to give the English teachers an effective technique in teaching English irregular past forms.

- (2) For the students

The study is expected to increase the students' mastery and motivation in learning English irregular forms.

- (3) For the readers

Hopefully, the result of this research will give useful information and data in teaching English irregular past forms for those who want to conduct similar studies.

## **1.6 Limitation of the Study**

- (1) The subjects of this study are limited to the tenth grade students of SMK N 9 Semarang. Hence, generalization can be done in a very cautious manner.
- (2) The object of this research is limited to English irregular verbs, especially irregular past forms.

## **1.7 Outline of the Study**

This study is arranged into five chapters. The first chapter is introduction. It covers the background of the study, reasons for choosing the topic, statements of the problem, objectives of the study, significance of the study, limitation of the study, and the outline of the study.

The second chapter presents review of related literature. It contains review of the previous studies, review of the theoretical background and the framework of analysis.

The third chapter discusses the method of investigation which contains subjects of the study, role of the researcher, type of data, instrument for collecting data, procedures for collecting data, procedures of analysing data, technique of reporting data, and research design.

The fourth chapter consists of general description, analysis of the data which includes analysis of the try-out, analysis of the pre-test score, analysis of the cycle one, analysis of the cycle two, analysis of the interval test, analysis of the post-test score, analysis of field notes, analysis of the questionnaire, t-test result, and the students' score improvement. Then the last is the discussion. In this part, the improvements of the students' mastery and motivation in learning irregular past forms are discussed.

The last chapter is the fifth chapter. It describes the conclusion of the research. Based on the conclusion, suggestions are offered.



## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents of three sub-chapters. The first sub-chapter discusses the results of some studies which are relevant to this study. The second sub-chapter provides some theories concerning this study. Then, the last sub-chapter presents the theoretical framework of this study.

#### **2.1 Review of the Previous Studies**

There are some scientific studies which had been conducted to resolve the difficulties in mastering irregular past forms. Those studies found that there were many techniques, methods and even media which could be used to improve students' mastery of English irregular past forms. Besides the previous study about irregular past forms, the writer also provides some previous study about crossword puzzle and numbered heads together. Here are some previous studies that have been done by previous students of English Department of Semarang State University related to this research.

The first study about irregular verbs was carried out by Shofiana (2014). His study is an experimental research entitled *The Effectiveness of Smart English Board as A Medium of Teaching Irregular Verbs for Junior High School Students in Writing Narrative text*. The result of the research showed that Smart English Board could be applied as a medium to improve the students' mastery of

irregular verbs. It was proved by the achievement of both experimental and control groups. The result of the pre-test showed the mean of experimental group was 59.96 and the mean of control group was 60.81. After the treatment, the mean of experimental group was 84.69 and the mean of control group was 77.44. The result of this study revealed that Smart English Board gave significant contribution in improving the students' mastery of irregular verbs. In his study, he concludes that the Smart English Board is effective to be used as an alternative medium in teaching irregular verbs.

The second study about irregular verbs was done by Khodijah (2009) entitled *The Use of Crossword Puzzles to Teach Irregular Verbs for Junior High School Students*. She conducted an experimental research. The result of the analysis showed that the mean score of pre-test was 75.95 and the mean score of post-test was 89.55. The difference between the two means in the experimental group was 13.60. While in the control group, the mean score of the pre-test was 70.05 and the mean score of post test was 77.4. The difference between the two means in the control group was 6.35. It could be concluded that the difference was statistically significant. She concludes that crossword puzzle can contribute to improve the students' mastery in learning irregular verbs.

Another study about irregular verbs was held by Jariyati (2012). She conducted an experimental research entitled *Teaching Past Tense Verbs in Narrative Text Using Numbered Heads Together of Cooperative Learning*. In her research she found that the experimental group got better achievement than the control group in their post-test. In the pre-test, the mean of experimental

group was 60.813 and the mean of control group was 62.063. After the treatment, the mean of experimental group was 82.25 and the mean of control group was 74. It could be seen that after the treatment, students' achievement were improved. Therefore, she concluded that using numbered heads together to teach past tense verbs is more effective than using conventional method.

A study about the use of crossword puzzle entitled *The Use of Crossword Puzzle to Improve Students' Spelling* carried out by Diniyati (2009). She used a classroom action research design for this study. The result of the analysis showed that there was a significant difference of the pre-test, first assessment, second assessment, and post-test. The average achievement of the students' pre test was 41.1 while it was 67.2 in the first assessment, 78.3 in the second assessment, and 81.7 in the post test. Students' interest toward the lesson increased that was shown by the questionnaire result after using the crossword puzzle as the medium of the lesson. She concludes that crossword puzzle can be used frequently in teaching process in improving students' spelling. The use of crossword puzzles to improve students' spelling is very beneficial for the students.

The last study is about numbered heads together carried out by Kamilatun (2011) entitled *the Use of Number Head Together Words to Improve the Students Mastery of Simple English sentence*. The average achievement of the students' pre-test was 76.29 while it was 77.2 in the cycle one, and 80.35 in the cycle two, and 85.23 in the post test. Based on the result of this study, it was found that the use number head together words game as a technique in teaching

writing for arranging simple English sentences is very beneficial for the students. She concludes that number head together create the students to write acceptable and meaningful simple English sentence. In other word, number head together is an effective technique to improve students' mastery in writing simple English sentence.

After reviewing some studies, the writer uses the combination of those previous studies. The writer finds that a study related to the use of the combination of crossword puzzle and numbered heads together to improve the students' mastery and motivation in learning irregular past forms has not been conducted. Therefore, the writer wants to work on this particular topic.

## **2.2 Review of the Theoretical Background**

In this sub-chapter, some theories which support the study are explained as follows.

### **2.2.1 General Concept of Grammar**

Grammar is an important aspect which must be mastered in learning English. It is believed that without knowing and mastering grammatical rules of English, people cannot speak and write in English. All languages have each own grammatical rules. Hence, people have to master the grammatical rules when they want to communicate with desirable language. Nevertheless, people who are the native speakers of a language, they will easily to recognize the words structure which has meaningful sentences.

Hornby (1995:517) mentions “grammar is the rules in a language for changing the form of words and combining them into sentences.” Moreover, according to Thornbury (1999:1) argues that “grammar is a description of the rules that govern how a language’s sentences are formed.” Furthermore, Nunan (2005:3) stated that “grammar has to do with the ways in which units of language (principally, but not exclusively, words) combine together to form sentences.” Another definition about grammar comes from Gerot and Wignell (1994:2). They state that “grammar is a theory of language, of how language is put together and how it works.” On the other hand, it is simply stated by Derewianka (2011:1) that “grammar is a way describing a way of describing how a language works to make meaning.”

According some definitions from the grammarians above, the writer concludes that grammar is the study of the rules of language, how the words are combined to form sentences which are conveying meaning and idea. The grammatical rules are very important in a language structure. As a result, it is a need to learn grammar.

### **2.2.2 Simple Past Tense**

According to Azar (1989:24) “the simple past indicates that an activity or situation began and ended at particular time in the past.” In addition, Frank (1972:49) states that “both forms (simple past tense and past progressive tense) of the past tense represent definite past. They refer to events that were completed before the statements are made. They are often accompanied by such

expressions of definite past as yesterday, last year, two weeks ago.” In addition Brown (2004:869) states that “the past tenses represent a conditional past fact or event, and of which the speaker is uncertain.”

As the writer conclusion, simple past tense is the tense that is used to show the activities or events began and ended in the past and it does not happen now. The simple past tense sentences usually use key words such as *yesterday*, *last* and *ago*. It can be concluded that the purpose of simple past tense is to retell the past activities or events which took place in the past. Moreover, according to Evans (1994:12), the use of simple past tense will be given as follows.

- 1) The past activity, event, or action which happened one after the other.
- 2) Past habit or the situation happened in the past continually.
- 3) Action which happened at a definite past time although the time is not mentioned. The activity or event that happened in the past and there is no connection with present activity.

#### ***2.2.2.1 The Formula of Simple Past Tense***

According to Djuharie (2004:44) simple past tense has the following pattern:

##### **(1) Positive**

S + V2 + O
------------

To express a state/situation, we used ‘was/were’

##### **(2) Negative**

S + did + not + V1 + O
------------------------

##### **(3) interrogative**

Did + S + V1 + O?
-------------------

In addition, Shobirin (2008:53) states that simple past tense has two different formulas which using to be and verb that will be explained as follows.

### **(1) Nominal**

The nominal formula of simple past tense is using *to be* past. These are was or were. Here is the formula:

Subject	+	was/were	+	complement
---------	---	----------	---	------------

#### **(a) To be + Adjective**

- 1) Jessica was *very busy* yesterday.
- 2) My parents were *worried* with me last week.
- 3) I was *very exhausted* on my trip two days ago.

#### **(b) To be + place or time**

- 1) My father was *at the bank two hours ago*.
- 2) The cats were *under the table last Monday*.
- 3) The singing competition was *at Balai Sarbini yesterday*.

#### **(c) To be + Noun**

- 1) Mr. Rudi was the *principal* of SMA Tunas Harapan in 2006.
- 2) They were the *students* in a high school.
- 3) Diana was a *dancer* last year.

### **(2) Verbal**

Hornby (1995:1323) states that “verb is a word or phrase indicating an action, an event or a state.” In addition, Frank (1972:47) points out that “the verb is the most complex part of speech which is varying arrangements, questions,

commands, and exclamations.” As a result, verbs are the one of the basic elements of learning grammar that should be mastered in learning English.

Simple past tense has two categories of verbs. They are regular verbs and irregular verbs. We need to add “-d” or “-ed” in making past tense using regular verbs. Meanwhile, the rules of changing of irregular verbs in their different forms are inconsistent. So, it will be difficult to predict. The writer gives some examples of regular and irregular past forms as follows:

***(a) Regular Verbs***

**Table 2.1**

**The example of regular verb**

Verb Present	Verb Past
add	added
count	counted
group	grouped
study	studied
accept	accepted
help	helped
produce	produced
move	moved
describe	described
attend	attended



**(b) Irregular Verbs****Table 2.2****The example of regular verb**

Verb Present	Verb Past
find	found
sell	sold
make	made
rise	rose
write	wrote
buy	bought
deal	dealt
spend	spent
choose	chose
become	became

**2.2.3 Irregular Past Tense Forms**

Azhar (1989:17) states that “irregular verb is the simple past and past participle do not end in –ed.”

Irregular verbs are common verbs in the English language that do not follow the simple system of adding “d” or “ed” to the end of the word to form the past tense. That means the spellings can be a little tricky. Some irregular verbs follow patterns, such as drink–drank, spring–sprang, know–knew, and blow–blew but you cannot use those patterns with predictability. Unfortunately, learning irregular verbs means memorization. (K12reader.com)

From the definition above, the writer concludes that irregular verb is a verb which does not take the “d” or “ed” ending. There are no rules in changing the present form into past form. It is an arbitrary rule which is not easy to predict. The irregular verbs are divided to two forms. Those are irregular past

forms and irregular past participle forms. Both of them are very important in mastering English grammar.

In this study, the writer focuses on irregular past form which is used to show that the event has done in the past. Irregular past tense verb is really important part that must be mastered in order to get the right meaning and right information toward a sentence or text. Irregular past tense forms are the foundations in making simple past tense sentence and some texts that have language feature simple past tense such as recount text and narrative text.

The English learners have to master the English irregular past forms, so it is easier for them to make or guess the meaning of a sentence telling events in the past. Unfortunately, irregular past forms have no rules that are easy to remember. Hence, English teachers have to emphasize the irregular past form by an effective technique, strategy, even media. As a result, the students will not forget the irregular past forms easily.

#### **2.2.4 General Concept of Media**

Media are the plural form of *medium* from the Latin word which means between. Media can be used to enhance the language teaching and learning process. In addition, media can help the teachers in explaining the material, so the student will be more interested with the material and it helps them to understand the meaning easily.

#### ***2.2.4.1 The Classifications of Media***

There are a lot of examples of media. According to Celce-Murcia (2001:462), there are two classifications of Media. Those are:

##### **(1) Nontechnical Media**

This kind of media also called as the traditional media. The advantage of these nontechnical media is low cost. In addition, these kinds of media also can be seen from the availability, accessibility, and their user-friendliness. The examples of these media are blackboard / whiteboard, flashcards / index cards/ wall charts / maps, board games, photos, cartoons, puppets, realia, etc.

##### **(2) Technical Media**

Using these kinds of media can bring the outside world toward the learners. The technological development is in a line with these technical media. Nowadays, the people are surrounded by many kinds of technology that can be used to enhance the teaching and learning process. These kinds of media include: record player, recorder, filmstrip, video player, television, computer, slide projector, etc.

#### ***2.2.4.2 The Advantages Using Media***

Using media in language teaching have many advantages. Media can support the learning and teaching process. It is in a line with Celce-Murcia (2001:461) that states media have many advantages as follows:

- 1) Media help teachers to motivate students by bringing the outside world into the classroom.

- 2) Media can be used to present the material completely and communicatively.
- 3) Media can also provide a lot of information, for example the information about cross cultural which is impossible to bring into classroom, but it will be easy if using media in the classroom. They will get a lot of information they want.
- 4) Media can involve students more integrally in the learning process and to facilitate language learning by making meaningful learning process.

Besides, the advantages of using media into the learning process based on Kemp and Dayton (1985:3) are:

- 1) The delivery of instruction can be more standardized.
- 2) The instruction can be more interesting.
- 3) Learning becomes more interactive through applying accepted learning theory.
- 4) The length of time required for instruction can be reduced.
- 5) The quality of learning can be improved.
- 6) The instruction can be provided when and where desired or necessary.
- 7) The positive attitudes of students toward what they are learning process itself can be enhanced.
- 8) The role of the instructor can be appreciably changed in positive directions.

In short, media can facilitate the learning process and create the students' motivation and interest. By selecting the right medium in the classroom, it can enhance teaching and learning process and it has an effective way to help all the students to understand the lesson easily. However, the teacher should consider selecting the appropriate media that will be applied in the classroom. It is in a line with Celce-Murcia (2001:473) that there are some factors that should be considered when using media into language teaching. Those are:

1. Types of skill/concept to be presented.

2. Students' preference: the age, interests, experiences, and learning styles of the students concerned.
3. Teacher preference: facility with equipment, familiarity/adroitness with the given medium, teaching style.
4. Availability of software and hardware.
5. Physical circumstances of the classroom/lab.

The teaching and learning process will be more attractive if the teachers can select the appropriate medium to be applied in the classroom. In this study, the writer chooses the crossword puzzle belongs to nontechnical media as the medium in teaching and learning English irregular past forms. Therefore, the subchapter below will review the nature of crossword puzzle.

### **2.2.5 Crossword Puzzle**

In this part, the writer presents the definition of crossword puzzle, types of crossword puzzles, and the advantage of using crossword puzzle.

#### ***2.2.5.1 The Definition of Crossword Puzzle***

Crossword puzzle is a famous game in the world. It is in a line with en.wikipedia.org (2012) that crossword puzzles are the most popular word game in the world. The first crossword puzzle appeared in England during the 19th century. Most of people know how to play this game, because they can find this kind of game in a newspaper or magazine easily. Even they can full fill the blank square of crossword puzzle in their spare time to solve the clues.

Crossword puzzle, according to dictionary.infoplease (1997) is defined as “a puzzle in which words corresponding to numbered clues or definitions are supplied and fitted into correspondingly numbered sets of squares, one letter per

square, the words being arranged horizontally or vertically so that most letter form part of two words”. Moreover, Phillips (1993: 85) states that “simple crosswords are easy to prepare and are an excellent way of revising vocabulary or structures. Information gap crosswords need a little more preparation but are fun, as well as communicative”.

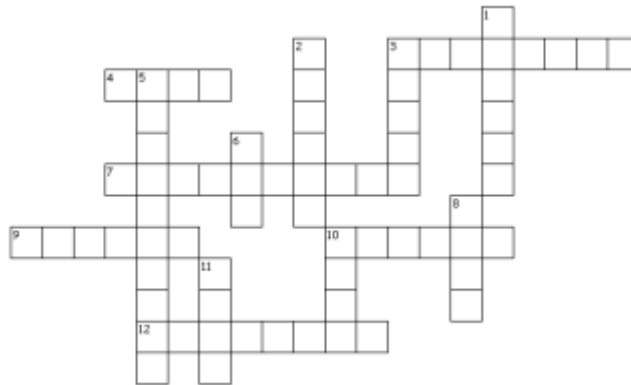
From the definition above, the writer comes to a conclusion that crossword puzzle is a word game puzzle in the form of grid squares with the given clues. The aim of crossword puzzle is to fill the squares with letters, form words across and down by solving clues that produce the words. Crossword puzzle’s size can be suited based on the needs. Nowadays, it is very easy making the crossword puzzle using software of crossword puzzle maker both online and offline way. It is one of the advantages of the technology development.

#### **2.2.5.2 *Types of Crossword Puzzles***

According to wordplays.com crossword puzzle has three popular types that exist in the world. Those types of crossword puzzle will be discussed as follows.

##### **(1) Criss-Cross**

The Criss-Cross or Freeform crossword is the easiest puzzle which is connecting letters into words both across and down. The clues are given to full fill the blank boxes. The clues are numbered and the corresponding number is written in the white boxes. This type of crossword puzzle can be used in the classroom as the medium of teaching. Criss-cross is very simple puzzle like the picture bellow.



*Figure 2.1* Criss-Cross Crossword Puzzle

(<http://www.warner.redclay.k12.de.us/crosswordpic.png>)

## **(2) Standard American**

The Standard American Crossword is a puzzle which is more difficult than the Criss-cross crossword puzzle. This puzzle has the same pattern, but it has black and white squares. The clues are given as definitions of a particular word that is filled in the box. In the Standard American Crossword, only 1/6 of the puzzle board is covered in black boxes as the picture follows.

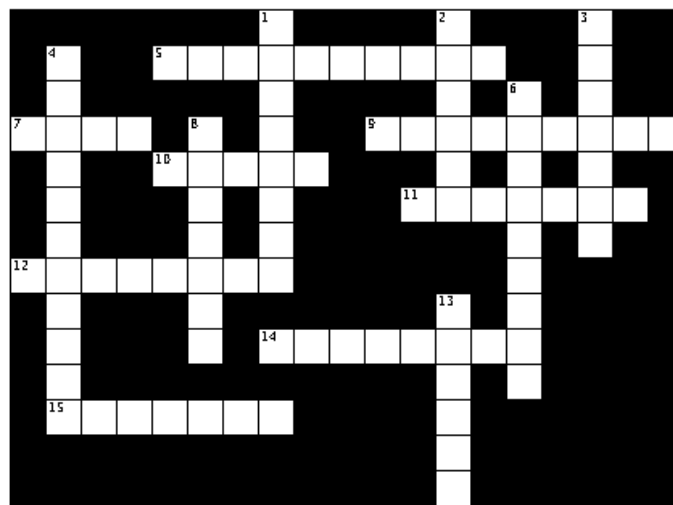


*Figure 2.2* Standard American Crossword Puzzle

(<http://zaakistan.com/photos/blog6/xwordpuzzle1lg.jpg>)

### (3) Cryptic

The cryptic crossword puzzle is structured like a lattice frame with black and white boxes, but only the white boxes are used for lettering. The following is the picture of cryptic crossword puzzle.



*Figure 2.3 Cryptic Crossword Puzzle*

([https://sunson.files.wordpress.com/2009/04/carnatic\\_crossword\\_4.png](https://sunson.files.wordpress.com/2009/04/carnatic_crossword_4.png))

#### ***2.2.5.3 The Advantage of Using Crossword Puzzle***

According to Franklin, Peat, and Lewis (2003:2) there are three advantages of using crossword puzzle in an educational field. Those are:

- 1) to make students enjoy the learning process;
- 2) to make students motivated to work and retain the material, and
- 3) to increase the students' confidence in their ability.

In conclusion, crossword puzzle is a simple mind game which is played by filling the across and down squares with letter based on the given clues. Through crossword puzzle the students will enjoy the learning process,



especially in learning irregular past form. Therefore, the students will know the past forms of present tense forms. In addition, they will be able to write the right word clearly. It is a wonderful way playing with solving puzzle to make creative thinking and exercise problem solving skills.

### **2.2.6 Cooperative Learning**

In this part, the writer presents the definition of cooperative learning, the characteristic of cooperative learning, and the advantage of cooperative learning method.

#### ***2.2.6.1 Definitions of Cooperative Learning***

Here are some definitions of cooperative learning offered by the experts. According to Slavin (1990) in Jacobs, Lee and Ball (1997:16) Cooperative or collaborative learning is a method when students work together to learn with their teammates who are tutoring one another to achieve the team goals and team success. On the other hand, Davidson (1990) in Jacobs, Lee and Ball (1997:17) argues that cooperative learning is a task for group discussion with face-to-face interaction in small groups which is applied individual accountability.

In addition, Kagan and Kagan (1994) in Jacobs, Lee and Ball (1997:17) say that cooperative learning is a simultaneous interaction in a group which works with equal participation in a group that will create individual interdependence. Another definition comes from Larsen-Freeman (2000:164) states that cooperative learning involves students learning from each other member in a group where the teachers teach the students collaborative skills.

Based on the definitions, the writer concludes that cooperative learning is a method of learning where the students work in a group in order to help each other making sure that their group members understand toward the given topic. Each member of a group is responsible for learning and helping their teammates to achieve the objective of the study. In the cooperative learning, teacher as the facilitator, a resource, and observer while the students work in a group to get knowledge even discuss to solve the problem. There are a lot of techniques that can be used in cooperative learning such as jigsaw, round robin brainstorming, round table, numbered heads together, think-pair-share, three steps interview, group grid, silent card shuffle, etc.

In this study, the writer chooses one of the cooperative learning that is numbered heads together technique. The writers wants to prove whether the use of numbered heads together technique will be effective to improve the students' mastery and motivation in learning irregular past forms. In this research, the writer will combine numbered heads together technique with crossword puzzle as the medium of teaching and learning process. The further information about numbered heads together technique will be explained in the next sub-subchapter.

#### ***2.2.6.2 The Characteristic of Cooperative Learning***

Cooperative learning has its own characteristic like the other methods. According to Larsen-Freeman (2000:167-168), there are nine principles of cooperatives learning which is mentioned as follows:

- 1) Students are encouraged to think cooperatively and have positive interdependence.

- 2) Students stay together in the same groups for a period of time, so they can learn how to work together and learn from each other in a group.
- 3) The individual's effort can help others in the class.
- 4) Social skills, such as students' contribution, need to be explicitly taught.
- 5) Language acquisition is facilitated by students interacting in the target language in a group.
- 6) Each student is individually responsible in working together in a group.
- 7) Responsibility and accountability for each other's learning are shared.
- 8) Each group member should be encouraged to feel responsible in participating and learning in a group.
- 9) Teachers not only teach language, but also teach a good cooperation.

Besides, the characteristics of cooperative learning based on Kagan (2009:5.10) are:

- 1) Positive Interdependence

Each student in a group has contribution to make one another to achieve the goal. The success of one student is linked to the success of the other students in a same group. The students help each other in supporting each other's learning.

- 2) Individual Accountability

All students in a group must be responsible for contributing their ideas and thought toward the given material.

### 3) Equal Participation

In a group of cooperative learning method, each student must have equal participation in achieving the group's success. A student is not permitted to dominate the group's works, because each student must have same portion of participation.

### 4) Simultaneous Interaction

In cooperative learning, the students not only participate in the group's work equally, but also frequently.

#### ***2.2.6.3 The Advantage of Cooperative Learning***

According to Faridi (2012:85), cooperative learning method has the following benefits to:

- 1) enhance students' learning and academic achievement,
- 2) improve students' retention,
- 3) maximize students' satisfaction with their learning experience,
- 4) aid students in developing speaking and social skill,
- 5) encourage students' self-esteem, and
- 6) support positive race relations.

In addition, Armstrong (1977) in Nunan (1992:6) mentions some advantages of cooperative learning. Those advantages are:

- 1) Team teaching permits team members to take advantages of individual teacher strengths in planning for instruction and in working with learners.
- 2) Team teaching spurs creativity because teachers know they must teach for their learners.
- 3) Team teaching facilitates individualized instruction because it is possible to provide learning environments involving close personal contact between teacher and learner.
- 4) Team teaching provides for better sequencing and pacing of increments of instruction because perceptions of an individual teacher must be verified by at least one other team member.
- 5) Team teaching builds program continuity over time.

In other words, cooperative learning has many advantages in learning process. Students in the classroom study in a group, so they can share their ideas in their group to achieve the objective of the study and groups' success. Here, each student can practice the social skills in a group. They will get ideas and even new information about the related material from their group members. They learn to be responsible and give participation simultaneously. In cooperative learning, not only teachers as the source of learning process, but also students who can share their ideas with their teammates more creatively. The students will be more confidence in sharing their ideas and thought. Moreover, cooperative learning can enhance the students' motivation and reduce students' stress because of using a good and positive classroom climate.

### **2.2.7 Numbered Heads Together**

Numbered heads together is one of techniques in cooperative learning method. According to Kagan (2009:6.20), it is called numbered heads together because each student has a number, then all members in a group put their heads together to come up conveying their idea.

Kagan (1992) in Maheady (2006:27) pointed out that "Numbered Heads Together (NHT) is another instructional strategy designed to actively engage more pupils during lessons and, thereby, improve their academic performance." The students work together in a group to get knowledge. The teacher works as a facilitator, resource, and an observer during the learning process. According to Haynes and Debbie (2010:47), in numbered heads technique, students

brainstorm the correct answer of the teacher's question together. Each group member has a number from one to four.

Numbered heads together requires students to interact among the group members to get the answer. In addition, Nuruddin (2013:4) pointed out that "it also requires the students in each group to be engaged in positive interdependence, individual and group accountability, which motivates them to enhance one another's learning."

From some definitions above, the writer concludes that numbered heads together is one of the techniques in cooperative learning method where students work together in a group to get knowledge even to solve the problem. Each student in a group are labeled a number 1 till 4 or based on the needs. Students put their heads together after the question is posed by the teacher. Each student in a group shares their ideas and make sure that all members know the answer.

Here are the steps of numbered heads together:

- 1) Each student in a group will be labeled 1, 2, 3, 4 or according to the needs.
- 2) When the teacher poses a question and says, "Numbered Heads Together", all the members discuss the question and make sure that all members can answer the question posed.
- 3) After the time period, the teacher restates the question and announces a number (1, 2, 3, or 4).
- 4) Students, who the number is announced, raise the number quickly.
- 5) The quickest student can answer the question.
- 6) The teacher calls a second number and the procedure continues.

As the conclusion, numbered heads together is one of the cooperative or collaborative learning which need a small group which is the member get the different number, then they solve the given question together. Each student tutoring their group members till they have the same perception. All of the students in a group have to know the answer because the teacher calls the number randomly. In this game, students need a cooperation and concentration. Rewards are needed to motivate students in the learning process.

#### **2.2.8 Teaching Irregular Past Forms Using Crossword Puzzle and Numbered Heads Together**

The teacher in the classroom has many roles, such as a facilitator, partner, model, instructor, or as the counselor toward their students. The role of the teacher depends on the method that is used in the classroom. The teacher may use some techniques in the teaching process in order to make the students understand and enjoy toward the given material.

Medium can be the alternative way that can be used in the teaching and learning process. Using medium into the classroom can enhance the students' achievement and motivation. In this study, the writer chooses crossword puzzle as the medium of teaching irregular past forms. The writer will use criss-cross type of crossword puzzle which belongs to nontechnical media using the traditional technique. Although, crossword puzzle is also called as the technical media because of using technology such as computer or online in the internet.

The writer not only use medium in the teaching irregular past forms, but also using one of the techniques in cooperative learning method called numbered heads together. As a result, the teaching and learning process of irregular past forms will use the combination of crossword puzzle and numbered heads together.

In this case, irregular past forms which is easy to be forgotten can be taught by using the combination of crossword puzzle and numbered heads together. This kind of combination between a medium and technique is simple and students will enjoy learning irregular past forms. The writer hopes that students are also active and enthusiastic during the learning process. In addition, they will get self motivation in learning the given material because they have a small group that will solve the problem together.

Here are the steps of the teaching irregular past forms using the combination of crossword puzzle and numbered heads together:

- 1) Teacher makes a small group consists of four or six members in each group randomly.
- 2) Each student is given a different number (e.g. 1, 2, 3, 4, 5, and 6). So, each student holds a number.
- 3) Teacher glues the poster of crossword puzzle in front of the class. The content of the poster is some blank horizontal and vertical squares without the clues in the bottom.
- 4) Teacher gives instructions how to play this game.



- 5) When the teacher poses a question and says, “Numbered Heads Together”, quad members discuss the question making certain that all members can answer the question posed.
- 6) After the time period, the teacher restates the question and announces a number (1, 2, 3, 4, 5, or 6).
- 7) Students having that number in all the different quads state answers to the question by writing the answer in the poster.
- 8) The teacher calls a second number and the procedure continues.

### **2.2.9 Students’ Motivation**

Motivation is one of factors that have to be considered in learning. It is in a line with Brown (2007: 183) who argues that motivation is another affective variable that should be considered because it can determine whether someone’s success or get failure toward something. Each student has their own motivation and interest toward some subject of the study. Motivation is very important in human life for supporting them doing something.

Maehr & Meyer (1997) in Brophy (2004:3) states that “motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior.” In addition, Pintrich and Schunk (1996) in Brophy (2004:3) argue that “motivation is related to an individual’s inner force to accomplish a learning task.” Another definition about motivation comes from Harmer (2001:51). He states that motivation is essential to success and without motivation people almost fail to

make necessary effort. In other words, motivation is one of the essential factors in supporting people in doing something. It is the inner power of people to get something done.

Jacobs, Lee, and Ball (1997:31) in their book mentions that motivation can be divided into two types, those are intrinsic which is from within a person while extrinsic is coming from outside the person. It is supported by Richards in his article that motivation are identified as intrinsic motivation which is the enjoyment of language learning itself and extrinsic motivation which is from external factors.

Brown (2007:188) states intrinsic motivation comes from within students. The activity that is done by students' intrinsic motivation will not hope the obvious incentive because they want to do the activities based on the activity itself. People seem to involve some activities for their own importance. It will give the internal incentive such as competent and determining their destiny. For example, they want to learn for the joy of learning, because they are very interested in the topic, or want to improve themselves.

On the other hand, extrinsic motivation comes from outside students Brown (2007:188). For example, they learn in order to receive money, praises, score, grade, or other rewards from, parents, teachers, classmates or others, and even certain types of positive feedback. They may not do the activity if there are no outside incentives. The reward and threats of punishment influence students' behavior.

From the discussion above, the writer comes to a conclusion that student's motivation is very important to be considered into a learning process. The teachers should think creatively in their in the way they conveying the materials. Different activities, techniques, and methods into the classroom are needed to increase students' motivation in learning. Those are effort belong to extrinsic motivation that can be done by the teacher. Students' extrinsic motivation will support them in the learning process, and even it has many advantages to build the intrinsic motivation. For example the threats of punishment will build their feeling to be competent and determining their own destiny. Students' motivation will make positive aspect that is influencing an individual's behavior and performance in the learning process.

#### **2.2.10 Action Research**

In this study, I use an action research design. Therefore, a brief description about action research including the definition and the steps in action research are explained below:

##### ***2.2.10.1 Definition of Action Research***

In this study, the writer uses an action research design. Here are some definitions of action research according to some experts.

Mills (2011) in Mertler (2012:5) states that action research defines as all about systematic research which is done by the teachers, counseling teachers, or the one who wants to collect data in the teaching and learning process or the data about the way teacher teaches in the classroom. Meanwhile, Arikunto (2014:3)

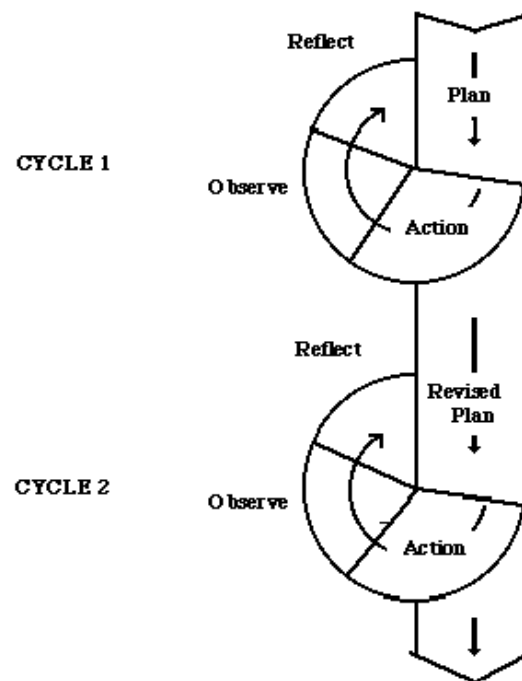
mentions that a classroom action research is an observation toward the teaching and learning process in the classroom. The research is given by the teacher toward the students. In addition Celce-Murcia (2001:490) argues that, “action research is an approach to collecting and interpreting data that involves a clear, repeated cycle of procedure.”

Wallace (1998: 18) argues that the purpose of action research “is not to turn the teacher into a researcher, but to help him or her to continue to develop as a teacher, using action research as a tool in this process”. It is supported by Burns (2010:3) that the teacher as the investigator or explorer of their personal teaching context in the action research which is aimed to identify a problematic situation or issue, looking more deeply and systematically.

From the definitions above, it can be concluded that action research is an effort to collect data from the subject of the study in order to enhance the teaching and learning process. Moreover, action research is held to overcome the problem and issue in the classroom.

#### ***2.2.10.2 Steps in Action Research***

According Burns (2010: 7), “Action research typically involves four broad phases in a cycle of research. The first cycle may become a continuing spiral of cycles which recur until the action researcher has achieved a satisfactory outcome and feels it is time to stop.” The following is the picture of popular Kemmis and McTaggart’s model of action research.



*Figure 2.4 Cyclical AR model based on Kemmis and McTaggart (1988) in Burns (2010: 9)*

Kemmis and McTaggart (1988) in Burns (2010: 8) mention the four steps in doing action research that are explained as follows:

### **(1) Planning**

In this step, the researcher identifies a problem or issue and develops a plan of action in order to create improvement in the research.

### **(2) Action**

It is a step where the plan is carefully considered in the action of teaching situation in a period of time. This part is the implementation or application of the content of the plan.

### **(3) Observation**

Here, the researcher observes the effect of the action and the data are collected.

### **(4) Reflection**

In the last step, the researcher evaluates and describes the effects of the action in order to know what has happened and become the basis for further cycles of research.

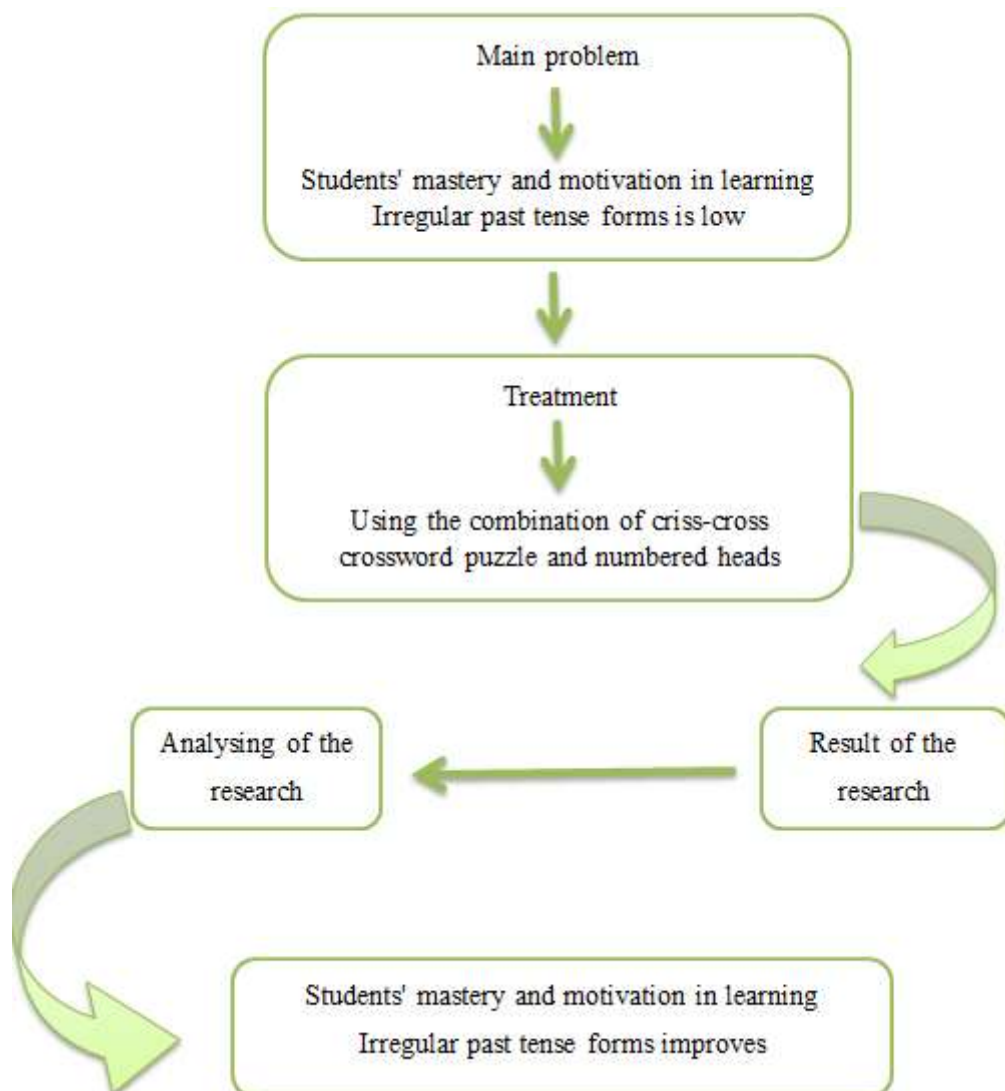
## **2.3 Framework of the Analysis**

This sub-chapter consists of the conclusion from both previous studies and theoretical studies. According to the researches conducted by the previous students of English Department of Semarang State University above, media and techniques is proven to have a good effect on learning process. In addition, those media and technique make the students enjoy the lesson and increase their motivation in learning.

The teacher should be a creative teacher which can apply many kinds of media or techniques in teaching to enhance the students' motivation toward the lesson. Then, the combination of crossword puzzle and numbered heads together can be an alternative way for teacher in teaching irregular past forms. Irregular verbs are inconsistent in their forms. It makes the students difficult in recognizing the irregular verbs. By using the combination of crossword puzzle and numbered heads together, the writer hopes those problems can be solved.

Including this research, the researcher will use an action research consists of two cycles. The researcher will apply these cycles of research for the tenth grader of vocational high school students.

The framework of the analysis scheme of this research can be seen as follows:



*Figure 2.5 Framework of the analysis scheme*

## **CHAPTER III**

### **METHOD OF INVESTIGATION**

This chapter will discuss the information of method to collect and analyze the data. It contains seven sub-chapters. They are subject of the study, object of the study, data of the study, procedures of data collection, research instruments, procedures of data analysis, and research design.

#### **3.1 Subject of the Study**

The researcher conducted a classroom action research at SMK Negeri 9 Semarang. It is located on Jl. Peterongansari No. 2 Semarang. The subjects of this study were the students of class X AK 1 (Akuntansi 1) of SMK Negeri 9 Semarang in the academic year 2014/2015. It consists of 36 students in which there are 33 female students and 3 male students. The code identification of the subjects of study of class X AK 1 is available in Appendix 5.

#### **3.2 Roles of the Researcher**

In this study, the writer acted as a teacher and also researcher toward the subject of the study. The researcher gave treatments during the cycles. The role of the researcher in the study was data collector and data analyzer. The researcher acted as the observer during the teaching and learning process in order to collect the data in a form of field note.



### **3.3 Type of Data**

The data of this study consist of two types. They were quantitative and qualitative data. Both are described as follows:

#### **3.3.1 Quantitative Data**

The quantitative data is related to numeral form (Mertler 2011:215). The quantitative data of this study is the students' improvement in mastering irregular past forms. It was obtained by giving a test which had tested the validity and reliability in the try-out in another class. The tests were in a form of pre-test which was conducted before the treatments and a post-test which was conducted after the treatments. Those kinds of test were conducted to measure students' ability in mastering irregular past forms. Next, the results of pre-test and post-test would be compared to find out any improvement in students' mastery of irregular past forms.

Besides the tests, the second datum was the students' motivation towards the use of the combination of crossword puzzle and numbered heads together. This datum was collected by giving a questionnaire to the students.

#### **3.3.2 Qualitative Data**

The qualitative data formed as narrative or descriptive which means based on words (Mertler 2011:192). The qualitative data in this study consists of the classroom situation during the teaching and learning process. This datum was collected by observing students' attitude and participation during the treatment using a field notes.

In short, tests and questionnaire were used to obtain the quantitative data while field note was used to collect the qualitative data. The procedures of collecting those data will be explained in the next sub-chapter.

### **3.4 Instrument for Collecting Data**

In this study, the researcher used three kinds of instruments to collect the data. There were test, field note, and questionnaire. They can be explained as follows:

#### **3.4.1 Test**

Test is very important in teaching and learning process. Brown (2004: 3) argues that test is a method of measuring a person's ability, knowledge, or performance in a given field. There were four tests which had been conducted during the research. They were try-out test, pre-test, interval test, and post-test.

##### ***3.4.1.1 Try-Out Test***

The try-out test was conducted before the instrument was applied in this study. It was given to another class other than the subject of this study. Try-out was necessary to make sure that the tests were valid and reliable. After scoring the try-out test, it was analyzed to measure the validity and the reliability.

#### **(1) Validity**

According to Brown (2004:22), validity is “the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assignment.” In other words, a test is valid when it is measured

what should be measured. To calculate the validity, the researcher the correlation formula of Pearson's Product Moment as follows:

$$r_{xy} = \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

(Sugiyono 2012: 228)

where:

$r_{xy}$  = coefficient of correlation between x and y variable or validity of each item.

n = total number of the students

x = score of each item

y = total number of score

$\sum xy$  = the sum of multiple of score from each student with the total score in each item

$\sum x$  = the sum of score in each item

$\sum x^2$  = the sum of the square score in each item

$\sum y$  = the sum of score from each student

$\sum y^2$  = the sum of the square score from each student

After calculating and getting the result of  $r_{xy}$ , it is consulted with  $r_{\text{table}}$  in product moment with a significant level of 0.05. If  $r_{xy} > r_{\text{table}}$ , it means that the test item is valid; however, if  $r_{xy} < r_{\text{table}}$ , it can be concluded that the test item is invalid.

## (2) Reliability

Reliability is the consistency or the stability of the data. It is a line with Brown (2004:19) who argues that a reliable test is consistent and dependable. To calculate the instrument reliability, the researcher used Kuder–Richardson 20 (KR. 20) formula as follows:

$$r_{11} = \frac{k}{(k-1)} \left\{ 1 - \frac{S_t^2 - \sum pq}{S_t^2} \right\}$$

(Sugiyono, 2012:359)

where:

$r_{11}$  = instrument reliability

$k$  = the number of items in the test

$S_t^2$  = the total variance

$p$  = the proportion of the dichotomous variable coded 1

$q$  =  $1 - p$

### 3.4.1.2 Pre-Test

In this research, pre-test was used in order to measure and identify the students' mastery of irregular past forms. It showed the early condition of the students' ability in mastering irregular past forms. It was conducted to the subject of the study for collecting the data. The question in the pre-test had been analyzed in the try-out test. Afterwards, the researcher analyzed the result of pre-test to get the measure of central tendency (mean).

### ***3.4.1.3 Interval Test***

The researcher conducted the interval test in order to give the exercise to the students. In addition, it was also to know the students' improvement in mastering irregular past forms after the giving treatment. The type of the interval test was same as the pre-test and post-test. It was cloze test with 15 test items. The researcher used the KKM (Kriteria Ketuntasan Minimal/Criterion of Passing Assessment) of SMK Negeri 9 Semarang for deciding the students' success or failure toward the given material.

### ***3.4.1.4 Post-Test***

The post-test was conducted after the treatment in order to measure the students' achievement. The post-test was given after the students had been taught the irregular past forms by using the combination of crossword puzzle and numbered heads together. The questions in the post-test were the same test as the pre-test. The results of the post-test were analyzed to see to what extent the combination of crossword puzzle and numbered heads together improve the students' ability in mastering irregular past forms.

## **3.4.2 Field Note**

Field note was used to observe the classroom situation or the students' attitudes, reaction, and interaction during the teaching and learning process. "As teachers we are so used to being in classrooms we don't always really 'see' what is interesting, unexpected, unusual or just plain routine, even when we think we are 'looking' " (Burns 2010:57). The field notes also conducted to find out the students' motivation in teaching and learning process. The field note was written

on a note book to remember and record the attitudes, behaviors, activities, events or other situation that happened during the teaching and learning process. Those qualitative data were gained during the treatments.

### 3.4.3 Questionnaire

Questionnaire is a survey in a written form in order to answer and respond the questions given by the researcher (Mertler 2011: 215). Questionnaire was another instrument to collect the qualitative data. It was used to record the students' opinions about the use of the combination of crossword puzzle and numbered heads together in learning irregular past forms. In addition, the questionnaire was used as the instrument to obtain the data that was the students' motivation in learning irregular past form.

The researcher used closed-ended questionnaire type that would be analyzed using *Likert* scale. The questionnaire was given in the first meeting or before the treatment and after the treatment in cycle 2. In other words, the questionnaire was given two times. All items in the questionnaire were tested in the try-out questionnaire to select the valid and reliable items. The procedure of analyzing the try-out questionnaire was same as the try-out test. It used the same formulas which were mentioned in the previous sub sub-chapter. Nevertheless, for the questionnaire reliability, it used Alpha Cronbach Formula as the following:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma^2}{\sigma_t^2} \right]$$

(Siregar, 2014:90)

where:

$k$  = the number of items in the test

$\sum \sigma^2$  = the total variance each item

$\sigma_t^2$  = the total variance

### 3.5 Procedures of Collecting Data

The data collection is an important thing that should be conducted in a research. It is in line with Wallace (1998:12) who states that a research is based on the data collection, analysis, and other procedures that should be involved. It is a need to organize the procedures of collecting data in order to make clear and valid data. The procedures of data collection in this study were explained as follows.

- (1) Try-out test was given to another class, other than the subject of the study in order to obtain the validity of the test and reliability of the test. Besides, the questionnaire was also given in the try-out class to find out the questionnaire validity and reliability. As a result, the questions of pre-test and post-test were valid and reliable.
- (2) The initial questionnaire was given to the students in order to know the students' motivation in learning irregular past forms before the treatment.
- (3) Pre-test was held to the subject of the study to gain the initial score of the students' mastery of irregular past forms before applying the combination crossword puzzle and numbered heads together. Next, the mean of the students' score was calculated.

- (4) The first treatment was conducted in the classroom.
- (5) The students' participation during the first treatment was recorded through Field note.
- (6) The students were given the assessment by doing a simple test in the cycle 1.
- (7) The second treatment was conducted in the cycle 2.
- (8) The students' participation during the second treatment was recorded through the field note.
- (9) The post-test was given to the students. Then, the mean of the students' score was calculated.
- (10) The same questionnaire was given to the students for the second time.
- (11) The mean score of pre-test and post-test were compared to know the contribution of using the combination of crossword puzzle and numbered heads together to the improvement of the students' ability in mastering English irregular past forms.
- (12) The mean score of initial questionnaire and final questionnaire were compared to know the contribution of using the combination of crossword puzzle and numbered heads together to the improvement of the students' motivation in learning English irregular past forms.

### **3.6 Procedures of Analyzing Data**

There were three instruments that were used in this study as the researcher mentioned in the previous sub sub-chapter. Hence, there were also three



procedures in analyzing the data. The procedures to analyze the data were how to analyze the test, how to analyze the field note, and how to analyze the questionnaire. Those procedures are explained as follows:

### 3.6.1 How to Analyze the Test

The following steps are taken in order to analyze the test:

- (1) each students' answer is assessed using the rubric of assessment below:

*Table 3.1* Rubric of Assessment

Score	Indicator
1	Correct irregular past form
0	Incorrect irregular past form

- (2) the correct items are counted;
- (3) the final score for each student in every test is counted using the following formula:

$$\text{Student's score} = \frac{\text{correct items}}{\text{total items}} \times 100$$

After calculating of the students' score was done, the mean of score was calculated by using this following formula:

$$M = \frac{\sum x}{n}$$

(Sugiyono 2012: 49)

where,

M = mean

$\sum x$  = the total of students' score

n = total number of the students

- (4) Then calculating the t-test using SPSS. This t-test measures the significant difference between the two set of data that gathered. Statistically, the result compare between t-value and the t-table. When the t-value higher than t-table, it means that there is significant difference between the two data. On the other hand, if the t-table higher than the t-value, it means that the data is not significant difference.

### **3.6.2 How to Analyze the Field Notes**

All of the important things in the field note that the researcher noted were analyzed. The field notes were interpreted to find out students' participant and attitude during the research. The students' participant and attitude were assessed using scale (see appendix 13 and 14).

### **3.6.3 How to Analyze the Questionnaire**

There were some ways in analyzing the students' questionnaire answer. They were explained as follow.

- (1) the options of the questionnaire were graded using *Likert* scale as the following:

score 1 for *strongly disagree*

score 2 for *disagree*

score 3 for *neutral*,

score 4 for *agree*,

score 5 for *strongly agree*.

(Mertler 2011: 218)

- (2) The questionnaire items score were determined using the table below:

*Table 3.2 Questionnaire Items Score*

Code	Questionnaire item					
	1	2	3	4	...	30
S-01						
S-02						
...						
S-36						
<b>Total Score</b>						

- (3) calculating the score of each student using the following formula:

$$S = \frac{A}{N.5} \times 100$$

where,

S = the scores of each student,

A = the total answers, and

N = the number of test items.

- (4) Then calculating the t-test using SPSS. This t-test measures the significant difference between the two set of data that gathered. Statistically, the result compare between t-value and the t-table. When the t-value higher than t-table, it means that there is significant difference between the two data. On the other hand, if the t-table higher than the t-value, it means that the data is not significant difference.

### **3.7 Technique of Reporting Data**

After collecting the data, the researcher reported them into a written descriptive explanation in order to make an easy way for researcher to check and analyze them. Those data were pre-test, interval test, post-test, initial questionnaire, final questionnaire, and field notes. The researcher calculated and compared the pre-test and post-test in order to obtain the students' improvement in mastering irregular past forms. In addition, the results of the students' answer toward the questionnaire were also calculated to understand the students' motivation in learning English. At last, the researcher calculated the data of field notes in gaining the students' attitudes and participation during the teaching and learning process.

### **3.8 Research Design**

The researcher conducted an action research in this study. Celce-Murcia (2001:490) argues that action research is an approach to collect and interpret the data that involves the repetition of cycle of procedure clearly. The researcher conducted some steps to complete the research. First step, the researcher gave the pre-cycle test. Then it was followed by conducting the cycles. The cycles consisted of cycle 1 and cycle 2. The last step was giving the post-cycle test and questionnaire. In each cycle, the researcher used four steps in doing the action research. Kemmis and McTaggart (1988) in Burns (2010: 8) mention the four steps in doing action research are planning, action, observation, and reflection. The diagram of the study would be given as follows:

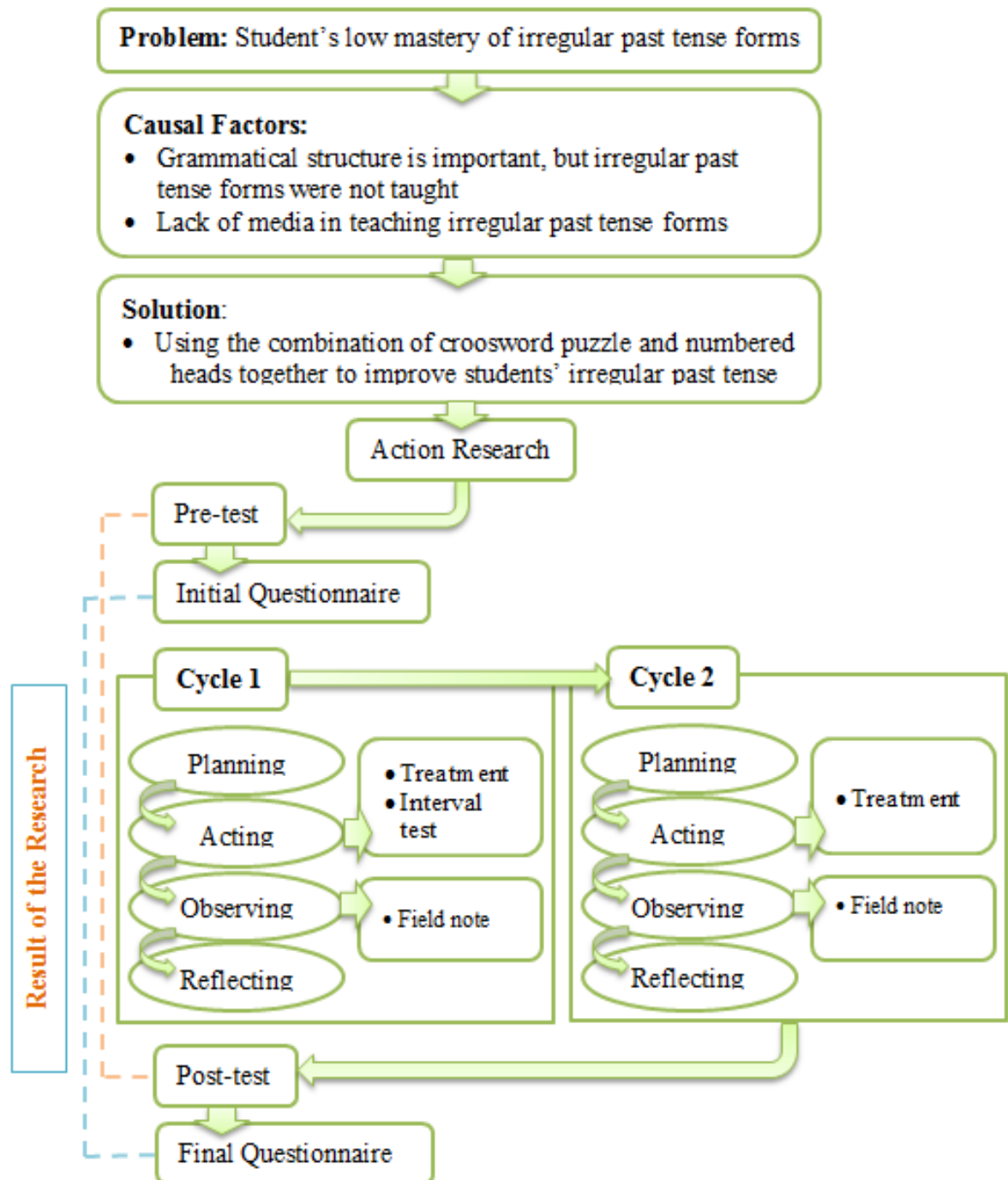


Figure 3.1 Research Design of the Study

### **3.8.1 Problem Identification**

Based on the researcher's experience in Teaching Internship (*PPL*) in the seventh semester, teachers tended to teach grammar in general. The researcher found that the students were still confused about grammar especially in irregular verbs when they learnt simple past tense. These grammatical errors might happen because in Indonesian there are no rules in using verbs like present, past and future. It might also happen because the teacher did not use any special medium or technique to teach irregular verbs, so the students seemed to forget the irregular easily.

To find out whether the students really had problem in mastering irregular past forms, the pre-test was given to them. The findings of the observation and pre-test were the foundation in conducting the treatment.

### **3.8.2 Try-out**

The researcher provided fill in the blank tests to be tested before applying the instrument in the pre test and post test. The try-out test was conducted to another class to get a valid and reliable test.

### **3.8.3 Questionnaire**

Questionnaire was given to the students before and after the treatment. The questionnaire was used as the instrument to obtain the data that was the students' motivation in learning irregular past forms.

### **3.8.4 Pre-Test**

Pre test was conducted to the students in order to know the student's mastery towards the irregular past forms. This test was conducted before starting any cycle. In this test, the students had to answer the selected questions which were valid and reliable.

### **3.8.5 Cycle 1**

Cycle 1 consisted of four steps: planning, acting, observing, and reflecting. They were described as the following.

#### ***3.8.5.1 Planning***

At this step, the teaching instruments were prepared. They were the teaching materials, lesson plan, powerpoint, and media. The tools were laptop, a LCD projector and a camera.

#### ***3.8.5.2 Acting***

After all instruments were prepared, the next step was acting. At this step, there were treatment and interval test. They were described as follows.

#### **(1) Treatment**

Here were the steps of the treatment:

- (1) the students were given a text in order to make them aware of irregular past form;

- (2) all the verbs in the text were taken, then the students were asked to categorize whether the verb was regular or irregular form. The students wrote the answer in the given table;
- (3) the students were asked to fill in the blanks the other text using irregular past forms;
- (4) the students paid attention to the teacher's explanation about the irregular past forms;
- (5) the teacher gave more examples of irregular past forms;
- (6) the students were introduced to the crossword puzzle and numbered heads together;
- (7) the rules of numbered heads together were explained; and
- (8) the teacher conducted the combination of crossword puzzle and numbered heads together .

## **(2) Interval Test**

Interval test was given to the students after the treatment was conducted. It was used to find out the students' improvement after they were given the treatment. The students were asked to answer the questions related to the irregular past forms.

### ***3.8.5.3 Observing***

At the observing step, students' attitudes during the teaching and learning process were observed by making a note in the prepared observation sheet.



#### ***3.8.5.4 Reflecting***

Reflecting was the last step in cycle 1. At this step, the students' achievement was evaluated by analyzing the interval test and the field note. Those results were used to decide whether the researcher should give an additional treatment and remedial test for those who failed in the interval test or moved to cycle 2. If the result of field note in observing step showed that the students had low motivation in the learning process, the researcher would revise the activities in the cycle 2 lesson plan.

#### **3.8.6 Cycle 2**

The activities in cycle 2 were similar to those in cycle 1. There were four steps in the cycle 2 too. Nevertheless, the material was quite different from the material in the cycle 1. The selected irregular past forms in the cycle 2 did not exist in the cycle 2. In addition, there was no interval test in cycle 2. The field note was also conducted during the teaching and learning process in cycle 2. In this cycle, the researcher observed the students' participation and attitude during learning process. After the treatment, the final questionnaire would be given in order to find out the students' motivation towards the learning process. Then, the questionnaire and field note were analyzed to decide whether needed the additional treatment or not. If all of the students had good improvement in the cycle 2, another cycle was not needed and the post-test could be conducted.

## **CHAPTER V**

### **CONCLUSIONS AND SUGESTIONS**

#### **5.1 Conclusions**

By referring to the results of the study, the writer provides the following conclusions: the subjects of the study had problem in mastering irregular past form. It was proven by their low results in the pre-test. Their mean score was 50.93. They could not differentiate whether the verb included the regular or irregular. It is because in Indonesia there are no rules in using verbs like present, past and future.

The students' achievement of the tenth grade of students of SMK N 9 Semarang in the academic year of 2014/2015 significantly improves after they have been taught using the combination of crossword puzzle and numbered heads together. It was proved by the data of the students' average score in mastering irregular past form. The average score in the pre-test was 50.93 and 83.10 in the post-test. It was also proved by the sig (2 tailed) value (0.00) is lower than 0.05. It means that there was significant improvement for the class in mastering irregular past form before and after the treatment conducted.

In teaching and learning process, the students were more enthusiastic and interested in learning irregular past form using the combination of crossword puzzle and numbered heads together. The field note showed that the students' have good participation and attitude during the lesson. Moreover, the students' motivation in learning English especially in learning irregular past form

improves. It was proved by the calculation of the average score in initial questionnaire which was 76.18 and 85.17 in the final questionnaire. It was also proved by the sig. (2 tailed) value (0.00) which is lower than 0.05. It means that there was significant improvement for the students' motivation before and after the treatment conducted

In other words, using the combination of crossword puzzle and numbered heads together is an effective way to improve the students' mastery and motivation in learning irregular past form.

## **5.2 Suggestions**

Based on the conclusion, the researcher would like to offer some suggestions to be considered by English teachers and the next researchers.

### **1. For English teachers:**

Considering the research findings revealing that the combination of crossword puzzle and numbered heads together could improve students' mastery and motivation in learning irregular past form, it is suggested that teachers could use the combination of crossword puzzle and numbered heads together to teach English especially irregular past form.

### **2. For the next researchers:**

The researcher hope that the other researchers can use this final project as one of their references in conducting their further research by applying the combination of crossword puzzle and numbered heads together for other genres or at other educational levels.

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## Appendix 1

### List Name of Try Out Group (Class X AP 3)

NO.	NAME	CODE
1	AMANDA SOFIYANA	T-01
2	ANITA SETYOWATI	T-02
3	ATIKA SEPTIANA	T-03
4	ATIKAH SETYANI	T-04
5	DEWINA FISKA ALYA MASITA	T-05
6	DWI INDAH SAFITRI	T-06
7	ERVY KARINA OCTAVIA	T-07
8	FAQUNURI PUTRI KAFITA	T-08
9	HAPPY NOORPRISTA OCTAVIANY	T-09
10	IE, DELIA SUKMA YULIANTI	T-10
11	INDAH FEBIANTI	T-11
12	LAILATUL MUYASAROH	T-12
13	LILIS ARI SETIANI	T-13
14	MITA AULIA SEPTIANA	T-14
15	NADIA HEMAS PRIMADANI FAUZI	T-15
16	NUR FITRI RAHMAWATI	T-16
17	NUR INDAH ANGGUN PRATIWI	T-17
18	RAHAYU SETYOWATI	T-18
19	RAMDHANI MAHIRA NAUFILIA	T-19
20	RINDIANI WAHYUNINGASIH	T-20
21	SANI DWI NATHAFASYA WIBIYAN	T-21
22	SEPTIANA NUR SA'ADAH	T-22
23	SEPTIYANA NUR FADHILAH	T-23
24	SETYO DWI SAPUTRI	T-24
25	SUCI MAHANANI	T-25
26	SULISTIYANI	T-26
27	TUTIK INDRAYATI	T-27
28	UTARI	T-28



## Appendix 2

### Instrument of Try-out Test

Mata Pelajaran	: Bahasa Inggris
Sekolah	: SMK Negeri 9 Semarang
Kelas	: X (Sepuluh)
Topik	: Irregular past form
Jumlah Soal	: 40 soal
Waktu	: 50 menit

#### Petunjuk Umum

1. Tulislah terlebih dahulu nama, kelas dan nomor pada lembar jawaban yang telah disediakan.
2. Perhatikan petunjuk sebelum mengerjakan soal.
3. Periksa dan bacalah soal sebelum menjawab soal.
4. Dahulukan menjawab soal-soal yang dianggap mudah.
5. Tulislah jawaban pada lembar jawaban yang telah disediakan.
6. Periksalah pekerjaan sebelum dikumpulkan.

#### **Put the verbs in brackets into the correct past form.**

##### *Text 1*

I remember when I 1)..... (go) on holiday abroad for the first time. I just 2)..... (leave) school. I 3)..... (study) very hard for my final exams and I 4)..... (feel) that I needed a holiday. A friend of mine wanted to come as well so we looked at some brochures from the travel agents. We 5)..... (read) for about an hour when my friend 6)..... (find) the perfect holiday – two weeks in Hawaii. We were very excited about it. Finally the day of our holiday arrived. We just 7)..... (leave) the house when the phone 8)..... (ring). I 9)..... (run) back into the house, but the phone stopped by the time I reached it. When we arrived at the airport we 10)..... (sit) in the cafeteria. The airline just 11)..... (make) an announcement. Our flight was delayed for eight hours. We 12)..... (wake up) very early and rushed to the airport, all for nothing.

(Taken from *English grammar book 'Round Up'*)

*Text 2*

I am used to travelling by air but only on one occasion I was frightened. After taking off, we 13)..... (fly) low over the city. It slowly (go) high to the sky.

But suddenly it turned round and (fly) back to the airport. An air hostess 14)..... (tell) us to keep calm and to get off the plane quietly as soon as it landed. After we landed, the police searched the plane carefully. Everybody on board was worried and we 15)..... (grow) curious about what was happening.

Later we 16)..... (learn) that there was a very important person on board. Earlier somebody (tell) the police that there was a bomb on the plane. Fortunately, they didn't find a bomb and five hours later we were able to take off again.

(Taken from *mmursyidpw.com*)

*Text 3*

It was my grandpa's birthday party last Sunday. On Friday, my sister and I (go) shopping at the mall. We 17)..... (buy) a nice t-shirt. Then, we wrapped it in a green wrapping paper. Green is my grandpa's favorite color.

On Saturday morning, my brother, my sister and I 18)..... (make) a birthday cake in the kitchen. It was a big beautiful cake. I wrote *Happy Birthday* on it. After that, we 19)..... (put) some chocolate and a candle at the top of it.

On Sunday evening my uncle and aunt 20)..... (come) to my house. They 21)..... (bring) several bottles of soft drink and flowers for grandpa. We sat together in the living room. My dad said a prayer. Then we 22)..... (sing) "happy birthday" and my grandpa blew out the candle. He 23)..... (cut) the cake into small pieces and 24)..... (give) piece to everybody in that room. He opened the present and he was very happy with the shirt. Finally, my grandpa (tell) us some stories about my grandpa.

(Taken from *mmursyidpw.com*)

*Text 4*

Last October we 25)..... (swim) in the lagoon, out where the old freighter had sunk. We 26)..... (ride) our bikes to the park and Bobby 27)..... (lead) us to Bristle Cove where we 28)..... (dive) off the rocks into the cold water. It was late in the season, but the water had not frozen, and we 29)..... (wear) wetsuits.

(Taken from *grammar.ccc.commnet.edu*)

*Text 5*

One day the hare and the tortoise decided to have a race. The hare 30)..... (know) that he could run faster than the tortoise. But the tortoise was more intelligent than the hare. 'Yes, I'll race you,' 31)..... (say) the clever tortoise. The tortoise had a clever plan. He (find) his brothers and sisters and he (tell) them to wait in different places along the path of the race. So they all 32)..... (hide) behind the trees along the path. The race 33)..... (begin)! The tortoise (run) as fast as possible. But the hare was faster, of course. 'This will be a very easy race', 33)..... (think) the hare. So the hare decided to have a rest, and he quickly 34)..... (fall) asleep at the side of the road. Suddenly, the hare (wake up) and he 35)..... (see) a tortoise ahead of him! 'How did he get ahead of me?' the hare asked himself. In fact, it was not his friend the tortoise: it was the tortoise's sister. But to a hare, all tortoises look the same. The hare (run) past the tortoise easily. Soon, he could not see the tortoise, so he (sit) down and he had another rest. Then the hare 36)..... (get up) and continued the race. But - as the hare happily (come) around the last corner before the finish line - his friend the tortoise crossed the line and 37)..... (win) the race!

(Taken from *tolearnenglish.com*)

*Text 6*

Juan 38)..... (lie) on the couch and his sister (sit) on the floor nearby. Gordo, their hairy dog, 39)..... (shake) himself violently and Juan 40)..... (rise) from the couch. "I throw the frisbee to this mutt all morning," he (say). "And we (run) around the park twice, and he still wants to play."

(Taken from *grammar.ccc.commnet.edu*)

### Appendix 3

#### TRY OUT ANALYSIS OF TEST ITEM (Item Validity and Item Reliability)

No	Code	Item Number									
		1	2	3	4	5	6	7	8	9	10
1	T-01	1	1	1	1	0	1	1	1	1	1
2	T-02	1	1	1	1	1	0	1	0	0	1
3	T-03	1	1	0	1	1	1	1	1	1	1
4	T-04	1	1	1	1	1	1	1	1	1	1
5	T-05	1	1	1	1	0	1	1	0	1	0
6	T-06	1	0	0	1	0	1	0	1	1	1
7	T-07	1	1	1	1	1	1	1	1	1	1
8	T-08	1	1	1	1	1	1	1	1	1	1
9	T-09	1	1	1	1	1	1	1	1	1	1
10	T-10	1	0	0	0	0	1	0	0	0	1
11	T-11	1	1	1	1	1	1	0	1	1	1
12	T-12	0	1	1	0	1	1	1	1	0	0
13	T-13	1	1	1	1	0	1	1	1	1	1
14	T-14	1	1	0	1	1	1	1	1	1	1
15	T-15	1	1	1	1	1	1	1	1	1	1
16	T-16	1	1	1	1	1	1	1	1	1	1
17	T-17	1	1	1	0	0	1	1	1	1	0
18	T-18	1	1	1	1	0	1	1	1	1	1
19	T-19	1	1	1	1	1	1	1	0	1	0
20	T-20	1	1	1	1	1	1	1	1	1	1
21	T-21	1	1	1	1	0	1	1	1	1	1
22	T-22	1	1	0	1	1	1	1	1	1	1
23	T-23	1	1	1	1	0	0	0	1	1	0
24	T-24	1	1	1	1	0	1	1	1	1	1
25	T-25	1	1	1	1	0	1	1	1	1	1
26	T-26	1	1	1	1	1	1	0	1	1	1
27	T-27	1	1	1	1	1	1	1	1	1	1
28	T-28	1	0	1	1	0	0	1	0	1	1
Item Validity	$\sum X$	27	25	23	25	16	25	23	23	25	23
	r	0,264	0,527	0,083	0,492	0,414	0,598	0,297	0,596	0,527	0,539
	$r_{table}$	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,374</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>
	Criteria	Invalid	Valid	Invalid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid
Item Reliability	np	27	25	23	25	16	25	23	23	25	23
	p	0,96	0,89	0,82	0,89	0,57	0,89	0,82	0,82	0,89	0,82
	q	0,036	0,107	0,179	0,107	0,429	0,107	0,179	0,179	0,107	0,179
	pq	0,034	0,096	0,147	0,096	0,245	0,096	0,147	0,147	0,096	0,147

No	Code	Item Number									
		11	12	13	14	15	16	17	18	19	20
1	T-01	1	1	1	1	1	1	1	1	1	1
2	T-02	0	0	1	1	1	0	0	1	1	0
3	T-03	1	1	1	1	1	1	1	1	1	1
4	T-04	1	1	1	0	1	1	1	1	1	1
5	T-05	0	1	0	1	1	0	1	1	1	1
6	T-06	0	0	1	0	0	0	1	1	1	1
7	T-07	1	1	1	1	0	1	1	1	1	1
8	T-08	1	1	1	1	1	1	1	1	1	1
9	T-09	1	1	1	0	0	0	1	1	1	1
10	T-10	1	1	0	1	0	1	0	1	1	0
11	T-11	1	1	1	1	1	1	1	1	1	0
12	T-12	1	0	1	0	0	1	1	0	1	1
13	T-13	1	0	1	0	1	0	1	1	1	1
14	T-14	1	1	1	1	0	1	1	1	0	1
15	T-15	1	0	1	1	1	1	1	1	1	1
16	T-16	1	1	1	1	1	1	1	1	1	1
17	T-17	1	0	1	0	0	1	1	1	1	1
18	T-18	1	1	1	0	1	0	1	1	1	1
19	T-19	1	1	1	1	1	1	1	1	1	0
20	T-20	1	1	1	0	1	1	1	1	1	1
21	T-21	1	1	1	1	1	1	1	1	1	1
22	T-22	1	1	1	1	0	1	1	1	1	1
23	T-23	1	1	1	0	1	0	1	0	1	0
24	T-24	1	1	1	1	1	1	1	1	1	1
25	T-25	1	1	1	1	1	1	1	1	1	1
26	T-26	1	1	1	0	1	1	1	1	1	1
27	T-27	1	1	1	1	1	1	1	1	1	1
28	T-28	0	1	0	0	0	1	0	1	1	0
Item Validity	$\sum X$	24	22	25	17	19	21	25	26	27	22
	R	0,590	0,476	0,510	0,376	0,405	0,451	0,580	0,422	-0,089	0,542
	$r_{table}$	<b>0,374</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,374</b>	<b>0,37</b>	<b>0,374</b>	<b>0,37</b>
	Criteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid
Item Reliability	np	24	22	25	17	19	21	25	26	27	22
	P	0,86	0,79	0,89	0,61	0,68	0,75	0,89	0,93	0,96	0,79
	Q	0,143	0,214	0,107	0,393	0,321	0,250	0,107	0,071	0,036	0,214
	pq	0,122	0,168	0,096	0,239	0,218	0,188	0,096	0,066	0,034	0,168

No	Code	Item Number									
		21	22	23	24	25	26	27	28	29	30
1	T-01	1	1	1	1	1	1	0	1	1	1
2	T-02	0	0	1	0	0	1	0	0	0	1
3	T-03	0	1	1	1	1	0	1	1	1	1
4	T-04	1	1	1	0	1	1	1	1	1	1
5	T-05	1	0	0	1	1	1	1	0	0	1
6	T-06	1	1	0	1	1	1	0	1	0	1
7	T-07	1	1	1	1	1	1	1	0	1	1
8	T-08	1	1	1	1	1	1	1	1	0	1
9	T-09	1	1	1	1	1	1	0	1	0	1
10	T-10	0	1	1	1	1	1	0	1	0	1
11	T-11	1	1	1	1	1	1	1	1	1	1
12	T-12	0	1	0	0	1	0	0	1	1	0
13	T-13	1	1	1	0	1	1	0	0	1	0
14	T-14	1	1	1	0	1	1	1	1	1	1
15	T-15	1	1	1	1	1	1	1	1	1	1
16	T-16	1	1	1	1	1	1	0	1	1	1
17	T-17	1	0	1	0	0	0	0	1	1	0
18	T-18	1	1	1	1	1	1	1	1	1	1
19	T-19	0	1	1	1	0	0	0	1	0	1
20	T-20	1	0	1	1	1	1	1	1	1	1
21	T-21	1	1	1	1	1	1	1	1	0	1
22	T-22	1	1	1	0	1	1	0	1	1	1
23	T-23	1	0	1	0	0	0	0	0	0	1
24	T-24	1	1	1	1	1	1	1	1	0	1
25	T-25	0	1	1	1	1	1	1	1	1	1
26	T-26	1	1	1	0	1	1	0	0	1	1
27	T-27	1	1	0	1	1	1	1	0	1	1
28	T-28	0	1	0	0	1	0	0	0	0	0
Item Validity	$\sum X$	21	23	23	18	24	22	14	20	17	24
	r	0,425	0,453	0,439	0,474	0,512	0,503	0,617	0,407	0,487	0,544
	r <sub>table</sub>	<b>0,374</b>	<b>0,37</b>	<b>0,374</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,37</b>	<b>0,374</b>
	Criteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid
Item Reliability	np	21	23	23	18	24	22	14	20	17	24
	p	0,75	0,82	0,82	0,64	0,86	0,79	0,50	0,71	0,61	0,86
	q	0,250	0,179	0,179	0,357	0,143	0,214	0,500	0,286	0,393	0,143
	pq	0,188	0,147	0,147	0,230	0,122	0,168	0,250	0,204	0,239	0,122

No	Code	Item Number										Y	Y <sup>2</sup>
		31	32	33	34	35	36	37	38	39	40		
1	T-01	1	1	1	1	1	1	1	0	1	1	37	1369
2	T-02	1	0	1	0	0	0	1	0	1	1	20	400
3	T-03	1	1	1	0	1	1	1	1	1	1	36	1296
4	T-04	1	0	1	1	1	1	1	0	1	1	36	1296
5	T-05	0	0	1	1	0	1	0	1	0	0	24	576
6	T-06	0	0	1	1	1	0	1	1	0	0	23	529
7	T-07	1	1	1	0	1	1	0	0	1	1	35	1225
8	T-08	1	1	1	1	1	1	1	1	0	0	37	1369
9	T-09	1	1	1	0	1	1	1	1	1	0	33	1089
10	T-10	1	0	1	0	0	0	1	1	1	0	21	441
11	T-11	1	1	1	1	1	1	1	1	0	0	36	1296
12	T-12	1	0	1	0	1	1	0	0	1	1	22	484
13	T-13	1	1	0	1	0	1	0	0	0	0	26	676
14	T-14	1	1	1	0	1	1	1	1	0	1	34	1156
15	T-15	1	1	1	1	1	1	0	0	1	1	37	1369
16	T-16	1	1	1	1	1	1	1	0	0	0	36	1296
17	T-17	1	0	1	1	1	0	0	0	0	0	22	484
18	T-18	1	1	1	1	1	1	1	0	0	1	35	1225
19	T-19	0	1	1	1	1	1	1	0	0	1	29	841
20	T-20	1	1	1	1	1	1	1	1	0	1	37	1369
21	T-21	1	1	0	0	1	1	1	0	0	1	34	1156
22	T-22	1	1	1	1	1	0	1	1	1	1	35	1225
23	T-23	0	1	1	0	1	1	0	0	1	0	20	400
24	T-24	1	1	1	1	1	1	1	0	1	1	37	1369
25	T-25	1	1	0	1	1	1	1	0	1	1	36	1296
26	T-26	1	1	1	1	1	1	1	0	1	1	34	1156
27	T-27	1	1	1	1	0	1	1	0	1	1	36	1296
28	T-28	1	1	1	0	1	1	1	0	1	0	19	361
Item Validity	$\sum X$	24	21	25	18	23	23	21	10	16	17	867	28045
	r	0,434	0,614	-0,055	0,406	0,396	0,482	0,388	0,072	-0,016	0,487		0,99832
	r <sub>table</sub>	<b>0,374</b>	<b>0,37</b>	<b>0,374</b>	<b>0,374</b>	<b>0,37</b>	<b>0,374</b>	<b>0,374</b>	<b>0,37</b>	<b>0,374</b>	<b>0,374</b>		
	Criteria	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Invalid	Invalid	Valid		
Item Reliability	np	24	21	25	18	23	23	21	10	16	17	867	
	p	0,86	0,75	0,89	0,64	0,82	0,82	0,75	0,36	0,57	0,61		
	q	0,143	0,250	0,107	0,357	0,179	0,179	0,250	0,643	0,429	0,393		
	pq	0,122	0,188	0,096	0,230	0,147	0,147	0,188	0,230	0,245	0,239	$\sum pq$	6,290



## Appendix 4

### TRY OUT ANALYSIS OF QUESTIONNAIRE ITEM (Item Validity and Item Reliability)

No	Code	Item Number							
		1	2	3	4	5	6	7	8
1	T-01	4	5	5	5	2	4	5	5
2	T-02	4	4	4	5	5	5	5	5
3	T-03	4	4	3	4	3	4	5	4
4	T-04	4	3	4	5	4	4	5	4
5	T-05	5	5	5	5	4	5	5	4
6	T-06	4	4	4	5	2	4	5	4
7	T-07	4	2	3	5	3	5	5	5
8	T-08	4	4	5	4	4	4	5	5
9	T-09	4	5	4	4	3	3	4	4
10	T-10	4	4	3	4	3	4	5	4
11	T-11	3	4	4	4	3	4	4	4
12	T-12	2	2	4	4	2	3	2	4
13	T-13	4	3	3	5	2	4	4	4
14	T-14	4	4	4	4	4	4	5	5
15	T-15	2	3	4	4	2	3	4	5
16	T-16	3	5	5	5	2	2	5	2
17	T-17	3	4	3	3	2	3	4	4
18	T-18	4	2	4	5	4	5	3	5
19	T-19	4	4	4	5	3	5	5	5
20	T-20	4	4	4	5	3	3	4	5
21	T-21	3	4	5	5	3	3	5	5
22	T-22	4	4	4	5	4	4	4	5
23	T-23	4	4	4	4	5	4	4	3
24	T-24	2	4	4	5	3	4	4	5
25	T-25	2	4	2	4	2	2	4	2
26	T-26	4	4	3	5	3	4	5	4
27	T-27	2	3	3	4	2	3	4	5
28	T-28	2	2	4	5	2	3	2	4
Item Validity	$\sum X$	97	104	108	127	84	105	121	120
	R	0,706	0,258	0,448	0,488	0,546	0,709	0,583	0,639
	$r_{table}$	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374
	Criteria	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid
	$\sum X^2$	357	408	432	585	276	413	543	534
Item Reliability	$(\sum X)^2$	9409	10816	11664	16129	7056	11025	14641	14400
	$(\sum X)^2 / n$	313,63	360,53	388,8	537,63	235,2	367,5	488	480
	$\sum X^2 - \frac{(\sum X)^2}{n}$	43,367	47,467	43,200	47,367	40,8	45,5	54,967	54
	$\sigma^2$	1,446	1,582	1,440	1,579	1,360	1,517	1,832	1,800

No	Code	Item Number							
		9	10	11	12	13	14	15	16
1	T-01	5	5	5	5	3	5	1	5
2	T-02	5	4	4	4	4	4	3	5
3	T-03	4	3	4	4	4	4	3	5
4	T-04	5	4	4	4	4	4	5	5
5	T-05	5	4	5	4	4	4	5	5
6	T-06	5	4	4	4	2	4	2	4
7	T-07	5	3	3	4	4	4	3	4
8	T-08	5	4	4	4	4	4	4	5
9	T-09	4	4	3	4	4	3	2	4
10	T-10	4	4	4	4	4	3	3	5
11	T-11	4	4	3	2	3	4	3	4
12	T-12	4	3	4	2	2	4	2	4
13	T-13	5	3	4	4	4	4	4	5
14	T-14	5	4	4	4	5	5	3	5
15	T-15	4	3	3	4	2	3	3	4
16	T-16	5	2	2	2	3	4	3	5
17	T-17	4	4	4	4	3	4	4	3
18	T-18	4	3	3	3	4	4	4	5
19	T-19	5	4	4	4	4	4	4	5
20	T-20	5	4	4	4	4	5	3	5
21	T-21	5	3	3	4	3	5	3	4
22	T-22	5	4	4	2	4	4	2	4
23	T-23	4	2	3	3	3	2	2	4
24	T-24	5	5	4	4	3	5	4	5
25	T-25	2	3	3	3	4	4	4	4
26	T-26	4	4	4	4	4	4	4	4
27	T-27	4	3	3	4	2	3	3	4
28	T-28	5	4	4	4	4	4	2	4
Item Validity	$\sum X$	126	101	103	102	98	111	88	125
	r	0,614	0,479	0,517	0,448	0,408	0,422	0,275	0,594
	$r_{table}$	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374
	Criteria	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid
Item Reliability	$\sum X^2$	580	379	391	388	360	453	302	567
	$(\sum X)^2$	15876	10201	10609	10404	9604	12321	7744	15625
	$(\sum X)^2/n$	529,2	340,03	353,63	346,8	320,13	410,7	258,13	520,83
	$\sum X^2 - \frac{(\sum X)^2}{n}$	50,800	38,967	37,367	41,200	39,867	42,300	43,867	46,167
	$\sigma^2$	1,693	1,299	1,246	1,373	1,329	1,410	1,462	1,539

No	Code	Item Number							
		17	18	19	20	21	22	23	24
1	T-01	5	5	5	5	5	5	5	5
2	T-02	5	4	5	4	4	4	4	4
3	T-03	5	5	4	4	5	5	5	5
4	T-04	5	5	4	3	5	5	5	3
5	T-05	5	5	5	4	2	5	5	4
6	T-06	5	4	4	3	4	5	4	3
7	T-07	4	5	4	3	4	5	5	4
8	T-08	5	5	5	5	5	5	5	5
9	T-09	4	4	4	4	4	4	4	4
10	T-10	4	5	3	3	3	5	4	4
11	T-11	4	3	4	4	5	5	5	2
12	T-12	4	2	2	4	4	4	4	4
13	T-13	4	4	4	4	4	4	3	4
14	T-14	5	5	5	4	4	4	4	4
15	T-15	5	4	4	4	3	4	5	4
16	T-16	4	4	4	4	3	5	5	5
17	T-17	3	3	3	4	4	4	4	3
18	T-18	4	5	5	5	5	5	4	3
19	T-19	5	5	5	4	5	5	5	4
20	T-20	5	4	4	4	5	5	5	4
21	T-21	5	5	4	3	5	5	4	4
22	T-22	4	4	4	5	5	5	5	3
23	T-23	4	4	4	4	4	4	4	4
24	T-24	2	4	4	4	5	5	5	5
25	T-25	4	4	4	2	4	4	2	2
26	T-26	5	5	5	5	4	4	4	4
27	T-27	5	4	4	4	4	4	5	4
28	T-28	4	2	4	4	2	2	4	4
Item Validity	$\sum X$	123	118	116	110	116	126	123	108
	R	0,412	0,727	0,652	0,384	0,411	0,584	0,481	0,324
	$r_{table}$	0,374	0,374	0,374	0,374	0,374	0,374	0,374	0,374
	Criteria	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid
Item Reliability	$\sum X^2$	555	518	494	446	502	580	555	434
	$(\sum X)^2$	15129	13924	13456	12100	13456	15876	15129	11664
	$(\sum X)^2/n$	504,300	464,133	448,533	403,333	448,533	529,200	504,300	388,80
	$\sum X^2 - \frac{(\sum X)^2}{n}$	50,700	53,867	45,467	42,667	53,467	50,800	50,700	45,200
	$\sigma^2$	1,690	1,796	1,516	1,422	1,782	1,693	1,690	1,507

No	Code	Item Number							
		25	26	27	28	29	30		
1	T-01	5	3	3	2	5	5	132	17424
2	T-02	4	4	3	3	4	5	127	16129
3	T-03	4	3	3	3	2	2	117	13689
4	T-04	5	3	3	3	4	5	126	15876
5	T-05	5	4	3	3	5	4	133	17689
6	T-06	5	2	2	1	4	5	112	12544
7	T-07	4	4	4	3	4	5	120	14400
8	T-08	5	4	3	3	4	5	133	17689
9	T-09	4	3	2	1	3	4	108	11664
10	T-10	4	3	3	3	3	4	113	12769
11	T-11	3	2	3	2	3	4	106	11236
12	T-12	4	4	2	4	4	2	96	9216
13	T-13	4	3	2	3	3	4	112	12544
14	T-14	4	3	3	3	2	2	121	14641
15	T-15	4	3	2	3	3	4	105	11025
16	T-16	3	1	1	1	2	4	101	10201
17	T-17	3	3	3	4	3	3	103	10609
18	T-18	4	4	5	4	4	5	124	15376
19	T-19	4	4	3	3	4	4	129	16641
20	T-20	4	5	3	3	4	4	125	15625
21	T-21	4	5	4	3	5	4	123	15129
22	T-22	4	3	4	4	5	4	122	14884
23	T-23	3	2	2	2	4	4	104	10816
24	T-24	5	3	2	2	3	5	120	14400
25	T-25	2	2	2	2	2	4	89	7921
26	T-26	4	3	3	4	3	5	122	14884
27	T-27	4	3	2	3	3	4	105	11025
28	T-28	2	2	4	2	2	2	95	9025
Item Validity	$\sum X$	110	88	79	77	97	112	3223	375071
	r	0,757	0,613	0,456	0,288	0,616	0,476		
	$r_{table}$	0,374	0,374	0,374	0,374	0,374	0,374		
	Criteria	Valid	Valid	Valid	Invalid	Valid	Valid		
	$\sum X^2$	450	300	243	233	361	474		
Item Reliability	$(\sum X)^2$	12100	7744	6241	5929	9409	12544		
	$(\sum X)^2/n$	403,333	258,133	208,033	197,633	313,633	418,133		
	$\sum X^2 - \frac{(\sum X)^2}{n}$	46,667	41,867	34,967	35,367	47,367	55,867		
	$\sigma^2$	1,556	1,396	1,166	1,179	1,579	1,862	$\sum \sigma^2$	45,739

## Appendix 5

### The Names of the Subject of Study

No	Name	Code
1	AGUSTIA ANGGRIYANI	S-01
2	ALFIATUR ROHMANIYAH Z	S-02
3	AMANIA PRATIWI	S-03
4	ANINDA KUSUMA SARI	S-04
5	ANTA NURUN FAUQONUR	S-05
6	ANUGRAH SAMUDRA RIZQI SETYA P	S-06
7	AULIA CAHYA BESTARI	S-07
8	AYU FEBRI LISTARI	S-08
9	AYU SHANTANIA	S-09
10	DEA AYU FITRIA NINGRUM	S-10
11	DEVI SASTIKA PERTIWI	S-11
12	DINDA RISTY ISTIQOMAH	S-12
13	ELZA WIDA NAMIRA	S-13
14	ERIC MANDALICO	S-14
15	ESTU SABILLA NINGTYAS	S-15
16	FAUZAN HANIF IMANUDDIN	S-16
17	FITRI RESTIANTI	S-17
18	FITRIE RAHMAWATI	S-18
19	HARDISNA EGA R.A	S-19
20	MEGA DINI KRISTIANINGSIH	S-20
21	MEGA HEMAMLINI FOURNIA GANGGA	S-21
22	MITHA PURNATAMI	S-22
23	NEBELA FAJAR ISLAMI	S-23
24	NUR IMANIA	S-24
25	NURMA YUSYFA	S-25
26	OCTAVIEN ANLYTA SHEREN RAWUNG	S-26
27	REJEKI AGUSTIN	S-27
28	RIZKY PUTRI RAMADHANI	S-28
29	RR. AYU RIZKY INTAN PERMATASARI	S-29
30	SHINTIA AYU AGUSTIN	S-30
31	VINOLIA SEPTI ANGGRAENI	S-31
32	WALDA NI'MATU ROMADHONA	S-32
33	WAVILIA AGNES TRESMIATI	S-33
34	WIT NUR ROKHMAH	S-34
35	YESSI RINNAWATI SUDARSONO	S-35
36	YESSICA VIDESIA	S-36

## Appendix 6

### Instrument of Pre-Test and Post-Test

Mata Pelajaran	: Bahasa Inggris
Sekolah	: SMK Negeri 9 Semarang
Kelas	: X (Sepuluh)
Topik	: Irregular past form
Jumlah Soal	: 33 soal
Waktu	: 40 menit

#### Petunjuk Umum

1. Tulislah terlebih dahulu nama, kelas dan nomor pada lembar jawaban yang telah disediakan.
2. Perhatikan petunjuk sebelum mengerjakan soal.
3. Periksa dan bacalah soal sebelum menjawab soal.
4. Dahulukan menjawab soal-soal yang dianggap mudah.
5. Tulislah jawaban pada lembar jawaban yang telah disediakan.
6. Periksa pekerjaan sebelum dikumpulkan.

#### **Put the verbs in brackets into the correct past form.**

##### *Text 1*

I remember when I went on holiday abroad for the first time. I just

1)..... (leave) school. I studied very hard for my final exams and I

2)..... (feel) that I needed a holiday. A friend of mind wanted to come as well so we looked at some brochures from the travel agents. We

3)..... (read) for about an hour when my friend 4)..... (find) the perfect holiday – two weeks in Hawaii. We were very excited about it. Finally the day of our holiday arrived. We just left the house when the phone

5)..... (ring). I 6)..... (run) back into the house, but the phone stopped by the time I reached it. When we arrived at the airport we

7)..... (sit) in the cafeteria. The airline just 8)..... (make) an

announcement. Our flight was delayed for eight hours. We 9)..... (wake up) very early and rushed to the airport, all for nothing.

(Taken from *English grammar book 'Round Up'*)

### *Text 2*

I am used to travelling by air but only on one occasion I was frightened. After taking off, we 10)..... (fly) low over the city. It slowly went high to the sky.

But suddenly it turned round and (fly) back to the airport. An air hostess 11)..... (tell) us to keep calm and to get off the plane quietly as soon as it landed. After we landed, the police searched the plane carefully. Everybody on board was worried and we 12)..... (grow) curious about what was happening.

Later we 13)..... (learn) that there was a very important person on board. Earlier somebody (tell) the police that there was a bomb on the plane. Fortunately, they didn't find a bomb and five hours later we were able to take off again.

(Taken from *mmursyidpw.com*)

### *Text 3*

It was my grandpa's birthday party last Sunday. On Friday, my sister and I went shopping at the mall. We 14)..... (buy) a nice t-shirt. Then, we wrapped it in a green wrapping paper. Green is my grandpa's favorite color.

On Saturday morning, my brother, my sister and I (make) a birthday cake in the kitchen. It was a big beautiful cake. I wrote *Happy Birthday* on it. After that, we put some chocolate and a candle at the top of it.

On Sunday evening my uncle and aunt 15)..... (come) to my house. They 16)..... (bring) several bottles of soft drink and flowers for grandpa. We sat together in the living room. My dad said a prayer. Then we 17)..... (sing) "happy birthday" and my grandpa blew out the candle. He 18)..... (cut) the cake into small pieces and 19)..... (give) piece to everybody in that room. He opened the present and he was very happy with the shirt. Finally, my grandpa (tell) us some stories about my grandpa.

(Taken from *mmursyidpw.com*)

#### *Text 4*

Last October we 20)..... (swim) in the lagoon, out where the old freighter had sunk. We 21)..... (ride) our bikes to the park and Bobby 22)..... (lead) us to Bristle Cove where we 23)..... (dive) off the rocks into the cold water. It was late in the season, but the water had not frozen, and we 24)..... (wear) wetsuits.

(Taken from *grammar.ccc.commnet.edu*)

#### *Text 5*

One day the hare and the tortoise decided to have a race. The hare 25)..... (know) that he could run faster than the tortoise. But the tortoise was more intelligent than the hare. 'Yes, I'll race you,' 26).....



(say) the clever tortoise. The tortoise had a clever plan. He (find) his brothers and sisters and he (tell) them to wait in different places along the path of the race. So they all 27)..... (hide) behind the trees along the path. The race began! The tortoise (run) as fast as possible. But the hare was faster, of course. 'This will be a very easy race', 28)..... (think) the hare. So the hare decided to have a rest, and he quickly 29)..... (fall) asleep at the side of the road. Suddenly, the hare (wake up) and he 30)..... (see) a tortoise ahead of him! 'How did he get ahead of me?' the hare asked himself. In fact, it was not his friend the tortoise: it was the tortoise's sister. But to a hare, all tortoises look the same. The hare (run) past the tortoise easily. Soon, he could not see the tortoise, so he (sit) down and he had another rest. Then the hare 31)..... (get up) and continued the race. But - as the hare happily (come) around the last corner before the finish line - his friend the tortoise crossed the line and 32)..... (win) the race!

(Taken from *tolearnenglish.com*)

#### *Text 6*

Juan lied on the couch and his sister (sit) on the floor nearby. Gordo, their hairy dog, shook himself violently and Juan 33)..... (rise) from the couch. "I throw the frisbee to this mutt all morning," he (say). "And we (run) around the park twice, and he still wants to play."

(Taken from *grammar.ccc.commnet.edu*)

**Appendix 7****Answer Key of Pre-Test and Post-Test**

1. left	12. grew	23. dove
2. felt	13. learnt	24. wore
3. read	14. bought	25. knew
4. found	15. came	26. said
5. rang	16. brought	27. hid
6. ran	17. sang	28. thought
7. sat	18. cut	29. fell
8. made	19. gave	30. saw
9. woke up	20. swam	31. got up
10. flew	21. rode	32. won
11. told	22. led	33. rose

## Appendix 8

### Lesson Plan of Cycle 1

School Identity	: SMK N 9 Semarang
Subject	: English
Class/ Semester	: X/ 2
Time Allotment	: 2 x 45 minutes

#### I. Core Competence

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

#### II. Basic Competence

3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks *recount* sederhana tentang pengalaman/kejadian/peristiwa, sesuai dengan konteks penggunaannya.

#### III. Indicators

1. Students are able to mention irregular past form in a recount text.
2. Students are able to change the irregular verb from present form into past form.
3. Students are able to show good character of respect, politeness, and cooperation in a group.

#### IV. Learning Objectives

In the end of the study, 75% of all the students are able to:

1. mention irregular past form in a recount text.
2. change the irregular verb from present form into past form.
3. show good character of respect, politeness, and cooperation in a group.

## V. Characters Education

1. Cooperation
2. Active Participation
3. Handiness
4. Respect

## VI. Learning Activities

Activities	Steps in learning activities	Time
<b>Opening</b>	<ol style="list-style-type: none"> <li>a. Pray together</li> <li>b. Students respond the greeting from the teacher.</li> <li>c. Students respond the question given by the teacher about the presence.</li> <li>d. Students are given the information about competency that will be achieved.</li> <li>e. Teacher gives open questions to stimulate students.</li> </ol>	5'

### Main activity

Teacher's Activities	Students' Activities	Time
<b>Observing</b>		
1. Teacher distributes the text	1. Students read the text and identify the irregular past form that is used in the text.	10'

Questioning		
1. Teacher motivates the students to ask about irregular past form.	1. By the teacher's direction, students are motivated to ask about irregular past form.	5'
2. Teacher answers and explains the question by the student about irregular past form.	2. Student asks about irregular past form.	
Experimenting		
1. Teacher asks students to change the irregular verb from past form into present form which is found in the text.	1. Students do the teacher's instruction to change the irregular verb from past form into present form which is found in the text. Students can open their dictionary if necessary.	15'
2. Teacher guides students to do pair correction.	2. Students do pair correction.	
3. Teacher observes students' activities.		
Associating		
1. Teacher guides students to make a group of six.	1. Students make a group of six.	55'
2. Teacher prepares the powerpoint and the crossword puzzle poster.	2. Each student in a group get a number.	
3. Teacher distributes the number from 1 till 6 in each group.	3. Students play numbered heads together technique answering the questions in the powerpoint slide show.	

4. Teacher observes students' activities.		
<b>Communicating</b>		
1. Teacher asks the students to come in front of class to write the answer in the crossword puzzle.	1. The selected student comes forward to write the answer in the crossword puzzle.	

Activities	Steps in learning activities	Time
<b>Closing</b>	a. Students are asked if they have some problems and difficulties in the lesson. b. Students are evaluated generally to know the students' competence or the students' ability of the material. c. Students tell what they have learned and conclusion of the material d. Students are given some positive reinforcements based on today's work e. Students answer teacher's greeting	5'

## VII. Teaching Method

1. Lecturing
2. Cooperative learning (Numbered heads together)
3. Questions and answers

## VIII. Learning Material

1. Explanation about past tense.
2. Explanation about the example of the text that is used past tense as the language feature.
3. Explanation about irregular past form.

Past tense is the simple past indicates that an activity or situation began and ended at particular time in the past (Azar : 1989:24). The example of text that using past tense as the language features is narrative and recount text.

According to Djuharie (2004:44) simple past tense has the following pattern:

- (1) Positive

S + V2 + O
------------

To express a state/situation, we used 'was/were'

- (2) Negative

S + did + not + V1 + O
------------------------

- (3) Interrogative

Did + S + V1 + O?
-------------------

Here are the use of simple past tense:

- 1) The past activity, event, or action which happened one after the other.
- 2) Past habit or the situation happened in the past continually.
- 3) Action which happened at a definite past time although the time is not mentioned. The activity or event that happened in the past and there is no connection with present activity.

Simple past tense has two categories of verbs. They are regular verbs and irregular verbs.

- a. Regular Verbs

We need to add “-d” or “-ed” in making past tense using regular verbs. Here are the example of regular verb.

Present Tense	Past Tense
add	added
count	counted
group	grouped
study	studied
accept	accepted
help	helped
produce	produced
move	moved
describe	described
attend	attended

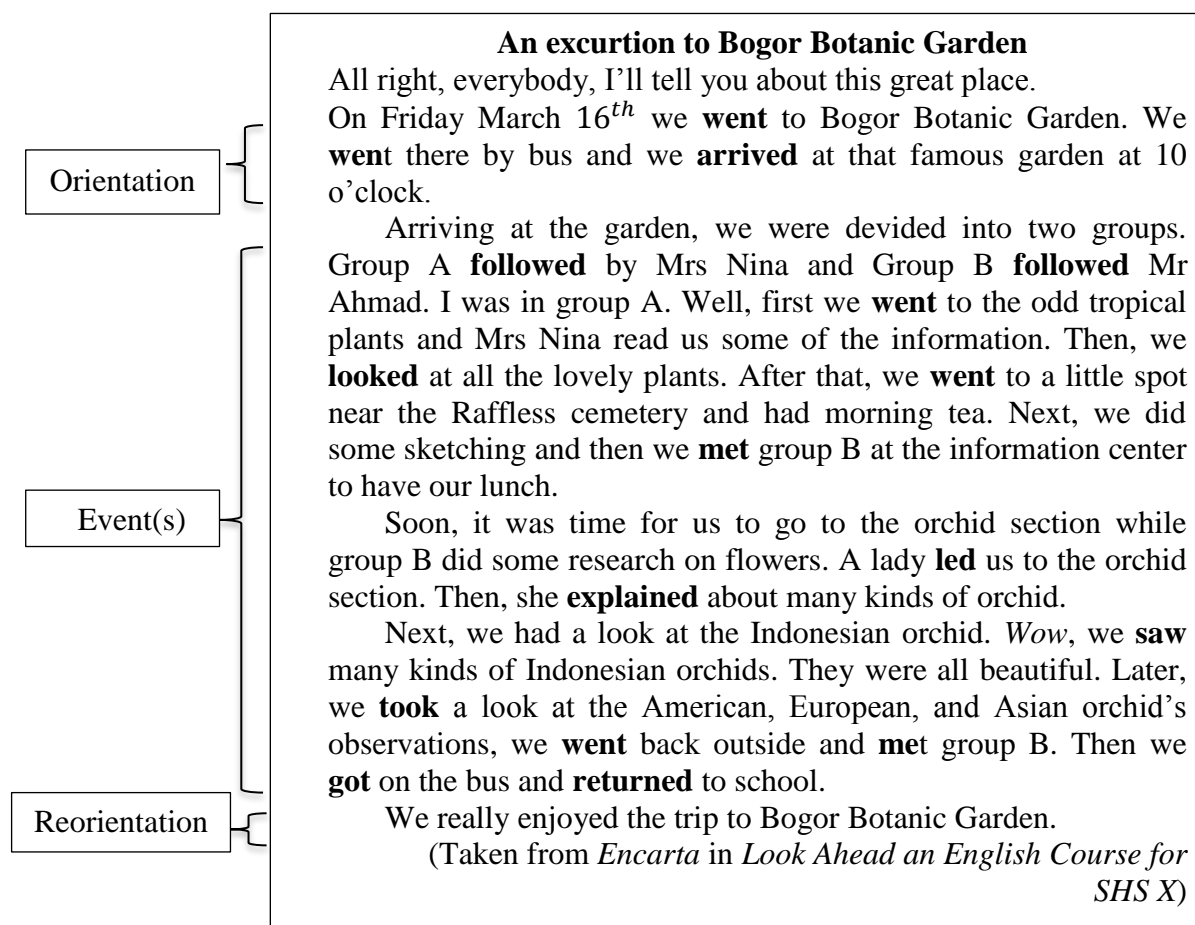
b. Irregular Verbs

Irregular verb is a verb which does not take the “d” or “ed” ending. The rules of changing of irregular verbs in their different forms are inconsistent. So, it will be difficult to predict. Here are some examples of irregular past tense forms.

Present Tense	Past Tense
find	Found
sell	sold
make	made
rise	rose
write	wrote
buy	bought
deal	dealt
spend	spent
choose	chose
become	became



The example of recount text



## IX. Learning Media and Sources

1. Crossword puzzle
  2. Laptop, LCD
  3. Power point slides
  4. Internet
  5. Relevant handout
- Shobirin, Maas. 2008. *Cara Mudah Belajar Basic English Grammar*. Jakarta: Tangga pustaka
  - Azar, Betty. S. (1989). *Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents.
  - Djuharie, Setiawan. 2004. *Communicative and Interactive English for the First Grade of Senior High School*. Bandung: Yrama Widya.

## X. Assessment

1. Observing students' attitudes during the learning process

*Table 3.4* Field Notes during the Treatment

No.	Questions	Scale				Comment
		1	2	3	4	
	<b>Students' Participation</b>					
1.	How was the students' attention to the lesson?					
2.	How was the students' participation during the lesson?					
3.	How was the students cooperation in a group?					
	<b>Students' Attitude</b>					
1.	How was the students' response toward the teacher's instruction?					
2.	How was the students' interest during the lesson?					

### Scale for class participation

- 1 = 0%-25% of the students participate in the class from the beginning to the end.
- 2 = 26%-50% of the students participate in the class from the beginning to the end.
- 3 = 51%-75% of the students participate in the class from the beginning to the end.
- 4 = 76%-100% of the students participate in the class from the beginning to the end.

**Scale for students' attitude**

- 1 = 0%-25% of the students are enthusiastic in the class from the beginning to the end.
- 2 = 26%-50% of the students are enthusiastic in the class from the beginning to the end
- 3 = 51%-75% of the students are enthusiastic in the class from the beginning to the end.
- 4 = 76%-100% of the students are enthusiastic in the class from the beginning to the end.

**2. Assessment of the test****Rubric of Assessment**

Score	Indicator
1	Correct irregular past tense form
0	Incorrect irregular past tense form

$$\text{Student's score} = \frac{\text{correct items}}{\text{total items}} \times 100$$

**XI. Instrument**

Text for observing.

Read the following text and find the verbs, then categorize into regular and irregular verb.

<div style="border: 1px solid black; padding: 2px; width: fit-content;">Orientation</div>	<div style="font-size: 2em;">{</div>	<p style="text-align: center;"><b>An excursion to Bogor Botanic Garden</b></p> <p>All right, everybody, I'll tell you about this great place.</p> <p>On Friday March 16<sup>th</sup> we went to Bogor Botanic Garden. We went there by bus and we arrived at that famous garden at 10 o'clock.</p>
<div style="border: 1px solid black; padding: 2px; width: fit-content;">Event(s)</div>	<div style="font-size: 2em;">{</div>	<p>Arriving at the garden, we were divided into two groups. Group A followed by Mrs Nina and Group B followed Mr Ahmad. I was in group A. Well, first we went to the odd tropical plants and Mrs Nina read us some of the information. Then, we looked at all the lovely plants. After that, we went to a little spot near the Raffless cemetery and had morning tea. Next, we did some sketching and then we met group B at the information center to have our lunch.</p> <p>Soon, it was time for us to go to the orchid section while group B did some research on flowers. A lady led us to the orchid section. Then, she explained about many kinds of orchid.</p> <p>Next, we had a look at the Indonesian orchid. <i>Wow</i>, we saw many kinds of Indonesian orchids. They were all beautiful. Later, we took a look at the American, European, and Asian orchid's observations, we went back outside and met group B. Then we got on the bus and returned to school.</p>
<div style="border: 1px solid black; padding: 2px; width: fit-content;">Reorientation</div>	<div style="font-size: 2em;">{</div>	<p>We really enjoyed the trip to Bogor Botanic Garden.</p> <p style="text-align: right;">(Taken from <i>Encarta</i> in <i>Look Ahead an English Course for SHS X</i>)</p>

Regular		Irregular	
Present form	Past form	Present form	Past form

## **Appendix 9**

### **Lesson Plan Cycle 2**

School Identity	: SMK N 9 Semarang
Subject	: English
Class/ Semester	: X/ 2
Time Allotment	: 2 x 45 minutes

#### **I. Core Competence**

Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

#### **II. Basic Competence**

3.10 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.

#### **III. Indicators**

1. Students are able to mention irregular past form in a narrative text.
2. Students are able to change the irregular verb from present form into past form.
3. Students are able to show good character of respect, politeness, and cooperation in a group.

#### **IV. Learning Objectives**

In the end of the study, 75% of all the students are able to:

1. mention irregular past form in a narrative text.

2. change the irregular verb from present form into past form.
3. show good character of respect, politeness, and cooperation in a group.

## V. Characters Education

1. Cooperation
2. Active Participation
3. Handiness
4. Respect

## VI. Learning Activities

Activities	Steps in learning activities	Time
<b>Opening</b>	a. Pray together b. Students respond the greeting from the teacher. c. Students respond the question given by the teacher about the presence. d. Students are given the information about competency that will be achieved. e. Teacher gives open questions to stimulate students.	5'

### Main activity

Teacher's Activities	Students' Activities	Time
<b>Observing</b>		
1. Teacher distributes the text	1. Students read the text and identify the irregular past form that is used in the text.	10'

<b>Questioning</b>		
2. Teacher motivates the students to ask about irregular past form.  3. Teacher answers and explains the question by the student about irregular past form.	2. By the teacher’s direction, students are motivated to ask about irregular past form.  3. Student asks about irregular past form.	5’
<b>Experimenting</b>		
1. Teacher asks students to change the irregular verb from past form into present form which is found in the text.	1. Students do the teacher’s instruction to change the irregular verb from past form into present form which is found in the text. Students can open their dictionary if necessary.	15’
2. Teacher guides students to do pair correction.	2. Students do pair correction.	
3. Teacher observes students’ activities.		
<b>Associating</b>		
1. Teacher guides students to make a group of six.  2. Teacher prepares the powerpoint and the crossword puzzle poster.  3. Teacher distributes the number from 1 till 6 in each group.	1. Students make a group of six.  2. Each student in a group get a number.  3. Students play numbered heads together technique answering the questions in the powerpoint slide	55’

	show.	
4. Teacher observes students' activities.		
<b>Communicating</b>		
1. Teacher asks the students to come in front of class to write the answer in the crossword puzzle.	1. The selected student comes forward to write the answer in the crossword puzzle.	

Activities	Steps in learning activities	Time
<b>Closing</b>	a. Students are asked if they have some problems and difficulties in the lesson. b. Students are evaluated generally to know the students' competence or the students' ability of the material. c. Students tell what they have learned and conclusion of the material d. Students are given some positive reinforcements based on today's work e. Students answer teacher's greeting	5'

## VII. Teaching Method

1. Lecturing
2. Cooperative learning (Numbered heads together)
3. Questions and answers

## VIII. Learning Material

1. Explanation about past tense.
2. Explanation about the example of the text that is used past tense as the language feature.
3. Explanation about irregular past form.



Past tense is the simple past indicates that an activity or situation began and ended at particular time in the past (Azar : 1989:24). The example of text that using past tense as the language features is narrative and recount text.

According to Djuharie (2004:44) simple past tense has the following pattern:

- (1) Positive

S + V2 + O
------------

To express a state/situation, we used 'was/were'

- (2) Negative

S + did + not + V1 + O
------------------------

- (3) Interrogative

Did + S + V1 + O?
-------------------

Here are the use of simple past tense:

- 1) The past activity, event, or action which happened one after the other.
- 2) Past habit or the situation happened in the past continually.
- 3) Action which happened at a definite past time although the time is not mentioned. The activity or event that happened in the past and there is no connection with present activity.

Simple past tense has two categories of verbs. They are regular verbs and irregular verbs.

c. Regular Verbs

We need to add “-d” or “-ed” in making past tense using regular verbs. Here are the example of regular verb.

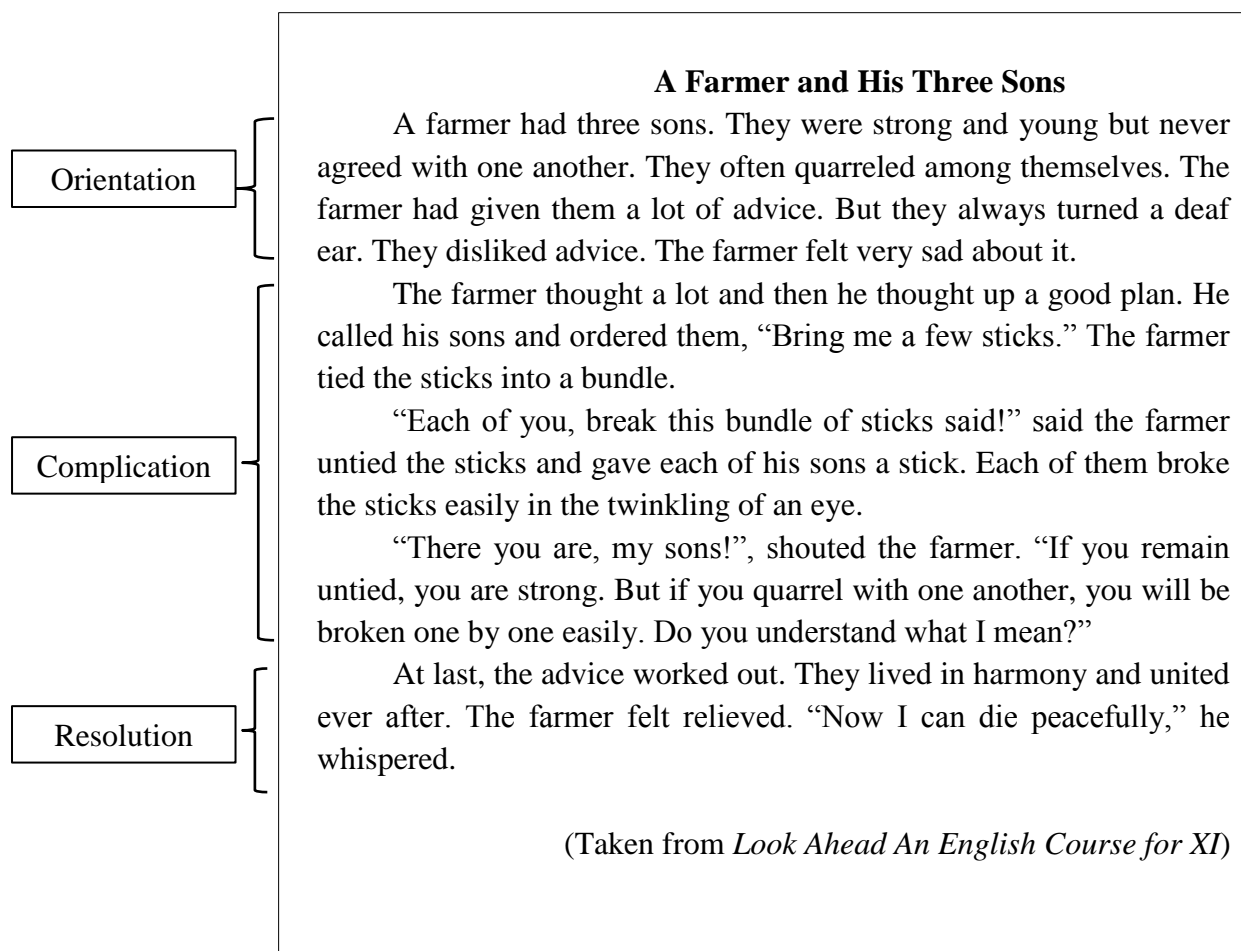
Present Tense	Past Tense
add	added
count	counted
group	grouped
study	studied
accept	accepted
help	helped
produce	produced
move	moved
describe	described
attend	attended

#### d. Irregular Verbs

Irregular verb is a verb which does not take the “d” or “ed” ending. The rules of changing of irregular verbs in their different forms are inconsistent. So, it will be difficult to predict. Here are some examples of irregular past tense forms.

Present Tense	Past Tense
find	found
sell	sold
make	made
rise	rose
write	wrote
buy	bought
deal	dealt
spend	spent
choose	chose
become	became

The example of narrative text



## IX. Learning Media and Sources

1. Crossword puzzle
  2. Laptop, LCD
  3. Power point slides
  4. Internet
  5. Relevant handout
- Shobirin, Maas. 2008. *Cara Mudah Belajar Basic English Grammar*. Jakarta: Tangga pustaka
  - Azar, Betty. S. (1989). *Understanding and Using English Grammar*. New Jersey: Prentice Hall Regents.

- Djuharie, Setiawan. 2004. *Communicative and Interactive English for the First Grade of Senior High School*. Bandung: Yrama Widya.

## X. Assessment

1. Observing students' participation and attitudes during the learning process

No.	Questions	Scale				Comment
		1	2	3	4	
	Students' Participation					
1.	How was the students' attention to the lesson?					
2.	How was the students' participation during the lesson?					
3.	How was the students cooperation in a group?					
	Students' Attitude					
1.	How was the students' response toward the teacher's instruction?					
2.	How was the students' interest during the lesson?					

### Scale for class participation

- 1 = 0%-25% of the students participate in the class from the beginning to the end.
- 2 = 26%-50% of the students participate in the class from the beginning to the end.
- 3 = 51%-75% of the students participate in the class from the beginning to the end.
- 4 = 76%-100% of the students participate in the class from the beginning to the end.

**Scale for students' attitude**

- 1 = 0%-25% of the students are enthusiastic in the class from the beginning to the end.
- 2 = 26%-50% of the students are enthusiastic in the class from the beginning to the end
- 3 = 51%-75% of the students are enthusiastic in the class from the beginning to the end.
- 4 = 76%-100% of the students are enthusiastic in the class from the beginning to the end.

**2. Assessment of the test****Rubric of Assessment**

Score	Indicator
1	Correct irregular past tense form
0	Incorrect irregular past tense form

$$\text{Student's score} = \frac{\text{correct items}}{\text{total items}} \times 100$$

**XI. Instrument**

Text for observing.

Read the following text and find the verbs, then categorize into regular and irregular verb.

<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;">Orientation</div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;">Complication</div> <div style="border: 1px solid black; padding: 5px; width: fit-content;">Resolution</div>	<div style="margin-bottom: 10px;"> <p style="text-align: center;"><b>A Farmer and His Three Sons</b></p> <p>A farmer had three sons. They were strong and young but never agreed with one another. They often quarreled among themselves. The farmer had given them a lot of advice. But they always turned a deaf ear. They disliked advice. The farmer felt very sad about it.</p> </div> <div style="margin-bottom: 10px;"> <p>The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, “Bring me a few sticks.” The farmer tied the sticks into a bundle.</p> <p>“Each of you, break this bundle of sticks said!” said the farmer untied the sticks and gave each of his sons a stick. Each of them broke the sticks easily in the twinkling of an eye.</p> </div> <div> <p>“There you are, my sons!”, shouted the farmer. “If you remain untied, you are strong. But if you quarrel with one another, you will be broken one by one easily. Do you understand what I mean?”</p> <p>At last, the advice worked out. They lived in harmony and united ever after. The farmer felt relieved. “Now I can die peacefully,” he whispered.</p> </div>
---	--

(Taken from *Look Ahead An English Course for XI*)

Regular		Irregular	
Present form	Past form	Present form	Past form

## Appendix 10

### Instrument of Interval Test

1. My cousin ..... an actor in 2008. (became)
2. He ..... his mother a gift for her birthday. (bring)
3. Mrs. Brown ..... from London to Manchester last night. (drive)
4. Mozart ..... more than 600 pieces of music. (write)
5. It was warm, so I ..... off my coat. (take)

### Please Send Me a Card

Postcards always spoil my holidays. Last summer, I (6)..... (go) to Italy. I visited museums and (7)..... (sit) in public gardens. A friendly winter (8)..... (teach) me a few words of Italian. Then he (9)..... (lend) me a book. I (10)..... (read) a few lines, but I did not understand a word. Everyday I (11)..... (think) about postcards. My holidays passed quickly, but I did not send any cards to my friends. On the last day I (12)..... (make) a big decision. I (13)..... (get) up early and (14)..... (buy) thirty-seven cards. I (15)..... (spend) the whole day in my room, but I did not write a single card.

(Taken from *Practice and Progress*)

## **Appendix 11**

### **Answer Key of Interval Test**

1. become
2. brought
3. drove
4. wrote
5. took
6. went
7. sat
8. taught
9. lent
10. read
11. thought
12. made
13. got
14. bought
15. spent



## Appendix 12

### The Score Differences among Three Tests

No.	Students' Code	Pre-test	Interval Test	Post-test
1	S1	12.12	40.00	60.61
2	S2	30.30	53.33	66.67
3	S3	24.24	73.33	87.88
4	S4	69.70	86.67	90.91
5	S5	60.61	93.33	-
6	S6	60.61	66.67	78.79
7	S7	75.76	73.33	93.94
8	S8	81.82	93.33	96.97
9	S9	24.24	73.33	78.79
10	S10	36.36	66.67	75.76
11	S11	51.52	80.00	81.82
12	S12	60.61	66.67	81.82
13	S13	39.39	60.00	78.79
14	S14	33.33	60.00	75.76
15	S15	57.58	73.33	78.79
16	S16	48.48	73.33	84.85
17	S17	54.55	66.67	78.79
18	S18	75.76	80.00	96.97
19	S19	69.70	93.33	84.85
20	S20	45.45	66.67	87.88
21	S21	63.64	66.67	93.94
22	S22	27.27	66.67	75.76
23	S23	33.33	73.33	75.76
24	S24	54.55	73.33	78.79
25	S25	69.70	93.33	93.94
26	S26	63.64	86.67	87.88
27	S27	36.36	40.00	-
28	S28	42.42	66.67	75.76
29	S29	30.30	80.00	87.88
30	S30	84.85	80.00	93.94
31	S31	69.70	86.67	75.76
32	S32	39.39	86.67	90.91
33	S33	15.15	60.00	81.82
34	S34	60.61	86.67	90.91
35	S35	54.55	73.33	78.79
36	S36	75.76	80.00	-
	Total	1833.33	2640	2742.42
	Average	50.93	75.43	83.10

### Appendix 13

#### Observation Sheet Cycle 1

No.	Questions	Scale				Comment
		1	2	3	4	
	<b>Students' Participation</b>					
1.	How was the students' attention to the lesson?		√			Some students paid attention to the lesson.
2.	How was the students' participation during the lesson?		√			Some students actively joined the activities.
3.	How was the students cooperation in a group?			√		Many students actively showed the discussion during in a group
	<b>Students' Attitude</b>					
1.	How was the students' response toward the teacher's instruction?			√		Many students paid attention to the teacher instruction
2.	How was the students' interest during the lesson?			√		Many Students enthusiastically during the lesson

## Appendix 14

### Observation Sheet Cycle 2

No.	Questions	Scale				Comment
		1	2	3	4	
	Students' Participation					
1.	How was the students' attention to the lesson?				√	Almost all students paid attention to the lesson.
2.	How was the students' participation during the lesson?			√		Many students actively joined the activities.
3.	How was the students cooperation in a group?				√	Almost all students actively showed the discussion during in a group
	Students' Attitude					
1.	How was the students' response toward the teacher's instruction?				√	Almost all students paid attention to the teacher instruction
2.	How was the students' interest during the lesson?				√	Almost all students enthusiastically during the lesson

## Appendix 15

### Result of Initial Questionnaire

CODE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13
S1	3	2	4	2	3	4	3	4	3	3	3	4	4
S2	4	5	4	4	4	5	5	3	3	4	4	3	4
S3	4	3	4	3	4	4	4	4	3	4	4	4	5
S4	4	3	5	3	3	4	4	4	3	2	2	4	2
S5	5	4	5	3	4	5	5	4	5	4	4	4	4
S6	4	4	4	3	3	4	4	4	4	2	4	3	2
S7	4	2	5	3	4	5	4	4	3	3	3	3	4
S8	4	3	5	2	5	5	4	4	2	3	3	3	4
S9	3	4	4	3	4	4	4	4	3	3	4	4	4
S10	4	4	4	4	4	4	4	4	5	4	5	5	4
S11	3	3	4	2	3	4	4	5	3	4	3	5	4
S12	3	5	5	2	3	5	4	5	2	2	2	4	2
S13	2	4	4	2	3	4	4	4	3	4	3	2	4
S14	4	4	3	3	4	4	4	4	4	4	4	4	4
S15	4	2	4	2	4	4	4	4	4	4	4	2	4
S16	4	4	4	3	4	4	4	4	4	4	4	4	4
S17	3	2	5	2	3	5	5	5	2	2	1	5	1
S18	4	4	4	3	4	4	4	4	3	3	4	4	3
S19	3	5	5	3	4	5	3	4	3	4	3	3	3
S20	3	5	5	3	2	5	3	5	3	1	1	1	1
S21	4	4	5	4	5	5	4	5	4	4	4	4	4
S22	2	4	5	4	4	4	5	5	4	4	4	5	5
S23	4	5	4	3	4	5	5	5	3	4	4	4	4
S24	4	3	5	3	3	4	4	5	3	3	4	4	4
S25	3	4	5	2	5	5	3	4	3	4	3	4	3
S26	3	3	4	3	5	5	4	4	3	3	2	3	2
S27	2	3	4	3	2	5	4	5	2	3	2	5	4
S28	5	4	5	4	5	5	5	5	4	4	4	4	4
S29	3	3	4	3	4	4	4	4	4	3	4	4	4
S30	2	4	5	2	2	5	4	5	3	3	3	4	3
S31	3	5	5	5	5	5	4	5	5	4	4	4	5
S32	5	5	5	2	4	5	5	5	5	2	3	3	5
S33	4	4	5	4	5	5	4	5	4	4	4	4	4
S34	4	4	5	3	5	4	5	4	2	3	3	3	3
S35	3	4	4	3	4	4	4	3	3	4	4	4	4
S36	4	4	4	3	4	4	4	5	4	3	4	3	4

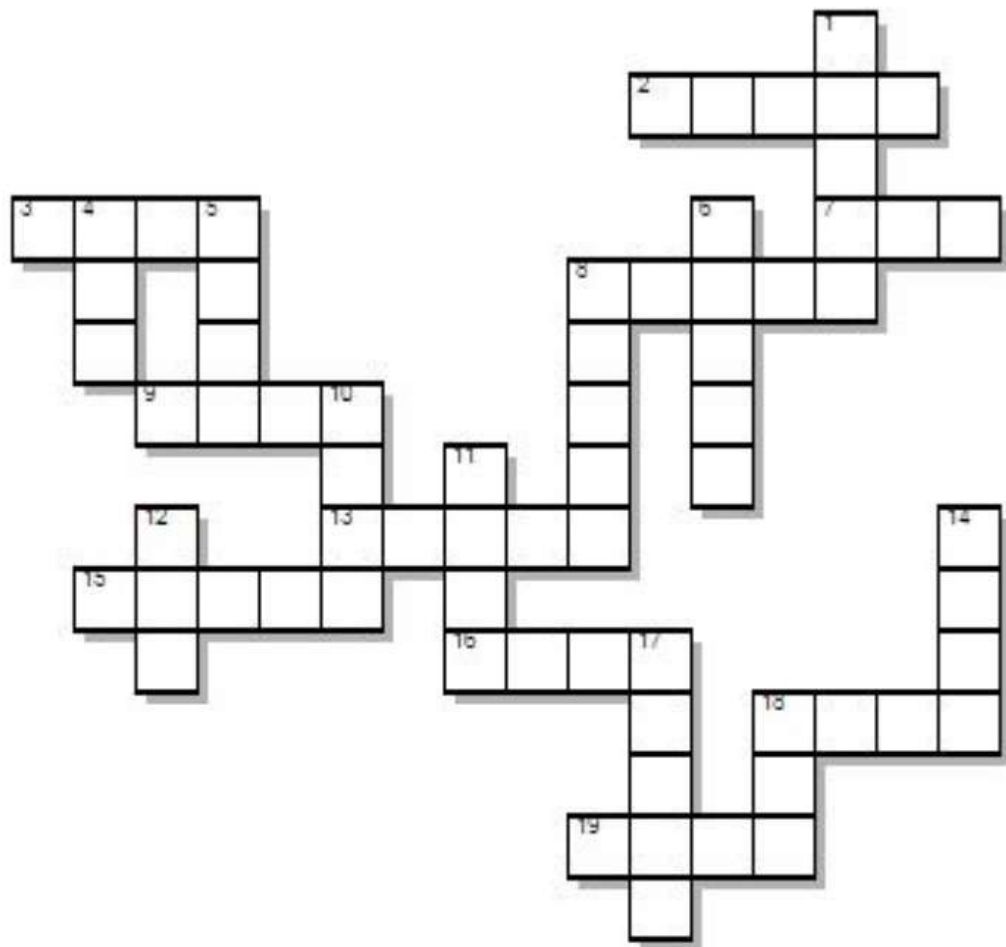
CODE	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26
S1	2	2	2	3	3	4	4	4	3	4	3	3	3
S2	4	4	4	4	3	5	5	5	4	4	1	4	4
S3	4	4	4	4	3	3	4	3	3	4	4	3	4
S4	4	3	4	4	3	5	4	5	4	3	3	3	4
S5	5	4	3	4	4	4	5	5	4	4	3	4	4
S6	4	4	3	4	4	2	4	4	4	3	3	3	4
S7	5	4	4	4	4	2	4	4	4	4	2	2	5
S8	4	4	5	5	4	5	5	5	4	3	3	4	3
S9	4	4	4	4	4	4	4	4	4	3	3	2	4
S10	4	4	4	4	4	5	5	5	5	4	4	4	4
S11	4	4	4	4	4	4	3	3	3	3	3	3	4
S12	4	4	4	4	4	5	5	5	4	4	4	3	5
S13	4	4	3	3	4	4	4	4	4	3	4	4	4
S14	3	4	4	4	3	4	4	4	4	3	3	4	4
S15	3	4	4	4	3	4	5	5	4	3	3	3	4
S16	4	4	4	4	4	4	4	5	4	4	4	3	3
S17	3	5	5	5	3	1	3	2	1	2	3	3	4
S18	4	4	4	4	3	3	5	3	4	4	3	3	4
S19	4	5	4	5	3	5	5	5	4	3	3	3	4
S20	2	1	1	3	3	5	5	5	4	1	1	1	3
S21	4	4	4	4	4	4	4	4	4	4	4	4	4
S22	4	4	4	4	4	5	5	5	4	4	5	5	4
S23	3	4	4	3	4	5	5	5	5	4	4	4	4
S24	5	5	5	4	5	4	4	4	4	3	3	4	4
S25	4	3	4	2	3	4	4	5	5	2	2	4	5
S26	4	3	2	3	3	5	5	5	3	3	3	4	5
S27	3	4	4	4	5	4	5	5	4	3	4	3	3
S28	4	5	5	4	4	5	5	5	5	4	4	4	4
S29	4	4	4	4	4	4	4	4	4	4	4	4	4
S30	3	5	4	3	3	5	5	4	4	2	3	3	2
S31	5	5	5	5	5	5	5	5	5	3	3	5	4
S32	4	5	5	5	3	5	5	5	4	5	5	2	5
S33	4	4	5	3	4	5	5	5	4	4	3	4	5
S34	4	5	4	5	3	5	5	4	4	3	3	5	2
S35	4	4	4	4	4	4	4	4	4	3	3	2	4
S36	4	4	4	4	4	4	4	4	3	4	3	4	4

## Result of Final Questionnaire

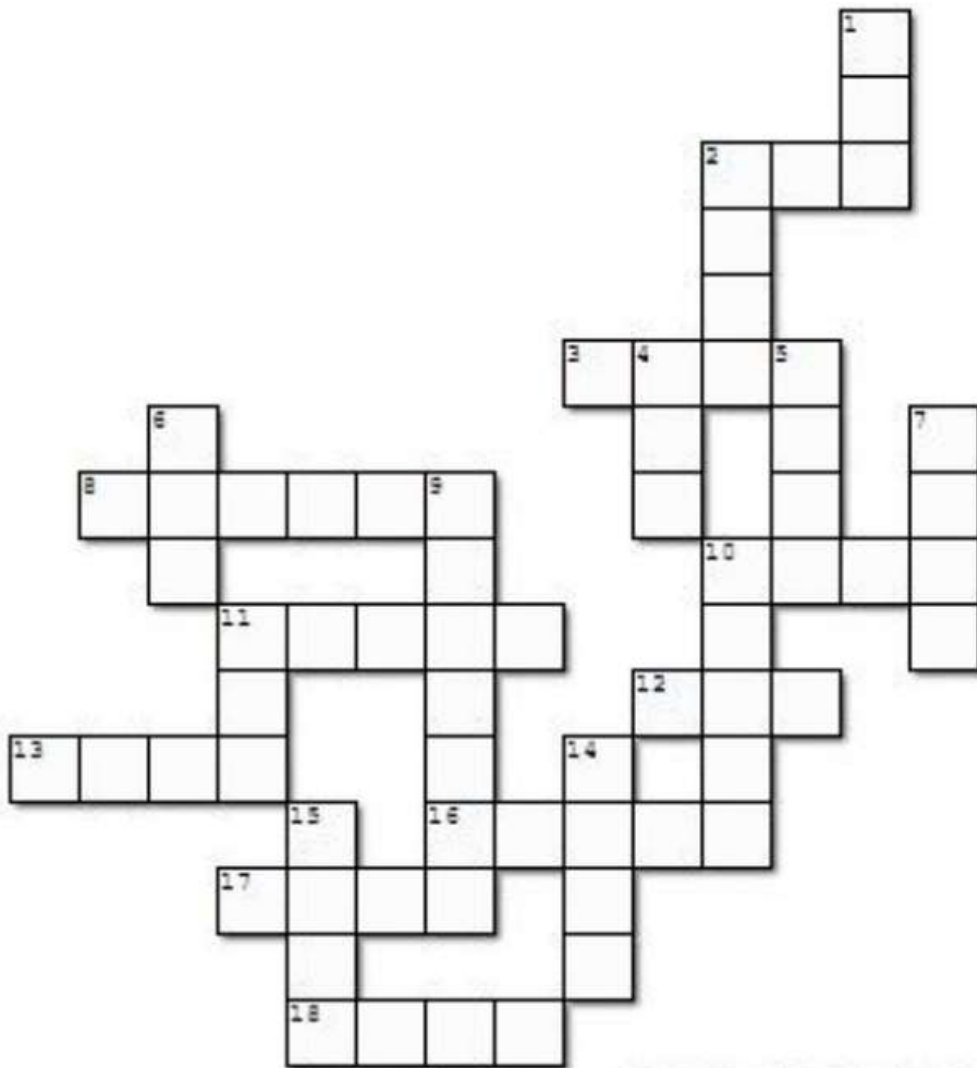
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## Appendix 17

### Crossword Puzzle of Cycle 1





**Appendix 18****Crossword Puzzle of Cycle 2**

## Appendix 19

### Research Documentation





## Appendix 20

### Official Letter



PEMERINTAH KOTA SEMARANG  
DINAS PENDIDIKAN  
SMK NEGERI 9 SEMARANG  
Jl. Peterongsari 2 ☎ (024) 8311535 Fax (024) 8311536  
e-mail: [smkn9semarang@yahoo.co.id](mailto:smkn9semarang@yahoo.co.id)  
Website: [smkn9semarang.sch.id](http://smkn9semarang.sch.id) Semarang 50242



ISO 9001 : 2008  
Cert. No. : ISO-09-37-12-110642

#### SURAT KETERANGAN

Nomor :074 /294/2015

Yang bertanda tangan di bawah ini :

Nama : **Dra. Siti Fadhillah, M.Pd**  
NIP : 19611021 198803 2 005  
Jabatan : Kepala SMK Negeri 9 Semarang

Menerangkan dengan sesungguhnya bahwa :

Nama : Tutik Lestari  
NIM : 2201411007  
Prodi : Bahasa Inggris UNNES

Yang bersangkutan benar-benar telah melaksanakan penelitian di SMK Negeri 9 Semarang sejak tanggal 12 Maret s/d 4 April 2015.

Demikian Surat Keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Semarang, 7 April 2015  
Kepala Sekolah  
  
**Dra. Siti Fadhillah, M. Pd**  
NIP. 19611021 198803 2 005