THE EFFECTIVENESS OF RANDOM SOUNDS GAME

IN TEACHING SIMPLE PAST TENSE

(An Experimental Study on the Tenth Grade Students of SMA N 1 Batang

in the Academic Year 2015/2016)

a final project

submitted in partial fulfillment of the requirements

for the degree of *SarjanaPendidikan*

in English

by

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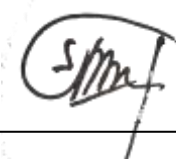   Drs. Suprapto, M.Hum.
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ii

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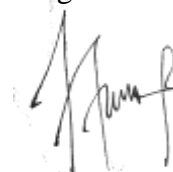
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Demikian, harap pernyataan ini di gunakan sebagaimana mestinya.

Semarang, September 2015

Yang membuat pernyataan

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iii

MOTTO AND DEDICATION

*"I'VE NEVER HAD ANY DOUBT THAT **YOU** CAN DO IT!"*

"JUST DO!"

This final project is dedicated to:

My beloved mother

My beloved father

My brother and sisters

All of my family

My best friends

ACKNOWLEDGEMENT

sisters (Alfiyati, Alistin, Tri Isnaeni), and my adorable nephews (Vario, Abiyyu, Fairel) for praying and supporting me during the completeness of my research.

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Finally, I realise that this final project is still far for being perfect. Therefore, suggestions and criticisms are always needed for the improvement of it. From the deepest part of my heart, I hope this final project will be useful for all the readers.

Semarang, Agustus 2015

Mufakhiroh

ABSTRACT

Mufakhiroh. 2015. *The Effectiveness of Random Sounds Game in Teaching Simple Past Tense (An Experimental Study on the Tenth Grade Students of SMA Negeri 1 Batang in the Academic Year 2015/2016).* Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First advisor: Drs. Suprapto, M. Hum. Second advisor: Seful Bahri, S.Pd., M.Pd.

Keywords: *Random Sounds Game, Simple Past Tense, Experimental Research*

Learning English grammar is difficult and boring for most students. Therefore, English teachers should use some effective techniques in the classroom. This final project mainly aims at finding out the effectiveness of random sounds game in teaching simple past tense on the tenth grade students of SMA N 1 Batang.

Random sounds game is a game to speculate orally and/or in writing about the sources of sounds, in using simple past, expressions of uncertainty and/or expressions of speculation. This game demands the learner to identify the sounds that they heard when they closed their eyes for two or three minutes, and then write down.

In order to achieve the objective of this research, the writer designed an experimental study. The subject of this study was 56 students of the tenth grade of SMA N 1 Batang; 28 students acted as the experimental group to be taught simple past tense by using random sounds game and the other 28 students as the control group to be taught simple past tense by using conventional method. There were four meetings during the experiment. Before the experiment was conducted, a pre-test was given to both groups. A post test was given after the experiment was done. The test was first tried out to check the validity and reliability.

The result of this study can be seen in the following data: the mean score of pre-test of the experimental group is 55.00, while that of the control group is 55.14. In post-test, the mean score of experimental group is 71.29 and the control group is 67.00. There is a good improvement between the results of pre-test and post-test score. In analysing the data, the writer used t-test formula. After the calculation in t-value measurement, the result showed that the t-value score is 6.30.

Based on the result above, it means that the t-value score is higher than the critical value. Therefore, it can be concluded that random sounds game is effective as a learning strategy in teaching simple past tense. It is suggested that teachers use random sounds game as one of techniques in teaching simple past tense.

TABLE OF CONTENTS

CHAPTER II REVIEW OF RELATED LITERATURE

CHAPTER III METHOD OF INVESTIGATION

CHAPTER IV RESULT AND DISCUSSION

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

This chapter consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypotheses of the study, significance of the study, limitation of the study, and outline of the report.

1.1   Background of the Study

Language plays an important role in communication. People need language as a means of communication since they are social being who cannot live separately from others. Just as Gleason (1965: 4) states that language is an important feature of human life, the major means of communication, and a basic essential in our communicating society. In this way, people use language to be able to communicate with others easily. One of the languages used in international communication is English.

In Indonesia, English has been included as one of the subjects in the formal education. Therefore, Indonesian English teachers should have good language mastery in order to gain the students' understanding and deliver the materials appropriately. Based on the curriculum of 2013, the scope of teaching English at Senior High School includes communication both in speaking and writing. In order to be able to communicate effectively in them, we should master language components such as grammar or structure, vocabulary, pronunciation, etc.

Grammar is believed to be the most important subject for language teaching and learning process. It is the central role in language learning. Vocabulary and grammar are used simultaneously to arrange sentences in expressing or conveying messages. The students are not supposed to know only the knowledge of grammar, but also how to apply it in both oral and written communication. Leech, Deuchar, and Hoogenrad (1986: 3) states that we shall use the term of grammar in reference to the mechanism according to which language works when it is used to communicate with other people. It is difficult to communicate with others or write correctly if we do not have an understanding about grammar; therefore, we have to learn it.

Learning English grammar is sometimes boring and difficult for the students. Most teachers using conventional method (lecturing, explaining, drilling, etc) in teaching grammar. It makes the students not motivated to study, so they will be passive in their learning process. The athmosphere in the class relates to the technique used by the teacher in delivering the lesson. It challenges English language teachers to determine what strategy is the most effective. The teachers not only look for the strategy keeping the students to concentrate in teaching learning process but also make them enjoy the lesson. Therefore, the students will understand the lesson easily. One of strategies is through the use of games.

Teaching grammar using games will be more effective than teaching it using conventional method. Teachers should see games not only as tools but integrate them into the language teaching program. The most important function of implementing games in teaching is to give practice in communication. It can

stimulate everyone to 'have go' and do their best. Goleman (1996) says that children always enjoy fantasy, imagination and movement, and he claims that learning does not take place in isolation from children's feelings. Children will remember and learn faster when they are happy, relaxed and unthreatened. Therefore, teachers have to create a conducive and pleasurable atmosphere, so that what they learn can have a lasting effect on them.

Random sounds game could be an effective technique to develop and reinforce some concepts of grammar. It is a game to speculate orally and/or in writing about the sources of sounds, using the simple past, expressions of uncertainty (e.g. I thought I heard a …) and/or expressions of speculation (e.g. I think I could hear …). This game will make the students practice to write what they heard after they closed their eyes and listened every sounds they can hear.

Based on the description above, the writer is interested to study about the effectiveness of random sounds game in teaching simple past tense. An experimental study on the tenth grade students of SMA N 1 Batang, academic year 2015/2016. Hopefully, this technique can be an effective learning technique in teaching simple past tense.

1.2   Reasons for Choosing the Topic

The writer chooses the topic "The Effectiveness of Random Sounds Game in Teaching Simple Past Tense (An Experimental Study on the Tenth Grade Students of SMA N 1 Batang in the Academic Year 2015/2016)" based on the following reasons:

1) Grammar is very important in English. As stated by Leech, Deuchar and Hoogenraad (1986: 3) grammar is the mechanism according to which language works.

2) Learning English grammar is difficult and boring for most students.

3) Teachers should use some effective techniques in the classroom in order to make learning grammar more enjoyable, interesting and communicative.

4) Through random sounds game, the students can practice and enjoy learning grammar especially in simple past tense.

5) Most of the tenth grade students of Senior High School haven't used simple past tense appropriately.

1.3   Statement of the Problem

The problem which the writer wants to investigate in this study is "How effective is the use of random sounds game in teaching simple past tense on the tenth grade students of SMA N 1 Batang in the academic year 2015/2016?"

1.4   Objective of the Study

The objective of this study is to find out the effectiveness of random sounds game in teaching simple past tense on the tenth grade students of SMA N 1 Batang in the academic year 2015/2016.

1.5   Hypotheses of the Study

There are two hypotheses in this study. The first hypothesis is the working hypothesis or the alternative hypothesis (H_a). The alternative hypothesis in this study is "There is significant difference in simple past tense understanding

between the students are taught using random sounds game and those who are taught using conventional method."

The second hypothesis is the null hypothesis (H_0). The null hypothesis in this study is "There is no significant difference in simple past tense understanding between the students are taught using random sounds game and those who are taught using conventional method."

1.6   Significance of the Study

The study about "The Effectiveness of Random Sounds Game in Teaching Simple Past Tense (An Experimental Study on the Tenth Grade Students of SMA N 1 Batang in the Academic Year 2015/2016)" hopefully will be useful to give some contributions to English language teaching and learning as follows:

1) For the teacher

   The result of the study is expected to be a kind of evaluation for the teachers to be more creative in teaching simple past tense. Hopefully, random sounds game can be used as a medium in teaching simple past tense in the classroom so that the students are interested and enthusiastic in learning grammar.

2) For the students

   Random sounds game is expected to give them motivation and interest in learning simple past tense. It also can reduce their stress in the classroom.

3) For the other researchers

   The study of this research will be a good reference for the other researchers who want to apply random sounds game as an alternative method in teaching simple past tense.

1.7   Limitation of the Study

This study focuses on the tenth grade students of SMA N 1 Batang in the academic year 2015/2016. It is concerned in teaching simple past tense. The aim of this study is to find out the effectiveness of random sounds game in teaching simple past tense.

1.8   Outline of the Study

This final project consists of five chapters. Each chapter explains different matters in line with topic that is discussed.

Chapter I is the introduction of the whole study. It consists of background of the study, reasons for choosing the topic, statement of the problem, objective of the study, hypotheses of the study, significance of the study, limitation of the study, and outline of the report.

Chapter II is review of related literature. It talks about review of the previous studies, review of theoritical study, and theoritical framework.

Chapter III deals with method of investigation. This chapter elaborates research design, population and sample, research variables, instrument for collecting data, method of collecting data, scoring system, and method of analysing data.

Chapter IV is the result of the study consisting of activities in the classroom, result of try out test, result of pre-test, result of post-test, computation between two means, t-test analysis, and discussion in research findings.

The last of the chapter is Chapter V. It consists of conclusions and suggestions of this study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is divided into several parts. First is review of the previous studies; it describes related studies conducted in the past. Second is review of the theoretical study; it consists of grammar and English language teaching, teaching simple past tense as a grammatical point, general concepts of game and random sounds game. Third is the theoretical framework; it shows summary of the theoretical study.

2.1 Review of the Previous Studies

Using games as an aid in teaching and learning process is an interesting topic for many researchers. Therefore, there are many studies that have been done in this area. Related to this study, the writer chooses some literatures about previous research which is close to teaching simple past tense and teaching using game. They can be used as references in this study.

The first study is an experimental study entitled "The Effectiveness of Tictac Toe Game in Improving Simple Past Tense Mastery". This study described the effectiveness of tic tac toe game to improve the mastery of simple past tense. The object of it was the eight graders of SMP N 1 Bae Kudus. This study also showed that tic tac toe game could be utilized to help the students understand the use of simple past tense. As conclusion, there was a significant difference of students' mastery of simple past tense between those who were taught using tic tac toe game and those who were taught using conventional method. So, the teachers could implement this game to motivate the students and enhance their

grammar skill. (Prihastuti: 2014) The similarity between this study and the writer's study is both of them are experimental study which aim to find out the effectiveness of game in teaching simple past tense.

Then, the second study is an action research entitled "Fostering the Eight Grade Junior High School Students' Mastery of Past Tense in Recount Text through Numbered-Heads Together". This study was aimed to explain and identify the improvement of students' achievement of Past Tense in Recount Text through the application of cooperative learning: Numbered-Heads Together. The result of this study showed that the students' score increased from first evaluation to third evaluation. Observation result showed that the students gave their good attitudes and responses during teaching and learning process by applying the application of NHT (Numbered-Heads Together) method. Questionnaire and interview report also showed the students agree that the application of NHT (Numbered-Heads Together) method had helped them in mastering past tense. So, it could be concluded that the technique was effective to improve students' achievement in past tense. (Arif: 2012) Actually, there is similarity between this study and the writer's study. They are focus on teaching simple past tense.

The last study is an experimental study entitled "The Effectiveness of Board Game to Develop Students' Grammar Mastery of Simple Present Tense. (An Experimental Research at the Eighth Grade Students of SMP Negeri 3 Demak in the Academic Year of 2010/2011)". The purpose of the study is to find out the effectiveness of board game to develop students' grammar mastery of simple present tense. The result of this study showed that teaching grammar using board

game is more effective than without board game. (Pertiwi: 2010) There is similarity between this study and the writer's study, that is the purpose of both of them is to find out the effectiveness of using game in teaching grammar.

Based on the previous studies which showed the effectiveness of using game in teaching learning process, the writer is interesting conducting the similar research entitled "The Effectiveness of Random Sounds Game in Teaching Simple Past Tense". This research will find out the effectiveness of using random sounds game as the media in teaching simple past tense.

2.2 Review of the Theoretical Studies

This part consists of some theories which support this study. The writer takes some theories relate to the topic from many sources. The theories include:

2.2.1 *Grammar in English Language Teaching*

Grammar is one of the language components that is believed to be most important subject for language teaching and learning. It has important roles in communication. It is taught with a view to support the development of four language skills: listening, speaking, reading and writing. Most students assume it as the most difficult component in English. However, the students cannot deny that grammar is a topic that should be learnt and mastered, because it is difficult to communicate with others or write correctly if we do not have an understanding about grammar.

The word 'grammar' has several meanings. One of its meanings stated by Cambridge Advanced Learner's Dictionary (2008), "grammar is (the study or use of) the rules about how words change their form and combine with other words to

make sentences". As an important element in English language and communication, it should be learned especially by ESL (English Second Learners).

There are several definitions of grammar stated by some experts. The first definition is stated by Nunan (2005: 2), "Grammar is a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language."

Grammar is a mechanism for putting words together. It is a central part of language related sound and meaning. The meaning has to be converted into words and put together to grammatical rules, and these words are then conveyed by sound. (Leech, Deuchar, and Hoogenraad, 1986: 4)

Based on what the linguists have been stated above, the writer concludes that grammar has a central role in language teaching and learning process. Without grammar, we cannot convey the meaning in our daily communication. Besides, we are not supposed to know only the knowledge of grammar, but also how to apply it in both oral and written communication. When learners want to master a language, they have to learn about the grammar of that language.

2.2.2   Teaching Simple Past Tense as a Grammatical Point

This sub chapter presents the definition of simple past tense and the pattern of simple past tense.

2.2.2.1 The Definition of Simple Past Tense

"The simple past tense indicates that an activity or situation began and ended at a particular time in the past" (Azar, 1999: 24).

X ——————— | —————

past   now   future
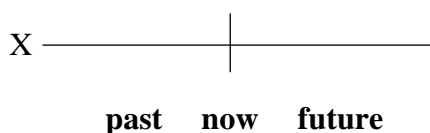
I studied last night. (it just happened in the past)

Other definition is given by Cook and Sutter (1980: 5), the simple past tense is an action or state that usually occurs or completed in the past. The past tense may refer to:

1) One event completed in the past:

I walked to school yesterday.

I bought a new car three days ago.

2) Repeated events completed in the past and no longer happening:

Last year it rained frequently in this area.

When I was young, I went swimming every day.

3) Duration of an event completed in the past:

He lived in New York for thirty years and then he decided to return to France.

In Colombus' day, people believed that the earth was flat.

2.2.2.2 The Pattern of Simple Past Tense

1) The simple past tense uses the form of *past tense verb*.

Sentence	Pattern
Affirmative	Subject + **Past Tense (regular/irregular verb)** + Object.
Negative	Subject + **did not** + **infinitive** + Object.

Interrogative	**Did** + Subject + **infinitive** + Object?

For example:

Affirmative

Sugiyono played get rich game last night.

I came to school early this morning.

Negative

Sugiyono did not play get rich game last night.

I did not come to school early this morning.

Interrogative

Did Sugiyono play get rich game last night?

Did I come to school early this morning?

a. Regular Verb

All of regular verbs take an –ed ending in the past tense.

For example:

Simple Form	**Simple Past**
Help	Helped
Listen	Listened
Play	Played
Use	Used
Study	Studied

b. Irregular Verb

Irregular verb does not take an –ed ending in the past form.

Based on Murphy (2010: 293) this is the example of irregular verbs.

Infinitive/ Simple Form	Simple Past	Infinitive/ Simple Form	Simple Past
Beat	Beat	Lose	Lost
Buy	bought	Say	said
Choose	Chose	Sell	sold
Feel	Felt	spring	sprang
Get	Got	swim	swam
Give	Gave	take	took
Go	Went	teach	taught
Keep	Kept	wear	wore
Know	Knew	weep	wept

c.   Verbs *can be* Regular or Irregular

Simple Form	Regular	Irregular
Burn	Burned	Burnt
Dream	Dreamed	dreamt
Lean	Leaned	Leant
Learn	Learned	learnt
Smell	Smelled	smelt
Spell	Spelled	Spelt
Spill	Spilled	Spilt
Spoil	Spoiled	Spoilt

2) The simple past tense uses the form of *past of be*.

Sentence	Pattern
Affirmative	Subject + **was/were** + substantive (adverbial phrases)
Negative	Subject + **was/were** + **not** + substantive (adverbial phrases)
Interrogative	**Was/were** + subject + substantive (adverbial phrases)

Notes:

Was (I/She/He/It)

Were (We/You/They)

For example:

Affirmative

They were late this morning.

Sugiyanto was sick yesterday.

Negative

They were not late this morning.

Sugiyanto was not sick yesterday

Interrogative

Were they late this morning?

Was Sugiyanto sick yesterday?

3) Expressions for past time

The example expressions for past time are:

Yesterday

The day before yesterday

Last night, last week, etc

A year ago, a long time ago, etc

A week later

In 1990

Etc.

2.2.3   Games

Games play an important role in teaching and learning process. It can be alternative media of language teaching learning. During the game, the students are focused on the activity and end up absorbing the lesson subconsciously. The students also allowed to practice and internalise the lesson.

2.2.3.1 Knowledge of Games

Hadfield (1990) in Deesri (2002: 1) describes games as "an activity with rules, a goal and an element of fun." This definition highly evaluates the importance of games in teaching learning process. Games serve not only as an 'amusing activity', but also as a technique to carry out tasks to the learners amusingly as well.

Gerlach and Ely (1980: 380) states that a game is simplified, operational model of real – life situation that provides students with vicarious participation in a variety of roles and events. Indeed games can be used to add excitement through competition or to create bonding between the students, and between the students and teacher.

From the definiton above, the writer can conclude that the use of games as a medium in teaching English can give a great help to the English teacher in the

classroom. Further, games can stimulate the students in an active way to take part in the activities in which they have opportunities to express their participation in learning process.

2.2.3.2 Advantages of Using Game in Teaching Learning Process

McCallum (1980) explains that there are many advantages of games such as the fact that they:

1. focus students' attention on specific structures, grammatical patterns, and vocabulary items.

2. can function as reinforcement, review and enrichment.

3. involve equal participation from both slow and fast learners.

4. can be adjusted to suit the individual age and language levels of the students.

5. contribute to an atmosphere of healthy competition, providing an outlet for the creative use of natural language in a non-stressful situation.

6. can be used in any language teaching situations and with all skill areas (reading, writing, speaking or listening).

7. provide immediate feedback for the teacher.

8. ensure maximum student participation for a minimum of teacher preparation.

2.2.4 Random Sounds Game

Random sounds game is a game to speculate orally and/or in writing about the sources of sounds, using simple past, expressions of uncertainty and/or expressions of speculation.

Random sounds game asks the learner to identify the sounds that they had heard for two or three minutes, and then write down what they heard. They should be listening for all the natural noises of the classroom, the building, and the outside.

The characteristic of Random Sounds Game:

1) Materials

   To play Random Sounds Game, we need a paper and a pen.

2) Dynamic

   The game did individual or group.

3) Time

   It spends about 20 minutes.

4) Procedure

a. Ask the learners to close their eyes, perhaps even to rest their head on their arms. Invite them to listen carefully to every sound they can hear, and try to identify the sounds. They should be listening for all the 'natural' noises of the classroom, the building, and the outside.

b. Let everyone listen for two or three minutes, and then ask them to write down what they heard.

c. Then ask them about what they heard.

   For example:

   Learner 1: I heard some girls. They played together. They laughed and called to each other. I think they played with a ball. The ball bounced many times. Yes, I could hear it (bouncing).

Learner 2: There was a plane. It was from my leftside. I heard clearly. It was probably came into the airport.

2.3   Theoretical Framework

The theoretical framework of this study started from the idea that teaching grammar is difficult and boring for both Indonesian teachers and learners. Therefore, English teachers need to look for the best way to solve the problem. One of the ways is using game as the media in teaching English. Game can make English class more enjoyable, communicative, and enthusiastic.

Therefore, the writer conducts a study entitled "The Effectiveness of Random Sounds Game in Teaching Simple Past Tense." The writer uses an experimental research. The subject of this study is the tenth grade students of SMA N 1 Batang in the academic year 2015/2016. It consists of two random sample groups, they are experimental and control group. The research is conducted by giving the pre-test, treatments, and post-test to both groups above. The result of the test will be analysed by using *t*-test formula to compare the students' mastery of simple past tense between experimental and control group, to see how effective this game in teaching simple past tense.

The writer draws a figure about the research below. This figure shows the procedure of the research.
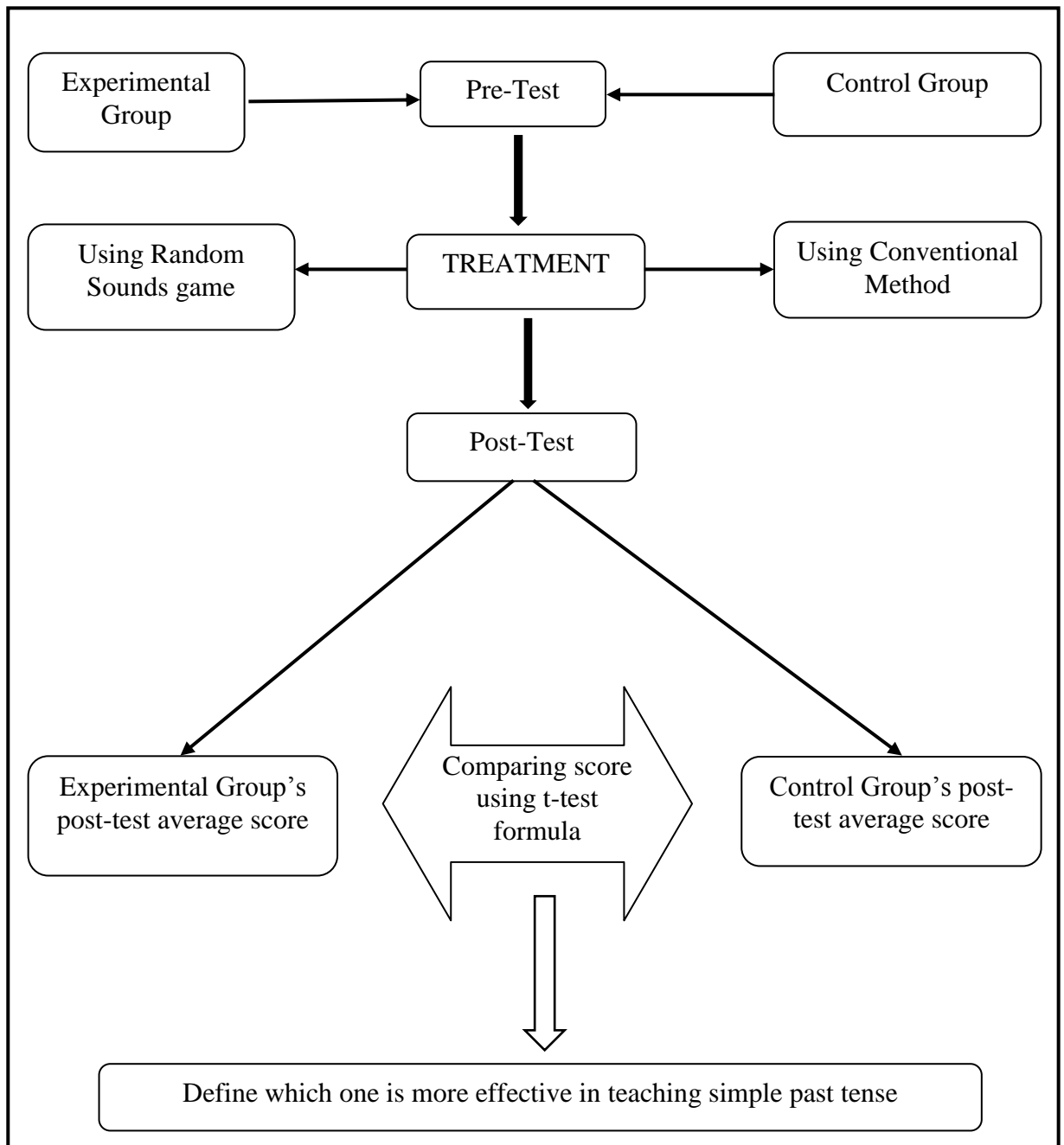
Figure 2.1 Theoretical Framework

CHAPTER III

METHOD OF INVESTIGATION

Method of investigation is one of important factors in the research activity. It refers to the strategy in collecting and analysing the data. In this chapter, the writer explains the research method that is used. It presents research design, subject of the study, research variables, instrument for collecting data, method of collecting data, scoring system, and method of analysing data.

3.1   Research Design

In this study, the writer uses quantitative method that is a numerical method of describing observations of materials or characteristics. This term of quantitative data uses the statistical analysis to calculate the numeral data and to analyse them by the use of correlation analysis.

The writer chooses an experimental study as one form of quantitative research to investigate the effectiveness of random sounds game in teaching simple past tense. This research divides the samples into two groups, they are experimental group and control group.

The design of the experiment can be described as the following:

E	O1	X	O2
C	**O3**	**Y**	**O4**

(Arikunto, 2010: 125)

Where:

E   : Experimental group

C   : Control Group

O1 : Pre-test for the experimental group

O2 : Post-test for the experimental group

O3 : Pre-test for control group

O4 : Post-test for control group

X   : Treatment using Random Sounds Game

Y   : Treatment using conventional method

The research conducts at SMA N 1 Batang in the academic year 2015/2016. First, the students in the experimental and control group are given pre-test to find out the beginning quality of the subject. Then, the experimental treatment is given to the experimental group. The two groups are taught the same material of learning about simple past tense, but with different techniques of teaching. The experimental group is taught by using random sounds game to find out the effectiveness of this game in teaching simple past tense. Besides, the control group is taught by using conventional method. After the treatments, both of groups do the post-test. Then, the results of them are computed statistically.

3.2 Subject of the Study

This sub-chapter describes about population and sample.

3.2.1 Population

Arikunto (2010: 173) says that population is a set or collection of all elements possessing one or more attributes of interest. Best (1981: 8) argues that a

population is any group of individuals that have one or more characteristics in common that are interesting to the researcher. Population is important in conducting research because it refers to the subject of investigation.

The writer chose the tenth grade students of SMA N 1 Batang in the academic year 2015/2016 as the population of this study. The total of the population is 268 students which includes nine classes, they are 28 students of X-A, 28 students of X-B, 30 students of X-C, 29 students of X-D, 31 students of X-E, 30 students of X-F, 29 students of X-G, 32 students of X-H, and 31 students of X-I.

3.2.2 Sample

Arikunto (2010: 174) says that sample is a part or representative of a population that is investigated. Best (1981: 8) adds a sample is a small proportion of a population selected for observation and analysis. The writer uses simple random sampling as the technique to choose the sample. The writer takes the sample of the population randomly. Therefore, each individual in the population has an equal probability to be selected. The writer has some considerations in choosing simple random sampling. First, the students have already spread randomly in the specified class without determined by their ranks, genders, and strata. In other case, all of the classes are given the same materials of English. In addition, they have been studying English for the same period of the time. For these considerations, the writer chose two classes of the population. They were X-A as the control group and X-B as the experimental group.

3.3   Research Variables

Brown (1988: 7) says that "a variable is something that may vary or differ." This study considers two types of variables; they are dependent and independent variable. According to Hartoyo (2010: 59-60), "The independent variable is the factor that is manipulated or controlled by the researcher. And the dependent variable is a measure of effect of the independent variable"

In this study, the variables are:

1) Independent Variable: The use of random sounds game in teaching simple past tense.

2)   Dependent Variable: The students' achievement in understanding of simple past tense.

3.4   Instrument for Collecting Data

Arikunto (2010: 192) says that research instrument is a device used by the researcher while collecting data to make the work become easier and to get a better result, complete and systematic in order to make the data easy to process.

The writer uses two tests as instruments to collect the data. They are pre-test and post-test. They are conducted in the experimental and control group. Before the tests are given to the sample of the population, the writer held a try out to know whether all of the instruments that is used in the research are good or not. The try out test is conducted in another class of the sample.

3.4.1   Pre-test

Pre-test is given before the treatment. The aim of this test is to measure the students' beginning mastery in using simple past tense. In the pre-test, the writer

gives writing test in using simple past tense to both experimental group and control group. The writer asks the students to write text based on what they heard from the audio the teacher gave. The students have 60 minutes to hear the audio and write the text. Then, the writer collects the score as the data for the research.

3.4.2 Post-test

Post-test is given after the treatment. The test given to the students is the same as the pre-test. The post-test is administrated to assess the students' achievement after they are given treatment. It is aimed to find out whether it is effective to use random sounds game in teaching simple past tense by comparing the result from the experimental and control group.

3.4.3 Try out test

The try out test is prepared before implemented the instrument. It is conducted in the same population but outside of the control and experimental class. After scoring the result of the try out test, the writer analyses the data to find out that the instrument is good or not by using the formulas in statistical design. The criteria of the good instrument are valid and reliable.

3.4.3.1 Validity of the Test

According to Brown (1988: 101) "test validity is the degree to which a test measures what it claims to be measuring". Arikunto (2010: 211) also says that an instrument can be said as the valid one if it can show the data from the research variable accurately.

In this study, the writer uses the item validity and calculates it using Pearson Product Moment formula. The formula is as follows:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{(N\Sigma X^2 - (\Sigma X)^2\}\{(N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

In which:

r_{xy} = validity of each item

N = the number of students participates in the test

ΣXY = the sum of multiple of score from each student with the total score in each item

ΣX = the sum of score in each item

ΣX^2 = the sum of the square score in each item

ΣY = the sum of score from each student

ΣY^2 = the sum of the square score from each student

Arikunto (2010: 213)

The result is consulted with r product moment, $r_{xy} > r_{table}$ is valid.

3.4.3.2 Reliability of the Test

A test could be categorized as a reliable one when it have the same result every time of the test. Reliability shows the instrument is reliable and can be used as a device to collect the data.

To measure the reliability the writer uses the Kuder Richarson-20 formula:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sigma_b^2}{\sigma_t^2}\right)$$

In which:

r_{11} = reliability of the test

k = the number items

σ_b^2 = the number of variance for each item

σ_t^2 = total of variance

Arikunto (2010: 231)

3.5 Method of Collecting Data

In this study, the writer applies some steps for conducting the experiment. The steps are as follows:

1. Choosing the tenth grade students of SMA N 1 Batang as the population of the research.

2. Choosing two classes as the sample of the research and dividing them into two groups; experimental and control group.

3. Conducting pre-test to the two groups as the beginning data.

4. Conducting the treatment. The experimental group is taught using random sounds game in learning simple past tense and the control group is taught using conventional method.

5. Conducting post-test to the two groups as the final data.

6. Analysing the beginning and final data to determine which technique is more effective.

3.6 Scoring System

The writer uses the score of pre-test and post-test to analyse the data. Then, the writer composes the result of the data and takes conclusions about this study. The form of the test is writing test in using simple past tense.

To measure the students' achievement test in using simple past tense, the writer chooses the scoring guidance by Heaton (1975: 148; Quoted in Retnowaty

(2011: 52)). There are some aspects in this scoring guidance; they are grammar, vocabulary, mechanics (spelling), fluency, and relevant (content). Grammar is measured by knowing students' ability of using grammar such as using simple past tense, articles, prepositions, etc. Vocabulary is measured by knowing students' ability of choosing the appropriate words. Mechanics (spelling) is measured by knowing students' ability of writing words correctly in their composition. Fluency is measured by knowing students' ability of using the style in their composition, and relevance (content) is measured by knowing students' ability of using sentences according to the topic. The range of each component score is 1-5. The score of students is gotten from the sum of those components multiplied by 4.

The rubric of scoring guidance by Heaton can be seen in the following table.

Table 3.1 the Scoring Guidance Taken from Heaton Grid and Categories

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course-only 1 or 2 minor mistakes.
	4	A few mistakes only (preposition, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes-no mastery of sentence

		construction-almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired-fairly appropriate synonym, circumlocution.
	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted has to resort to use of synonyms, circumlocution, etc. on a few occasion.
	2	Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affect meaning.
	1	Very restricted vocabulary-inappropriate use synonyms seriously hinders communication.
Mechanics **(Spelling)**	5	No errors.
	4	1 or 2 minor errors only (e.g ie or ei).
	3	Several errors-do not interfere significantly with communication-not too hard to understand.
	2	Several errors-some interfere with communication some words very hard to recognize.
	1	Numerous error-hard to recognize several words-communication made very difficult.
Fluency	5	Flowing style-very easy to understand-both complex and simple sentences very effective.
	4	Quite flowing style-mostly easy to understand-a-few

	3	Style reasonably smooth-not hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style-an effort needed to understand and enjoy reading-complex sentences confusing-mostly simple sentences or compound sentences.
	1	Very jerk-hard to understand-cannot enjoy reading almost all simple sentences-complex sentences confusing-excessive of "and"
Relevance (Content)	5	All sentences support the topic-highly organized-clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization-reading required for clarification of ideas.
	2	Little or no attempts at connectivity-though reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.

3.7   Method of Analysing Data

The writer uses statistical procedures to calculate the numeral data. After the data has been collected, the next step in this research is to analyse the data.

3.7.1   The Normality Test

In order to prove the pre-test / post-test of each group to be normally distributed, it is used the normality methods. Sugiyono (2007: 79) states that "if the data are distributed normal, the parametric techniques can be applied. On the other hand, if the data are distributed abnormal, so the parametric techniques cannot be applied, it must use non-parametric techniques."

To compute normality, the writer uses the formula as follows:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Where:

χ^2 = chi square

O_i = frequency of the real data

E_i = expected frequency

k   = the numbers of interval class

i   = 1, 2, 3,....,k

Criterion

For α= 5% and df= k-1, if $x^2_{value} < x^2_{table}$, the data is normally distributed.

3.7.2 The Homogeneity Test

Arikunto (2010: 321) states that "homogeneity is a condition in which all the variables in a sequence have the same finite or limited, and have a variance".

The formula is as follows:

In which:

$$F = \frac{Vb}{Vk}$$

Vb   = greatest variance

Vk   = smallest variance

(Sugiyono 2007: 140)

If the $F_{value} < F_{table}$, it can be concluded that the data of the test is homogeneous.

3.7.3 The T-Test

T-test is used to see whether there is a significant difference in the result between those who are taught simple past tense using random sounds game and those who are taught using conventional method.

Before calculating the t value, the writer has to calculate the standard deviation.

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Where:

s   = standard deviation

s^2 = variance

n_1 = the number of students/ subject participating in the test in experimental

group

n_2 = the number of students/ subject participating in the test in control group

Then, the writer uses the t-test formula as follows:

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:

t   = t-value

$\overline{x_1}$ = the average score of experimental group

$\overline{x_2}$ = the average score of control group

s_1 = standard deviation of the experimental group

s2   =   standard deviation of the control group

n_1 = the number of students/ subject participating in the test in experimental

group

n2   = the number of students/ subject participating in the test in control group

(Sudjana, 2005: 243)

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

Conclusion and suggestion of what have been discussed in the previous chapters will be presented in this chapter.

5.1   CONCLUSIONS

Based on the result and discussion in the previous chapter, the writer makes some conclusions as follows:

The first conclusion is the test of significance. Based on the computation explained in the previous chapter, it showed that the t-test value (6.30) was higher than t-table (1.67). It means that there is a significant difference in simple past tense understanding between the students who were taught by using random sounds game and those who were taught using conventional method. In other words, the research findings show that the result of the treatment is in line with the writer's hypothesis that "random sounds game is more effective than conventional method in teaching simple past tense on the tenth grade students of SMA N 1 Batang in the academic year 2015/2016". Therefore, the null hypothesis that "random sounds game is not more effective than conventional method in teaching simple past tense on the tenth grade students of SMA N 1 Batang in the academic year 2015/2016" is rejected.

The second one, it is more effective using random sounds game as media in teaching simple past tense. It could be seen by comparing the average scores of

the experimental and control group in the pre-test and post-test. The average score of the pre-test for the experimental group is 55.00 and 55.14 for the control group. The means of both groups increase in the post-test. The average score of the post-test for the experimental group is 71.29 and the control group is 67.00. The improvement of the experimental group is 16.29 and 11.86 for the control group. From this calculation, the difference average score on the experimental group is higher than the control group. It can be concluded that there is good improvement of the experimental group's skill after they received the treatments using random sounds game.

5.2   SUGGESTIONS

By conducting a research entitled "The Effectiveness of Random Sounds Game in Teaching Simple Past Tense (An Experimental Study on the Tenth Grade of SMA N 1 Batang in the Academic Year 2015/2016)", the writer offers some suggestions for the readers.

As mentioned in the previous chapter, learning English grammar is difficult and boring for most students. The English teachers should pay attention on the technique used in the classroom. The effective technique used in the classroom makes the teaching learning process more interesting, enjoyable and communicative. One of the ways is teaching grammar using game (random sounds game). Through random sounds game, the students can practice and enjoy learning grammar especially in simple past tense. It also reduces the stress in the classroom. If the grammar is taught in some fun ways, students won't stuck in learning it.

By considering the result of the research, random sounds game succeed in improving students' ability in simple past tense. It is expected for the teachers to create more creative, fun and joyful games as a way of solving problems appearing in the English teaching and learning process.

Finally, the writer hopes that the result of this research will be useful for the readers. The writer expects that the readers will have a clearer picture of the use of random sounds game as media in teaching simple past tense.This research also can be one of the references for the next researchers who want to conduct the same research.

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APPENDIXES

List of the Try Out Class Students (Class X-G)

NUMBER	CODE	NAME
1.	T-01	Aknes Nikita
2.	T-02	Atikah Astuningtyas
3.	T-03	Aulia Akbar W.
4.	T-04	Awalia
5.	T-05	Dian Sulistiani
6.	T-06	Dwiki Kurniawan
7.	T-07	Dyah Nisrina S
8.	T-08	Elina Ekasari
9.	T-09	Gale Setiyono
10.	T-10	Hikmah Pertiwi
11.	T-11	Ifa Amalia N
12.	T-12	Laksmi Azrinindita
13.	T-13	Maila Erik V.
14.	T-14	Masfuatun M.
15.	T-15	Mita Rosalina
16.	T-16	M. Rafli A.
17.	T-17	M. Reinaldi W.
18.	T-18	M. Ridho
19.	T-19	Nani Aprilisa K.
20.	T-20	Nungky Yuliana
21.	T-21	Nur Lilah M. A.
22.	T-22	Qorina Afifah
23.	T-23	Riko Argi K.
24.	T-24	Riza Indriana
25.	T-25	Rizki Farah H.
26.	T-26	Vadinda Sekar A.
27.	T-27	Vina Ismawati
28.	T-28	Widya Nurul P.
29.	T-29	Yulia Arinta

List of the Experimental Group Students (Class X-B)

NUMBER	CODE	NAME
1.	E-01	Adhim Bagas W. A.
2.	E-02	Ady Septy W.
3.	E-03	Aldi Dandiro U.
4.	E-04	Anisah Pinastika
5.	E-05	Ayu Kartika W.
6.	E-06	Dian Novalita
7.	E-07	Dillas Rahman A.
8.	E-08	Diyah Rachmawati P.
9.	E-09	Fani Umrotul K.
10.	E-10	Husna Yumna H.
11.	E-11	Ichlasul Amal
12.	E-12	Indah Mulya S.
13.	E-13	Izza Athiya M.
14.	E-14	M. Fahmi Riski P.
15.	E-15	Mohamad Yusuf
16.	E-16	Nur Isnaini K.
17.	E-17	Nur Mutianah
18.	E-18	Rima Vita P.
19.	E-19	M. Ihza Maulana
20.	E-20	Riza Ainun N.
21.	E-21	Safira Ika P.
22.	E-22	Salsabila S. Zaza
23.	E-23	Satria Adhi N.
24.	E-24	Satrio Budi P.
25.	E-25	Sekar Ayu P. P.
26.	E-26	Tru Wahyu N. M.
27.	E-27	St. F. Esa Catalina M.
28.	E-28	Winanda Fajar S.

List of the Control Group Students (Class X-A)

NUMBER	CODE	NAME
1.	C-01	Afifa Aprilia
2.	C-02	Agung Dwi A.
3.	C-03	Andika Purnama
4.	C-04	Andini Dzurotul H.
5.	C-05	Aulia Ulizzah
6.	C-06	Bondan E. N.
7.	C-07	Devi Novita S.
8.	C -08	Eka Pangestika
9.	C-09	Elora Azalia W.
10.	C-10	Farah Dhifak
11.	C-11	Gandha Arum S.
12.	C-12	Gini Marta L.
13.	C-13	Gita Prelya W.
14.	C-14	Hanan Nabila
15.	C-15	Ida Laelatul M.
16.	C-16	Izzati Fina M.
17.	C-17	M. Habbib Husein
18.	C-18	M. Hanan Maula
19.	C-19	M. Ikhsan Darmawan
20.	C-20	Mia Dian P.
21.	C-21	Mila Anggraini
22.	C-22	Nilam Prabawati
23.	C-23	Novita
24.	C-24	Rizkyana Izza M.
25.	C-25	Roas Shadiqi
26.	C-26	Salsadila Ratu S.
27.	C-27	Ulfa Nur P.
28.	C-28	Wahyu Andi S.

Computation of the Validity and Reliability of Try Out Test

No.	Code	Item Number					Y	Y^2
		1	**2**	**3**	**4**	**5**		
1.	T-01	4	4	3	4	5	20	400
2.	T-02	4	4	3	4	5	20	400
3.	T-03	4	5	4	4	3	20	400
4.	T-04	3	4	4	4	4	19	361
5.	T-05	3	4	4	3	4	18	324
6.	T-06	3	3	4	4	4	18	324
7.	T-07	3	4	4	3	3	17	289
8.	T-08	3	3	4	3	4	17	289
9.	T-09	3	4	3	3	4	17	289
10.	T-10	3	3	4	3	3	16	256
11.	T-11	3	3	4	2	3	15	225
12.	T-12	3	3	2	3	4	15	225
13.	T-13	3	3	4	2	3	15	225
14.	T-14	3	3	3	3	3	15	225
15.	T-15	3	3	4	3	2	15	225
16.	T-16	3	3	3	2	3	14	196
17.	T-17	3	3	3	3	2	14	196
18.	T-18	2	3	4	2	3	14	196
19.	T-19	3	3	3	3	2	14	196
20.	T-20	2	3	3	2	3	13	169
21.	T-21	3	3	3	2	2	13	169
22.	T-22	3	2	3	2	3	13	169
23.	T-23	2	3	3	2	3	13	169
24.	T-24	3	3	2	2	3	13	169
25.	T-25	2	3	2	2	3	12	144
26.	T-26	2	2	2	2	2	10	100
27.	T-27	2	2	3	1	2	10	100
28.	T-28	2	1	3	1	2	9	81
29.	T-29	1	2	2	1	2	8	64
Validity	$\sum X$	81	89	93	75	89	427	6575
	$\sum X^2$	239	291	313	217	295		
	$\sum XY$	1244	1373	1407	1179	1372		
	r_{xy}	0.847	0.872	0.578	0.917	0.776		
	r_{table}	0.367	0.367	0.367	0.367	0.367		
	Criteria	Valid	Valid	Valid	Valid	Valid		
Reliability	σ	0.46	0.64	0.53	0.82	0.78		
	σ_b^2	3.22						
	σ_t^2	10.28						
	r_{11}	0.76						
	Criteria	$r_{11 >} r_{table}$ = reliable						

Computation of the Validity Test

Formula:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{\{(N\Sigma X^2 - (\Sigma X)^2\}\{(N\Sigma Y^2 - (\Sigma Y)^2\}}}$$

Criteria:

The item test is valid if $r_{xy} > r_{table}$

The following is the example of counting the validity item number 1 (grammar), and the other item will use the same formula.

Numb.	Code	X	Y	X^2	Y^2	XY
1	T-05	4	20	16	400	80
2	T-08	4	20	16	400	80
3	T-23	4	20	16	400	80
4	T-26	3	19	9	361	57
5	T-15	3	18	9	324	54
6	T-22	3	18	9	324	54
7	T-17	3	17	9	289	51
8	T-25	3	17	9	289	51
9	T-28	3	17	9	289	51
10	T-04	3	16	9	256	48
11	T-10	3	15	9	225	45
12	T-11	3	15	9	225	45
13	T-14	3	15	9	225	45
14	T-02	3	15	9	225	45
15	T-29	3	15	9	225	45
16	T-16	3	14	9	196	42
17	T-07	3	14	9	196	42
18	T-09	2	14	4	196	28
19	T-27	3	14	9	196	42
20	T-01	2	13	4	169	26
21	T-06	3	13	9	169	39
22	T-20	3	13	9	169	39
23	T-21	2	13	4	169	26
24	T-12	3	13	9	169	39
25	T-24	2	12	4	144	24
26	T-13	2	10	4	100	20
27	T-19	2	10	4	100	20
28	T-03	2	9	4	81	18
29	T-18	1	8	1	64	8
Σ		81	427	239	6575	1244

By using the formula, it is obtained:

$$r_{xy} = \frac{29.1244 - (81)(427)}{\sqrt{\{(29.239) - (81)^2\}\{(29.6575) - (427)^2\}}}$$

$r_{xy} = 0.8473$

On $\alpha = 5\%$ with N= 29 it is obtained= 0.367
Because of $r_{xy} > r_{table}$ so the item number 1 (grammar) is valid.

Computation of the Reliability Test

Formula:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{\sigma_b^2}{\sigma_t^2}\right)$$

Criteria:
If $r_{11} > r_{table}$ so the instrument is reliable.

The following is the computation of reliability instrument.

$$\sigma_{b1}^2 = \frac{81 - \frac{(81)^2}{29}}{29}$$

$$\sigma_{b1}^2 = 0.4557$$

-

-

$$\Sigma\sigma_b^2 = \sigma_{b1}^2 + \sigma_{b2}^2 + \ldots + \sigma_{b5}^2$$

$$= 3.224$$

$$r_{11} = \left(\frac{5}{5-1}\right)\left(1 - \frac{3,224}{10,278}\right) = 0.86$$

For $\alpha = 0.05\%$ and number of subject 29, $r_{table} = 0.367$

Because of $r_{11} > r_{table}$, so the instrument is reliable.

Critical Value Table from r-Product Moment

N	Significance Tariff		N	Significance Tariff		N	Significance Tariff	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	27	0.381	0.487	55	0.266	0.345
4	0.950	0.990	28	0.374	0.478	60	0.254	0.330
5	0.878	0.959	29	0.367	0.470	65	0.244	0.317
6	0.811	0.917	30	0.361	0.463	70	0.235	0.306
7	0.754	0.874	31	0.355	0.456	75	0.227	0.296
8	0.707	0.874	32	0.349	0.449	80	0.220	0.286
9	0.666	0.798	33	0.344	0.442	85	0.213	0.278
10	0.632	0.765	34	0.339	0.436	90	0.207	0.270
11	0.602	0.735	35	0.334	0.430	95	0.202	0.263
12	0.576	0.708	36	0.329	0.424	100	0.195	0.256
13	0.553	0.684	37	0.325	0.418	125	0.176	0.230
14	0.532	0.661	38	0.320	0.413	150	0.159	0.210
15	0.514	0.641	39	0.316	0.408	175	0.148	0.194
16	0.497	0.623	40	0.312	0.403	200	0.138	0.181
17	0.482	0.606	41	0.308	0.396	300	0.113	0.148
18	0.468	0.590	42	0.304	0,393	400	0.098	0.128
19	0.456	0.575	43	0.301	0.389	500	0.088	0.115
20	0.444	0.561	44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537	46	0.291	0.276	800	0.070	0.091
23	0.413	0.526	47	0.288	0.372	900	0.065	0.086
24	0.404	0.515	48	0.284	0.368	1000	0.062	0.081
25	0.393	0.505	49	0.281	0.364			
26	0.388	0.4906	50	0.297	0.361			

N   = the Total Number of the Students
Source   = Suharsimi, Arikunto.2010. Prosedur Penelitian. Jakarta: PT Rineka Cipta

Pre-Test Score of the Experimental Group

No.	Code	G	V	M	F	R	Total	Score (Total x 4)
1	E-1	1	2	3	2	2	11	44
2	E-2	2	2	1	2	2	9	36
3	E-3	2	2	2	2	3	11	44
4	E-4	3	4	4	4	5	20	80
5	E-5	3	3	3	4	4	17	68
6	E-6	2	3	2	3	2	12	48
7	E-7	1	1	2	2	1	7	28
8	E-8	2	3	3	3	4	15	60
9	E-9	3	4	4	4	3	18	72
10	E-10	2	3	3	4	4	16	64
11	E-11	2	3	4	3	4	16	64
12	E-12	2	3	4	3	3	15	60
13	E-13	2	4	3	3	4	16	64
14	E-14	2	2	2	3	3	12	48
15	E-15	1	2	3	3	3	12	48
16	E-16	1	2	3	2	2	10	40
17	E-17	1	2	2	3	3	11	44
18	E-18	2	3	3	3	3	14	56
19	E-19	1	3	1	2	2	9	36
20	E-20	3	4	3	4	4	18	72
21	E-21	3	3	4	3	4	17	68
22	E-22	4	4	4	4	4	20	80
23	E-23	1	3	2	3	3	12	48
24	E-24	1	3	3	3	3	13	52
25	E-25	3	4	3	4	4	18	72
26	E-26	2	2	2	3	2	11	44
27	E-27	1	2	3	2	2	10	40
28	E-28	3	2	4	3	3	15	60
SUM		56	78	80	84	86	384	1540
MEAN		2.00	2.79	2.86	3.00	3.07	13.71	55
VAR								198.67
STDEV								14.10

Note: G: Grammar; V: Vocabulary; M: Mechanics (Spelling); F: Fluency; R: Relevance (Content)

Pre-Test Score of the Control Group

No.	Code	G	V	M	F	R	Total	Score (Total x 4)
1	C-1	2	2	2	2	3	11	44
2	C-2	1	4	3	3	4	15	60
3	C-3	2	2	2	3	3	12	48
4	C-4	2	4	3	3	3	15	60
5	C-5	2	4	3	3	4	16	64
6	C-6	2	4	4	4	4	18	72
7	C-7	3	3	3	4	4	17	68
8	C-8	2	2	2	2	2	10	40
9	C-9	2	2	4	3	4	15	60
10	C10	4	4	4	4	4	20	80
11	C-11	3	3	4	3	3	16	64
12	C-12	2	3	3	3	3	14	56
13	C-13	2	2	3	3	2	12	48
14	C-14	2	3	4	3	3	15	60
15	C-15	1	2	1	2	2	8	32
16	C-16	2	3	3	3	3	14	56
17	C-17	1	1	2	1	1	7	28
18	C-18	1	2	2	2	2	9	36
19	C-19	1	1	2	1	2	7	28
20	C-20	2	3	4	4	4	17	68
21	C-21	3	3	3	4	4	17	68
22	C-22	3	4	4	4	4	19	76
23	C-23	1	2	3	2	2	10	40
24	C-24	1	2	3	2	3	11	44
25	C-25	3	3	2	4	4	16	64
26	C-26	3	4	4	3	4	18	72
27	C-27	2	2	2	2	3	11	44
28	C-28	3	4	3	3	3	16	66
SUM		58	78	82	80	87	386	1546
MEAN		2.07	2.79	2.93	2.86	3.11	13.79	55.14
VAR								216.13
STDEV								14.70

Note: G: Grammar; V: Vocabulary; M: Mechanics (Spelling); F: Fluency; R: Relevance (Content)

Pre-Test Score Between Experimental and Control Group

Experimental			Control		
No	**Code**	**Score**	**No**	**Code**	**Score**
1	E-01	44	1	C-01	44
2	E-02	36	2	C-02	60
3	E-03	44	3	C-03	48
4	E-04	80	4	C-04	60
5	E-05	68	5	C-05	64
6	E-06	48	6	C-06	72
7	E-07	28	7	C-07	68
8	E-08	60	8	C-08	40
9	E-09	72	9	C-09	60
10	E-10	64	10	C-10	80
11	E-11	64	11	C-11	64
12	E-12	60	12	C-12	56
13	E-13	64	13	C-13	48
14	E-14	48	14	C-14	60
15	E-15	48	15	C-15	32
16	E-16	40	16	C-16	56
17	E-17	44	17	C-17	28
18	E-18	56	18	C-18	36
19	E-19	72	19	C-19	28
20	E-20	36	20	C-20	68
21	E-21	68	21	C-21	68
22	E-22	80	22	C-22	76
23	E-23	48	23	C-23	40
24	E-24	52	24	C-24	44
25	E-25	72	25	C-25	64
26	E-26	44	26	C-26	72
27	E-27	40	27	C-27	44
28	E-28	60	28	C-28	64
Total		1540	Total		1544
Mean		55.00	Mean		55.14

Normality Pre-Test of the Experimental Group

Hypothesis

Ho : the data distributed normally

Ha : the data not distributed normally

The Calculation

Formula:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $x^2_{value} < x^2_{table}$.

Maximum Score	=	80	Class Length	=	8
Minimum Score	=	28	Mean (X)	=	55
Range	=	52	S	=	12.21
Class with	=	7	N	=	28

Number	Class Interval	X	pz	P	Z	Ei	Oi	$\frac{(Oi-Ei)^2}{Ei}$
1	28 - 35	27,5	-1,95	0,4744	0,0582	1,63	1	0,24
2	36 - 43	35,5	-1,38	0,4162	0,1223	3,42	4	0,1
3	44 - 51	43,5	-0,82	0,2939	0,1952	5,47	8	1,17
4	52 - 59	51,5	-0,25	0,0987	-0,0268	0,75	2	2,08
5	60 - 67	59,5	0,32	0,1255	-0,1878	5,26	6	0,1
6	68 - 75	67,5	0,89	0,3133	-0,1129	3,16	5	1,07
7	76 - 83	75,5	1,45	0,4262	-0,0521	1,46	2	0,2
		83,5	2,02	0,4783				
$X^2 = 4{,}76$								

For α = 5%, dk = 7-1= 6, χ^2 table = 12.59.

4.76   12.59

Because $x^2 < 12.59$, the pre-test is normally distributed.

Normality Pre-Test of the Control Group

Hypothesis

Ho : the data distributed normally

Ha : the data not distributed normally

The Calculation

Formula:

$$\chi^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Ho is accepted if $x^2_{value} < x^2_{table}$.
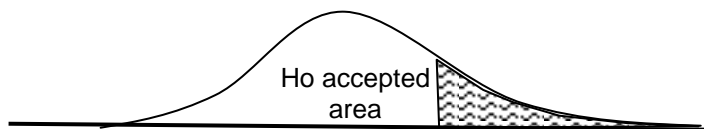
Maximum Score	=	80	Class Length	=	8
Minimum Score	=	28	Mean (X)	=	55.14
Range	=	52	S	=	14.7
Class with	=	7	N	=	28

No	Class Interval	X	pz	P	Z	Ei	Oi	$\frac{(Oi-Ei)^2}{Ei}$
1	28 - 35	27,5	-1,88	0,4699	0,06	1,68	3	1,04
2	36 - 43	35,5	-1,34	0,4099	0,1247	3,49	3	0,07
3	44 - 51	43,5	-0,79	0,2852	0,1865	5,22	5	0,01
4	52 - 59	51,5	-0,25	0,0987	-0,0192	0,54	2	3,95
5	60 - 67	59,5	0,3	0,1179	-0,1816	5,08	8	1,68
6	68 - 75	67,5	0,84	0,2995	-0,1167	3,27	5	0,92
7	76 - 83	75,5	1,38	0,4162	-0,021	0,59	2	3,37
		83,5	1,93	0,4372			28	
				$X^2 = 11.04$				

For $\alpha = 5\%$, dk = 7-1= 6, χ^2 table = 12.59.

11.04   12.59
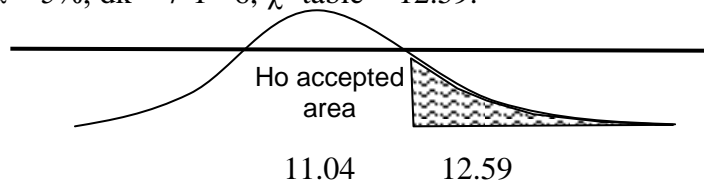
Because $\chi^2 < 12.59$, the pre-test is normally distributed.

Homogeneity of the Pre-Test

Hypothesis

Ho   : $\sigma_1{}^2 = \sigma_2{}^2$

Ha   : $\sigma_1{}^2 \neq \sigma_2{}^2$

The Calculation
Formula:

$$F = \frac{Vb}{Vk}$$

Ho is accepted if $F < F_{\frac{1}{2}\alpha\,(nb-1):(nk-1)}$
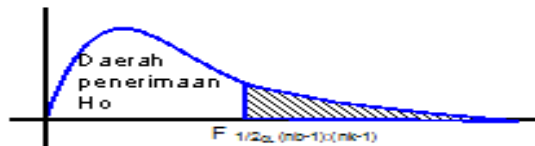
	Experimental	Control
Sum	1540	1544
N	28	28
X	55.00	55.14
Variance ($S^{2)}$	198.67	216.13
Standard deviation (s)	14.1	14.7

$$F = \frac{216.13}{198.67} = 1.09$$

For α = 5% with
df1 = n1 − 1 = 28 − 1 = 27
df2 = n2 − 2 = 28 − 1 = 27

$F_{(0.025)\,(27:27)} = 1.84$
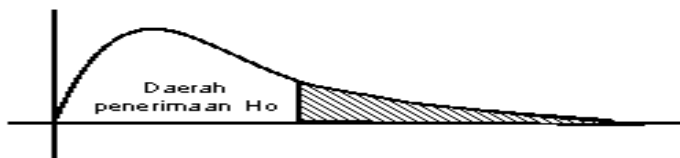
Since $F_{value} < F_{table}$, the experimental and control group have the same variance.

T-Test of Differences in Pre-Test Score Between Experimental and Control Group

Hypothesis

Ho : μ_1 ≤ μ_1

Ha : μ_1 > μ_2

The Calculation

Formula :

$$t = \frac{\overline{x_1} - \overline{x_2}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Which,

$$s = \sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}}$$

Ho is accepted if t > t $_{(1-\alpha)(n1+n2-2)}$

Ho accepted area
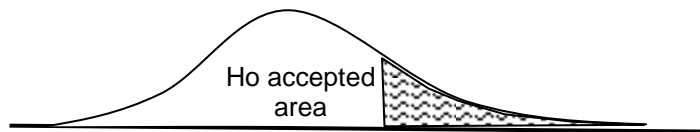
	Experimental	Control
Sum	1540	1544
N	28	28
X	55.00	55.14
Variance (S$^{2)}$)	198.67	216.13
Standard deviation (s)	14.1	14.7

$$s = \sqrt{\frac{\{(28\text{-}1) \times 198.67 + (28\text{-}1) \times 216.13}{28 + 28 - 2}} = 14.40$$

$$t = \frac{55.00 - 55.14}{14.40 \sqrt{\dfrac{1}{28} + \dfrac{1}{28}}} = 0.04$$

Ho accepted area

0.04   1.67
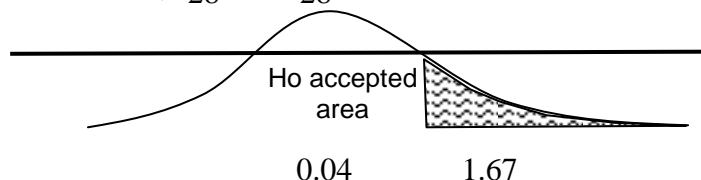
For α = 5% and dk = 27 + 27 − 2 = 54, t$_{(o,95)(54)}$ = 1.67

Since t-value < t-table, it means there is no significant difference between the experimental and control group.

Post-Test Score of the Experimental Group

No.	Code	G	V	M	F	R	Total	Score (Total x 4)
1	E-1	3	3	3	3	4	16	64
2	E-2	3	3	3	3	3	15	60
3	E-3	3	3	4	4	4	18	72
4	E-4	4	4	4	4	5	21	84
5	E-5	4	3	3	4	4	18	72
6	E-6	3	4	3	4	4	18	72
7	E-7	3	3	3	3	2	14	56
8	E-8	3	3	3	4	4	17	68
9	E-9	4	4	4	4	4	20	80
10	E-10	3	4	4	4	4	18	72
11	E-11	3	4	3	3	4	17	68
12	E-12	3	3	3	4	4	17	68
13	E-13	4	4	4	4	4	20	80
14	E-14	3	3	3	4	4	16	64
15	E-15	3	3	3	3	3	15	60
16	E-16	3	3	4	3	3	16	64
17	E-17	3	3	3	3	4	16	64
18	E-18	3	4	3	4	4	18	72
19	E-19	3	3	3	3	4	16	64
20	E-20	4	4	4	5	5	22	88
21	E-21	4	5	4	4	5	21	84
22	E-22	4	4	4	4	5	21	84
23	E-23	2	3	3	3	4	15	60
24	E-24	4	4	4	4	4	20	80
25	E-25	4	4	4	5	5	22	88
26	E-26	4	3	4	3	4	18	72
27	E-27	3	3	3	3	3	15	60
28	E-28	4	3	4	4	4	19	76
SUM		94	97	97	103	111	499	1996
MEAN		3.36	3.46	3.46	3.68	3.96	17.82	71.29
VAR								86.58
STDEV								9.3

Note: G: Grammar; V: Vocabulary; M: Mechanics (Spelling); F: Fluency; R: Relevance (Content)

Post-Test Score of the Control Group

No.	Code	G	V	M	F	R	Total	Score (Total x 4)
1	C-1	2	2	3	2	3	12	48
2	C-2	2	3	3	3	3	14	56
3	C-3	2	4	3	3	4	16	64
4	C-4	4	4	3	4	5	19	76
5	C-5	3	4	3	3	4	17	68
6	C-6	3	3	4	4	4	18	72
7	C-7	3	3	3	4	4	17	68
8	C-8	2	3	3	3	3	14	56
9	C-9	3	3	4	3	4	17	68
10	C10	4	4	4	5	5	22	84
11	C-11	3	3	3	3	3	15	60
12	C-12	2	3	3	4	4	16	64
13	C-13	3	3	3	3	3	15	60
14	C-14	2	3	4	3	4	15	60
15	C-15	2	3	3	3	3	14	56
16	C-16	3	3	4	3	4	17	68
17	C-17	2	3	3	3	2	13	52
18	C-18	3	3	3	4	4	17	68
19	C-19	2	3	3	3	3	14	56
20	C-20	4	4	4	5	5	22	88
21	C-21	3	4	3	4	4	18	72
22	C-22	4	4	4	4	4	20	80
23	C-23	3	3	4	3	3	16	64
24	C-24	3	3	4	4	3	17	68
25	C-25	3	3	4	4	4	18	72
26	C-26	3	4	4	4	5	20	80
27	C-27	3	3	4	4	4	18	72
28	C-28	4	3	4	4	4	19	76
SUM		80	91	97	99	104	470	1876
MEAN		2.86	3.25	3.46	3.54	3.71	16.79	67
VAR								95.56
STDEV								9.78

Note: G: Grammar; V: Vocabulary; M: Mechanics (Spelling); F: Fluency; R: Relevance (Content)

Post-Test Score Between Experimental and Control Group

Experimental			Control		
No	**Code**	**Score**	**No**	**Code**	**Score**
1	E-01	64	1	C-01	48
2	E-02	60	2	C-02	56
3	E-03	72	3	C-03	64
4	E-04	84	4	C-04	76
5	E-05	72	5	C-05	68
6	E-06	72	6	C-06	72
7	E-07	56	7	C-07	68
8	E-08	68	8	C-08	56
9	E-09	80	9	C-09	68
10	E-10	72	10	C-10	88
11	E-11	68	11	C-11	60
12	E-12	68	12	C-12	64
13	E-13	80	13	C-13	60
14	E-14	64	14	C-14	60
15	E-15	60	15	C-15	56
16	E-16	64	16	C-16	64
17	E-17	64	17	C-17	52
18	E-18	72	18	C-18	68
19	E-19	64	19	C-19	56
20	E-20	88	20	C-20	88
21	E-21	84	21	C-21	72
22	E-22	84	22	C-22	80
23	E-23	60	23	C-23	64
24	E-24	80	24	C-24	68
25	E-25	88	25	C-25	72
26	E-26	72	26	C-26	80
27	E-27	60	27	C-27	72
28	E-28	76	28	C-28	76
Total		1996	Total		1876
Mean		71.29	Mean		67.00

T-Test of Differences in Pre-Test Score Between Experimental and Control Group

Hypothesis

Ho : μ_1 ≤ μ_1

Ha : μ_1 > μ_2

The Calculation

Formula :

$$t = \frac{\bar{x_1} - \bar{x_2}}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Which,

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Ho is accepted if t > t $_{(1-\alpha)(n1+n2-2)}$

	Experimental	Control
Sum	1996	1876
N	28	28
X	71.29	67.00
Variance ($S^{2)}$)	86.58	95.56
Standard deviation (s)	9.30	9.78

$$s = \sqrt{\frac{\{(28-1)\times 86.58 + (28-1)\times 95.56}{28+28-2}} = 9.54$$

$$t = \frac{71.29 - 67.00}{9.54\sqrt{\dfrac{1}{28} + \dfrac{1}{28}}} = 6.30$$

6.30   1.67
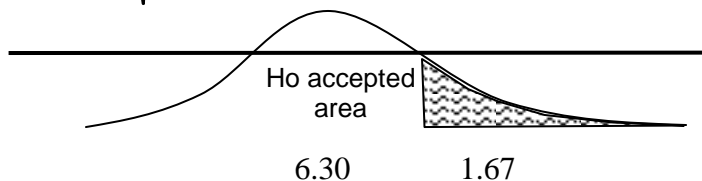
For α = 5% and dk = 27 + 27 – 2 = 54, $t_{(o,95)(54)}$ = 1.67

Since t-value < t-table, it means there is significant difference between the experimental and control group.

79

LESSON PLAN PRE-TEST POST-TEST
EXPERIMENTAL GROUP
(RPP)

School	: SMA Negeri 1 Batang
Subject	: English
Class/Semester	: X /1
Based Material	:Teks tulis untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya. (Simple Past Tense)
Time Allotment	: 2 x 45 minutes

A. Main Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menujukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.

4.   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Based Competence and Indicators

No.	Based Competence	Indicators
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Students pray together before they start to learn English. 1.1.2 Students learn simple past tense enthusiastically.
2.	2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Students work in group cooperatively. 2.1.2 Students respond teacher's questions. 2.1.3 Students pronounce the words that are used in the classroom.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai	3.6.1 Students identify the social function, generic structure, and lexicogrammatical of simple past tense. 3.6.2 Students complete the written text about simple past tense.

		dengan konteks penggunaannya.		
4.	4.7	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.1	Students make written text about actions/ activities/ events that happened in the past used simple past tense.

C.   Learning Objectives

Students can write written text based on what they heard in the audio that teacher gave.

D.   Learning Materials

1. Simple past tense
2. Text book

E. Methods/Techniques of study

1.   Writing practice
2.   Evaluation

F.   Learning Activity

Activity	**Description of activity**		**Time allocation**
Opening	Teacher	Students	15'

	Teacher	Students	
	a. Teacher comes in the class and says *"Good morning students. How're you today?"* b. Teacher responds *"I feel great, thank you."* c. Teacher checks the students' attendance. d. Teacher tells what are going to do today. e. Teacher prepares the question and answer sheet.	a. Students respond the teacher's greeting *"Good morning ma'am. I'm fine, thank and you?"* b. Students respond teacher's checking. c. Students respond the teacher's questions.	
Main Activity	Teacher	Students	
	a. Teacher gives instruction about the test given. b. Teacher asks students to do test about 60 minutes. c. Teacher asks students to submit the test.	a. Students listen the teacher. b. Students do the test individually. c. Students submit the test.	60'
Closing	Teacher	Students	15'
	a. Teacher asks students about what they feel after the test in order to give feedback.	a. Students answer teacher's question about the test today, such as their difficulties, their	

	b. Teacher asks students to learn simple past tense in their home. c. Teacher closes the meeting and says *"See you next week, bye bye"*.	impression of test today. b. Students listen teacher. c. Students respond and say *"Bye ma'am and see you"*.	

G. Assessment

Skill Assessment (Writing)

The Scoring Guidance Taken from Heaton Grid and Categories

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course-only 1 or 2 minor mistakes.
	4	A few mistakes only (preposition, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes-no mastery of sentence construction-almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired-fairly appropriate synonym, circumlocution.
	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted has to resort to use of synonyms, circumlocution, etc. on a few occasion.
	2	Restricted vocabulary-use of synonyms (but not

		always appropriate) imprecise and vague-affect meaning.
	1	Very restricted vocabulary-inappropriate use synonyms seriously hinders communication.
Mechanics (Spelling)	5	No errors.
	4	1 or 2 minor errors only (e.g ie or ei).
	3	Several errors-do not interfere significantly with communication-not too hard to understand.
	2	Several errors-some interfere with communication some words very hard to recognize.
	1	Numerous error-hard to recognize several words-communication made very difficult.
Fluency	5	Flowing style-very easy to understand-both complex and simple sentences very effective.
	4	Quite flowing style-mostly easy to understand-a-few complex sentences very effective.
	3	Style reasonably smooth-not hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style-an effort needed to understand and enjoy reading-complex sentences confusing-mostly simple sentences or compound sentences.
	1	Very jerk-hard to understand-cannot enjoy reading almost all simple sentences-complex sentences confusing-excessive of "and".
Relevance (Content)	5	All sentences support the topic-highly organized-clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization-reading required for

		clarification of ideas.
	2	Little or no attempts at connectivity-though reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.

The formula:

1. The maximum score is 25

 Grammar + Vocabulary + Mechanics (Spelling) + Fluency + Relevance (Content)

5 + 5 + 5 + 5 + 5 = 25

2. The student score is obtained from multiple the score by 4.

Batang, ... 2015

Teacher   **Researcher**

Didiek Permadi, S.Pd.   Mufakhiroh

NIP.   NIM. 2201411034

LESSON PLAN EXPERIMENTAL GROUP – FIRST MEETING
(RPP)

School	: SMA Negeri 1 Batang
Subject	: English
Class/Semester	: X /1
Based Material	:Teks tulis untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya. (Simple Past Tense)
Time Allotment	: 2 x 45 minutes (first meeting)

A. **Main Competence**

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menujukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Based Competence and Indicators

Numb.	Based Competence	Indicators
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Students pray together before they start to learn English. 1.1.2 Students learn simple past tense enthusiastically.
2.	2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Students work in group cooperatively. 2.1.2 Students respond teacher's questions. 2.1.3 Students pronounce the words that are used in the classroom.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.	3.6.1 Students identify the social function, generic structure, and lexicogrammatical of simple past tense. 3.6.2 Students complete the written text about simple past tense.
4.	4.7 Menyusun teks lisan dan tulis	4.7.1 Students make written

	untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	text about actions/ activities/ events that happened in the past used simple past tense.

C. Learning Objectives

1. Students learn simple past tense enthusiastically.

2. Students work in group cooperatively.

3. Students are able to respond teacher's questions.

4. Students are able to pronounce the words that are used in the classroom.

5. Students are able to know social function, generic structure, and grammatical features of simple past tense.

6. Students are able to think and discuss with their friends.

7. Students are able to write written text about actions/ activities/ events that happened in the past used simple past tense.

D. **Learning Materials**

1. **Observing**

Read the texts bellow.

SKATING

This winter I learned to skate. A friend of mine had an extra pair of skates. He persuaded me to go skating with him one Saturday afternoon in February. I borrowed the skates and we went skating. It was cold outside. We wore hats, scarves and mitts to keep warm. He showed me how to put on the skates, how to start moving, and how to stop. I moved very slowly at first and lots of people skated past me. When I fell nobody laughed at me. Instead, they helped me get back up. I kept trying. Soon I felt much better.

Siti   : So, did you go out with Richard?

Sari   : Yeah, we went to a movie. We saw Police Partners II

Siti   : Did you like it?

Sari   : Richard did, but I didn't. Of course, I told him I liked it.

Siti   : Yeah. So, what did you do anything else?

Sari   : Well, we went to a dance club.

Siti   : Did you have fun there?

Sari   : Yes, we had a great time. And we're going to there again next week.

Social Function

The text above is written text about actions/ activities/ events that happened in the past used *Simple Past Tense.*

Structure of Text

The examples of text above are written text of Simple Past Tense.

Language Feature

1) The simple past tense uses the form of *past tense verb*.

Sentence	Pattern
Affirmative	Subject + **Past Tense (regular/irregular verb)** + Object
Negative	Subject + **did not + infinitive** + Object
Interrogative	**Did** + Subject + **infinitive** + Object

For example:

Affirmative

Sugiyono played get rich game last night.

I came to school early this morning.

Negative

Sugiyono did not play get rich game last night.

I did not come to school early this morning.

Interrogative

Did Sugiyono play get rich game last night?

Did I come to school early this morning?

 a. Regular Verb

All of regular verbs take an –ed ending in the past tense.

For example:

Simple Form	Simple Past
Help	Helped
Listen	Listened

Play	Played
Use	Used
Study	Studied

There are some spelling rules of regular verbs. Those are:

1. If the simple form of verbs ends in –y after a consonant, change the –y to i and add –ed. Example: try→ tried.
2. If the simple form of a one syllable verbs end in consonant + a vowel + a consonant, double the final consonant and add –ed. Example: plan→ planned.
3. If the simple form of a two syllable verb end in a consonant + a vovel + a consonant only if the syllable is stressed. Example: occur→ occurred.
4. If the simple form of a verb ends in –e, add only –d. Example: live→ lived.
5. Add –ed to simple form of all other regular verbs. Example: want→ wanted.

b. Irregular Verb

Irregular verb does not take an –ed ending in the past form.

Based on Murphy (2010:293) this is the table of irregular verbs.

Infinitive/ Simple Form	Simple Past	Infinitive/ Simple Form	Simple Past
beat	Beat	**Lose**	Lost
become	became	**Make**	Made
begin	Began	**Mean**	Meant
bend	Bent	**Meet**	Met
bet	Bet	**Pay**	Paid
bite	Bit	**Put**	Put
blow	Blew	**Read**	Read
break	Broke	**Ride**	Rode
bring	brought	**Ring**	Rang
build	Built	**Rise**	Rose
burst	Burst	**Run**	Ran

buy	bought	**Say**	Said
catch	caught	**See**	Saw
choose	Chose	**Sell**	Sold
come	Came	**Send**	Sent
cost	Cost	**Set**	Set
creep	Crept	**Shake**	shook
cut	Cut	**Shoot**	shot
deal	Dealt	**Shut**	shut
do	Did	**Sing**	sang
draw	drew	**Sit**	sat
drink	drank	**Sleep**	slept
drive	drove	**speak**	spoke
eat	Ate	**spend**	spent
fall	Fell	**Spit**	spat
feed	Fed	**spread**	spread
feel	Felt	**spring**	sprang
fight	fought	**stand**	stood
find	found	**Steal**	stole
fly	flew	**Stick**	stuck
forget	forgot	**swear**	swore
freeze	froze	**sweep**	swept
get	Got	**Swim**	swam
give	gave	**Take**	took
go	went	**teach**	taught
grow	grew	**Tear**	tore
hang	hung	**Tell**	told
have	Had	**think**	thought
hear	heard	**throw**	threw
hold	held	**understand**	understood
hurt	hurt	**wake**	woke

keep	kept	**wear**	wore
know	knew	**weep**	wept
lay	Laid	**Win**	won
leave	Left	**write**	wrote

c. Verbs *can be* Regular or Irregular

Simple Form	Regular	Irregular
Burn	Burned	Burnt
Dream	Dreamed	Dreamt
lean	Leaned	Leant
learn	Learned	Learnt
smell	Smelled	Smelt
spell	Spelled	Spelt
spill	Spilled	Spilt
spoil	Spoiled	Spoilt

2) The simple past tense uses the form of *past of be*.

Sentence	Pattern
Affirmative	Subject + **was/were** + substantive (adverbial phrases)
Negative	Subject + **was/were + not** + substantive (adverbial phrases)
Interrogative	**Was/were** + subject + substantive (adverbial phrases)

Notes:

Was (I/She/He/It)

Were (We/You/They)

For example:

Affirmative

They were late this morning.

Sugiyanto was sick yesterday.

Negative

They were not late this morning.

Sugiyanto was not sick yesterday

Interrogative

Were they late this morning?

Was Sugiyanto sick yesterday?

3) Expressions for past time

The example expressions for past time are:

Yesterday

The day before yesterday

Last night, last week, etc

A year ago, a long time ago, etc

A week later

In 1990

Etc.

2. Questioning

1) What is the function of the texts?

2) What is the structure of the texts?

3) What is the language feature that used in those texts?

4) How does you do to compose sentences using that tense?

5) When do you use that tense?

3. Experimenting

Language features that be used in the written text about simple past tense are spelling, vocabulary, grammar, and hand writing.

Spelling

Complete the table below with appropriate word.

Infinitive/Simple Form	Simple Past
Go	
	Studied
	Saw
Pass	
	Shut
	Had
Stop	
Be	
Invite	
	Worked

Answer key

Infinitive/Simple Form	Simple Past
Go	Went
Study	Studied
See	Saw
Pass	Passed
Shut	Shut
Have	Had
Stop	Stopped
Be	Was/were
Invite	Invited
Work	Worked

Vocabulary

Complete the sentences using the verbs above in the correct form.

1. We .... Rose in town a few days ago.

2. Folia .... them to our party, but they decided not to come.

3. The police .... me on my way home last night.

4. It was cold, so I .... the window.

5. 'Did you .... time to write the letter?' 'No, I didn;t."

6. Taufik .... her examination because she .... very hard.

7. I .... in a department store last year.

8. She .... angry because they were late.

9. Bulia .... to the cinema three times last week.

Answer key

1. Saw
2. Invited
3. Stoppped
4. Shut
5. Have
6. Passed, studied
7. work
8. Was
9. Went

4. Associating

1) Students work in pairs, compare their work to have a correction from their friend.

2) Students differentiate the sentences using Simple Past in English and Indonesia.

English	Indonesia
1. I went to school by bus this morning.	1. Saya pergi sekolah naik bus pagi ini.
2. Purba came to Roby's party yesterday.	2. Purba datang ke pesta Roby kemarin.
3. Dodit did not visit her grandmother last week.	3. Dodit tidak mengunjungi neneknya minggu lalu.

5. Communicating

Students write short text about activities/ actions/ events using simple past tense through random sounds game.

The procedure of random sounds game:

1. Divide the class into 4 groups.
2. Go out of the class.

3. Close your eyes about three minutes.

4. Listen carefully to every sound you can hear, and try to identify the sounds. You should be listening for all the 'natural' noises of the outside class.

5. Discuss with your group about the sounds you have heard.

6. Write down what you heard and explain it into a text at least five sentences.

7. Don't forget to use Simple Past Tense.

8. The first group that finished writing a text with appropriate structure will get best point.

E. Methods / Techniques of study

1. Scientific Approach (observing, questioning, experimenting, associating, communicating).

2. Discovery Learning

3. Random sounds game

4. Exercises

F. Learning Source and Media

1. Handout of tenth grade

2. Paper

3. Understanding and Using English Grammar, Betty Azar

4. Teacher-made material

5. Cambridge Dictionary

6. Internet

G. Learning Activity

Activity	Description of activity		Time allocation
Opening	Teacher	Students	5'
	a. Teacher comes in the class and says *"Good morning*	a. Students respond the teacher's greeting *"Good*	

	students. How're you today?" b. Teacher responds *"I feel great, thank you."* Teacher checks the students' attendance. c. Teacher gives question to review the last material.	*morning ma'am. I'm fine, thank and you?"* b. Students respond teacher's checking. c. Students respond the teacher's questions.	
Main Activity	**Observing**		15'
	Teacher	Students	
	a. Teacher shows some texts. b. Teacher asks *"What is this text about?"* c. Teacher gives another example of simple past' sentences. d. Guide students to identify social function, stucture of text and language features of text.	a. Students watch and read the text. b. Students respond the teacher's question. c. Students watch seriously and repeat the example. d. Students identify social function, stucture of text and language features of text.	
	Questioning		10'
	Teacher	Students	
	a. Teacher motivates students to ask question related to the text.	a. Students ask some questions related to the text.	
	Experimenting		25'
	Teacher	Students	
	a. Teacher gives exercises about simple past tense.	a. Students work the exercise.	

		Associating		10'
		Teacher	Students	
		a. Teacher asks students to work in pairs, compare their work to have a correction from their friend. b. Teacher shows differences the sentences using Simple Past in English and Indonesia.	a. Students work in pairs, compare their work to have a correction from their friend. b. Students differentiate the sentences using Simple Past in English and Indonesia.	
		Communicating		20'
		Teacher	Students	
		a. Teacher asks students to play random sounds game. b. Teacher asks students to write short text based on what they heard.	a. Students play random sounds game. b. Students write short text based on what they heard.	
Closing		Teacher	Students	5'
		a. Teacher gives the review of simple past tense. b. Teacher asks students to learn the next material. c. Teacher closes the meeting and says *"See you next week, bye bye".*	a. Students respond the teacher's review. b. Students listen teacher. c. Students respond and say *"Bye ma'am and see you".*	

H. Assessment

1. Knowledge Assessment (Cognitive)

Right answer (R.A)   : **one point**

Formula of scoring:

$$\frac{right\ answer}{high\ score} \times 4 = score$$

2. Coorperation Assesment (Afective)

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																				
2																				
3																				
...																				
etc.																				

Note

1 : very poor

2 : poor

3 : fair

4 : good

Formula of scoring:

$$\frac{total\ score}{high\ score} \times 4 = score$$

3. Skill Assessment (Writing)

The Scoring Guidance Taken from Heaton Grid and Categories

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course-only 1 or 2

		minor mistakes.
	4	A few mistakes only (preposition, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes-no mastery of sentence construction-almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired-fairly appropriate synonym, circumlocution.
	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted has to resort to use of synonyms, circumlocution, etc. on a few occasion.
	2	Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affect meaning.
	1	Very restricted vocabulary-inappropriate use synonyms seriously hinders communication.
Mechanics (Spelling)	5	No errors.
	4	1 or 2 minor errors only (e.g ie or ei).
	3	Several errors-do not interfere significantly with communication-not too hard to understand.
	2	Several errors-some interfere with communication some words very hard to recognize.
	1	Numerous error-hard to recognize several words-communication made very difficult.
Fluency	5	Flowing style-very easy to understand-both complex and simple sentences very effective.

	4	Quite flowing style-mostly easy to understand-a-few complex sentences very effective.
	3	Style reasonably smooth-not hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style-an effort needed to understand and enjoy reading-complex sentences confusing-mostly simple sentences or compound sentences.
	1	Very jerk-hard to understand-cannot enjoy reading almost all simple sentences-complex sentences confusing-excessive of "and".
Relevance (Content)	5	All sentences support the topic-highly organized-clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization-reading required for clarification of ideas.
	2	Little or no attempts at connectivity-though reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.

The formula:

1. The maximum score is 25

 Grammar + Vocabulary + Mechanics (Spelling) + Fluency + Relevance

(Content)

 $5 + 5 + 5 + 5 + 5 = 25$

2. The student score is obtained from multiple the score by 4.

4. Conversion of Cognitive, Skills, and Affective competences:

Predikat	Nilai Kompetensi		
	Pengetahuan	**Keterampilan**	**Sikap**
A	4	4	SB
A-	3.66	3.66	SB
B+	3.33	3.33	B
B	3	3	B
B-	2.66	2.66	B
C+	2.33	2.33	C
C	2	2	C
C-	1.66	1.66	C
D+	1.33	1.33	K
D-	1	1	K

5. Recapitulation table of students' assessment:

No.	Name of Students	Aspects		
		Affective	**Cognitive**	**Skills**
1.				
2.				
3.				
.....				
etc.				

Batang, ... 2015

Teacher   **Researcher**

Didiek Permadi, S.Pd.   Mufakhiroh

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LESSON PLAN EXPERIMENTAL GROUP – SECOND MEETING
(RPP)

School	: SMA Negeri 1 Batang
Subject	: English
Class/Semester	: X /1
Based Material	:Teks tulis untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya. (Simple Past Tense)
Time Allotment	: 2 x 45 minutes (second meeting)

A. Main Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menujukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Based Competence and Indicators

Numb.	Based Competence	Indicators
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Students pray together before they start to learn English. 1.1.2 Students learn simple past tense enthusiastically.
2.	2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Students work in group cooperatively. 2.1.2 Students respond teacher's questions. 2.1.3 Students pronounce the words that are used in the classroom.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang	3.6.1 Students identify the social function, generic structure, and lexicogrammatical of simple past tense. 3.6.2 Students complete the written text about simple past tense.

		merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.		
4.	4.7	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.1	Students make written text about actions/ activities/ events that happened in the past used simple past tense.

C. Learning Objectives

1. Students learn simple past tense enthusiastically.
2. Students work in group cooperatively.
3. Students are able to respond teacher's questions.
4. Students are able to pronounce the words that are used in the classroom.
5. Students are able to know social function, generic structure, and grammatical features of simple past tense.
6. Students are able to think and discuss with their friends.
7. Students are able to write written text about actions/ activities/ events that happened in the past used simple past tense.

D. Learning Materials

1. Observing

Read the texts bellow.

> **Sick on Saturday**
>
> On Saturday I was so tired that I slept all morning. When I woke up I had a head ache and my throat was sore. My body ached all over. My nose ran and I coughed a lot. My mother took my temperature but I did not have a fever. My mother made me some soup for lunch and I ate it in bed. I didn't want to do anything. I got out of bed at dinner time. My parents ordered pizza for dinner and I was able to eat some of it. I felt a bit better after dinner so I stayed up. I snuggled under a blanket on the couch and watched some TV with my parents. I fell asleep in front of the TV.

Chucuck: Were you born in the U.S., Melissa?

Melissa: No, I wasn't. I came here in 1992.

Chucuck: How old were you?

Melissa: I was seventeen.

Chucuck: So, did you go to college right away?

Melissa: No, because my English wasn't very good. I studied English for two years first.

Chucuck: Wow, your English is really fluent now.

Social Function

The text above is written text about actions/ activities/ events that happened in the past used *Simple Past Tense.*

Structure of Text

The examples of text above are written text of Simple Past Tense.

Language Feature

1)   The simple past tense uses the form of *past tense verb*.

Sentence	Pattern
Affirmative	Subject + **Past Tense (regular/irregular verb)** + Object
Negative	Subject + **did not** + **infinitive** + Object
Interrogative	**Did** + Subject + **infinitive** + Object

For example:

Affirmative

Sugiyono played get rich

game last night.

I came to school early this morning.

Negative

Sugiyono did not play get rich game last night.

I did not come to school early this morning.

Interrogative

Did Sugiyono play get rich game last night?

Did I come to school early this morning?

a.   Regular Verb

All of regular verbs take an –ed ending in the past tense.

For example:

Simple Form	Simple Past
Help	Helped
Listen	Listened
Play	Played
Use	Used
Study	Studied

There are some spelling rules of regular verbs. Those are:

1. If the simple form of verbs ends in –y after a consonant, change the –y to i and add –ed. Example: try→ tried.
2. If the simple form of a one syllable verbs end in consonant + a vowel + a consonant, double the final consonant and add –ed. Example: plan→ planned.
3. If the simple form of a two syllable verb end in a consonant + a vovel + a consonant only if the syllable is stressed. Example: occur→ occurred.
4. If the simple form of a verb ends in –e, add only –d. Example: live→ lived.
5. Add –ed to simple form of all other regular verbs. Example: want→ wanted.

b. Irregular Verb

Irregular verb does not take an –ed ending in the past form.

Based on Murphy (2010:293) this is the table of irregular verbs.

Infinitive/ Simple Form	Simple Past	Infinitive/ Simple Form	Simple Past
Beat	Beat	**Lose**	Lost
become	became	**Make**	Made
begin	Began	**Mean**	Meant
bend	Bent	**Meet**	Met
bet	Bet	**Pay**	Paid
bite	Bit	**Put**	Put
blow	Blew	**Read**	Read
break	Broke	**Ride**	Rode

bring	brought	**Ring**	Rang
build	Built	**Rise**	Rose
burst	Burst	**Run**	Ran
buy	bought	**Say**	Said
catch	caught	**See**	Saw
choose	Chose	**Sell**	Sold
come	Came	**Send**	Sent
cost	Cost	**Set**	Set
creep	Crept	**Shake**	shook
cut	Cut	**Shoot**	shot
deal	Dealt	**Shut**	shut
do	Did	**Sing**	sang
draw	drew	**Sit**	sat
drink	drank	**Sleep**	slept
drive	drove	**speak**	spoke
eat	Ate	**spend**	spent
fall	Fell	**Spit**	spat
feed	Fed	**spread**	spread
feel	Felt	**spring**	sprang
fight	fought	**stand**	stood
find	found	**Steal**	stole
fly	flew	**Stick**	stuck
forget	forgot	**swear**	swore
freeze	froze	**sweep**	swept
get	Got	**Swim**	swam
give	gave	**Take**	took
go	went	**teach**	taught
grow	grew	**Tear**	tore
hang	hung	**Tell**	told
have	Had	**think**	thought

hear	heard	**throw**	threw
hold	held	**understand**	understood
hurt	hurt	**wake**	woke
keep	kept	**wear**	wore
know	knew	**weep**	wept
lay	Laid	**Win**	won
leave	Left	**write**	wrote
lend	lent		

c.   Verbs *can be* Regular or Irregular

Simple Form	Regular	Irregular
Burn	Burned	Burnt
Dream	Dreamed	Dreamt
lean	Leaned	Leant
learn	Learned	Learnt
smell	Smelled	Smelt
spell	Spelled	Spelt
spill	Spilled	Spilt
spoil	Spoiled	Spoilt

2)   The simple past tense uses the form of *past of be*.

Sentence	Pattern
Affirmative	Subject + **was/were** + substantive (adverbial phrases)
Negative	Subject + **was/were + not** + substantive (adverbial phrases)
Interrogative	**Was/were** + subject + substantive (adverbial phrases)

Notes:

Was (I/She/He/It)

Were (We/You/They)

For example:

Affirmative

They were late this morning.

Sugiyanto was sick yesterday.

Negative

They were not late this morning.

Sugiyanto was not sick yesterday

Interrogative

Were they late this morning?

Was Sugiyanto sick yesterday?

3) Expressions for past time

The example expressions for past time are:

Yesterday

The day before yesterday

Last night, last week, etc

A year ago, a long time ago, etc

A week later

In 1990

Etc.

2. Questioning

1) What is the function of the texts?

2) What is the structure of the texts?

3) What is the language feature that used in those texts?

4) How does you do to compose sentences using that tense?

5) When do you use that tense?

3. Experimenting

Language features that be used in the written text about simple past tense are spelling, vocabulary, grammar, and hand writing.

Students write short text about activities/ actions/ events using simple past tense through random sounds game.

The procedure of random sounds game:

1. Close your eyes about three minutes.
2. Listen carefully to every sound you can hear, and try to identify the sounds. You should be listening for all the 'natural' noises in the class.
3. Write down what you heard and explain it into a text at least five sentences individually.
4. Don't forget to use Simple Past Tense

4. Associating

Students work in pairs, comparing their work to have a correction from their friend.

5. Communicating

Students present their work in front of class.

E. Methods/Techniques of study

1.   Scientific   Approach   (observing,   questioning, experimenting, associating, communicating).
2.   Discovery Learning
3.   Random sounds game
4.   Exercises

F. Learning Source and Media

1. Handout of tenth grade
2. Paper
3. Understanding and Using English Grammar, Betty Azar

4. Teacher-made material

5. Cambridge Dictionary

6. Internet

G. **Learning Activity**

Activity	Description of activity		Time allocation
Opening	Teacher	Students	5'
	a. Teacher comes in the class and says *"Good morning students. How're you today?"* b. Teacher responds *"I feel great, thank you."* Teacher checks the students' attendance. c. Teacher gives question to review the last material.	a. Students respond the teacher's greeting *"Good morning ma'am. I'm fine, thank and you?"* b. Students respond teacher's checking. c. Students respond the teacher's questions.	
Main Activity	**Observing**		15'
	Teacher	Students	
	a. Teacher shows some texts. b. Teacher asks *"What is this text about?"* c. Teacher gives another example of simple past' sentences. d. Guide students to	a. Students watch and read the text. b. Students respond the teacher's question. c. Students watch seriously and repeat the example. d. Students identify social function, structure of text	

	identify social function, structure of text and language features of text.	and language features of text.	
	Questioning		10'
	Teacher	Students	
	a. Teacher motivates students to ask question related to the text.	a. Students ask some questions related to the text.	
	Experimenting		25'
	Teacher	Students	
	a. Teacher asks students to play random sounds game. b. Teacher asks students to write short text about what they heard.	a. Students play random sounds game. b. Students write short text about what they heard.	
	Associating		10'
	Teacher	Students	
	a. Teacher asks students to work in pairs, compare their work to have a correction from their friend.	a. Students work in pairs, compare their work to have a correction from their friend.	
	Communicating		20'
	Teacher	Students	
	a. Teacher asks students to present their work	a. Students present their work in front of class.	

	Teacher	Students	
	in front of class.		
Closing	Teacher	Students	5'
	a. Teacher gives the review of simple past tense. b. Teacher asks students to learn the next material. c. Teacher closes the meeting and says *"See you next week, bye bye".*	a. Students respond the teacher's review. b. Students listen teacher. c. Students respond and say *"Bye ma'am and see you".*	

H. Assessment

Skill Assessment (Writing)

The Scoring Guidance Taken from Heaton Grid and Categories

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course-only 1 or 2 minor mistakes.
	4	A few mistakes only (preposition, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes-no mastery of sentence construction-almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired-fairly appropriate synonym, circumlocution.

	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted has to resort to use of synonyms, circumlocution, etc. on a few occasion.
	2	Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affect meaning.
	1	Very restricted vocabulary-inappropriate use synonyms seriously hinders communication.
Mechanics (Spelling)	5	No errors.
	4	1 or 2 minor errors only (e.g ie or ei).
	3	Several errors-do not interfere significantly with communication-not too hard to understand.
	2	Several errors-some interfere with communication some words very hard to recognize.
	1	Numerous error-hard to recognize several words-communication made very difficult.
Fluency	5	Flowing style-very easy to understand-both complex and simple sentences very effective.
	4	Quite flowing style-mostly easy to understand-a-few complex sentences very effective.
	3	Style reasonably smooth-not hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style-an effort needed to understand and enjoy reading-complex sentences confusing-mostly simple sentences or compound sentences.
	1	Very jerk-hard to understand-cannot enjoy reading almost all simple sentences-complex sentences confusing-excessive of "and".
Relevance	5	All sentences support the topic-highly organized-

(Content)		clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization-reading required for clarification of ideas.
	2	Little or no attempts at connectivity-though reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.

The formula:

1. The maximum score is 25

 Grammar + Vocabulary + Mechanics (Spelling) + Fluency + Relevance (Content)

 $5 + 5 + 5 + 5 + 5 = 25$

2. The student score is obtained from multiple the score by 4.

Batang, ... 2015

Teacher   **Researcher**

Didiek Permadi, S.Pd   Mufakhiroh
NIP.   NIM. 2201411034

LESSON PLAN PRE-TEST POST-TEST
CONTROL GROUP
(RPP)

School	: SMA Negeri 1 Batang
Subject	: English
Class/Semester	: X /1
Based Material	:Teks tulis untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya. (Simple Past Tense)
Time Allotment	: 2 x 45 minutes

A. Main Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menujukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.

4.   Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Based Competence and Indicators

No.	Based Competence	Indicators
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Students pray together before they start to learn English. 1.1.2 Students learn simple past tense enthusiastically.
2.	2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Students work in group cooperatively. 2.1.2 Students respond teacher's questions. 2.1.3 Students pronounce the words that are used in the classroom.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur	3.6.1 Students identify the social function, generic

		kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.	structure, and lexicogrammatical of simple past tense. 3.6.2 Students complete the written text about simple past tense.
4.	4.7	Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	4.7.1 Students make written text about actions/ activities/ events that happened in the past used simple past tense.

C. Learning Objectives

Students can write written text based on what they heard in the audio that teacher gave.

D. Learning Materials

1. Simple past tense
2. Text book

E. Methods/Techniques of study

1.   Writing practice
2.   Evaluation

F. **Learning Activity**

Activity	Description of activity		Time allocation
Opening	Teacher	Students	15'
	a. Teacher comes in the class and says *"Good morning students. How're you today?"* b. Teacher responds *"I feel great, thank you."* c. Teacher checks the students' attendance. d. Teacher tells what are going to do today. e. Teacher prepares the question and answer sheet.	a. Students respond the teacher's greeting *"Good morning ma'am. I'm fine, thank and you?"* b. Students respond teacher's checking. c. Students respond the teacher's questions.	
Main Activity	Teacher	Students	
	a. Teacher gives instruction about the test given. b. Teacher asks students to do test about 60 minutes. c. Teacher asks students to submit the test.	a. Students listen the teacher. b. Students do the test individually. c. Students submit the test.	60'
Closing	Teacher	Students	15'

| | a. Teacher asks students about what they feel after the test in order to give feedback.
 b. Teacher asks students to learn simple past tense in their home.
 c. Teacher closes the meeting and says *"See you next week, bye bye".* | a. Students answer teacher's question about the test today, such as their difficulties, their impression of test today.
 b. Students listen teacher.
 c. Students respond and say *"Bye ma'am and see you".* | |

G. Assessment

Skill Assessment (Writing)

The Scoring Guidance Taken from Heaton Grid and Categories

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course-only 1 or 2 minor mistakes.
	4	A few mistakes only (preposition, articles, etc.)
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Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired-fairly appropriate synonym, circumlocution.
	3	Attempts to use words acquired-fairly appropriate

		vocabulary on the whole but sometimes restricted has to resort to use of synonyms, circumlocution, etc. on a few occasion.
	2	Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affect meaning.
	1	Very restricted vocabulary-inappropriate use synonyms seriously hinders communication.
Mechanics (Spelling)	5	No errors.
	4	1 or 2 minor errors only (e.g ie or ei).
	3	Several errors-do not interfere significantly with communication-not too hard to understand.
	2	Several errors-some interfere with communication some words very hard to recognize.
	1	Numerous error-hard to recognize several words-communication made very difficult.
Fluency	5	Flowing style-very easy to understand-both complex and simple sentences very effective.
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	3	Style reasonably smooth-not hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style-an effort needed to understand and enjoy reading-complex sentences confusing-mostly simple sentences or compound sentences.
	1	Very jerk-hard to understand-cannot enjoy reading almost all simple sentences-complex sentences confusing-excessive of "and".
Relevance (Content)	5	All sentences support the topic-highly organized-clear progression of ideas well linked-like educated

		native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization-reading required for clarification of ideas.
	2	Little or no attempts at connectivity-though reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.

The formula:

1. The maximum score is 25

 Grammar + Vocabulary + Mechanics (Spelling) + Fluency + Relevance (Content)

 5 + 5 + 5 + 5 + 5 = 25

2. The student score is obtained from multiple the score by 4.

Batang, ... 2015

Teacher   **Researcher**

Didiek Permadi, S.Pd.   Mufakhiroh

NIP.   NIM. 2201411034

LESSON PLAN CONTROL GROUP – FIRST MEETING
(RPP)

School	**:** SMA Negeri 1 Batang
Subject	**:** English
Class/Semester	**:** X /1
Based Material	**:**Teks tulis dan lisan untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya. (Simple Past Tense)
Time Allotment	**:** 2 x 45 minutes (first meeting)

A. Main Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menujukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Based Competence and Indicators

No.	Based Competence	Indicators
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Students pray together before they start to learn English. 1.1.2 Students learn simple past tense enthusiastically.
2.	2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Students work in group cooperatively. 2.1.2 Students respond teacher's questions. 2.1.3 Students pronounce the words that are used in the classroom.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.	3.6.1 Students identify the social function, generic structure, and lexicogrammatical of simple past tense. 3.6.2 Students complete the written text about simple past tense.
4.	4.7 Menyusun teks lisan dan tulis	4.7.1 Students make written

	untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	text about actions/ activities/ events that happened in the past used simple past tense.

B. **Learning Objectives**

1. Students learn simple past tense enthusiastically.
2. Students work in group cooperatively.
3. Students are able to respond teacher's questions.
4. Students are able to pronounce the words that are used in the classroom.
5. Students are able to know social function, generic structure, and grammatical features of simple past tense.
6. Students are able to think and discuss with their friends.
7. Students are able to write written text about actions/ activities/ events that happened in the past used simple past tense.

C. Learning Materials

1. Observing

Read the texts bellow.

SKATING

This winter I learned to skate. A friend of mine had an extra pair of skates. He persuaded me to go skating with him one Saturday afternoon in February. I borrowed the skates and we went skating. It was cold outside. We wore hats, scarves and mitts to keep warm. He showed me how to put on the skates, how to start moving, and how to stop. I moved very slowly at first and lots of people skated past me. When I fell nobody laughed at me. Instead, they helped me get back up. I kept trying. Soon I felt much better.

Siti   : So, did you go out with Richard?

Sari   : Yeah, we went to a movie. We saw Police Partners II

Siti   : Did you like it?

Sari   : Richard did, but I didn't. Of course, I told him I liked it.

Siti   : Yeah. So, what did you do anything else?

Sari   : Well, we went to a dance club.

Siti   : Did you have fun there?

Sari   : Yes, we had a great time. And we're going to there again next week.

Social Function

The text above is written text about actions/ activities/ events that happened in the past used *Simple Past Tense.*

Structure of Text

The examples of text above are written text of Simple Past Tense.

Language Feature

1) The simple past tense uses the form of *past tense verb*.

Sentence	Pattern
Affirmative	Subject + **Past Tense (regular/irregular verb)** + Object
Negative	Subject + **did not + infinitive** + Object
Interrogative	**Did** + Subject + **infinitive** + Object

For example:

Affirmative

Sugiyono played get rich game last night.

I came to school early this morning.

Negative

Sugiyono did not play get rich game last night.

I did not come to school early this morning.

Interrogative

Did Sugiyono play get rich game last night?

Did I come to school early this morning?

d.   Regular Verb

All of regular verbs take an –ed ending in the past tense.

For example:

Simple Form	Simple Past
Help	Helped
Listen	Listened
Play	Played
Use	Used
Study	Studied

There are some spelling rules of regular verbs. Those are:

1. If the simple form of verbs ends in –y after a consonant, change the –y to i and add –ed. Example: try➔ tried.

2. If the simple form of a one syllable verbs end in consonant + a vowel + a consonant, double the final consonant and add –ed. Example: plan➔ planned.

3. If the simple form of a two syllable verb end in a consonant + a vowel + a consonant only if the syllable is stressed. Example: occur➔ occurred.

4. If the simple form of a verb ends in –e, add only –d. Example: live➔ lived.

5. Add –ed to simple form of all other regular verbs. Example: want➔ wanted.

b. Irregular Verb

Irregular verb does not take an –ed ending in the past form.

Based on Murphy (2010:293) this is the table of irregular verbs.

Infinitive/ Simple Form	Simple Past	Infinitive/ Simple Form	Simple Past
beat	Beat	**Lose**	Lost
become	became	**Make**	Made
begin	Began	**Mean**	Meant
bend	Bent	**Meet**	Met
bet	Bet	**Pay**	Paid
bite	Bit	**Put**	Put
blow	Blew	**Read**	Read
break	Broke	**Ride**	Rode

bring	brought	**Ring**	Rang
build	Built	**Rise**	Rose
burst	Burst	**Run**	Ran
buy	bought	**Say**	Said
catch	caught	**See**	Saw
choose	Chose	**Sell**	Sold
come	Came	**Send**	Sent
cost	Cost	**Set**	Set
creep	Crept	**Shake**	shook
cut	Cut	**Shoot**	shot
deal	Dealt	**Shut**	shut
do	Did	**Sing**	sang
draw	drew	**Sit**	sat
drink	drank	**Sleep**	slept
drive	drove	**speak**	spoke
eat	Ate	**spend**	spent
fall	Fell	**Spit**	spat
feed	Fed	**spread**	spread
feel	Felt	**spring**	sprang
fight	fought	**stand**	stood
find	found	**Steal**	stole
fly	flew	**Stick**	stuck
forget	forgot	**swear**	swore
freeze	froze	**sweep**	swept
get	Got	**Swim**	swam
give	gave	**Take**	took
go	went	**teach**	taught
grow	grew	**Tear**	tore
hang	hung	**Tell**	told
have	Had	**think**	thought

hear	heard	**throw**	threw
hold	held	**understand**	understood
hurt	hurt	**wake**	woke
keep	kept	**wear**	wore
know	knew	**weep**	wept
lay	Laid	**Win**	won
leave	Left	**write**	wrote
lend	lent		

c.   Verbs *can be* Regular or Irregular

Simple Form	Regular	Irregular
Burn	Burned	Burnt
Dream	Dreamed	Dreamt
lean	Leaned	Leant
learn	Learned	Learnt
smell	Smelled	Smelt
spell	Spelled	Spelt
spill	Spilled	Spilt
spoil	Spoiled	Spoilt

2)   The simple past tense uses the form of *past of be*.

Sentence	Pattern
Affirmative	Subject + **was/were** + substantive (adverbial phrases)
Negative	Subject + **was/were + not** + substantive (adverbial phrases)
Interrogative	**Was/were** + subject + substantive (adverbial phrases)

Notes:

Was (I/She/He/It)

Were (We/You/They)

For example:

Affirmative

They were late this morning.

Sugiyanto was sick yesterday.

Negative

They were not late this morning.

Sugiyanto was not sick yesterday

Interrogative

Were they late this morning?

Was Sugiyanto sick yesterday?

d. Expressions for past time

The example expressions for past time are:

Yesterday

The day before yesterday

Last night, last week, etc

A year ago, a long time ago, etc

A week later

In 1990

Etc.

2. Questioning

1) What is the function of the texts?

2) What is the structure of the texts?

3) What is the language feature that used in those texts?

4) How does you do to compose sentences using that tense?

5) When do you use that tense?

3. Experimenting

Language features that be used in the written text about simple past tense are spelling, vocabulary, grammar, and hand writing.

Spelling

Complete the table below with appropriate word.

Infinitive/Simple Form	Simple Past
Go	
	Studied
	Saw
Pass	
	Shut
	Had
Stop	
Be	
Invite	
	Worked

Answer key

Infinitive/Simple Form	Simple Past
Go	Went
Study	Studied
See	Saw
Pass	Passed
Shut	Shut
Have	Had
Stop	Stopped
Be	Was/were
Invite	Invited
Work	Worked

<u>Vocabulary</u>

Complete the sentences using the verbs above in the correct form.

1.   We .... Rose in town a few days ago.

2.   Folia .... them to our party, but they decided not to come.

3.   The police .... me on my way home last night.

4.   It was cold, so I .... the window.

5.   ''Did you .... time to write the letter?' 'No, I didn;t."

6.   Taufik .... her examination because she ....very hard.

7.   I .... in a department store last year.

8.   She .... angry because they were late.

9.   Bulia .... to the cinema three times last week.

<u>Answer key</u>

1. Saw

2. Invited

3. Stopped

4. Shut

5. Have

6. Passed, studied

7. Work

8. Was

9. Went

4.   Associating

1)   Students work in pairs, compare their work to have a correction from their friend.

2)   Students differentiate the sentences using Simple Past in English and Indonesia.

English	Indonesia
1. I went to school by bus this morning.	1. Saya pergi sekolah naik bus pagi ini.
2. Purba came to Roby's party yesterday.	2. Purba datang ke pesta Roby kemarin.
3. Dodit did not visit her grandmother last week.	3. Dodit tidak mengunjungi neneknya minggu lalu.

5. Communicating

Students write short text about activities/ actions/ events using simple past tense.

D. Methods/Techniques of study

1. Scientific Approach (observing, questioning, experimenting, associating, communicating).
2. Discovery Learning
3. Drill
4. Exercises

E. Learning Source and Media

1. Handout of tenth grade
2. Paper
3. Understanding and Using English Grammar, Betty Azar
4. Teacher-made material
5. Cambridge Dictionary
6. Internet

F. Learning Activity

Activity	Description of activity		Time allocation
Opening	Teacher	Students	5'
	a. Teacher comes in the	a. Students respond the	

	class and say *"Good morning students. How're you today?"* b. Teacher responds *"I feel great, thank you."* Teacher checks the students' attendance. c. Teacher gives question to review the last material.	teacher's greeting *"Good morning ma'am. I'm fine, thank and you?"* b. Students respond teacher's checking. c. Students respond the teacher's questions.	
Main Activity	**Observing**		15'
	Teacher	Students	
	a. Teacher shows some texts. b. Teacher asks *"What is this text about?"* c. Teacher gives another example of simple past' sentences. d. Guide students to identify social function, structure of text and language features of text.	a. Students watch and read the text. b. Students respond the teacher's question. c. Students watch seriously and repeat the example. d. Students identify social function, structure of text and language features of text.	
	Questioning		10'
	Teacher	Students	
	a. Teacher motivates students to ask question related to the text.	a. Students ask some questions related to the text.	
	Experimenting		25'
	Teacher	Students	
	a. Teacher gives exercises about simple past tense.	a. Students work the exercise.	

	Associating		10'
	Teacher	Students	
	a. Teacher asks students to work in pairs, compare their work to have a correction from their friend. b. Teacher shows differences the sentences using Simple Past in English and Indonesia.	a. Students work in pairs, compare their work to have a correction from their friend. b. Students differentiate the sentences using Simple Past in English and Indonesia.	
	Communicating		20'
	Teacher	Students	
	a. Teacher asks students to write short text about activities/ actions/ events using simple past tense.	a. Students write short text about activities/ actions/ events using simple past tense.	
Closing	Teacher	Students	5'
	a. Teacher gives the review of simple past tense. b. Teacher asks students to learn the next material. c. Teacher closes the meeting and says *"See you next week, bye bye"*.	a. Students respond the teacher's review. b. Students listen teacher. c. Students respond and say *"Bye ma'am and see you"*.	

G. Assessment

1. Knowledge Assessment (Cognitive)

Right answer (R.A)   : **one point**

Formula of scoring:

$$\frac{right\ answer}{high\ score} \times 4 = score$$

2. Coorperation Assessment (Afective)

S.N.	Aspect of Students' Attitude																			
	Enthusiasm				Activeness				Attention				Participation				Responsibility			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1																				
2																				
3																				
4																				
...																				
etc.																				

1   : very poor

2   : poor

3   : fair

4   : good

3. Skill Assessment (Writing)

The Scoring Guidance Taken from Heaton Grid and Categories

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course-only 1 or 2 minor mistakes.
	4	A few mistakes only (preposition, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence

			construction.
	1		Numerous serious mistakes-no mastery of sentence construction-almost unintelligible.
Vocabulary	5		Use of wide range of vocabulary taught previously.
	4		Good use of new words acquired-fairly appropriate synonym, circumlocution.
	3		Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted has to resort to use of synonyms, circumlocution, etc. on a few occasion.
	2		Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affect meaning.
	1		Very restricted vocabulary-inappropriate use synonyms seriously hinders communication.
Mechanics (Spelling)	5		No errors.
	4		1 or 2 minor errors only (e.g ie or ei).
	3		Several errors-do not interfere significantly with communication-not too hard to understand.
	2		Several errors-some interfere with communication some words very hard to recognize.
	1		Numerous error-hard to recognize several words-communication made very difficult.
Fluency	5		Flowing style-very easy to understand-both complex and simple sentences very effective.
	4		Quite flowing style-mostly easy to understand-a-few complex sentences very effective.
	3		Style reasonably smooth-not hard to understand mostly (but not all) simple sentences-fairly effective. Jerky style-an effort needed to understand and enjoy

	2	reading-complex sentences confusing-mostly simple sentences or compound sentences.
	1	Very jerk-hard to understand-cannot enjoy reading almost all simple sentences-complex sentences confusing-excessive of "and".
Relevance (Content)	5	All sentences support the topic-highly organized-clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization-reading required for clarification of ideas.
	2	Little or no attempts at connectivity-though reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.

The formula:

1. The maximum score is 25

   Grammar + Vocabulary + Mechanics (Spelling) + Fluency + Relevance (Content)

   5 + 5 + 5 + 5 + 5 = 25

2. The student score is obtained from multiple the score by 4.

4. Conversion of Cognitive, Skills, and Affective competences:

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B

B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

5. Recapitulation table of students' assessment:

No.	Name of Students	Aspects		
		Affective	Cognitive	Skills
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
.....				
etc.				

Batang, ... 2015

Teacher   **Researcher**

Didiek Permadi, S.Pd.   Mufakhiroh

NIP.   NIM. 2201411034

LESSON PLAN CONTROL GROUP – SECOND MEETING
(RPP)

School	: SMA Negeri 1 Batang
Subject	: English
Class/Semester	: X /1
Based Material	:Teks tulis dan lisan untuk menyatakan dan menanyakan tentang tindakan/ kegiatan/ kejadian yang dilakukan/ terjadi di waktu lampau yang merujuk waktu terjadinya. (Simple Past Tense)
Time Allotment	: 2 x 45 minutes (second meeting)

A. Main Competence

1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menujukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingintahunya 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.

4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Based Competence and Indicators

No.	Based Competence	Indicators
1.	1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	1.1.1 Students pray together before they start to learn English. 1.1.2 Students learn simple past tense enthusiastically.
2.	2.1 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.	2.1.1 Students work in group cooperatively. 2.1.2 Students respond teacher's questions. 2.1.3 Students pronounce the words that are used in the classroom.
3.	3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, sesuai dengan konteks penggunaannya.	3.6.1 Students identify the social function, generic structure, and lexicogrammatical of simple past tense. 3.6.2 Students complete the written text about simple past tense.
4.	4.7 Menyusun teks lisan dan tulis	4.7.1 Students make written text

	untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	about actions/ activities/ events that happened in the past used simple past tense.

C. Learning Objectives

1. Students learn simple past tense enthusiastically.
2. Students work in group cooperatively.
3. Students are able to respond teacher's questions.
4. Students are able to pronounce the words that are used in the classroom.
5. Students are able to know social function, generic structure, and grammatical features of simple past tense.
6. Students are able to think and discuss with their friends.
7. Students are able to write written text about actions/ activities/ events that happened in the past used simple past tense.

D. Learning Material

1. Observing

Read the texts bellow.

Sick on Saturday

On Saturday I was so tired that I slept all morning. When I woke up I had a head ache and my throat was sore. My body ached all over. My nose ran and I coughed a lot. My mother **took** my temperature but I **did** not have a fever. My mother made me some soup for lunch and I ate it in bed. I didn't want to do anything. I got out of bed at dinner time. My parents ordered pizza for dinner and I was able to eat some of it. I felt a bit better after dinner so I stayed up. I snuggledunder a blanket on the couch and watched some TV with my parents. I fell asleep in front of the TV.

Chucuck:	**Were you born in the U.S., Melissa?**
Melissa:	**No, I wasn't. I came here in 1992.**
Chucuck:	**How old were you?**
Melissa:	**I was seventeen.**
Chucuck:	**So, did you go to college right away?**
Melissa:	**No, because my English wasn't very good. I studied English for two years first.**
Chucuck:	**Wow, your English is really fluent now.**
Melissa:	**Thanks. Your English is pretty good, too.**
Chucuck:	**Yeah, but I was born here.**

Social Function

The text above is written text about actions/ activities/ events that happened in the past used *Simple Past Tense.*

Structure of Text

The examples of text above are written text of Simple Past Tense.

Language Feature

1) The simple past tense uses the form of *past tense verb*.

Sentence	Pattern
Affirmative	Subject + **Past Tense (regular/irregular verb)** + Object
Negative	Subject + **did not** + **infinitive** + Object
Interrogative	**Did** + Subject + **infinitive** + Object

For example:

Affirmative

Sugiyono played get rich game last night.

I came to school early this morning.

Negative

Sugiyono did not play get rich game last night.

I did not come to school early this morning.

Interrogative

Did Sugiyono play get rich game last night?

Did I come to school early this morning?

a. Regular Verb

All of regular verbs take an –ed ending in the past tense.

For example:

Simple Form	Simple Past
Help	Helped
Listen	Listened
Play	Played
Use	Used
Study	Studied

There are some spelling rules of regular verbs. Those are:

1. If the simple form of verbs ends in –y after a consonant, change the –y to i and add –ed. Example: try→ tried.

2. If the simple form of a one syllable verbs end in consonant + a vowel + a consonant, double the final consonant and add –ed. Example: plan→ planned.

3. If the simple form of a two syllable verb end in a consonant + a vowel + a consonant only if the syllable is stressed. Example: occur→ occurred.

4. If the simple form of a verb ends in –e, add only –d. Example: live→ lived.

6. Add –ed to simple form of all other regular verbs. Example: want→ wanted.

b. Irregular Verb

Irregular verb does not take an –ed ending in the past form.

Based on Murphy (2010:293) this is the table of irregular verbs.

Infinitive/ Simple Form	Simple Past	Infinitive/ Simple Form	Simple Past
Beat	Beat	**Lose**	Lost
become	became	**Make**	Made
begin	Began	**Mean**	Meant
Bend	Bent	**Meet**	Met
Bet	Bet	**Pay**	Paid
Bite	Bit	**Put**	Put
blow	Blew	**Read**	Read
break	Broke	**Ride**	Rode

bring	brought	**Ring**	Rang
build	Built	**Rise**	Rose
burst	Burst	**Run**	Ran
Buy	bought	**Say**	Said
catch	caught	**See**	Saw
choose	Chose	**Sell**	Sold
come	Came	**Send**	Sent
cost	Cost	**Set**	Set
creep	Crept	**Shake**	shook
Cut	Cut	**Shoot**	shot
deal	Dealt	**Shut**	shut
Do	Did	**Sing**	sang
draw	drew	**Sit**	sat
drink	drank	**Sleep**	slept
drive	drove	**speak**	spoke
Eat	Ate	**spend**	spent
Fall	Fell	**Spit**	spat
feed	Fed	**spread**	spread
Feel	Felt	**spring**	sprang
fight	fought	**stand**	stood
Find	found	**Steal**	stole
Fly	flew	**Stick**	stuck
forget	forgot	**swear**	swore
freeze	froze	**sweep**	swept
Get	Got	**Swim**	swam
give	gave	**Take**	took
Go	went	**teach**	taught
grow	grew	**Tear**	tore
hang	hung	**Tell**	told
have	Had	**think**	thought

hear	heard	**throw**	threw
hold	held	**understand**	understood
hurt	hurt	**wake**	woke
Keep	kept	**wear**	wore
know	knew	**weep**	wept
Lay	Laid	**Win**	won
leave	Left	**write**	wrote
Lend	lent		

c.   Verbs *can be* Regular or Irregular

Simple Form	Regular	Irregular
Burn	Burned	Burnt
Dream	Dreamed	Dreamt
Lean	Leaned	Leant
Learn	Learned	Learnt
smell	Smelled	Smelt
Spell	Spelled	Spelt
Spill	Spilled	Spilt
Spoil	Spoiled	Spoilt

2)   The simple past tense uses the form of *past of be*.

Sentence	Pattern
Affirmative	Subject + **was/were** + substantive (adverbial phrases)
Negative	Subject + **was/were + not** + substantive (adverbial phrases)
Interrogative	**Was/were** + subject + substantive (adverbial phrases)

Notes:

Was (I/She/He/It)

Were (We/You/They)

For example:

Affirmative

They were late this morning.

Sugiyanto was sick yesterday.

Negative

They were not late this morning.

Sugiyanto was not sick yesterday

Interrogative

Were they late this morning?

Was Sugiyanto sick yesterday?

3) Expressions for past time

The example expressions for past time are:

Yesterday

The day before yesterday

Last night, last week, etc

A year ago, a long time ago, etc

A week later

In 1990

Etc.

2. Questioning

1. What is the function of the texts?
2. What is the structure of the texts?
3. What is the language feature that used in those texts?
4. How does you do to compose sentences using that tense?
5. When do you use that tense?

3. Experimenting

Language features that be used in the written text about simple past tense are spelling, vocabulary, grammar, and hand writing.

Students write short text about what they did yesterday using simple past tense.

4. Associating

Students work in pairs, compare their work to have a correction from their friend.

5. Communicating

Students present their work in front of class.

E. Methods/Techniques of study

    1. Scientific Approach (observing, questioning, experimenting, associating, communicating).

    2. Discovery Learning

    3. Drill

    4. Exercises

F. Learning Source and Media

    1. Handout of tenth grade

    2. Paper

    3. Understanding and Using English Grammar, Betty Azar

    4. Teacher-made material

    5. Cambridge Dictionary

    6. Internet

G. Learning Activity

Activity	Description of activity		Time allocation
Opening	Teacher	Students	5'
	a. Teacher comes in the class and says *"Good morning students. How're you today?"* b. Teacher responds *"I feel great, thank*	a. Students respond the teacher's greeting *"Good morning ma'am. I'm fine, thank and you?"* b. Students respond teacher's checking.	

	you." Teacher checks the students' attendance. c. Teacher gives question to review the last material.	c. Students respond the teacher's questions.	
Main Activity	**Observing**		15'
	Teacher	Students	
	a. Teacher shows some texts. b. Teacher asks *"What is this text about?"* c. Teacher gives another example of simple past' sentences. d. Guide students to identify social function, structure of text and language features of text.	a. Students watch and read the text. b. Students respond the teacher's question. c. Students watch seriously and repeat the example. d. Students identify social function, structure of text and language features of text.	
	Questioning		10'
	Teacher	Students	
	a. Teacher motivates students to ask question related to the text.	a. Students ask some questions related to the text.	
	Experimenting		25'
	Teacher	Students	
	a. Teacher asks students to write short text about activities/	a. Students write short text about activities/ actions/ events using simple past	

	actions/ events using simple past tense.	tense.	
	Associating		10'
	Teacher	Students	
	a. Teacher asks students to work in pairs, compare their work to have a correction from their friends.	a. Students work in pairs, compare their work to have a correction from their friends.	
	Communicating		20'
	Teacher	Students	
	a. Teacher asks students to present their work in front of class.	a. Students present in front of class.	
Closing	Teacher	Students	5'
	a. Teacher gives the review of simple past tense. b. Teacher asks students to learn the next material. c. Teacher closes the meeting and says *"See you next week, bye".*	.1 Students respond the teacher's review. .2 Students listen teacher. .3 Students respond and say *"Bye ma'am and see you".*	

H. **Assessment**

Skill Assessment (Writing)

The Scoring Guidance Taken from Heaton Grid and Categories

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course-only 1 or 2 minor mistakes.
	4	A few mistakes only (preposition, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes-no mastery of sentence construction-almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired-fairly appropriate synonym, circumlocution.
	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted has to resort to use of synonyms, circumlocution, etc. on a few occasion.
	2	Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affect meaning.
	1	Very restricted vocabulary-inappropriate use synonyms seriously hinders communication.
Mechanics (Spelling)	5	No errors.
	4	1 or 2 minor errors only (e.g ie or ei).
	3	Several errors-do not interfere significantly with communication-not too hard to understand.

	2	Several errors-some interfere with communication some words very hard to recognize.
	1	Numerous error-hard to recognize several words-communication made very difficult.
Fluency	5	Flowing style-very easy to understand-both complex and simple sentences very effective.
	4	Quite flowing style-mostly easy to understand-a-few complex sentences very effective.
	3	Style reasonably smooth-not hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style-an effort needed to understand and enjoy reading-complex sentences confusing-mostly simple sentences or compound sentences.
	1	Very jerk-hard to understand-cannot enjoy reading almost all simple sentences-complex sentences confusing-excessive of "and".
Relevance (Content)	5	All sentences support the topic-highly organized-clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization-reading required for clarification of ideas.
	2	Little or no attempts at connectivity-though reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.

The formula:

1. The maximum score is 25

 Grammar + Vocabulary + Mechanics (Spelling) + Fluency + Relevance (Content)

 $5 + 5 + 5 + 5 + 5 = 25$

2. The student score is obtained from multiple the score by 4.

Batang, ... 2015

Teacher   **Researcher**

Didiek Permadi, S.Pd   Mufakhiroh

NIP.   NIM. 2201411034

Try Out, Pre-Test and Post-Test Instrument

Writing test

Write down your name and student's number in your answer sheet. Follow the instructions below. Your teacher will explain it more.

1. Close your eyes until the audio end.

2. You should be listening for the audio that your teacher played.

3. Listen carefully to every sound you can hear, and try to identify the sounds.

4. Write down a text based on what you heard and explain it in your answer sheet.

5. You have 60 minutes to listen and write the text.

6. Don't forget to write it in the simple past.

SCORING RUBRIC

The Scoring Guidance Taken from Heaton Grid and Categories

Writing Component	Score	Description
Grammar	5	Mastery of grammar taught on course-only 1 or 2 minor mistakes.
	4	A few mistakes only (preposition, articles, etc.)
	3	Only 1 or 2 major mistakes but a few ones.
	2	Major mistakes which lead to difficulty in understanding, lack of mastery of sentence construction.
	1	Numerous serious mistakes-no mastery of sentence construction-almost unintelligible.
Vocabulary	5	Use of wide range of vocabulary taught previously.
	4	Good use of new words acquired-fairly appropriate synonym, circumlocution.
	3	Attempts to use words acquired-fairly appropriate vocabulary on the whole but sometimes restricted has to resort to use of synonyms, circumlocution, etc. on a few occasion.
	2	Restricted vocabulary-use of synonyms (but not always appropriate) imprecise and vague-affect meaning.
	1	Very restricted vocabulary-inappropriate use synonyms seriously hinders communication.
Mechanics (Spelling)	5	No errors.
	4	1 or 2 minor errors only (e.g ie or ei).
	3	Several errors-do not interfere significantly with communication-not too hard to understand.
		Several errors-some interfere with communication

	2	some words very hard to recognize.
	1	Numerous error-hard to recognize several words-communication made very difficult.
Fluency	5	Flowing style-very easy to understand-both complex and simple sentences very effective.
	4	Quite flowing style-mostly easy to understand-a-few complex sentences very effective.
	3	Style reasonably smooth-not hard to understand mostly (but not all) simple sentences-fairly effective.
	2	Jerky style-an effort needed to understand and enjoy reading-complex sentences confusing-mostly simple sentences or compound sentences.
	1	Very jerk-hard to understand-cannot enjoy reading almost all simple sentences-complex sentences confusing-excessive of "and".
Relevance (Content)	5	All sentences support the topic-highly organized-clear progression of ideas well linked-like educated native speaker.
	4	Ideas well organized-links could occasionally be clearer but communication not impaired.
	3	Some lack of organization-reading required for clarification of ideas.
	2	Little or no attempts at connectivity-though reader deduce some organization-individual ideas may be very difficult to deduce connection between them.
	1	Lack of organization so severe that communication is seriously impaired.

The Assessment:

1. The maximum score is 25

Grammar + Vocabulary + Mechanics (Spelling) + Fluency + Relevance (Content)

5 + 5 + 5 + 5 + 5 = 25

2. The student score is obtained from multiple the score by 4.

Example: total score = 25 x 4 = 100

STUDENTS' WORK IN PRE-TEST

ANSWER SHEET

Name : Farah Dhifak

Students' number : 13

School : SMA N 1 batang

Time Allotment : 60 minutes

Last week I went to railway station to went to Solo. I departed from Jogjakarta. I arrived there at 6:30 am because the train would come at 7:30 am. There were many sellers at railway station. Many people used tram to travel because, it's cheap. I saw a coffee seller, he brought his coffee with a small box. The coffe seller yelled, "Kopi! kopi! kopi!". I also saw ronde seller, the seller was a woman. The woman yelled, "Ronde ronde ronde! ronde!". I went inside with my sister, my father went home after we in. I heard the sound of the train, but it was not my train, it was the train to Semarang. I waited for 10 minutes and felt thirsty so I bought 2 cups of coffee for me and my sister. Then came another train, but it was the train to Jepara. I felt very bored, so I decided to listen to some songs in my cell phone. 15 minutes later, I heard an announcement, it said, "Kereta tujuan Jogjakarta - Solo segera berangkat". My sister and I prepared our luggage. I heard a children's song played. I didn't know where it come. Finally, my train arrived and me and my sister could go to Solo now.

G = 4
V. 4
M. 4
F. 5
R. 5

165

ANSWER SHEET

Name : NOVITA
Students' number : 26
School : SMA N 1 BATANG
Time Allotment : 60 minutes

One day, there was a man sale coffe. He sole coffe in the railway station. He Environs with the sole and said "kopi, kopi kopi". And there a incipid the coffe. And then, in the railway station if a woman sole ronde. She Environs with the sole and said "Ronde, Ronde, Ronde". In the middle crowded, hearing sound the train quick to depart. Sound the train "tut, tut, tut" suddenly train quick to depart. And there announcement of the staff railway station when train regards quick to depart. The train path, on the way hearing sound motorcycle add "odong-odong" The train to arrive in the direction with welfore. The posenger down of the train and back to home. The moment When the posenger down of the train, we are reception a singer. It is a consolation for the posenger. After journeyed frome here finished the posenger arrive in the direction

G = 1
V = 3
M = 3
F = 2
P = 3
11 x 4 = 44

ANSWER SHEET

Name   : Seliar Ayu Putri Permana .
Students' number   : 29
School   : SMA N 1 BATANG.
Time Allotment   : 60 minutes

In the morning, I went to the railway station in order
to go to Jakarta. It was so crowdy. So many people already
? there before me although it was 4 am in the morning.
There are so many sellers . I ~~was~~ saw a man selling
his coffee. He ~~was~~ a hardworker I thought. ~~not so long~~
~~I waited, The day I heard the depart announce most~~
~~where I would head. I packed my stuff and~~
He shouted " Kopi.. kopi.. " so loud so that all the
people woke up from their daydream. There's also
a women who sold Onde-onde. She worked really
hard. that I saw some of ~~some buyer~~ costumers
come to her. The railway station morning activity
really relaxed me. not so long I waited, I heard
the depart announcement. I packed my stuffs and
then went ~~to the~~ inside the train rushly. Gladly,
I got a seat though there were so many pessangers.
finally, the train leaved the station. The sounds of
the street singers waking me. I gave them some of
my money because they were still a children. ~~finally~~
~~the tra~~ The train finally arrived at ~~the~~ the Gambir Station.
I smiled, then I went out with my bags. A car picked
me up from the crowdy station and went to ~~my flat to~~ where

I head to .   G:3
                     V:4
? S   M:3

ANSWER SHEET

Name   : Satria Adhi Nugraha
Students' number : 27
School   : SMAN 1 BATANG
Time Allotment   : 60 minutes

Two week ago, I and my parents went to station at 01.00 PM. We can saw many people in there. We saw many seller in the station, available coffe seller, onde-onde seller and many seller in there.

we sit in the chair together, and then someone came with guitar, she singging a music, she is singing beggar.

employee say that train some minut came, then I and my parents hurry up to climb train with heart be happy.

after we hurry up in the train, we saw many people in the station Via window train, and train leave to Destination in the Bandung city.

G = 1
V = 3
M = 2
F = 3
R = 3
12 · 4 = 48

STUDENTS' WORKS IN POST-TEST

ANSWER SHEET

Name : Farah Dhifak

Students' number : 13

School : SMA N 1 Batang

Time Allotment : 60 minutes

At first I heard the sound of a child yelling, "mama! mama!" then I heard a man was yelling "Kopi!kop! kopi". I thought he must be a seller, a coffee seller... It was like he walked on the of the road because there were so many sounds of motorcycles. A few seconds later, there' a sound of a woman, I 'bet she must be a seller too because she yelled " Onde onde! Onde-onde goreng". There were some sounds of motorcycles too. Then I heard the sound of an announcement at railway station. The officer said "Tujuan Jogjakarta siap berangkat" over and over with some sounds of bell every time the announcement said. After the sound of announcement gone, there was a sound of a machine, i didn't know what it was, but it would like a train. After that I heard a song, like a children song. Then I heard a sound of a train again, it was like the train was leaving the railway station. Based on what I heard. I thought it was some activities at railway station. There were some seller, sound of train, announcement of departure, and some passengers.

G > 4
V - 4
M - 4
P - 4
R - 4
80

ANSWER SHEET

Name   : Novito
Students' number   : 26
School   : SMA N 1 BATANG
Time Allotment   : 60 minutes

One day, in the railway station there was a person spike. and there was a person sold, a person sold drink coffe. a person sold and shout at "kopi, kopi, kopi". There was a person sold ronde and shouts "ronde, ronde, ronde" Then, listening the sound of the train. And there was announcement to depart the train. And since the train sonorous, then the train to depart. On the way heared the music of "odong-odong". Odong-odong was a transport for children and or recreation for children.

G: 3
V: 3
M: 4
F: 3
R: 3
16×4/64

ANSWER SHEET

Name : Satria Adhi Nugroho
Students' number : 27
School : SMA N 1 Batang
Time Allotment : 60 minutes

One day I and my brother went to station. We will went to Bandung City. Arrive in the station we saw many people in there and we hear many people speak but we did not know what they ~~taked~~ speak we saw too many people offer seller, available coffe seller and onde-onde seller.

suddenly we hear announcement that the train will come and then we hurry up.

The train came then we go up in the train. We saw singer in there and a fiew letter the train would went.

G. 2
V. 3
M. 3
F. 1
R. 4
——
Sum . 60

ANSWER SHEET

Name : Sekar Ayu Putri Permana.
Students' number : 29.
School : SMA N 1 Batang.
Time Allotment : 60 minutes

Yesterday I was going to the railway station to go to the ~~the~~ Jakarta. I was going to meet my Grandmother so I decided to take the train because I though it might be faster than the car. The morning railway station was so crowdy. I heard many people talked unclearly. I wonder what were they ~~were~~ talking about. I took a seat because I felt so tired, but a sound of a man ~~#~~ shouted o to offer his coffee woke me up from my draydream. Then I heard an announcement. ~~It might be~~ I heard the sound of ~~the~~ a woman sold her onde-onde. ~~But Though~~ Thinking about onde-onde made me so hungry. Not so long waited, ~~the depa~~ I heard the depart ~~announcement~~ announcemet for my train. The sound of the ringing bell ~~was~~ amazed me. ~~I took~~ many pessangers went inside the train to get a seat. gladly, I got a seat ~~b~~ although there were so crowdy inside. Finally, the train moved. We would headed to Jakarta. ~~I can't wait~~ ~~I can~~ I really missed my grandmother. Inside the train I heard many small street singers sang. I gave them some of my money because they were still young to work. Finally, we arrived safely.

G. 4
V. 4
M. 4

DOCUMENTARY

LETTER

PEMERINTAH KABUPATEN BATANG
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SEKOLAH MENENGAH ATAS NEGERI 1 BATANG
Terakreditasi : A
Jalan Ki Mangunsarkoro 8 Batang Telp./Fax (0285) 391423 Kode Pos 51211
e-Mail : admin@sman1batang.sch.id. Website : www.sman1batang.sch.id

SURAT KETERANGAN
Nomor : 070/073/2015

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Batang menerangkan dengan sesungguhnya bahwa :

Nama   : Mufakhiroh
NIM.   : 2201411034
Semester   : IX
Jurusan   : Bahasa Inggris
Jenjang Program : S1
Perguruan Tinggi : Universitas Negeri Semarang

Telah melakukan penelitian dalam rangka penyusunan skripsi di SMA Negeri 1 Batang dengan judul **"The Effectiveness of Random Sounds Game in Teaching Simple Past Tense"** pada bulan Agustus 2015 sampai dengan September 2015

Demikian surat keterangan ini diberikan untuk dapat dipergunakan seperlunya.

Batang, 5 September 2015
Kepala SMA N 1 Batang
Waka. Kurikulum

Purwadi, S.Pd

168