IMPROVING STUDENTS' MASTERY OF
THE SIMPLE PAST TENSE BY USING
CHINESE WHISPERS AND GROUP GRID TECHNIQUE

(A Classroom Action Research Given to the Eleventh Graders of
***PGRI* 2 Private Vocational School Salatiga in the Academic Year 2014/2015)**

a final project
submitted in partial fulfillment of the requirements
for the degree of Sarjana Pendidikan
in English

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This final project entitled *Improving Students' Mastery of the Simple Past Tense by Using Chinese Whispers and Group Grid Technique (A Classroom Action Research Given to the Eleventh Graders of PGRI 2 Private Vocational School Salatiga in the Academic Year of 2014/2015)* has been approved by a board of examiners and officially verified by the Dean of the Faculty of Languages and Arts of Semarang State University on August 20, 2015

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IMPROVING STUDENTS' MASTERY OF THE SIMPLE PAST TENSE
BY USING CHINESE WHISPERS AND GROUP GRID TECHNIQUE
(A Classroom Action Research Given to the Eleventh Graders of
***PGRI* 2 Private Vocational School Salatiga in the Academic Year 2014/2015)**

yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, pembimbingan, diskusi, dan pemaparan/ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan *final project* ini telah membubuhkan tanda tangan keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika di kemudian hari ditemukan hal-hal yang tidak sesuai dengan peraturan penulisan skripsi yang berlaku, saya bersedia menerima konsekuensinya. Demikian, harap pernyataan ini dipergunakan sebagaimana mestinya.

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Yang membuat pernyataan,

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MOTTO AND DEDICATION

O you who have believed, seek help through patience and prayer.

Indeed, Allah is with the patient.

(Q.S. Al-Baqarah 2:153)

Hardship often prepares an ordinary person for an extraordinary destiny.

(C. S. Lewis)

To my beloved parents,

Yudianto and Samini.

ACKNOWLEDGMENTS

ABSTRACT

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Key words: teaching the simple past tense, Chinese whispers, cooperative learning, group grid technique, action research.

In school-based curriculum, one of the basic competences for the eleventh graders of vocational school was about telling activities or works in the past and future work plans. Thus, they were obliged to master one of the English tenses that was the simple past tense. Unfortunately, they still possessed low mastery of grammar and experienced difficulties in learning it. Moreover, English was frequently taught in a conventional way so that they got bored easily while learning it. A classroom action research about the use of Chinese whispers and group grid technique aimed to resolve those emerging problems. The foci of this study were to investigate how a combination of this could be used as a method in teaching the simple past tense to the eleventh graders, and how the use of this method improved their mastery of the simple past tense. Specifically, the subject of this study was 34 students of class XI D at *PGRI* 2 Private Vocational School Salatiga in the academic year of 2014/2015. This study was conducted in two cycles in a total of 7 meetings. The first meeting was used to conduct pre-test, the second to the fourth meeting were used to conduct cycle 1 and formative-test 1, and the fifth to the seventh meetings were used to conduct cycle 2, formative test 2, and post-test. The instruments for obtaining the data were tests, observation sheet, and questionnaire. The observation sheet results showed that students' behaviors and responses during the learning processes improved. Those were relatively good and socially acceptable. Furthermore, the questionnaire results indicated that students tended to show good judgment on the implementation of this teaching method in their learning. The final result of the study revealed that there was a significant improvement in their achievement since they learned the lessons based on group cooperation. Students' average score in pre-test was 58.65, in formative test 1 was 76.97, in formative test 2 was 79.06, while in post-test was 83.56. Referring to the overall results of the study, the combination of Chinese whispers and group grid technique could be considered as one of alternative and effective teaching methods to improve students' mastery of the simple past tense.

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CHAPTER I

INTRODUCTION

This chapter presents a succinct explanation of the contents of this research as a whole. It consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the report.

1.1   Background of the Study

"The word language is applied to natural language as a system of human communication" (Srijono, 2001:1). This can be interpreted that language is notably a means to express human inner thoughts and emotions. It is used to communicate with others, to convey thoughts, information, ideas, concepts, or feelings from person to person both in written or spoken form. It certainly consists of sounds, words, and grammatical structures.

Meyer (2009:17) states that "language plays a key role in our social interactions, functioning either as a means by which the speaker is giving something to the listener (a piece of information, for example) or he is demanding something from him". From this statement, it can be said that humans in their daily life are sociable creatures which need to interact with others. A human has a tendency to come together with other humans to form a community and a group interaction. English as a dominant language of international communication is

used around the world. It becomes a global language over time. This is in line with what Crystal says (2003:4-5):

> The socio-cultural explanation looks at the way people all over the world, in many walks of life, have come to depend on English for their economic and social well-being. The language has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education.

Given the importance of English, education in Indonesia under the responsibility of the Ministry of Education and Culture is obliged to contain English subject as a foreign language in the implementation of the School-Based Curriculum or the 2006 Curriculum (KTSP). Based on the applied curriculum, English language teaching in Indonesia aims at mastering four basic language skills; those are listening, speaking, reading, and writing skills. Students are expected to master the four language skills so that they can use English effectively. Language components such as grammar, vocabulary, spelling, and pronunciation also have an important role in developing those four language skills. Based on Oxford Dictionary (1995:517), "grammar is the rules in a language for changing the form of words and combining them into sentences". Therefore, grammar is considered as one of English basic teaching materials to be mastered by the students.

Brown (2001:362) also says that "grammar tells us how to construct a sentence (word order, verb and noun systems, modifiers, phrases, clauses, etc)". When we can construct sentences, we can construct texts that can be produced in spoken and written form. This is in line with what is stated by Gerot and Wignell (1994:3). They state:

> Why do we need to know about grammar? We need a theory of grammar or language which helps us understand how texts work. As teachers we need to know how texts work so we can explicitly help learners learn how to understand and produce texts—spoken and written in various contexts for various purposes.

Here, the existence of grammatical rules is very important in spoken and written language. Consequently, students should be able to understand the theories of English grammar, as well as in practice, they also have to understand how to apply them either in oral or in written form properly.

Based on the writer's observations during the teaching practicum (PPL) at *PGRI* 2 Private Vocational School Salatiga, it was found that many students still faced difficulties in mastering English grammar, especially in mastering several types of tenses, one of them is the simple past tense which is essential to be used for describing actions which happened before the present time and is no longer happening.

Some eleventh graders still experienced difficulties in applying the correct form of this tense. Sometimes, most of them were still confused about when to use the simple past tense and when to use the simple present tense. In addition, they also made mistakes when changing some verbs into the past form of the verbs. In other words, they made mistakes in the use of regular and irregular verbs.

Moreover, English grammar over there is frequently taught in a conventional or traditional way, such as explaining the simple past tense orally, and then giving students some exercises about the given materials. This certainly will make them feel sick and tired of learning English grammar. It will be good if the English teachers could create alternative games, techniques, or media in

teaching so that they are interested in what they are going to learn and to get rid of boredom.

Hence, the writer will focus on improving students' mastery of the simple past tense by combining a game called Chinese whispers with one of cooperative learning techniques called group grid in the teaching and learning process, so a good team work with active students' participation is needed here.

Chinese whispers is chosen because when the game takes place in a classroom, all students will be assisted in mastering the simple past tense because they will be indirectly challenged to memorize the form of regular and irregular verbs, and learn about the formula of the simple past tense from the given sentences in this game. When playing Chinese whispers, a student in a team is asked to whisper several forms of regular and irregular verbs as well as some sentences in the simple past tense form to the person next to them, the receiver then whispers what the first person said to a third person, and the message is passed on in this way until all players have heard the message.

Whereas, the group grid technique will be used as a means of carrying out the group tasks in order to check their understanding of the simple past tense. According to Barkley, Cross, and Major (2005:211), "group grid is probably most useful in introductory-level courses where students are building basic schema, learning a large number of new terms, and trying to understand the categorization rules of the discipline". Hopefully, by ordering the students to work collectively in groups, categorize any scrambled items, and play Chinese whispers in the classroom, their mastery of the simple past tense will be improved.

1.2   Reasons for Choosing the Topic

Some reasons why the writer chooses the topic as the title of the study are:

(1)   Grammar is an essential language component to develop 4 language skills.

(2)   The students have problems in mastering English grammar they learn, especially for the basic English tense, the simple past tense.

(3)   The students generally feel sick and tired; also get bored in learning English grammar by using a conventional way in the classroom.

(4)   Chinese whispers and group grid technique are considered as an alternative method to improve students' mastery of the simple past tense.

1.3   Statement of the Problems

Based on the background of the study that is written above, the problems that the writer will try to solve are:

(1)   How can Chinese whispers and group grid technique be used in teaching the simple past tense to the eleventh graders of *PGRI* 2 Private Vocational School Salatiga?

(2)   How can the use of Chinese whispers and group grid technique improve students' mastery of the simple past tense?

1.4   Objectives of the Study

The objectives of the study are:

(1)   to find out how Chinese whispers and group grid technique can be used as a method in teaching the simple past tense to the eleventh graders of *PGRI* 2 Private Vocational School Salatiga.

(2)   to find out how the use of Chinese whispers and group grid technique improve students' mastery of the simple past tense.

1.5   Significance of the Study

On basis of the previous objectives, the significance of the study can be stated as follows:

(1)   For the students

It is expected that the students can improve their mastery of the simple past tense by using Chinese whispers game and group grid technique. Furthermore, it is also hoped that these teaching methods can enhance students' motivation at the moment they learn English grammar since they will find out that English grammar is not always difficult to be understood.

(2)   For the teachers

It is expected that Chinese whispers game and group grid technique can be used as an alternative method or a reference in teaching English grammar, especially for teaching the simple past tense to the students.

(3)   For the readers

It is expected that the result of this study can give an inspiration for them, and can be used as a reference for those who want to conduct a research in teaching English grammar.

1.6   Outline of the Report

The writer organizes the final project entitled *Improving Students' Mastery of the Simple Past Tense by Using Chinese Whispers and Group Grid Technique (A Classroom Action Research Given to the Eleventh Graders of PGRI 2 Private Vocational School Salatiga in the Academic Year of 2014/2015)* in order to make the readers easier to understand the contents of the study. This final project is divided into five chapters. Each chapter has several sub chapters. The following shows the contents covered in this final project.

Chapter I presents the introduction. This chapter consists of background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significance of the study, and outline of the report.

Chapter II elaborates the review of related literature. This chapter consists of review of previous studies related to the topic of the study, review of theoretical studies, and framework of the present study.

Chapter III discusses the methods of investigation. This chapter deals with subject of the study, roles of the researcher, research design, research procedure, research variables, types of the data, instruments for obtaining the data, procedures of obtaining the data, and procedures of analyzing the data.

Chapter IV presents the results and discussion. This chapter includes general description, analysis of the results, and discussion based on the research findings.

Chapter V presents the conclusion and suggestion. This chapter includes conclusions and suggestions based on the whole results of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

The main discussion of the study is the use of Chinese whispers game and group grid technique to improve students' mastery of the simple past tense. This chapter presents the review of related literature including review of previous studies related to the topic of the study, review of theoretical studies, and framework of the present study.

2.1   Review of Previous Studies

There have been a number of researches related to the topic of teaching the simple past tense by using games. However, there were still very few researches which studied the use of group grid technique and also studied the use of Chinese whispers game in teaching specific subjects or lessons.

One of such studies focused on teaching the simple past tense by using games was conducted by Istikhomah (2014) with her research entitled *The Use of Grammar Monopoly Game to Improve Students' Mastery of Simple Past Tense (A Classroom Action Research of First Year of SMP N 2 Tuntang, in Academic Year 2013/2014)*. There were 30 students in class VII C. The result of her study proved that the use of game called grammar monopoly game was very helpful in improving students' mastery of the simple past tense. The students' average score tended to improve gradually. The pre-test average score was 46.27, the average

score in the first cycle was 61.37, in the second cycle was 75.72, and the post-test average score was 82.2. This can be said that games can be used as an effective way in teaching the simple past tense to the students.

A research entitled *The Effectiveness of Snakes and Ladders Game to Improve Students' Mastery of Simple Past Tense in Constructing Recount Texts (A Quasi-Experimental Research of the Eight Grade Students of SMP N 2 Demak in the Academic Year of 2013/2014)* was conducted by Albab (2014) to investigate whether the selected game was effective to be used for improving students' mastery of the simple past tense specifically in constructing recount texts. There were 30 students in each group, both from the experimental group and the control group. The findings showed that Snakes and Ladders Game was such an effective medium to improve students' mastery of the simple past tense since there were significant difference of the test results between the experimental and the control group after the treatment was given. In addition, it was proven by the calculation of the $t_{\text{-value}}$ (3.41) which was higher than the $t_{\text{-table}}$ (2.002).

The other researcher working into this is Chalim (2010) who conducted her research entitled *Using Tic Tac Toe Game To Improve Students' Understanding on Simple Past Tense (A Classroom Action Research At The Eighth Grade Students of Mts Nahjtus Sholihin Kragan Rembang in the Academic Year of 2010/2011).* There were 34 students in class VIII C. The findings showed that the use of game called tic tac toe game in teaching the simple past tense through three cycles successfully improved students' mastery of the simple past tense. It was proved by the improvement of students' average score in each cycle.

The pre-test average score was 58.3, the average score in the first cycle was 75.8, in the second cycle was 78.8, and the last in the third cycle was 86.6. This kind of game was able to encourage students to be more active in constructing sentences according to the sentence patterns of the simple past tense.

The next research entitled *Using Whispering Game to Improve the Students' Listening Skill (A Case of the Seventh Grade Students of MTsN Pecangaan Bawu Jepara in the Academic Year 2012/2013)* which focused on teaching English through Chinese whispers game was conducted by Agustina (2013). The result of her study showed that using whispering game or Chinese whispers in teaching listening to 33 seventh graders was effective to improve the students' listening skill. It can be seen from their average score in the post-test which was 72.6 was higher than their average score in the pre-test which was 69.1. In addition, the $t_{\text{-value}}$ (7.61) was higher than the $t_{\text{-table}}$ (2.03). All students enjoyed learning listening because they were playing when they were studying.

The other researcher working into this is Zulianti (2013) who conducted her research entitled *Improving Speaking Achievement Using Whisper Game.* The subject of this study was the eleventh graders of class B at SMKN 01 Batu which consisted of 24 students. Based on the result of her study, teaching speaking skill by using whispering game was successful to improve students' speaking achievement as well as students' active participation in speaking.

The next research was about the use of group grid technique taken from a journal. Based on English Language Teaching (ELT) journal, Harvey (1983) conducted a qualitative research entitled *Vocabulary Learning: The Use of Grids.*

The results showed that a simple and easily designed grid could be used as a useful teaching tool in a various instructional purposes and various types of learners too. What is surely needed is that a careful preparation, thought, and consideration in formulating the grid tasks. Moreover, the research successfully demonstrated the use of grid such as lexical grid as a useful device in teaching vocabulary which encouraged students' participation to be more active in categorizing certain English vocabularies and developed students' analytic skills.

A journal of the scholarship of teaching and learning entitled *Improving Student Engagement in a Lower-Division Botany Course* was made by Goldberg and Ingram (2011). This research was carried out in botany class at Jacksonville University, Florida, United States. They conducted a case study which investigated whether the combination of mini lectures and active-learning activities including concept maps, problem-solving activities, and categorizing grids would be a great strategy to promote students' participation and achievement in a lower-division botany course. The categorizing grid itself was used to develop students' analytic skill while they were learning the topic of movement of molecules via osmosis, passive or facilitated diffusion, and vesicle-mediated transport. While students were busy listening to the lecturers, students had to fill in the grids which compared the ways in which compounds and large molecules enter or leave the plant cells. The findings showed that this teaching strategy targeting higher-order cognitive (HOC) skills such as synthesis, analysis, application succeeded in promoting students engagement, motivation, and academic performance in addition to developing their critical thinking skills.

Regarding the previous studies which focused on teaching the simple past tense by using games, the writer decided to use Chinese whispers game instead of using grammar monopoly game like what was selected by Istikhomah (2014), snakes and ladders game like what was selected by Albab (2014), or even tic tac toe game like what was selected by Chalim (2010). Moreover, different from the previous studies explained before, the writer would not use Chinese whispers either in teaching listening like what was conducted by Agustina (2013) or in teaching speaking like what was conducted by Zulianti (2013), the writer used Chinese whispers game in teaching English grammar. Furthermore, the research findings which showed the success of grid as a learning device in teaching vocabulary and in teaching botany course reinforced the writer to use grid as a means to teach English grammar, especially the simple past tense.

The writer chose classroom action research as the research design as was chosen by Istikhomah (2014), Zulianti (2013), and Chalim (2010). This kind of research design differed from what was chosen by Albab (2014), Agustina (2013), Goldberg and Ingram (2011), and Harvey (1983). This research specifically focused on improving students' mastery of the simple past tense by using the combination of Chinese whispers game and cooperative learning technique called group grid. By playing Chinese whispers game and implementing group grid technique in the classroom, students were indirectly encouraged to be able to memorize and understand the forms of regular and irregular verbs, the sentence structures or the forms of the simple past tense, and the use of the simple past tense.

2.2   Review of Theoretical Studies

This part consists of review of relevant theories which consists of the general concept of grammar, the simple past tense, the general concept of games, the general concept of Chinese whispers, the general concept of cooperative learning, the general concept of group grid technique, and the general concept of action research.

2.2.1   General Concept of Grammar

This part clarifies the general concept of grammar including the definition of grammar, teaching grammar, and technique in teaching grammar.

2.2.1.1 Definition of Grammar

Grammar has a prominent position in language teaching. Peters (2004:234) notes that "the deeper secrets of any language lie in its grammar, in the underlying rules and conventions by which words combine with each other". "Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning" (Ur, 1988:4). It can be argued that grammar is a set of accepted rules for combining words in certain ways. So, the meaning of the information conveyed by the language itself has to be converted into combined words according to grammatical rules. According to Savage, Bitterlin, and Price (2010:2),

> Though a skill in its own right, grammar can also be regarded as a necessary master skill that enables competence to develop in the areas of listening, speaking, reading, and writing. When grammar is incorrect or misunderstood in any of these areas, communication may be disrupted.

Therefore, grammar is significant to be taught to develop listening, speaking, reading, and writing skills. This component is also important to complete the communicative tasks.

2.2.1.2 Teaching Grammar

According to Byrd (1998:3), "teaching grammar refers to the decisions made and actions taken by the language teacher to help students become both fluent and accurate in their use of their new language". After learning English grammar using selected grammar activities, the students are expected to be able to speak or write English easily and correct in all details as they followed English grammatical structures in their communicative tasks.

As also asserted by Saricoban and Metin (2000) "in order to make a grammar lesson effective, beneficial, and interesting a teacher should use some well-developed and fascinating techniques in the classroom". Hence, the writer will use group grid technique and Chinese whispers game to assist the process of teaching grammar, instead of providing a relaxed atmosphere during the lesson.

2.2.1.3 Technique in Teaching Grammar

McKay (1985), cited by Brown (2001:368-373) lists five sample techniques for teaching grammar; those are charts and graphs, objects, maps and drawings, dialogues, and written texts.

(1) Charts and graphs

Charts and graphs are useful devices for practicing patterns, clarifying grammatical relationship, and even for understanding sociolinguistic and

discourse constraints. As the writer read more about this, we can also use table or grid to teach grammatical structures of sentences.

(2) Objects

Objects brought into the classroom not only liven up the context but provide a kinesthetic, hands-on dimension to your teaching. So, material things that are real, can be seen, and touched are needed to support grammar teaching and learning process.

(3) Maps and drawings

Maps are practical and simple visual aids in a classroom. They can also serve to illustrate certain grammatical structures, such as prepositional phrases, question forms, and imperatives. Drawings familiar shapes can also be used to teach to describe locations and giving directions.

(4) Dialogues

Dialogues are an age-old technique for introducing and practicing grammatical points. So, a conversation between two or more people is useful to be used in teaching grammar too.

(5) Written texts

At the very simple, mechanical level, a text might be used to get a certain verb tense, or simply to illustrate a grammatical category. This is the reason why the writer chooses Chinese whispers game in this study. The students read the written texts first, and then whisper them to their friends to achieve that goal.

2.2.1.4 Definition of the Simple Past Tense

The simple past tense is one of English past tenses. Frank (1972:73) notes that "the past tense indicates definite time terminating in the past, whether a time word is given or not". This concept is similar to what is said by Azar (1999:27) she said that "the simple past indicates that an activity or situation began and ended at a particular time in the past". Below is the chart explaining about this:

Figure 2.1 Chart of the Simple Past Tense Taken from Azar (1999:27)

From the statements above, it can be analyzed that the simple past tense is used when the action or event happened and completed at a specific time in the past. So, the action or event is no longer happening now. The simple past tense is generally used with time expressions referring to the past, such as yesterday, last night, last year, ago, in 1993, the day before yesterday, this morning, etc.

Regular and irregular verbs are also used to form this tense. According to Murphy (2004:292), "if a verb is regular, the past simple and past participle end in **–ed**". Whereas, "when the past simple and past participle do not end in **–ed**, the verb is irregular" (Murphy, 2004:292). There are five forms or five types of irregular verbs will be taught to the students. In addition to this, there are two forms of the simple past tense. They are verbal and nominal sentences structures or patterns in the simple past tense. Those materials related to the simple past tense could be seen in appendix 3 on page 115.

2.2.1.5 Use of the Simple Past Tense
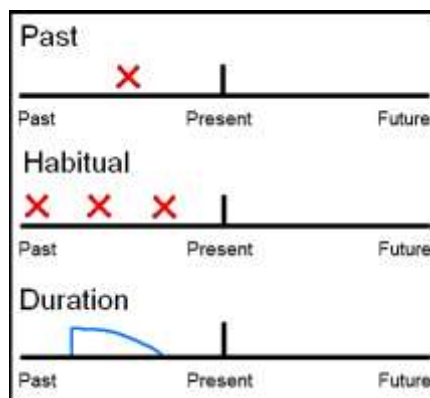
Figure 2.2 Chart of the Use of the Simple Past Tense

Source: http://www.linguisticsgirl.com/

Based on the chart which shows the use of the simple past tense, and Frank (1972:73), we use the simple past tense for describing:

(1)   One event completed in the past:

 a. *I **saw** him last night.*

 b. *They **left** two hours ago.*

The word **ago** requires the use of the past tense, even if the time indicated comes almost up to the present—*They left one minute ago.* Therefore, an event with *ago* means an event which experiences a finished time. It is cleared that the simple past tense expresses the idea that an event happened once, began, and completed at a specific time in the past. The times of the events (*last night, two hours ago, one minute ago*) are over. According to Azar (1999:27), "if a sentence contains ***when*** and has the simple past in both clauses, the action in the *when* clause happens first". For example, Rita stood under a tree when it began to rain. So, the rain began first. The illustration of the example is as follows:
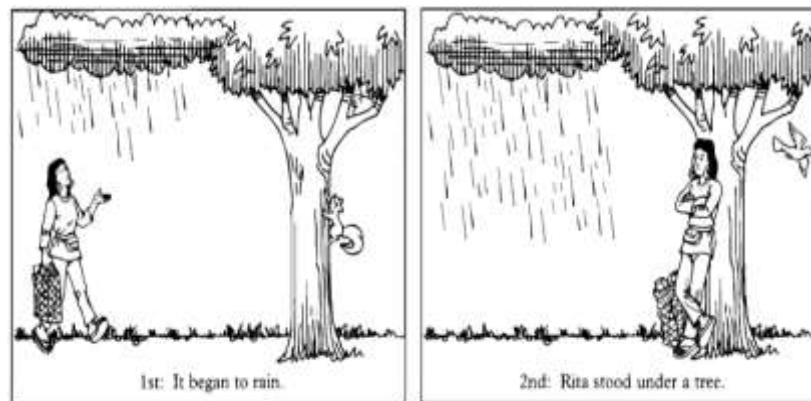
Figure 2.3 Illustration of the Example Taken from Azar (1999:27)

(2) Series of events completed in the past:

 a. *I **finished** work, **walked** to the beach, and **found** a nice place to swim.*

From the examples, it can be seen that there is a number of related events completed in the past. These events happened 1st, 2nd, 3rd, 4th, and so on. It is clear that one event followed another in the past.

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

 a. *Last year it **rained** frequently in this area.*

 b. (custom) *When I was young, I **went** swimming every day.*

From the examples, it can be analyzed that the past verbs (*rained, went*) and the adverbs of time (*frequently, every day*) indicates that the events happened more than once or again and again in the past.

(4) Duration of an event completed in the past:

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

 b. *In Columbus' day, people **believed** that the earth was flat.*

Based on the examples, it can be analyzed that the past verbs (*lived, believed)* and the durations of time used (*for thirty years, in Columbus' day or during Columbus' day*) indicates that the events happened in a specific length of time that lasted in the past.

In essence, an event whether it happened once, in a series, repeatedly, or during a specific time duration, if it ended at a specific time in the past, the simple past tense will be used to describe the event.

2.2.1.6 Teaching the Simple Past Tense in Vocational Schools

In School-Based Curriculum or KTSP (2006) it is mentioned that English is categorized into an adaptive group. The adaptive group includes subjects whose time allocations are adjusted to the needs of the vocational program, and can be organized in blocks of time. It is also expected that students are able to develop a set of language skills. So, grammar will take part in it. Teaching grammar, particularly teaching the simple past tense is important to help students applying grammatical rules of the simple past tense into communicative tasks correctly.

2.2.2   General Concept of Games

This part presents the general concept of games as entertaining activities which are helpful to assist students' learning process in a language classroom, including the definition of games, classifications of language games, benefits of using games in language teaching and learning, and benefits of using games in teaching grammar.

2.2.2.1 Definition of Games

Hadfield (1990), as cited by Tuan and Doan (2010) defines a game as "an activity with rules, a goal, and an element of fun". So, the rules and procedures of playing certain fun games should be explained before the players are ready to join the selected games, and then get pleasure and knowledge from playing the games. This surely helps the players following correct rules and procedures of playing the games, avoiding any misconception, and also achieving the goals of the games.

2.2.2.2 Classifications of Language Games

According to Hadfield (1999) as quoted by Tuan and Doan (2010), language games applied by language teachers over the world are divided into two types: (1) linguistic games and (2) communicative games. The explanations are as follows:

(1) Linguistic games

These games "focus on accuracy" (Hadfield, 1999 cited in Tuan and Doan 2010). So, this is about being correct in communicating with other players using English while playing the games. In other words, these games emphasize saying words correctly. In terms of this research, Chinese whispers which is used to improve students' mastery of grammar is classified into linguistic game since a correct use of English grammar is highly needed while the eleventh graders of *PGRI* 2 Private Vocational School Salatiga played this game in their classroom.

(2) Communicative games

These games "focus on successful exchange of information and ideas" (Hadfield, 1999 cited in Tuan and Doan 2010). So, these games really emphasize fluency rather than accuracy. The players of these games will be busy practicing their

fluency in speaking. By playing these kinds of games, it is expected that they will not be afraid to talk any longer in their real life.

2.2.2.3 Benefits of Using Games in Language Teaching and Learning

A variety of games, such as linguistic games and communicative games bring several benefits to certain instructional purposes. Tuan and Doan (2010) recapitulate four benefits of using games in language teaching and learning process, those are:

(1)   Games motivate learners

Hansen (1994: 118), cited by Tuan and Doan (2010) states "games are highly motivating and entertaining, and they can give shy learners more opportunity to express their opinions and feelings". By playing games in a language class, shy students could have a chance to open up themselves while playing games in a comfort and relax atmosphere.

(2)   Games promote learners' interaction

Most games require some players to react to each other.

> In most games, learners have to play in groups in which everyone has a turn, encouraging everyone to take a turn, rather than letting others do all the talking and other actions, and discouraging one or two people from shutting out others (Tuan and Doan, 2010).

When the games are going on, it might encourage students to team up and interact well with the other players in order to achieve the games' goal.

(3)   Games improve learners' language acquisition

"The meaning of the language students listen to, read, speak and write will be more vividly experienced in a game and, therefore, then they will better remember

the language they learnt" (Tuan and Doan, 2010). In line with this view, it can be said that games are useful tools for boosting students' effort to practice language in specific language skills and to review any language lessons. When the process of getting any lessons and information on language is improved, the students could apply it in real situations later on in their lifetime.

(4)   Games increase learners' achievement

"Games can increase learners' achievement, which means that learners' test scores, ability of communication, some skills, knowledge of vocabulary, or other language skills can improve" (Tuan and Doan, 2010). This is what is called as the outcome or the possible final result of playing games in language teaching and learning.

2.2.2.4 Benefits of Using Games in Teaching Grammar

Learning a foreign language such as learning English and its grammar can be such a frustrating task for Indonesian students. Students commonly feel upset and less confident when they cannot master English grammar well. Therefore, teachers must be able to deal with this problem, for example by applying appropriate fun and relaxed games considered the timing in a grammar class. Saricoban and Metin (2000) states that:

> … Games are organized according to rules, and they are enjoyable.
> Most games require choral responses or group works ... Through
> well-planned games; learners can practice and internalize
> vocabulary, grammar and structures extensively. Play and
> competition that are provided by games enhance the motivation of
> the students. They also reduce the stress in the classroom. While

playing games, the learners' attention is on the message, not on the language. In a way, students acquire language unconsciously since their whole attention is engaged by the activity.

It can be viewed that games will be beneficial to the process of grammar teaching and learning as they are highly motivating and challenging. Moreover, they encourage students to participate during the games and communicate with others so that their cooperation will be improved too. Students can learn grammar when they are busy playing the games. Here, games facilitate them to employ meaningful language in a real context and in a non-stressful way.

2.2.3   General Concept of Chinese Whispers

This part elaborates the general concept of Chinese whispers as a game to be used for this research, including the definition of Chinese whispers, the procedure of playing Chinese whispers, and the benefits of Chinese whispers.

2.2.3.1 Definition of Chinese Whispers

"Chinese whispers (or telephone in the United States) is a game played around the world, in which one person whispers a message to another, which is passed through a line of people until the last player announces the message to the entire group" (http://en.wikipedia.org/ wiki/Chinese_whispers). "Also known as Broken Telephone, this game is a hit with all ages, because everyone loves to share secrets! Gear the message length to the age of the children playing" (Wilson and Wylie, 2007:11).

By adjusting the length of the words or phrases that must be whispered with the age of the players such as students, this game could be played by everyone in all ages. When playing this game, a student in a group who becomes a receiver has to pass on a message whispered—not shouted by other students. This activity will happen continuously.

2.2.3.2 Procedure of Playing Chinese Whispers

The detailed procedure of playing this game is as follows:

> Each row of students is a group, meaning there are will most likely be 6 groups in your class. One of the teachers takes the last student in each row into the hallway and has them memorize a word, phrase or sentence (WPS). It should be based on the grammar point currently being studied, or it could also be some type of review WPS. When the teacher shouts "Go!" students race to whisper the WPS to the next student in line. They can repeat it as many times as needed, keeping in mind the 'whisper' part so that other teams can't hear. When the WPS has reached the last student, you can have the student either write the WPS down on a scratch piece of paper or have them come and whisper it into a teacher's ear. If they are correct their team receives points. Points are awarded for speed: 5pts, 4pts 3pts, 2pts, while the last two groups receive 1pt ... Each telephone line rotates so there is a new 'last person' and the game is repeated (*Classroom Activities Junior High School*, 2013:70).

From the explained procedure, it can be said that Chinese whispers is such a very energetic game that can be used to teach specific grammar point, especially the simple past tense. The materials needed here were only a list of verbs and sentences that were used to practice the simple past tense repeatedly, papers, and a scoreboard. Hopefully, this game could work up students' enthusiasm in learning the simple past tense and improve their mastery of it.

2.2.3.3 Benefits of Chinese Whispers

Based on what had been read by the writer in Wikipedia on the internet, the writer recapitulated some benefits of Chinese whispers game (http://en.wikipedia.org/wiki/Chinese_whispers), those are:

(1) Providing amusement or offering a fun experience because the game might cause funny extreme surprise when the original whispered WPS might change gradually into final ridiculous WPS that the players might laugh at,

(2) Providing educational value by showing the importance of sharing information clearly and openly to avoid misconception and simulating the spread of gossip and its supposed harmful effects,

(3) Facilitating teaching and learning processes by reviewing specific subject lessons such as grammar lesson in a comfortable, fun, an informal situation,

(4) Encouraging players' participation and promoting friendly competition since it is played by players in groups,

(5) Moderating the volume of players' voice, and

(6) Promoting players' awareness of their pronunciation.

From those explanations, the writer realized the potential of Chinese whispers game as a useful means to be used to assist the teaching and learning process, create a fun learning environment, improve students' active participation, and improve specific language skills such as listening, speaking, and writing since the players always tried hard to listen attentively, speak correctly, and write accurately during the game.

2.2.4   General Concept of Cooperative Learning

This part presents the general concept of cooperative learning, including the definition of cooperative learning, the basic elements of cooperative learning, and the benefits of cooperative learning.

2.2.4.1 Definition of Cooperative Learning

Cooperative learning method is not a strange thing among teachers.

> Teachers can structure lessons cooperatively so that students work together to accomplish shared goals. Students are assigned to small groups and instructed to learn the assigned material and to make sure that the other members of the group learn the assigned material (Johnson, Johnson, Holubec, and Roy, 1984:2).

From the description above, it can be viewed that if the goal of each student within a group is considered as a shared goal or a goal for all, students will work to make sure that their group members understand the given tasks. So, there will be interactions among students. Moreover, the teacher will be a facilitator who makes the process of learning easier such as by discussing things and mentioning ideas or even possible plans to be considered by the students.

There are eleven cooperative learning techniques learned by the writer during the ELT across Curriculum class which is taught by the advisor of this final project, Sri Wahyuni, S.Pd., M.Pd., such as jigsaw, number-heads together, round robin brainstorming, team pair solo, three steps interview, think pair share, round table, talking chips, silent card shuffle, learning cell, and group grid techniques. Interested in group grid technique, the writer tried to use this technique in teaching the simple past tense at *PGRI* 2 Private Vocational School Salatiga.

2.2.4.2 Basic Elements of Cooperative Learning

According to Johnson et al. (1984:8), there are for basic elements included in the implementation of cooperative learning method. They are:

(1) Positive interdependence

"Cooperative learning groups are based on positive interdependence among group members, where goals are structured so that students need to be concerned about performance of all group members as well as their own" (Johnson et al., 1984:9). So, all group members have to realize that they have to make major contributions to their learning groups so that they can achieve their learning goals collectively not independently.

(2) Face-to-face interaction

When students have to learn together with other students in groups, they will directly have to meet them, share any information, and react to each other in order to complete their tasks and achieve their goals.

(3) Individual accountability

All group members should be responsible for completing the tasks and willingly providing each other encouragement, support, and help in learning specific subjects. This is in line with what is stated by Johnson et al. (1984:9). They state:

> In cooperative learning groups, there is a clear individual accountability where every student's mastery of the assigned material is assessed, each student is given feedback on his or her progress, and the group is given feedback on how each member is progressing so that the other groups' members know who to help and encourage.

The third element indicates whether or not students could learn materials better when they are asked to learn the materials cooperatively.

(4) Interpersonal and small-group skills

Interpersonal and small-group skills simply refer to social skills which are required to make all group members cooperate effectively during the lessons. "In cooperative learning groups, the social skills students need in order to work collaboratively (such as leadership, ability to communicate, to trust one another, and to manage conflict) are directly taught" (Johnson et al., 1984:9). Therefore, students should use these skills appropriately.

2.2.4.3 Benefits of Cooperative Learning

Cooperative learning method has several benefits or good effects for educators as they are extremely engaged in the teaching and learning process.

First, according to Kagan (1995) as quoted by Yahya and Huie (2002) "for ELL students especially, cooperative learning promotes language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment". This happen because the input provided by the selected cooperative learning technique is taught step by step in a certain ways so that they are motivated to learn together with their friends until they understand the lessons completely.

Second, cooperative learning is also used "to improve academic performance" (Slavin, 1987 cited in Yahya and Huie 2002). When students use this method in their study, their academic works are expected to be much better because they learn the materials in groups with the guidance of the instructors as

their facilitator. They do not learn traditionally as always, they apply learning techniques in their learning process to improve their achievements.

Third, cooperative learning has a benefit "to lead to great motivation toward learning" (Garibaldi, 1979 cited in Yahya and Huie 2002). Several cooperative learning techniques are able to control many group members during the study until they understand the lessons; make them want to do the group task well; or even show their enthusiasm while they are involved in group's activities.

Fourth, cooperative learning is applied in the teaching and learning process "to improve self-esteem" (Johnson & Johnson, 1989 cited in Yahya and Huie 2002). By doing the activities or tasks ordered by the instructors in groups, students will consider themselves important since their group really welcomes their contributions. They will also realize their own potentials at the moment they contribute themselves towards the success of their group tasks.

The fifth benefit is that cooperative learning is used "to lead to more positive social behaviors" (Lloyd, et al., 1988 cited in Yahya and Huie 2002). This occurs when each group member in every learning group need to have positive relationship with other members in order to gain positive results of their actions during the lessons, such as the success of finishing the assessments of cooperative learning and effective communication between the members so that their understanding of the subjects could be acquired. When the students work as a group, support their friends, respect and appreciate any thoughts, make decisions, share any information, give feedbacks, and solve conflicts or problems collectively, they are learned to behave in a good and helpful way toward others.

2.2.5   General Concept of Group Grid Technique

This part presents the general concept of group grid technique, including the description of group grid technique, procedure of group grid technique, and benefits of group grid technique.

2.2.5.1 Description of Group Grid Technique

"Group grid is probably most useful in introductory-level courses where students are building basic schema, learning a large number of new terms, and trying to understand the categorization rules of the discipline" (Barkley et al., 2005:211). This teaching technique is also known as categorizing grid. Students will thoughtfully sort a list of scrambled items into the correct blank cells of the grids in a limited time. In connected with this study, group grid was used to help students grasp the concept of the simple past tense, and also learn many new terms that are closely related to the simple past tense such as regular verbs and irregular verbs.

2.2.5.2 Procedure of Group Grid Technique

According to Barkley et al. (2005:212) there are four steps in the procedure of using Group Grid technique in teaching and learning process:

(1) Form groups and distribute the blank grid as a handout, or have students copy it from one that you project in an overhead transparency or draw on the chalkboard,

(2) Give students the list of scrambled items of information,

(3) Have students fill in the blank cells of the grid. Groups can discuss and come to consensus about how the items should be sorted, and fill out the grid as a group project. Or individual students can take turns in a Round Robin order, filling in one cell per turn,

(4) Students submit completed grids for assessment and evaluation, or you post a correctly completed grid for them to check for accuracy.

In this context of study, the students were given pieces of information related to the simple past tense and ordered to put them in the blank grid. They did it in group so that they could learn the simple past tense together, and their understanding of this material would be checked through group grid too. The completed grids then were easily to be scored by the researcher.

2.2.5.3 Benefits of Group Grid Technique

As asserted by Angelo and Cross (1993:163), group grid technique offers some benefits. They say:

> The Categorizing Grid is a quick, simple procedure that assesses students' basic analytic and organizing skills and also reinforces effective categorization and recall. Practice in this simple CAT provides students with one more tool they can use in studying other subjects.

Based on the statements above, group grid technique as one of the Classroom Assessment Technique abbreviated as the CAT is considered to be a great teaching technique utilized to assist students in learning a specific subject through grids and in developing their categorization skill as they have to analyze

the scrambled items, think again, consider again the categorization arranged by the students in order to decide precisely which items are appropriate with which grids. Other benefits stated by Barkley et al. (2005:211) are:

> Organizing and classifying information helps students to clarify conceptual categories and to develop categorization skills. By making students' conceptual organization explicit and graphic, Group Grid also helps students remember all information which belongs in categories.

Therefore, it is hoped that using group grid technique will help them memorizing the grammatical structures of the simple past tense, and the forms of regular and irregular verbs more easily.

2.2.6 General Concept of Action Research

This part clarifies the general concept of action research including the definition of action research, features of action research, fundamental steps of action research, and purposes of action research.

2.2.6.1 Definition of Action Research

In this study, the writer will use an action research as a methodology in teaching the simple past tense to the eleventh graders of *PGRI* 2 Private Vocational School Salatiga.

> Action research is concerned with trying to improving one specific point in a teacher's technique in a particular classroom using empirical measurement … This usually includes having an observer collect data, and together with the teacher develop a plan to bring about the desired change, act on the plan, and then observe the effects of the plan in the classroom (Snell, 1999).

Other definition comes from Wallace (1998:4), he says:

> It is done by systematically collecting data on your everyday practice and analyzing it in order to come to some decisions about what your future practice should be. This process is essentially what I mean by the term *action research*.

Based on the definitions, action research can be defined as a methodology designed by the teachers to solve real problems and improve students' learning in the classrooms. So, the teachers will keep on observing their students, collecting data, and reflecting the action for future plans to develop effective teaching method. Furthermore, action research generally deals with the improvement in achievement. Carr and Kemmis (1986:165) as cited by Pollard and Triggs (1997:66) suggest that action research involves:

(1) the improvement of practice,

(2) the improvement of the understanding of the practice by the practitioners,

(3) the improvement of the situation in which practice takes place.

Therefore, in this study, the writer tried to improve students' mastery of the simple past tense by teaching them the materials step by step in each self-reflective cycle until their achievements improved.

2.2.6.2 Features of Action Research

There are four features of action research asserted by Burns (1999:30). They are:

(1) Action research is contextual, small-scale and localized—it identifies and investigates problems within a specific situation,

(2) It is evaluative and reflective as it aims to bring about change and improvement in practice,

(3) It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers,

(4) Changes in practice are based on the collection of information or data which provides the impetus for change.

From the explanations above, it can be argued that action research has the following features: (1) examines arisen problems carefully starting from a small and specific subject of research within a specific existing condition, (2) includes evaluation and reflection periodically, (3) involve people to be responsible for the improvement of the actions, and (4) collects data to see whether or not there are proposed changes in achievements during the research.

2.2.6.3 Fundamental Steps of Action Research

Kemmis and McTaggart (1988) in Burns (1999:32) points out four fundamental steps in doing this research, those are planning, acting, observing, and reflecting:

(1) Develop a plan of critically informed action to improve what is already happening,

(2) Act to implement the plan,

(3) Observe the effects of the critically informed action in the context in which it occurs, and

(4) Reflect on these effects as the basis for further planning, subsequent critically informed action and so on, through a succession of stages.

Below is a model of stages in doing the action research by Kemmis and McTaggart (Burns, 1999:33).
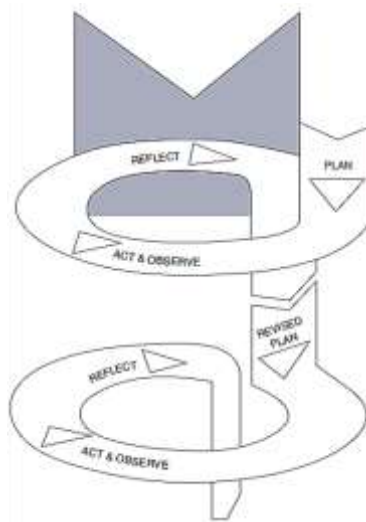
Figure 2.4 Action Research Spiral by Kemmis and McTaggart

It can be shown from the figure that the spiral of cycles of self-reflection which include planning, acting, observing, and reflecting has become a noticeable characteristic of action research all this time.

2.2.6.4 Purposes of Action Research

According to Cohen, Manion, and Morrison (2007:85), the purposes of action research are (1) to plan, implement, review and evaluate an intervention designed to improve practice or solve local problem, (2) to empower participants through research involvement and ideology critique, (3) to develop reflective practice, (4) to promote equality democracy, (5) to link practice and research, and (6) to promote collaborative research.

This can be concluded that action research as a methodology has several great purposes for (1) improving practice through cyclical processes of learning,

(2) solving research problems, (3) giving authority to the participants to engage in research activities, (4) developing reflection and evaluation based on the serious and careful thoughts of the results of the applied treatments, (5) fostering equality democracy or equal treatments for all participants, (6) making a connection between practice and research, and (7) building community by learning collaboratively for a specific goal.

2.3   Framework of the Present Study

The process framework of this study can be seen in the following figure:
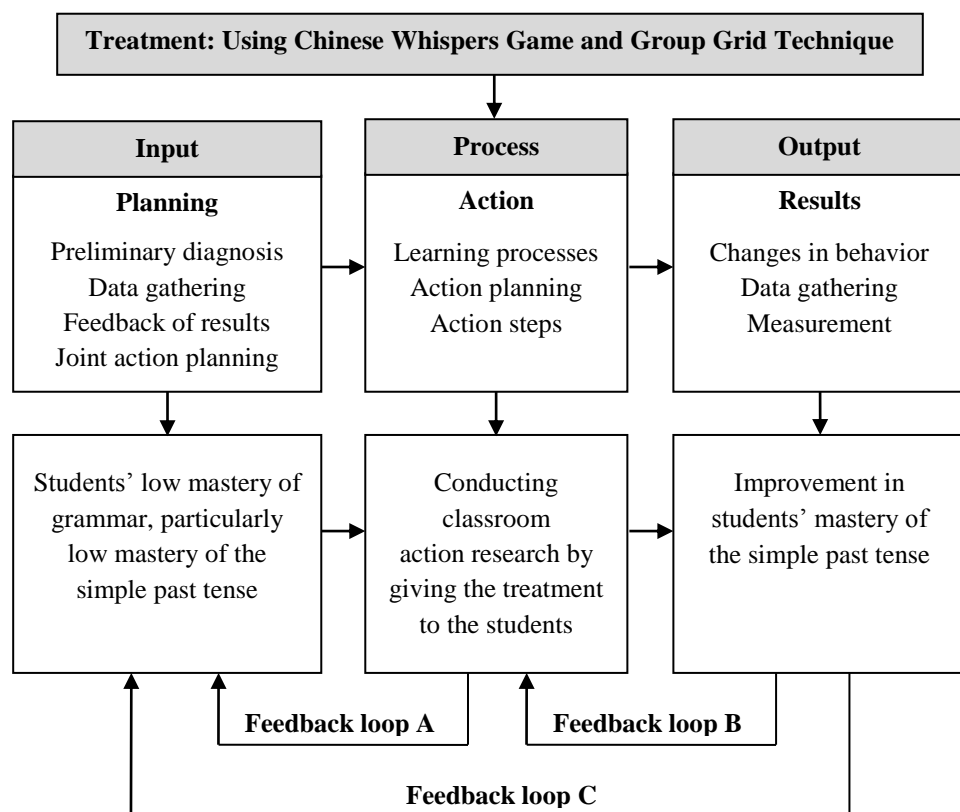
Figure 2.5 Chart of systems model of action research process adapted from

Source: http://upload.wikimedia.org/wikipedia/commons/9/97/

SystemsModelofActionResearchProcess.png

From the process framework of this study, it can be shown that this classroom action research was conducted to solve a problem found by the researcher that there were a number of students still possessed low mastery of grammar. In order to improve their grammar mastery, particularly their mastery of the simple past tense, the researcher used Chinese whispers and group grid technique as a teaching method and implemented it in a classroom. The subject of this research was 34 students of class XI D-AP.

In step with the systems model of action research process, starting from the input stage, the researcher gathered some information about the conditions of the students. They still faced difficulties in mastering the simple past tense, applying the correct form of this tense, and changing some verbs into the past forms. The simple past tense was previously taught in a conventional way. They easily became bored with these conditions. Therefore, the researcher prepared everything needed for the success of the whole cyclical processes, such as preparing the activities in each cycles of the study and the instruments for obtaining the data. In process stage, the action steps in learning the simple past tense was conducted in two cycles to get an accurate data. Each cycle certainly included planning, acting, observing, and reflecting. In output stage, the researcher observed, analyzed the obtained data during the transformation process, and reflected the overall learning process to identify whether there was a problem in implementing Chinese whispers and group grid technique in each cycle, and whether there were changes in students' behaviors and their achievements, so that the researcher could decide whether a replan was needed or not.

CHAPTER III

METHODS OF INVESTIGATION

This chapter discusses the methods of investigation which consists of subject of the study, roles of the researcher, research design, research procedure, research variables, types of data, instruments for obtaining data, procedures of obtaining data, and procedures of analyzing data.

2.3 Subject of the Study

The subject providing the data of this study was the eleventh graders of *PGRI* 2 Private Vocational School Salatiga. This school is located at Jl. Nakula Sadewa I, Kembang Arum, RT 02, RW 03, Kel. Mangunsari, Kec. Sidomukti, Salatiga. The researcher used class XI D-AP which consisted of 34 students as the sample who still possessed low mastery of grammar based on the data obtained in preliminary observations during the teaching practicum (PPL). Moreover, eleventh graders were chosen because the simple past tense was taught at this education level.

2.4 Roles of the Researcher

The researcher played important roles in this research as a teacher who patiently taught the materials to the students and checked their mastery of the simple past tense through tests; a data collector who collected the data obtained from observation, tests, and questionnaire; and a data analyzer who then analyzed the collected data in order to be able to draw any conclusions based on the end results.

2.5   Research Design

Research design refers to the plan that will be used to conduct the study. According to Pollard and Triggs (1997:65) "action research involves researchers, with teachers or other practitioners, in a cyclical process of planning, action, observation, and reflection before beginning the whole process all over again". These processes or phases could be elaborated as follows:

(1) Planning

At this phase, the researcher planned a detailed set of decisions about how to take the action in the future and how to improve an action. What is the actual problem arises in the class? Who will do the action? When will it happen? What are the proposed changes to the learning process? How do I intend to apply my revised teaching methods? This is because it is so much important to find out if the plans are able to be done and to consider how students' reactions to the implementation are.

(2) Acting

At this phase, the researcher implemented the arranged plan in the class. After answering questions at planning phase, I tried to give the treatments to the students in the hope of improving their learning achievements. The researcher also had to make sure that any deviations from the plans had been recorded since reality sometimes could be unpredictable.

(3) Observing

Observing phase ran along with acting phase. There was a detailed observation, monitoring, and recording during the treatments were given in the classroom. This

was used by the researcher to assess how much the improvement of the action was.

(4) Reflecting

At this phase, the researcher reflected the overall learning process considering the results of the observations. By reflecting, I could make a strong decision whether a replan was truly needed or not.

2.6   Research Procedure

A set of actions to conduct the research in class XI D-AP was as follows:

(1) Planning

At this phase, the researcher identified the actual problem arose in the class of the subject of the study which was class XI-D AP during the teaching practicum, asked for permission to do the research at *PGRI* 2 Private Vocational School Salatiga, discussed the research schedule with the English teacher, and then seriously prepared the lesson plans, teaching materials, teaching media, identity card for students, observation sheets, test items, and questionnaires. These provisions were used for conducting the research.

(2) Acting

After planning, the study was conducted in class XI D-AP through two (2) cycles to know the students' improvement in mastering the simple past tense. The researcher gave a pre-test and reviewed the lesson on the first meeting. On the second meeting, the researcher checked their understanding of the simple past tense by using group grid technique as well as explaining and reviewing the

lesson again. The students were asked to fill in the grids with the information provided on group grid task 1, after that they played Chinese whispers 1. On the third meeting, the researcher asked students to do the group grid task 2. The researcher guided them and helped them comprehend the materials by answering their questions when they faced any difficulties as long as they did the group grid task. On the fourth meeting of cycle 1, quiz 1 as the formative test 1 will be given to students after they played Chinese whispers 2. Until these steps, cycle one could be said was done. When the researcher still found any weaknesses of teaching and learning process based on the results of the observations with the assistance of four observers during cycle one and the personal reflection of the whole teaching and learning process, in addition, some students still got the scores below 72 which was the English standard of minimum completeness (KKM) for the School-Based Curriculum or the 2006 Curriculum (KTSP), three more meetings were needed to do the activities in the second cycle or cycle 2. Those will be the consideration or the reason why the researcher had to conduct the cycle two starting from giving the treatments again, giving quiz 2 or formative test 2, and giving post-test at last.

(3) Observing

During the acting phase, the researcher asked the English teacher, Mahmud Yunus, S.Pd. and three friends of mine named Cahyani Karyaningtyas A.Md., Kharisma Hidayat S.Pd., and Monica Damayanti to observe the teaching and learning process of each cycle and write it on the observation sheets. Moreover, the researcher also gave the questionnaires to be filled in by the students anywhere

and anytime to gather their opinions about the applied treatments in their teaching and learning processes. The collection of the questionnaires should not be more than April 29th, 2015.

(4) Reflecting

At last, the researcher evaluated the whole teaching and learning process to know whether or not students' mastery of the simple past tense improved, and to decide whether a repetition of the cycle was needed here. The resercher used the data obtained from the test, observation sheet, and questionnaires to reflect on the teaching and learning process.

From the previous explanation of the research procedure, the schedule of the research could be seen in the following table.

Table 3.1 Research Schedule

Activity / Date	Giving Pre-Test	Cycle 1		Cycle 2		Giving Post-Test
		Giving Treatments	Giving Quiz 1	Giving Treatments	Giving Quiz 2	
March 18th, 2015	X					
March 24th, 2015		X				
March 25th, 2015		X				
March 31st, 2015		X	X			
April 1st, 2015				X		
April 7th, 2015				X		
April 8th, 2015					X	X

2.7   Research Variables

A variable is something that may vary, or be different. According to Cohen, Manion, and Morrison (2007:504) there are two types of variables; those are independent and dependent variable:

> An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome. A dependent variable, on the other hand, is the outcome variable, that which is caused, in total or in part, by the input, antecedent variable. It is the effect, consequence of, or response to, an independent variable.

Based on those definitions, it can be viewed that the independent variable of this study was the use of Chinese whispers and group grid technique in teaching the simple past tense since this teaching method was highly affected students' learning outcomes. Whereas, the dependent variable of this study was the students' mastery of the simple past tense as the effect of the use of Chinese whispers and group grid technique in teaching the simple past tense.

2.8   Types of Data

Data collection is so much useful for helping decision-making in this study. Two types of data, quantitative and qualitative data, will be used during this classroom action research at *PGRI* 2 Private Vocational School Salatiga. The quantitative data as primary data were obtained from the pre-test and the post-test, whereas the qualitative data as supporting data were obtained from the observation sheet and questionnaires.

2.9 Instruments for Obtaining Data

Instrument is an implement or piece of apparatus used for a particular purpose (Oxford Dictionary, 1995:618). Instruments are a set of necessary equipment used for obtaining the data. The instruments used in the study were:

(1) Test (Pre-test, Formative-test, and Post-test)

A test is a short examination of knowledge or ability, consisting of questions that must be answered or activities that must be carried out (Oxford Dictionary, 1995:1233). Pre-test which was a preliminary test conducted before the treatment to measure students' basic knowledge of the simple past tense, and post-test which was a test conducted after the treatment to measure students' achievement or mastery of the simple past tense were tests that were used in the study. A formative test was also given to the students in each cycle. Cohen et al. (2007:418-419) states "formative testing is undertaken during a program, and is designed to monitor students' progress during that program, to measure achievement of sections of the program, and to diagnose strengths and weaknesses". From the formative testing, the writer could discover students' progress in mastering the simple past tense after the treatments were given.

(2) Observation

Observation provided the researcher the opportunity to gather real data from real social environment, such as the data of students' characteristics and behaviours, and their interactions or their reactions while they were learning the lesson through a selected method.

(3) Questionnaire

Questionnaires are often used for obtaining survey information, providing a list of questions on paper being able to be filled in anytime, and are convenient and less-time consuming to be administered. The questionnaires of the study were anonymous and combined closed and open-ended items about the implementation of Chinese whispers and group grid technique in teaching the simple past tense; hopefully the students would be more honest and informative in their answers because they did not have to write their identities on the questionnaire sheets.

2.10   Procedures of Obtaining Data

The procedures for obtaining the data in this study were as follows:

(1)   Test (Pre-test and Post-test)

At first, the researcher came to class XI D-AP and explained what the students will do during the research. Then, the researcher conducted a pre-test before the treatments were given to them. The students were asked to answer a number of questions related to the use of the simple past tense. After that, the researcher reviewed the lesson about the simple past tense by having a discussion with them. Formative testing including quiz 1 and quiz 2 was given in each cycle. At last, the researcher conducted a post-test after the treatments were given to them. This test was similar or almost similar with the previous pre-test.

(2)   Observation

During the acting phase, the researcher asked the English teacher and three observers to do real time observation. This means that "the observation is

observed and analyzed as the teaching-learning happens without using any electronic means of recalling data" (Wallace, 1998:106). This was simply done by marking checklists on the observation sheets and making additional comments. Students' behaviours and students' reactions or responses while they were learning the simple past tense by using Chinese whispers game and group grid technique were observed carefully.

(3) Questionnaire

All students in class XI D-AP were asked to fill in questionnaires consisting of closed and open questions about the implementation of Chinese whispers and group grid technique in teaching the simple past tense at the end of the whole cyclical process. They were ordered to fill in those at home anytime, and then they had to submit the questionnaires no more than April 29th, 2015.

2.11 Procedures of Analyzing Data

At this stage, all instruments' data were analyzed after being gathered. The researcher then was able to draw any conclusions of the study based on the outcomes of the analyzed data. The following were the methods for analyzing the data including the data of the tests, observation, questionnaire, Chinese whispers tasks, and also group grid tasks.

(1) Test (Pre-test, Formative-tests and Post-test)

The results of the pre-test, quiz 1, quiz 2, and the post-test were calculated by using specific formulas as follow:

a. Formula of the student's score

Table 3.2 Formula of Student's Score

$$\text{Student's score} = \frac{\text{The number of right answers}}{\text{The number of questions}} \text{ x } 100\%$$

b. Formula of the mean of students' scores

Table 3.3 Formula of the Mean of Students' Scores

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

$\overline{X}$ = mean
$\sum$ = summation sign
X = student's score
N = number of scores

(2) Observation

The observers of this study were the English teacher and three other observers. The researcher used the data from their observation sheets to determine how Chinese whispers and group grid technique improve students' learning behaviours and mastery of the simple past tense.

(3) Questionnaire

As soon as all questionnaires were filled in by the students, the researcher analyzed their answers to gather more information from the outcomes of the questionnaires. The data were used to infer the success or failure of the implemented method.

(4) Chinese whispers tasks

For Chinese whispers task 1 and Chinese whispers task 2, the scores were in the form of points which were added with extra points based on the time they spent to complete each Chinese whispers task. So, the final point was obtained from the obtained points of each task which had been added with the extra points. For more details, the formulas of Chinese whispers' scores could be seen in the following table.

Table 3.4 Formula of Chinese Whispers' Scores

Task	Total Points	Extra Points	Criteria of Extra Points
Task 1	60 points	Extra 30 points	1st group who completed the task
		Extra 25 points	2nd group who completed the task
		Extra 20 points	3rd group who completed the task
		Extra 15 points	4th group who completed the task
		Extra 10 points	5th group who completed the task
		Extra 5 points	6th group who completed the task
Task 2	160 points	Extra 30 points	1st group who completed the task
		Extra 25 points	2nd group who completed the task
		Extra 20 points	3rd group who completed the task
		Extra 15 points	4th group who completed the task
		Extra 10 points	5th group who completed the task
		Extra 5 points	6th group who completed the task
Formula of Chinese whispers' scores		Final points = Obtained points + Extra points	

(5) Group grid task

For group grid task 1, group grid task 2A, and group grid task 2B, the points obtained by each group were converted into scores. The formulas of group grid's scores could be seen in the following table.

Table 3.5 Formula of Group Grid's Scores

Task	Total Points	Formula of group grid's scores
Task 1	60 points	$\text{Group's score} = \dfrac{\text{The obtained points}}{\text{The total points (60)}} \times 100\%$
Task 2A	56 points	$\text{Group's score} = \dfrac{\text{The obtained points}}{\text{The total points (56)}} \times 100\%$
Task 2B	36 points	$\text{Group's score} = \dfrac{\text{The obtained points}}{\text{The total points (36)}} \times 100\%$
Mean of group grid's score		$$\overline{X} = \frac{\sum X}{N}$$ $\overline{X}$ = mean of group grid's score $\sum$ = summation sign X = group grid's score including task 1, task 2A, and task 2B N = number of scores (3 scores per group in each cycle)

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusions and suggestions for the readers based on the whole results of the research.

5.1   Conclusions

Based on the analysis and discussion of the results of the whole research data in chapter four, the researcher eventually drew several conclusions.

The first purpose of conducting this classroom action research in two cycles to the eleventh graders of *PGRI* 2 Private Vocational School Salatiga was to investigate how Chinese whispers and group grid technique was integrated and then applied as an alternative method in teaching the simple past tense in the classroom. During the research, the combination of those was able to grab students' attention, promote their engagement, and relieve their boredom and drowsiness in the learning processes. Furthermore, this teaching method enhanced students' spirit of learning English grammar since a good team work with active students' participation was required during the treatments. Indeed, teaching the students in unconventional way made them become interested in what they were going to learn and were motivated to achieve optimal academic performance.

By reading, memorizing, whispering, and then writing the word, phrases, or sentences related to the simple past tense down on the provided paper in a fun learning experience; the students were indirectly encouraged to practice and

internalize two types of past forms in English, the verbal and nominal sentence patterns of the simple past tense, and the use of the simple past tense. Moreover, Chinese whispers game trained students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling, and pronunciation which were considered as essential components for developing their language skills.

The implementation of group grid technique also offered the opportunity to learn actively based on group cooperation and developed students' analytic and organizing skills when they analyzed the correct categorization of the scrambled items which covered all sub topics of the simple past tense. Learning two types of past forms in English, nominal and verbal sentences, and the use of the simple past tense became more explicit when it was taught repeatedly through grids than just monotonously memorizing a list of regular and irregular verbs and the formula of nominal and verbal sentences.

The second purpose of conducting this research was to investigate the improvement of students' mastery of the simple past tense by using Chinese whispers and group grid technique as well as students' learning behaviors. As discussed in the previous chapter, this teaching method successfully improved students' mastery of the simple past tense. It was proved by the improvement in students' achievement after the treatments were given. Students' average score in pre-test was 58.65, in formative test 1 was 76.97, in formative test 2 was 79.06, while in post-test was 83.56. Moreover, the results of Chinese whispers and group

grid tasks which were ever-increasing from cycle 1 to cycle 2 indicated that they understood the lessons well through this method. Referring to the questionnaire results, the students tended to agree that this method facilitated them to learn the lesson better and effectively improved their mastery of the simple past tense.

In addition, the observation sheet results showed that students' positive behaviors and responses during the learning processes improved to be relatively good. They were more active, attentive, enthusiastic, and more able to control themselves not to be noisy in certain situations in the classroom during the learning process.

5.2   Suggestions

From the conclusion above, the researcher put forward some suggestions regarding the implementation of this teaching method.

First, students should be active, attentive, eager to learn, and enthusiastic during the lessons in order to improve their learning outcomes.

Second, both English teachers and teachers of other subjects should equip their teaching with varied or unconventional teaching methods adjusting to the teaching materials and the conditions of both students and the learning environment. The teaching methods might include the application of alternative and effective teaching techniques, games, or media that enable students to learn the materials easily and to get rid of boredom.

Third, teachers should also build a close relationship with the students so that they will not have much trouble in getting students' attention, communicating with them, and even controlling them during the lessons.

Fourth, teachers need to pay attention to the division of time to understand the lesson through Chinese whispers and to learn it using other teaching technique or media if it is integrated.

Fifth, teachers should integrate other learning media such as power point slides to explain the lessons and make the lesson clearer to be understood before group grid technique is applied as the cooperative learning technique. It is because this technique really trains students' categorization skill and memorization skill.

Sixth, teachers should be able to design interesting group grid handouts to attract students' attention and pep them up to complete the group tasks. Teachers might design complex group grid handouts for students, but the level of its complexity should be in accordance with the level of students' learning ability so the students will not get bored easily. Indeed, this will challenge them.

At last, other readers or researchers who intend to apply either Chinese whispers game or group grid technique should be ready to spend more time for preparing the instruments of this game and teaching technique accurately.

Hopefully, this classroom action research would provide much benefit to the readers as well as provide some information about the use of Chinese whispers and group grid technique in teaching English grammar.

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APPENDICES

Appendix 1

STUDENTS' CODE

No.	Students' Code	Students' Number	Sex
1.	S-01	Student 1	Female
2.	S-02	Student 2	Female
3.	S-03	Student 3	Female
4.	S-04	Student 4	Female
5.	S-05	Student 5	Female
6.	S-06	Student 6	Female
7.	S-07	Student 7	Female
8.	S-08	Student 8	Female
9.	S-09	Student 9	Female
10.	S-10	Student 10	Female
11.	S-11	Student 11	Female
12.	S-12	Student 12	Female
13.	S-13	Student 13	Female
14.	S-14	Student 14	Female
15.	S-15	Student 15	Male
16.	S-16	Student 16	Female
17.	S-17	Student 17	Male
18.	S-18	Student 18	Female
19.	S-19	Student 19	Female
20.	S-20	Student 20	Female
21.	S-21	Student 21	Female
22.	S-22	Student 22	Female
23.	S-23	Student 23	Female
24.	S-24	Student 24	Female
25.	S-25	Student 25	Female
26.	S-26	Student 26	Female
27.	S-27	Student 27	Male
28.	S-28	Student 28	Female
29.	S-29	Student 29	Female
30.	S-30	Student 30	Female
31.	S-31	Student 31	Female
32.	S-32	Student 32	Female
33.	S-33	Student 33	Female
34.	S-34	Student 34	Female

Appendix 2

LESSON PLAN FOR CYCLE 1 AND CYCLE 2

School	:	*PGRI* 2 Private Vocational School Salatiga
Subject	:	English
Grade/Semester	:	XI/2
Main Topic	:	Simple Past Tense

Sub Topic	:	1. Regular Verbs and Irregular Verbs
		2. Forms of the Simple Past Tense
		   a. Verbal Sentences
		   b. Nominal Sentences
		3. Use of the Simple Past Tense

Time Allocation	:	8 x 45 minutes (4 meetings) for Cycle 1 6 x 45 minutes (3 meetings) for Cycle 2

A. Standard Competence
2. Communicate in English equivalent for elementary level.

B. Basic Competence
2.4. Telling activities or works in the past and future work plans.

C. Indicators
1. Understanding the difference between regular verbs and irregular verbs.
2. Understanding five types of irregular verbs.
3. Differentiating between regular verbs and irregular verbs.
4. Using regular verbs and irregular verbs correctly.
5. Understanding the forms of the simple past tense including verbal sentences and nominal sentences.
6. Differentiating between verbal sentences and nominal sentences.
7. Applying the correct form of the simple past tense both in verbal sentences and nominal sentences correctly.
8. Understanding the use of the simple past tense.

D. Learning Objectives
By the end of these lessons, students will be able to:
1. Understand the difference between regular verbs and irregular verbs.
2. Understand five types of irregular verbs.
3. Differentiate between regular verbs and irregular verbs.
4. Use regular verbs and irregular verbs correctly.
5. Understand the forms of the simple past tense.

6. Differentiate between verbal sentences and nominal sentences.
7. Apply the correct form of the simple past tense both in verbal sentences and nominal sentences correctly.
8. Understand the use of the simple past tense.

E. Character Education
1. Confidence.
2. Cooperation.

F. Learning Material
1. Simple Past Tense.

G. Learning Media
1. Laptop and LCD.
2. Power points presentation.
3. Video of the procedure of playing Chinese whispers.
4. Handout for group grid tasks and Chinese whispers tasks.
5. Blank grids for group grid tasks.
6. Provided papers.
7. Scoreboard.
8. Worksheet.

H. Learning Methods
1. Discussion.
2. Questions and answers.
3. Lecturing.
4. Chinese whispers game.
5. Group grid technique.

I. Learning Sources
1. Books related to the materials of the simple past tense.
2. Internet.

J. Learning Activities
First Meeting of the Research (Pre-Cycle 1)

Teacher's Activity	Time
A. Pre Teaching 1. Greets the students. 2. Introduces herself as a researcher that will conduct a research in the selected classroom. 3. Checks the attendance lists. 4. Mentions learning objectives of today's lessons.	**5'**

B. Whilst Teaching	**80'**
• **BKoF (***Building Knowledge of Field***)**	
1. Gives a pre-test about the simple past tense as the first activity of the classroom action research.	
2. Helps the students recall the lessons about the simple past tense by discussing their pre-test items.	
• **MoT (***Modeling of the Text***)**	
1. Explains the simple past tense in brief and discuss the materials with the students to know to what extent they understand the materials.	
2. Explains the procedure of playing Chinese whispers game and group grid technique for the next meetings.	
3. Gives times for students to ask questions related to the topic or today's lessons.	
C. Post Teaching	**5'**
1. Summarizes today's lessons together with the students.	
2. Asks the students whether there are any more questions related to the research' materials.	
3. Informs the learning plan for the next meeting.	
4. Ends the lessons.	
5. Greets the students.	

Second Meeting of the Research (Cycle 1)

Teacher's Activity	Time
A. Pre Teaching	**2'**
1. Greets the students.	
2. Checks the attendance lists.	
3. Mentions learning objectives of today's lessons.	
B. Whilst Teaching	**85'**
• **BKoF (***Building Knowledge of Field***)**	
1. Discusses students' common errors in doing pre-test.	
2. Asks students what they had learnt in the last meeting.	
3. Recalls the procedure of playing Chinese whispers game.	
4. Recalls the procedure of applying Group Grid technique.	
5. Asks students to make a group of six preparing activities using Chinese whispers game and group grid technique.	

• **MoT** (*Modeling of the Text*) 1. Explains sub topics regular verbs and irregular verbs in detail and discuss the materials with the students to know to what extent they understand the materials. 2. Explains sub topics verbal and nominal sentences in brief and discuss the materials with the students to know to what extent they understand the materials. 3. Gives times for students to ask questions related to the topic or today's lessons. • **JCoT** (*Joint Construction of the Text*) 1. Asks students to work in group preparing activities using group grid technique to master sub topics regular verbs, irregular verbs, and verbal sentences; also to check their understanding towards the lessons. 2. Distributes a blank grid as a handout of group grid task 1. 3. Gives students the list of scrambled items of regular verbs, irregular verbs, and verbal sentences. 4. Asks students to fill in the blank cells of the grid by discussing and come to consensus about how the items should be sorted, and fill out the grids as a group project. 5. Guides the students, and then asks students to submit completed grids for assessment and evaluation. 6. Informs students that teacher will inform the score of their group in the next meeting. 7. Reviews the sub topics regular verbs and irregular verbs again by playing Chinese whispers. 8. Guides the students. 9. Asks students in each group to write the words down on the provided papers.	
C. Post Teaching 1. Posts a correctly completed grid of group grid task 1 for them to check for accuracy. 2. Summarizes today's lessons together with the students. 3. Asks the students whether there are any more questions related to the materials. 4. Informs the learning plan for the next meeting. 5. Ends the lessons. 6. Greets the students.	**3'**

Third Meeting of the Research (Cycle 1)

Teacher's Activity	Time
A. Pre Teaching 　1. Greets the students. 　2. Checks the attendance lists. 　3. Mentions learning objectives of today's lessons. 　4. Informs the group's score and the points of the game.	**5'**
B. Whilst Teaching 　• **BKoF (*Building Knowledge of Field*)** 　1. Reviews the sub topics regular verbs, irregular verbs, and verbal sentences. 　• **MoT (*Modeling of the Text*)** 　1. Explains sub topic verbal sentences, nominal sentences, and the use of the simple past tense in detail and discuss the materials with the students to know to what extent they understand the materials. 　2. Gives times for students to ask questions related to the topic or today's lessons. 　• **JCoT (*Joint Construction of the Text*)** 　1. Asks students to go back to their group preparing activities using group grid technique to master all sub topic of the simple past tense. 　2. Distributes blank grids as a handout of group grid task 2. 　3. Gives students the list of scrambled items of regular verbs, irregular verbs, verbal sentences, nominal sentences, and the use of the simple past tense. 　4. Asks students to fill in the blank cells of the grid by discussing and come to consensus about how the items should be sorted, and fill out the grids as a group project. 　5. Guides the students, asks students to submit completed grids for assessment and evaluation. 　6. Informs students that teacher will inform the score of their group in the next meeting.	**80'**
C. Post Teaching 　1. Posts a correctly completed grid of group grid task 2 for them to check for accuracy.	**5'**

2. Summarizes today's lessons together with the students. 3. Asks the students whether there are any more questions related to the materials. 4. Informs the learning plan for the next meeting. 5. Informs students that a formative test 1 or quiz 1 will be conducted in the next meeting. 6. Ends the lessons. 7. Greets the students.	

Fourth Meeting of the Research (Cycle 1)

Teacher's Activity	Time
A. Pre Teaching 1. Greets the students and checks the attendance lists. 2. Mentions learning objectives of today's lessons. 3. Informs the group's score.	**2'**
B. Whilst Teaching • **BKoF (*Building Knowledge of Field*)** 1. Discusses students' common errors in completing group grid task 2A and task 2B. • **MoT (*Modeling of the Text*)** 1. Reviews all sub topic of the simple past tense in a very short time to know their readiness to do the formative test 1 today after playing Chinese whispers 2. 2. Gives times for students to ask questions related to the Simple Past Tense. • **JCoT (*Joint Construction of the Text*)** 1. Discusses students' common errors and scribal errors in during Chinese whispers game. 2. Asks students to play Chinese whispers game part 2 to master all sub topic of the simple past tense. 3. Asks students in each group to write the words down on the provided papers, and guides the students. • **ICT (*Independent Construction of the Text*)** 1. Asks students to do the formative test 1 individually to check their understanding towards the lessons. 2. Asks students to re-check their works before submitting it.	**85'**

C. Post Teaching	3'
1. Summarizes today's lessons together with the students. 2. Asks the students whether there are any more questions related to the materials. 3. Ends the lessons. 4. Greets the students.	

Fifth Meeting of the Research (Cycle 2)

Teacher's Activity	Time

A. Pre Teaching
   1. Greets the students.
   2. Checks the attendance lists.
   3. Mentions learning objectives of today's lessons.
   4. Informs the total scores or points of each group which are gained from Chinese whispers game and group grid activities in cycle 1.
	2'

B. Whilst Teaching
  • **BKoF (*Building Knowledge of Field*)**
   1. Discusses students' common errors in answering quiz 1.
   2. Recalls the procedure of playing Chinese whispers game.
 	
  • **MoT (*Modeling of the Text*)**
   1. Reviews all sub topics of the simple past tense in brief.
   2. Gives times for students to ask questions related to the topic or today's lessons.
 	
  • **JCoT (*Joint Construction of the Text*)**
   1. Asks students to go back to their group.
   2. **Informs students to whisper the numbers of the items besides words, phrases, or sentences while playing Chinese whispers to avoid writing some words or phrases in the wrong column of the provided tables on the papers.**
   3. Reviews all sub topics of the simple past tense by playing Chinese whispers, and guides the students.
   4. Asks students in each group to write the words down on the provided papers.
   6. Asks students to work in group preparing activities using
	85'

group grid technique to master sub topics regular verbs, irregular verbs, and verbal sentences; also to check their understanding towards the lessons. 7. Distributes a blank grid as a handout of group grid task 1. 8. Gives students the list of scrambled items of regular verbs, irregular verbs, and verbal sentences. 9. Asks students to fill in the blank cells of the grid by discussing and come to consensus about how the items should be sorted, and fill out the grids as a group project. 10. Guides the students, and then asks students to submit completed grids for assessment and evaluation. 11. Informs students that teacher will inform the score of their group in the next meeting.	
C. Post Teaching 1. Posts a correctly completed grid of group grid task 1 for them to check for accuracy. 2. Summarizes today's lessons together with the students. 3. Asks the students whether there are any more questions related to the materials. 4. Informs the learning plan for the next meeting. 5. Ends the lessons and greets the students.	**3'**

Sixth Meeting of the Research (Cycle 2)

Teacher's Activity	Time
A. Pre Teaching 1. Greets the students and checks the attendance lists. 2. Mentions learning objectives of today's lessons. 3. Informs the group's score and the points of the game.	**2'**

B. Whilst Teaching
 • **BKoF (***Building Knowledge of Field***)**
  1. Discusses students' scribal errors during the game.
 	
 • **MoT (***Modeling of the Text***)**
  1. Explains all sub topics of the simple past tense more clearly and discuss the materials with the students.
  2. Gives additional exercises for students on power point slides including the exercises on the use of the simple
	85'

past tense and word order exercises to know their progress in understanding the grammatical structures of the simple past tense. 3. Gives times for students to ask questions related to the topic or today's lessons. • **JCoT (*Joint Construction of the Text*)** 1. Asks students to be ready for group grid task 2. 2. Distributes blank grids as a handout of group grid task 2. 3. Gives students the list of scrambled items of regular verbs, irregular verbs, verbal sentences, nominal sentences, and the use of the simple past tense. 4. Asks students to fill in the blank cells of the grid by discussing and come to consensus about how the items should be sorted, and fill out the grids as a group project. 5. Guides the students, asks students to submit completed grids for assessment and evaluation. 6. Informs students that teacher will inform the score of their group in the next meeting.	
C. Post Teaching 1. Posts a correctly completed grid of group grid task 2 for them to check for accuracy. 2. Summarizes today's lessons together with the students. 3. Asks the students whether there are any more questions related to the materials. 4. Informs students that both a formative test 2 or quiz 2 and a post-test will be held in sequence in the next meeting. 5. Ends the lessons, and then greets the students.	**3'**

Seventh Meeting of the Research (Cycle 2)

Teacher's Activity	Time
A. Pre Teaching 1. Greets the students and checks the attendance lists. 2. Mentions learning objectives of today's lessons. 3. Informs the total scores or points of each group which are gained from Chinese whispers game and group grid activities in cycle 1 and cycle 2. 4. Decides the winner of Chinese whispers game and the winner of group grid task.	**2'**

B. Whilst Teaching	**85'**

• **BKoF (*Building Knowledge of Field*)**
   1. Reviews all sub topics of the simple past tense briefly by discussing students' common error in the previous tests.
 	
• **ICT (*Independent Construction of the Text*)**
   1. Asks students to do the formative test 2 individually to check their understanding towards the whole lessons.
   2. Asks students to re-check their works before submitting it.
   3. Corrects the formative test 2 with the students promptly.
   4. Asks students to do the post-test individually to check their understanding towards the whole lessons.
   5. Asks students to re-check their works before submitting it.	

C. Post Teaching
   1. Distributes the questionnaires to students.
   2. Informs students to submit the questionnaires no more than April 29th, 2015.
   3. Summarizes all lessons during the research with the students.
   4. Asks the students whether there are any more questions related to the research' materials.
   5. Ends the classroom action research.
   6. Greets the students.
	3'

K. Assessment
1. **Technical assessment:** observation and written test.
2. **Instruments of assessment:** observation sheets, pre-test, group tasks, formative tests, post-test, and questionnaires.

Salatiga, January 30th, 2015

English Teacher,   Researcher,

Mahmud Yunus, S.Pd.   **Yenny Dwi Nugraheni**
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Appendix 3
LEARNING MATERIALS

The simple past indicates that an activity or situation began and ended at a particular time in the past. It is generally used with time expressions referring to the past, such as yesterday, last night, last year, ago, in 1993, the day before yesterday, this morning, the other day, etc.

Examples:

a.   I walked to school yesterday. *(walk)*

b.   I bought a new car three days ago. *(buy)*

If a sentence contains 'when' and has the simple past in both clauses, the action in the 'when clause' happens first.

Examples:

a.   I stood under a tree when it began to rain. *(stand-begin)*

b.   When she heard a strange noise, she got up to investigate. *(hear-get)*

REGULAR VERBS AND IRREGULAR VERBS

The difference between regular and irregular verbs is the formation of the simple past and past participle.

(1)   Regular Verbs

If a verb is regular, the past simple and past participle end in **–ed.** English verbs have four principal parts: simple form, simple past, past participle, and present participle. Examples of regular verbs:

Simple Form	Simple Past	Past Participle	Present Participle
listen	listen**ed**	listen**ed**	listening
stud**y**	stud**ied**	stud**ied**	studying
ro**b**	rob**bed**	rob**bed**	robbing
hope	hop**ed**	hop**ed**	hoping

(2)   Irregular Verbs

When the past simple and past participle do not end in **–ed**, the verb is irregular.

a.   Type 1: with some irregular verbs, all three forms (infinitive, past simple, and past participle) are the same.

For example, **hit** → **hit**: Somebody **hit** me as I came into the room.

Simple Form / Simple Past / Past Participle	
put / put / put	*let / let / let*
read / read / read	*set / set / set*
cut / cut / cut	*burst / burst / burst*

b. Type 2: with other irregular verbs, the past simple is the same as the past participle (but different from the infinitive).

For example, **tell → told**: She **told** me to come back the next day.

Simple Form / Simple Past / Past Participle	
sit / sat / sat	*buy / bought / bought*
bleed / bled / bled	*build / built / built*
bring / brought / brought	*say / said / said*

c. Type 3: with other irregular verbs, the infinitive is the same as the past participle (but different from the past simple).

For example, **come → came/come**: They **came** to the party last night.

Simple Form / Simple Past / Past Participle	
run / ran / run	*become / became / become*

d. Type 4: with other irregular verbs, all three forms are different.

For example, **wake → woke/woken**: I **woke** up in the middle of the night.

Simple Form / Simple Past / Past Participle	
break / broke / broken	fly / flew / flown
write / wrote / written	do / did / done
drink / drank / drunk	forget / forgot / forgotten

e. Type 5: the following verbs can be regular or irregular.

For example, **lean → leaned/leant**: **I leaned/leant** out of the window.

Simple Form / Simple Past	
burn / burned or burnt	learn / learned or learnt
smell / smelled or smelt	spoil / spoiled or spoilt
dream / dreamed or dreamt	spell / spelled or spelt

FORMS OF THE SIMPLE PAST TENSE

(1) Verbal Sentence

The past simple very often ends in **–ed** (regular verbs). But many verbs are irregular, so the past simple does not end in **–ed.** In questions and negatives we use **did/did not (didn't) + infinitive (enjoy/bring/choose/cut, etc.)**.

Below are verbal sentence patterns or structures of the simple past tense including the affirmative and negative forms of short and long answers.

Affirmative (+)			Negative (-)				Interrogative (?)		
I	enjoyed		I		enjoy			I	enjoy?
She	brought		She	didn't	bring		Did	she	bring?
They	chose		They		choose			they	choose?
We	cut		We		cut			we	cut?
Subject + V2			**Subject + did + not + Verb 1**				**Did + subject + Verb 1?**		
Interrogative Sentence with Question Word (?)									
Why did you bring your laptop yesterday?									
Question Words (QW/Wh-Questions) + did + subject + Verb 1?									

Did John study yesterday? Yes, he did.	
Singular	Plural
Affirmative Short Answers	Affirmative Short Answers
Yes, I did. Yes, she did. Yes, he did.	Yes, we did. Yes, you did. Yes, they did.
Negative Short Answers	Negative Short Answers
No, I didn't. No, she didn't. No, he didn't.	No, we didn't. No, you didn't. No, they didn't.
Affirmative Long Answers	Affirmative Long Answers
Yes, I studied yesterday. Yes, she studied yesterday. Yes, he studied yesterday.	Yes, we studied yesterday. Yes, you studied yesterday. Yes, they studied yesterday.
Negative Long Answers	Negative Long Answers
No, I didn't study yesterday. No, she didn't study yesterday. No, he didn't study yesterday.	No, we didn't study yesterday. No, you didn't study yesterday. No, they didn't study yesterday.

Additional Examples		
Questions		Short and Long Answers
Did you study English two days ago?	(+)	Yes, I did. Yes, I studied English two days ago.
	(-)	No, I didn't. No, I didn't study English two days ago.
Did Sandy and Yumna buy your novels yesterday?	(+)	Yes, they did. Yes, they buy my novels yesterday.
	(-)	No, they didn't. No, they didn't buy my novels yesterday.

(2) Nominal Sentence

The past of **be (am/is/are)** is **(was/were)**. We do not use **did** in negatives and questions with **was/were**. For example:

  a.   She **was not** able to come because she **was** extremely busy.

  b.   **Was** the weather good when you **were** at France?

Below are nominal sentence patterns or structures of the simple past tense including the affirmative and negative forms of short and long answers.

Forms	Singular	Plural
Affirmative (+)	I was busy.	We were busy.
	She was busy.	You were busy.
	He was busy.	They were busy.
	Subject + was/were + Non Verb	
Negative (-)	John was not busy.	You were not busy.
	Subject + was/were + not + Non Verb	
Interrogative (?)	Was John busy?	Were you busy?
	Was/were + subject + Non Verb?	
Use *was* with first and third person singular, *were* with the other persons.		
Interrogative Sentence with Question Word (?)		
Why were you sad yesterday?		
Question Words (QW/Wh-Questions) + was/were + subject + (adverb/adjective/noun)?		

Was John busy? Yes, he was.	
Singular	Plural
Affirmative Short Answers	Affirmative Short Answers
Yes, I was. Yes, she was. Yes, he was.	Yes, we were. Yes, you were. Yes, they were.
Negative Short Answers	Negative Short Answers
No, I wasn't. No, she wasn't. No, he wasn't.	No, we weren't. No, you weren't. No, they weren't.
Affirmative Long Answers	Affirmative Long Answers
Yes, I was busy. Yes, she was busy. Yes, he was busy.	Yes, we were busy. Yes, you were busy. Yes, they were busy.
Negative Long Answers	Negative Long Answers
No, I wasn't busy. No, she wasn't busy. No, he wasn't busy.	No, we weren't busy. No, you weren't busy. No, they weren't busy.

Additional Examples		
Questions		Short and Long Answers
Was Wisnu sick a week ago?	(+)	Yes, he was.
		Yes, he was sick a week ago.
	(-)	No, he wasn't.
		No, he wasn't sick a week ago
Were Ana and Andro here last month?	(+)	Yes, they were.
		Yes, they were here last month.
	(-)	No, they weren't.
		No, they weren't here last month.

USE OF THE SIMPLE PAST TENSE

We use the Simple Past Tense for describing:

(5)   One event completed in the past.

(6)   Series of events completed in the past.

(7)   Repeated events completed in the past and no longer happening.

(8)   Duration of an event completed in the past.

In essence, an event whether it happened once, repeatedly, or during a specific time duration, if it ended at a specific time in the past, the Simple Past Tense will be used to describe the event. For more detail, the explanation of the use of the simple past tense could be seen in chapter 2 of this final project on page 17 up to 19.

Appendix 4

LIST OF WORDS AND SENTENCES

FOR CHINESE WHISPERS GAME

CYCLE 1

CHINESE WHISPERS 1 (TOTAL POINTS: 60 pts)

Sub topics: regular verbs and irregular verbs.

REGULAR VERBS					IRREGULAR VERBS				
No.	Simple Form	Simple Past	Past Participle	Pts.	No.	Simple Form	Simple Past	Past Participle	Pts.
1.	visit	**visited**	visited	3	12.	choose	**chose**	chosen	3
2.	attend	**attended**	attended	3	13.	have	**had**	had	3
3.	close	**closed**	closed	3	14.	catch	**caught**	caught	3
4.	flood	**flooded**	flooded	3	15.	teach	**taught**	taught	3
5.	work	**worked**	worked	3	16.	come	**came**	come	3
6.	cry	**cried**	cried	3	17.	keep	**kept**	kept	3
7.	study	**studied**	studied	3	18.	bring	**brought**	brought	3
8.	announce	**announced**	announced	3	19.	meet	**met**	met	3
9.	fry	**fried**	fried	3	20.	show	**showed**	shown	3
10.	start	**started**	started	3					
11.	wait	**waited**	waited	3					

CHINESE WHISPERS 2 (TOTAL POINTS: 160 pts)

All sub topics: regular verbs, irregular verbs, verbal sentences, nominal sentences, and the use of the simple past tense.

REGULAR VERBS					IRREGULAR VERBS				
No.	Simple Form	Simple Past	Past Participle	Pts.	No.	Simple Form	Simple Past	Past Participle	Pts.
1.	enjoy	**enjoyed**	enjoyed	3	9.	burst	**burst**	burst	3
2.	smile	**smiled**	smiled	3	10.	buy	**bought**	bought	3
3.	talk	**talked**	talked	3	11.	get	**got**	got/gotten	3
4.	play	**played**	played	3	12.	write	**wrote**	written	3
5.	say	**said**	said	3	13.	hurt	**hurt**	hurt	3
6.	stay	**stayed**	stayed	3	14.	let	**let**	let	3
7.	welcome	**welcomed**	welcomed	3	15.	swim	**swam**	swum	3
8.	phone	**phoned**	phoned	3	16.	fly	**flew**	flown	3
					17.	run	**ran**	run	3

VERBAL SENTENCES		
No.	**Sentences**	**Pts.**
18.	I worked as an administrative secretary.	**6**
19.	The manager didn't have time to meet you.	**8**
20.	Did you go out last Saturday night?	**7**
21.	Where did the private secretary stay yesterday?	**7**
22.	Did the boss hit his thumb with the hammer? Yes, he did.	**12**

NOMINAL SENTENCES		
No.	**Sentences**	**Pts.**
23.	The chair was very uncomfortable.	**5**
24.	The filing cabinets weren't so heavy.	**6**
25.	Were you tired two days ago?	**6**
26.	How many people were at Vino's Company?	**7**
27.	Was John at the office last week? No, he wasn't.	**10**

THE USE OF THE SIMPLE PAST TENSE		
No.	**Sentences**	**Pts.**
28.	The melons were sweet last week.	**6**
29.	I went to the library, sat down, and read the novels.	**11**
30.	We swam a lot when we were on holiday.	**9**
31.	The office boy stayed at his bedroom all day.	**9**

CYCLE 2

CHINESE WHISPERS 1 (TOTAL POINTS: 60 pts)

Sub topics: regular verbs and irregular verbs.

REGULAR VERBS				IRREGULAR VERBS				
No.	**Simple Form**	**Simple Past**	**Past Participle**	**Pts.**	**No.**	**Simple Form**	**Simple Past**	**Past Participle**	**Pts.**
1.	display	**displayed**	displayed	**3**	**12.**	cut	**cut**	cut	**3**
2.	control	**controlled**	controlled	**3**	**13.**	find	**found**	find	**3**
3.	mail	**mailed**	mailed	**3**	**14.**	sew	**sewed**	sewn/ sewed	**3**
4.	trap	**trapped**	trapped	**3**	**15.**	light	**lit**	lit	**3**
5.	walk	**walked**	walked	**3**	**16.**	stand	**stood**	stood	**3**
6.	look	**looked**	looked	**3**	**17.**	see	**saw**	seen	**3**
7.	finish	**finished**	finished	**3**	**18.**	breed	**bred**	bred	**3**
8.	destroy	**destroyed**	destroyed	**3**	**19.**	make	**made**	made	**3**
9.	congratulate	**congra-tulated**	congra-tulated	**3**	**20.**	build	**built**	built	**3**
10.	arrive	**arrived**	arrived	**3**					
11.	raise	**raised**	raised	**3**					

CHINESE WHISPERS 2 (TOTAL POINTS: 160 pts)

All sub topics: regular verbs, irregular verbs, verbal sentences, nominal sentences, and the use of the simple past tense.

REGULAR VERBS					IRREGULAR VERBS				
No.	Simple Form	Simple Past	Past Participle	Pts.	No.	Simple Form	Simple Past	Past Participle	Pts.
1.	open	**opened**	opened	3	9.	speak	**spoke**	spoken	3
2.	rain	**rained**	rained	3	10.	fight	**fought**	fought	3
3.	rob	**robbed**	robbed	3	11.	tell	**told**	told	3
4.	believe	**believed**	believed	3	12.	go	**went**	gone	3
5.	drip	**dripped**	dripped	3	13.	sit	**sat**	sat	3
6.	live	**lived**	lived	3	14.	take	**took**	taken	3
7.	bake	**baked**	baked	3	15.	forsake	**forsook**	forsaken	3
8.	use	**used**	used	3	16.	hold	**held**	held	3
					17.	run	**ran**	run	3

VERBAL SENTENCES		
No.	Sentences	Pts.
18.	We saw our English teacher in Bunda hospital.	8
19.	The hotel didn't cost so expensive.	6
20.	Did the junior secretary cook the meal this morning?	9
21.	How did your sister learn to drive?	7
22.	Did you enjoy the movie *Secretary*? No, I didn't.	9

NOMINAL SENTENCES		
No.	Sentences	Pts.
23.	They were angry because the secretary was late.	8
24.	Bob wasn't at my office yesterday.	6
25.	Was the receptionist tired yesterday?	5
26.	Why was the legal secretary so sad this morning?	9
27.	Were the children hungry during the lesson? Yes, they were.	10

THE USE OF THE SIMPLE PAST TENSE		
No.	Sentences	Pts.
28.	The English class was fun yesterday.	6
29.	I added sugar, poured it into the coffee, and added milk too.	12
30.	The phone rang six times last night.	7
31.	They played badminton for an hour yesterday.	7

Appendix 5

LIST OF SCRAMBLED ITEMS OF INFORMATION
FOR BLANK GRIDS IN CYCLE 1

CYCLE 1
GROUP GRID TASK 1
Sub topics: regular verbs, irregular verbs, and verbal sentences.

1. visit / visited / visited
2. come / came / come
3. smell / smelled or smelt / smelled or smelt
4. bleed / bled / bled
5. write / wrote / written
6. break / broke / broken
7. find / found / found
8. run / ran / run
9. attend / attended / attended
10. cut / cut / cut
11. become / became / become
12. dream / dreamed or dreamt / dreamed or dreamt
13. drink / drank / drunk
14. burn / burned or burnt / burned or burnt
15. bet / bet / bet
16. display / displayed / displayed
17. put / put / put
18. sit / sat / sat

19. I didn't leave the office last night.
20. Did she pay the driver with cash?
21. Her eyes felt really sore.
22. Did you go to the library this morning?
23. Why did you choose to live in Salatiga?
24. The children drew pictures of their families.
25. Did the sheep run away in fright?
26. They didn't learn Japanese at school.
27. Tom didn't drive a golden sports car.
28. Kate burnt her love letters last night.
29. Wina didn't enjoy that concert last month.
30. I ran a mile in 5 minutes.
31. Did he shut the gate?
32. Where did you put the keys last night?
33. My brother didn't teach me how to drive.
34. Did your stall sell snacks?
35. We came by train yesterday.

36.	A cat caught a brown bird this morning.
37.	Did Gilang and Galang talk during the exam?
38.	Did Mila raise her eyebrows?
39.	Where did they play football last week?
40.	The shop phoned to say my order has come in.
41.	Did the nurse come into the room?
42.	When did you become a US citizen?
43.	Clara smiled affectionately at Dion.
44.	He didn't congratulate his rival.
45.	The fire spread rapidly because of the strong wind.
46.	I split the students into six groups.
47.	She didn't quit her job.
48.	This door didn't shut properly.
49.	Did it cost a lot to buy this house in 2005?
50.	Did the rainbow cake smell good?
51.	Where did you spend your holiday last semester?
52.	They didn't run down the steps to escape the flames.
53.	Her father didn't come for her at 4 o'clock.
54.	Did the bad news spoil your evening?
55.	How did he spell 'focus' yesterday?
56.	We rang for an ambulance yesterday.
57.	I didn't eat meat last night.
58.	Did he give you a chocolate?
59.	I dreamed that I was having a new pat.
60.	We didn't burn all the rubbish two days ago.

CYCLE 1
GROUP GRID TASK 2A
All sub topics: regular verbs, irregular verbs, verbal sentences, nominal sentences, and the use of the simple past tense.

1.	Question Words (QW/Wh-Questions) + was/were + subject + (adverb/adjective/noun)?
2.	Subject + did + not + Verb 1
3.	Did + subject + Verb 1?
4.	Subject + V2
5.	Was/were + subject + Non Verb?
6.	Subject + was/were + Non Verb
7.	Subject + was/were + not + Non Verb
8.	Question Words (QW/Wh-Questions) + did + subject + Verb 1?
9.	Yes, he did.
10.	Did we buy 45 pens last night?
11.	No, they didn't believe in God.
12.	You didn't find anyone there last night.
13.	Did the children cry a few minutes ago?

14. What time did the meeting start?
15. Yes, she waited for him in the corridor.
16. Did you study English two days ago?
17. What did Nina wear last night?
18. Where did we watch the match?
19. No, she didn't.
20. Nico didn't know that woman.
21. No, we didn't.
22. I met my uncle yesterday.
23. When did the women leave the villa?
24. Did the cafe open at nine o'clock yesterday?
25. What did you play yesterday morning?
26. Yes, we baked a huge cake this morning.
27. Yes, they did.
28. Did Thomas look at you last night?
29. You had a good time at the party.
30. No, I didn't use your key to open the door.
31. Did Natalie break the window?
32. Where did Joshua wait?

33. No, Daniel wasn't.
34. We weren't in the same class last year.
35. Yes, she was in Purwokerto last week.
36. It was cold outside yesterday.
37. Why was Diva shocked yesterday?
38. Who was angry this morning?
39. We were here yesterday.
40. No, you weren't.
41. No, Ana wasn't in the park.
42. Yes, he was.
43. Were they at home the other day?
44. What time was the wind so strong last night?
45. Was Richard ill yesterday?
46. No, they weren't happy last Sunday.
47. Was this exercise easy for you?
48. Was Gwen mad at you last night?
49. Yes, you were.
50. Yes, they were in the kitchen.
51. The red car wasn't too expensive.
52. How many people were in front of the gate yesterday?
53. Where were the children twenty minutes ago?
54. Were you satisfied with his work?
55. Were we at school yesterday evening?
56. Why were you absent yesterday?

GROUP GRID TASK 2B

1. hold
2. be
3. start
4. wait
5. let
6. swim
7. use
8. open
9. live
10. bake
11. hurt
12. choose
13. burst
14. forsake
15. rain
16. phone
17. drip
18. display
19. show
20. cut

21. We did not stay at his party the entire time.
22. Eight green birds flew over my house yesterday.
23. Did you add sugar, pour it into the coffee, and then add the milk?
24. It often rained in Wonosobo last months.
25. I visited my grandpa every day last month.
26. I met her in Hawaii five days ago.
27. She went to the terrace, sat on a chair, and wrote a love letter.
28. He always gave a red rose to her every weekend last month.
29. They sewed their own dresses all day last Tuesday.
30. He took the money, and then ran yesterday.
31. I started building my house in 2008.
32. You didn't control your temper last night.
33. She arrived at school at 06:45, started the first lesson at 07:00, and ended all lessons at 11.15.
34. My mother called me for fifteen minutes this morning.
35. My sisters ate a lot of junk food when they were children.
36. My mother made Christmas cakes for three hours.

Appendix 6

LIST OF SCRAMBLED ITEMS OF INFORMATION

BLANK GRIDS IN CYCLE 2

CYCLE 2
GROUP GRID TASK 1
Sub topics: regular verbs, irregular verbs, and verbal sentences.

1. work / worked / worked
2. forget / forgot / forgotten
3. learn / learned or learnt / learned or learnt
4. flood / flooded / flooded
5. set / set / set
6. run / ran / run
7. become / became / become
8. lose / lost / lost
9. fly / flew / flown
10. do / did / done
11. spoil / spoiled or spoilt / spoiled or spoilt
12. believe / believed / believed
13. hit / hit / hit
14. stick / stuck / stuck
15. come / came / come
16. tell / told / told
17. let / let / let
18. spell / spelled or spelt / spelled or spelt

19. Nino dreamt that Nina was living in a forest.
20. A shark suddenly rose from the briny water.
21. I saw him this morning.
22. My grandma didn't fall down the stairs.
23. They learnt about the geography of Indonesia.
24. Did you smell gas this morning?
25. Did she spell her name with a C or with a K?
26. Prince Juan Carlos of Spain became king in 1975.
27. She didn't forgive him for breaking the vase.
28. Did she blow the dust off the books?
29. The waiter brought the menu five minutes ago.
30. He bought some flowers for his girlfriend.
31. Did you hide your diary under your pillow?
32. What time did the concert begin last night?
33. What did you dream about last night, Maurice?
34. Where did she run into?
35. Did he become irritable after giving up smoking?

36.	I didn't smell your feet smell yesterday.
37.	She didn't spell her own client's name wrongly.
38.	Did a ripple of applause run through the audiences?
39.	He didn't become the winner of the game.
40.	Did the child close the door?
41.	How much did your trip cost last year?
42.	Did you sleep in this sofa last night?
43.	A tsunami destroyed much Banda Aceh in 2004.
44.	Her mother didn't fry him an egg.
45.	She didn't come to my birthday party last night.
46.	A little girl ran up to me, crying for her daddy.
47.	My father didn't make an omelet.
48.	My aunt didn't sweep the floor.
49.	Mr. Yunus announced the winner of the competition
50.	The robber didn't hit them last Monday.
51.	Grace didn't cut a slice of bread.
52.	Did the river over there burst its banks last week?
53.	He didn't cry when his father passed away.
54.	Did you study business administration at college?
55.	What time did your taxi arrive yesterday?
56.	*One of the balloons burst a few minutes ago.*
57.	Jim hurt her feelings last night.
58.	Did she have a beautiful house in 1998?
59.	What did you think of the film?
60.	Did he set a vase on the table ten minutes ago?

CYCLE 2
GROUP GRID TASK 2A

All sub topics: regular verbs, irregular verbs, verbal sentences, nominal sentences, and the use of the simple past tense.

1.	Subject + V2
2.	Subject + was/were + not + Non Verb
3.	Question Words (QW/Wh-Questions) + was/were + subject + (adverb/adjective/noun)?
4.	Was/were + subject + Non Verb?
5.	Subject + did + not + Verb 1
6.	Did + subject + Verb 1?
7.	Subject + was/were + Non Verb
8.	Question Words (QW/Wh-Questions) + did + subject + Verb 1?
9.	Jack went to Italy last summer.
10.	Yes, my mother and I displayed our photographs on the wall.
11.	The students understood the lesson.
12.	No, it didn't rain heavily yesterday.

13. Where did we go last night?
14. Yes, I did.
15. No, my friends and I didn't walk along the beach.
16. The blue birds didn't fly up in the sky.
17. Did we watch this film yesterday?
18. No, Mila didn't.
19. Naufal didn't do his work well.
20. How did you feel yesterday?
21. Did you go there?
22. Yes, you did.
23. Did the children stay at home last Sunday?
24. Where did the meeting take place?
25. Who did Saras speak to?
26. Yes, Lucy phoned about thirty minutes ago.
27. What did the teacher check?
28. Did the meeting start at 5.30 p.m. yesterday?
29. No, you didn't.
30. Did Vega play tennis last Friday?
31. Why did our friends check the computer?
32. Did I eat shrimp this morning?

33. Were the boys in your barbershop?
34. Yes, Dino was at Dina's house yesterday.
35. What were at the windows yesterday?
36. The store wasn't closed.
37. Yes, we were excited last Saturday night.
38. Which novel was popular in 2013?
39. Were you at Indomaret this morning?
40. Were we beautiful in pink dresses at your party?
41. No, we weren't.
42. You weren't beautiful in your blue dress.
43. Who was exhausted after lugging these suitcases?
44. Where was Adit last night?
45. She was sick last Monday.
46. Yes, it was.
47. The students weren't nervous this morning.
48. Was the class interesting this morning?
49. No, Vira wasn't tired after walking three kilometers.
50. You were so hungry this morning.
51. Yes, they were.
52. No, Dimas wasn't.
53. Was the secretary late yesterday?
54. Was Rama a bit confused last night?
55. Who were in Venice three months ago?
56. Why were you so sad this morning?

GROUP GRID TASK 2B

1. stay
2. walk
3. find
4. catch
5. light
6. look
7. teach
8. keep
9. bring
10. believe
11. welcome
12. rob
13. trap
14. control
15. breed
16. make
17. build
18. mail
19. finish
20. see

21. A droplet of water dripped heavily down from his clothing.
22. We did not make five birthday cakes for five hours yesterday.
23. He came in, took off his coat, and lay in bed.
24. She swam a lot while they were in Bali last summer.
25. Did you go to the market every Sunday when you were a kid?
26. Did she sew all black dresses all day last Wednesday?
27. Edward visited his parents every weekend last month.
28. My uncle played volley every day when he was young.
29. They stood on the street corner this morning.
30. My boyfriend called me for thirty minutes yesterday.
31. Lucas and Jim didn't finish their homework.
32. They arrived at college at 08:45, started the first lesson at 09:00, and ended it at 10.45.
33. I bought my laptop from a friend of mine last week.
34. She waited him for three hours last night.
35. I added sugar, poured it into the milk, and then added the melon syrup.
36. First I got up, took a shower, and then had breakfast.

Appendix 7

ANSWER KEYS OF THE BLANK GRIDS
FOR CYCLE 1 (C1) AND CYCLE 2 (C2)

GROUP GRID TASK 1

Sub topics: regular verbs, irregular verbs, and verbal sentences.

	Regular Verbs (RV)	Irregular Verbs (IV)					
		Type 1 All three forms are the same	**Type 2** The past simple is the same as the past participle	**Type 3** The infinitive is the same as the past participle	**Type 4** All three forms are different	**Type 5** Can be regular or irregular	
Verbs	• C1: 1 C2: 1 • C1: 9 C2: 4 • C1: 16 C2: 12	• C1: 10 C2: 5 • C1: 15 C2: 13 • C1: 17 C2: 17	• C1: 4 C2: 8 • C1: 7 C2: 14 • C1: 18 C2: 16	• C1: 2 C2: 6 • C1: 8 C2: 7 • C1: 11 C2: 15	• C1: 5 C2: 2 • C1: 6 C2: 9 • C1: 13 C2: 10	• C1: 3 C2: 3 • C1: 12 C2: 11 • C1: 14 C2: 18	**Verbs**
Verbal Sentences	• C1: 40 C2: 43 • C1: 43 C2: 49	• C1: 45 C2: 56 • C1: 46 C2: 57	• C1: 21 C2: 29 • C1: 36 C2: 30	• C1: 30 C2: 26 • C1: 35 C2: 46	• C1: 24 C2: 20 • C1: 56 C2: 21	• C1: 28 C2: 19 • C1: 59 C2: 23	**Affirmative**
	• C1: 29 C2: 44 • C1: 44 C2: 53	• C1: 47 C2: 50 • C1: 48 C2: 51	• C1: 19 C2: 47 • C1: 33 C2: 48	• C1: 52 C2: 39 • C1: 53 C2: 45	• C1: 27 C2: 22 • C1: 57 C2: 27	• C1: 26 C2: 36 • C1: 60 C2: 37	**Negative**
	• C1: 37 C2: 40 • C1: 38 C2: 54	• C1: 31 C2: 52 • C1: 49 C2: 60	• C1: 20 C2: 42 • C1: 34 C2: 58	• C1: 25 C2: 35 • C1: 41 C2: 38	• C1: 22 C2: 28 • C1: 58 C2: 31	• C1: 50 C2: 24 • C1: 54 C2: 25	**Interrogative**
	• C1: 39 C2: 55	• C1: 32 C2: 41	• C1: 51 C2: 59	• C1: 42 C2: 34	• C1: 23 C2: 32	• C1: 55 C2: 33	**Interrogative with Question Words**

GROUP/CYCLE: _____/_____

GROUP MEMBERS:

1. _____/___
2. _____/___
3. _____/___
4. _____/___
5. _____/___
6. _____/___

GROUP GRID TASK 2

All sub topics: regular verbs, irregular verbs, verbal sentences, nominal sentences, and the use of the simple past tense.

GROUP GRID TASK 2A

	Types of Sentences	Formula		Examples of Sentences				Structure of Sentences
				Singular		Plural		
Forms of the Simple Past Tense	**Verbal Sentences**	• C1: 4	C2: 1	• C1: 9 • C1: 15 • C1: 22	C2: 9 C2: 14 C2: 26	• C1: 26 • C1: 27 • C1: 29	C2: 10 C2: 11 C2: 22	**Affirmative**
		• C1: 2	C2: 5	• C1: 19 • C1: 20 • C1: 30	C2: 12 C2: 18 C2: 19	• C1: 11 • C1: 12 • C1: 21	C2: 15 C2: 16 C2: 29	**Negative**
		• C1: 3	C2: 6	• C1: 24 • C1: 28 • C1: 31	C2: 28 C2: 30 C2: 32	• C1: 10 • C1: 13 • C1: 16	C2: 17 C2: 21 C2: 23	**Interrogative**
		• C1: 8	C2: 8	• C1: 14 • C1: 17 • C1: 32	C2: 24 C2: 25 C2: 27	• C1: 18 • C1: 23 • C1: 25	C2: 13 C2: 20 C2: 31	**Interrogative with Question Words**
	Nominal Sentences	• C1: 6	C2: 7	• C1: 35 • C1: 36 • C1: 42	C2: 34 C2: 45 C2: 46	• C1: 39 • C1: 49 • C1: 50	C2: 37 C2: 50 C2: 51	**Affirmative**
		• C1: 7	C2: 2	• C1: 33 • C1: 41 • C1: 51	C2: 36 C2: 49 C2: 52	• C1: 34 • C1: 40 • C1: 46	C2: 41 C2: 42 C2: 47	**Negative**
		• C1: 5	C2: 4	• C1: 45 • C1: 47 • C1: 48	C2: 48 C2: 53 C2: 54	• C1: 43 • C1: 54 • C1: 55	C2: 33 C2: 39 C2: 40	**Interrogative**
		• C1: 1	C2: 3	• C1: 37 • C1: 38 • C1: 44	C2: 38 C2: 43 C2: 44	• C1: 52 • C1: 53 • C1: 56	C2: 35 C2: 55 C2: 56	**Interrogative with Question Words**

GROUP GRID TASK 2B

	Verbs	Understanding the Use of the Simple Past Tense through Sentences			
		Use 1	**Use 2**	**Use 3**	**Use 4**
		One event completed in the past	**Series of events completed in the past**	**Repeated events completed in the past and no longer happening**	**Duration of an event completed in the past**
Regular Verbs (RV)	• C1: 3 C2: 1 • C1: 4 C2: 2 • C1: 7 C2: 6 • C1: 8 C2: 10 • C1: 9 C2: 11 • C1: 10 C2: 12 • C1: 15 C2: 13 • C1: 16 C2: 14 • C1: 17 C2: 18 • C1: 18 C2: 19	• C1: 31 C2: 21 • C1: 32 C2: 31	• C1: 23 C2: 32 • C1: 33 C2: 35	• C1: 24 C2: 27 • C1: 25 C2: 28	• C1: 21 C2: 30 • C1: 34 C2: 34
Irregular Verbs (IV)	• C1: 1 C2: 3 • C1: 2 C2: 4 • C1: 5 C2: 5 • C1: 6 C2: 7 • C1: 11 C2: 8 • C1: 12 C2: 9 • C1: 13 C2: 15 • C1: 14 C2: 16 • C1: 19 C2: 17 • C1: 20 C2: 20	• C1: 22 C2: 29 • C1: 26 C2: 33	• C1: 27 C2: 23 • C1: 30 C2: 36	• C1: 28 C2: 24 • C1: 35 C2: 25	• C1: 29 C2: 22 • C1: 36 C2: 26

GROUP/CYCLE: _____/_____

GROUP MEMBERS:

1. _____/___   3. _____/___   5. _____/___
2. _____/___   4. _____/___   6. _____/___

Appendix 8

OBSERVATION SHEET DURING THE TREATMENTS

Researcher: Yenny Dwi Nugraheni	**Observer**:	**Cycle**: 1 or 2	**Date**: XX/MM/YYYY and XX/MM/YYYY

Students' Behaviors during the Learning Process
by Using Chinese Whispers and Group Grid Technique

No.	Number of Items	Indicators	Criteria	Categories and Date	
				XX/MM/YYYY	XX/MM/YYYY
1.	Giving attention to teacher's explanation.	• Making a note of teacher's explanation. • Asking some questions to the teacher. • Answering teacher's questions. • Scribbling in a textbook. • Being in a daydream in the classroom. • Often being 'clockwatching' in the class. • Looking at non-school materials—mobile phones.	• Almost all students pay attention to the teacher's explanation about the lesson. • Almost (or) a half of the whole students pay attention to the teacher's explanation about the lesson. • Only several students pay attention to the teacher's explanation about the lesson.	□ High □ Medium □ Low	□ High □ Medium □ Low
2.	Giving comments or questions about the teacher's explanation.	• Giving comments or questions related to the topic of the lessons. • Asking for more clarification. • Giving comments or questions out of the topic of the lessons. • Never giving comments or questions related to the topic of the lessons. • Making cheeky comments to the teacher.	• More than a half of the whole students give comments or questions about the teacher's explanation. • Almost (or) a half of the whole students give comments or questions about the teacher's explanation. • Only several students give comments or questions about the teacher's explanation.	□ High □ Medium □ Low	□ High □ Medium □ Low
3.	Being enthusiastic with the teacher's instruction.	• Listening and following the instruction. • Eager to participate in teacher's instruction or in lesson planning. • Knowing which task move on to. • Bending or scratching the instruction. • Complaining about doing the instruction or tasks.	• Almost all students pay attention to the teacher's instructions. • Almost (or) a half of the whole students pays attention to the teacher's instructions. • Only several students pay attention to the teacher's instructions.	□ High □ Medium □ Low	□ High □ Medium □ Low

4.	Doing their work according to the instruction.	• Actively engaged on their work. • Making good use of the hours. • Doing other necessary activities related to the task, such as fetching equipment. • Being distracted while doing their work. • Wasting time.	• Almost all students do their work according to the instruction. • Almost (or) a half of the whole students do their work according to the instruction. • Only several students do their work according to the instruction.	□ High □ Medium □ Low	□ High □ Medium □ Low
5.	Helping motivate their friends.	• Willing to learn together with their friends. • Helping their friends to learn the materials. • Saying something that supports their friends. • Talking away to their friends out of the context of the lessons.	• There are many students who motivate their friends. • There are some students who motivate their friends • There are only few students who motivate their friends.	□ High □ Medium □ Low	□ High □ Medium □ Low
6.	Being enthusiastic with Chinese whispers and group grid technique.	• Eager to participate in playing Chinese whispers and applying group grid technique. • Feeling of energetic interest in playing Chinese whispers and applying group grid technique. • Loosing energetic interest in playing Chinese whispers and applying group grid technique.	• Almost all students enjoy doing Chinese whispers and group grid technique. • Almost (or) a half of the whole students enjoy doing Chinese whispers and group grid technique. • Only several students enjoy doing Chinese whispers and group grid technique.	□ High □ Medium □ Low	□ High □ Medium □ Low

Additional comments (XX/MM/YYYY):

Additional comments (XX/MM/YYYY):

**Students' Response during the Learning Process
by Using Chinese Whispers and Group Grid Technique**

No.	Number of Items	Indicators	Criteria	Categories	
				XX/MM/YYYY	XX/MM/YYYY
1.	Being enthusiastic in making a group for doing Chinese whispers game and group grid technique.	• Having and showing an interest in making a group. • Eager to work with other people in groups. • Getting to know each other really well. • Respecting their group members. • Having no interest in making a group. • Not interested in getting to know each other.	• All students have been in group of four less than three minutes. • Almost all students have been in a group of four less than three minutes. • Almost (or) a half of students have been in a group of four less than three minutes.	□ High □ Medium □ Low	□ High □ Medium □ Low
2.	Being serious in memorizing the words and sentences during Chinese whispers.	• Putting a lot of energy and effort into memorizing the words and sentences. • Taking a little time to memorize. • Memorizing the words and sentences in a half-hearted manner. • Taking a lot of time to memorize.	• Almost all students seriously memorizing the words and sentences. • Almost (or) a half of students seriously memorizing the words and sentences. • Only several students seriously memorizing the words and sentences.	□ High □ Medium □ Low	□ High □ Medium □ Low
3.	Interested in whispering the words and sentences.	• Happily whispering the words and sentences. • Silently whispering the words and sentences. • Feeling bored with Chinese whispers. • Shouting the words and sentences to be whispered. • Much sniggering during the game.	• Almost all students are interested in whispering the words and sentences. • Almost (or) a half of students are interested in whispering the words and sentences. • Only several students are interested in whispering the words and sentences.	□ High □ Medium □ Low	□ High □ Medium □ Low
4.	Making the classroom become noisy during Chinese whispers game.	• Frequently talk over each other. • Shouting out of the classroom. • Moving around the class out of the set of rules for the group project. • Messing around or spending time doing various unimportant things.	• Almost all students make the classroom become noisy. • Almost (or) a half of students make the classroom become noisy • Only several students make the classroom become noisy.	□ High □ Medium □ Low	□ High □ Medium □ Low

5.	In group, helping each other to accomplish Chinese whispers task.	- Eager to work, learn from each other, and succeed in accomplishing Chinese whispers task. - Involving mutual assistance in accomplishing Chinese whispers task. - Willing to help others to do what the teacher asks. - Saying something that supports their friends in accomplishing Chinese whispers task. - Not involving mutual assistance in accomplishing Chinese whispers task. - Unwilling to help others to do what the teacher asks.	- All group members help each other to accomplish Chinese whispers task. - Almost (or) a half of group members help each other to accomplish Chinese whispers task. - Only several group members help each other to accomplish Chinese whispers task.	□ High □ Medium □ Low	□ High □ Medium □ Low
6.	In group, helping each other to accomplish group grid task.	- Eager to work, learn from each other, and succeed in accomplishing group grid task. - Involving mutual assistance in accomplishing group grid task. - Willing to help others to do what the teacher asks. - Saying something that supports their friends in accomplishing group grid task. - Not involving mutual assistance in accomplishing group grid task. - Unwilling to help others to do what the teacher asks.	- All group members help each other to accomplish group grid task. - Almost (or) a half of group members help each other to accomplish group grid task. - Only several group members help each other to accomplish group grid task.	□ High □ Medium □ Low	□ High □ Medium □ Low
7.	Filling in the blank cells of the grid cooperatively as a group project.	- Involving mutual assistance in filling in the cells of the grid. - Inviting contributions to fill in the cells of the grid. - Giving encouragement to the group members to fill in the cells of the grid. - Saying something that supports their friends to fill in the blank cells of the grid cooperatively. - Not involving mutual assistance in filling in the cells of the grid.	- All group members fill in the blank cells of the grid cooperatively. - Almost (or) a half of group members fill in the blank cells of the grid cooperatively. - Only several group members fill in the blank cells of the grid cooperatively.	□ High □ Medium □ Low	□ High □ Medium □ Low

| 8. | Being active in discussing how the items should be sorted. | • Being active in discussing, reasoning, and initiating.
• Listening actively.
• Nurturing friends' ideas, and then pooling ideas before sorting the items.
• Tolerating opposition.
• Being passive in discussing, reasoning, and initiating.
• Interrupting others.
• Criticizing friends' ideas.
• Busily sharing jokes with their friends. | • All group members actively discuss how the items should be sorted actively.
• Almost (or) a half of group members actively discuss how the items should be sorted actively.
• Only several group members actively discuss how the items should be sorted actively. | □ High

□ Medium

□ Low | □ High

□ Medium

□ Low |

Additional comments (XX/MM/YYYY):

Additional comments (XX/MM/YYYY):

Salatiga, **……………………...**
Observer,

_____

Appendix 9

QUESTIONNAIRE

ANGKET PENELITIAN (*QUESTIONNAIRE*)

PENGGUNAAN PERMAINAN *CHINESE WHISPERS* DAN TEKNIK *GROUP GRID* DALAM PEMBELAJARAN *SIMPLE PAST TENSE* DI KELAS XI D-AP SMK PGRI 2 SALATIGA

Instruksi:
- Anda tidak perlu membubuhkan identitas diri pada lembar kuesioner ini.
- Jawablah pertanyaan-pertanyaan berikut ini dengan sejujur-jujurnya.
- Berilah tanda centang (√) pada kotak yang cocok dengan pendapat Anda.
- Apapun jawaban yang Anda berikan tidak akan berpengaruh terhadap nilai Anda.
- Coret bagian yang tidak perlu pada pertanyaan yang bertanda bintang (*).
- Jawablah pertanyaan yang telah disediakan dengan uraian singkat.

A.   ANGKET TERTUTUP

1.   Apakah Anda menyukai pelajaran Bahasa Inggris?
       □ Ya   □ Ragu-ragu   □ Tidak

2.   Apakah pelajaran Bahasa Inggris termasuk pelajaran yang penting untuk Anda pelajari?
       □ Ya   □ Ragu-ragu   □ Tidak

3.   Apakah pelajaran Bahasa Inggris selama ini mudah untuk dipelajari atau dipahami?
       □ Ya   □ Ragu-ragu   □ Tidak

4.   Apakah pembelajaran Bahasa Inggris selama ini menyenangkan?
       □ Ya   □ Ragu-ragu   □ Tidak

5.   Apakah pembelajaran Bahasa Inggris selama ini membosankan?
       □ Ya   □ Ragu-ragu   □ Tidak

6.   Apakah Anda mengetahui makna dari tata bahasa (*grammar*) dalam Bahasa Inggris?
       □ Ya   □ Ragu-ragu   □ Tidak

7.   Apakah Anda mengetahui berbagai bentuk kata kerja *(tenses)* atau pola kalimat dalam Bahasa Inggris?
       □ Ya   □ Ragu-ragu   □ Tidak

8.   Apakah Anda senang mempelajari berbagai bentuk kata kerja *(tenses)* atau pola kalimat dalam Bahasa Inggris?
       □ Ya   □ Ragu-ragu   □ Tidak

9. Apakah mempelajari berbagai bentuk kata kerja *(tenses)* atau pola kalimat dalam Bahasa Inggris itu sulit?
   □ Ya   □ Ragu-ragu   □ Tidak

10. Apakah Anda sudah mengetahui permainan *Chinese whispers* sebelumnya?
   □ Ya   □ Ragu-ragu   □ Tidak

11. Apakah Anda sudah paham akan tata cara atau prosedur permainan *Chinese whispers*?
   □ Ya   □ Ragu-ragu   □ Tidak

12. Apakah Anda mengalami kesulitan dalam memainkan permainan *Chinese whispers* di dalam kelas bersama teman-teman?
   □ Ya   □ Ragu-ragu   □ Tidak

13. Apakah permainan *Chinese whispers* cocok untuk diterapkan dalam pembelajaran Bahasa Inggris?
   □ Ya   □ Ragu-ragu   □ Tidak

14. Apakah Anda sudah mengetahui salah satu teknik pembelajaran kooperatif *group grid* sebelumnya?
   □ Ya   □ Ragu-ragu   □ Tidak

15. Apakah Anda sudah paham akan tata cara atau prosedur penerapan teknik *group grid* dalam pembelajaran di dalam kelas?
   □ Ya   □ Ragu-ragu   □ Tidak

16. Apakah Anda mengalami kesulitan dalam menerapkan teknik *group grid* dalam pembelajaran di dalam kelas?
   □ Ya   □ Ragu-ragu   □ Tidak

17. Apakah teknik *group grid* cocok untuk diterapkan dalam pembelajaran Bahasa Inggris?
   □ Ya   □ Ragu-ragu   □ Tidak

18. Apakah metode pembelajaran yang menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid* cocok untuk diterapkan dalam pembelajaran Bahasa Inggris?
   □ Ya   □ Ragu-ragu   □ Tidak

19. Apakah Anda menikmati proses pembelajaran materi *Simple Past Tense* menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid*?
   □ Ya   □ Ragu-ragu   □ Tidak

20. Apakah Anda mengalami kesulitan selama mempelajari materi *Simple Past Tense* menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid*?
   □ Ya   □ Ragu-ragu   □ Tidak

21. Apakah metode pembelajaran yang menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid* membantu Anda dalam mempelajari struktur tata bahasa *Simple Past Tense*?
    □ Ya   □ Ragu-ragu   □ Tidak

22. Apakah pembelajaran materi *Simple Past Tense* menjadi lebih menyenangkan ketika metode pembelajaran yang menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid* diterapkan di kelas Anda?
    □ Ya   □ Ragu-ragu   □ Tidak

23. Apakah terdapat peningkatan kemampuan dalam menggunakan *Simple Past Tense* sebelum dan sesudah metode pembelajaran yang menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid* diterapkan di kelas Anda?
    □ Ya   □ Ragu-ragu   □ Tidak

24. Apakah metode pembelajaran yang menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid* perlu diterapkan dalam setiap pembelajaran di kelas, khususnya pembelajaran tata bahasa (*grammar*) dalam Bahasa Inggris?
    □ Ya   □ Ragu-ragu   □ Tidak

25. Apakah ada manfaat yang Anda peroleh selama mempelajari *Simple Past Tense* menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid*?
    □ Ya   □ Ragu-ragu   □ Tidak

B.   ANGKET TERBUKA

26. Mengapa Anda **menyukai/tidak menyukai** pelajaran Bahasa Inggris?*
    …………………………………………………………………………………………
    …………………………………………………………………………………………

27. Mengapa pelajaran Bahasa Inggris termasuk pelajaran yang **penting/tidak penting** untuk Anda pelajari?*
    …………………………………………………………………………………………
    …………………………………………………………………………………………

28. Mengapa pelajaran Bahasa Inggris selama ini **mudah/sulit** untuk dipelajari?*
    …………………………………………………………………………………………
    …………………………………………………………………………………………

29. Menurut Anda, pembelajaran Bahasa Inggris terasa menyenangkan apabila….
    …………………………………………………………………………………………
    …………………………………………………………………………………………

30. Menurut Anda, pembelajaran Bahasa Inggris terasa membosankan apabila….
    …………………………………………………………………………………………
    …………………………………………………………………………………………

31. Menurut Anda, apakah yang dimaksud dengan tata bahasa (*grammar*) khususnya dalam Bahasa Inggris?
    …………………………………………………………………………………………
    …………………………………………………………………………………………

32. Mengapa Anda **senang/tidak senang** mempelajari berbagai bentuk kata kerja *(tenses)* atau pola kalimat dalam Bahasa Inggris?*

    ………………………………………………………………………………

    ………………………………………………………………………………

33. Menurut Anda, mempelajari berbagai bentuk kata kerja *(tenses)* atau pola kalimat dalam Bahasa Inggris itu sulit karena…

    ………………………………………………………………………………

    ………………………………………………………………………………

34. Kesulitan apa yang Anda alami ketika memainkan permainan *Chinese whispers* di dalam kelas bersama teman-teman?

    ………………………………………………………………………………

    ………………………………………………………………………………

35. Kesulitan apa yang Anda alami ketika menerapkan teknik *group grid* dalam pembelajaran di dalam kelas bersama teman-teman?

    ………………………………………………………………………………

    ………………………………………………………………………………

36. Kesulitan apa yang Anda alami ketika mempelajari materi *Simple Past Tense* menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid*?

    ………………………………………………………………………………

    ………………………………………………………………………………

37. Hal menyenangkan apa yang Anda alami selama mempelajari *Simple Past Tense* menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid*?

    ………………………………………………………………………………

    ………………………………………………………………………………

38. Hal tidak menyenangkan apa yang Anda alami selama mempelajari *Simple Past Tense* menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid*?

    ………………………………………………………………………………

    ………………………………………………………………………………

39. Mengapa metode pembelajaran yang menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid* **perlu/tidak perlu** diterapkan dalam setiap pembelajaran di kelas, khususnya pembelajaran tata bahasa (*grammar*) dalam Bahasa Inggris?*

    ………………………………………………………………………………

    ………………………………………………………………………………

40. Manfaat apa yang Anda peroleh selama mempelajari *Simple Past Tense* menggunakan kombinasi permainan *Chinese whispers* dan teknik *group grid*?

    ………………………………………………………………………………

    ………………………………………………………………………………

Appendix 10

PRE-TEST

Name   : _____   Date : Wednesday, March 18th, 2015

Number : _____   Score :

═══

A. Choose the correct answer by crossing the letter (a, b, c, or d).
  1. Hana … as a bilingual secretary for an insurance company a week ago.
     a. will work   c. working
     b. works   d. worked

  2. Dana's administrator … the operation of his business last year.
     a. controled   c. controls
     b. controlled   d. controlling

  3. Dian is an accountant who … the record of money received in BFI finance yesterday.
     a. kept   c. keeped
     b. keeping   d. keept

  4. Fahri … an angry letter from his bank manager the other day.
     a. will get   c. gotten
     b. gets   d. got

  5. The technical secretary … much faster than the clerk typist did a few days ago.
     a. run   c. ran
     b. runned   d. runs

  6. A beautiful fool moon … up the sky last night.
     a. lit   c. lighting
     b. lightid   d. lightning

  7. Evita … her mother's hand when they crossed the road the other day.
     a. will hold   c. held
     b. helds   d. hold

  8. The correct sentence is ….
     a. Jane's mom did not let her stay up late last night.
     b. Jane's mom lets her stay up late last night.

c. Jane's mom letted her stay up late last night.

d. Jane's mom does not let her stay up late last night.

9. Did you and your friends learn about office procedure an hour ago?

a. Yes, I did.

b. Yes, we did.

c. Yes, they did.

d. Yes, you did.

10. The correct sentence is ….

a. Why you didn't brought your office report yesterday?

b. Why do you bring your office report yesterday?

c. Why you brought your office report yesterday?

d. Why did you bring your office report yesterday?

11. What did she buy at the market a few minutes ago?

a. She buys vegetables and fruits a few minutes ago.

b. She buy vegetables and fruits a few minutes ago.

c. She brought vegetables and fruits a few minutes ago.

d. She bought vegetables and fruits a few minutes ago.

12. Did Natalie have little experience in administration?

a. No, she didn't had little experience in administration.

b. No, she doesn't have little experience in administration.

c. No, she didn't has little experience in administration.

d. No, she didn't have little experience in administration.

13. The beautiful women in red … the school administrators in 2013.

a. was

b. were

c. be

d. become

14. Were Yumna and Sekar thirsty and hungry fifteen minutes ago?

a. No, they weren't.

b. No, we wasn't.

c. No, they wasn't.

d. No, we weren't.

15. Was Luna tired of studying business administration two days ago?

a. Yes, he was tired of studying business administration two days ago.

b. Yes, she was tired of studying business administration two days ago.

c. Yes, she tired of studying business administration two days ago.

d. Yes, he tired of studying business administration two days ago.

16. The correct sentence is ….

a. Why was the receptionists angry with her this morning?

b. Why did the receptionists angry with her this morning?

c. Why were the receptionists angry with her this morning?

d. Why does the receptionists angry with her this morning?

17. We use the Simple Past Tense for describing one event completed in the past as described in the sentence below:
    a.   My aunt used a typewriter in 2000.
    b.   She drank five cups of coffee last Friday night.
    c.   Dion's girlfriend phoned her for thirty minutes.
    d.   Did you add flour, pour it into the milk, and then add the eggs?

18. We use the Simple Past Tense for describing series of events completed in the past as described in the sentence below:
    a.   John forsook politics for journalism five days ago.
    b.   Bayu went to a garden, sat on a bench, and looked at the blue sky.
    c.   Last year, they always worked at the movie theater after school.
    d.   It rained frequently in Bogor last months.

19. We use the Simple Past Tense for describing repeated events completed in the past and no longer happening as described in the sentence below:
    a.   A flock of birds flew over the field yesterday.
    b.   I finished my final project, walked to the beach, and found a nice place to swim.
    c.   When my father was young, he played basketball every day.
    d.   They stayed at the beach all day.

20. We use the Simple Past Tense for describing duration of an event completed in the past as described in the sentence below:
    a.   People lived in caves a long time ago.
    b.   He went to school at 06:30, arrived at school at 06:45, and started the first lesson at 07:00.
    c.   In Columbus' day, people believed that the earth was flat.
    d.   When Adam was a boy, he walked a mile to school every day.

B. Fill in the spaces with the correct forms of the verbs in the Simple Past Tense.
    1. They (sew) _____ the badges onto their uniforms last week.
    2. I (trap) _____ a big mouse yesterday.
    3. Vina (cry) _____ when she heard the bad news.
    4. A bomb (destroy) _____ a well-known hotel in Bali last month.
    5. There (be) _____ people at the party last night.
    6. Mr. Smith (choose) _____ Wisnu to be the new production manager.
    7. They (hurt) _____ their knees on the rocks.
    8. Mrs. Laurence (teach) _____ English to foreign students.
    9. Lucy (not, be) _____ _____ happy to see her boyfriend with another girlfriend.
    10. She (do, not, plant) _____ _____ _____ tomatoes last year.

Appendix 11

FORMATIVE TEST 1 OR QUIZ 1

Name   : _____   Date : Tuesday, March 31st, 2015

Number : _____   Score :

A. Fill in the spaces with the correct form of the verb in parentheses in the Simple Past Tense.

Last Saturday, James (be) _____ at a restaurant with Diva, Andy, and Cindy. After dinner, James (announce) _____ his engagement to Diva. James (stand) _____ next to Diva. He (raise) _____ his glass. He announced the engagement to his friends. He (look) _____ very happy!

Diva was also at the restaurant. She (sit) _____ at the table next to James. She (smile) _____ when he announced the engagement. She (show) _____ her friends her ring. It was very beautiful. Diva also looked very happy! Andy and Cindy also sat at the table. They (be) _____ excited for their friends. Andy (congratulate) _____ James and Diva. He shook James' hand. Cindy looked at Diva's ring. She hugged Diva. She was happy for James and Diva!

B. Choose the correct verb from the list below to complete the following sentences. Some verbs can be used more than once and also can be used with 'not'. Put the verb into the correct past tense form.

say - write - do - swim - be (is/am/are) - sit - take - bake

1. Ben didn't _____ a shower yesterday. He _____ a bath.
2. Nicko _____ write 15 letters yesterday. He _____ 16 letters.
3. _____ the store open last week? No, it _____ open.
4. _____ they sick last week? Yes, they _____ sick.
5. Marry _____ bake cookies yesterday. She _____ a cake.
6. My mother _____ sit on a chair yesterday. She _____ the ground.
7. _____ you _____ at the pool yesterday?
   No, I _____. I _____ at the river.
8. Why _____ Robert absent yesterday? He _____ absent because he was sick.
9. What _____ he say to you yesterday? He just _____ "hello".

Appendix 12

FORMATIVE TEST 2 OR QUIZ 2

Name   : _____   Date : Tuesday, April 8th, 2015

Number : _____   Score :

═══

A. **Fill in the spaces with the correct form of the verb in parentheses in the Simple Past Tense.**

Last night, Edward and Emily (go) _____ to the theater. They (attend) _____ a play. The play (start) _____ at 7:00. Edward and Emily (enjoy) _____ the theater. After the play, Edward and Emily (walk) _____ together in the park. They walked beside the lake. The moon (be) _____ bright. They (talk) _____ about their future.

When Edward and Emily went home, their children (be) _____ not asleep. They (wait) _____ for Edward and Emily to return. They were excited to hear about the theater! Edward (tell) _____ the children about the play. Then, Emily put the children to bed. Edward and Emily were very tired. It was a good night!

B. **Choose the correct verb from the list below to complete the following sentences. Some verbs can be used more than once and also can be used with 'not'. Put the verb into the correct past tense form.**

speak - buy - do - be (is/am/are) - take - bring - swim - visit

1. Lisa didn't ___ _____ a bus yesterday. She _____ a taxi.
2. Tim _____ speak English yesterday. He _____ Indonesian.
3. _____ the market close last week? No, it _____ close.
4. _____ they nervous last week? Yes, they _____ nervous.
5. George _____ visit his aunt yesterday. He _____ his uncle.
6. My mother _____ bring apples yesterday. She _____ oranges.
7. _____ you _____ at the river yesterday?
   No, I _____. I _____ at the sea.
8. What _____ in the box yesterday? It _____ a diamond ring.
9. Where _____ you buy the Barbie doll? I _____ it at Felicia.

Appendix 13

POST-TEST

Name   : _____   Date : Tuesday, April 8th, 2015

Number : _____   Score :

A. Choose the correct answer by crossing the letter (a, b, c, or d).

1. Several dim torches … up the Jatijajar cave yesterday. It was so beautiful.
   a. lightning   c. lighting
   b. lightid   d. lit

2. They successfully … the Artha Bank of £2 million two days ago.
   a. robed   c. robes
   b. robbed   d. robbing

3. Last month, the receptionist of the museum frequently … the visitors so kindly.
   a. will welcome   c. welcomes
   b. welcoming   d. welcomed

4. Novi is a secretary who … telephone calls and arranged meetings for Mr. Yunus a few minutes ago.
   a. made   c. maked
   b. making   d. makes

5. Ainun … a cute young woman in a purple dress this morning.
   a. sew   c. sewed
   b. sees   d. saw

6. Our company … the decision yesterday.
   a. will fight   c. fights
   b. fought   d. fighted

7. Emma … to stay for two weeks as a company for my mother a few days ago.
   a. comes   c. came
   b. comed   d. come

8. The correct sentence is ….
   a. The whole suburb of Jakarta flooded when the river burst its banks.
   b. The whole suburb of Jakarta didn't flooded when the river burst its banks.

    c.   The whole suburb of Jakarta didn't flood when the river bursted its banks.

    d.   The whole suburb of Jakarta flooded when the river bursted its banks.

9. The correct sentence is ….
    a.   When you will met the finance committee, Reva?
    b.   When does you meet the finance committee, Reva?
    c.   When did you meet the finance committee, Reva?
    d.   When you met the finance committee, Reva?

10. Did Vera have little experience in accountancy?
    a.   No, she didn't have little experience in accountancy.
    b.   No, she didn't had little experience in accountancy.
    c.   No, she doesn't have little experience in accountancy.
    d.   No, she didn't has little experience in accountancy.

11. Did you and your friends bring the office appliances yesterday?
    a.   Yes, we did.   c.   Yes, I did.
    b.   Yes, they did.   d.   Yes, you did.

12. Was Novi tired after studying personnel administration yesterday?
    a.   Yes, he was tired after studying personnel administration yesterday.
    b.   Yes, she tired after studying personnel administration yesterday.
    c.   Yes, he tired after studying personnel administration yesterday.
    d.   Yes, she was tired after studying personnel administration yesterday.

13. What did the birds build in our small fir tree yesterday?
    a.   They build their nest in our small fir tree yesterday.
    b.   They built their nest in our small fir tree yesterday.
    c.   They builded their nest in our small fir tree yesterday.
    d.   They builds their nest in our small fir tree yesterday.

14. The Chief Executive Officer … tired after a long day at work.
    a.   was   c.   be
    b.   were   d.   become

15. Were Shafa and Belva at your house an hour ago?
    a.   No, we wasn't.   c.   No, they weren't.
    b.   No, they wasn't.   d.   No, we weren't.

16. The correct sentence is ….
    a.   Why was the secretaries here last Sunday?
    b.   Why were the secretaries here last Sunday?
    c.   Why did the secretaries here last Sunday?
    d.   Why do the secretaries here last Sunday?

17. We use the Simple Past Tense for describing series of events completed in the past as described in the sentence below:
   a. People lived in caves a long time ago.
   b. In Columbus' day, people believed that the earth was flat.
   c. He went to school at 06:30, arrived at school at 06:45, and started the first lesson at 07:00.
   d. When Adam was a boy, he walked a mile to school every day.

18. We use the Simple Past Tense for describing one event completed in the past as described in the sentence below:
   a. I finished my final project, walked to the beach, and found a nice place to swim.
   b. A flock of birds flew over the field yesterday.
   c. They stayed at the beach all day.
   d. When my father was young, he played basketball every day.

19. We use the Simple Past Tense for describing duration of an event completed in the past as described in the sentence below:
   a. My aunt used a typewriter in 2000.
   b. She drank five cups of coffee last Friday night.
   c. Dion's girlfriend phoned her for thirty minutes.
   d. Did you add flour, pour it into the milk, and then add the eggs?

20. We use the Simple Past Tense for describing repeated events completed in the past and no longer happening as described in the sentence below:
   a. John forsook politics for journalism five days ago.
   b. Bayu went to a garden, sat on a bench, and looked at the blue sky.
   c. Last year, they always worked at the movie theater after school.
   d. It rained frequently in Bogor last months.

B. Fill in the spaces with the correct forms of the verbs in the Simple Past Tense.
   1. Grace (mail) _____ it last week but it still hasn't arrived yet.
   2. I (drip) _____ paint on the carpet an hour ago.
   3. Vina (fry) _____ an egg this morning.
   4. He (display) _____ his family photographs on the wall.
   5. Richard (be) _____ late because he missed his bus.
   6. My cat (breed) _____ pedigree Persian cats yesterday.
   7. My grandma happily (cut) _____ the cake into eight pieces.
   8. Mrs. Tina (catch) _____ the ball in mid-air on last Friday.
   9. It is cold outside today, but it (not, be) _____ _____ cold outside yesterday.
   10. Thomas danced with Carol last semester, he (do, not, dance) _____ _____ _____ with Ann.

Appendix 14

THE RESULT OF THE TESTS DURING THE RESEARCH

School   : *PGRI* 2 Private Vocational School Salatiga
Class   : XI D-AP
Subject : English

No.	Students' Code	Students' Scores			
		Pre-Test	Quiz 1	Quiz 2	Post-Test
1.	S-01	63	67	70	80
2.	S-02	57	67	70	80
3.	S-03	57	53	60	73
4.	S-04	63	80	77	90
5.	S-05	63	67	83	90
6.	S-06	63	80	77	90
7.	S-07	53	67	77	83
8.	S-08	67	87	90	90
9.	S-09	57	80	83	87
10.	S-10	57	73	80	83
11.	S-11	53	73	80	83
12.	S-12	53	80	87	80
13.	S-13	50	77	80	77
14.	S-14	60	83	83	93
15.	S-15	60	63	73	77
16.	S-16	57	87	83	83
17.	S-17	60	80	73	73
18.	S-18	67	87	83	90
19.	S-19	57	83	77	87
20.	S-20	57	83	83	83
21.	S-21	63	87	80	90
22.	S-22	60	83	87	90
23.	S-23	57	67	80	83
24.	S-24	60	83	83	87
25.	S-25	57	83	83	83
26.	S-26	60	80	77	83
27.	S-27	53	73	77	80
28.	S-28	57	83	83	83
29.	S-29	57	67	73	80
30.	S-30	63	80	83	80
31.	S-31	60	80	80	83
32.	S-32	63	77	80	87
33.	S-33	57	80	80	80
34.	S-34	53	77	73	80
Total		1994	2617	2688	2841
Average		58.65	76.97	79.06	83.56

Appendix 15

COMPUTATION OF QUESTIONNAIRE RESULTS

No.	QUESTION NUMBERS																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
1.	1	1	1	1	3	2	2	1	2	1	1	2	1	2	1	1	1	2	1	2	1	1	1	2	1
2.	1	2	2	1	3	2	2	1	1	3	1	1	2	2	2	1	1	1	1	2	1	1	1	1	1
3.	2	1	2	2	2	2	2	3	3	3	1	3	1	2	2	2	1	1	1	3	1	1	1	2	1
4.	2	1	2	1	3	2	2	1	2	3	1	2	2	3	1	3	1	1	1	2	1	1	1	2	1
5.	1	1	2	2	3	1	2	2	2	3	1	2	1	1	2	2	1	2	1	2	1	1	1	2	1
6.	1	1	2	1	3	2	1	1	2	1	1	1	1	1	2	1	1	1	1	2	1	1	1	1	1
7.	2	1	2	2	2	2	2	2	2	1	1	3	1	2	2	2	1	1	1	2	1	1	1	2	1
8.	1	1	2	1	3	2	2	1	1	2	1	1	1	2	1	1	1	1	1	1	1	1	1	2	1
9.	2	1	2	1	3	2	2	2	2	1	1	1	1	3	2	2	1	1	1	2	1	1	1	1	1
10.	2	1	2	2	3	2	2	2	1	3	1	2	1	2	1	1	1	1	2	1	1	1	1	1	1
11.	1	1	2	2	2	2	2	2	3	3	1	2	2	2	2	2	2	2	2	2	1	1	1	1	1
12.	1	1	2	1	3	1	2	2	2	2	1	3	1	1	1	3	1	1	1	2	1	1	1	1	1
13.	1	1	2	1	3	1	1	1	2	1	1	3	1	2	1	3	1	1	1	2	1	1	1	1	1
14.	1	1	2	1	3	1	1	1	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1	1	1
15.	1	2	2	1	3	1	1	2	1	1	1	3	1	2	1	3	1	1	1	2	1	1	1	1	1
16.	1	1	3	2	3	2	1	2	2	2	1	3	1	2	1	2	1	1	1	2	1	1	1	1	1
17.	1	1	3	1	3	3	2	3	3	1	1	3	1	2	1	2	1	1	1	3	1	1	1	1	1
18.	1	1	3	1	3	2	2	2	1	2	1	1	1	2	1	3	1	1	1	2	1	1	1	2	1
19.	1	1	2	2	2	2	1	2	1	2	1	3	1	2	1	3	1	1	1	2	1	1	1	1	1
20.	1	1	2	1	2	1	1	1	2	1	1	2	1	3	1	2	1	1	1	2	1	1	1	1	1
21.	1	1	2	1	3	2	2	2	2	3	1	1	1	1	1	1	1	2	1	2	1	1	1	2	1
22.	2	1	3	1	2	2	2	1	2	1	1	2	1	2	1	2	1	1	1	2	1	1	1	1	1
23.	1	1	3	1	3	2	1	2	1	3	1	3	1	3	1	3	1	1	1	2	1	1	1	1	1
24.	1	1	2	2	3	2	1	1	1	3	1	1	1	1	1	3	1	1	1	2	1	1	1	1	1
25.	1	2	2	2	2	1	2	3	1	3	1	2	1	3	1	1	1	1	1	2	1	1	1	1	1
26.	3	3	3	2	2	3	2	3	1	1	1	2	2	3	1	1	1	1	2	1	1	1	1	2	1
27.	2	1	2	2	2	2	2	2	1	1	1	1	1	3	1	1	1	1	2	1	1	1	1	1	1
28.	1	1	3	1	2	2	2	2	1	3	1	1	1	2	1	1	1	2	1	1	1	1	1	2	1
29.	3	1	2	2	2	2	2	3	1	3	1	1	2	3	1	1	2	2	2	1	1	1	1	2	1
30.	1	1	2	1	2	2	2	2	1	2	1	1	1	1	1	1	1	2	1	2	1	1	1	2	1
31.	2	1	3	1	2	3	2	1	2	1	1	2	1	2	1	2	1	1	1	2	1	1	1	1	1
32.	1	1	3	2	2	2	1	1	1	2	1	1	1	1	1	3	1	1	1	2	1	1	1	1	1
33.	1	1	1	1	3	1	1	1	2	3	1	2	1	3	1	2	1	1	1	2	1	1	1	2	1
34.	1	1	2	1	3	1	2	2	2	3	1	3	1	3	1	2	1	1	1	2	1	1	1	2	1
1*	24	30	2	21	-	9	11	13	15	13	34	12	29	8	27	13	32	27	29	7	34	34	34	20	34
2*	8	3	23	13	14	22	23	16	16	7	-	11	5	16	7	12	2	7	5	25	-	-	-	14	-
3*	2	1	9	-	20	3	-	5	3	14	-	11	-	10	-	9	-	-	-	2	-	-	-	-	-

Note:
- 1 = Students answered 'Yes'
- 2 = Students answered 'Uncertain'
- 3 = Students answered 'No'

Appendix 16

SURAT PERMOHONAN IZIN PENELITIAN

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
Gedung B0, Kampus Sekaran, Gunungpati, Semarang 50229
Telp./Fax (024) 8508010, Email: fbs@unnes.ac.id
Laman: http://fbs.unnes.ac.id

Nomor : 860/UN37.1.2/LT/2015
Lamp. : -
Hal. : Permohonan Izin Penelitian

Yth. **Kepala SMK PGRI 2 Salatiga**
di tempat

Dengan hormat kami beritahukan bahwa dalam rangka penyusunan skripsi mahasiswa kami,

nama	:	**Yenny Dwi Nugraheni**
nim	:	2201411073
jurusan	:	Bahasa dan Sastra Inggris
program studi	:	Pendidikan Bahasa Inggris
jenjang	:	S1
tahun akademik	:	2015
judul	:	Improving Students Mastery of the Simple Past Tense by Using Chinese Whispers and Group Grid Technique (A Classroom Action Research at the Eleventh Graders of SMK PGRI 2 Salatiga in the Academic Year of 2014/2015).

akan mengadakan penelitian di **SMK PGRI 2 Salatiga**, waktu pelaksanaan **Maret 2015 s.d. April 2015**. Untuk itu kami mohon Saudara berkenan memberikan izin kepada mahasiswa di atas untuk keperluan tersebut.

Atas perhatian dan kerja sama Saudara, kami sampaikan terima kasih.

Semarang, 24 Februari 2015
Dekan,

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

Tembusan:
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Pertinggal

FM-05-AKD-24

Appendix 17

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

YAYASAN PEMBINA LEMBAGA PENDIDIKAN DASAR DAN MENENGAH
PERSATUAN GURU REPUBLIK INDONESIA JAWA TENGAH (YPLP DM PGRI JT)
SEKOLAH MENENGAH KEJURUAN (SMK) PGRI 2 SALATIGA
BIDANG STUDI KEAHLIAN BISNIS DAN MANAJEMEN,
TEKNOLOGI DAN REKAYASA
TERAKREDITASI A
Jalan Nakula Sadewa 1 Kembangarum Salatiga Telp/Fax (0298) 316175
E-mail : smkpgri_2slta@yahoo.co.id, Website : www.smkpgri2salatiga.sch.id

SURAT KETERANGAN

Nomor : 423/580/2015

Yang bertanda tangan dibawah ini :

Nama   : HERIYANTA, S.Pd
NIP   : 19651101 199003 1 010
Jabatan   : Kepala Sekolah
Unit Kerja   : SMK PGRI 2 Salatiga

Menerangkan bahwa :

Nama   : YENNY DWI NUGRAHENI
NIM   : 2201411073
Program Studi : Pend. Bahasa Inggris Jurusan Bahasa dan Sastra Inggris
                 Universitas Negeri Semarang (UNNES)

Telah melaksanakan Penelitian Skripsi di Sekolah Menengah Kejuruan di (SMK) PGRI 2 Salatiga pada bulan Maret s.d April 2015 dengan judul "Imroving Students Mastery of the Simple Past Tense by Using Chinese Whispers and group Grid Technique (A Classroom Action Researsh at the Eleventh Graders of SMK PGRI 2 Salatiga in the Academic Year of 2014/2015)

Demikian surat keterangan ini kami buat agar dapat dipergunakan sebagaimana mestinya.

Salatiga,   30 April 2015
Kepala Sekolah

Heriyanta, S.Pd
NIP 19651101 199003 1 010

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Appendix 18
STUDENTS' ATTENDANCE LIST

ATTENDANCE LIST
CLASS XI D-AP OF SMK PGRI 2 SALATIGA

NO.	STUDENTS' CODE	STUDENTS' NAME	18/03/2015	24/03/2015	25/03/2015	31/03/2015	01/04/2015	07/04/2015	08/04/2015
1.	S-01								
2.	S-02								
3.	S-03								
4.	S-04								
5.	S-05								
6.	S-06								
7.	S-07								
8.	S-08								
9.	S-09								
10.	S-10								
11.	S-11								
12.	S-12								
13.	S-13								
14.	S-14								
15.	S-15								
16.	S-16								
17.	S-17								
18.	S-18								
19.	S-19								
20.	S-20								
21.	S-21								
22.	S-22								
23.	S-23								
24.	S-24								
25.	S-25								
26.	S-26								
27.	S-27								
28.	S-28								
29.	S-29								
30.	S-30								
31.	S-31								
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Appendix 19

DOCUMENTATION

The students did a pre-test

The students did a formative test 1

The students did a formative test 2, and then a post-test

The researcher explained the materials of the simple past tense

The students played Chinese whispers in the classroom

The students implemented group grid technique in their learning

The observers observed the class during the treatments