



**THE USE OF 'SNAKES AND LADDERS' GAME AS A MEDIUM TO
IMPROVE THE STUDENTS' MASTERY OF PAST FORM OF
IRREGULAR VERBS**

(An Action Research on the Ninth Grade Students in SMPN 37 Semarang in the
Academic Year of 2014/2015)

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

by
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2015**

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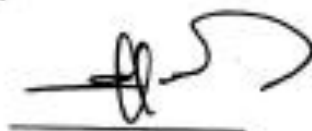
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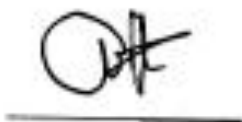
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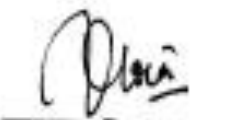
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DECLARATION OF ORIGINALITY

The researcher, Junnilalita Aisya Virgin, hereby declares that this final project entitled *The Use of 'Snakes and Ladders' Game as A Medium to Improve the Students' Mastery of Past Form of Irregular Verbs* is her own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, June 2015



Junnilalita Aisya Virgin

MOTTO AND DEDICATION

- The future belongs to those who believe in the beauty of their dreams (Eleanor Roosevelt).
- Obstacles are what you see when you take your eye off the goal (Chris Burke).
- It does not matter how slowly you go as long as you do not stop (Confucius).

The researcher would like to dedicate this final project to:

1. her super beloved parents who always give
her their endless love and support,
2. her beloved brother,
3. her great-grandmother, and
4. her best friends of English Department 2010.

ACKNOWLEDGEMENTS

First of all, the researcher would like to praise Allah SWT for the blessing, health, and inspiration during the completion of this final project.

Secondly, she would like to express her sincerest gratitude to Drs. Alim Sukrisno, M.A., her advisor, for his patience, helpful corrections, suggestions, and positive criticism during the consultations of her final project.

Her deep gratitude is extended to Drs. Syahrul Syah Sinaga, M.Hum.and Rohani, S.Pd., M.A. as the chairperson and the secretary of the board of examination, as well as the team of examiners, especially the first examiner, Dra. C. Murni Wahyanti, M.A., and the second examiner, Novia Trisanti, S.Pd., M.Pd, who have given their criticisms, comments, and supporting advice for the improvement of this report.

Her honor also goes to all lecturers of the English Department of Semarang State University for all the guidance and lectures she obtained during her study. She also gives her sincere thanks to the principal of SMPN 37 Semarang, Drs. M. Hasan Budisulistyo, M.Pd. and the English teachers of that school, especially Rini Pertiwi, S.Pd. and the students of IX D for the permission and cooperation during the research.

She would like to devote her deepest appreciation to her parents (Nur Kholidin and Sri Anduweni) and brother (Jahbij Almas Muktabar) who always give her support, endless love and prayers, her beloved great-grandmother (Almh.Sutari) and her grandmother (Sariah) for her amazing love and caring and her Uncle (Mas Andi) for his support and motivation. Her special thanks go to all her friends of the English

Department (especially Ana, and Afri), her friend Zizah for her support, all of her sisters in 'Kost Pink' (especially Mbak Lia, Mbak Ike, Mbak Santy, Mbak Mey and Mbak Fany), and ALIMers (Heni, Niza, and Yodha) for their encouragement, great support, and a greater sense of togetherness.

The researcher realizes that there are many shortcomings in this final project. Therefore, she will be very thankful for suggestions and criticisms that aim to improve this report. She hopes this final project will be useful for all the readers.

Semarang, June 2015

Junnialita Aisya Virgin

ABSTRACT

Virgin, Junnilalita Aisya. 2015. *The Use of 'Snakes and Ladders' Game as a Medium to Improve the Students' Mastery of Past Form of Irregular Verbs (A Classroom Action Research on the Ninth Grade Students of SMPN 37 Semarang in the Academic Year of 2014/2015)*. A Final Project, English Department, Faculty of Languages and Arts, Semarang State University. Advisor: Drs. Alim Sukrisno, M.A.

Key Words: 'Snakes and Ladders', Grammar, Action Research

This study is about the use of 'Snakes and Ladders' game toward the students' mastery of past form of irregular verbs. The study is aimed to (1) find out whether teaching the past form of irregular verbs by using 'Snakes and Ladders' game is effective to improve the students' achievement in learning the verbs, and (2) find out the students' attitude and feeling toward the use of 'Snakes and Ladders' game.

The subjects of this study were the students of IX D of SMPN 37 Semarang. The selection of the class was based on the suggestion of the English teacher. The researcher used an action research design. There were two cycles in this study. Every cycle consisted of planning, acting, observing and reflecting. Before conducting the cyclical activities, the researcher gave the students an Initial Pre-test. After that, she gave the treatments to the students. In Cycle 1, she used group work without classical problem solving and showing the spelling of the verbs. However, the result was not satisfying enough. In Cycle 2, she used classical problem solving and also showing the spelling of the verbs. In this cycle, the result was very satisfying. After the cycle 2 was finished, she gave a Final Post-test and also questionnaire to the students. Based on the data analysis, there was a significant improvement of the students' achievement after the use of 'Snakes and Ladders' game was given. This improvement was proved by the comparison between the result of Initial Pre-test (68.14) and that of Final Post-test (88.80). After being showed the spelling of the verbs, their understanding toward the verbs was better. The classical problem solving that the researcher used in Cycle 2 successfully helped students learn the verbs from their friends' incorrect answers.

The results of the observation checklists showed that the students' attitude in Cycle 2 was better than that in Cycle 1. Based on the result of questionnaire, the students also supported the use of 'Snakes and Ladders' game in the teaching of grammar, especially the past form of irregular verbs. It was proved by their positive responses in relation to the use of that medium.

Based on the results of the analysis above, it can be concluded that the use of 'Snakes and Ladders' game successfully improves the students' mastery of past form of irregular verbs in the teaching of grammar.

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CHAPTER I

INTRODUCTION

This chapter presents background of the study, reason for choosing the topic, statement of the problem, purpose of the study, significance of the study and outline of the study.

1.1 Background of the Study

Junior high school's curriculum, that is KTSP (Kurikulum Tingkat Satuan Pendidikan), expects students to understand and produce texts either spoken or written. Moreover, the students are expected to learn many kinds of texts. They are descriptive, recount, narrative, spoof, news items, etc. which cannot be separated from tenses. For examples, descriptive text deals with present tense; narrative and recount texts deal with past tense.

According to the curriculum for the ninth grades of junior high school, the students are expected to learn some kinds of texts. The texts are descriptive text, narrative text and recount text. This condition forces them to learn also about present tense and past tense. For the present tense, it seems easier for them since there are no complex conjugation changes. However, for the past tense, the students need an extra effort since they deal with special words. The words are verbs which have several forms whenever they are used in past form. For examples, the word "study", it changes into "studied" or the word "bring" changes into "brought". In the grammar terminology, we call this as the use of past form of regular and irregular verbs.

When the researcher had a teaching practice (PPL), she found that the students did not comprehend the past form of irregular verbs. They often had difficulty in comprehending a text that uses the past form of irregular verbs. As experienced by the researcher as a private teacher, she also found that her students had difficulties in mastering those kinds of verbs although the verbs had been learnt before. For examples, the words “visit,” “put”, etc. The students had difficulty in memorizing the past form of the verbs. This problem seems to be experienced by nowadays students so that it seems that they need a new treatment to relearn the verbs.

To make sure whether or not students in SMP N 37 Semarang experience the same problem, the researcher conducted an Initial Pre-test. The results of the test showed that the students also had the same problem. This was proved by the mean of the test (68.14) which was still below the standard of English that the set by the school (75).

The problems come because the teachers still use conventional methods. She only asks the students to read texts and ask them whether or not they have problems with the vocabulary used. Moreover, when the teachers teach tenses to the students, especially past tense, they do not give them a special technique or medium to master the past form of irregular verbs or sometimes the techniques they use are not interesting. This condition forces the students to learn the verbs themselves. Actually, there are many medium that can be used to teach the past form of irregular verbs to students. One of them is by using games.

Chen (2005) said that games have nine benefits. Some of them are: games can increase students' learning motivation; they construct a cooperative learning environment; they can reduce learning anxiety of the students and encourage creative and spontaneous language use. Games also do not make the students get bored since games can encourage students to participate actively in teaching and learning activities. They can also improve their language skills through games.

'Snakes and Ladders' game is one of interesting games that can be applied easily in the class. It is the same with other games that this game can stimulate the students to be active in their class. Hopefully, through the game, students can easily learn and memorize the past form of irregular verbs. They can also develop their language skill through the communication and interaction during the game.

That is the background of the study which is the background why the researcher intends to conduct this research.

1.2 Reason for Choosing the Topic

There are reasons for choosing the topic. The curriculum of Indonesia that is KTSP requires the students to produce texts. The students are introduced to many kinds of texts. For the ninth grades students, the curriculum requires them to learn and produce text such as descriptive text, narrative text and recount text. When they deal with narrative and recount text, they should master past tense. They also need to master the past form of irregular verbs.

Whereas, the fact is the students still have difficulty in mastering the verbs. That is because the teachers still use the old techniques so that it seems that the students need to be taught with a new technique. Based on the explanation above, she thinks a research should be conducted to know to what extent the improvement can be measured.

‘Snakes and Ladders’ game is interesting game which will help students learn the verbs easily. Therefore, the students’ motivation in learning and memorizing the verbs may be increased. The game is also applicable to be applied in the class.

1.3 Statement of the Problem

Based on the background of it above, the statement of the problem can be structured as follows:

- 1) To what extent will the use of ‘Snakes and Ladders’ game influence students’ mastery in the past form of irregular verbs?
- 2) How is students’ attitude during learning process?

1.4 Objective of Study

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

- 1) to find out whether teaching the past form of irregular verbs using ‘Snakes and Ladders’ game is effective to improve the students’ achievement in learning the past form of irregular verbs, and

- 2) to find out how the students behave during the learning process.

1.5 Significance of the Study

There are three significances of the study. First, hopefully, the result of the study will be beneficial for the students to improve their mastery in the past form of irregular verbs. So that it can help them learning and producing texts, especially for recount and narrative text. Secondly, for the teachers, hopefully the result of this study will be beneficial for them in teaching the past form of irregular verbs to their students. Teachers can use the game as an alternative medium to be used in the class. For me as the researcher, hopefully, the result of the study will enrich my knowledge as a will be teacher.

1.6 Outline of the Report

This final project consists of five chapters. Chapter I consists of background of the study, reason for choosing the topic, statement of the problem, objectives of the study and significance of the study. Chapter II talks about the review of some related literature including the discussion of the previous study. Chapter III discusses about the methods of investigation. Chapter IV discusses about the data analysis and chapter V talks about conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents three sub-chapters. The first sub-chapter discusses some previous studies in the same field that had been conducted so far. The second sub-chapter presents some theories related to teaching grammar using media. The last sub-chapter discusses the theoretical framework of this study.

2.1 Review of the Previous Studies

There have been several studies conducted related to the topic of this study which is the use of media to improve students' mastery of simple past tense. The first study was conducted by Meizaliana (2009) about teaching structure through game. The subjects of the research were the tenth graders students of MAN 1 Kepahing, Bengkulu. The study aimed to know the effectiveness of teaching structure through games. The results of the study proved that teaching structure through games is better than teaching using conventional methods.

The next study was conducted by Yolageldili and Arikan (2011) who studied teachers' opinion in teaching grammar using games. The opinions of the 15 English teachers were collected through a questionnaire. The study aimed to explore the effectiveness of using games in teaching grammar to young learners from the viewpoints of Turkish EFL teachers working in primary schools. The finding of the study showed

that, according to the teachers, games are an important and necessary part of English language teaching and learning in the context of primary school. That was because they provide EFL teachers with many instructional advantages.

Another research was conducted by Prihastuti (2014). She conducted an experimental research related to the use of Tic Tac Toe games to improve the students' mastery of simple past tense. The subjects of the study were the eighth graders students of SMP N 1 Bae, Kudus. She chose the students in 8E as the experimental group and the students in 8H as the control group. The results of the study showed that Tic Tac Toe can be used effectively to improve students' mastery of simple past tense. It was because the students in the experimental group performed better than those in the control group.

Albab (2014) also conducted a research related to the use of game to teach grammar. In his study, he used Snakes and Ladders game as the media to improve the students' mastery of simple past tense in constructing recount texts. The results showed that there are significant improvements of the students' grammar mastery of simple past tense. This grammar ability was seen in the ability in constructing recount texts.

All the researches above were related to teaching grammar and the study that the researcher conducted was also about teaching grammar. However, her study is more specific. It does not deal with grammar in general. It is only related to the students' mastery on the past forms of irregular verbs. The studies above also used games as the media in teaching grammar. However, the researcher uses different media that is Snakes

and Ladders game. However, the one that the researcher uses in this present study is different on the model and the rules. The explanation of the game will be presented in the next sub-chapter.

2.2 Review of the Theoretical Background

This sub-chapter discusses School-Based Curriculum or in Indonesian known as Kurikulum Tingkat Satuan Pendidikan (KTSP), English grammar, simple past tense, past form of irregular verbs, reason for grammatical problem, teaching grammar, games as medium for teaching grammar, Snakes and Ladders game for teaching grammar, and action research.

2.2.1 School - Based Curriculum (KTSP)

According to The Guidance for Composing the School-Based Curriculum for the basic and intermediate educational level released by National Education Standard Council or known in Indonesian as BSNP (Badan Standard Nasional Pendidikan) 2006, School-Based Curriculum is an operational curriculum which is arranged and applied in each educational unit. The development of this curriculum is based on the Content Standard or Standard Isi (SI) and standards of competence of graduates or Standard Kompetensi Lulusan (SKL) and they are oriented to the Guidance for Composing the School-Based Curriculum which is arranged by BNSP.

According to the content standard of English lesson for junior high school students, English lesson in junior high school covers:

1. Literate ability that is an ability to comprehend and produce spoken or written texts which is realized in four language skills; they are listening, reading, speaking and writing.
2. The ability to comprehend and produce several short functional texts and monologues and essay in the forms of procedure, descriptive, recount, narrative and report texts. The gradation of the teaching materials appears in the use of vocabulary, grammar, and rhetorical steps.
3. Supporting components, they are linguistic competences (the use of grammar, vocabulary, pronunciation, and writing system), sociocultural competences (the use of expressions and acts which are acceptable in several communication contexts), strategic competences (solving the problems that happen in the communication process in several ways to make the communication keep going), and discourse competence.

Based on the curriculum being applied now, KTSP, the students are expected to comprehend and produce some kinds of texts. Based on the Standard Isi, it can be concluded that the students need grammar to comprehend and produce texts. That is one of the reasons why the researcher conducted this study. This study focused on grammar which is the supporting competency, besides vocabulary, to master some kinds of texts. The explanation about the English grammar is presented in the next sub-chapter.

2.2.2 English Grammar

On his book, Scrivener (2003: 1-2) wrote, “Grammar is not just a dry list of facts and rules. It’s in our heads and it’s a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us”. He also adds “We use it to communicate more effectively, more precisely with others.”

Meanwhile, Alexander (1990:1) states, “grammar is the support system of communication and we learn it to communicate better. Grammar explains why and how

of language.” Another definition comes from Ur (1991: 75) who defines grammar as, “the way words are put together to make correct sentences.”

From the definitions above, it can be concluded that grammar is a set of rules of a language which is in our mind. It guides us how to use the language in order to communicate with others effectively. There are many things in English grammar that people should master in order to use English effectively in their communication. One of them is parts of speech.

According to Seaton & Mew (2007: 5), there are eight parts of speech in English. They are nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections. In this study, the part of speech which will be discussed is verbs. There are several forms of verbs in English. They are called verbs tenses. Azar (1989: 2-5) wrote in her book. There are several verbs tenses. They are simple present tense, simple past tense, simple future tense, present progressive tense, past progressive tense, future progressive tense, present perfect tense, past perfect tense, future perfect tense, present perfect progressive tense, past perfect progressive tense, and future perfect progressive tense. In relation to the object of this study, there is only simple past tense that will be discussed. Therefore, the next sub-chapter will review the simple past tense.

2.2.3 Simple Past Tense

There are some points that need to be discussed which are related to the simple past tense. Those are presented below.

2.2.3.1 General Concept of Simple Past Tense

Azar (1989: 2) stated that simple past tense is a tense which is used to state something that happened and finished in the past. There are three points of simple past tense that will be discussed below.

2.2.3.1.1 The Structure of the Simple Past Tense

The structures of simple past tense are almost the same as the simple present tense.

Those are,

Affirmative	Negative	Interrogative
Subject + verb (past) + Object	Subject + did + not + verb (infinitive) + Object	Did + subject + verb (infinitive) + object?

However, the verbs that are used in simple past tense are in the form of past verbs (preterit). The past form of the verbs are decided based on their category, whether regular or irregular verbs. Lester, et al. (2010) state, “an irregular verbs forms its past tense or past participle, or both, in an unpredictable way: by adding no ending at all, by changing the vowel of the base form, by adding a different ending, or by using a combination of these methods (let – let have let, meet – met – have met, swim – swam – swum, blow – blew – have blown).”

Because there are some rules in changing the base form of irregular verbs to the past forms, it may be difficult for students to master them. It is in line with Lester, et al

(2010) who said, “The past forms of irregular verbs reflect older patterns of forming the past tense. These patterns have merged to such an extent that it is not practical to learn the past forms of irregular verbs on the basis of their historical patterns.” Below are the examples of the past forms of some irregular verbs.

Base forms	Past tense form
tell	Told
buy	Bought
bring	Brought
give	Gave
become	Became

2.2.3.2 Time Signals of Simple Past Tense

There are several time signals in simple past tense. For examples, yesterday, ago, last night, last, the day before, etc. Therefore, when a sentence consists of one of those time signals, the sentence is considered as simple past tense.

2.2.3.3 Function of Simple Past Tense

Asmara (1992:9) explained that the uses of simple past tense are as follows:

- 1) The activity or situation that happened and completed in the past.

Examples:

- Betty went to Lombok last week.
- I gave a present to my roommate yesterday.

- 2) The activity that happened and finished at the moment of speaking.

Example:

- The students stopped talking when the teacher entered the class.

3) Repeated action in the past.

Example:

- While I was out of town, he sent me some letters twice a month.

2.2.4 Reason for Grammatical Problems

In Indonesia, English is considered to be a foreign language. Learning English grammar is sometimes difficult for students as foreign language learners. Ellis (in Shiu 2011) distinguishes two senses of grammatical difficulty, “the difficulty learners have in understanding a grammatical feature,” and “the difficulty learners have in internalizing a grammatical feature so that they are able to use it accurately in communication.”

In addition, DeKeyser (in Shiu 2011) said, “grammatical difficulty is categorized into three factors: problems of meaning, problems of form, and problems of form-meaning. He also states that the meaning expressed through a grammatical form can be difficult to learn due to its “novelty, abstractness, or combination of both.”

Shiu (2011) in her research wrote some grammatical difficulties which have been discussed in the Second Language Acquisition (SLA) literature with reference to several other factors, including:

- (1) inherent complexity of rules,
- (2) salience of a grammar form in the input,
- (3) communicative force of a grammar form,
- (4) input processing strategies in L2 learning,

- (5) the L2 learner's developmental stage,
- (6) L1 transfer, and
- (7) individual differences in language aptitude.

Considering the factors that may be faced by the students, the teachers need to identify their students' problems in mastering the English grammar. By identifying the problems, the teachers can choose appropriate methods or media to teach grammar. The next sub-chapter will discuss about teaching grammar.

2.2.5 Teaching Grammar

Communication may be in two ways, spoken or written. It can be done through a conversation or essays. In order to communicate more effectively, students need grammar. Grammar helps them to communicate their idea more precisely. To help them communicate effectively, teaching grammar is needed.

In KTSP, the curriculum that is being applied now in Indonesia, the students are expected to master several kinds of text. It means that they need grammar to master them. Grammar helps them to comprehend the texts and also helps them to communicate precisely. It shows that teaching grammar is needed. In line with this, Hawkins (in Ur 1991:77) gives his opinion towards teaching grammar, as follows:

The evidence seems to show beyond doubt that though it is by communicative use in real 'speech act' that the new language 'sticks' in the learner's mind, insight into patterns is an equal partner with communication use in what language teachers now see as the dual process of acquisition/learning. Grammar approached as a voyage of discovery into the patterns of language rather than the learning of prescriptive rules, is no longer a bogey word.

From the review above, it can be concluded that teaching grammar is something that cannot be ignored. In order to create a good atmosphere in teaching grammar in class, teachers should use fun media so that the students are interested. This study used game as the medium. Therefore, the next sub-section will discuss about game as a medium in teaching grammar.

2.2.6 Games as a Medium in Teaching Grammar

In teaching English, teachers need to make a good atmosphere in class in order to gain the students' attention and motivation. One way that teachers can do in teaching English is by using games. Wright, et al. (2006) state, "Game is an activity which is entertaining and engaging, often challenging, and an activity in which learners play and usually interact with others." There are some advantages that are provided by games. According to Uberman (in Chen, 2005), games offer students a fun-filled and relaxing learning condition.

Chen (2005) also sums up the nine beneficial of games in language learning. He states that games:

- (1) are learner centered,
 - (2) promote communicative competence,
 - (3) create a meaningful context for language use,
 - (4) increase learning motivation,
 - (5) reduce learning anxiety,
 - (6) integrate various linguistic skills,
 - (7) encourage creative and spontaneous use of language,
 - (8) construct a cooperative learning environment, and
 - (9) foster participatory attitudes of the students.
- (with slight modification)

Meanwhile, Wrigth, et al (2006) explain why games are needed in language learning. They explain that games help and encourage many learners to sustain their interest and work. Games also help teachers create contexts in which the language is useful and meaningful. They also add that games similarly provide repeated occurrence and use of a particular language form. Games also provide the process of drilling which give the students an opportunity to sense the working of language as living communication.

2.2.7 ‘Snakes and Ladders’ game as a Medium in Teaching Grammar

Dussart, G.B. (1984: 96) says, “Snakes and ladders game is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.” Because the game is easy to make and it is applicable, teachers can use it as a media to teach grammar in their class. He also adds that ‘snakes and ladders’ can help students develop basic arithmetic such as counting, addition, subtraction and communication.

In this study, the researcher adapted the game to teach the past forms of irregular verbs to the students. She made the game board with 1m x 1m in size from some materials such as ‘asturo’ papers, carton papers, glue, and a marker. Below is the picture of the board.



There were some rules in playing the game. The rules had also been modified to suit the objective of the teaching and learning process. The following are the rules of the game.

- (1) The students are divided into four big groups. Each group consists of nine students.
- (2) Each group leader decides their groups' turn.
- (3) The group which has the first chance opens the dice first.
- (4) Before the group moves their pawn, the leader should pick one token with a question there. In the question, the students have to change the base verb in the sentence into the correct forms (past forms).
- (5) The question has to be discussed together with the members of the groups.
- (6) If they can answer correctly, the group may move their pawn based on the number on the dice they open. If they cannot answer the question correctly, they cannot move the pawn and the turn is for the next group.

(7) The chance to open the dice after number 6 is only twice.

(8) The group which reaches the highest number of the board is the winner.

All those steps would be implemented in a research method that was action research. The explanation of the method will be presented below.

2.2.8 Action Research

Several definitions of action research are stated by some experts. Burns (2010: 2) states, “Action research is related to the idea of ‘reflective practice’ which involves a self-reflective, critical, and systematic approach to explore our own teaching context.” Besides, Mills (in Creswell, 2012:577) states that action researches are “systematic procedures done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning.”

Another opinion came from Naughton & Hughes (2008:16) who stated that “action research is a cyclical process of ‘think–do think’ to research and create change.” They also stated that in “action research, we do at present, then we do something to create change, then we think again about what we’ve done and its effects.”

In addition, Naughton & Hughes’ opinion above is also supported by Costello (2003:14) who wrote that:

Action research is referred to variously as a term, process, inquiry, approach, flexible spiral process and as cyclic. It has a practical, problem-solving emphasis. It is carried out by individuals, professionals and educators. It involves research,

systematic, critical reflection, and action. It aims to improve educational practice. Action research is undertaken to understand, evaluate and change.

To conduct the research, the researcher followed some steps in action research. All the steps are explained below.

2.2.8.1 Steps in Action Research

According to Burns (2010:8), there are four steps in action research. They are planning, acting, observing, and reflecting. The explanations of them are as follows.

(1) Planning

This step is for identifying a problem or issue and developing a plan of action in order to bring about improvements in a specific area of the research context.

(2) Action

It is a step where the plan is put into action in a certain period of time.

(3) Observation

It is the time for observing the effect of the action and documenting the context, action and opinion of those who are involved.

(4) Reflection

This step is for reflecting, evaluating and describing the effect of the action in order to make sense of what has happened and to understand the issue that have explored.

The model of the action research is illustrated below.

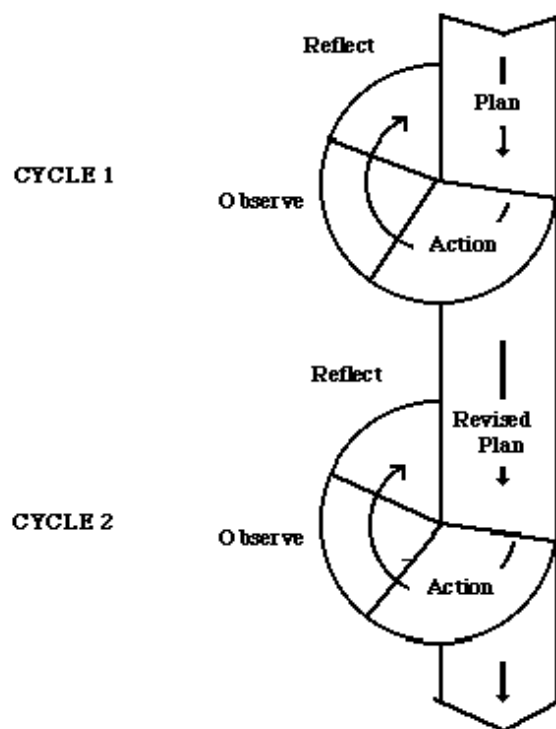


Figure 2.1 Cyclical Action Research Model based on Kemmis and Mc Taggart (1998).

Doing Action Research in English Language Teaching: A Guide for Practitioners

(Burns: 2010:9)

2.3 Theoretical Framework

This sub-chapter presents how '*Snakes and Ladder's* game is used as the media to improve the students' mastery of past form of irregular verbs.

Based on the Initial pre-test result and the observation that the researcher did, it could be concluded that the students had problem in mastering the past form of irregular verbs. That was because the method that was used by the teacher was still a conventional one and they had difficulty in find out an interesting media to teach the past form of irregular verbs to their students.

The importance of teaching grammar in English lesson is the main reason to conduct this research. Hawkins (in Shiu 2011) states that teaching grammar to students cannot be ignored and Lester, et al., (2010) state that mastering the past form of irregular verbs is considered difficult. The teacher should use fun and creative media in teaching grammar so that the students can learn happily.

Considering the advantages of games, the researcher believes that '*Snakes and Ladders*' game can be an alternative media to improve the students' mastery of the past form of irregular verbs. Hopefully, the game could help students to improve their mastery of the verbs through drilling practice that was integrated in the game

CHAPTER III

METHOD OF INVESTIGATION

This chapter discusses seven subchapters. They are subjects of the study, object of the study, data of the study, instruments of the study, procedure of collecting data, method of analyzing data, and criterion of assessment, research design.

3.1 Subjects of the Study

The study was conducted in SMP N 37 Semarang in the academic year of 2014/2015. There were six classes in the ninth grade. The subjects of the study were chosen based on the teacher's suggestion. She suggested the IX D as the subjects of the study because the students in the IX D had low scores in mastering the past form of irregular verbs, and English in general, and they were very noisy so that it was appropriate for teaching using games media. Finally, the students in IX D were chosen as the subjects of the study. It consists of 36 students; 21 were female and 15 were male students. The list of the students is available in Appendix 1. Below are the additional information related to the subject of the study.

3.1.1 Location and Condition of the School

SMP N 37 Semarang is located on Jalan Sompok 43, Semarang, Central Java. It is one of state junior high schools in Semarang city. The surrounding environment of the

school is very concussive for teaching and learning activities. There is no noise that can disturb the teaching and learning process in the school.

The school has enough facilities for its students. The school condition is also comfortable enough. There are many mini gardens with beautiful flowers and some trees. This has helped the air circulation runs well. The classrooms are also equipped with fans. This condition makes the rooms cool enough. However, the school does not have a language laboratory to facilitate and support the English teaching and learning process.

3.1.2 Characteristics of the Subjects

The subjects of this study were the students in class IX D. According to the teacher's explanation, the students in class IX D are the noisiest students among other students in different classes. Unfortunately, sometimes their noisy behavior causes them to lack of concentration in studying. This situation causes the teaching and learning process in the class is unable to run maximally.

Academically, this class has low scores in English. For the mastery of past form of irregular verbs, this class has the lowest scores. That is why the teacher suggested the researcher to choose the class as the subject of this research.

3.1.3 English Lesson and English Teacher of the School

In the academic year of 2014/2015, for the IX D, English lesson taught in five sessions each week. Three seasons are on Wednesday and the other two seasons are on Saturday. Because Wednesday English lesson is in the first session, the students are still fresh so that they can follow the teaching learning process well.

SMP N 37 Semarang has three English teachers. All of them are state teachers. The ninth grade students are taught by one state teacher. The class IX D is taught by Mrs. Rini Pertiwi. She is one of the state teachers in SMP N 37 Semarang. She graduated from Surakarta State University. As a senior teacher, her capability in teaching is unquestionable anymore. However, as an old teacher, her style in teaching is still an old fashion. Sometimes the students felt bored in the process of teaching and learning.

3.2 Object of the Study

The object of this study was the students' improvement in mastering the past form of irregular verbs. Therefore, the researcher selected some irregular verbs which appeared in several exercise books and test sets and had been reviewed by the teacher. The way the researcher selected the verbs was as follows.

3.2.1 Source of the Materials

In selecting the irregular verbs, the researcher used several kinds of exercise books and test sets as the sources to collect the verbs. They were five sets of tests and five sets of exercise books which had been reviewed by the teacher. The tests were “Ulangan Harian Terprogram III” year of 2014, “Mid Semester Test” year of 2014, “Ulangan Akhir Semester Gasal” SMP/MTs Kota Semarang in the academic year of 2012/2013, “Penjajakan Ujian Nasional” in the academic year of 2011/2013 Tahap III Conducted by Educational Office Semarang, and “Ujian Sekolah” in the academic year of 2011/2012. The five sets of exercises books were “Soal Prediksi Ujian Nasional 2010/2011 (I)” from Sukses Membidik Ujian Nasional Bahasa Inggris untuk SMP/MTs, “Prediksi UN 1” and “Prediksi UN 2” from SPM Bahasa Inggris SMP dan MTs, “Review 3” from TOPS: Siap UN Bahasa Inggris SMP, “Paket Soal 1” from TOPS: Siap UN Bahasa Inggris SMP, and “Prediksi 1” from English Prediction Worksheet. The researcher listed all the irregular verbs which appeared in the sources and noted the frequencies of their appearance.

3.2.2 Reduction of the Inventories’ verbs

After collecting the irregular verbs from the sources, the researcher found ninety verbs. The verbs were listed from the verbs with high frequencies of appearance to the verbs with low frequencies of appearance. The list of the verbs is available in Appendix 2. Because of the limited time of this study, the researcher only used some of them. There

were only thirty verbs that would be used in this study. Therefore, she reduced some verbs. The selection of the verbs was explained in the next subchapter.

3.2.3 Selection of the verbs

As explained before, only thirty verbs were used. Therefore, the researcher selected them. The selection was based on the frequency of appearance. She only used the first thirty verbs which had the highest frequency of appearance. The range of the frequency of appearance that was selected was from 13 to 400 times. The researcher dropped the verbs which had frequency of appearance from 1 to 12 times. The list of the verbs is available in Appendix 3.

3.2.4 Selected verbs

The selected verbs were called the selected materials. They would be used as the materials for the test items. The way the tests items were arranged would be explained in the instruments of the study. Below is the sample of the selected verbs.

Table 3.1 Sample of the selected verbs

No.	Verbs
1.	Be
2.	Have
3.	Do
4.	Go
5.	Find
...	...
30.	Spend

The complete list of the verbs is available in Appendix 3.

3.3 Data of the Study

There were two kinds of data which were used in this study. They were primary and secondary data. Those kinds of data are explained below.

3.3.1 Quantitative Data

The quantitative data of this study was the students' test scores. In order to obtain the scores of the students, this study used tests as the instruments. There were several tests which were given to the students and the explanations of the tests are available in the next subchapters.

3.3.2 Qualitative Data

There were two qualitative data in this study. They were the students' attitude during the teaching and learning process and their response after the treatments. To record the students' attitude during the teaching and learning process, this study used observation checklist as the instrument. Then, to collect the students' impression toward the Snakes and Ladders game, questionnaire was used as the instrument.

The explanation of the instruments for both quantitative and qualitative data will be presented in the next subchapter.

3.4 Instruments of the Study

Instrument is a medium to collect the data of a research. According to Arikunto (2010: 193), there are several kinds of instrument; they are tests, questionnaire, interview, observation, rating scale, and documentation. In this study, the researcher used tests, questionnaire and observation as the instruments.

3.3.1 Quantitative Data Instruments

To get the quantitative data, that was the students' scores, this study used tests as the instruments. Below is the explanation.

3.3.1.1 Tests

According to Arikunto (2010: 193), test is a series of questions that is used to measure skill, knowledge, intelligence, ability or talent of an individual or a group of people. This study used two kinds of test. They were pretest and posttest. The form of the tests was a fill-in the blank type. The materials of the tests were the thirty verbs on the Table 3.2. However, those materials were still based on the frequency of appearance of the verbs. For the tests, the materials were decided based on the degree of difficulty of the verbs. The first fifteen verbs were categorized as easy verbs so that they would be used in the first cycle. Besides, the second fifteen verbs were categorized as difficult verbs so that they would be used in the second cycle. Because the research design of this study was action research, there were several tests that were conducted. They were explained as follows.

(1) Initial Pre-test (IP)

The Initial Pre-Test was the test that researcher gave to the students before the treatments. The purpose of the test was to determine whether or not the students had problems in mastering the past form of irregular verbs. In addition, this test was used to measure the students' initial ability of the usage of past form of irregular verbs. The list of the verbs is available in Appendix 4 while the test items are available in Appendix 5.

(2) Cycle 1 Pre-Test (C1 Pre-Test)

Cycle 1 Pre-Test was the test that was given before the first treatment was conducted. The function of this test was to know the students initial ability towards the first half materials of the Initial Pre-Test. The materials were the first fifteen verbs in the selected materials. The list of the verbs is available in Appendix 6. However, in this study, the Cycle 1 Pre-test was not given to the students. The researcher only re-calculated the students' scores from their answers for the first fifteen verbs in the Initial Pre-Test.

(3) Cycle 1 Post-Test (C1 Post-Test)

Cycle 1 Post-Test was the test that was given after the first treatment was conducted. The purpose was to measure the students' progress after they were given the first treatment. The materials that were used in this test were the same as the Cycle 1 Pre-Test materials. However, they were arranged in a different order. The verbs that were used in this test are available in Appendix 7 while the items of the test are available in Appendix 8.

(4) Cycle 2 Pre-Test (C2 Pre-Test)

Cycle 2 Pre-Test was the test that was given before the second treatment was conducted. The purpose was to know the students' initial ability towards the usage of past form of irregular verbs in the second half of the selected verbs. The materials were the second fifteen verbs of the selected verbs. The list of the verbs is available in Appendix 9. However, the students did not have to do this test. The researcher only re-calculated the students' scores from their answers in the second fifteen verbs of the Initial Pre-Test.

(5) Cycle 2 Post-Test (C2 Post-Test)

Cycle 2 Post-Test was the test that was given after the second treatment was conducted. The purpose was to measure the students' progress after they were given the second treatment. The materials were the same as the Cycle 2 Pre-Test materials. However, they were arranged in a different order. The list of the verbs is available in Appendix 10 and the test items are available in Appendix 11.

(6) Final Post-Test (FP)

Final Post-Test was the test that was given to the students after two treatments were conducted. The purpose was to measure the students' progress after they were given two treatments. The materials used in the Final Post-Test were the same as those materials used in the Initial Pre-test. However, they were arranged in a different order. The list of the verbs is available in Appendix 12 and the test items are available in Appendix 13.

Then, the instruments for the secondary data are presented below.

3.3.2 Qualitative Data Instruments

There are two instruments that would be used to gain the qualitative data. All of them will be discussed below.

3.3.2.1 Observation Checklist

In this study, the researcher used observation checklist to measure the students' attitude during the treatments. There were five indicators in this observation checklist (see Appendix 14). They were students' attendance, students' response in answering the teacher's questions, students' attention in teacher's explanation, students' participation in playing the game, and students' interest. The score of each aspect was classified into five categories: they were 5=very good, 4= good, 3= fair, 2= poor and 1= very poor.

3.3.2.2 Questionnaire

Questionnaire is a series of written questions which is used to gain information from the respondents toward information they know about (Arikunto, 2010:p.194). According to Burns (2009:p.82), there are two kinds of questionnaires. They are close-ended and open-ended. In the close-ended questionnaire, the items have limited choice of answers. This kind of questionnaire consists of yes/no or true/false, rating scales, numerical scales, multiple choice, and ranking scales.

This study used a close-ended questionnaire, which was yes/no questionnaire (see Appendix 15). It was given after the Cycle 2 Post-Test. The purpose of the questionnaire was to know the students' opinion after they were given two treatments.

3.5 Methods of Collecting Data

There were a series of steps that researcher did in collecting both primary and secondary data. All of the steps are explained below.

3.5.1 Methods of Quantitative Data Collection

There were six tests in this study and they would be tested based on the Action Research stages. First, the Initial Pre-Test and the Final Post-Test would be tested at the beginning and the end of the cyclical activities in this study. Second, the Cycle 1 Pre-Test and Cycle 1 Post –Test would be given at the beginning and the end of the first cycle. Then, the Cycle 2 Pre-Test and Cycle 2 Post-Test would be given at the beginning and the end of the second cycle. The methods in analyzing the tests were explained in the next subchapter.

3.5.2 Methods of Qualitative Data Collection

The students' attitude during the teaching and learning process was recorded by using observation checklist. It was conducted in the Cycle 1 treatment and Cycle 2 treatment.

Then, the students were asked to answer the questionnaire that had been prepared before. It was used to collect students' response towards the teaching and learning

36.									
Total								X	Y
Mean									

3. Finding the mean X

The mean of the students' score in each test was calculated using the following formula,

$$M = \frac{\sum S}{n} \times 100 ;$$

where,

M = mean,

$\sum S$ = sum of the students' scores, and

n = number of students.

4. Comparing the results

The result of each test was compared in order to measure the students' progress. The result of the Initial Pre-test was compared to the result of Final Post-test to measure the success of the whole cycles. The result of Cycle 1 Pre-test was compared to the Cycle 1 Post-test to measure the students' progress after the first treatment was conducted and they became the consideration for the next cycle. Then, the result of Cycle 2 Pre-test was compared to Cycle 2 Post-test to measure the students' progress after the second treatment and they became the consideration whether or not another cycle was needed.

3.6.2 Methods in Analyzing the Qualitative Data

The methods to analyze the qualitative data were explained below. The data were the students' observation checklist and the questionnaire.

3.6.2.1 Students' Observation Checklist

Some procedures were done to analyze the students' observation checklist. They were explained below.

1. Ranging the students' attitude

There were five indicators to measure the students' attitude. They were the students' attendance, response, attention, participation and interest. The rate point of each indicator was 1 to 5 point. 1 = very poor, 2 = poor, 3 = fair, 4 = good, 5 = very good.

2. Scoring the students' attitude

During the teaching and learning process, the students' attitude was observed. The researcher gave score to each indicator and put them into this following table.

Table 3.3 Checklist Point of the Students

Students' Code	Indicators			
	Students' response	Students' attention	Students' participation	Students' interest
1.				
...				

36.				
Total				
Mean				

3. Finding the mean of each indicator.

The mean of each indicator was calculated by using the following formula,

$$MP = \frac{\sum P}{n};$$

in which,

MP = mean point,

$\sum P$ = total point, and

n = number of students.

3. Scoring the mean of each indicator to the following criteria:

Table 3.4 The Criterion of Observation Checklist Assessment

Mean	Criterion
4.1-5.0	Excellent
3.1-4.0	Good
2.1-3.0	Average
1.0-2.0	Poor

4. Making inference of the mean of each indicator based on Table 3.3

After finding the mean of each indicator, the results were decided based on the table to measure the students' behavior during the teaching and learning process. The result of

Cycle 1 observation checklist would become the consideration for the next teaching and learning process in the next cycle.

3.6.2.2 The Students' Questionnaire Answers

The students' impression on the questionnaire was analyzed based on the following methods.

1. Scoring the students' questionnaire answers

There were two indicators in this questionnaire. The 'yes' and 'no' answers. The students' answer of 'yes' was given 1 point. Besides, the students' answer of 'no' was given 0 point.

2. Putting the scores into a table

After scoring the students' answers, the researcher put the scores into this following table.

Table 3.5 The Students' Questionnaire Score

Students' Code	Questions				
	1	2	3	4	5
S-1					
S-2					
...					
S-35					
S-36					
Σ Positive Answer and Percentage					
Σ Negative Answer					

and percentage					
---------------------------	--	--	--	--	--

3. Finding the percentage of the ‘Yes’ and ‘No’ answer

The ‘Yes’ and ‘No’ answer was calculated based on the following formula.

$$P = \frac{\Sigma}{n} \times 100\%;$$

where,

P = percentage,

Σ = sum of the students who answered ‘yes’ or ‘no’, and

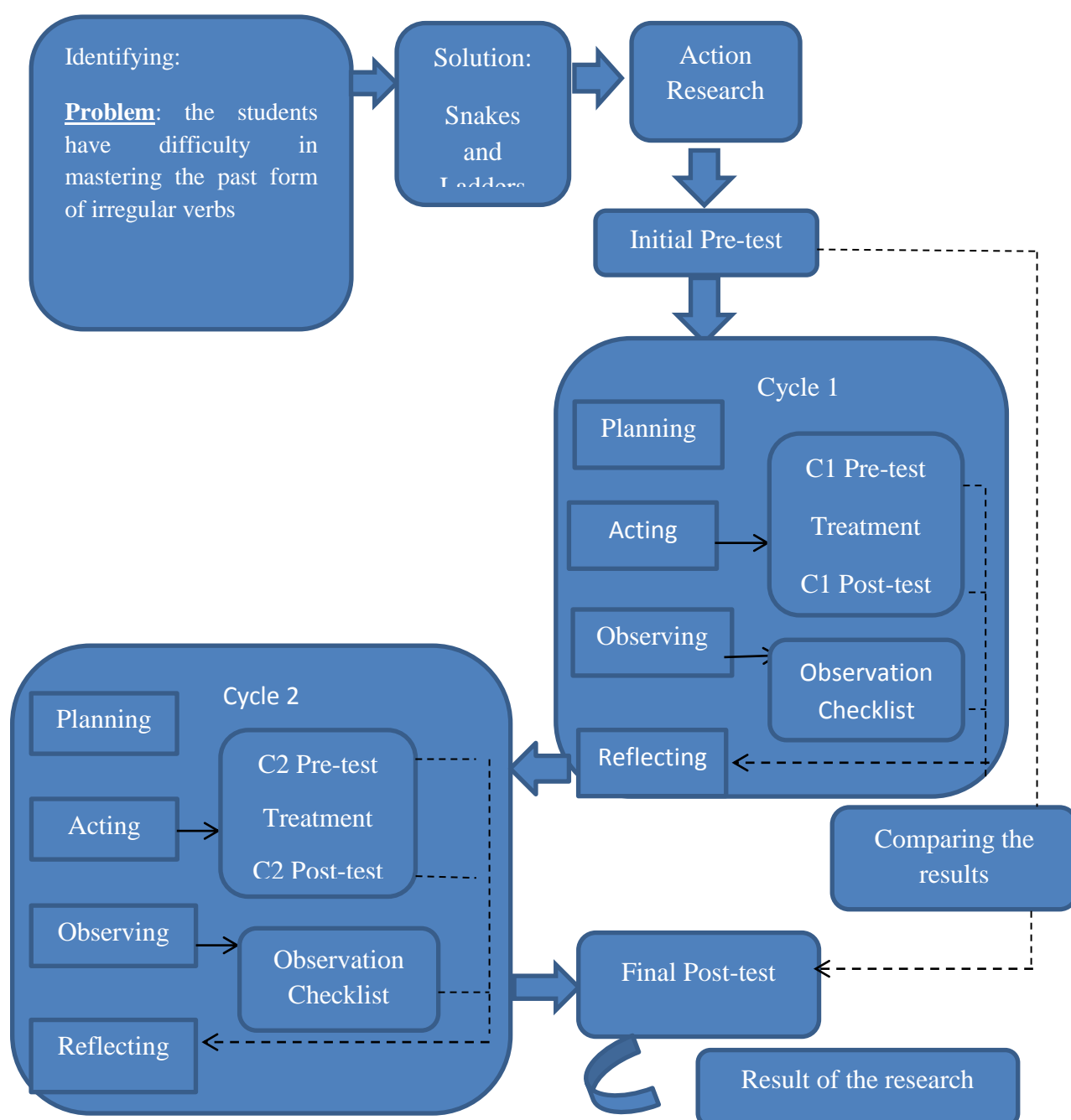
n = number of the students.

4. Explaining the result of the calculation

3.7 Research Design

This study was an action research dealing with the use of ‘Snakes and Ladders game’ to improve students’ mastery of the past form of irregular verbs. Because this is an action research, the research design was illustrated in the following figure.

Figure 3.1 Research Diagram



The research design of this study started from the problem identification (Initial Pre-test) and its factor, Cycle 1 Cycle 2 and Final Post-test. Each activity is explained below.

3.7.1 Problem Identification

The research started by giving the students an Initial Pre-test. The material is in Appendix 6. The test was to identify whether or not the students had problem in mastering the past form of irregular verbs. In this study, ‘Snakes and Ladders’ game was used to solve the problem. Because of this condition, cyclical activities were conducted. All the steps are presented below.

3.7.2 Cycle 1

Cycle 1 was the first cycle in which the first treatment conducted. The purpose of this cycle was to measure to what extent the students could overcome their problem in mastering the past form of irregular verbs using ‘Snakes and Ladders’ game. In this cycle, the researcher did four steps. They were planning, observing, acting and reflecting. Those four steps are explained below.

3.7.2.1 Planning

In this step, the researcher conducted some preparation. They were:

1. Teaching materials. The researcher prepared the materials that would be used in cycle 1. They were the introduction to the past form of irregular verbs and its application in some sentences.

2. A lesson plan for each meeting during the treatments. The researcher arranged the lesson plan for each meeting including the assessment guide lines to assess the students' progress after they were given the Cycle 1 Posttest and Cycle 1 Observation Checklist.
3. The media that were needed during the treatments. They were the 'Snakes and Ladders' board, a big dice, and a camera.

3.7.2.2 Acting

There were some activities that the researcher did in this step. They were Cycle 1 Pre-test, Treatment and Cycle 1 Post-test. They were explained below.

(1) Conducting Cycle 1 Pre-test

Cycle 1 Pre-test was conducted before the first treatment was conducted. The purpose was to measure the students' initial ability in mastering the past form of irregular verbs. The materials in this test are in Appendix 6.

(2) Giving Treatment

In this first treatment, there were several activities that the researcher did. They were:

1. to explain the objective of the treatment to the students,
 2. to introduce the usage of past form of irregular verbs to the students,
 3. to ask the students to join 'Snakes and Ladders' game,
 4. to drill the usage of past form of irregular verbs to the students through the game,
- and

5. to conclude the usage of past form of irregular verbs.

(3) Conducting Cycle 1 Post-test

Cycle 1 Post-test was given to the students after the first treatment was conducted. The materials that were used in this test were the same as the Cycle 1 Pre-test materials. The result of this test was compared to the result of the Cycle 1 Pre-test to measure the students' progress after the first treatment.

3.7.2.3 Observing

During the teaching and learning process, the students were observed. It was aimed to measure their attitude. The observation checklist is in Appendix 14.

3.7.2.4 Reflecting

In this step, the researcher analyzed the results of the pretest, posttest, and the observation checklist. The purposes were to measure the students' progress and to know how far the students had achieved the goal. Besides, the reflection activities were used to analyze whether or not there were any problems and weaknesses in the first treatment. The result of the analysis was used as a consideration to go on the next cycle.

3.7.2 Cycle 2

The activities in Cycle 2 were the same as those activities in the Cycle 1. However, the materials used in the Cycle 2 were the second part of thirty verbs. Another difference was that the explanation about the past form of irregular verbs was omitted. Most of the

activities in Cycle 2 were playing ‘Snakes and Ladders’ game. After the game was played, the researcher gave some additional drilling to some students who got low scores in Cycle 1. The researcher also showed the spelling of the verbs to the students. She wrote it on the whiteboard. Moreover, she inserted the classical problem solving. At the end of Cycle 2 Post-test, the students were given a questionnaire.

The results of the questionnaire and the reflection of the Cycle 2 were used to decide whether or not another cycle was needed.

3.7.3 Final post-test

The final post-test was given after all the cycles were conducted. The materials of this test were all of the thirty verbs which had been given in the Cycle 1 and Cycle 2. However, they were arranged in a different order. The result of the Initial Pre-test and the Final Post-test were compared in order to measure the students’ improvement in mastering the past form of irregular verbs. If the improvement of the students’ scores reaches twenty points, it can be concluded that there was a significant improvement of the students’ mastery of past form of irregular verbs.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION OF FINDINGS

This chapter contains the data analysis and the description of each phase of the cyclical activities in this study. All of the data were analyzed by using the procedures that have been presented in chapter III. The data analysis and discussion were to answer the research questions of this study.

4.1 Analysis of the Initial Pre-test

Before conducting the research, the researcher gave the students an Initial Pre-test. After being collected and being scored, the result of the Initial Pre-test was presented in a scoring table. The summary of the Initial Pre-test's result of the students was presented in the table below (the complete table is available in Appendix 18).

Table 4.1 Students' Score of Initial Pre-test

Students' Code	Score per Item					Initial Pre-test	
	1	2	...	29	30	Achieved Point	Targeted Point
	1	1	...	1	1		
S1	0	1	...	1	1	30	30
S2	0	0	...	1	1	29	30
...
S35	0	1	...	1	1	28	30
S36	0	0	...	1	1	18	30
Total						736	1080
Mean							68.14

If the students could complete all the sentences with the correct verbs, they could get the maximum point of 1080. However, they only could complete 736 verbs

correctly. Therefore, the mean score is 68.14. This mean score is calculated by using this following formula:

$$M = \frac{\sum S}{n} \times 100;$$

in which,

M = mean,

$\sum S$ = sum of achieved point, and

n = sum of targeted point.

The formula above is used also to analyze all of the tests. Therefore, the calculation of the data will be as follows:

$$M = \frac{736}{1080} \times 100$$

$$M = 68.14$$

The mean score of the Initial Pre-test (68.14) showed that the students' mastery of past form of irregular verbs was below the standard of English minimum score (75) which is set by the school. The result shows the students have problems in mastering the past form of irregular verbs. Therefore, they need a special treatment to improve their score. Before giving the treatments, the researcher gave a pre-test to them. This fact is the background why the researcher conducted this study. She used action research design in this study. Therefore, to start the activities, she conducted the Cycle 1. Below is the explanation.

4.2 Analysis of Cycle 1

In this first Cycle, the researcher conducted four activities. They are planning, acting, observing and reflecting. All of them are presented below.

4.2.1 Planning

The planning of the study had been done before the researcher conducted the research. She chose SMP N 37 Semarang and the students in class IX D as the subjects. Firstly, she had an interview with the English teacher about the conditions of the class and the problems that the students experienced related the past form of irregular verbs. Then, the researcher asked for permission to the headmaster to conduct the research. after that, the researcher made a research outline and together with the English teacher arranged the schedule. The researcher adjusted the teaching materials with the school's curriculum. They are about recount texts.

Besides the materials, the researcher also prepared some others things such as lesson plan, observation checklist, pre-test and post-test. Those can be seen in the appendices. To measure the students' initial ability towards the first materials, the researcher used Cycle 1 Pre-test. However, the test was not conducted. The researcher only took the half of the students' Initial Pre-test results but she recalculated them.

4.2.1.1 Analysis of Cycle 1 Pre-test

Cycle 1 Pre-test was not tested to the students. The data of the Cycle 1 Pre-test was taken from the Initial Pre-test. The researcher used the half of the total materials.

However, she recalculated the items of the test. Then, the scores of the students in this test was shown in the following table (the complete table is available in Appendix 19).

Table 4.2 Students' Scores of Cycle 1 Pre-test

Students' Code	Score per Item					Cycle 1 Pre-test			Classical Mean
	1	2	...	14	15	Achieved Point	Targeted Point	Score	
	1	1	...	1	1				
S1	0	1	...	1	1	14	15	93.33	63.88
S2	0	0	...	1	1	2	15	13.33	
S-3	1	0	...	0	0	1	15	6.67	
...	
S35	0	1	...	1	1	13	15	86.67	
S36	0	0	...	1	0	10	15	66.67	
Total						345	540	2299.68	

The Cycle 1 Pre-test result showed that the students' mastery of past form of the first fifteen verbs that appeared frequently was poor. It was proven by their mean score which was 63.88. This score was below the standard that set by the school that is 75. Because of that, the first treatment was needed to be given to the students.

Based on the lesson plan that had been prepared before, the researcher gave the students the first treatment to help them improve their scores. In Cycle 1 the materials given to the students were the first fifteen verbs (Appendix 6).

4.2.2 Acting

In this stage, the researcher implementing the plan that she had prepared before. The lesson plan for this can be seen in Appendix 16.

In the first meeting, all of the students attended the class. The theme of the material was recount text about vacation. After the researcher checked the students' attendance, she had a discussion with the students related to the materials. After she discussed the recount text, she and the students had a discussion about simple past tense. In this meeting, she used group work however, without classical problem solving.

After the researcher explained about simple past tense, she gave the students some examples of sentences. Then, she explained to the students about the verbs that are used in the simple past tense. She explained about regular and irregular verbs. After that, she gave the students some other irregular verbs and their past form.

After she finished explaining the materials, she started to give the students a game. The game was 'Snakes and Ladders'. Before the students start the game, the researcher divided the class into four big groups. Then, the students played the game. In the game, each group had to change the base form of the verbs in the sentences to the past form. Here, if the students could answer correctly, the researcher only told the correct answer to the group not to all of the groups. Moreover, she did not write the spelling of the verbs. She only used verbal communication without wrote the verbs in the whiteboard.

4.2.3 Observing

During the first treatment, the researcher observed the students' attitude by using an observation checklist. She observed the students' response, participation, attention and

interest toward the activities that the researcher gave to them. The result of the observation checklist is presented below.

Table 4.3 The Result of Cycle1 Observation Checklist

Students' Code	Indicators			
	Students' Response	Students' Attention	Students' Participation	Students' Interest
S-1	3	3	3	3
S-2	3	2	3	4
...
S-35	3	3	3	3
S-36	2	3	4	4
Total	106	100	106	111
Mean	2.94	2.77	2.94	3.08
Criterion	Average	Average	Average	Average

The complete Cycle 1 Observation Checklist result is available in Appendix 25. When the researcher tried to introduce what they wanted to do, the students showed their interest and enthusiastic. The mean score of the students' response was 2.94. It was classified into *average* since in cycle 1 treatment, when the researcher tried to build communication with the students, they could not give their response maximally. They were still trying to adapt themselves with the activities. Sometimes the researcher had difficulty in gaining their response.

Then, the mean score of the students' attention was 2.77. It was classified into *average*. At the first time the researcher explained the material and the activities that would be done in the first treatment; she had difficulty in gaining the students' attention. That was because the background of the students who were very noisy students. They

often had their own conversation with some friends or sometimes they lose their attention and concentration.

For participation, the mean score of the students' participation was 2.85. It was categorized into *average*. It was because there were some students who could follow the activities maximally. Some students still had problem in memorizing the verbs so that they could not follow the game maximally.

Although the students had an average level of response, participation and attention, they had a good interest with the game. It was proved by the mean score of the students' interest was 3.08. It was categorized as good since during the game, the students showed their enthusiastic. They felt new atmosphere in learning English especially in mastering the past form of irregular verbs.

4.2.4 Reflecting

After the students were given the first treatment, the researcher gave them a Post-test. Below is the summary of Cycle 1 Post-test's results which is presented in table 4.3 (the complete scoring table is available in Appendix 20).

Table 4.4 Students' Scores of Cycle 1 Post-test

Students' Code	Score per Item					Cycle 1 Post-test			
	1	2	...	14	15	Achieved Point	Targeted Point	Score	Classical mean
	1	1	...	1	1				
S-1	1	1	...	0	1	14	15	93.33	79.26
S-2	0	1	...	1	1	11	15	73.33	
S-3	0	0	...	0	0	0	0	0	
...						

S-8	1	0	...	1	1	6	15	40
...	...							
S-20	1	0		1	0	8	15	53.33
...								
S-22	0	0		0	1	6	15	40
...								
S-25	1	1		1	1	5	15	33.33
S-26	0	0		1	0	6	15	40
...								
S-29	0	0		1	1	11	15	73.33
S-30	1	1		1	1	6	15	40
...								
S-32	1	1		1	1	11	15	73.33
S-35	1	1		1	1	15	15	100
S-36	1	0		1	1	12	15	80
Total						428	540	2853.29
Mean								79.26

After the first treatment was conducted, the researcher gave the Cycle 1 Post-test to the students. After being calculated, it was found that the mean score of the test was 79.26. This mean score was higher than that of Cycle 1 Pre-test (63.88). It showed that there is a significant improvement between the students' scores of Cycle 1 Pre-test and Cycle 1 Post-test. However, individually, there were 10 students who had not passed the minimum score of English (75). They were S-2, S-3, S-7, S-20, S-22, S-25, S-26, S-29, S-30, and S-32. Because of that, the researcher gave them an additional treatment.

After the additional treatment was conducted, the researcher gave them a remedial test. It tested the materials that were used in Cycle 1 treatment. The comparison of the students' failed score of Cycle 1 Post-test and the remedial test was presented in the following table.

Table 4.5 The Comparison between the Failed Students' Scores in Cycle 1 Post-test and that of Remedial Test

Students' Code	Achieved Point		Targeted Point	Score	
	C1 Post-test	Remidial Test		C1 Post-test	Remidial Test
S-2	11	13	15	73.33	86.67
S-3	0	12	15	0	80
S-7	6	13	15	40	86.67
S-20	8	12	15	53.33	80
S-22	6	13	15	40	86.67
S-25	5	12	15	33.33	80
S-26	6	12	15	40	80
S-29	11	15	15	73.33	100
S-30	6	14	15	40	93.33
S-32	11	12	15	73.33	80
Total				466.65	853.44
Mean				46.66	85.33

The table above showed that there was an increase of the students' score from 46.66 to 85.33. The result of the remedial test became a consideration of the researcher to move to the next cycle since when we see the individual score; all of them had achieved the goal of the first treatment. The complete scoring table of the remedial test is available in Appendix 21.

4.3 Analysis of Cycle 2

The activities in Cycle 2 were the same as the Cycle 1's activities. Those activities are described one by one below.

4.3.1 Planning

The teaching and learning process in Cycle 1 ran well. Although there were some students who could not reach the minimum score of English, they could fix it by doing better in the remedial test better. Because of that, the researcher decided to plan and rearrange the technique that had been used in Cycle 1. For example, the researcher added a classical problem solving, give the students the spelling of the verbs and she also revise the lesson plan. She also prepared a post-test which was given at the end of the cyclical activities. The materials in this cycle were the second fifteen verbs. The verbs that were categorized into difficult. In this stage, the researcher also analyzed the students' pretest result. The Cycle 2 Pre-test was not tested to the students. The researcher used the second half materials in the Initial Pre-test. However, she recalculated the scores. The summary of the students' Cycle 2 Pre-test scores are shown in the following table (see the complete scoring table in Appendix 22).

Table 4.6 Result of Cycle 2 Pre-test

Students' Code	Score per Item					Cycle 2 Pre-test		
	1	2	...	14	15	Achieved Point	Targeted Point	Score
S1	1	1	...	1	1	15	15	100
S2	1	0	...	1	1	6	15	40
...
S35	1	1	...	1	1	15	15	100
S36	1	1	...	1	1	7	15	46
Total						351	540	2331
Mean								64.75

The cycle 2 Pre-test result showed that the students' mastery of past form of the second fifteen verbs was also below the standard. The mean score of the students' Cycle 2 Pre-test was only 65.36. In this Cycle 2 Pre-test, they were not familiar with some of the verbs that were used. Some of the verbs in Cycle 2 were infrequently used in daily activities of the students. For examples, the verbs *begin*, *become*, and *beat*. The use of 'Snakes and Ladders' game in this cycle was emphasized in solving the students' problem of those unfamiliar verbs. In giving the second treatment, the researcher gave more attention to those whose scores were below the standard of English (75) in the previous cycle.

4.3.2 Acting

The second cycle was also done in one meeting. The lesson plan of this cycle is in Appendix 16. The materials that were used in this cycle were different to those in Cycle 1. The second fifteen verbs were used here in this cycle.

In this cycle, all of the students attended the class. As usual, before the researcher started the activities, she greeted them and asked the students' condition. In this cycle, the researcher focused in the material about simple past tense. She gave more examples. She also gave the students some irregular verbs with their past form. She also recalled the students' memory by asking the previous materials. After explained about simple past tense, she emphasized the explanation in verbs used there.

The next activities were playing game and doing exercises. The rules and the groups were the same like the previous activity. After the leader of the group opened the dice, he/she and his/her group members had to change the base form into the past form. The differences were in this cycle, when the students answered incorrectly, the researcher gave and explained the correct answer to all of the students in the class. She also emphasized the correct answers and also explained it to all of the students in the class. Moreover, she wrote the spelling of the verbs in the white board so that all of the students could see the spelling of the verbs. That was because from the results of the first post test, the researcher found that the students always misspelled the some verbs. It indicated that they still confused with the spelling of the verbs.

4.3.3 Observing

The students' attitude during the second treatment was observed and recorded through the Cycle 2 Observation Checklist. The complete list of the observation checklist's result is available in Appendix 26. The summary of Cycle 2 Observation Checklist is presented below.

Table 4.7 The Result of Cycle2 Observation Checklist

Students' Code	Indicators			
	Students' Response	Students' Attention	Students' Participation	Students' Interest
S-1	3	3	3	5
S-2	4	4	4	5
...
S-35	4	4	4	5
S-36	4	4	4	5
Total	142	142	141	176

Mean	3.97	3.97	3.91	4.88
Criterion	Responsive	Attentive	Participative	Very interested

Below are the explanations of the analysis of Cycle 2 Observation Checklist result after being analyzed by using the criterion in Chapter III (page 37), they are seen from the mean score of each indicator. First, the students' response; the mean score of the students' response was 3.97. It was classified into *responsive* since in cycle 2 treatment, the students could give their response maximally. They could follow the discussion and gave their opinion. For example by gave the example of a sentence by using simple past tense or by helping their friends to find the past form of an irregular verb when their friends had difficulties.

Secondly, their attention; the mean score of the students' attention was 3.97. It was classified as *attentive*. In this Cycle 2, the researcher could gain the students' attention fully. The class was more conducive and they could pay attention to the researcher's explanation. Thirdly, their participation; the mean score of the students' participation was 3.91. It was categorized into *participative*. During the game, almost all of the students could participate maximally. That was because the students had understood about the rules of the game. They were also helped by the researcher explanation classically and by the spelling that the researcher gave.

Fourthly, the students' interest; the mean score of the students' interest was 4.88. It was categorized into *very interested*. During the game in the second treatment, the

students' interest was higher than before. That was because the students had enjoyed the activities that the researcher introduced. That was also because by the help of the game, the students could memorize the past form of irregular verbs. After comparing the mean score of each indicator in Cycle 1 and Cycle 2, there was a significant improvement of the students' attitude during the treatments.

4.3.4 Reflecting

After conducting the Cycle 2, a post-test was given. The students' worksheets of the test were collected. The summary of the students' Cycle 2 Post-test's results is shown in this following table (see the complete table in Appendix 23).

Table 4.8 Result of Cycle 2 Post-test

Students ' Code	Score per Item					Cycle 2 Post-test		
	1	2	...	14	15	Achieved Point	Targeted Point	Score
	1	1	...	1	1			
S-1	1	1	...	1	1	14	15	93.33
S-2	0	1	...	1	1	12	15	80
...
S-35	1	1	...	1	1	15	15	100
S-36	1	1	...	1	1	15	15	100
Total						488	540	3253
Mean								90.37

In Cycle 2 Post-test, the students' mean score was 90.37. This mean score was better than that of the Cycle 2 Pre-test (65.36). It showed that the new technique than was implemented in the second cycle was effective to improve the students' scores. It helped the students to memorize the verbs easily. It also showed that there is a

significant improvement between the students' mean score of Cycle 2 Pre-test and Cycle 2 Post-test. In this cycle, when we see the individual score, all of the students could pass the minimum score of English (75). Therefore, the researcher decided not to conduct the next cycle and she gave them a Final Post-test. The analysis of the Final Post-test was presented below.

4.4 Analysis of Final Post-test

Final post-test was given to the students after all of the cyclical activities were conducted and all of the students could reach the objectives of the treatment in every cycle. The summary of the students' Final Post-test's scores were shown in this following table (the complete scoring table is available in Appendix 24).

Table 4.9 Students' Score of Final Post-Test

Students' Code	Score per Item					Final Post-test		
	1	2	...	29	30	Achieved Point	Targeted Point	Score
	1	1	...	1	1			
S-1	0	1	...	1	1	29	30	96.67
S-2	0	1	...	1	1	24	30	80
...
S-35	0	1	...	1	1	28	30	93.33
S-36	0	0	...	1	1	28	30	93.33
Total						959	1080	3196.66
Mean								88.80

In this Final Post-test, the students' mean score was 88.80. It indicated that all of the students could pass the English minimum score (75). Individually, all of the students also could pass the minimum score. This mean score increased when it was compared to

the Initial Pre-test which was only 68.14. The result of this post-test was higher 30.31% than that of the Initial Pre-test. From the improvement of the score of Initial Pre-test and Final Post-test, it can be concluded that there is a significant improvement of the students' mastery of past form of irregular verbs after the two treatments were given.

The diagram that shows us the results of the students' tests during the action research can be seen as follows.

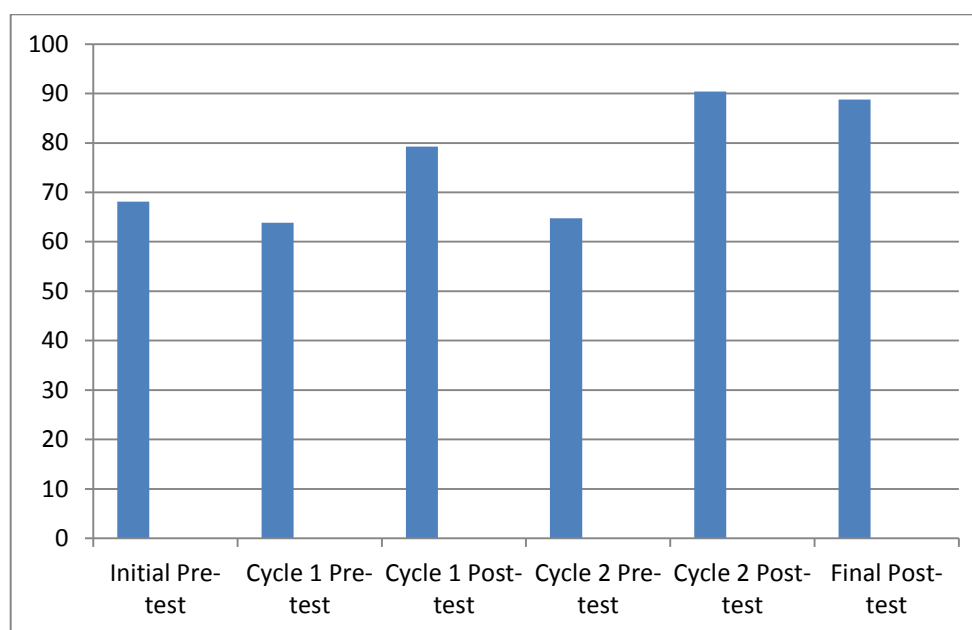


Figure 4.1 The Results of the Students' Tests During the Action Research

The mean score of the students' pre-test in Cycle 1 was 63.88. However, the students' achievement in the post-test was higher. The average score was 79.26. It was increase 24.07%.

In the Cycle 2, the students' average score of the pre-test was only 64.75. However, in the post-test, they made a big progress by reached the average of 90.37. It increased 39.56% than that of the Cycle 2 Pre-test. In this cycle, all of the individual could pass the minimum score of English that is set by the school. Then, the result of the Final Post-test was also increase from 68.14 (Initial Pre-test) to 88.80. it was higher 30.31%.

The students' attitude in Cycle 2 was also better than that of the Cycle 1. It showed by the increase of each indicator in the observation Checklist. They could memorize the past form of irregular verbs easier through the 'Snakes and Ladders' game. They could enjoy the activities during the cyclical activities. The different technique that the researcher used in the treatment can be seen in the table that would be explained in the next subchapter.

4.5 Research Findings and Discussion

In doing this action research, the researcher conducted two cycles. The differences between those two cycles could be seen below.

Table 4.10 The Comparison between Cycle 1 and Cycle 2

	Cycle 1	Cycle 2
Media	Snakes and Ladders Game	Snakes and Ladders Game
Strategy	Group work without classical problem solving and without spelling	Group work with classical problem solving and spelling
Focus	The first fifteen verbs (easy verbs)	The second fifteen verbs (Difficult)

Result	Not satisfying enough. Although classically the mean score (79.26) could reach the minimum standard (75) but individually, there were 10 students could not pass it.	Very satisfying (90.37) because classically, the students could pass the minimum score. Moreover, Individually, all of the students could also reach the minimum score.
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In Cycle 1, the researcher used ‘Snakes and Ladders’ game. She used group work without classical problem solving. Moreover, she did not write the spelling of the verbs. The focus materials of this cycle were the first fifteen verbs. the verbs that categorized into easy verbs.

In Cycle 2, the researcher used ‘Snakes and Ladders’ game and group work also. However, in this cycle, she wrote the spelling of the verbs in the whiteboard so that all of the students could understand the verbs better. Moreover, she used classical problem solving so that all of the students could differentiate the correct and incorrect answers. The description of the activities in both cycles could be seen in this following table.

Table 4.11 The Description of the Activities in Cycle 1 and Cycle 2

	Cycle 1	Cycle 2
Planning	‘Snakes and Ladders’ game	‘Snakes and Ladders’ game
Acting	<ul style="list-style-type: none"> - Explanation about simple past tense and past form of irregular verbs. - Using group work without showing the spelling of the verbs 	<ul style="list-style-type: none"> - Explanation about simple past tense and past form of irregular verbs. - More explanation about some irregular verbs and their past form

	and classical problem solving.	completed with the examples in some sentences.
Observing	Students were still confused with the form of the verbs. They still had difficulty in memorizing them. Sometimes they lose their attention in the class. They did not show their maximum response.	Students showed their enthusiastic in joining the game. They could enjoy the activities. They gave their good response.
Reflecting	Students still had difficulty with the spelling of the verbs. Revised the lesson plan.	Students could write the correct spelling of the verbs.
Results	Classically, the class could achieve the learning objectives. However, individually, there were 10 students who could not achieve the targeted score..	All of the students could achieve the targeted score.

As explained before, before conducting the cyclical activities, the researcher gave the students an Initial Pre-test. The purpose of the test was to know the initial ability of the students in mastering the past form of irregular verbs. At the end of the Cycle 1, the researcher gave the students the Cycle 1 Post-test. The purpose of the test was to know the students ability after they were given the first treatment. After giving the test, the researcher compared the results of both tests. During the treatment, the researcher and an observer observed the students' attitude through an observation checklist. In Cycle 2, mostly, the activities were the same as those in Cycle 1. At the end of the cycle, the students were given a post-test. After all of the cyclical activities were

done, the researcher gave the students a Final Post-test. Then, she compared the result with the result of the Initial Pre-test.

According to the result of the Initial Pre-test, the students' mastery of past form of irregular verbs was very poor. It proved by their mean score which was only 68.14. Therefore, the researcher used 'Snakes and Ladders' game as the medium to improve their mastery of past form of irregular verbs. She also gave them some sentences as the examples of the use of the verbs. The students also asked to make their own sentences as an exercise. In Cycle 1, the researcher used group work without classical problem solving. She also did not show the students the spelling of the verbs.

The results of Cycle 1 Post-test showed a good achievement. It was proved by their score which was 79.26. They could pass the English minimum score. However, they still had difficulty with the spelling of the verbs. Therefore, in Cycle 2, she planned to add the technique in the activities.

In Cycle 2, the researcher modified the activities. The result was very satisfying. After being showed the spelling of the verbs, the students could understand more about the verbs. Moreover, the classical problem solving that the researcher gave made all of the students memorize easily because they could learn from their friends' incorrect answers. Based on the results of each cycle and also the results of the Initial Pre-test and Final Post-test, it could be concluded that the use of 'Snakes and Ladders' game successfully helped students in mastering the past form of irregular verbs.

4.6 Analysis of Questionnaire

After two treatments were given to the students, the questionnaire was given to them. The complete result is available in Appendix 28. The result of the questionnaire is summarized below:

Table 4.12 The Result of Questionnaire

Students' Code	Questions				
	1	2	3	4	5
S-1	Yes	No	Yes	Yes	Yes
S-2	Yes	No	Yes	Yes	Yes
...
S-35	Yes	No	Yes	Yes	Yes
S-36	Yes	Yes	Yes	Yes	Yes
Σ Positive Answer and Percentage	35	27	36	35	27
	97.22%	75%	100%	97.22%	75%
Σ Negative Answer and percentage	1	9	-	1	9
	2.78%	25%	-	2.78%	25%

A questionnaire was given to the students after all the cyclical activities were done. It was to gain information about the students' feeling toward the use of 'Snakes and Ladders' game in both Cycle 1 and Cycle 2.

Question number 1 asked the students whether or not they like the use of Snakes and Ladders game in teaching and learning. The students gave positive response toward this question. It was proved by the percentage of the positive answer of this question which was 97.22%.

Question number 2 asked whether the students have difficulties in using the game. The researcher got 75% of the positive answers from the students. It means that the game was applicable although there were 9 students who had difficulty in using the game.

Question number 3; this question asked whether or not the game help students in mastering the past form of irregular verbs. In this question, the students also gave their positive answers. It was proved by the percentage which was 100%. All of the students felt that the game helped them in mastering the verbs.

Question number 4; this question asked the students whether or not the game is needed in the teaching and learning process. In this question, the researcher got 97.22% positive answer. It means that almost all of the students needed the game to help them master the verbs. There was only 1 student who thought that the game was not needed.

Question number 5; this question asked the students whether or not the game was efficient and time consuming to be used. In this question, the researcher got 75% positive answers. There were 9 students who gave negative answers.

After all the data were analyzed and reflected, the researcher can give some conclusions and give some suggestions which will be explained in the next chapter.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

From the results of the data analysis and discussion in chapter IV, some conclusions and suggestions can be offered.

5.1 Conclusions

Before the researcher conducted this study, she observed the students of IX D. She found that they had problems in mastering the past form of irregular verbs. It was proved also by their score of the Initial Pre-test which was 68.14.

The students needed a medium to help them master the verbs. Because of that, the researcher used ‘Snakes and Ladders’ game as a medium to help them solved their problem. In this study, the use of the game was able to help the students in mastering the past form of irregular verbs. It was proved by the positive improvement of their mastery, attitude and feeling.

The improvement of the students’ mastery was proved significant. It was proved by the increase of the mean score of Post-test and Pre-test in every cycle. The classical problem solving had successfully helped students in learning and memorizing the verbs. Moreover, by showing the spelling of the verbs the students could understand the verbs better. Their achievement well improved after they were taught by this medium and classical problem solving and also by showing them the spelling of the verbs.

Besides that, the students' attitude during the treatments was also recorded by the observation checklist and it was well improved. During the treatment, all of the students' response, attention, participation and interest also increased after they were taught by using Snakes and Ladders game. In addition, based on the result of the questionnaire analysis, by the use of Snakes and Ladders game, this study recorded that the students' mastery was better. The students showed their positive responses toward the use of the game in teaching past form of irregular verbs.

5.2 Suggestions

Based on the conclusions above, some suggestions are presented as follows:

The English teacher should be able to create her own technique or medium to improve the students' motivation and interest in following the teaching and learning process. Moreover, give attention and special exercises related to the past form of irregular verbs so that the students have time to learn about it and they become familiar to the forms of the verbs.

'Snakes and Ladders' game is recommended to be used as an alternative medium to teach the past form of irregular verbs to the students. The game can help students in mastering the past form of irregular verbs through the drilling practice that is integrated in the game. It can also motivate students to learn the verbs because of the reward that is given during the game being played. Then, the game also improves the students' language skill through the activities that the students have during playing the game.

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APPENDIX 1

List of Students

No	Students' Code
1.	S-1
2.	S-2
3.	S-3
4.	S-4
5.	S-5
6.	S-6
7.	S-7
8.	S-8
9.	S-9
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
32.	S-32
33.	S-33
34.	S-34
35.	S-35
36.	S-36

APPENDIX 2

List of the Inventories' Verbs

No.	Verbs	frequency	No.	Verbs	Frequency
1.	be	400	51.	dig	6
2.	have	179	52.	loose	6
3.	do	101	53.	swing	6
4.	go	90	54.	wake	6
5.	make	61	55.	blow	5
6.	take	60	56.	fall	5
7.	tell	54	57.	cut	4
8.	see	53	58.	Feed	4
9.	find	44	59.	forbid	4
10.	give	44	60.	lend	4
11.	come	41	61.	mistake	4
12.	know	40	62.	steal	4
13.	get	38	63.	swim	4
14.	say	38	64.	choose	3
15.	hold	31	65.	read	3
16.	run	30	66.	smell	3
17.	keep	28	67.	speak	3
18.	mean	28	68.	win	3
19.	eat	22	69.	bind	2
20.	hear	21	70.	drive	2
21.	put	21	71.	Flee	2
22.	become	20	72.	lead	2
23.	feel	20	73.	lit	2
24.	write	17	74.	ring	2
25.	fly	15	75.	rend	2
26.	send	15	76.	sink	2
27.	beat	13	77.	sing	2
28.	fight	13	78.	teach	2
29.	let	13	79.	wear	2
30.	spend	13	80.	awake	1
31.	meet	12	81.	bleed	1
32.	bring	11	82.	burn	1
33.	buy	11	83.	bear	1
34.	grow	11	84.	hit	1
35.	leave	10	85.	hide	1

36.	pay	10	86.	hang	1
37.	sit	10	87.	shake	1
38.	sleep	10	88.	sell	1
39.	begin	9	89.	shoot	1
40.	drink	9	90.	throw	1
41.	build	9			
42.	forget	9			
43.	lay	9			
44.	ride	8			
45.	set	8			
46.	learn	7			
47.	rise	7			
48.	stand	7			
49.	think	7			
50.	break	6			

APPENDIX 3

Selected Materials

No.	Verbs
1.	Be
2.	Have
3.	Do
4.	Go
5.	Make
6.	Take
7.	Tell
8.	See
9.	Find
10.	Give
11.	Come
12.	Know
13.	Get
14.	Say
15.	Hold
16.	Run
17.	Keep
18.	Mean
19.	Eat
20.	Hear
21.	Put
22.	Become
23.	Feel
24.	Write
25.	Fly
26.	Send
27.	Beat
28.	Fight
29.	Let
30.	Spend

APPENDIX 4

Initial Pre-test Materials

No.	Verbs
1.	Be
2.	Have
3.	Do
4.	go
5.	make
6.	take
7.	tell
8.	see
9.	find
10.	give
11.	come
12.	know
13.	get
14.	say
15.	hold
16.	run
17.	keep
18.	mean
19.	eat
20.	hear
21.	put
22.	become
23.	feel
24.	write
25.	fly
26.	send
27.	beat
28.	fight
29.	let
30.	spend

APPENDIX 5

Initial Pre-test Items

Complete these following sentences with the correct form of verbs.

1. Look! This is my picture. I (be) seven years old at that time.
2. I (have) a terrible headache last night so that I couldn't finish my homework.
3. Lana: Did you come to the meeting last night?
Doni: Yes, I (do)
4. Shinta : Luna, I came to your house last week, but you weren't at home. Where were you?
Luna : I am sorry Shinta but I (go) shopping with my sister.
5. My mother (make) a delicious chicken soup for dinner last night.
6. Ali : Where did you take this picture?
Dodi : Oh. I (take) it in Lombok last holiday.
7. Sam (tell) me yesterday that he would go camping this weekend.
8. I (see) Marsya two days ago in the cinema. She looked happy with her boyfriend.
9. Lina (find) a wallet in front of the lecturer office last week.
10. Shanty (give) me a present on my birthday party the day before.
11. I (come) to Fajar's birthday party yesterday. Unfortunately, I was late.
12. I (know) the news about the disaster which happened in Maluku from the television yesterday.
13. David (get) a good mark last semester.
14. Samuel : What did Hanim say to you on her phone last night?
Jack : Well...she just (say) hello.
15. Our school (hold) a singing competition two weeks ago.
16. I (run) so quickly because a crazy dog chased me yesterday.

17. Reny (keep) the meat in the refrigerator yesterday but someone stole it.
18. It was a misunderstanding. Anne didn't understand what I (mean)
19. My father had a diarrhea because he (eat) very spicy food last night.
20. I (hear) a horrible voice from the second floor of this building last week.
21. James : Where is my laptop?
Bian : I (put) it on your table last night.
22. Mrs. Amalia (become) the headmaster of this school three months ago.
23. The students (feel) happy last week because they got some rewards from their teacher.
24. Sandy (write) a note for his Mom two hours ago to tell her that he was playing football with his friends.
25. Some birds (fly) beautifully over my roof yesterday evening.
26. Rima (send) me a letter last month.
27. I had a fight with my brother last night. He (beat) me.
28. Last year some people (fight) in the competition to win the prize.
29. Hana : Why did you go home early two days ago?
Ragil : Yes, my teacher (let) me leave the class early because I had a stomachache.
30. My family and I (spend) our holiday in Bali two months ago.

APPENDIX 6

Cycle 1 Pre-test Materials

No.	Verbs
1.	Be
2.	Have
3.	Do
4.	Go
5.	Make
6.	Take
7.	Tell
8.	See
9.	Find
10.	Give
11.	Come
12.	Know
13.	Get
14.	Say
15.	Hold

APPENDIX 7

Cycle 1 Post-test Materials

No.	Verbs
1.	Take
2.	Tell
3.	See
4.	Find
5.	Give
6.	come
7.	Know
8.	Get
9.	Say
10.	Hold
11.	Be
12.	Have
13.	do
14.	go
15.	make

APPENDIX 8

Cycle 1 Post-test Items

Complete these following sentences with the correct form of verbs.

1. Doni (take) an extra lesson last semester.
2. Sam (tell) me about his secret secretly two days ago.
3. Sissy (see) an accident in front of her office this morning.
4. Rinda : Tamara, is this your book?
Tamara: Yes. Where did you find it?
Rinda : I (find) it in the class the day before.
Tamara: Thank you very much.
Rinda : You're welcome.
5. Ratih (give) me a beautiful handicraft from her hometown last holiday.
6. We (come) to your house last week but you weren't at home.
7. I (know) that you were in a trouble yesterday but I couldn't give you any help.
8. I (get) a surprising party from my friends last night.
9. Sandra (say) that she would visit my house two days ago.
10. Our nation (hold) a presidential election four months ago.
11. Ratna : Samara, do you know Mr. B.J. Habibie?
Samara: Yes, of course. He (be) our president in 1998.
12. Reza (have) a problem with his motorcycle yesterday.
13. Mike : (do) you watch Running Man last night?
Fadli : No, I slept early last night.
14. Tina (go) to her grandmother's house last Sunday.
15. He (make) a big mistake in Mrs. Puji's class last week.

APPENDIX 9

Cycle 2 Pre-test Materials

No.	Verbs
1.	run
2.	keep
3.	mean
4.	eat
5.	hear
6.	put
7.	become
8.	feel
9.	write
10.	fly
11.	send
12.	beat
13.	fight
14.	let
15.	spend

APPENDIX 10

Cycle 2 Post-test Materials

No.	Verbs
1.	mean
2.	beat
3.	fight
4.	let
5.	spend
6.	hear
7.	become
8.	feel
9.	write
10.	fly
11.	run
12.	eat
13.	keep
14.	begin
15.	send

APPENDIX 11

Cycle 2 Post-test Items

Complete these following sentences with the correct form of verbs.

1. Toni said something to me this morning. However, I couldn't understand what he (mean)
2. Rio : What happened last night? Are you okay?
Dodit : Someone (beat) me while I was sleeping.
3. Some people (fight) for the prize in the competition two days ago.
4. My teacher (let) me to take a rest for two days after my surgical operation last week.
5. I (spend) my time to watch some movies last Sunday.
6. I (hear) my mother's voice in my dream last night. I miss my mother so much.
7. Mr. Joko Widodo (become) the winner of the presidential election four months ago.
8. Yesterday I (feel) bored during the teaching and learning activities because the activities were not interesting.
9. Muti (write) a poem for her mother in the mother's day last year.
10. I tried to fly a kite last weekend. I was very happy because my kite (fly) so high.
11. I (run) fast in the Marathon competition last season but still I couldn't bring home the trophy.
12. Riza : I am sorry, Mike. I (eat) your pizza last night because I was very hungry.
Mike : It's ok, Riza.
13. I (keep) my money in my wallet but I couldn't find it this morning.
14. Sandra : Can you play a guitar?
Dodi : Yes, I (begin) to learn how to play it last year.

15. Gholda : Did you send me the last meeting conclusion?

Syailendra : Yes, I did. I (send) it yesterday.

APPENDIX 12

Final Post-test Materials

No.	Verbs
1.	be
2.	have
3.	do
4.	go
5.	make
6.	take
7.	tell
8.	see
9.	find
10.	give
11.	put
12.	become
13.	feel
14.	write
15.	fly
16.	send
17.	beat
18.	fight
19.	let
20.	spend
21.	come
22.	get
23.	say
24.	hold
25.	run
26.	keep
27.	mean
28.	eat
29.	hear
30.	know

APPENDIX 13

Final Post-test Items

Complete these following sentences with the correct form of verbs.

1. Fani and her family (be) in Lombok last holiday.
2. Tom : Why didn't you come to the party?
Selly : Sorry, I (have) a terrible headache last night.
3. Marco : have you finished the assignment?
Jamie : I have. I (do) it effortlessly two days ago.
4. I (go) to Jakarta last week by train.
5. My mother (make) a delicious cake this morning.
6. Melly : I remember that I put my shoes on that box but now it is gone. Do you know where they are?
Intan : Oh I (take) them last night. I put them on the shoe shelf yesterday.
7. Sabrina : Did Nia call you last night?
Anjar : Yes, she did.
Sabrina : what did she say?
Anjar : She just (tell) me about her problem.
8. Mother : Had you seen your doctor, Kei?
Keila : I had, Mom. I (see) her two days ago.
9. Fanny : Is it your wallet?
Denny : Yes, where did you find it?
Fanny : I (find) it yesterday in the parking area behind the building.
Denny : Thank you very much.
Fanny : you're welcome. Be careful next time.
10. Look! This sweater is from my grandma. She (give) it yesterday.
11. I (put) my assignment book in my bag last night. However, I can't find it now.
12. Korean style (become) popular a couple of years ago.
13. I (feel) better after had an aspirin last night.
14. Tina (write) a letter to her parents in Jakarta last month.
15. Last evening a beautiful butterfly (fly) around me.
16. Dania (send) some postcards to her friends abroad two months ago.
17. Something (beat) my head last night. I thought that was my roommate foot.
18. There were two men (fight) each other in front of my house last night.

19. My Mom (let) me to participate in a singing competition last month.
20. Rina (spend) her money to buy a new bag two weeks ago.
21. Heri : Is he your uncle?
Rendra : Yes, he (come) two days ago.
22. Lina : Why did you look very happy last night?
Sari : I (get) a present from someone.
23. Poppy : Did Anne visit your house yesterday?
Risa : Yes. She just (say) good bye to me because next week she will move to other school.
24. Our school (hold) a ceremony in National Heroes' Day last month.
25. I (run) quickly because I saw a mysterious silhouette in the bathroom last night.
26. Mother : Where is the milk?
Ayu : I (keep) it on the refrigerator last night.
27. Sorry, I could understand what she (mean) last night.
28. I have a stomachache because I (eat) many hot sandwiches this morning.
29. Doni : Adi, I (hear) that you would move to other school. Is that right?
Adi : Yes. That's right.
30. Tina : Do you know about the latest issue?
Reina : Yes, I do. I (know) it from the television three days ago.

APPENDIX 14
Observation Checklist Sheet

Students' code	Indicators			
	Students' response	Students' attention	Students' participation	Students' interest
S-1				
S-2.				
S-3.				
S-4.				
S-5.				
S-6.				
S-7.				
S-8.				
S-9.				
S-10.				
S-11.				
S-12.				
S-13.				
S-14.				
S-15.				
S-16.				
S-17.				
S-18.				
S-19.				
S-20.				
S-21.				
S-22.				
S-23.				
S-24.				
S-25.				
S-26.				
S-27.				
S-28.				
S-29.				
S-30.				
S-31.				
...				
S-36.				
Total				
Mean				

APPENDIX 15

Questionnaire

Jawablah setiap pertanyaan berikut dengan memberi tanda cek (√) pada salah satu pilihan yang sesuai dengan pilihan jawaban anda.

	Ya	Tidak
1. Apakah anda menyukai media permainan 'Snakes and Ladders' dalam pembelajaran <i>past form of irregular verbs</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
2. Apakah anda mengalami kesulitan dalam memainkan permainan 'Snakes and Ladders' dalam pembelajaran <i>past form of irregular verbs</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
3. Apakah permainan 'Snakes and Ladders' membantu anda mempelajari <i>past form of irregular verbs</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
4. Apakah permainan 'Snakes and Ladders' diperlukan dalam pembelajaran <i>past form of irregular verbs</i> ?	<input type="checkbox"/>	<input type="checkbox"/>
5. Apakah permainan 'Snakes and Ladders' cukup efisien dan tidak menyita waktu untuk digunakan dalam kegiatan belajar mengajar dikelas?	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX 16

Lesson Plan of Cycle 1

Subject : English
School : Junior High School
Grade/ Semester : IX/ 2
Aspect/ Skill : Grammar/ Reading
Time Allocation : 2 x 40' (2 meeting = 2 x 40')

Standard Competence:

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

Basic Competence:

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative* dan *report*

Indicator:

By the end of the lesson, the students are able to master the past form of irregular verbs.

Learning Objectives:

75% of the students are able to master the past form of irregular verbs appropriately.

I. Materials of Learning

- a. a recount text

Dear Nancy,

We are having a great holiday here on the Gold Coast. Yesterday we went to the Movie World. When we got up in the morning, it looked like rain. After a while the cloud disappeared. And it became a sunny day. We then decided to go to the Movie World. The first ride I went on was Lethal Weapon. Next I saw the Police Academy show. After that I had lunch as I was really hungry. Meanwhile, Mum and Kelly queued for the Batman ride. About one o'clock we got a light shower of rain but it cleared up soon after. We then went on all the other rides. It was a top day. See you when you get back.

Love,

Samuel

- b. the first fifteen verbs of the selected materials.

No	Verbs
1.	Take
2.	Tell
3.	See
4.	Find
5.	Give
6.	Come
7.	Know
8.	Get
9.	Say
10.	Hold
11.	Be

12.	Have
13.	Do
14.	Go
15.	Make

II. Learning Techniques

- a. Explaining
- b. Modeling
- c. Drilling

III. Learning Media

- a. A recount text
- b. Snakes and Ladders board

IV. Learning Activities

Opening
<ul style="list-style-type: none"> • Greeting to the students • The teacher checks the students attendance • Asking about the students condition
The main activity
<p>❖ Exploration</p> <ul style="list-style-type: none"> ➤ The teacher decides the students into four groups. ➤ The teacher gives each group a recount text and discusses it together. ➤ The teacher explains about simple past tense. ➤ The teacher explains to the students about the past form of irregular verbs. ➤ The teacher asks the students about the past form of several irregular verbs.

➤ The teacher asks the students to repeat pronounce the verbs.
❖ Elaboration <ul style="list-style-type: none"> ➤ The teacher gives fifteen irregular verbs which appeared frequently. ➤ The teacher asks the students to play Snakes and Ladders game. ➤ In the game, the students are asked to find the past form of the verbs in group. ➤ The teacher drills the students with the past form of the irregular verbs while they are playing the game.
❖ Confirmation <ul style="list-style-type: none"> ➤ The teacher asks the students to mention the past form of the verbs individually. ➤ The other students listen to their friend' answer and correct it when there is a mistake.
<p style="text-align: center;">Closing</p> <ul style="list-style-type: none"> ➤ Teacher asks the students whether or not they have difficulty ➤ The students listen to the teacher's evaluation

V. Assessment

Indicator	Evaluation		
	Technique	Instrument	Example
1. The students are able to master the past form of irregular verbs	Written test	Writing test	Complete these following sentences with the correct form of verbs.

VI. Rubric of Assessment

1. Type : Written test
2. Instrument : Test

Rubric of Evaluation

Score	Explanation
1	Correct past form of irregular verbs
0	Incorrect past form of irregular verbs

The formula to count each score of the students will be as follows:

$$x = \frac{y}{z} \times 100;$$

in which,

X = final score,

Y = achieved score, and

Z = targeted score.

Semarang,.....

Junnilalita Aisya Virgin

APPENDIX 17

Lesson Plan of Cycle 2

Subject : English
School : Junior High School
Grade/ Semester : IX/ 2
Aspect/ Skill : Grammar/ Reading
Time Allocation : 3 x 40' (2 meeting = 2 x 40' + 1 x 40')

Standard Competence:

11. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *narrative* dan *report* untuk berinteraksi dalam konteks kehidupan sehari-hari

Basic Competence:

11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative* dan *report*

Indicator:

By the end of the lesson, the students are able to master the past form of irregular verbs.

Learning Objectives:

75% of the students are able to master the past form of irregular verbs appropriately.

VII. Materials of Learning

- a. the second fifteen verbs of the selected materials.

No.	Verbs
1.	Run
2.	keep
3.	mean
4.	eat
5.	hear
6.	put
7.	Become
8.	feel
9.	write
10.	fly
11.	send
12.	beat
13.	fight
14.	let
15.	spend

b. Learning Techniques

- a. Explaining
- b. Modeling
- c. Drilling

d. Learning Media

- a. Snakes and Ladders board

b. Learning Activities

Opening
<ul style="list-style-type: none">• Greeting to the students• The teacher checks the students attendance• Asking about the students condition
The main activity
<p>❖ Exploration</p> <ul style="list-style-type: none">➤ The teacher decides the students into four groups.➤ The teacher checking the students' understanding towards the last materials.➤ The teacher re-explains about simple past tense.➤ The teacher explains to the students about the past form of irregular verbs.➤ The teacher asks the students about the past form of several irregular verbs.➤ The teacher asks the students to repeat pronounce the verbs.
<p>❖ Elaboration</p> <ul style="list-style-type: none">➤ The teacher gives fifteen irregular verbs (the second fifteen verbs of the selected materials)➤ The teacher asks the students to play Snakes and Ladders game.➤ In the game, the students are asked to find the past form of the verbs in group.➤ The teacher drills the students with the past form of the irregular verbs while they are playing the game.➤ The teacher writes the spelling of the verbs in the white board.
<ul style="list-style-type: none">➤ Confirmation➤ The teacher asks the students to mention the past form of the verbs

<p>individually.</p> <ul style="list-style-type: none"> ➤ The other students listen to their friend' answer and correct it when there is mistake. ➤ The teacher gives the explanation of the correct answer to all of the students in the class (classical problem solving).
<p>Closing</p> <ul style="list-style-type: none"> ➤ Teacher asks the students whether or not they have difficulty ➤ The students listen to the teacher's evaluation

c. Assessment

Indicator	Evaluation		
	Technique	Instrument	Example
2. The students are able to master the past form of irregular verbs	Written test	Writing test	Complete these following sentences with the correct form of verbs.

d. Rubric of Assessment

1. Type : Written test
2. Instrument : Test

Rubric of Evaluation

Score	Explanation
1	Correct past form of irregular verbs
0	Incorrect past form of irregular verbs

The formula to count each score of the students will be as follows:

$$x = \frac{y}{z} \times 100;$$

in which,

X = final score,

Y = achieved score, and

Z = targeted score.

Semarang,.....

Junnalalita Aisya Virgin

APPENDIX 18

Result of Initial Pre-test

Students' Code	Item Number																														Achieved Point	Targeted Pont	
	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	26	27	28	29	30			
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
S-1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	30	
S-2	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	1	0	0	1	0	1	0	0	1	0	0	0	0	0	1	1	29	30
S-3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	8	30
S-4	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	30
S-5	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	30
S-6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	29	30
S-7	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	1	0	1	0	10	30	
S-8	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	12	30
S-9	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	30
S-10	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	0	1	0	1	1	1	0	0	1	0	0	1	0	1	0	12	30	
S-11	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	26	30
S-12	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	0	0	1	19	30	
S-13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	26	30	
S-14	0	0	1	1	1	1	1	0	1	1	0	1	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	0	0	1	17	30	
S-15	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	1	24	30	
S-16	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	0	1	0	1	0	1	1	21	30	
S-17	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	27	30	
S-18	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	28	30	
S-19	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	13	30
S-20	0	1	1	0	0	0	0	1	0	0	0	1	1	1	1	1	0	1	0	0	1	1	0	1	0	0	1	1	1	1	24	30	
S-21	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	3	30	
S-22	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	30	
S-23	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	26	30	
S-24	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	30	
S-25	0	1	1	1	1	0	1	1	0	0	1	0	0	0	1	0	1	0	1	0	0	0	1	0	0	0	1	1	1	0	14	30	
S-26	0	0	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	13	30	
S-27	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	30	

S-28	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	23	30	
S-29	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	25	30	
S-30	0	0	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	4	30	
S-31	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	0	1	0	0	0	1	0	1	0	20	30	
S-32	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	22	30	
S-33	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	23	30
S-34	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	0	0	0	0	1	0	1	1	19	30
S-35	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	30	
S-36	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	1	1	0	0	0	1	0	0	0	0	1	1	0	1	1	18	30
Total Score																											736	1080				
Mean																											68.14					

APPENDIX 19

Result of Cycle 1 Pre-test

Students' Code	Item Number															Cycle 1 Pre-test		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Achieved Point	Targeted Point	Score
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
S-1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	93.33
S-2	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	2	15	13.33
S-3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	15	6.67
S-4	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13	15	86.67
S-5	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	11	15	73.33
S-6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100.00
S-7	0	0	1	0	1	1	0	1	0	0	0	0	0	0	0	4	15	26.67
S-8	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13	15	86.67
S-9	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	11	15	73.33
S-10	1	1	1	1	0	1	0	1	1	0	0	0	1	1	1	10	15	66.67
S-11	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	12	15	80.00
S-12	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	11	15	73.33
S-13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100.00
S-14	0	0	1	1	1	1	1	0	1	1	0	1	1	0	0	9	15	60.00
S-15	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13	15	86.67
S-16	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	12	15	80.00
S-17	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13	15	86.67
S-18	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	93.33
S-19	0	0	1	1	1	1	1	0	0	1	0	1	1	1	0	9	15	60.00
S-20	0	1	1	0	0	0	0	1	0	0	0	1	1	1	1	7	15	46.67
S-21	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	15	6.67
S-22	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	15	13.33
S-23	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	93.33
S-24	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	12	15	80.00
S-25	0	1	1	1	1	0	1	1	0	0	1	0	0	0	1	8	15	53.33
S-26	0	0	1	0	1	1	0	1	0	0	0	1	0	0	0	5	15	33.33
S-27	0	0	1	1	1	1	1	1	1	1	0	0	1	1	1	11	15	73.33

S-28	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	10	15	66.67
S-29	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	11	15	73.33
S-30	0	0	1	0	0	1	0	1	1	0	0	0	0	0	0	4	15	26.67
S-31	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	12	15	80.00
S-32	0	0	1	1	1	1	1	1	1	1	0	0	1	1	0	10	15	66.67
S-33	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	11	15	73.33
S-34	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	12	15	80.00
S-35	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	13	15	86.67
S-36	0	0	1	1	1	1	1	0	0	1	1	1	1	1	0	10	15	66.67
Total Score																345	540	2299.68
Mean																		63.88

APPENDIX 20

Result of Cycle 1 Post-test

Students' Code	Item Number															Cycle 1 Post-test		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Achieved Point	Targeted Point	Score
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
S-1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14	15	93.33
S-2	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	11	15	73.33
S-3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	0
S-4	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	15	15	100
S-5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-7	1	1	1	1	0	1	0	1	1	1	0	1	1	1	1	6	15	40
S-8	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	93.33
S-9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-10	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	13	15	86.67
S-11	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	12	15	80
S-12	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	14	15	93.33
S-13	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	13	15	86.67
S-14	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14	15	93.33
S-15	1	0	1	1	1	0	1	1	1	1	0	1	1	1	1	12	15	80
S-16	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	93.33
S-17	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-18	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14	15	93.33
S-19	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	12	15	80
S-20	1	0	1	0	0	1	1	1	0	0	1	1	0	1	0	8	15	53.33
S-21	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	12	15	80
S-22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	15	40
S-23	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14	15	93.33
S-24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-25	1	1	1	1	0	0	1	1	1	1	1	0	1	1	1	5	15	33.33
S-26	0	0	1	0	0	0	1	1	1	1	0	1	0	1	0	6	15	40
S-27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100

S-28	1	1	1	0	0	1	1	1	1	1	1	0	1	1	1	12	15	80
S-29	0	0	1	0	1	1	0	1	0	0	0	0	0	1	1	11	15	73.33
S-30	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	6	15	40
S-31	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	93.33
S-32	1	1	1	0	0	1	1	1	1	1	0	0	1	1	1	11	15	73.33
S-33	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	14	15	93.33
S-34	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	93.33
S-35	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-36	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	12	15	80
Total Score																428	540	2853.29
Mean																	79.26	79.26

APPENDIX 21

Result of Cycle 1 Remedial Test

Students' Code	Item Number															Cycle 1 Remedial test		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Achieved Point	Targeted Point	Score
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
S-2	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	13	15	86.67
S-3	1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	12	15	80
S-7	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	13	15	86.67
S-20	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	12	15	80
S-22	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	13	15	86.67
S-25	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	12	15	80
S-26	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	12	15	80
S-29	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-30	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	93.33
S-32	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	12	15	80
Total Score																128	150	853.44
Mean																	85.33	85.33

APPENDIX 22

Results of Cycle 2 Pre-test

Students' Code	Item Number															Cycle 2 Pre-test		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Achieved Point	Targeted Point	Score
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
S-1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-2	1	0	0	1	0	1	0	0	1	0	0	0	0	1	1	6	15	40
S-3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	15	0
S-4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-6	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	14	15	93
S-7	0	0	0	0	0	1	0	0	1	1	1	1	0	1	0	6	15	40
S-8	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	11	15	73
S-9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-10	0	1	0	1	1	1	0	0	1	0	0	1	0	1	0	7	15	46
S-11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-12	1	0	1	0	0	1	1	1	1	0	1	0	0	0	1	8	15	53
S-13	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	11	15	73
S-14	1	0	1	0	0	1	1	1	1	0	1	0	0	0	1	8	15	53
S-15	1	1	1	0	1	1	1	0	1	0	0	1	1	1	1	11	15	73
S-16	0	1	1	0	0	1	1	0	0	1	0	1	0	1	1	8	15	53
S-17	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	11	15	73
S-18	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	14	15	93
S-19	1	1	0	0	0	1	0	0	0	0	0	0	0	1	0	4	15	26
S-20	1	0	1	0	0	1	1	0	1	0	0	1	1	1	1	9	15	60
S-21	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2	15	13
S-22	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	15	6
S-23	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	12	15	80
S-24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-25	0	1	0	1	0	0	0	1	0	0	0	1	1	1	0	6	15	40
S-26	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	8	15	53
S-27	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-28	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	13	15	86

S-29	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	14	15	93
S-30	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	15	6
S-31	1	1	1	0	1	1	0	1	0	0	0	1	0	1	0	8	15	53
S-32	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	12	15	80
S-33	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	12	15	80
S-34	0	1	1	0	0	1	1	0	0	0	0	1	0	1	1	7	15	46
S-35	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-36	1	1	0	0	0	1	0	0	0	0	1	1	0	1	1	7	15	46
Total																351	540	2331
Mean																	64.75	64.75

Appendix 23

Results of Cycle 2 Post-test

Students' Code	Item Number															Cycle 2 Post-test		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Achieved Point	Targeted Point	Score
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
S-1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	14	15	93.33
S-2	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	12	15	80
S-3	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	12	15	80
S-4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-6	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-7	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	12	15	80
S-8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-10	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	13	15	86.67
S-11	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	12	15	80
S-12	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	14	15	93.33
S-13	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	14	15	93.33
S-14	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	12	15	80
S-15	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	14	15	93.33
S-16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-17	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	14	15	93.33
S-18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-19	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	13	15	86.67
S-20	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	12	15	80
S-21	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	13	15	86.67
S-22	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	12	15	80
S-23	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	14	15	93.33
S-24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-25	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	13	15	86.67
S-26	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	13	15	86.67
S-27	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	12	15	80

S-28	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	14	15	93.33
S-29	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	12	15	80
S-30	1	1	1	1	1	0	0	1	1	0	1	1	1	1	1	12	15	80
S-31	1	1	1	0	1	1	1	1	1	1	1	1	0	0	1	12	15	80
S-32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-33	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	13	15	86.67
S-34	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-35	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
S-36	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	15	100
Total Score																488	540	3253
Mean																	90.37	90.37

APPENDIX 24

Result of Final Post-test

Students' Code	Item Number																														Achieved Point	Targeted Point
	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	26	27	28	29	30		
	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	30
S-1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	30
S-2	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	1	0	24	30
S-3	0	1	1	0	1	1	1	1	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	25	30
S-4	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	30
S-5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	30
S-6	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	30
S-7	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	26	30
S-8	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	28	30
S-9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	30
S-10	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	27	30
S-11	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	26	30
S-12	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	25	30
S-13	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	24	30
S-14	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	25	30
S-15	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	28	30
S-16	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	30
S-17	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	28	30
S-18	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	30
S-19	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	28	30
S-20	1	1	1	1	1	0	1	1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	30
S-21	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	25	30
S-22	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	24	30
S-23	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	1	1	0	1	24	30
S-24	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	30
S-25	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	25	30
S-26	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	24	30
S-27	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	30
S-28	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	27	30

S-29	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	24	30
S-30	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	25	30	
S-31	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	29	30	
S-32	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	27	30	
S-33	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	24	30
S-34	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	27	30
S-35	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	30
S-36	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	28	30
Total Score																												959	1080			
Mean																													88.80			

APPENDIX 25
Result of Cycle 1 Observation Checklist

Student' Code	Indicators			
	Students' response	Students' attention	Students' participation	Students' interest
S-1	3	3	3	3
S-2	3	2	3	4
S-3	3	3	2	3
S-4	3	3	4	4
S-5	2	2	3	3
S-6	3	3	3	3
S-7	3	2	2	2
S-8	4	3	3	3
S-9	3	3	2	2
S-10	3	3	3	3
S-11	3	3	3	3
S-12	2	2	3	3
S-13	4	3	4	3
S-14	2	2	3	3
S-15	3	3	3	3
S-16	4	3	3	4
S-17	3	3	3	3
S-18	3	3	3	3
S-19	3	3	3	3
S-20	3	3	4	4
S-21	3	2	3	3
S-22	3	3	2	3
S-23	3	2	4	3
S-24	3	3	3	4
S-25	3	3	2	3
S-26	2	2	2	3
S-27	3	3	3	2
S-28	2	2	4	3
S-29	3	4	2	3
S-30	3	3	3	3
S-31	4	3	3	3
S-32	4	3	2	3
S-33	3	3	3	4
S-34	2	3	3	2
S-35	3	3	3	3

S-36	2	3	4	4
Total	106	100	106	111
Mean	2.94	2.77	2.94	3.08
Criterion	Average	Average	Average	Average

APPENDIX 26

Result of Cycle 2 Observation Checklist

Student' Code	Indicators			
	Students' response	Students' attention	Students' participation	Students' interest
S-1	3	3	3	5
S-2	4	4	4	5
S-3	4	4	4	5
S-4	3	3	3	5
S-5	4	4	4	5
S-6	4	4	4	5
S-7	4	4	4	5
S-8	5	5	5	5
S-9	4	4	4	5
S-10	5	5	5	5
S-11	3	3	3	5
S-12	4	4	4	5
S-13	5	5	5	5
S-14	4	4	4	5
S-15	4	4	4	5
S-16	5	5	5	5
S-17	4	4	4	5
S-18	3	3	3	5
S-19	4	4	4	5
S-20	4	4	4	5
S-21	4	4	3	4
S-22	4	4	3	4
S-23	5	5	5	5
S-24	4	4	4	5
S-25	3	3	3	4
S-26	4	4	4	5
S-27	4	4	4	5
S-28	4	4	4	5
S-29	4	4	4	5
S-30	3	3	3	4
S-31	3	3	3	4
S-32	4	4	4	5
S-33	4	4	4	5
S-34	4	4	4	5
S-35	4	4	4	5

S-36	4	4	4	5
Total	142	142	141	176
Mean	3.97	3.97	3.91	4.88
Criterion	Responsive	Attentive	Participative	Very Interested

APPENDIX 27

The Samples of the Questionnaire

Questionnaire

Name : *Agma Nur Aisyah*
No. : *01*

Jawablah setiap pertanyaan berikut dengan memberi tanda cek (✓) pada salah satu pilihan yang sesuai dengan pilihan jawaban anda.

	Ya	Tidak
1. Apakah anda menyukai media permainan 'Snakes and Ladders' dalam pembelajaran <i>past form of irregular verbs</i> ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Apakah anda mengalami kesulitan dalam memainkan permainan 'Snakes and Ladders' dalam pembelajaran <i>past form of irregular verbs</i> ?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Apakah permainan 'Snakes and Ladders' membantu anda mempelajari <i>past form of irregular verbs</i> ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Apakah permainan 'Snakes and Ladders' diperlukan dalam pembelajaran <i>past form of irregular verbs</i> ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Apakah permainan 'Snakes and Ladders' cukup efisien dan tidak menyita waktu untuk digunakan dalam kegiatan belajar mengajar dikelas?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

APPENDIX 28
Result of Questionnaire

Students' Code	Questions				
	1	2	3	4	5
S-1	Yes	No	Yes	Yes	Yes
S-2	Yes	No	Yes	Yes	Yes
S-3	Yes	Yes	Yes	Yes	Yes
S-4	Yes	No	Yes	Yes	Yes
S-5	Yes	No	Yes	Yes	Yes
S-6	Yes	No	Yes	Yes	No
S-7	Yes	No	Yes	Yes	Yes
S-8	Yes	No	Yes	Yes	No
S-9	Yes	No	Yes	Yes	Yes
S-10	Yes	No	Yes	Yes	No
S-11	Yes	Yes	Yes	Yes	Yes
S-12	Yes	No	Yes	Yes	No
S-13	Yes	Yes	Yes	Yes	Yes
S-14	Yes	No	Yes	Yes	No
S-15	Yes	No	Yes	Yes	Yes
S-16	Yes	No	Yes	Yes	No
S-17	Yes	No	Yes	Yes	Yes
S-18	Yes	No	Yes	Yes	Yes
S-19	Yes	No	Yes	Yes	Yes
S-20	Yes	Yes	Yes	Yes	Yes
S-21	Yes	Yes	Yes	Yes	Yes
S-22	Yes	Yes	Yes	Yes	Yes
S-23	Yes	No	Yes	Yes	Yes
S-24	Yes	No	Yes	Yes	Yes
S-25	No	No	Yes	Yes	Yes
S-26	Yes	No	Yes	Yes	No
S-27	Yes	No	Yes	Yes	Yes
S-28	Yes	No	Yes	Yes	No
S-29	Yes	Yes	Yes	Yes	Yes
S-30	Yes	Yes	Yes	Yes	Yes
S-31	Yes	No	Yes	Yes	Yes
S-32	Yes	No	Yes	No	No
S-33	Yes	No	Yes	Yes	Yes
S-34	Yes	No	Yes	Yes	Yes
S-35	Yes	No	Yes	Yes	Yes
S-36	Yes	Yes	Yes	Yes	Yes

Σ Positive answer & Percentage	35	27	36	35	27
	97.22%	75%	100%	97.22%	75%
Σ Negative answer & Percentage	1	9	0	1	9
	2.78%	25%	-	2.78%	25%

APPENDIX 29

Research Documentations



Students were explained about the Past Form of Irregular verbs



The students were playing Snakes and Ladders Game



The students were doing the Final Post test

APPENDIX 30

Official Letter



**PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 37 SEMARANG**

Jl. Sompok 43 Telp. (024) 8446802 Semarang, Fax. (8446802), Kode Pos 50242
Website: www.smp37-smg.sch.id, email: smp37smg@yahoo.co.id

SURAT KETERANGAN PENELITIAN
NOMOR: 421/032.037/2015

Yang bertanda tangan dibawah ini:

Nama : Drs. M. Hasan Budisulistyo, M.Pd.
NIP : 19631219 198603 1 010
Jabatan : Kepala SMP Negeri 37 Semarang

Dengan ini menerangkan bahwa :

Nama : Junnilalita Aisya Virgin
NIM : 2201410148
Program Studi : Pendidikan Bahasa Inggris
Fakultas : UNNES
Judul Penelitian : "The Use of Snakes and Ladders Game to Improve
Students' Mastery of Past Form of Irregular Verbs"

Yang bersangkutan telah melakukan Penelitian di SMP Negeri 37 Semarang pada tanggal 8 s.d
21 Januari 2015

Demikian surat keterangan ini dibuat dan dipergunakan sebagaimana mestinya.

Semarang, 21 Januari 2015

Kepala Sekolah



Drs. M. Hasan Budisulistyo, M.Pd
NIP 19631219 198603 1 010