



**THE TEACHING OF THE SIMPLE PAST TENSE
FOR JUNIOR HIGH SCHOOL STUDENTS
THROUGH TASK-BASED LEARNING**
(An action research conducted at year VIII of SMP N 1 Gubug
in the academic Year of 2008 / 2009)

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Demikian, harap pernyataan ini digunakan sebagaimana mestinya.

Semarang, 2009

Yang membuat pernyataan,

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To:

My beloved parents, Bapak Mustofa HA and Ibu Siti Laswati.

My lovely sisters, Mba' Elfa and De' Noor.

My Grandma

My friends Ika (just be happy), Umi (I like the way you are), Ima (the power woman), and Hera (grow up girl).

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ABSTRACT

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Simple past tense is one of the grammar topics taught to Year VIII students of junior high school. They may have problem in studying simple past tense since English is not their mother tongue and it has different rules from Indonesian grammar. Therefore, in teaching simple past tense, a teacher needs a good method.

The main problem discussed in this study was to determine if the use of Task- Based Learning was effective in teaching simple past tense to Year VIII students of junior high school and the objective was to know the students' achievement during teaching learning process by using this method.

This study has used through action research consisting two cycles of action research in which each cycle consists of four steps; planning, acting, observing, and reflecting. The study was begun with a pre-test, cycle 1 and 2, a post-test, and questionnaire.

The result of the students' achievement in pre-test was 38. 26 %, in the first cycle was 78. 5 %, in the second cycle was 78. 3 %, and the result of the post-test was 81. 03 %. From the result, it showed that the use of Task-Based Learning as a method in teaching simple past tense gave significant result for students in learning simple past tense. In addition, the questionnaire showed that the students was interested in the method used in teaching learning process, as a result they were motivated in learning simple past tense.

It is concluded that teaching simple past tense through Task-Based Learning to Year VIII students of junior high school is effective. In addition, it was recommended to be applied in class regularly and continually.

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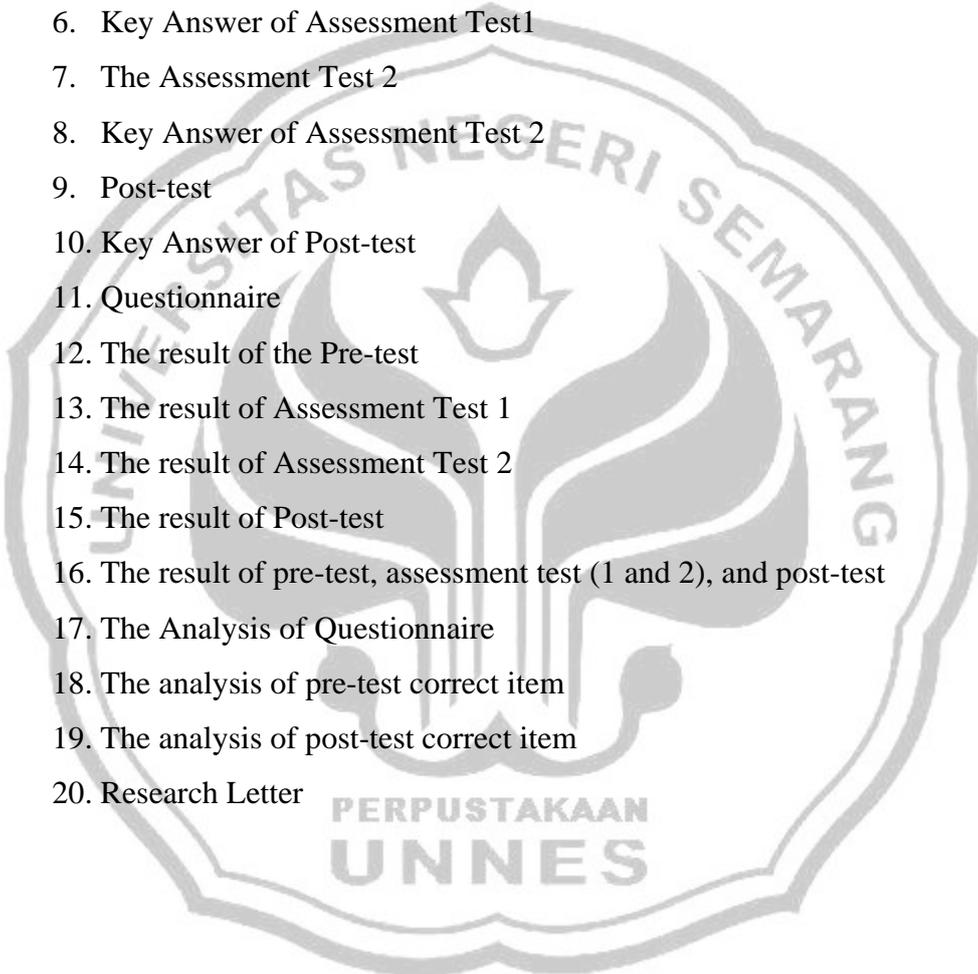
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CHAPTER I

INTRODUCTION

1.1 General Background of Choosing the Topic

Language is very important and crucial among human beings. It helps people to get along with each other. This makes their life more meaningful because they can communicate by conveying their thoughts, feelings, ideas, and emotion. In other words, we can say that language is absolutely needed by people. Kridalaksana in Chaer (1994:32) states that “Language is arbitrary system of speech which is used by group of people to corporate, communicate, and identify themselves”. Hornby (1987:473) also defines that “Language is human and non-instinctive method of communicating ideas, feelings, and desires by means of a system of sound symbol”.

English is a global language and it plays an important role in the international world. Consequently, Indonesian government has recommended that English as one of the foreign languages that should be taught as a compulsory subject in both junior and senior high school; even it has been implemented in elementary school.

The teaching of English in junior high school involves four language skills; listening, speaking, reading, and writing. In mastering those skills, students also have to know the language components; grammar, vocabulary, and pronunciation. Besides, the creativity of the teachers in conducting the teaching

learning process also influences the students in acquiring the target language. For that reason, the teachers must choose the best way or method in their teaching learning process. This also can reduce the students in being bored.

One method in language teaching is Task-Based Learning (TBL). Harmer (2007:51) writes that, “Task-Based Learning is a natural extension of communicative language teaching. In TBL, the emphasis is on the task rather than the language”. Here, the students are given a task, before the teacher give explanation about one topic. TBL is not a new method in language teaching since it has been popularized by N. Prabhu while working in Bangalore, India. However, it can be very effective in intermediate levels and beyond” (www.wikipedia.com). The principle is that the teachers are only an observer during the task plan and become a language informant only during “language focus” stage. This makes the students focus on the task so that it will engage the students to analyze the task and they can later make a presentation about the task. The further explanation about TBL will represent under chapter II.

As one of language components, grammar is important to be learnt by students. It will help them use English creatively. In fact, Indonesian and English grammars are quite different. Indonesian people will say “Saya pergi ke pasar kemarin, while English people will say “I went to the market yesterday. Those sentences have the same meaning and indicate the action that is done in past time. Nevertheless, they have different in form of verb. English has this rule but Indonesian does not. In English, the indicator that shows the activity was being or is being done is the change of the verb and adverbial of time while in Indonesia is

only showed by the adverbial of time. The simple past tense is one of English grammar topics that is given to year eight of junior high school. Seeing for the relation of TBL and the teaching of grammars, the writer will apply the TBL method to teach simple past. As we know that, the students still have difficulty in mastering simple past tense since it also has the rule of the changing of verb. For that reason, the teachers need a good method in helping their students understand and master grammar especially simple past tense since teaching structure is not easy. The writer intends to prove that TBL method can be applied to teach simple past tense.

1.2 Reason for Choosing the Topic

The reasons for choosing the topic are as follows:

- 1). Every language has its own characteristics. We should understand each system of language in order we could understand the language itself.
- 2). Students usually have problems in understanding tenses especially simple past tense.
- 3) The writer intends to know whether or not the students have mastered the grammar in the area of simple past tense.
- 4) The writer wants to know whether or not the method used in the teaching learning process has effects to the students` achievement in English.

1.3 Statements of the Problem

The problems of the study can be stated as follows:

- 1). How is the students' achievement in learning English structure on the topic of simple past tense through Task-Based Learning?
- 2). How can the use of Task-Based Learning motivate students in mastering simple past tense?

1.4 Objectives of the Study

- 1). To describe the students' achievement in mastering simple past tense through Task-Based Learning.
- 2) To explain how Task-Based Learning can motivate students to learn English structure.

1.5 Significance of the study

The significances of the study are:

- a. for the students
 - 1). To motivate students to be more careful in understanding English grammar as we know that English grammar has different rule to Indonesian grammar that make us usually have difficulty in applying it even in written and spoken.
- b. for the teacher
 - 1). To motivate teacher in finding a new or good method to teach English grammar. In fact, English is not our mother tongue. Absolutely, the

students will face some problems in studying English since they study a new language that they have not applied in their daily conversation. For that reason, the teacher must help their students in finding a new or good method in teaching learning process that effects students` progress in achieving English.

c. for the readers

- 1). To give readers a reference in conducting a research about method of teaching and simple past tense. There are already have been many references about method of teaching and simple past tense but the writer wants to give additional references about them to enrich a source of the topic.

d. for the writer

- 1). To motivate the writer in doing some research as the contribution in developing English teaching. As a researcher and an English teacher, the writer is supposed to conduct some activities or research that can make a development in educational field especially in English teaching.

1.6 Outline of the Presentation

The research input consists of five chapters. The content of each chapter is as follows:

The first chapter is introduction that covers the information about background of the study, reason for choosing the topic, statements of the problem,

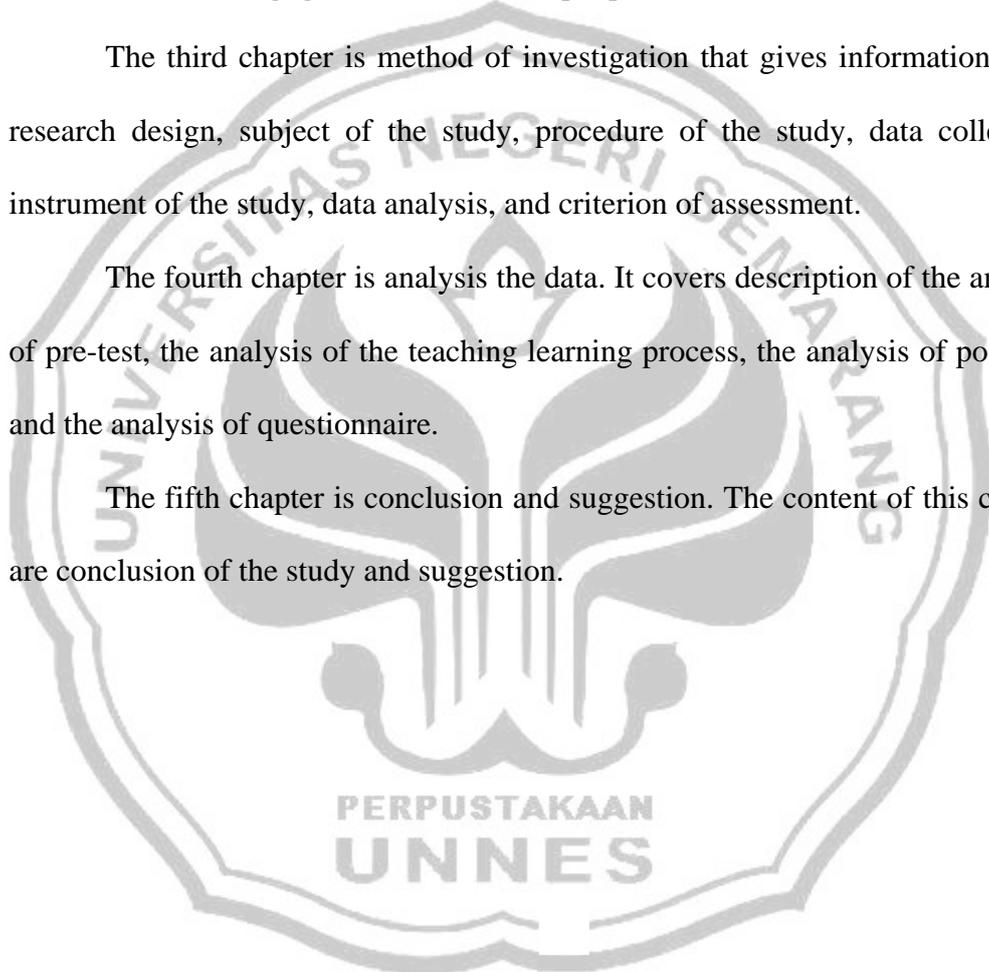
objectives of the study, significances of the study, method of investigation, and outline of the thesis.

The second chapter is review of related literature. The chapter gives the reader information about the teaching English to junior high school students, Task-Based Learning, grammar, tense, simple past tense, and action research.

The third chapter is method of investigation that gives information about research design, subject of the study, procedure of the study, data collection, instrument of the study, data analysis, and criterion of assessment.

The fourth chapter is analysis the data. It covers description of the analysis of pre-test, the analysis of the teaching learning process, the analysis of post-test, and the analysis of questionnaire.

The fifth chapter is conclusion and suggestion. The content of this chapter are conclusion of the study and suggestion.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Teaching English at Junior High School Students

There are many languages in the world that are spoken by many societies. Chaer (1994:65) defines that in the open society, they will accept a new society with different language backgrounds that cause language contact. A language contact will interfere human in doing communication. Consequently, people will try to study other language beside their mother tongue. The language will be foreign language for them since they do not speak in that language. Indonesian people also have such condition. One of the foreign languages that is taught in Indonesia as a compulsory subject in elementary, junior and senior high school is English. The consideration of the choosing English to be taught to students at those grades is because English is an International language that is spoken by many people all over the world so that it will help the students in taking part in the international communication.

Teaching English to junior high school students include four language skills: listening, speaking, reading, and writing. Those skills influence students' achievement in learning English. In addition, it will prepare the students to compete with other students from over the world and to achieve science and technology for the shake of national development.

The goals of teaching English to junior high school according to School-Based Curriculum (BSNP, 2006:278) are as follows:

- 1). To improve spoken and written communicative competence in reaching functional literacy level.
- 2). To give an understanding of the basic and the importance of English to compete with other students from over the world in the global era.
- 3). To improve students' understanding about the relationship between language and culture.

In supporting the goals of teaching English to junior high school students, the BSNP (National Education Standard Council) have organized the standard competence and basic competence that should be reached by junior high school students.

2.1.1 School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan)

Our government has already developed a new curriculum to increase our educational mastery. We have many curriculums that have been applied in our school such as; 1994 Curriculum, 2004 Curriculum, Competence-Based Curriculum and the newest one, School-Based Curriculum in which it has been applied in the school from elementary school, junior and senior high school. The School-Based Curriculum is established by the school to adapt the educational program with the necessary and potency in a certain area (BSNP, 2006:3). The BSNP gives the definition of School-Based Curriculum as follow:

KTSP adalah kurikulum operasional yang disusun oleh dan dilaksanakan di masing-masing satuan pendidikan. KTSP terdiri dari tujuan pendidikan tingkat satuan pendidikan, struktur dan muatan kurikulum tingkat satuan pendidikan, kalender pendidikan, dan silabus. (BSNP, 2006:5)

The School-Based Curriculum is an operational curriculum that is organized and implemented in each school. The School-Based curriculum consists of the education purpose of the school, content and structure of the school, education calendar, and syllabus (free translation).

Since the School-Based Curriculum is organized by a school, we hope that the implementation of the School-Based Curriculum will help the schools in conducting teaching learning process that is suitable for their students.

2.1.2 The Teaching of Tense in School-Based Curriculum

The teaching of English in junior high school covers four language skills; listening, speaking, reading, and writing. In mastering those skills, the students are given some kind of genres especially in reading and writing. The seventh grade students get procedure and descriptive texts, the eight grade students learn descriptive, recount and narrative texts, and the ninth grade students study procedure, report, and narrative texts. Those genres apply different kind of tenses. For that reason, the students will learn about genres themselves, the social function of the genres, schematic structure of the genres, and language focus (tenses usually learnt in it). Based on the writer's observation, there are 5 genres that are taught to junior high school students according to School-Based Curriculum that applies two kinds of tenses. They are: simple present tense (descriptive, report, and procedure) and simple past tense (recount and narrative).

2.2 Task-Based Learning

2.2.1 What is Task-Based Learning?

There are various methodologies used in teaching learning process. One of them is Task-Based Learning (TBL) or sometimes called Task-Based Language Teaching (TBLT). The TBL applied when a traditional method one that is PPP method was being criticism because of the apparent arbitrariness of the selected grammar point, which may or may not meet linguistic needs for the learners (www.onestopenglish.com). It was originally developed by N Prabhu in Bangalore, southern India. It is based on the belief that students may learn more effectively when their minds are focused on the task, rather than on the language, they are using. The TBL is the reversion of PPP (presentation, practice, and production) method since TBL takes third element (production) as the starting point. In PPP, the first thing that students do is listening to the teachers' explanation (of one topic), then the teacher gives the students a practice. Finally, the teacher asks the students to make a production (of the topic given) by their selves (Harmer, 2007:50). On the other hands, in the TBL, the students, make a production first (doing task), then gathering information from the task and the final step is they make a presentation.

“Task-Based Learning is a method of instruction in the field of language acquisition. It focuses on the use of authentic language” (www.wikipedia.com). Harmer (2007:51) also defines that “Task-Based Learning is a natural extension of communicative language teaching. It emphasis on the task rather than the language”. “In Task-Based Language Learning (TBLL), learning is fostered

through performing a series activity as steps towards successful task realization” as cited in (www.youthpartnership.net). Additionally, Nunan (2004:4) on Triprihatmini defines that task as follows:

“A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on mobilizing their grammatical knowledge in order to convey meaning rather than to manipulate form”.

From the definition above, the writer draws a conclusion that Task-Based Learning is a method in teaching language by using a task as a media to improve students` achievement.

Triprihatmini on her website also writes that the advent of the TBL or TBLT method offers the widespread use in the field of English as foreign language teaching (EFL) in Indonesia since it can design communicative tasks to promote the learners` actual language use. (www.v.triprihatmini@staff.usd.ac.id).

2.2.2 Task-Based Learning Methodology Framework

Generally, a Task-Based Learning involves pre-task, a task-cycle, and language focus as written in Harmer (2007:57) and Willis as cited in (www.pearsonlongman.com). The Task-Based Learning framework shown bellow has been adapted from the Willis` framework (1996):

Pre-task		
Introduction to topic and task		
Task cycle		
Task	Planning	Report
Language focus		
Analysis	Practice	

(Willis Framework of Task-Based Learning)

Willis also gives further explanation of the Task-Based Learning framework.

1). Pre-task

Willis suggests that the facilitator (teacher) wishing to exploit materials, in this stage the chosen material will need to relate to the task as written in (www.youthpartnership.net). Harmer (2007:51) also stated that a typical TBL sequence start with a pre-task (where the students are introduced to the topic and what the task will be). According to Willis, in this stage, the teacher will present what will be expected of the students in the task phase. Additionally, the teacher may prime the students with key vocabulary or grammatical constructs. The teacher may also present a model of the task by either doing it herself or by presenting picture, audio, or video demonstrating the task.

2). A task-cycle

In the task-cycle, students will plan the task, gathering language and information to do it then produce the piece of writing or oral performance. Here, the students perform the task in pairs or groups. They then prepare a

report for the whole class in spoken or written form. At this stage, Triprihatmini writes, teachers monitor and facilitate the students in carrying out the task, and then act as chairpersons when some selected groups or persons present their report of the task.

3). Language focus

The final step is the language focus. Here, the students analyze the language they used for the task, making improvement and practicing any language that needs repair or development. In this stage, the focus returns to the teacher who reviews what happened in the task, in regards to language. It may include language form that the students were using, problems that students had, and perhaps forms that need to cover more or were not used enough.

2.2.3 Types of Task in Task-Based Learning

According to Willis, there are six types of task in Task-Based Learning. Each task has an outcome that should be reached by the students.

1). Listing

A listing is divided into two activities; brainstorming in which the students write their thoughts as they come to them and fact-finding where the students write facts that they find in their surrounding. Here, the students are supposed to complete list and draft mind map.

2). Ordering and sorting

This task involves four activities; sequencing, ranking, categorizing, and classifying. The students should be able to set information ordered and sorted according to specified criteria.

3). Comparing

There are three tasks in the comparing type; matching, finding similarities, and finding differences. The students must be able to do task in the form of items appropriately matched or assembled, or the identification of similarities and/or differences.

4). Problem solving

Problem solving consists of analyzing real situations, analyzing hypothetical situations, reasoning, and decision-making. In this type, the students are asked to find solution to the problem, which can then be evaluated.

5). Sharing personal experience

The type covers narrating, describing, exploring and explaining attitude, opinions, and reactions. It is suitable for increasing students' social value. Then students will take care of others.

6). Creative tasks

This last task is the compilation of the previous tasks. It consists of brainstorming, fact-finding, ordering and sorting, comparing, problem solving, and many others. The students are supposed to make an end product that will be appreciated by wider audience.

2.3 Grammar

2.3.1 The Meanings of Grammar

Grammar has various meanings. The experts give different definition of grammars. Quirk, Greenbaum, and Leech (1985:12) write that we shall be using “grammar” to include both syntax and that aspect of Morphology (the internal structure of words) that deals with inflection (or accident). Harmer (1999:2) states that grammar is the description of the ways in which words can change in that language. In addition, Thornburry (1999:2) asserts that grammar is the study of the way words are chained together in a particular order, and also of what kinds of words can slot into any one link in the chain.

The writer also gives her definition of grammar. According to the writer, grammar is the study of words into a large order (morphology and syntax) that relate each other so that the large order can give information to the reader or listener. We must aware of grammar since it deals with not only words but also the formation of words into a large order and also its meaning.

2.3.1 The Importance of Grammar

The importances of grammar are as follows:

- 1). Grammar is important to be taught because it affects students’ performance in all four skills reading, listening, reading, and writing as asserted by Celce-Murcia and Freeman (1983:2).
- 2). Students are expected in comprehending English either written or spoken, for that reason, they must know the system rule of grammar of a target language

fluently and acceptably since grammar is a tool for making meaning as represented by Thornburry (1999:4).

2.4 Tenses

2.4.1 The Definition of Tense

We will find the term “tenses” in English. In English, a verb and *be* will follow the changing of adverbial time. The verb that indicates the changing of adverbial time is called tenses as written in Johan (1999:47). Dharma (2007:100) also defines that tenses is the use of adverbial of time in English in a proper way. Therefore, we will easily recognize that when a sentence consists of verb that follows the changing of the adverbial of time is shows a kind of tenses. On the other hands, the students will have difficulty in recognizing and applying what kind of tenses it is since there are many kinds of tenses in English. In the next sub-topic, the writer will give further information about simple past tense.

2.5 Simple Past Tense

2.5.1 The Definition of Simple Past Tense

We use tense to show when the activity happen. We obviously know that simple past tense is used to show an activity that is done in a certain time in past.

Hartanto (1996:257) describes that:

“Simple past tense (waktu lampau sederhana) menerangkan peristiwa yang terjadi, atau tindakan kegiatan, perbuatan dan/atau pekerjaan yang dilakukan pada waktu lampau dalam bentuk sederhana dan diketahui pula waktu terjadinya peristiwa atau pekerjaan yang dilakukan itu”.

“Simple past tense identifies an event that happen, or activity, action and/or state that has been done in the past tense (past time) in a simple form and also known the time when the activity or action has been done”. (Free translation)

Parrott (2000:185) gives more clear information of the use of past tense.

According to him, we can use Simple past tense are as follows:

1). Finished periods of time.

Parrott (2000:185) asserts that “The past simple is one of the tenses we use to refer to completed events, states, or action. We choose the past simple when we consider that the event, state, or action took place within a finished period of time.

For example: Shakespeare wrote over 30 plays. (i.e. during his life. We know that he was dead).

Sometimes the ‘finished period of time’ is not only implied, it is also entirely subjective. The following example appears to contradict the rule about finished periods of time as today by definition is unfinished. However, the speaker thinks of today (perhaps the working day) as over.

For example: I saw Harry in the office today. (The speaker was not in the office anymore).

2). Precise detail.

We also use the Past Simple Tense when we provide precise circumstantial detail about an event (e.g. we can say I’ve had my appendix out but we have to use the past simple tense as soon as we specify, for example, where or how do not say I’ve had my appendix out in Warsawa but *I had my appendix out in Warsawa*).

3). Time anchor.

In telling stories and describing what happened in the past we use the Past Simple as a ‘time anchor’ – to establish the key ‘time frame’ of events. We also use the past simple to describe the key events that move the story forward. We use other tenses (notably the past perfect and past continuous) to show the relationship of other events to this ‘time frame’.

2.5.2 The Pattern of Simple Past Tense

The simple past tense uses the form of past tense verb (usually added by – ed in regular verb).

Sentence	Pattern
Affirmative	Subject + past tense + Object
Negative	Subject + did not + infinitive + Object
Question	Did + Subject + infinitive + Object

For example:

Affirmative

I walked to school yesterday.

I bought a new car three days ago.

(Azar, 1989:24)

Negative

I did not walk to school yesterday.

I did not buy a new car three days ago.

Interrogative

Did I walk to school yesterday?

Did I buy a new car three days ago?

The simple past tense also uses *be*; was and were.

Sentence	Pattern
Affirmative	Subject + was/were + Complement
Negative	Subject + was/were + not + Complement
Question	Was/were + Subject + Complement

For example:

Affirmative

Sinta was sick yesterday.

They were absent a week ago.

Negative

Sinta was not sick yesterday.

They were not absent a week ago.

Interrogative

Was Sinta sick yesterday?

Were they absent a week ago?

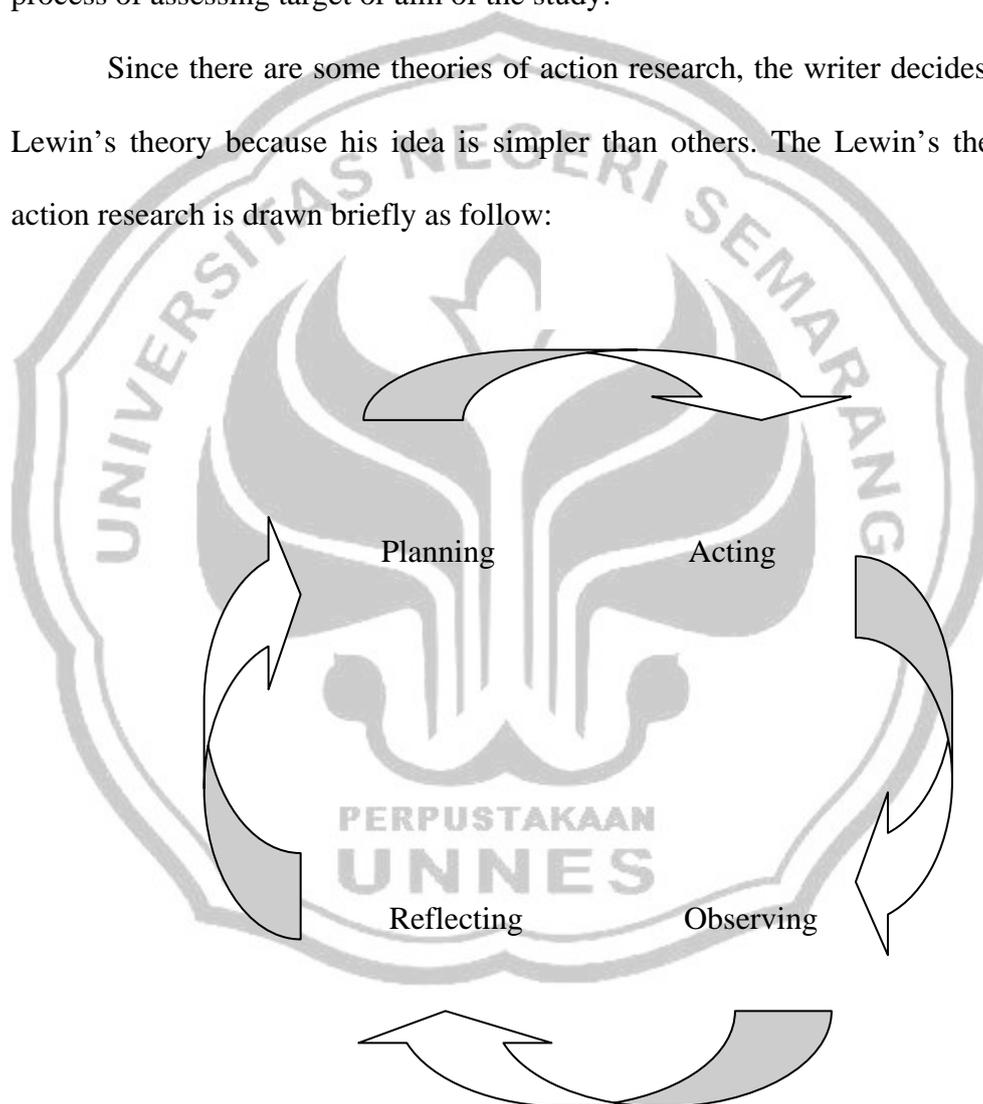
2.6 Action Research

There are various research methodologies in conducting a research into a classroom. In the study, the writer decides to use one of them; that is action research. Thus, in doing this study, the writer's position is not only an observer but also as a researcher.

Action research is popular in educational field. Kurt Lewin, then a professor at MIT, first coined the term "action research" an about 1944. He described that action research ac a "comparative research on the condition and effects of various forms of social action and research leading to social action as cited in (www.wikipedia.com.) Another researcher (Reason and Bradbury, 2001) also mentioned in the same website defined that "Action research is an interactive inquiry process that balance problem solving action implemented in a collaborative context with data-driven collaborative analysis or organizational change. Arikunto (2006:90) also defines that action research (classroom) is an observation towards an action that is conditioned in the classroom.

From the definitions above, the writer intends to give her definition about action research. According to the writer, classroom action research is a research that is done in a classroom by the teachers to improve and motivate students in teaching learning process so that the students could solve the problem during the process of assessing target or aim of the study.

Since there are some theories of action research, the writer decides to use Lewin's theory because his idea is simpler than others. The Lewin's theory of action research is drawn briefly as follow:



The steps of Action Research adapted form Lewin's model

1. Planning

The step concludes the activity of making consideration as a problem solving. It is started by trying to find out the students' problem in teaching learning process, and then followed by trying to choose the materials, preparing the facilities, making a lesson plan, and making an instrument.

2). Acting

Acting is the implementation of the planning that is already made. The action is aimed to solve the problem. In the step, the writer gives some activities to the students.

3). Observing

In this step, the writer tries to get out the information of students' response, activity, and class condition during the teaching learning process. The aim of the steps is to know the activities during the teaching learning process.

4). Reflecting

It is the last step in conducting action research. In this step, the writer is trying to observe about the progress or change of the students, class, and also the writer (as the teacher) so that the writer could consider whether or not the teaching learning process needed to be continued to the next cycle.

CHAPTER III

METHOD OF INVESTIGATION

3.1 Research Design

As stated by the writer before that this research was carried out through action research by using Kurt Lewin's model in which it consists of four steps in each cycle; planning, acting, observing, and reflecting. Those four steps are integrated. Each step was conducted based on the previous one and the next. It means that before doing an action research, the writer plan the facilities in conducting teaching learning process then applied into the action steps. The writer then observed the students' response during the teaching learning process so that the writer could reflect to determine the next cycle.

The procedure steps of the writer's action research in conducting research were like this:

1. Planning

The first step is planning. This step was about the activity of problem identification. It was the most important step in conducting action research as by knowing the problems the writer could find a solution to solve the problem.

2. Acting

The second step is acting. It is the implementation of planning. The purpose was tried to find out the solution to solve the problem faced by the students during the teaching learning process.

3. Observing

In this session, the writer tried to observe the students' response during the teaching learning process whether or not they made some progress while teaching learning process.

4. Reflecting

In the last step, the writer was evaluating the steps of the teaching learning process whether needed should be improved or not in order the result was satisfied.

3.2 Subject of the Study

The writer held the classroom action research at SMP N 1 Gubug. There were 22 classes, which consisted of 8 classes of seventh grade, 8 classes of eight grade, and 7 classes of ninth grade.

The subject of the study was the eight grade students of SMP N 1 gubug in the academic Year of 2008/2009. There were 8 classes that consisted of 7 regular classes and 1 immersion class.

3.2.1 Population

The population as stated in Johnson (1989:110) is the group of entities or persons to whom the results of a study are intended to apply. The population might be a set of school. According to Arikunto (2006:130) population is the entire of the subject of the study.

In this case, the subject of the study is the eight grade students of SMP N 1 Gubug in the academic Year of 2008/2009. There were 8 classes that consisted of

7 regular classes and 1 immersion class. Total population is 341 students. We can see the distribution of the population in the table below:

Table 1. The population of the research

Classes	Number
A	47
8B	46
8C	44
8D	43
8E	46
8F	45
8G	46
8H	24

3.2.2 Sample

After defining the population of interest, the writer must take the sample in order to make the population more representative. According to Arikunto (2006:131) sample is half of the population that was being observed. There are several ways to take sample. Arikunto (2006:134) writes that we may take the entire subjects if the subject is less than 100, but if the subject is too big we may take 10% - 15% or 20% - 25%.

In this research, the writer chose the cluster random sampling. It is based on the groups or level. In this case, the sample was a class. In selecting the subject of study, the writer wrote down the 7 classes of the eight grade on small piece of paper then they were rolled and put into glass, after that they were mixed and dropped out of from the glass, 8B was selected.

3.3. Procedure of the Study

The action classroom research was conducting in two cycles that was consisted of four steps in each cycle; planning, acting, observing, and reflecting. The purpose was to give some activities and observe students' progress. The activities that were carried out bellow:

3.3.1 Pre-test

The writer conducted a pre-test about simple past tense with aimed at knowing the students' problem in mastering simple past tense. The students should answer 30 items in the form of completion test.

3.3.2. Cycle 1

Here the procedure of cycle I:

3.3.2.1 Planning

After identifying the students' problem, the writer then made some steps to help the writer in conducting the teaching learning process. The steps as the following:

- 1). Choosing the teaching material
- 2). Arranging lesson plan
- 3).Preparing test instruments and facilities

3.3.2.2 Acting

This step was the implementation of planning. The purpose of the step was to give some activities to the students.

In the first cycle, the writer applied the type of Task-Based Learning method to teach simple past tense to eight students of junior high school students. The type of TBL method was in the form of classifying (included in ordering and sorting type). The students were asked to classify regular and irregular verb. The consideration of doing such a treatment is to know the students' ability in recognizing past verb. In knowing the students' progress, the writer then gave the students an assessment test.

3.3.2.3 Observing

In this session, the writer observed the teaching learning process in the first cycle. There were some events that should be observed by the writer:

- 1). The condition of the class.
- 2). The students' activity.

3.3.2.4 Reflecting

In the last step, the writer evaluated the steps of the teaching learning process in which it included:

- 1). The writer's ability in conducting teaching learning process.
- 2). The effectiveness and efficiency of the teaching learning process.
- 3). The students' result.

3.3.3 Cycle 2

The step of the second cycle as the following:

3.3.3.1 Planning

Before conducting the second cycle, the writer made correction of the step in the first cycle then she improved the teaching learning process in the second cycle. The planning as the following:

- 1). Preparing and choosing the material.
- 2). Making some notes in leading the writer in conducting the second cycle in order the writer manage the teaching learning process well.

3.3.3.2 Acting

The writer then applied another type of Task-Based Learning in the second cycle. A problem solving in the form of analyzing hypothetical situation would be applied in this activity. The writer asked the students to analyze affirmative, negative, and interrogative past sentences. The consideration of choosing the task is to engage students to be able to recognize the characteristics of each sentence (affirmative, negative, and interrogative) so that they can applied it to the real life communication. In knowing the students' progress, the writer then gave them an assessment test.

3.3.3.3 Observing

In this session, the writer observed the teaching learning process in the second cycle. There were some events that should be observed by the writer:

- 1). The condition of the class.
- 2). The students' activity.

3.3.3.4 Reflecting

In the last step, the writer evaluated the steps of the teaching learning process as the following:

- 1). The writer's ability in conducting teaching learning process.
- 2). The effectiveness and efficiency of the teaching learning process.

3.3.4 Post-test

The writer gave the post-test to the students to know the students' progress after teaching learning process. The students should answer 30 items in the form of completion test. The test was the same as pre-test.

3.3.5 Questionnaire

In this activity, the writer distributed questionnaire to the students. There are 5 questions. The students only answer "yes" or "no" for each question.

3.4 Data Collection

In carrying out the classroom action research, the writer needs a data to support her study. In the study, the writer used a pre-test, some assessment test, a post-test, and questionnaire. The aims of using these techniques are to know the students' response during the teaching learning activities and to see their progress and mastery in achieving the lesson given by the teacher.

3.5 Instrument of the Study

The writer gathers the data by using tests, questionnaire, and field notes.

3.5.1 Test

The tests used in the research were a pre-test, some assessment tests, and a post-test. The purpose of giving the test is to measure students' mastery in Simple Past Tense. There would be 30 items of pre-test and post-test. The assessment test will be given in the end of the teaching learning process (Cycle I and Cycle II). The consideration in giving the students assessment test was to measure the students' progress.

3.5.2 Questionnaire

A questionnaire also distributed to support the primary data. It used to find the students response' during teaching learning process.

The aspect that the writer wanted to observe were:

1. The students' interest in using TBL as a method to teach Simple Past Tense.
2. The advantages that the students gained after learning Simple Past Tense through TBL.
3. The students' motivation in learning English.
4. The relevancy between the material given with the students' daily need.
5. The sustainability of the program given.

3.5.3 Field notes

The last instrument used in the study is field notes. The aim was to have the document about the class situation where the writer was conducting the action

research. The writer observed the students' activity during the teaching learning process then the writer wrote her observation into the field notes.

3.6 Data Analysis

In knowing whether or not the students' achievement was developed, the writer will arrange the data by using the simple formula as follows. The formula was used to know the average mark (Heaton, 196).

$$\text{The average mark (m)} = \frac{\sum fx}{N}$$

X : students' mark

N : number of students

fx : students' mark times number of the students who got the mark.

By using the formula, the writer then analyzed the students' achievement from the first activity to the last activity (pre-test, assessment tests, post-test, and questionnaire). The discussion and result of those activities will be represented in the chapter IV.

3.7 Criterion of Assessment

In the School-Based Curriculum (KTSP), the school can stipulate its on criterion of assessment. The criterion of assessment was based on the average

assessment of the students and the source of supporting learning. For that reason, SMP N 1 Gubug stipulated the minimum of criterion assessment (KKM) of English lesson was 68 (TPK, 12). It means that the students' assessment in learning English should got mark more than or equal to 68.



CHAPTER IV

DATA ANALYSIS AND DISCUSSION

In this chapter, the writer presented discussion of the result of the study. They are the analysis of pre-test, the analysis of teaching learning process, the analysis of post-test, and the last is the analysis of questionnaire.

4.1 The Analysis of Pre Test

A pre-test was conducted before the writer gave some activities for teaching learning process. The purpose of giving the pre-test was to know the students' mastery of simple past tense before the teaching learning process or the students' initial condition. By doing this activity, the writer knew whether the students had mastered or not about simple past tense. The pre-test itself was conducted on February 14th, 2009 and followed by 46 students. It consisted of 30 items of completion test.

From the students' result of pre-test, it was found that 1 student got more than 68 and 45 students got less than 68. The writer concluded that the result of pre-test was very unsatisfied.

After tabulating the result of students' pre-test, the writer then tried to analyze the pre-test result in order to know the students' initial condition. The result of students' achievement was as follows:

Table1. The Result of Pre-test

No	Test code	Score	%
1	A - 1	11	36.66
2	A - 2	3	10
3	A - 3	5	16.66
4	A - 4	12	40
5	A - 5	3	10
6	A - 6	12	40
7	A - 7	15	50
8	A - 8	13	43.33
9	A - 9	3	10
10	A - 10	4	13.33
11	A - 11	12	40
12	A - 12	14	46.66
13	A - 13	13	43.33
14	A - 14	19	63.33
15	A - 15	15	50
16	A - 16	18	60
17	A - 17	11	36.66
18	A - 18	11	36.66
19	A - 19	18	60
20	A - 20	13	43.33
21	A - 21	11	36.66
22	A - 22	9	30
23	A - 23	11	36.66
24	A - 24	14	46.66
25	A - 25	15	50
26	A - 26	8	26.66
27	A - 27	10	33.33
28	A - 28	11	36.66
29	A - 29	9	30
30	A - 30	14	43.33
31	A - 31	8	26.66
32	A - 32	11	36.66
33	A - 33	12	40
34	A - 34	18	60
35	A - 35	9	30
36	A - 36	9	30
37	A - 37	20	66.66
38	A - 38	3	10
39	A - 39	15	50
40	A - 40	11	36.66
41	A - 41	12	40
42	A - 42	11	36.66
43	A - 43	11	36.66
44	A - 44	21	70
45	A - 45	12	40
46	A - 46	9	30
Total students :46		529	1759.87

$$\text{The average mark} : \frac{\sum fx}{N}$$

X : students' mark

N : number of students

fx : students' mark times number of students who got
the mark

$$\text{The average mark} : \frac{1759.87\%}{46}$$

: 38.26 %

From the analysis above, the average mark of the students' pre-test was 38.26%. This result was very poor. Only one student got mark more than 68, that was 70. It means that only one student assessed in the pre-test. Meanwhile, the students are considered could assess the lesson if they had mark more than or equal to minimum of criterion assessment that was 68. The writer concluded that most of students had not mastered simple past tense. For that reason, the teaching learning process needed some improvement in order to improve the students' ability in mastering simple past tense.

Based on the writer's analysis, among 30 items of the pre-test, the items which considered the most difficult were items, 7, 8, 9, 13, 14, 16, 17, 25, and 28, 29. Less than 15 students answered those items correctly. The students could not do items 7 might because it was two words verbs and they were not familiar with the verbs. Most of them also could not answer items 8, 9, 16, 17, and 25 well. The

problem was they still have difficulty in making negative and interrogative sentences. They still use past verbs in making negative and interrogative simple past tense and did not use infinitive. They also had problems to solve items 13, 28, and 29. They could not identify the use of *be* (was and were). There were also four students who got mark less than 33, 33 % this was because they only answered 25 % to 40 % from the whole items. The analysis of the pre-test correct items could be seen in **appendix 18**.

4.2 The Analysis of Teaching Learning Process

4.2.1 The Analysis of Cycle 1

4.2.1.1 Planning

After giving the pre-test the writer then identifying the students problem in studying the simple past tense then prepare the material, lesson plan, and instrument. The aim was to lead the writer in conducting the teaching learning process in order the students can reach the outcome that should be reached by them and the writer could manage the teaching learning process.

4.2.1.2 Acting

4.2.1.2.1 Activity 1

The first cycle was conducted on February 19th, 2009. 46 students joined this activity. In the activity, the writer began to apply the Task-Based Learning in teaching simple past tense. The activities were as follows:

1. Pre-Task

In this stage, the writer introduced the topic to the students that was about regular and irregular verbs. Then the writer asked the students to do the task in-group.

2. Task Cycle

In the second stage, the students did the task in-group (of two students). Before classifying the regular and irregular verbs, they had to complete a narrative text with the correct form of the verbs or be in the brackets then they classify them into regular or irregular verbs. There were 23 items that should be done by the students. After finishing the task, the writer asked four groups to present their work in front of class. Each of group 1, 2, and 3 answered 6 items and group 4 answered 5 items. They wrote their work on the white board so that the other students could observe their works.

3. Language Focus

After finishing their presentation, the writer then tried to lead the students to observe each item whether they were correct or not. There were four items that was still incorrect, they were (4) One day she *hearn* her uncle and aunt talking about leaving Snow White, (12) She *were* tired and hungry, (14) She *knock* but no one, (20) Then Snow White *wake up*. Then, the writer explained and made some correction. Furthermore, the writer gave some verbs that was known by the students well such as stand, give, feel, and get then asked them to

change the verbs into irregular form. Most of them could change the verbs into irregular form. But when the writer asked to change the word “misunderstand” no body answered since the verb was not familiar for them. The writer then explained that we could see the word “stand” in both of them had the same form of past form (stand --- stood, misunderstand --- misunderstood). Several students understood the writer’s explanation so that the writer tried to explain again by using some other words (give, feel, and get).

Through this activity, the students are supposed to focus their mind into the topic given so that they could make their own findings in the problem arose. By doing the activity, it will engage the students to understand the problem so that they can solve the problem by themselves and finally they can remember the solving of the problem.

4.2.1.2.2 Activity 2

After doing the activity, the writer gave a test. The students should answer 15 items of completion test. The result of students’ achievement was as follows:

Table 2. The Result of the Assessment Test 1

No	Test code	Score	%
1	A - 1	9	60
2	A - 2	12	80
3	A - 3	12	80
4	A - 4	12	80
5	A - 5	11	73.33
6	A - 6	15	100
7	A - 7	13	86.66
8	A - 8	14	93.33
9	A - 9	9	60
10	A - 10	12	80
11	A - 11	13	86.66
12	A - 12	11	73.33
13	A - 13	10	66.66
14	A - 14	12	80
15	A - 15	11	73.33
16	A - 16	12	80
17	A - 17	11	73.33
18	A - 18	14	93.33
19	A - 19	11	73.33
20	A - 20	11	73.33
21	A - 21	9	60
22	A - 22	14	93.33
23	A - 23	9	60
24	A - 24	10	66.66
25	A - 25	13	86.66
26	A - 26	12	80
27	A - 27	13	86.66
28	A - 28	14	93.33
29	A - 29	15	100
30	A - 30	9	60
31	A - 31	13	86.66
32	A - 32	15	100
33	A - 33	11	73.33
34	A - 34	15	100
35	A - 35	13	86.66
36	A - 36	12	80
37	A - 37	10	66.66
38	A - 38	10	66.66
39	A - 39	11	73.33
40	A - 40	9	60
41	A - 41	9	60
42	A - 42	10	66.66
43	A - 43	14	93.33
44	A - 44	14	93.33
45	A - 45	9	60
46	A - 46	14	93.33
The total of students : 46		542	3613.21

$$\begin{aligned} \text{The average mark} & : \frac{3613.21\%}{46} \\ & 78.5\% \end{aligned}$$

The result was higher than the pre-test that was 78.5%. 35 students got mark more than 68 and 11 less than 68. It could be concluded that 35 students assessed the lesson while 11 did not assess the lesson. The writer concluded that this first activity was more successful. However, this was only the students' achievement in regular and irregular verb, meanwhile, the writer also wanted to know the students' ability in making simple past tense sentences. For that reason, the writer then applied the second cycle.

4.2.1.3 Observing

From the activity that had been done, the writer could observe that the teaching learning process in the first cycle was done well but some students were still talking to their friend while the other students presented their work and the writer could not manage the situation. For that reason, the writer must be able in manage the situation of the class.

4.2.1.4 Reflecting

In the first cycle, the students had resulted any progress but there were some steps that should be improved by the writer (as the teacher). There were some of the writer's weaknesses in the teaching leaning process:

- 1). The writer still had not applied all of the steps of TBL.
- 2). The writer could not manage the students well.

4.2.2 The Analysis of Cycle 2

4.2.2.1 Planning

In the steps, the writer did as the same as the previous activity. After evaluating the steps in the reflecting step, the writer then made a new planning in order the teaching learning process was done better in the second cycle. The writer's planning as the following:

- 1). Preparing and choosing the material.
- 2). Making some notes in leading the writer in conducting the second cycle in order the writer could manage the teaching learning process well.

4.2.2.2 Acting

4.2.2.2.1 Activity 1

It was conducted on February 26th, 2009. In this cycle, the writer applied another type of Task-Based Learning that was analyzing hypothetical situation. The activities as the following:

1. Pre-task

First, the writer introduced the topic to the students. It was about the simple past tense sentences (positive, negative, and interrogative).

Before giving a task, the writer gave an example how to do the task in which she did not do in the first cycle. She gave the students a sentence, "I go to school yesterday" and asked the students whether the sentence correct or not. Most of them could answer that the sentence was incorrect then the writer asked them to correct the sentence.

2. Task Cycle

In the second steps, the students were supposed to be able to recognize Simple Past Tense sentences. They had to answer 20 items. The writer made a recount text that was still ungrammatical so that the students should be able to make it grammatically correct. They only gave check mark in the false or true column. As the previous activity, they did the task in-group and presented their work in front of class.

3. Language Focus

In the last step, the writer and the students made correction of the answer. She asked the students whether the answer was correct or not. This was to know how well they understood the simple past tense sentences. Most of students could easily recognize the positive sentence, but they still confused in making and recognizing negative and interrogative sentences. In making negative and interrogative sentences, they still used past verbs. The writer then used the pattern of simple past tense in order to make them more understand in the topic.

4.2.2.2 Activity 2

After the students understood the topic given, the writer then gave a test. It consisted of 15 items of completion test. The students should change the sentences into simple past tense. The result of students' achievement in the second cycle was as follows:

Table 3. The result of Assessment test 2

No	Test code	Score	%
1	A - 1	10	66.66
2	A - 2	13	86.66
3	A - 3	12	80
4	A - 4	13	86.66
5	A - 5	12	80
6	A - 6	13	86.66
7	A - 7	12	80
8	A - 8	14	93.33
9	A - 9	10	66.66
10	A - 10	9	60
11	A - 11	13	86.66
12	A - 12	11	73.33
13	A - 13	9	60
14	A - 14	15	100
15	A - 15	9	60
16	A - 16	10	66.66
17	A - 17	12	80
18	A - 18	12	80
19	A - 19	12	80
20	A - 20	10	66.66
21	A - 21	14	93.33
22	A - 22	11	73.33
23	A - 23	11	73.33
24	A - 24	11	73.33
25	A - 25	13	86.66
26	A - 26	10	66.66
27	A - 27	11	73.33
28	A - 28	11	73.33
29	A - 29	15	100
30	A - 30	11	73.33
31	A - 31	12	80
32	A - 32	14	93.33
33	A - 33	11	73.33
34	A - 34	10	66.66
35	A - 35	15	100
36	A - 36	15	100
37	A - 37	11	73.33
38	A - 38	10	66.66
39	A - 39	10	66.66
40	A - 40	11	73.33
41	A - 41	10	66.66
42	A - 42	11	73.33
43	A - 43	12	80
44	A - 44	15	100
45	A - 45	12	80
46	A - 46	12	80
The total of students : 46		540	3599.86

The average mark : $\frac{3599.86\%}{46}$

78.3 %

The result was also higher than the pre-test. It also could be said successful even though the result was less than the first activity. In this activity, 37 students assessed the lesson and 9 students did not assess the lesson. The students' assessment in the second activity was higher than the first activity. The writer could conclude that there was no significant result in the students' mastery in both the regular and irregular verbs and recognizing the simple past tense sentences. In other word, the students' mastery in regular and irregular verbs and in making and recognizing the simple past tense sentences was hardly the same. By doing a task, the students then could draw a conclusion from the problem arose so that they could solve the problem and improve their understanding in the topic.

4.2.2.3 Observing

The step in the second cycle was improved. The teaching learning process was done well and the students' achievement was also improved. The students were also more critical in observing their friends work.

4.2.2.4 Reflecting

In the second cycle, the teaching learning process was also done well. The writer (as the teacher) had applied the steps of TBL which the writer did not do in the first cycle. However, the writer should improved the teaching learning process in order the writer could manage the time and the class condition effectively and efficiently. From the observation, the writer concluded that:

- 1). The teaching learning process was done well.
- 2). The writer applied the steps of TBL.
- 3). The students' mastery in simple past tense was improved.

4.2.3 The Analysis of Post-Test

The post-test was conducted after pre-test and the first and second cycle. It was conducted on February 28th, 2009 and it followed by 46 students. It consisted of 30 items of completion test. The result was as follows:

Table 4. The Result of Post-test

No	Test Code	Score	Post - test
1	A - 1	23	76.66
2	A - 2	27	90
3	A - 3	25	83.33
4	A - 4	26	86.66
5	A - 5	26	86.66
6	A - 6	30	100
7	A - 7	24	80
8	A - 8	21	70
9	A - 9	26	86.66
10	A - 10	25	83.33
11	A - 11	27	90
12	A - 12	21	70
13	A - 13	18	60
14	A - 14	28	86.66
15	A - 15	21	70
16	A - 16	20	66.66
17	A - 17	27	90
18	A - 18	28	93.33
19	A - 19	21	70
20	A - 20	21	70
21	A - 21	21	70
22	A - 22	29	96.66
23	A - 23	25	83.33
24	A - 24	22	73.33
25	A - 25	22	73.33
26	A - 26	18	60
27	A - 27	26	86.66
28	A - 28	30	100
29	A - 29	28	93.33
30	A - 30	27	90

31	A - 31	29	96.66
32	A - 32	28	93.33
33	A - 33	21	70
34	A - 34	20	66.66
35	A - 35	29	96.66
36	A - 36	26	86.66
37	A - 37	25	83.33
38	A - 38	18	60
39	A - 39	20	66.66
40	A - 40	21	70
41	A - 41	20	66.66
42	A - 42	25	83.33
43	A - 43	28	93.33
44	A - 44	27	90
45	A - 45	27	90
46	A - 46	29	96.66
	The total of Students:46	1126	3746.53

$$\text{The average mark} : \frac{3746.53\%}{46}$$

$$: 81.03 \%$$

From the result of the students' achievement in post-test, it was found that there were 36 students assessed the lesson and 10 students did not assess the lesson. However, the average mark was 81.03 %, it was higher than the pre-test. The writer drew a conclusion that the teaching simple past tense by using Task-Based Learning had a significant improvement. In the post-test, there were no items that answered by less than 15 students. It showed that most of the students had mastered simple past tense in the area of regular and irregular verbs and simple past tense sentences. The analysis of post-test correct answer could be seen in **appendix 19**.

4.2.4 The Analysis of Questionnaire

To add the data, the writer used a questionnaire. The purpose of giving the questionnaire was to support the primary data. The writer distributed the questionnaire on February 28th, 2009 and it was responded by 46 students. The students should answer five numbers. They just answered “yes” or “no”.

Question number 1 asked about the students’ interest in the TBL. There are 10 (21. 73 %) students answering “no” and 36 (78. 26 %) “yes”. Based on the answer, the majority of the students were interested in the method used in teaching learning process so that the condition would help them in studying the lesson more comfortable.

Item number 2 tried to find out whether the method give a different result of the students mastery in Simple Past Tense both before and after teaching learning process. There are 5 (10. 86%) students answering “no” and 41 (89. 13 %) students answering “yes”. It clears that the writer chooses an appropriate method in her teaching learning process.

Item number 3 asked about whether TBL motivate the students in learning English. There were 8 (17. 39 %) students answering “no” and 38 (82. 6%) students answering “yes”. It can be concluded that the method was suitable to be applied to the students.

Item number 4 tried to find out whether the material given relevant with the students daily need. There were 6 (13. 04 %) students answering “no” and 40 (86. 95 %) students answering “yes”. Based on the answer, it clears that the material given was not difficult for the students so that they could understand it.

Item number 5 intended to know the students' opinion whether or not the program should be given continually. There are 8 (17.39%) students answering "no" and 38 (82.6%) students answering "yes". It was obviously that most of the students expect that the program should be given continually. Here is the result of questionnaire:

Tabel 5. The Analysis of Questionnaire

No	Item Number	"No" answer	"Yes" answer
1	1	10 (21.73 %)	36 (78.26 %)
2	2	5 (10.86 %)	41 (89.13 %)
3	3	8 (17.39 %)	38 (82.6 %)
4	4	6 (13.04 %)	40 (86.95 %)
5	5	8 (17.39 %)	38 (83.6 %)

Based on the result of the questionnaire, the writer can conclude that:

- a. The majority of the students are interested in the method used by the writer.
- b. The students can improve their ability in simple past tense after they have been taught by using TBL.
- c. The method can motivate the students in learning English.
- d. The material used in the teaching learning process support the students in learning simple past tense since they are used by the students in their daily life.

- e. The program was effective for the students so that it should be given continually.



CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

Based on the investigation and discussion in the previous chapter, the writer concludes that:

- a. There was significant result on students' achievement in mastering simple past tense by using Task-Based Learning method. The percentage of students' achievement pre-test was 38.26 %. Then, the percentage of students' achievement in the cycle 1 was 78.5 %, while the percentage of students' achievement in the cycle 2 was 78.3 %. In addition, in the post-test was 81.03 %. It was higher than in the pre-test 38.26 %. It can be concluded that the teaching learning process by using Task-Based Learning gave significant result for the students' achievement.
- b. The Task-Based Learning method was very useful for the students since it can help them motivate themselves in mastering simple past tense.
- c. The writer concludes that the main factor that affects students' progress is the students' interest in the method given so that they are motivated to learn simple past tense.

- d. Task-Based Learning is a good method to be regularly and continually applied in teaching learning process.

5.2 Suggestion

Based on the conclusion above, the writer would like to offer some suggestion for English teacher, students, the next writer, and school:

- a. For English teacher

English teachers can apply this method in their teaching learning process since it was very useful to motivate and help the students' progress in achieving English especially in simple past tense.

- b. For the students

The students must have more practices to improve their achievement in mastering grammar especially simple past tense so that they can apply it in their daily conversation.

- c. For the next writer

They can make this study as reference to conduct other research so that they can give contribution in developing our education.

- d. For school

The school should provide the facilities to support the teaching learning process so that the teacher and the students can create a conducive and comfortable situation in teaching learning process.

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APPENDICES

Appendix 1

The List of Students

No	Name
1	Afif Setiawan
2	Agus Widodo
3	Ahmad Fahrur Rozi
4	Ambar Wati
5	Ana Fatmawati
6	Ardi Indra A A
7	Arief Ganang Saputro
8	Aris Agung P
9	Aris Kiswanto
10	Atho'ul Fatah
11	Bagas Luthfi A
12	Cerly Marcela
13	Dian Ayu Astuti
14	Erinta Rahmadani P
15	Fika Achsanul Chamim
16	Frida Frihandini
17	Galih Prasetyo
18	Heri Yusuf Irawan
19	Heru Setiawan
20	Jarot Kalfiantoro
21	Kiki Setiawan
22	Lutfiana Mauludiyah
23	Misbahul F
24	M. Hidayat
25	M. Lutfi Baihaqi
26	M. Sodaq
27	Muthia Hanun Gardini

28	Mutropi
29	Nova Rosyida H
30	Novan Dian S
31	Nur 'Aini
32	Nur Azizah Zain
33	Nurul Qomidah
34	Rian Aji Pandutama
35	Saiful Faizin
36	Salsabila Istiqomah
37	Selly R
38	Sep Setia Wati
39	Shela Nindy Antika
40	Siti Mukaromah
41	Siti Wijayanti
42	Syaifudin
43	Tri Retno Selfiani
44	Windy Julianty
45	Yulian Indrajaya
46	Yuni Awaliyah



Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

School	: SMP N 1 Gubug
Lesson	: English
Class/Semester	: VIII B/II
Standard Competence	: 12 Showing meaning on written functional text and short simple essay in the form of recount and narrative to interact to others.
Basic Competence	: 12.2 Showing meaning and rhetoric steps on short simple essay by using written language accurately, fluently, and acceptably to interact to others in the form of recount and narrative.
Indicator	: - Showing something by using Simple Past Tense. - Identifying the pattern of Simple Past Tense. - Making a sentence by using Simple Past Tense.
Aspect/ Skill	: Writing
Theme	: Simple Past Tense
Kinds of Text	: Recount and Narrative text
Time Allotment	: 2 x 40 minutes.

1. The objective of the Study

In the end of the study, the students are supposed to be able to use, identify, and make a sentence by using Simple Past Tense.

2. Material of Study

- Recount text and Narrative text
- Regular and Irregular verbs
- Affirmatives, negatives, and interrogative sentences.
- Worksheet

3. Steps

a. Opening

- Greeting
- Asking the students' condition

b. Content

The teacher teaches Simple Past Tense by applying TBL method.

1. Pre-task

- The teacher informs the students about the topic that will be learnt by the students.

- The teacher explains about Simple Pas Tense especially regular and irregular verbs.
- The teacher explains about the form of the task that will be given to the students and what should they do to the task in order they could reach the outcome that is expected by the teacher.
- The teacher gives the example to the students how to do the task.

2. Task cycle

- The students do the task given by the teacher in group.
- The students gather the information about regular and irregular verbs from the task.
- The teacher asks the students to come in front of class to present their findings from the task.

3. Language focus

- The teacher leads the students in analyzing the result of the students' presentation so that they can make some improvement.

c. Closing

The teacher closes the lesson and greets the students.

4. The Source

Recount text, Narrative text and test.

Give check mark (V) in the *False* or *True* column!

Identify the sentences whether correct or incorrect!

No	Sentences	False	True
1	My family visit my grandfather's house in Semarang last holiday.		
2	It takes six hours from my house to my grandfather's house.		
3	My sisters, Abel, Ana, and I was very happy.		
4	We arrived there in the afternoon.		
5	My grandpa and my grandma were very happy for our coming.		
6	On the next day, we eaten breakfast together.		

7	Then we went to some tourism objects in Semarang.		
8	My grandpa did not went with us because he had a cough.		
9	He was at home with his servant.		
10	So that, we was not afraid leaving his alone.		
11	After visiting many places, we feel very hungry.		
12	Fortunately, my mom and my grandma did not forget to bring meal for lunch.		
13	Then, we had lunch together.		
14	After that, we went home.		
15	My father asked me.		
16	Was you happy?		
17	I said that I was happy.		
18	Did you ever went to those places, Dad?		
19	Yes, I did.		
20	That was wonderful, Dad.		

Complete the sentences with correct form of the verbs or be!

Snow White

Once upon a time there (1) live a little girl named Snow White. She (2) live with her Aunt and Uncle because her parents (3) (be) dead.

One day she (4) hear her Uncle and Aunt talking about leaving Snow White in the castle because they both (5) want to go to America and they did (6) have enough money to take Snow White.

Snow White did not (7) want her Uncle and Aunt do this so she (8) decide it would be best if she (9) run away.. The next morning she (10) run away from home when her Aunt and Uncle were having breakfast. She (11) run away into the woods.

She (12) (be) tired and hungry.

Then she (13) see this little cottage. She (14) knock but no one (15) answer, so she (16) go inside and (17) fall asleep.

Meanwhile, the seven dwarfs were coming home from work. They (18) go inside. There, they (19) find Snow White sleeping. Then Snow White (20) wake up. She (21) see the dwarfs said, “what is your name?. Snow White said, “My name is Snow White. Doc said, “if you wish, you may live here with us”. Snow White said, “Oh could I?. Thank you”. Then Snow White (22) tell the dwarfs the whole story and Snow White and the 7 dwarfs (23) live happily.

No	Regular	Irregular

5. Evaluation

Technique : Written test

Form : essay

Instrument:

Look at the verbs in the bracket!

Write the regular or irregular form of the verbs!

No	Sentences	Regular	Irregular
1	I hear you crying yesterday.		
2	I see a beautiful bag in the store.		
3	My sister explain me mathematics' case.		
4	She answer the question given by the teacher.		
5	I find my lost comic last week.		
6	Sandy and Adam study together yesterday.		
7	Merry write a funny story last week.		
8	I do my homework this morning.		
9	I spend my last holiday in my grandma's house.		
10	We stay at my uncle's house during holiday.		
11	Wisnu get up at five o'clock this morning.		
12	My grandpa listen to the radio yesterday.		
13	I say my problem to my sister yesterday.		
14	My dad buy me a new bicycle two days ago.		
15	My brother walk to school today.		

Change the verbs or be in the brackets into Simple Past Tense!

1. I (borrow) some books from library yesterday.
2. (be) he at the office this morning?
3. We (watch) a documentary film on TV last night.
4. She (not take) the umbrella this morning.
5. I (hear) a noise outside last night.
6. You (buy) a new cloth. (Question)
7. We (not spend) all our money.
8. We (write) a short story today.

9. He (not come) to class yesterday.
10. You (go) to the store. (Question)
11. My mom (call) me last night.
12. (be) you sick yesterday?
13. Our teacher (explain) the lesson to us.
14. (be) Sammy at the library yesterday?
15. The students (play) outside yesterday.

6. Marking

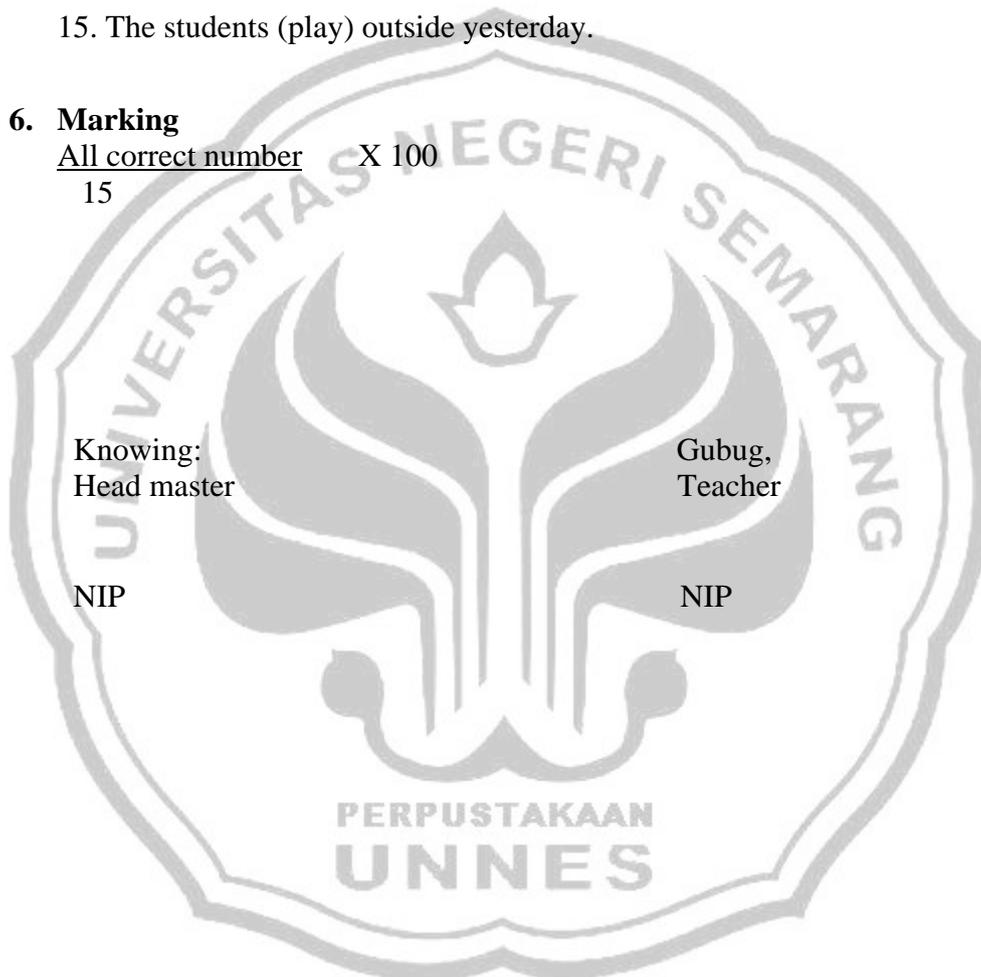
All correct number X 100
15

Knowing:
Head master

NIP

Gubug,
Teacher

NIP



Appendix 3

Pre – test English for eight grade of junior high school student

Name : _____
Student number : _____ Score : _____

Change the verbs or be in the brackets to make grammatical sentences!

1. My family (go) to Malang last holiday.
2. The students did not (answered) the questions.
3. Did Joshua (speak) English well?
4. They (be) here last night.
5. Merry (be) not sick yesterday.
6. (be) English an International language?
7. Jack (wake up) at five o'clock yesterday.
8. Snow white did not (tell) her name.
9. Did you (studied) English last night?
10. The children (be) busy.
11. Heny (be) not at school two days ago.
12. (be) you at home last night?
13. (be) Snow white a princess?
14. My uncle (have) a car accident last night.
15. I (see) a good film last night.
16. I did not (play) basketball last week.
17. Did Merry (do) her homework?
18. The room (be) full of students.
19. Anita (be) a secretary.
20. John (be) not from America.
21. (be) the children happy last night?
22. I (find) the right answer.
23. They did not (run) away from their house.
24. Did your father (read) the magazine yesterday?

25. Did you (write) the lesson given by the teacher yesterday?
26. Snow white (*be*) a beautiful girl.
27. The books (*be*) new.
28. I did not (stay) at my uncle's house during holiday.
29. They (*be*) not at school last week.
30. (*be*) your mother a doctor?



Appendix 4

Key Answer of Pre – test

1. Went
2. Answer
3. Speak
4. Were
5. Was
6. Was
7. Woke up
8. Tell
9. Study
10. Were
11. Was
12. Were
13. Was
14. Had
15. Saw
16. Play
17. Do
18. Was
19. Was
20. Was
21. Were
22. Found
23. run
24. Read
25. Write
26. Was
27. Were
28. Stay
29. Were
30. Was



Appendix 5

The Assessment Test 1

Name :

Students` number :

Look at the verbs in the bracket!

Write the regular or irregular form of the verbs!

No	Sentences	Regular	Irregular
1	I (hear) you crying yesterday.		
2	I (see) a beautiful bag in the store.		
3	My sister (explain) me mathematics' case.		
4	She (answer) the question given by the teacher.		
5	I (find) my lost comic last week.		
6	Sandy and Adam (study) together yesterday.		
7	Merry (write) a funny story last week.		
8	I (do) my homework this morning.		
9	I (spend) my last holiday in my grandma's house.		
10	We (stay) at my uncle's house during holiday.		
11	Wisnu (get) up at five o'clock this morning.		
12	My grandpa (listen) to the radio yesterday.		
13	I (say) my problem to my sister yesterday.		
14	My dad (buy) me a new bicycle two days ago.		
15	My brother (walk) to school yesterday.		

Appendix 6

Key Answer of Assessment Test 1

No	Regular	Irregular
1		Heard
2		Saw
3	Explained	
4	Answered	
5		Found
6	Studied	
7		Wrote
8		Did
9		Spent
10	Stayed	
11		Got
12	Listened	
13		Said
14		Bought
15	Walked	



Appendix 7

The Assessment Test 2

Name :

Students' number :

Change the verbs or be in the brackets into Simple Past Tense!

1. I (borrow) some books from library yesterday.
2. (be) he at the office this morning?
3. We (watch) a documentary film on TV last night.
4. She (not take) the umbrella this morning.
5. I (hear) a noise outside last night.
6. You (buy) a new cloth. (Question)
7. We (not spend) all our money.
8. We (write) a short story today.
9. He (not come) to class yesterday.
10. You (go) to the store. (Question)
11. My mom (call) me last night.
12. (be) you sick yesterday?
13. Our teacher (explain) the lesson to us.
14. (be) Sammy at the library yesterday?
15. The students (play) outside yesterday.

Appendix 8

Key Answer of Assessment Test 2

1. I borrowed some books from library yesterday.
2. Was he at the office this morning?
3. We watched a documentary film on TV last night.
4. She did not take the umbrella this morning.
5. I heard a noise outside last night.
6. Did you buy a new cloth?
7. We did not spend all our money.
8. We wrote a short story today.
9. We did not come to class yesterday.
10. Did you go to the store?
11. My mom called me last night.
12. Were you sick yesterday?
13. Our teacher explained the lesson to us.
14. Was Sammy at the library yesterday?
15. The students played outside yesterday.



Appendix 9

Post – test English for eight grade of junior high school student

Name :
Student number : Score :

Change the verbs or be in the brackets to make grammatical sentences!

1. Did George (speak) Spanish well?
2. Cathy (*be*) not sick yesterday.
3. My father (go) to Malang last Monday.
4. The boys (*be*) here two days ago.
5. Did you (studied) Math last night?
6. Snow white did not (tell) the story to me.
7. David (wake up) at five o'clock yesterday.
8. (*be*) English your native language?
9. They did not (answered) my questions.
10. The teachers (*be*) busy.
11. (*be*) your sisters at home last night?
12. Harry (*be*) not at home yesterday.
13. The room (*be*) full of students
14. My brother (have) a car accident last week.
15. Diego did not (play) football last week.
16. I (see) a good film last night.
17. Angel (*be*) a dentist.
18. (*be*) Snow white a goddess?
19. Did Merry (do) her homework?
20. John (*be*) not from Canada.
21. (*be*) the audiences happy last night?
22. Did Ben (write) the lesson given by the teacher yesterday?
23. I did not (stay) at a luxurious hotel during holiday.

24. Did your mother (read) the newspaper this morning?

25. I (find) the right answer.

26. Snow white (*be*) a pretty girl.

27. (*be*) your brother a pilot?

28. Belinda did not (run) away from her house.

29. The students (*be*) not at school last week.

30. The chairs (*be*) new.



Appendix 10

Key Answer of Post – test

- | | |
|------------|--------------|
| 1. Speak | 18. Was |
| 2. Was | 19. Do |
| 3. Went | 20. Was not |
| 4. Were | 21. Were |
| 5. Study | 22. Write |
| 6. Tell | 23. Stay |
| 7. Woke up | 24. Read |
| 8. Was | 25. Found |
| 9. Answer | 26. Was |
| 10. Were | 27. Was |
| 11. Were | 28. Run away |
| 12. Was | 29. Were |
| 13. Was | 30. Were |
| 14. Had | |
| 15. Play | |
| 16. Saw | |
| 17. Was | |



Appendix 11

QUESTIONNAIRE

Pertanyaan	Tidak	Ya
1. Apakah kamu senang dengan pengajaran dengan menggunakan metode Task - Based Learning?		
2. Apakah dengan metode Task – Based Learning kamu dapat meningkatkan pemahamanmu terhadap Simple Past Tense?		
3. Apakah dengan metode ini dapat memotivasi kamu dalam belajar bahasa inggris?		
4. Apakah materi yang diberikan sering kalian gunakan dan butuhkan dalam kehidupan sehari - hari?		
5. Apakah pengajaran bahasa inggris dengan metode ini perlu dilakukan terus-menerus?		

Appendix 12

The result of the Pre- test

No	Test code	Score	%
1	A - 1	11	36.66
2	A - 2	3	10
3	A - 3	5	16.66
4	A - 4	12	40
5	A - 5	3	10
6	A - 6	12	40
7	A - 7	15	50
8	A - 8	13	43.33
9	A - 9	3	10
10	A - 10	4	13.33
11	A - 11	12	40
12	A - 12	14	46.66
13	A - 13	13	43.33
14	A - 14	19	63.33
15	A - 15	15	50
16	A - 16	18	60
17	A - 17	11	36.66
18	A - 18	11	36.66
19	A - 19	18	60
20	A - 20	13	43.33
21	A - 21	11	36.66
22	A - 22	9	30
23	A - 23	11	36.66
24	A - 24	14	46.66
25	A - 25	15	50
26	A - 26	8	26.66
27	A - 27	10	33.33
28	A - 28	11	36.66
29	A - 29	9	30
30	A - 30	14	43.33
31	A - 31	8	26.66
32	A - 32	11	36.66
33	A - 33	12	40
34	A - 34	18	60
35	A - 35	9	30
36	A - 36	9	30
37	A - 37	20	66.66
38	A - 38	3	10
39	A - 39	15	50
40	A - 40	11	36.66
41	A - 41	12	40
42	A - 42	11	36.66
43	A - 43	11	36.66
44	A - 44	21	70
45	A - 45	12	40
46	A - 46	9	30
Total students :46		529	1759.87

Appendix 13

The Result of Assessment Test 1

No	Test code	Score	%
1	A - 1	9	60
2	A - 2	12	80
3	A - 3	12	80
4	A - 4	12	80
5	A - 5	11	73.33
6	A - 6	15	100
7	A - 7	13	86.66
8	A - 8	14	93.33
9	A - 9	9	60
10	A - 10	12	80
11	A - 11	13	86.66
12	A - 12	11	73.33
13	A - 13	10	66.66
14	A - 14	12	80
15	A - 15	11	73.33
16	A - 16	12	80
17	A - 17	11	73.33
18	A - 18	14	93.33
19	A - 19	11	73.33
20	A - 20	11	73.33
21	A - 21	9	60
22	A - 22	14	93.33
23	A - 23	9	60
24	A - 24	10	66.66
25	A - 25	13	86.66
26	A - 26	12	80
27	A - 27	13	86.66
28	A - 28	14	93.33
29	A - 29	15	100
30	A - 30	9	60
31	A - 31	13	86.66
32	A - 32	15	100
33	A - 33	11	73.33
34	A - 34	15	100
35	A - 35	13	86.66
36	A - 36	12	80
37	A - 37	10	66.66
38	A - 38	10	66.66
39	A - 39	11	73.33
40	A - 40	9	60
41	A - 41	9	60
42	A - 42	10	66.66
43	A - 43	14	93.33
44	A - 44	14	93.33
45	A - 45	9	60
46	A - 46	14	93.33
The total of students : 46		542	3613.21

Appendix 14

The Result of Assessment Test 2

No	Test code	Score	%
1	A - 1	10	66.66
2	A - 2	13	86.66
3	A - 3	12	80
4	A - 4	13	86.66
5	A - 5	12	80
6	A - 6	13	86.66
7	A - 7	12	80
8	A - 8	14	93.33
9	A - 9	10	66.66
10	A - 10	9	60
11	A - 11	13	86.66
12	A - 12	11	73.33
13	A - 13	9	60
14	A - 14	15	100
15	A - 15	9	60
16	A - 16	10	66.66
17	A - 17	12	80
18	A - 18	12	80
19	A - 19	12	80
20	A - 20	10	66.66
21	A - 21	14	93.33
22	A - 22	11	73.33
23	A - 23	11	73.33
24	A - 24	11	73.33
25	A - 25	13	86.66
26	A - 26	10	66.66
27	A - 27	11	73.33
28	A - 28	11	73.33
29	A - 29	15	100
30	A - 30	11	73.33
31	A - 31	12	80
32	A - 32	14	93.33
33	A - 33	11	73.33
34	A - 34	10	66.66
35	A - 35	15	100
36	A - 36	15	100
37	A - 37	11	73.33
38	A - 38	10	66.66
39	A - 39	10	66.66
40	A - 40	11	73.33
41	A - 41	10	66.66
42	A - 42	11	73.33
43	A - 43	12	80
44	A - 44	15	100
45	A - 45	12	80
46	A - 46	12	80
The total of students : 46		540	3599.86

Appendix 15

The Result of the Post –Test

No	Test Code	Score	%
1	A - 1	23	76.66
2	A - 2	27	90
3	A - 3	25	83.33
4	A - 4	26	86.66
5	A - 5	26	86.66
6	A - 6	30	100
7	A - 7	24	80
8	A - 8	21	70
9	A - 9	26	86.66
10	A - 10	25	83.33
11	A - 11	27	90
12	A - 12	18	60
13	A - 13	18	60
14	A - 14	26	86.66
15	A - 15	21	70
16	A - 16	20	66.66
17	A - 17	27	90
18	A - 18	28	93.33
19	A - 19	21	70
20	A - 20	21	70
21	A - 21	20	66.66
22	A - 22	29	96.66
23	A - 23	25	83.33
24	A - 24	22	73.33
25	A - 25	22	73.33
26	A - 26	18	60
27	A - 27	26	86.66
28	A - 28	30	100
29	A - 29	28	93.33
30	A - 30	27	90
31	A - 31	29	96.66
32	A - 32	28	93.33
33	A - 33	21	70
34	A - 34	20	66.66
35	A - 35	29	96.66
36	A - 36	26	86.66
37	A - 37	25	83.33
38	A - 38	18	60
39	A - 39	20	66.66
40	A - 40	20	66.66
41	A - 41	20	66.66
42	A - 42	25	83.33
43	A - 43	28	93.33
44	A - 44	27	90
45	A - 45	27	90
46	A - 46	29	96.66
The total of students :46		1124	3729.85

Appendix 16

The Result of Pre-test, Assessment 1 and 2, and Post – Test

No	Test Code	The result of the test %			
		Pre-test	First Activity	Second Activity	Post-Test
1	A - 1	36.66	60	66.66	76.66
2	A - 2	10	80	86.66	90
3	A - 3	16.66	80	80	83.33
4	A - 4	40	80	86.66	86.66
5	A - 5	10	73.33	80	86.66
6	A - 6	40	100	86.66	100
7	A - 7	50	86.66	80	80
8	A - 8	43.33	93.33	93.33	70
9	A - 9	10	60	66.66	86.66
10	A - 10	13.33	80	60	83.33
11	A - 11	40	86.66	86.66	90
12	A - 12	46.66	73.33	73.33	60
13	A - 13	43.33	66.66	60	60
14	A - 14	63.33	80	100	86.66
15	A - 15	50	73.33	60	70
16	A - 16	60	80	66.66	66.66
17	A - 17	36.66	73.33	80	90
18	A - 18	36.66	93.33	80	93.33
19	A - 19	60	73.33	80	70
20	A - 20	43.33	73.33	66.66	70
21	A - 21	36.66	60	93.33	66.66
22	A - 22	30	93.33	73.33	96.66
23	A - 23	36.66	60	73.33	83.33
24	A - 24	46.66	66.66	73.33	73.33
25	A - 25	50	86.66	86.66	73.33
26	A - 26	26.66	80	66.66	60
27	A - 27	33.33	86.66	73.33	86.66
28	A - 28	36.66	93.33	73.33	100
29	A - 29	30	100	100	93.33
30	A - 30	43.33	60	73.33	90
31	A - 31	26.66	86.66	80	96.66
32	A - 32	36.66	100	93.33	93.33
33	A - 33	40	73.33	73.33	70
34	A - 34	60	100	66.66	66.66
35	A - 35	30	86.66	100	96.66
36	A - 36	30	80	100	86.66
37	A - 37	66.66	66.66	73.33	83.33
38	A - 38	10	66.66	66.66	60
39	A - 39	50	73.33	66.66	66.66
40	A - 40	36.66	60	73.33	66.66

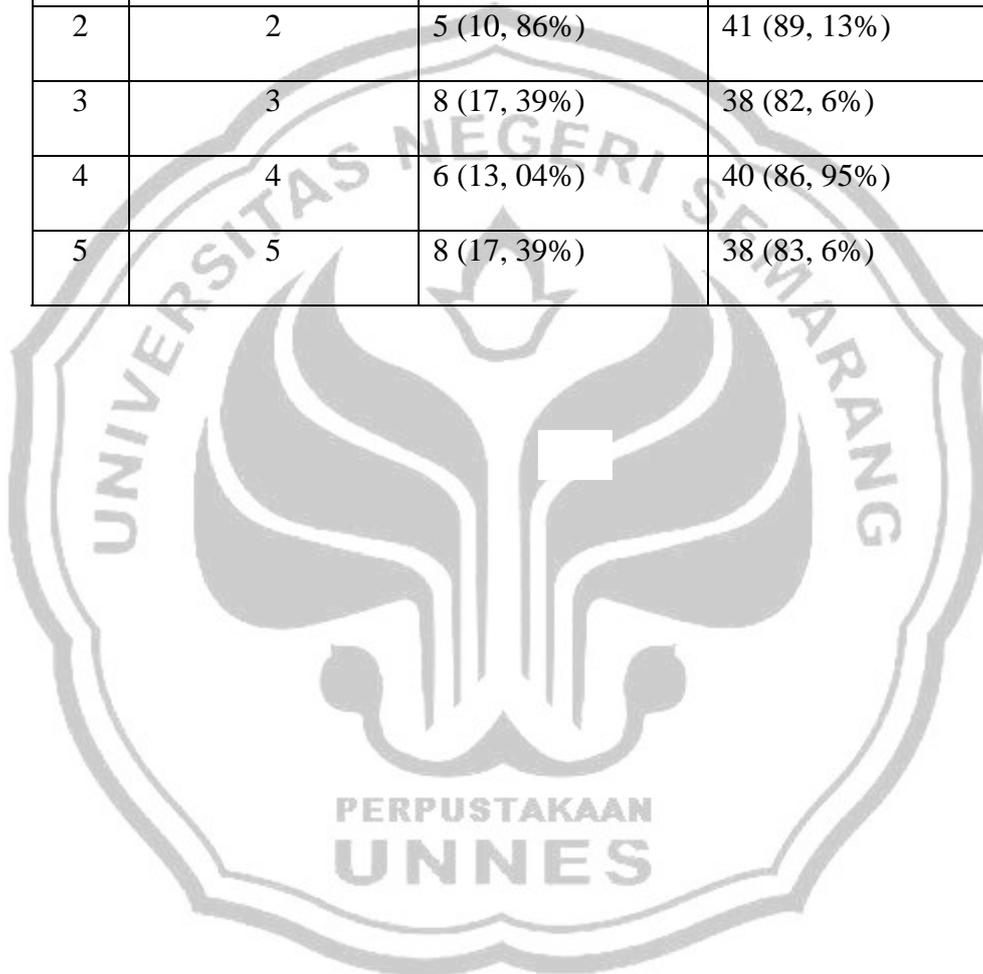
41	A - 41	40	60	66.66	66.66
42	A - 42	36.66	66.66	73.33	83.33
43	A - 43	36.66	93.33	80	93.33
44	A - 44	70	93.33	100	90
45	A - 45	40	60	80	90
46	A - 46	30	93.33	80	96.66
Total		1759.87	3613.21	3599.86	3729.85
Mean		38.26	78.5	78.3	81.03



Appendix 17

The Analysis of Questionnaire

No	Item Number	“No” answer	“Yes” answer
1	1	10 (21, 73%)	36 (78, 26%)
2	2	5 (10, 86%)	41 (89, 13%)
3	3	8 (17, 39%)	38 (82, 6%)
4	4	6 (13, 04%)	40 (86, 95%)
5	5	8 (17, 39%)	38 (83, 6%)





PEMERINTAH KABUPATEN GROBOGAN
DINAS PENDIDIKAN

Jl. PEMUDA NO 35 TELP.(0292)421034,421358
Fax (0292) 421034 Purwodadi 58111

Purwodadi, 12 Pebruari 2009

Nomor : 070/444/16/2009
Lampiran :
Perihal : Ijin Penelitian

Kepada Yth :
Kepala SMP N 1 Gubug
di
Gubug

Memperhatikan surat dari Universitas Negeri Semarang (UNNES)
Nomor 110/H37.1.2/PL/2009 , 23 Januari 2009 maka dengan ini kami
mengijinkan kepada :

Nama : DINA PRATIWI
NIM : 2201404569
Jurusan : Bahasa dan Sastra Inggris
Jenjang Program : S1 (, Strata 1,)
Tahun Akademik : 2007/2008

Untuk mengadakan penelitian yang akan digunakan untuk penyusunan tesis
dengan tema " THE TEACHING OF THE SIMPLE PAST TENSE FOR
JUNIOR HIGH SCHOOL STUDENT THROUGH TASK-BASED
LEARNING (AN ACTION RESEARCH CONDUCTED AT YEAR VIII
OF SMP N 1 GUBUG) " dengan catatan :

1. Pelaksanaan penelitian / pengumpulan data tidak mengganggu proses belajar mengajar.
2. Hasil penelitian / survey / pengumpulan data tidak untuk disajikan pada pihak luar / media masa.
3. Waktu penelitian selama 3 (tiga) bulan sejak dikeluarkannya surat ini.
4. Menyampaikan laporan penelitian paling lambat 1 (satu) bulan setelah selesai pelaksanaan penelitian.

Demikian untuk dilaksanakan sebaik-baiknya.



Tembusan dikirim kepada Yth :

1. Kepala Dinas Pendidikan Propinsi Jawa Tengah
2. Dekan Universitas Negeri Semarang
3. Kepala Dispermas dan Kesbanglinmas Kabupaten Grobogan
4. Yang Bersangkutan
5. Arsip



DEPARTEMEN PENDIDIKAN NASIONAL
UNIVERSITAS NEGERI SEMARANG (UNNES)
FAKULTAS BAHASA DAN SENI

Sampul
Hal : 1 Perasidwaan Edin Panellitia

Yth. Kepala Dinas Pendidikan
Kabupaten Grobogan
di Grobogan

Dengan hormat kami sampaikan ucapan selamat kepada saudara yang telah menyelesaikan skripsi :

Nama : DINA PRATIWI
NIM : 2301404537
Jurusan : Bahasa dan Sastra Inggris
Jenjang Program : S1 (Strain 1)
Tahun Akademik : 2007/2008
Judul Skripsi : THE TEACHING OF ENGLISH AS A SECOND LANGUAGE FOR JUNIOR HIGH SCHOOL AT SMP N 1 GUBUG KABUPATEN GROBOGAN (AN ACTION RESEARCH MODEL OF COMMUNICATIVE APPROACH)

akan mengadakan penelitian di: SMP N 1 Gubug Kab. Grobogan

Waktu pelaksanaan : bulan Januari s.d. bulan Maret 2009

Kami mohon berkenan memberikan izin kepada mahasiswa di atas untuk keperluan yang dimaksud.

Atas perhatian dan kerjasama Saudara kami sampaikan terima kasih.



Dekan,

Prof. Dr. Rustono
NIP. 131281222

- Tembusan Yth.:
1. Rektor UNNES
 2. Ka. SMP N 1 Gubug Kab. Grobogan
 3. Ketjur. Bahasa dan Sastra Inggris
 4. Ybs.



PEMERINTAH KABUPATEN GROBOGAN
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SURAT KETERANGAN

Nomor : 070 / 114 / 2009

Yang bertanda tangan di bawah ini Kepala SMP Negeri 1 Gubug Kabupaten Grobogan menerangkan bahwa :

Nama : DINA PRATIWI
NIM : 2201404569
Jurusan : Bahasa dan Sastra Inggris
Jenjang Program : SI (Strata 1)
Tahun Akademik : 2007/2008

Menerangkan dengan **sesungguhnya** bahwa mahasiswi tersebut di atas benar-benar telah mengadakan penelitian di SMP Negeri 1 Gubug Kabupaten Grobogan dengan judul : **"THE TEACHING OF THE SIMPLE PAST TENSE FOR JUNIOR HIGH SCHOOL STUDENTS THROUGH TASK-BASED LEARNING (AN ACTION RESEARCH CONDUCTED AT YEAR VIII OF SMP N 1 GUBUG)"**

Penelitian tersebut telah dilaksanakan pada bulan Januari dan Februari 2009.