THE USE OF SINGLE SLOT SUBSTITUTION DRILLS TO TEACH SIMPLE PRESENT TENSE FOR THE SEVENTH GRADE STUDENTS OF SMP N 1 BAWANG, BATANG IN THE ACADEMIC YEAR OF 2010/2011

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by

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A genius is one percent inspiration and ninety nine percent perspirations
(Thomas Alva Edison)

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To:
Bapak Purwito and Ibu Suripah my beloved parents
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ABSTRACT

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Key Words: single slot substitution drill, simple present tense, action research.

Observations show that the teacher still uses a conventional technique in teaching simple present tense to the seventh grade students of SMP N 1 Bawang. The students find some difficulties in learning this tense. Therefore, this study investigates the use of single slot substitution drills as a technique in teaching simple present tense.

The objectives of this study were to find out to what extent single slot substitution drills contributed to the development of the mastery in simple present tense of the seventh grade students of SMP N 1 Bawang in the academic year of 2010/2011 and to find out to what extent single slot substitution drills contributed to the development of the positive attitude in learning simple present tense of the seventh grade students of SMP Negeri 1 Bawang in the academic year of 2010/2011.

This study was a classroom action research which was conducted in two cycles. The data in this study were collected through the use of test in the form of multiple choice items and non-test instruments in the form of first and second questionnaire. Data analysis was done by using quantitative and qualitative description.

The research findings showed that there was a significant difference in the students' achievement in simple present tense before and after using single slot substitution drill technique. The average score in the pre-test was 48.88, in cycle 1 was 70.05, in cycle two was 77.29, and in the post-test was 82.52. It proved that the result of the post-test was better than the standard score of KTSP (2006) that was 65. The results of the questionnaire showed that students' positive attitude in learning simple present tense got increased.

The result of the research shows that single slot substitution drill technique gives contribution in developing students' mastery and students' positive attitude towards simple present tense. Therefore, it is suggested that teachers should use single slot substitution drills as an alternative technique in teaching simple present tense.

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CHAPTER I

INTRODUCTION

Chapter I consists of background of the study, reasons for choosing the topic, statement of the problems, objective of the study, significance of the study, limitation of the study, and outline of the report.

1.1 Background of the Study

Language is a system of communication consisting of sounds, words and grammar, or the system of communication used by the people of a particular country or profession. In addition, Hornby (1995: 662) states that language is the system of sounds and words used by humans to express their thoughts and feelings. Language has an important role in a social development of students. They use language as a tool to communicate with others. It goes along with its function because according to Leech (1982: 12), the main function of language is to communicate with other people. Learning language is expected to help students to take a part in their society. Ramelan (1992: 14) states that language is said to be social, because it is only used in a social group which involves at least two persons, the speaker and the hearer. As mentioned before, the use of language enables the members of a social group to cooperate with one another for their own benefits. Moreover, it is expected that by learning language the students are able

to get knowledge from their society that will increase their intellectual knowledge in studying all subjects of study.

English is the language of England, used in Britain, most country in the British Commonwealth, the USA and some other countries (Hornby 1995: 382). Learning English as part of universal language is a common thing nowadays. Many people from different countries learn English; furthermore they acquire it in order to take a part in international network. Considering its important role in connecting people with different backgrounds of languages, gathering information, and getting better knowledge, it is important for students to learn this language and acquire it in order to be able to communicate with people from other countries. According to Ramelan (1992: 14), language has to be learn and used in a social community, without which the existence of language is beyond understanding. For this reason, English has been taught in many countries throughout the world, including Indonesia. English is the first foreign language that is taught in formal education institution in Indonesia. In Indonesia, English is learnt as a subject of study rather than as a means of communication. Therefore, Indonesian students have less chance to practice their English speaking naturally outside the classroom. It means that students does not put English into a primary needs since there is a little or even no use in their environment. In addition, English is very different from Indonesian language in the aspect of grammar, pronunciation, vocabulary, and so on. Those differences add difficulties for Indonesian students to learn English. Consequently, an enjoyable and appropriate strategy is needed to gain success in teaching and learning English in Indonesia.

Reaching the goal of teaching and learning process, the Indonesian government has set up a curriculum. Curriculum is a set of planning, strategy, and rules about the goals, contents, materials, and strategy to hold teaching and learning process to gain a specific educational purpose. Since 2006, the government has applied School-Based Curriculum (Kurikulum Tingkat Satuan Pendidikan). School based curriculum is a curriculum that is constructed and applied independently by an educational institution.

Based on School-Based Curriculum of junior high school, teaching English has three objectives. Firstly, teaching English in junior high school is intended to develop communication competence in both spoken and written form to achieve a functional literacy level. Functional literacy is the ability to use English both spoken and written to solve daily problems. Secondly, students are expected to have an awareness of the essence and importance of English to increase competitiveness in a globalization era. Lastly, it is also intended to develop students' comprehension about relevancy between language and culture.

Furthermore, it is also states that English is taught to achieve some literacy level. Those literacy levels include performative, functional, informational, and epistemic. In a performative level, people are able to read, write, listen, and speak using symbols that is used. In a functional level, people are able to use language to fulfill their daily needs such as reading newspaper, manual or direction. In an informational level, people are able to access knowledge using language ability. In an epistemic level, people can express their knowledge into the target language. In junior high school, the target of learning

English is in the functional level, which is they can communicate using English both spoken and written to solve daily problems.

Teaching English in junior high school in Indonesia covers three main scopes. First, discourse competence, include understanding and creating short functional text both spoken and written in four skill, listening, speaking, reading, and writing. Second, understanding competence, that is a competency in understanding and creating short functional text in a form of procedure, descriptive, recount, narrative, and report. Lastly, secondary competence which consists of linguistics competence (using grammar, vocabulary, phonetics), socio-cultural competence (using expressions in a context of communication), strategic competence (solving problems in a communication process), and forming discourse competence (using tools to form discourse).

As stated in the previous paragraphs, one of the linguistics competences that the students have to master is grammar. Grammar is one of some components that is very important. Students are intended to master grammar because they cannot communicate using English clearly without mastering its grammatical rule. As a consequence, there will be misunderstanding between the speaker and the hearer. As Leech (1982: 4) states that the meaning of a message conveyed by language has to be converted into words put together according to grammatical rules, and these words are then conveyed by sound. In addition, grammar is the central component of language which relates phonology and semantics, or sound and meaning (Leech 1982: 4). Moreover, Hornby (1995: 517) states that grammar is the rules in a language for changing the form of words and combining them into

sentences. It is clear that grammar is very important in order to make correct and acceptable sentences in communication. The basic knowledge of grammar that is taught in the seventh grade of junior high school is about tenses. Declerck (2006: 100) states that in the interpretation of tense based on the form of the verb there are only two tenses: a present and a past tense. Each of which is marked by different forms in lexical verb itself or in the auxiliary used. By recognizing the difference between present and past construction, the speaker and the listener can communicate clearly. By recognizing the forms of the present and past tense sentences, students can improve their understanding of English textbook and they can also produce present and past tense sentences in appropriate context.

The students start learning simple present tense in an elementary school as a local subject. It is hoped that the graduation from elementary school can master a useful ability in order to prepare them studying English in junior high school. This ability is an interaction ability using English to support school and class activity. English education in elementary school is intended to develop linguistics ability which is used for accompanying action. Students continue their study of simple present tense in seventh grade of junior high school. Simple present tense is taught in four skills; these are listening, speaking, reading, and writing. In a speaking skill, students sometimes have problems in making correct structure of sentences which make inacceptable meanings. Hence, the teacher has to give an interesting technique in teaching this tense since it is the first time they learn it. Here the writer proposes single slot substitution drills as an alternative technique of teaching simple present tense.

5.2 Reasons for Choosing the Topic

According to school-based curriculum, grammar is taught as a secondary competence which is included in four skills, listening, speaking, reading, and writing. It means that grammar is not the main material that should be mastered by students although it is a crucial factor in studying English. Grammar is learnt along with dialog (transactional and interpersonal conversation), short functional text, and monolog text. Unfortunately, sometimes students face some problems in studying grammar. Teaching method helps the teacher and students to solve this problem. In this case, I choose single slot substitution drills as the method. To specify, I have chosen simple present tense as the object of the study. Therefore, some reasons for choosing the topics are given.

First, single slot substitution drills which are used as a teaching technique is a kind of drills in audio-lingual method. According to Larsen-Freeman (2000: 48) in single slot substitution drills the teacher says a line, usually from the dialog. By using this technique, students will learn grammar through dialog. Dialog is closely related to the students' daily life. Students can express their feeling, opinion, and thoughts using dialog. So, I assume that single slot substitution drills can be used as an alternative technique in teaching simple present tense.

Second, single slot substitution drills can be easily applied to a grammar orally and directly because Larsen-Freeman (2000: 48) states that in single slot substitution drills the teacher says a word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line and its

proper place. Considering the time allotment for English subject in junior high school is quite limited, it is important to choose an effective technique. What I mean as an effective technique is that the teachers do not take a lot of time in teaching materials of study. In addition, the technique should ease the students to learn the material. I believe that single slot substitution drills fulfill those requirements. I hope after the treatment by using single slot substitution drills, the students will try to explore the use of this technique in studying grammar.

Third, I choose simple present tense as an ability that is treated because I assume that the seventh grade students' mastery in using simple present tense, especially in SMP Negeri 1 Bawang, needs to be developed.

Forth, I have chosen simple present tense as an object of the study because based on School-Based Curriculum, the seventh grade students of junior high school have to master grammar, including simple present tense as a secondary competence.

Fifth, by using single slot substitution drills, I expect that the result of this study will be useful for both the teacher and readers to improve their ability in teaching, especially in the use of teaching technique.

Sixth, I hope that the result of this study will be a motivation and variation for the students in learning English. Finally, it will lead them to a better result of studying English in general.

1.3 Statement of the Problems

Statements of the problem discussed in this study are as follow:

(1) To what extent do the single slot substitution drills contribute to the development of the mastery in simple present tense of the seventh grade students of SMP Negeri 1 Bawang in the academic year of 2010/2011?

(2) To what extent do the single slot substitution drills contribute to the development of the positive attitude in using simple present tense of the seventh grade students of SMP Negeri 1 Bawang in the academic year of 2010/2011?

1.4 Objectives of the Study

The objectives of the study are:

(1) To find out to what extent the single slot substitution drills contribute to the development of the mastery in simple present tense of the seventh grade students of SMP Negeri 1 Bawang in the academic year of 2010/2011.

(2) To find out to what extent the single slot substitution drills contribute to the development of the positive attitude in using simple present tense of the seventh grade students of SMP Negeri 1 Bawang in the academic year of 2010/2011.

1.5 Significance of the Study

Significance of this study is classified into three parts, for the students, teachers, and the readers.

For students, this study is intended to give information about the use of single slot substitution drills as a technique in learning present tense. It is hoped that they will be motivated to learn simple present tense because single slot substitution drills allow them to practice using simple present tense directly. So, they can both learn and practice at the same time. It is also expected that by using this technique, they can master simple present tense. Furthermore, the study hopefully would be useful for them in communication and writing a text using simple present tense.

For the English teacher, this study informs that there is a technique which is easily replicated, applied, and adapted to a variety of setting. This technique is single slot substitution drills. It is hoped that by knowing single slot substitution drills, they will be able to use this technique to teach their students as a comparison matter to the previous technique they have ever used in order to find the best technique to teach simple present tense.

For other readers, it will show that there is a technique of teaching simple present tense called single slot substitution drills.

1.6 Limitation of the Study

This study is an action research which uses single slot substitution drills as a teaching technique. This drill is one kind of drills in audio-lingual method which enables students to change the slot of the sentence with another word. This study is purposed to know the contribution of single slot substitution drills to the development of the mastery and positive attitude in using simple present tense of the seventh grade students of SMP Negeri 1 Bawang in the academic year of 2010/2011. Therefore, the result of this study is applied for them.

1.7 Outline of the Report

This final project is divided into five chapters. Each of them can be explained as follows:

The first chapter is about *introduction*, which consists of background of the study, reasons for choosing the topic, statement of the problem, objectives of the study, significance of the study, limitation of the study, and outline of the study.

The second chapter presents *review related literature*, which is about review of the previous study, review of the theoretical study, General concept of audio-lingual method, definition of audio-lingual method, principles of audio-lingual method, drill, types of drill, single slot substitution drills, types of single slot substitution drills, the teaching learning process using single slot substitution drills, the use of drill in teaching grammar, grammar, the definition of grammar,

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the important of learning grammar, the simple present tense, description of form, the use of the simple present tense, and the theoretical framework.

The third chapter gives *methods of investigation*, which contains data collection, population and sample, research instrument, scoring technique, procedure of the study, data analysis.

The fourth chapter presents *data analysis and discussion*. Finally, this is ended with *conclusion and suggestion* in the fifth chapter.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter contains three sections. The first section presents the previous study related to this topic. This is then followed by the second section that talks about the theoretical reviews underlying this study. The last section describes the theoretical framework which is used as the basis of this study.

2.1 Review of the Previous Study

Review of the previous study consists of some researches which were conducted in this area. They can be used as references in this study.

First, Nusaningtyas (2005) conducted a research about using game in teaching simple present tense entitled "The effectiveness of Using Activity Dominoes to Teach simple present tense to Junior High School Students (The Case of the Seventh Class Students of SMP Negeri 2 Pekalongan)." Nusaningtyas concluded that using activity dominoes in developing students' mastery of simple present tense is more effective than without activity dominoes. Moreover, Mills (2007) from Oakland City University conducted a research in the area of grammar entitled "Does Using an Internet Based Program for Improving Student Performance in Grammar and Punctuation Really Work in a College Composition Course?" Mills proved that using the internet based program had improved students' grammar and punctuation skill and students would feel more confident taking the English competency test because of using the program. In addition,

Afiani (2008) did a research entitled "The Effectiveness of Using Still Pictures in Teaching simple present tense (A Case Study of the Fifth Grade Students of SDN II Bugel Grobogan in the Academic Year of 2008-2009)." Afiani summarized that there is a positive significant improvement of students' learning achievement in simple present tense after being taught using still pictures. Besides, Pertiwi (2010) conducted a research about using another game entitled "The Effectiveness of Board Game to Develop Students' Grammar Mastery of simple present tense (An Experimental Research at the Eighth Grade Students of SMP Negeri 3 Demak in the Academic Year of 2010/2011)." Pertiwi concluded that using board game in developing students' mastery of simple present tense is more effective than without board game.

To my knowledge there is still an area of studies that has not been explored related to teaching grammar, that is, the use of single slot substitution drills in teaching simple present tense.

2.2 Review of the Theoretical Study

The second section gives the brief description of audio-lingual method, general concept of audio-lingual method, definition of audio-lingual method, principles in audio-lingual method, drill, types of drill, single slot substitution drills, types of single slot substitution drills, teaching and learning process using single slot substitution drills, grammar, definition of grammar, the importance of learning grammar, simple present tense, description of form, and the use of simple present tense.

2.2.1 General Concept of Audio-lingual Method

Audio-lingual method is a method of teaching a second language. It was first used in a World War II as a method to develop foreign language programs for military personnel. The objective of this program was to attain conversational proficiency in a variety of foreign languages. The audio-lingual method is designed to teach students to be able to master a variety of foreign languages (Richards, 1986: 44). Hence, audio-lingual method is a method which firstly used in World War II to teach students in mastery a variety of foreign languages.

2.2.1.1 Definition of Audio-lingual Method

According to Larsen-Freeman (2000: 35), audio-lingual method is an oral-based approach. It does not only emphasize on vocabulary acquisition through exposure to its use in situation, but also drills students in the use of grammatical sentence patterns.

The audio-lingual method is a style of teaching used in teaching foreign languages. It does not focus on teaching vocabulary. Rather, the teacher drills students in the use of grammar. (http://en.wikipedia.org/wiki/Audio-lingual_method).

Furthermore, the goal of audio lingual method is students can use the target language communicatively (Larsen-Freeman, 2000: 45). Drilling is a central technique in audio lingual method (Richards, 1986: 67).

From all definitions above, the writer concludes that audio-lingual method is an oral-based approach which focuses on drilling students in the use of grammar of foreign languages.

2.2.1.2 Principles of Audio-lingual Method

Larsen-Freeman (2000: 45) states that there are nine principles of audio-lingual method as follows:

(1) The goal of the teacher

Teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need to over learn the target language, to learn, to use it automatically without stopping to think. Their students achieve this by forming new habits of their native language.

(2) The role of the teacher

The teacher is like an orchestra leader, directing and controlling the language behavior of his /her students. He/she is also responsible for providing her students with a good model for imitation. Students are imitators of the teacher's model or the tapes he/she supplies of model speakers. They follow the teacher's direction and respond as accurately and as rapidly as possible.

(3) Characteristics of the teaching and learning process

New vocabulary and structural patterns are presented through dialogs. The dialogs are learnt through imitation and repetition. Drills (such as repetition, backward build-up, chain, substitution, transformation, and question-and-answer) are conducted based upon the patterns present in the dialog. Students' successful

responses are positively reinforced. Grammar is introduced from the examples given, explicit grammar rules are not provided. Cultural information is contextualized in the dialogs or presented by the teacher. Students' reading and writing work are based upon the oral work they did earlier.

(4) Nature of student-teacher interaction and nature of student-student interaction

There is student-to-student interaction in chain drills or when students take different roles in dialog, but this interaction is teacher directed. Most of the interaction is between teacher and students and is initiated by the teacher.

(5) View of language and culture of language

The view of language in the audio-lingual method has been influenced by descriptive linguists. Every language is seen as having its own unique system. The system is comprised of several different levels: phonological, morphological, and syntactic. Each level has its own distinctive patterns.

Everyday speech is emphasized in the audio-lingual method. The level of complexity of the speech is graded, however, so that beginning students are presented with only simple patterns. Culture consists of the everyday behavior and lifestyle of the target language speakers.

(6) Area of language and language skills

Vocabulary is kept to minimum while the students are mastering the sound system and grammatical patterns.

The natural order of skills presentation is adhered to: listening, speaking, reading, and writing. The oral/aural skills receive most of the attention. What students write they have first been introduced to orally. Pronunciation is taught

from the beginning, often by students working in language laboratories on discriminating between members of minimal pairs.

From the statements above, it can be concluded that in audio-lingual method, the area of language emphasizes in mastery of sound system and grammar. In addition, it also emphasizes four skill; listening, speaking, reading, and writing. But, listening and speaking receive most of the attention.

(7) Role of students' native language

The habits of the students' native language are taught to interfere with the students' attempts to master the target language. Therefore, the target language is used in the classroom, not the students' native language. A contrastive analysis between the students' native language and the target language will reveal where a teacher should expect the most interference.

(8) Accomplishment of evaluation

Students might be asked to distinguish between words in a minimal pair, for example, or to supply an appropriate verb form in the sentence.

(9) Teacher's respond to student errors

Student errors are to be avoided if at all possible through the teacher's awareness of where the students will have difficulty and restriction of what they are taught to say.

2.2.2 Drill

A drill is a classroom technique used to practice new language. It involves the teacher modeling a word or a sentence and the learners repeating it. Hornby

(1995: 355) states that drill is trained or trains somebody thoroughly by means of regularly repeated exercises.

Furthermore, drill is a method of teaching technique used for practicing sound or sentence patterns concerned with the fixation of specific association for automatic recall. (http://ayoellg.wordpress.com/2009/03/30/drills-in-teaching/)

2.2.2.1 Types of Drill

Richards (1986: 53) say that dialogues and drills form are the basis of audio-lingual classroom practices. In addition, Brooks cited by Richards (1986: 54) states that the use of drills and pattern practice is a distinctive feature of the audio-lingual method. Various kinds of drills used include the following:

(1) Repetition: The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear.

(2) Inflection: One word in an utterance appears in another form when repeated.

(3) *Replacement:* One word in an utterance is replaced by another.

(4) Restatement: The student rephrases an utterance and addresses it to someone else, according to instructions.

(5) Completion: The student hears an utterance that is complete except for one word, then repeats the utterance in complete form.

(6) Transposition: A change in word order is necessary when a word is added.

(7) Expansion: When a word is added it takes a certain place in the sequence.

(8) Contraction: A single word stands for a phrase or clause.

(9) Transformation: A sentence is transformed by being made negative or interrogative or through changes in tense, mood, voice, aspect, or modality.

(10) Integration: Two separate utterances are integrated into one.

(11) *Rejoinder:* The student makes an appropriate rejoinder to a given utterance.

(12) Restoration: The student is given a sequence of words that have been culled from a sentence but still bear its basic meaning

In addition, Larsen-Freeman (2000: 47) also state that there are several kinds of drill techniques used in audio-lingual method:

(1) Dialog memorization

Dialog or short conversations between two people are often used to begin a new lesson. Students memorize the dialog through mimicry; students usually take the role of one person in the dialogue, and the teacher the other. After the students have learned the one person's line, they switch roles and memorize the other person's part. Another way of practicing the two roles is for half of the class to take one role and the other to take the other. After the dialogue has been memorized, pairs of individual students might perform the dialog for the rest of the class.

In the audio-lingual method, certain sentence patterns and grammar points are included within the dialog. These patterns and points are later practiced in drills based on the lines of the dialog.

(2) Backward build-up (expansion) drill

This drill is used when a long line of a dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the

sentence, usually the last phrase of the line. Then, following the teacher's cue, the students develop what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

(3) Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. This drill is often used to teach the lines of the dialog.

(4) Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask, and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill also gives the teacher an opportunity to check each student's speech.

(5) Single-slot substitution drill

The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots a sentence.

(6) Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, which fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

(7) Transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

(8) Question-and-answer drill

This drill gives student practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the students to ask questions as well. This gives students practice with the question pattern.

(9) Use of minimal pairs

The teacher works with pairs of words which differ in only one sound; for example, 'ship/sheep.' Students are first asked to perceive the difference between the two words and later to be able to say the two words. The teacher selects the

sounds to work on after she has done a contrastive analysis, a comparison between the students' native language and the language they are studying.

(10) Complete dialog

Selected words are erased from a dialog students have learned. Students complete the dialog by filling the blanks with the missing words.

(11) Grammar game

The games are designed to get students to practice a grammar point within a context. Students are able to express themselves, although it is rather limited in this game. Notice there is also a lot of repetition in this game.

2.2.2.2 Single Slot Substitution Drills

Single slot substitution drills is one kind of drill which is used in audio-lingual method. A substitution drill is a classroom technique used to practice new language. It involves the teacher first modeling a word or a sentence and the learners repeating it. The teacher then substitutes one or more key words, or changes the prompt, and the learners say the new structure. (http://www.teachingenglish.org.uk/think/knowledge-wiki/substitution-drill)

This drill enables students to master grammar since it is done by changing noun, verb, object, or adverb. Moreover, it may replace a word of the model sentence with a pronoun or number, and make some the necessary change. (http://ayoellg.wordpress.com/2009/03/30/drills-in-teaching/)

According to Larsen-Freeman (2000: 48), in single slot substitution drills the teacher says a line, usually from the dialog. Next, the teacher says a

word or a phrase called the cue. The students repeat the line the teacher has given them, substituting the cue into the line and its proper place.

Furthermore, in single slot substitution drills, the teacher says a line from the dialog and then the teacher says another word (known as a "cue"). The students must repeat the line from the dialog, substituting the cue word. The teacher most often would use pictures to help with the meaning of the cue words. (http://newterra.chemeketa.edu/faculty/Education/ed257/week7/intro.htm). Based on statements above, this drill can be used as an alternative technique in teaching grammar orally and the use of picture will ease students to understand the meaning of the cue.

The major purpose of single slot substitution drills is to give the students practice in finding and filling in the slots of a sentence (Larsen-Freeman, 2000: 48). Hence, this drill is used to practice finding appropriate words to fill the slots to make sentences grammatically correct.

Moreover, another aim of single slot substitution drills is to enable the learners to begin to assimilate the structure and the variation in a single frame. It enables him to recognize and use the class of segments that can fit into a particular frame. In the single slot substitution drills the teacher presents the basic structure that needs to be practiced by the learners. A cue word to substitute in a slot is given and the learner is expected to give the new sentence retaining the same pattern. (http://www.ciil-ebooks.net/html/drills/ch2.htm)

2.2.2.3 Types of Single Slot Substitution Drills

Below are types of single slot substitution drills:

(1) Adjectives substitution

Teacher : Sita is a good girl

Cue : 'bad'

Students : Sita is a bad girl

Cue :'beautiful'

Students : Sita is a beautiful girl

(2) Pronouns and subjects substitution

Teacher : ‘He reads a lesson’

Cue : 'she'

Students : 'She reads a lesson'

Cue : 'they'

Students : 'They read a lesson'

Teacher : 'Kishore is playing at home'

Cue : 'Rama'

Students : 'Rama is playing at home'

Teacher : 'He writes a good book'

Cue : 'Sita'

Students : 'Sita writes a good book'

(3) Verbs substitution

Teacher : ‘Kishore is playing’

Cue : 'work'

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Students : 'Kishore is working'

Teacher : 'He reads a novel'

Cue : 'writes'

Students : 'He writes a novel'

(4) Object substitution

Teacher :'He writes a novel'

Cue : 'story'

Students : 'He writes a story'

(5) Adverbs substitution

Teacher :'There are many people in the office'

Cue : ‘in the cinema hall’

Students : 'There are many people in the cinema hall'

Cue : 'in the class',

Students : 'There are many people in the class'

Cue : 'in the house',

Students : 'There are many people in the house'

(http://newterra.chemeketa.edu/faculty/Education/ed257/week7/intro.htm)

2.2.2.4Teaching and Learning Process Using Single Slot Substitution Drills

Cokely (1991: 1) states that Single slot substitution drills requires both class (C) and individual student (S) response. As such, it is a good way for the teacher to get feedback on individual student performance while still involving the class. The teaching learning processes using this drill are:

First, in a Single slot substitution drills, one item or slot is chosen by the teacher and the students go through a process of replacing or substituting other items in that slot, e.g.:

T : Yesterday arrive home, tired

C : Yesterday arrive home, tired

T : angry

S1 : Yesterday arrive home, angry

C : Yesterday arrive home, angry

T : hungry

S2 : Yesterday arrive home, hungry

C : Yesterday arrive home, hungry

Etc.

Second, this drill should also move quite quickly. If the teacher notices a student (e.g. S1) has a problem either in production of the sentence or in where to make the appropriate substitution, the teacher should sign the full sentence with the appropriate substitution so that the student can imitate. Then the teacher should signal the class to imitate. Later in the drill, the teacher may wish to call on that student again.

Third, in writing a single slot substitution drills, the teacher should make sure that the cues (the words used to substitute) are clear and unambiguous. For example, in the English sentence ‘Girls like sports’, the cue ‘boys’ is not clear because a student could respond either ‘Boys like sports’ or ‘Girls like boys’. Both choices are correct, but the teacher may not have wanted or expected one of

them. Such ambiguity can be confusing to students. In mechanical drills there should only be one correct, logical response.

Finally, the last substitution should result in the same sentence that was used to start the drill. This helps the teacher and the students to know when the drill with that sentence is finished. It also prevents one sentence from being over-used (generally 8-10 substitutions per sentence are sufficient). The target sentence may be chosen from a dialogue or in some other way related to other class activities.

2.2.2.5 The Use of Drill in Teaching Grammar

Drill can be used as a technique in teaching grammar as Thornbury (1999: 95) states that grammar practice is often associated with drilling.

Drilling is easy to do, once students are used to it and the teacher has mastered a few basic techniques such as giving clear indication as to when an individual student response, as opposed to a class one, is required. In addition, drilling is one of the easiest techniques to learn (Thornbury 1999: 96).

Thornbury (1999: 96-97) also mentions there are some advantages of using drill in teaching grammar. First, drill is an economical way of practicing grammar, since it requires little effort of the teacher but quite a lot on the part of the students, especially if the drill is of the variable substitution type. Second, drill allows the teacher to attend very closely to the accuracy of students' responses. Third, drilling has wide applicability, in that almost anything can be drilled.

Finally, drills are traditionally associated with accuracy practice and typically follow close on the heels of grammar presentation.

2.2.3 Grammar

2.2.3.1 Definition of Grammar

Grammar is the rules in a language for changing the form of words and combining them into sentences (Hornby, 1995: 517). Moreover, Gerot (1994: 2) states that grammar is a theory of language, of how language is put together and how it works. Thus, grammar is a rule of putting words to make sentences and how it works.

Grammar guides people how to speak and write correctly. Cook (1980: 1, 2) state that grammar is a set of rules by which people speak and write. Grammar is a written description of the rules of a language. Since people know the grammar of their language, they know how to construct sentences or utterances in understandable forms. Thornbury (1999: 1) states that grammar is partly the study of what forms (or structures) are possible in a language. Besides, Leech (1982: 3) states that grammar is the mechanism according to which language works when it is used to communicate with other people. Thus, a grammar is a description of the rules that govern how a language's sentences are formed to use in communication.

2.2.3.2 The Importance of Learning Grammar

Having known the definition of grammar, it is not hard for us to understand why grammar is very useful and important. By using grammar, they can communicate and understand each other and otherwise, they would never know. Leech (1982: 4) states that grammar is a central part of language which relates sound and meaning. The meaning of a message conveyed by language has to be converted into words put together according to grammatical rules and these words are then conveyed by sound.

Grammar affects the performance in all four skills: listening, speaking, reading, and writing (Celce-Murcia 1983: 2). It can be said that grammar is very useful in a language and it cannot be separated from its skills, if one can use grammar correctly, he can master all of skills. It is clear that grammar is very important and useful because grammar is a part of language.

2.2.3.3 Simple Present Tense

English has two time system, those are present tense and past tense such as *I go to school every day* and *She wrote a letter yesterday*. In the first sentence, the action is repeated occurrence and is expressed in the present tense and the second one is a past action and is expressed in the past tense.

Nilson (1984: 151) says that simple present tense is a verb used to show an action that takes place in the present, or an action that is repeated regularly, or a condition that is true at any time. In addition, Murphy (1985: 4) states that simple

present tense is used to talk about things is general and something happens all the time or repeatedly, or that something is true in general.

2.2.3.4 Description of Form

The simple present tense is formed by using a simple verb. Nilson (1984: 151) says that the form the present tense of the verb, use the infinitive form or adds –s or –es to the infinitive. When a third person singular is present, an –s or -es will be added in the end of the verb. In addition Cook (1980: 85) say that every simple present tense verb must carry the suffix –s when it has a third person singular subject. Whenever the present tense verb has a subject other than the third person singular, no suffix is added.

The rules of subject-verb agreement can be seen as follows:

Person	1st form	2nd form	3rd form
Singular	I write a letter	You write a letter	She writes a letter
Plural	We write letters	You write letters	They write letters

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From the table above, the rules of subject-verb agreement are singular subject requires a singular verb and plural subject requires a plural verb. An ending –s or –es is usually used to sign a third person singular.

According the statement above, there is an agreement in a singular and plural sentence in a form of subject-verb.

The sentences below show the agreement:

Singular	Plural
- The book *is* very thick.	- The books *are* very thick.
- The child plays football.	- The children play football.
- She goes to school.	- We go to school.

To be may be used in a simple present tense. The verb *be* that is used are: is, am, and are. The function of *be* is to announce the subject of a sentence and introduce and join it to an adjective or noun or equivalent of one or two some of these, to describe states which are in the existence right now. As in the sentences, *The boy sits on the bench* and *He is a student*. The first sentence describes a state in which the subject is in existence right now, the second one is to join *He* with an adjective.

According to Murphy (1997: 10), the rules of *be* agreements are followed:

Positive			Negative		
I	am	(I'm)	I	am not	(I'm not)
He	is	(he's)	He	is not	(he's not or he isn't)
She		(she's)	She		(she's not or she isn't)
It		(it's)	It		(it's not or it isn't)
We	are	(we're)	We	are not	(we're not or we aren't)
You		(you're)	You		(you're not or you aren't)
They		(they're)	They		(they're not or they aren't)

Questions form (Murphy 1997: 11)

Positive	Question
I **am**	**am** I?
he, she, it **is**	**is** he?, she?, it?
you, we, they **are**	**are** you?, we?, they?

Short Answers

Yes, I **am.**	No, I'm **not.**
Yes, he, she, it **is.**	No, he**'s**, she**'s**, it**'s** **not.** *or* No, he, she, it **isn't.**
Yes, we, you, they **are.**	No, we**'re**, you**'re**, they**'re** **not.** *or* No, we, you, they **aren't.**

According to Murphy (1997: 20) the rules of verb agreement are followed:

Positive		Negative		
I we you they	**work** **like** **do** **have**	I we you they	**do not** **(don't)**	work like do have
he she it	work**s** like**s** doe**s** ha**s**	He she it	**does not** **(doesn't)**	

We use do/does in present simple questions (Murphy 1997: 22)

Positive		Question		
I we you they	**work** **like** **do** **have**	**Do**	I we you they	**work?** **like?** **do?** **have?**
he she it	work**s** like**s** doe**s** ha**s**	**Does**	he she it	

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Do/does + *subject* + *infinitive*

	Do	You	**work**	in the evening?
	Do	your friends	**live**	near here?
	Does	Chris	**play**	tennis?
Where	**do**	your parents	**live?**	
How often	**do**	you	**wash**	your hair?
What	**does**	this word	**mean?**	
How much	**does**	it	**cost**	to fly to rome?

Question with **always/ usually/ often**:

	Do	you	**Always**	**have**	breakfast?
	Does	Chris	**Often**	**play**	tennis?
What	**do**	You	**usually**	**do**	at weekends?

Short answers

Yes,	I/we/you/they **do.**
	He/she/it **does.**
No,	I/we/you/they **don't.**
	He/she/it **doesn't.**

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2.2.3.5 The Use of Simple Present Tense

According to Praninkas (1961: 2) the present forms of *be* express facts about the present or all-time truths. *Be* always expressed in these situations in English.

a. *Profession, trade, occupation*

Example : Mr. Allen is a professor.

Mrs. Allen is a housewife.

b. *Nationality*

Example : Mr. Allen is American.

George is Greek.

c. *Size and shape*

Example : Mr. Allen is tall.

Mrs. Allen is thin.

The class is small.

d. *Age*

Example : Jack is twenty-one.

e. *Characteristics*

Example : Mr. Allen is clever.

Mrs. Allen is ambitious.

f. *Condition*

Example : Jack is sick.

Mr. Allen is well.

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g. Place

Example : The students are here.

Mr. Allen is there.

h. Color

Example : This page is white.

Besides, according to Alter (1992: 36), simple present tense does not refer to present time alone. We can show actions in the past and future as well. We can use this tense:

(1) To express a habitual action with adverbs like usually, always, often, etc.

Example:

a) I usually *drink* milk and eat bread in the morning.
b) They often *play* football together.
c) She always *takes* a bus to work.

(2) To state a general truth.

Example:

The moon *goes* around the earth while the earth itself *revolves* round the sun.

(3) To express future action, especially with verbs of movement or travel such as *come, go, leave, stay,* or *arrive.*

Example:

a) He *departs* on Monday morning and *arrives* here on Tuesday night.
b) When she *comes*, tell her about it.

(4) In commentaries on games and plays.

Example:

a) He *takes* the shuttlecock and *sends* it high above the net.

b) Lady Jane *hurries* but her heel *gets* caught in the carpet on the stairs.

(5) In exclamation, announcement or demonstrations.

Example:

a) Here *come*s the bus! (exclamation)

b) The cook *measures* a hundred grams of flour and *mixes* it with some sugar. (a demonstration)

c) She *puts* sugar in a cup and *stirs* it slowly. (demonstration)

2.3 Theoretical Framework

In this study, I chose seventh grade students of SMP N 1 Bawang, Batang as the subject of my study. I did a research in the area of simple present tense and used single slot substitution drills as a teaching technique. I wanted to know what extent the single slot substitution drills contributed to the development of the mastery and the positive attitude in using simple present tense of the seventh grade students of SMP Negeri 1 Bawang in the academic year of 2010/2011. Hence, I used an action research to get the answer since action research can be used to know how well the students learn as Mills (2000: 7) states that action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they

teach, and how well their students learn. According to Kemmis (1990) cited in Mills (2000: 17), action research consists of cycles. Every cycle consists of four steps; planning, acting, observing, and reflecting. I used two cycles in this study those are cycle 1 and cycle 2.

Before I conducted the cycles, I had prepared the instrument of collecting data. I used multiple choice items to test the students' mastery in simple present tense and questionnaire to test the students' attitude towards simple present tense. First, I did try out in multiple choice items instrument to select good items. After that, I asked students to do a pre-test and first questionnaire, and then I continued with cycle 1; planning, acting, observing, and reflecting. The weaknesses from cycle 1 were repaired in cycle 2. I still used the same steps; planning, acting, observing, and reflecting. Finishing those steps, I asked students to do post-test and second questionnaire. Finally, I used Heaton and Brown criteria as a method of analyzing data of multiple choice test items and questionnaire.

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CHAPTER III

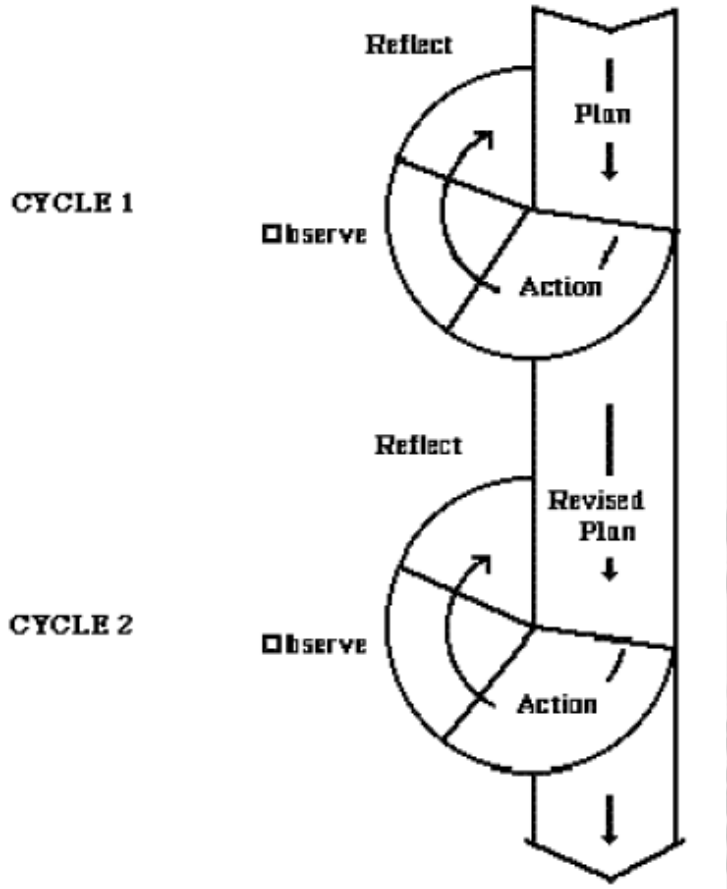
METHOD OF INVESTIGATION

This chapter consists of research design, cycle 1, cycle 2, subject of the study, population, sample, instrument for collecting the data, tests, construction of instrument, pre-test, formative test, post-test, questionnaires, procedures of collecting data, try out, validity, reliability, difficulty level, method of analyzing data, method of scoring the test, level of achievement, and method of analyzing questionnaire.

3.1 Research Design

In conducting this study, I used classroom action research. Action research is any systematic inquiry conducted by teacher researchers, principals, school counselors, or other stakeholders in the teaching/learning environment, to gather information about the ways that their particular schools operate, how they teach, and how well their students learn (Mills 2000: 7). Furthermore, Nunan (1990: 64) states that action research contributes to professional development, particularly in encouraging self-directed teachers, who are capable, through action research, of furthering their own professional self-development.

According to Kemmis (1990) cited in Mills (2000: 17), action research consists of cycles. Every cycle consists of four steps; planning, acting, observing, and reflecting. The design was presented as follows:



3.1.1 Cycle 1

(1) Planning

It was the first step in doing an action research. 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. This plan was used to get the optimum result. In doing this activity, I found an educational institution to conduct an action research. I decided to conduct this research in SMP N I Bawang, Batang after asking permission to its headmaster. I chose this school because based on my observation; the students' mastery in simple present tense was still low. Moreover, they got confused in adding s/es in sentences with singular noun. After that, I prepared lesson plan. I

also prepared some word cues that would be used in teaching simple present tense. Finishing those activities, I continued to prepare the materials used to explain simple present tense. I ended off this step by preparing the instrument to measure the students' mastery of the material.

(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. In this section, I held several activities that I had planned. I gave students some dialog using expression of *like, dislike, asking, giving opinion,* and *asking clarification*. Next, I asked them to repeat the dialog after me. Then, I took a sentence from the dialog which used simple present tense and wrote it in the white board. In this part, I used single slot substitution drill technique. In this technique, I asked students to change subject, verb, object, adverb, and adjective with the cue I gave to them orally. Afterwards, I asked the student one by one to change the sentence based on the cue I gave to them. In knowing the students' progress, I gave the students an assessment test.

(3) Observing

This section is used to observe the students' response during the teaching learning process whether or not they made some progress while teaching learning process. In this section, I observed all the events or activities during the research by watching the teaching learning process carefully. Observation was needed to plan a further strategy or to revise planning which would be applied in the next cycle. There were some aspects that should have been observed. They were students'

enthusiasm during the lesson, the students' response to the lesson, the mastery of the students in doing exercise and their achievement in the simple present tense.

(4) Reflecting

The last step is evaluating the steps of the teaching learning process whether needed to be improved or not in order the result was satisfied. In this step, I tried to inspect the students' progress in simple present tense. Not only to know the students' progress, reflecting was also used to analyze some problems that have not been solved. In short, the purpose of reflecting is to revise the plan for the next cycle.

3.1.2 Cycle 2

(1) Planning

After analyzing cycle 1, I designed a lesson plan for cycle 2. Moreover, I also prepared some cues and pictures. Finally, I set up the instrument to measure the students' mastery in simple present tense.

(2) Acting

Basically, the action in this cycle was not significantly different. First, I gave students with a descriptive text. After that I took a sentence using simple present tense and wrote it in the white board. Same as the cycle 1, I asked students to change the subject, verb, and object with the cue. Then, I asked them one by one to change the subject based on the cues I gave to them orally. Finally, I gave them an assessment to know the students' progress.

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(3) Observing

It was an activity in which I analyze and collecting the result of the action by collecting the result of the test, calculating the students' scores and the mean of the scores. It was intended to know to what extent the result of cycle 2 reached the objective.

(4) Reflecting

It was an activity which was purposed to find out significant progress of cycle 1 and cycle 2. Furthermore, it was the time to analyze the result of questionnaire.

3.2 Subject of the Study

3.2.1 Population

Tuckman (1978: 227) defined ―population is group about which the researcher is interested in gaining information and drawing conclusion. Moreover, the encyclopedia of educational evaluation as quoted by Arikunto (2006: 130) said that ―population is a set (or collection) of all elements possessing one or more attributes of interest. In this study, I chose the seventh grade students of SMP Negeri I Bawang in the academic year 2010/2011. I chose the seventh grade because based on School-Based Curriculum, simple present tense was taught in this grade as a secondary competence.

3.2.2 Sample

Tuckman (1978: 226) said that ―sample is a representative of the population to serve as respondents. Furthermore, Saleh (2001: 33) stated that sample is a group

of human, things, or matters where data are taken. Besides, Arikunto (2006: 131) defined sample as a limited number of elements selected from the population to be representative of that population. In this study, I selected a group of students from the population as the sample. In SMP Negeri I Bawang, there were six classes of the seventh grade. In choosing the sample, I used simple random sampling technique. Firstly, I wrote the entire seventh grade classes in some pieces of paper. Then randomly I took a piece of paper. Based on simple random sampling technique, I got class VII C of SMP Negeri 1 Bawang as the sample.

3.3 Instrument for Collecting the Data

Instrument was an important device for collecting the data. In this study, to collect the data I would like to use two instruments. The instruments were test and questionnaire.

3.3.1 Tests

Brown (2004: 3) defines ―test as a method of measuring a person's ability, knowledge, or performance in a given domain. It is an instrument--a set of techniques, procedures, or items—that requires performance on the part of the test-taker. Types of tests are multiple choice, matching, true-false, completion, and essay (Saleh 2001: 33). To qualify as a test, the method must be explicit and structured: multiple choice questions with prescribed correct answers; a writing prompt with a scoring rubric; an oral interview based on a question script and checklist of expected responses to be filled in by the administrator (Brown 2004:

33). In this study I chose multiple choice test as an instruments in my research since the scoring can be done quickly and involves no judgments as to degrees of correctness. Besides, multiple choice tests tend to have superior reliability and validity (Harris 1969: 7).

3.3.1.1 Construction of Instrument

Harris (1969: 7) said that the multiple—choice consists of stem or lead, which is either a direct question or an incomplete statement, and two or more choices or responses, of which one is the answer and the others are distractors—that are the incorrect responses. In this study, I used 50 items of multiple—choice of four distractors: A, B, C, and D.

To assess the development achieved by the students a series of tests were carried out. They were pre-test, formative test, and post-test. The tests were designed to measure the students' ability in simple present tense. It focused on subject-verb agreements because based on my observation, the seventh grade students of SMP N 1 Bawang's mastery in simple present tense especially in subject-verb agreements were still low and it needed to be increased.

3.3.1.2 Pre-test

Pre-test was given to the students in the first step of collecting data. Pre-test was used to identify the students' ability in simple present tense before the treatment was given. In other words, it told the beginning conditions of the students' ability in simple present tense. (The test sheet could be seen in appendix 9)

3.3.1.3 Formative test

Formative test is a test which is evaluating students in the process of forming their competencies and skills with the goal of helping them to continue that growth process (Brown, 2004: 6). In this study, the writer conducted the formative tests in the end of cycle 1 and cycle 2. (The test sheet could be seen in appendix 10 and 11)

3.3.1.4 Post-test

Post-test was conducted to measure the students' achievement after the treatments. The test was the same as the pre-test and formative tests. Result of the post-test was analyzed to see to what extent single slot substitution drills develop the students' mastery in simple present tense. (The test sheet could be seen in appendix 12)

3.3.2 Questionnaire

The next instrument was questionnaire. Questionnaires deal with the number of questions that should be answered by the students. According to Tuckman (1978: 197), ―questionnaires are a way of getting data about persons by asking them rather than watching them behave or by sampling a bit of their behavior. ―Questionnaire is a number of written questions to get information from respondent (Arikunto, 2006: 151). Questionnaire was used to find information about the students' reflection toward the learning process by using single slot substitution drills. The questionnaire that was used was based on students' need,

interest, *like*, and *dislike* about teaching and learning process by using single slot substitution drills. Data from questionnaire was used to indicate the students' problem and to know the effect of the action research activities to the students. (The questionnaire sheet could be seen in appendix 13)

3.4 Procedures of Collecting Data

In this action research, I held some multiple choice item tests to know the progress of the students' mastery in simple present tense. The tests included pre-test, cycle 1 test, cycle 2 test, and post-test. At the first time, I gave pre-test to the students. Pre-test was a test which is held before the students were given treatment by using single slot substitution drills. The purpose of the pre-test was to know how well the students' mastery in simple present tense. I also give students a pre-questionnaire. In this case, pre-questionnaire was used to get the information about the previous students' interest and motivation in simple present tense before they had been given the treatment.

In cycle 1, I concerned on gaining students interest in simple present tense by using single slot substitution drills. Moreover, I also used this technique to help students understanding the form of simple present tense. Then, the test of cycle 1 was given, I asked the students to do an exercise consists of 30 multiple choice items.

In cycle 2, I also use single slot substitution drills in teaching simple present tense. Then, I gave a cycle 2 test consists of 30 multiple choice items to check the students' progress. In the last meeting, post-test was given. Post-test

was used to measure students' mastery in simple present tense after being implemented with single slot substitution drills in cycle 1 and cycle 2. Finishing all the activities, I distributed questionnaire to the students to collect information about their responses related to teaching and learning activities in improving simple present tense.

3.5 Try Out

Before the test was used to collect data, it was tried out to 34 students of one class from 6 classes of the first year students. I chose one class randomly from those classes.

The goal of conducting the try out test was to measure the validity and reliability of the test. (The test sheet could be seen in appendix 14)

3.5.1 Validity

Groudlund cited by Brown (2004: 22) states that validity is the extent to which inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment. In addition, Heaton (1975: 159) says that validity is the extent to which it measures what it is supposed to measure and nothing else.

I used Pearson Product Moment Formula to calculate the validity of the test items. The formula is:

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

r_{xy} = validity of each item

N = the number of students participates in the test

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

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

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

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

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

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

3.5.2 Reliability

Reliability is meant the stability of test scores (Harris 1969: 14). To measure the reliability the writer used the KR-20 formula:

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

In which:

r_{11} = instrument reliability

k = the number of items in the test

V_t = the total variance

p = the proportion of students passing a given item

q = the proportion of students that did not pass a given item

$\sum pq$ = the sum of p times q

3.5.3 Difficulty level

The index of difficulty or the facility value of an item simply shows how easy or difficult the particular item proved in the test (Heaton 1975: 178). An item in considered to have a good difficulty level if it is not too easy or too difficult for the students, so they can answer the items.

After getting the result of the try out, I classified and selected the item by using the formula:

$$FV = \frac{R}{N}$$

In which:

FV = difficulty level

R = the number of students who answered the item correctly

N = number of students taking the test

(Heaton 1975: 178)

Criteria

Difficulty Level	Criteria
0,00<FV<0,30	Difficult
0,30<FV<0,70	Medium
0,70<FV<1,00	Easy

(Heaton 1975: 179)

3.5.4 Discriminating Power

Heaton (1975: 179) argues that the discrimination index of an item indicates the extent to which the item discriminates between the testees, separating the more able testees from the less able. The index of discrimination tells us whether those students who perform well on the whole test tends to do well or badly on each item in the test.

The formula:

$$D = \frac{\text{correct U} - \text{correct L}}{n}$$

With:

D = Discrimination Index

n = Number of candidates in one group ($\frac{1}{2}$ N)

N = The number in the whole group.

U = Upper half

L = Lower half

While the criteria of the computation:

Interval	Criteria
$D \leq 0{,}20$	Poor
$0{,}20 \leq D \leq 0{,}40$	Satisfactory
$0{,}40 \leq D \leq 0{,}70$	Good
$0{,}70 \leq D \leq 1{,}00$	Excellent

Heaton (1975: 180)

3.6 Method of Analyzing Data

3.6.1 Method of Scoring the Test

In scoring the multiple choice item tests, each correct answer is counted one point using the formula below:

$$S = \frac{R}{N} X\ 100$$

Where:

S = score

R = total number of the correct answer

N = total number of items

3.6.2 Level of Achievement

The measurement of the students' achievement stated by Brown (2004: 289-294) is interpreted as follow:

Test Score	Letter grades	Level of Achievement
90-100	A	Excellent
80-89	B	Good
70-79	C	Adequate
60-69	D	Inadequate/unsatisfactory
Below 60	F	Failing/unacceptable

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Finishing scoring the students, I calculated the mean of the students' score in simple present tense.

The formula was as follow:

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

Where:

M = mean

$\sum X$ = sum of the scores

N = number of the students

(Heaton 1975: 176)

3.6.3 Method of Analyzing Questionnaire

In analyzing questionnaire I took some steps, firstly, I graded the items. For the answer yes I give score 3, for the answer doubt I give 2, and 1 for the answer no, I give score 1. Then, I tabulated the data and calculated the mean. I calculated the mean by using formula:

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

Then, I matched the mean to the criterion given by Heaton (1975: 172) cited on Megayanti (2010: 48). The criterion was as follow:

Range of Mean	Students' Interest	The Advantage	Students' Achievement	The Relevancy	Sustainability
0.00-1.00	Low	Not helpful	Low	Not relevant	Not necessary
1.01-2.00	Medium	Helpful	Medium	Relevent	Necessary
2.01-3.00	High	Very Helpful	High	Very Relevant	Very Necessary

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter, the data which had been collected were analyzed and discussed. Therefore, this chapter provides the descriptions of the research, the analysis of each activity including try-out test, pre-test, cycle 1, cycle 2, and post-test. Moreover, this chapter also presents the analysis of the questionnaire. Improvement of the students' mastery in simple present tense, discussion, and research findings complete this chapter.

4.1 Descriptions of the Research

This study is an action research. I conducted an action research for five activities. Those activities were try-out, pre-test, cycle 1, cycle 2, and post-test. All of those activities were conducted in eleven meetings. The schedule of the research and outline of each stage could be seen in the following table.

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Table 1.Schedule of the Research

Activity	Try-out	Pre-test	Cycle 1	Cycle 2	Post-test
16th March 2011	✓				
17th March 2011		✓			
18th March 2011			✓		
19th March 2011			✓		
21st March 2011			✓		
22nd March 2011			✓		
23rd March 2011				✓	
24th March 2011				✓	
25th March 2011				✓	
26th March 2011				✓	
26th March 2011					✓

In each stage of the research I did some activities. In the try-out, I asked students to do the try-out test. In the pre-test I asked them to do the test and filled the first questionnaire. Then I conducted cycle one to treat the students. Cycle one consisted of four meetings. In every meeting I used Singe Slot Substitution Drill technique as a treatment. Finishing the cycle one, I conducted cycle two. It also consisted of four meetings and I used single slot substitution drill technique to teach the students. Then I conducted a post-test. In the post-test, I asked the students to do the test and fill the second questionnaire. (The outline of each stage of the research could be seen in appendix 16)

4.1.1 Results of Try-Out Test

The analysis of the try-out test was to get a good instrument for the investigation. The try-out test was conducted for one class, VII B, consisting 34 students, on Wednesday, 16th March 2011. The following are the result:

(1) Validity

As mentioned in chapter III, item validity was used to find out the index validity of the test. After I calculated using Pearson Product Moment the index validity of number 1 is 0.371. Then I consulted the table of r product moment with N=34 and significance level 5% in which then r product moment is 0.339. Since the result of the computation was higher then $r_{table,}$ the item number 1 was considered to be valid. From the 60 items; 50 items were valid and 10 items were invalid. (The complete data could be seen in appendix 1).

(2) Reliability

After the computation of reliability with K-R 20, the computation obtained 0.917, for α = 5 % with N = 34, the r_{table} = 0.339. Since the value resulted from the computation were higher than the critical value, it can be concluded that the instrument used in the research is reliable.

(3) Difficulty Level

From the computation of item difficulty, it was found that 38 items were medium, 22 items were easy, and no item was difficult. (The index of difficulty could be seen in the appendix 1).

(4) Discriminating Power

From the computation consulted by the table in appendix 1, it was obtained that 6 items were poor, 26 items were medium/satisfactory, 28 were good, and no item was excellent.

Based on the analysis of validity, reliability, difficulty level, and discriminating power, finally 50 items from 60 items were accepted. They were number 1, 2, 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 16,17, 18, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34, 35, 37, 38, 39, 41, 42, 43, 44, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55,57, 58, 60.

4.1.2 Results of Pre-Test

Before the treatment using single slot substitution drills was given, I conducted a pre-test. Pre-test was conducted to know the students' mastery in simple present tense. The English teacher helped me to monitor the students. The pre-test was

conducted on Thursday, 17th March 2011. I took class VIIC. There were 34 students who followed the pre-test. They had to do 50 questions of simple present tense in the form of multiple choice items. The time allotment was 50 minutes. (The result of pre-test could be seen in appendix 3). After they finished with the pre-test, I gave them the first questionnaire to know the students' attitude of their mastery in simple present tense.

In analyzing the students' mastery in simple present tense using multiple choice items, I used a scoring formula. Score could be achieved by dividing the total correct answers with the total number of items multiplied by 100.

Finished scoring the pre-test, I continued to classify the result based on the criterion assessment of KTSP (2006). Based on that criterion, the seventh grade students had to achieve minimally 65 in English. Then, I compared the classification based on KTSP (2006) criterion and classification given by Brown (2004: 289-294). The classifications were as follows:

Table 2.The classification Based on KTSP (2006)

Score	Frequency	Percentile Ranks	Classification
< 65	33	97%	Incomplete
65	0	-	-
> 65	1	3%	Complete

Table 3.The Classification of the Students' Pre-test

According to Brown (2004: 289-294)

Test Score	Frequency	Percentile Ranks	Level of Achievement
90-100	-	-	Excellent
80-89	-	-	Good
70-79	-	-	Adequate
60-69	1	3%	Inadequate/unsatisfactory
Below 60	33	97%	Failed/unacceptable

Then, the average of the students' pre-test was as follow:

$$M = \frac{\text{sum of the scores}}{\text{number of the students}}$$

$$= \frac{1662}{34}$$

$$= 48.88$$

Based on the pre-test, the result was 97 % students got mark under 65. The average students' pre-test was 48.88. Hence 33 students were failed to fulfill the requirement. Generally, students' mastery in simple present tense was very low. In short, it could be said that students needed some treatments to improve their mastery in simple present tense. Hence, I conducted the cycle one to solve the problem.

4.1.3 Results of Cycle One

Cycle one was conducted in four meetings. It was conducted on Friday, 18th March, Saturday, 19th March, Monday, 21st March, and Tuesday, 22nd March 2011. In this cycle, I focused on the area of listening and speaking since the simple present tense was also taught in these skills. The first meeting was used to teach students about expression of *like* and *dislike,* the second meeting was about *asking* and *giving opinion,* the third meeting was asking *clarification,* and the last meeting was about these three expressions to review students' understanding before conducted the assessment of cycle 1. In every meeting, I used single slot substitution drills to teach the students using simple present tense.

The first meeting was about *like* and *dislike* expressions. These two expressions used simple present tense. Firstly, I gave the students the material of *like* and *dislike* expressions. Then I gave them the example of dialog using each expression and asked the students to repeat the dialog. After I finished with the material, I continued by taking a sentence using simple present tense from the dialog and wrote this sentence in the whiteboard. I wrote the formula of simple present tense patterns to make the students understand this material. In this stage, I used single slot substitution drill technique. I pointed the students one by one to change the sentence written on the board with my words orally. By using this technique, the students were very active because they were forced to think how to make the correct sentence and spoke it aloud. The students also focused on the lesson because they had to prepare whether they got a chance to make a sentence. Finished with this treatment, I asked the students to make a group of two to make

a dialog using expression of *like and dislike* and performed it in front of the classroom. They used simple present tense in the dialog. Generally, the students had known the simple present tense patterns formula, but some of them were still confused in the use of *be* form, especially in differentiating the *be* for the plural and singular subjects.

The next meeting, I continued with another material. It was about *asking* and *giving opinion*. Similar with the first meeting I gave the students some expressions using *asking* and *giving opinion* and an example of dialog using these expressions. Before I asked them to make their own dialog, I repeated to explain about simple present tense patterns because it was also used in the expressions of *asking* and *giving opinion*. Once again, I took one sentence from the dialog and wrote it in the whiteboard and used single slot substitution drills as a treatment. In this treatment, I also pointed the students one by one and asked them to change the sentence based on my word. The students were very enthusiastic with the treatment because they were used to use this technique in the first meeting. Finishing this stage, I asked them to make a dialog using expression of *asking* and *giving opinion.* I found the student who did mistake in the first meeting, did not do the same mistake.

In the third meeting, I taught the students with *clarification expression.* This expression also used simple present tense. Similar to the previous meetings, I explained about the expression of *clarification* and prepared the dialog as an example to make the students understood this material. I did not explain about the simple present tense patterns because they had known it in the previous meetings.

I wrote a sentence from the dialog and then using single slot substitution drill technique by asking the students one by one randomly to change sentences based on my words correctly. After the students got the point of using simple present tense in the dialog, I asked them to make their own dialogs. I saw they got improved their mastery in simple present tense since there were a few students did the mistake in the dialogs.

The last meeting was about reviewing the previous meetings. I asked students whether they got confused in the material they had learned. I focused on the simple present tense. I gave the students with the more difficult material that was a simple present tense patterns using noun phrase as a subject. I wrote a sentence on the whiteboard and using single slot substitution drill technique. The same as the previous meetings, I pointed the students one by one to change the sentence with some words I gave to them orally. At first, they were difficult to change the sentence because they were confused in determine the subject, whether it plural or singular. After I explained it, they could make a correct sentence.

I found that the teaching learning process in this cycle was not really conducive because the students were very crowded. They spoke aloud to each other during the teaching learning process. It was happen because they were not accustomed to the single slot substitution drill technique and it was also because of the way of applying single slot substitution drill technique to the students were done in a series.

The last stage, I gave the students an assessment of simple present tense. I gave them 30 questions of multiple choice items. The time allotment was 30 minutes. (The result of students' result in cycle 1 could be seen in appendix 4).

Table 4.The Classification of the Students' Test in Cycle 1 Based on KTSP (2006)

Score	Frequency	Percentile Ranks	Classification
< 65	11	32%	Incomplete
65	0	-	-
> 65	23	68%	Complete

Table 5.The Classification of the Students' Test on Cycle 1

According to Brown (2004: 289-294)

Test Score	Frequency	Percentile Ranks	Level of Achievement
90-100	-	-	Excellent
80-89	8	23,5%	Good
70-79	9	26,5%	Adequate
60-69	16	47%	Inadequate/unsatisfactory
Below 60	1	3%	Failed/unacceptable

Here is the average of the students' test result:

$$M = \frac{\text{sum of the scores}}{\text{number of the students}}$$

$$= \frac{2382}{34}$$

$$= 70.05$$

The average score of the test was 70.05. From the result of the test, it was known that there was an improvement in students' mastery in simple present tense. It developed 21.17 point from the pre-test. The number of students who failed the test also decreased. The number of the students who categorized as failed achiever, decreased from 33 became 1. The number of the students who were categorized inadequate increased from 1 became 16. There were 9 students who were categorized as adequate achiever from 0 students in the pre-test. The number of the students who were categorized as good achiever increased from 0 students in pre-test became 8 students. The average score also indicated that there was the improvement in the level of achievement based on Brown (2004: 289-294) that was from failed became adequate. However, there were still 11 students who had not passed the test.

Knowing the teaching learning process did not run well because of some students did not pass the test and the teaching learning process was not conducive, I prepared for conducting a cycle 2 to solve this problem.

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4.1.4 Results of Cycle Two

Cycle two took four meetings. The first meeting was on Wednesday, 23rd March. The second meeting was on Thursday, 24th March. The third meeting was on Friday, 25th March. And the last meeting was on Saturday, 26th March 2011. Generally the procedure of in this cycle was almost the same as the previous cycle, but in the area of reading and writing since simple present tense was also used in the area of these skills. In this cycle I took a descriptive text. In the first

and second meeting I concerned on the reading skill, but in the third and fourth meeting I focused on writing skill.

In the first meeting, I explained about a descriptive text. I gave students an example of descriptive text and asked them to find out simple present tense sentences in the text to check the students' understanding about simple present tense. Then, as in the cycle 1, I wrote a sentence from the text using simple present tense and gave explanation about its structure to reminded students. As usual, I used single slot substitution drill technique as a treatment. I pointed the students one by one to change the sentence based on my words orally. Some students made a mistake in changing the sentence, especially in differentiating the singular and plural verbs. Then I explained it deeply. After they had understood with my explanation I continued to treat the students using single slot substitution drills. After they understood the lesson, I asked them to read a descriptive text and did the exercise.

In the second meeting, I continued the previous meeting. Since there were mistakes in the students' answer using simple present tense in the previous meeting, I decided using single slot substitution drills to teach the students. I wrote a sentence on the whiteboard and asked them to change the sentence. Most students had understood and made a correct sentence. Then I gave them with another sentence and used single slot substitution drill technique. I concerned with students who did mistake in making sentence. After they understood, I ended the lesson.

The third meeting was used to teach about descriptive text in the writing skill. It was used to check the students' understanding of simple present tense in writing. Before I asked the students to make their own texts, I treated them using single slot substitution drills in simple present tense since it would be used to make a descriptive text. I wrote a sentence on the whiteboard and asked the students one by one to make a new sentence based on my words orally. The students were enthusiastic with the lesson. Some of them asked me about the material they had not understood. Then, I explained it. Finishing with the treatment, I asked them to make a descriptive text using their own sentences. Finally I asked them to collect their work.

In the last meeting, I continued with the same material. After, I checked the students' writing. I still found some of them made a little mistake in their writing. Hence, I used single slot substitution drills to treat them. I wrote a sentence that a student did mistake on the whiteboard and asked the students one by one to change the sentence with my words orally. The students who did mistake, I treated seriously.

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The teaching learning process in this cycle run well because I tried to handle the class seriously by asking students one by one using single slot substitution drill technique randomly. This strategy was more effective to handle the class rather than asking students in a series. It made students concentrate with the teaching learning process because they prepared themselves to answer my questions. It was because they did know when they would get chance to answer my questions.

Finishing this treatment, I asked the students to do the assessment of cycle 2. I gave them 30 minutes to do it.

(The result of the students' result in cycle 2 could be seen in appendix 5).

Table 6.The Classification of the Students' Test in Cycle 2 Based on KTSP (2006)

Score	Frequency	Percentile Ranks	Classification
< 65	0	-	-
65	0	-	-
> 65	34	100%	Complete

Table 7.The Classification of the Students' Test on Cycle 2 According to Brown (2004: 289-294)

Test Score	Frequency	Percentile Ranks	Level of Achievement
90-100	5	15%	Excellent
80-89	13	38%	Good
70-79	6	18%	Adequate
60-69	10	29%	Inadequate/unsatisfactory
Below 60	0	0%	Failed/unacceptable

Here is the average of the students' test result:

$$M = \frac{\text{sum of the scores}}{\text{number of the students}}$$

$$= \frac{2628}{34}$$

$$= 77.29$$

The average of the test was 77.29. It increased 7.24 from the cycle 1 result. The improvement was not as high as the first cycle. Based on the scores above, generally the students' mastery in simple present tense improved.

Based on the KTSP (2006) criterion, 100% students were considered to be complete. It was amazing result.

According to Brown, there were 0 student considered to be a failed achiever, 10 students considered inadequate, 6 students were adequate, 13 students were good, and 5 students were excellent. It increased from the first cycle.

Knowing the result of the students' score and the teaching learning process that run well, I decided to conduct the post-test. Before giving a post-test, I reviewed all materials I had given to them; those are about simple present tense in the area of listening, speaking, reading, and writing. But here, I focused on students who did a lot of mistakes in both two cycles. Here I also gave students a motivation to do the best for the test. After they were ready for the test, I conducted the post-test.

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4.1.5 Results of Post-Test

After conducting two cycles, I saw the students had improved their mastery in simple present tense. Yet, they must have been evaluated once again that was in the post-test. The post-test was conducted on Saturday, 26th March 2011. I conducted the post-test on the same day with the last meeting of the cycle 2 because the class would be used in the national examination on Monday, 28th

March 2011. Before giving the post-test I told students that they had showed a great improvement, even though they had to do the post-test individually and I made them sure that they could do the best. Then, I reviewed the material briefly. The procedure in the post-test was the same as the pre-test. I gave students 50 items, same as the pre-test. The time allotment was 50 minutes. (The results of post-test could be seen in appendix 6). The students' score improved significantly. All of them passed the test. Based on the results, there were 6 students considered to be inadequate, 8 students were adequate, 7 students were good, and 13 students were excellent. The average score also showed that there was improvement in the level of achievement, that was from adequate became good. The classification of the students' test result could be presented as follows:

Table 8.The Classification of the Students' Post-Test Based on KTSP (2006)

Score	Frequency	Percentile Ranks	Classification
< 65	0	-	-
65	0	-	-
> 65	34	100%	Complete

Table 9.The Classification of the Students' Post-Test

According to Brown (2004: 289-294)

Test Score	Frequency	Percentile Ranks	Level of Achievement
90-100	13	38%	Excellent
80-89	7	20,5%	Good

70-79	8	23,5%	Adequate
60-69	6	18%	Inadequate/unsatisfactory
Below 60	0	0%	Failed/unacceptable

Here is the average of the students' test result:

$$M = \frac{\text{sum of the scores}}{\text{number of the students}}$$

$$= \frac{2806}{34}$$

$$= 82.52$$

4.2 Improvement of the Students' Mastery in Simple Present Tense

In order to know the students' improvement in simple present tense, the four tests were distributed to the students in this action research. The result of each test showed the improvement of students' mastery in simple present tense. The percentages of the tests were showed in the following diagram.

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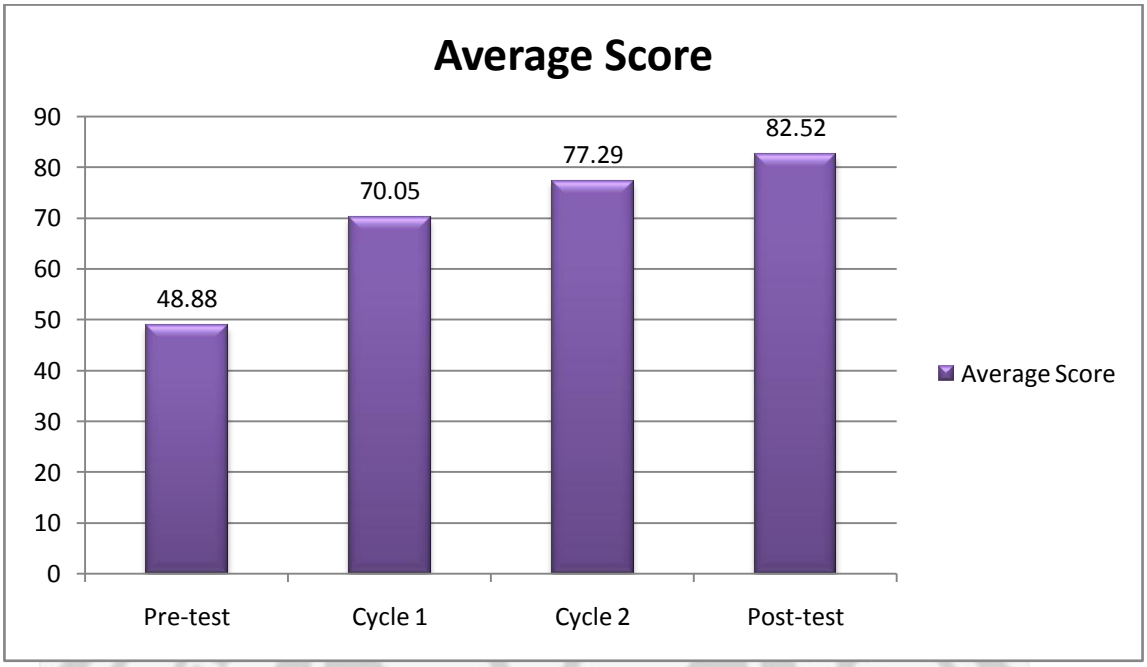

Diagram 1.Improvement of the Students' Score in simple present tense

The diagram above showed that there was an improvement in every test. The mean of the pre-test was 48.88. It was lower than the criterion of minimal standard of the school that was 65. The students had problems in simple present tense.

In first cycle, there was much improvement. The average score was 70.05. It was higher than the criterion of minimal standard of the school and the pre-test. The mean increased 21.17 points. It indicated that the students could understand simple present tense better by using single slot substitution drill technique.

After knowing the result of cycle one, I found that some students' scores still under the minimal standard of the school although their score had improved. Therefore, I decided to conduct the second cycle. In the end of cycle two, I

distributed a test. The results were good. The mean was 77.29 or increased 7.24 from the results of cycle one. All students passed the test.

The last test was post-test. The mean in this test was 82.52 or increased 33.64 compared with the pre-test. This significant improvement showed that the students could master simple present tense easily using single slot substitution drill technique.

4.3 Results of Non-Test Instrument

4.3.1 Results of First Questionnaire

First questionnaire was given in the end of pre-test. First questionnaire was given to know the students' attitude toward the teaching learning process before given the treatment by using single slot substitution drill technique. There were five multiple choice questions in the first questionnaire.

The first question was whether the students liked learning grammar in English or not, the result was 1.5. It indicated that the students' interest in learning grammar was medium. However, it needed to be increased in order to improve students' mastery in simple present tense. The second question was whether the students liked simple present tense or not, the result was 1.44. It meant that the students' interest in simple present tense was also medium which meant that it needed to be increased. The third question was whether the students had mastered the simple present tense or not. The answer was 1.91. It meant that students' mastery was still medium and needed to be increased. The next question was whether the teacher had used technique to teach simple present tense or not, the

result was 1.94. It showed that the teacher never ever had used technique in teaching simple present tense. The last question was whether the students were willing to use technique in learning simple present tense or not and the result was 2.82. It indicated that most students were willing to have a technique in learning simple present tense.

4.3.2 Results of Second Questionnaire

Second questionnaire was conducted after the post-test. It was used to know the students' attitude toward simple present tense after being treated using single slot substitution drills. The result of the second questionnaire was as follows.

The first question was about the students' interest in using single slot substitution drills. The result was 2.85. It showed that the students' interest in Single slot substitution drill technique was high.

The second question was about the advantage of using single slot substitution drill technique in the simple present tense. The result was 2.26 which meant that this technique was helpful.

The third question was about students' achievement whether it increased or not after they got a treatment using single slot substitution drill technique. The result was 2.85. This meant that students' achievement was increased.

The fourth question was about relevancy of using single slot substitution drill technique in teaching simple present tense. The result of this question was 2.85. It meant that this technique was very relevant.

The last question was about sustainability of single slot substitution drill technique. It asked students whether this technique should have been continued or not in learning English. The result was 2.67 which meant this technique was very necessary.

4.4 Discussion

This section deals with the discussion of the simple present tense test and teaching learning process as well as the interpretation of the results.

First, I tried to know students' understanding about simple present tense. Most of them had understood the structure of simple present tense. Then, I gave students a pre-test. The purpose of the pre-test was to know the students' mastery in Simple Present before the treatment. Finishing with the test, I delivered non-test instrument to the students' that was first questionnaire. The purpose of giving the first questionnaire was to know students' attitude toward the lesson before the treatment.

After I gave the pre-test and first questionnaire to the students, I analyzed the result of pre-test and I found that students' mastery in simple present tense was very low. It could be seen that there were 33 students did not pass the minimal criterion of the score based on KTSP (2006). Then, I started giving treatment to the students. In this treatment I used single slot substitution drill technique. The purpose of giving this technique was to catch students' attention and got their interest in learning simple present tense. To measure students'

mastery in simple present tense after being treated, I gave them a formative test for cycle one.

Knowing the result of cycle one, I considered giving a second cycle to the students since there were some students who did not fulfill the criterion. Mostly, they did mistake in making sentences using singular subjects. They forgot adding *s*/*es* in the end of the verbs. The procedure of cycle two was almost the same with the cycle one. The students were enthusiastic joining the lesson. They were more active than in the first cycle, especially in the using of single slot substitution drills. In the end of the cycle two, I delivered a formative test. The result of the test was satisfying. All students fulfilled the criterion.

4.5 Research Findings

From the result of the study, there were some findings. There were presented as follows:

Before I gave the treatment using single slot substitution drills, most of the students had understood about the theory of simple present tense structure. Yet, they still did mistakes in making sentences using singular subjects although they thought that simple present tense was not too difficult. However, after they were introduced with the single slot substitution drill technique, their mastery in simple present tense was much better.

In this study I introduced a technique in learning simple present tense that was single slot substitution drills. This technique helped students to understand the correct structure of simple present tense. Furthermore, their

mastery in simple present tense increased. The result showed significant improvement from the pre-test that was 48.88 became 82.52. It meant that the result increased 33.64. The average score also indicated that there was improvement in the level of achievement based on Brown (2004: 289-294) that was from failed level became good.

The students' attitude towards the teaching learning process was also good. The students were very interested in the materials given during the lesson. Based on the objective of this study, the students' mastery in simple present tense was improved. The students' positive attitude towards simple present tense was also good. It meant that single slot substitution drill technique could develop students' mastery in simple present tense. Moreover, single slot substitution drills could also develop students' attitude towards learning simple present tense.

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This final project ends with conclusions and suggestions.

5.1 Conclusions

Based on the result of the research and discussions, there are two main points that can be concluded.

First, single slot substitution drill technique gives contribution to the development of the students' mastery in simple present tense for the seventh grade students of SMP Negeri 1 Bawang, Batang in the academic year of 2010/2011. The results of the pre-test, cycle one, cycle two, and the post-test show that there is improvement in students' achievement of simple present tense after being treated using single slot substitution drill technique. The average score in the pre-test was 48.88, in cycle one was 70.05, in cycle two was 77.29, and in the post-test was 82.52. It proved that the result of the post-test was better than the minimal score of KTSP (2006) standard that is 65. The treatment in fact helps the students to learn simple present tense.

Second, single slot substitution drill technique contributes to the development of the positive attitude in learning simple present tense of the seventh grade students of SMP Negeri 1 Bawang in the academic year of 2010/2011. The results of the questionnaire show that the students' positive

attitude in learning simple present tense has increased. Therefore, single slot substitution drill technique is very useful to teach grammar, especially in teaching simple present tense.

5.2 Suggestions

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

First, for English teacher

In teaching simple present tense, teachers need an interesting technique to eliminate the students' boredom during the lesson and attract them to be interested in teaching learning process. Single slot substitution drill technique can be used as one alternative technique in teaching simple present tense.

Second, for students

Students should familiarize with single slot substitution drills in order to ease the teaching learning process using this technique. Therefore, it will reach satisfying results in students' mastery of grammar, especially in simple present tense.

Third, for future researcher

Future researchers should try using single slot substitution drill technique in teaching other aspects of grammar. Moreover, future researchers should maximize the use of single slot substitution drill technique in teaching learning process.

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Appendix 1

THE TRY OUT ANALYSIS OF SIMPLE PRESENT TENSE TEST

No	Name	Code	NUMBER OF ITEMS							
			1	2	3	4	5	6	7	8
1	Laela Ainun Jariyah	T-11	1	1	1	1	1	1	1	1
2	Gagah Rizky Wijaya	T-9	1	1	1	1	1	1	0	1
3	Wahyu Yohana	T-30	0	1	1	1	1	1	1	1
4	Nurul Sofiyati	T-20	1	1	0	1	1	1	0	1
5	Windarti	T-32	1	1	0	1	1	1	1	1
6	Lya Mufida	T-14	1	1	1	1	1	1	1	1
7	Dyah Yuniatul Mukarromah	T-3	0	1	1	1	1	1	1	1
8	Farid Muslim	T-6	1	1	1	1	1	1	1	1
9	Sulaiman Al Arif	T-27	1	0	1	1	1	1	1	1
10	Mustabsiroh	T-18	0	1	1	1	1	1	1	1
11	Arif Irawan	T-1	1	1	1	1	1	1	1	1
12	Sugeng Pawit	T-26	1	1	1	0	1	1	1	1
13	Rethno Sugito	T-22	1	0	0	1	1	1	1	0
14	Slamet Khaerudin	T-25	1	1	0	1	1	1	1	1
15	Wiranto Aji	T-33	1	1	1	1	1	1	1	1
16	Waris Septiana	T-31	1	1	0	0	1	0	1	1
17	Rima Yulianti	T-23	1	0	1	1	1	1	1	1
18	Yulia Anggraini	T-34	0	1	0	1	0	1	0	1
19	Eko Prasetio	T-4	0	1	1	0	0	1	1	0
20	Danu Setyo Nugroho	T-2	1	0	1	0	1	0	0	1
21	Vinatri Yunara Dewi	T-29	0	1	0	1	1	0	1	0
22	Ferisa Fitiana	T-7	1	0	1	0	1	1	0	0
23	Puji Kurniati	T-21	0	0	0	1	0	1	0	1
24	Lilis Nurul Khotimah	T-13	0	0	1	0	1	0	0	1
25	Nur Rizqi	T-19	1	0	0	0	1	0	0	1
26	Ika Afia Nurmala	T-10	1	1	1	1	1	1	1	1
27	Siska Wijiyanti	T-24	0	1	1	1	1	1	1	1
28	Tutur Muhyatin	T-28	1	1	0	0	0	0	1	0
29	Evi Fatul Maula	T-5	0	0	1	1	0	1	1	0
30	Milatul Umroh	T-16	0	1	0	0	0	0	0	1
31	Fredi Kurniawan	T-8	1	0	0	1	0	1	0	0
32	Muatik	T-17	1	0	0	0	1	0	0	1
33	Lia Tri Utami	T-12	0	0	1	0	0	1	0	0
34	Maryati	T-15	0	1	1	0	1	0	0	1
∑X			21	22	21	22	26	25	21	26
$\sum X^2$			21	22	21	22	26	25	21	26
∑XY			920	971	885	990	1137	1099	941	1119
rxy			0.371	0.434	0.187	0.535	0.514	0.509	0.481	0.406
VALIDITY			Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid
p			0.617	0.647	0.617	0.647	0.764	0.735	0.617	0.764
q			0.382	0.352	0.382	0.352	0.235	0.264	0.382	0.235
pq			0.236	0.228	0.236	0.228	0.18	0.194	0.236	0.18
r11			0.917	**Reliable**						
DIFFICULTY LEVEL										
R			21	22	21	22	26	25	21	26
N			34	34	34	34	34	34	34	34
FV			0.617	0.647	0.617	0.647	0.764	0.735	0.617	0.764
Criteria			Medium	Medium	Medium	Medium	Easy	Easy	Medium	Easy
DISCRIMINATING POWER										
Correct U			14	14	12	15	17	16	15	16
Correct L			7	8	9	7	9	9	6	10
n			17	17	17	17	17	17	17	17
D			0.411	0.352	0.176	0.47	0.47	0.411	0.529	0.352
Criteria			Good	Medium	Poor	Good	Good	Good	Good	Medium

9	10	11	12	13	14	15	16	17	18	19	20	21	22
0	1	1	1	1	1	1	0	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	0	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	1	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	1	1
1	1	0	1	1	1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	1	1	1	1	0	1	1	1
1	1	1	1	0	1	1	1	1	1	1	1	1	0
1	1	1	0	1	1	1	1	1	1	1	1	0	1
1	0	1	1	1	1	0	1	1	1	1	0	1	1
1	1	1	1	0	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	1	1	1	1	1	0	1	1	0
1	1	1	0	1	1	1	0	1	0	1	0	1	0
0	1	0	0	1	0	0	1	1	1	0	1	0	1
0	1	0	1	1	1	0	0	0	0	0	1	0	1
0	0	1	1	0	1	1	1	0	1	1	0	1	1
0	1	0	0	1	0	1	1	1	0	1	1	0	0
0	0	1	1	0	1	0	0	1	1	0	1	1	1
0	1	0	0	1	0	0	1	0	0	1	0	1	1
1	0	1	0	0	1	1	0	0	0	0	1	1	0
0	0	0	0	0	0	0	1	0	1	1	0	1	1
0	1	0	1	1	0	1	0	1	0	1	0	0	0
0	0	1	1	0	0	0	0	0	1	0	1	1	0
1	1	1	1	1	1	0	0	0	1	0	1	1	0
0	0	0	0	1	0	1	0	1	0	1	0	1	1
1	1	0	1	0	0	1	0	1	0	0	1	0	0
1	1	0	1	1	0	1	1	0	1	0	1	1	0
0	1	0	0	0	1	0	0	1	1	1	0	1	1
1	0	1	0	1	0	1	1	0	0	0	1	1	0
0	1	0	0	1	1	0	0	1	0	1	0	0	0
1	0	1	1	0	0	1	0	0	1	0	1	1	0
1	0	0	0	0	1	0	0	1	0	0	0	1	0
21	22	21	22	23	23	21	20	24	22	20	24	27	20
21	22	21	22	23	23	21	20	24	22	20	24	27	20
925	950	946	969	1007	1035	904	916	1065	967	883	1042	1120	913
0.397	0.322	0.508	0.423	0.419	0.572	0.287	0.555	0.529	0.412	0.384	0.4	0.177	0.54
Valid	Invalid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid
0.617	0.647	0.617	0.647	0.676	0.676	0.617	0.588	0.705	0.647	0.588	0.705	0.794	0.588
0.382	0.352	0.382	0.352	0.323	0.323	0.382	0.411	0.294	0.352	0.411	0.294	0.205	0.411
0.236	0.228	0.236	0.228	0.218	0.218	0.236	0.242	0.207	0.228	0.242	0.207	0.163	0.242

21	22	21	22	23	23	21	20	24	22	20	24	27	20
34	34	34	34	34	34	34	34	34	34	34	34	34	34
0.617	0.647	0.617	0.647	0.676	0.676	0.617	0.588	0.705	0.647	0.588	0.705	0.794	0.588
Medium	Medium	Medium	Medium	Medium	Medium	Medium	Medium	Easy	Medium	Medium	Easy	Easy	Medium

14	14	14	14	15	16	12	14	16	14	12	15	14	14
7	8	7	8	8	7	9	6	8	8	8	9	13	6
17	17	17	17	17	17	17	17	17	17	17	17	17	17
0.411	0.352	0.411	0.352	0.411	0.529	0.176	0.47	0.47	0.352	0.235	0.352	0.058	0.47
Good	Medium	Good	Medium	Good	Good	Poor	Good	Good	Medium	Medium	Medium	Poor	Good

23	24	25	26	27	28	29	30	31	32	33	34	35	36
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
0	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
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	1	0
1	1	1	1	1	1	0	1	1	1	1	1	0	1
1	1	1	0	1	1	1	1	1	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	0	1	1	1	1	1	0
1	1	1	1	1	1	0	1	1	1	0	1	1	1
0	1	1	1	0	1	1	1	0	1	1	1	1	1
0	1	1	1	1	0	1	1	1	1	1	1	1	0
1	1	1	0	0	0	1	1	1	0	1	1	1	0
1	1	0	1	1	1	0	1	1	1	0	1	1	1
1	1	1	1	1	1	1	0	1	1	1	1	1	0
1	0	0	1	0	0	1	1	0	1	0	1	0	0
0	1	1	0	1	1	0	1	1	0	1	1	0	1
1	0	1	1	0	1	0	0	1	1	0	0	0	1
0	1	1	0	1	1	0	0	0	1	1	1	0	0
0	0	0	0	1	1	0	0	1	0	1	0	1	1
1	0	0	1	0	0	1	0	1	0	1	1	0	1
0	1	1	0	1	1	0	0	0	0	0	1	0	1
0	0	0	1	1	1	1	1	0	1	1	1	1	0
1	0	1	1	0	1	0	1	0	1	0	1	1	0
0	1	1	0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	1	0	1	1	1	1	1
1	0	1	0	1	0	1	1	1	0	0	1	1	1
0	0	0	1	1	1	1	1	0	0	0	0	0	0
0	1	1	0	1	1	0	0	1	0	1	1	0	1
1	0	0	1	1	0	1	0	1	1	1	0	0	0
0	0	1	0	0	0	1	0	1	1	0	1	1	0
0	1	0	1	0	0	0	1	0	0	0	0	0	1
1	0	0	0	1	0	1	0	0	1	0	1	0	1
20	21	23	22	24	22	21	21	22	24	22	27	21	21
20	21	23	22	24	22	21	21	22	24	22	27	21	21
895	958	1006	978	1031	962	917	926	975	1058	981	1161	955	884
0.447	0.571	0.413	0.471	0.338	0.386	0.355	0.403	0.455	0.489	0.487	0.436	0.555	0.182
Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid
0.588	0.617	0.676	0.647	0.705	0.647	0.617	0.617	0.647	0.705	0.647	0.794	0.617	0.617
0.411	0.382	0.323	0.352	0.294	0.352	0.382	0.382	0.352	0.294	0.352	0.205	0.382	0.382
0.242	0.236	0.218	0.228	0.207	0.228	0.236	0.236	0.228	0.207	0.228	0.163	0.236	0.236

20	21	23	22	24	22	21	21	22	24	22	27	21	21
34	34	34	34	34	34	34	34	34	34	34	34	34	34
0.588	0.617	0.676	0.647	0.705	0.647	0.617	0.617	0.647	0.705	0.647	0.794	0.617	0.617
Medium	Medium	Medium	Medium	Easy	Medium	Medium	Medium	Medium	Easy	Medium	Easy	Medium	Medium
14	15	14	15	14	13	14	14	14	16	14	16	15	11
6	6	9	7	10	9	7	7	8	8	8	11	6	10
17	17	17	17	17	17	17	17	17	17	17	17	17	17
0.47	0.529	0.294	0.47	0.235	0.235	0.411	0.411	0.352	0.47	0.352	0.294	0.294	0.058
Good	Good	Medium	Good	Medium	Medium	Good	Good	Medium	Good	Medium	Medium	Medium	Poor

37	38	39	40	41	42	43	44	45	46	47	48	49	50
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	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	1	1	1	1	1	0	1	1	1	1	1	1
1	1	1	1	1	1	0	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1	1	1	1	0	1
1	1	1	1	1	1	1	0	1	1	1	1	1	1
1	1	1	1	0	1	1	1	0	1	1	0	1	1
1	1	1	0	1	1	1	1	1	0	1	1	1	0
1	1	1	0	1	1	1	1	0	1	1	1	1	1
0	1	1	1	1	0	1	1	0	1	1	1	1	1
1	1	1	0	1	1	1	1	1	0	1	1	1	0
1	1	0	1	1	1	1	1	0	1	1	1	1	1
1	0	1	1	1	0	1	1	1	1	1	1	1	0
1	1	1	0	1	1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	0	1
0	0	1	1	0	1	1	0	0	1	0	1	0	0
1	1	1	1	1	1	0	1	1	0	1	0	1	1
0	0	0	1	1	0	1	1	1	0	0	1	0	1
0	1	1	0	1	0	1	1	0	1	1	1	1	1
1	0	1	1	0	1	1	0	1	1	0	1	1	0
0	1	1	0	1	1	0	1	1	1	0	1	1	1
0	0	0	0	0	0	1	1	0	1	1	0	1	1
1	1	0	0	1	0	0	1	1	1	1	0	1	0
1	0	0	1	0	0	0	0	0	0	1	1	0	1
0	0	0	1	0	1	0	1	0	1	0	0	1	1
1	1	1	0	0	0	0	0	1	1	0	0	0	0
0	0	1	0	1	0	1	0	1	0	1	0	1	0
1	0	0	0	1	0	1	0	1	0	1	0	1	0
0	0	0	1	0	0	0	0	1	0	1	1	0	1
1	0	0	1	1	0	1	1	0	1	1	1	1	0
0	0	1	0	0	1	0	1	1	0	0	1	0	1
0	1	0	1	0	1	1	0	0	1	0	0	0	0
23	22	24	22	23	22	25	24	21	25	26	24	25	23
23	22	24	22	23	22	25	24	21	25	26	24	25	23
1031	1004	1070	948	1008	984	1085	1034	868	1071	1138	1037	1080	997
0.55	0.61	0.557	0.311	0.424	0.503	0.428	0.355	0.098	0.347	0.52	0.372	0.399	0.364
Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid
0.676	0.647	0.705	0.647	0.676	0.647	0.735	0.705	0.617	0.735	0.764	0.705	0.735	0.676
0.323	0.352	0.294	0.352	0.323	0.352	0.264	0.294	0.382	0.264	0.235	0.294	0.264	0.323
0.218	0.228	0.207	0.228	0.218	0.228	0.194	0.207	0.236	0.194	0.18	0.207	0.194	0.218
23	22	24	22	23	22	25	24	21	25	26	24	25	23
34	34	34	34	34	34	34	34	34	34	34	34	34	34
0.676	0.647	0.705	0.647	0.676	0.647	0.735	0.705	0.617	0.735	0.764	0.705	0.735	0.676
Medium	Medium	Easy	Medium	Medium	Medium	Easy	Easy	Medium	Easy	Easy	Easy	Easy	Medium
16	16	16	13	15	15	16	15	11	15	17	15	15	14
7	6	8	9	8	7	9	9	10	10	9	9	10	9
17	17	17	17	17	17	17	17	17	17	17	17	17	17
0.529	0.588	0.47	0.235	0.411	0.47	0.411	0.352	0.058	0.294	0.47	0.352	0.294	0.294
Good	Good	Good	Medium	Good	Good	Good	Medium	Poor	Medium	Good	Medium	Medium	Medium

51	52	53	54	55	56	57	58	59	60	Jml (Y)	Y²
1	1	1	1	1	1	1	1	1	1	57	3249
1	1	1	1	1	1	1	1	1	1	57	3249
0	1	1	1	1	1	1	1	1	0	55	3025
1	1	1	0	1	1	1	1	1	1	55	3025
1	1	1	1	1	1	1	1	0	1	55	3025
1	1	1	1	1	0	1	1	1	1	55	3025
1	1	1	1	1	1	1	1	1	0	54	2916
1	1	0	1	1	1	1	1	0	1	53	2809
1	1	1	0	1	1	1	1	1	1	52	2704
1	1	1	1	1	0	1	1	1	1	51	2601
1	1	1	1	1	1	0	1	1	0	51	2601
1	1	1	1	0	1	1	1	1	1	50	2500
1	1	1	1	0	1	1	1	1	0	48	2304
1	0	1	1	1	0	1	1	1	1	48	2304
1	1	1	1	0	1	1	1	1	0	47	2209
1	1	1	0	1	1	1	1	0	1	44	1936
1	0	1	0	1	1	1	1	1	1	40	1600
1	1	0	1	1	1	1	1	0	0	35	1225
0	0	1	1	0	1	1	0	1	0	34	1156
1	1	1	0	1	1	0	1	0	1	33	1089
1	0	1	1	0	1	0	1	1	0	32	1024
0	1	0	1	0	1	1	0	1	1	32	1024
0	1	1	1	1	1	0	1	1	0	31	961
0	1	1	0	1	1	1	1	0	0	30	900
1	0	1	1	0	1	0	1	0	1	30	900
0	1	1	0	1	1	0	1	0	0	29	841
0	0	1	0	1	1	0	0	0	1	29	841
0	1	1	0	1	0	1	0	1	1	29	841
1	1	0	0	0	0	1	0	1	0	28	784
0	1	0	0	1	1	0	1	1	0	28	784
1	0	1	1	0	1	0	1	0	1	28	784
1	1	0	0	0	0	1	0	1	0	27	729
1	0	1	1	0	1	1	0	1	0	25	625
1	1	0	0	1	0	0	1	0	0	23	529
25	26	27	21	23	27	24	27	23	18	1375	60119
25	26	27	21	23	27	24	27	23	18		
1078	1109	1149	928	994	1114	1061	1171	986	798		
0.387	0.346	0.36	0.413	0.348	0.139	0.506	0.499	0.304	0.358		
Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Invalid	Valid		
0.735	0.764	0.794	0.617	0.676	0.794	0.705	0.794	0.676	0.529		
0.264	0.235	0.205	0.382	0.323	0.205	0.294	0.205	0.323	0.47		
0.194	0.18	0.163	0.236	0.218	0.163	0.207	0.163	0.218	0.249	∑pq =	12.92
										Vt =	132.7
25	26	27	21	23	27	24	27	23	18		
34	34	34	34	34	34	34	34	34	34		
0.735	0.764	0.794	0.617	0.676	0.794	0.705	0.794	0.676	0.529		
Easy	Easy	Easy	Medium	Medium	Easy	Easy	Easy	Medium	Medium		
16	15	16	13	14	14	16	17	14	12		
9	11	11	8	9	13	8	10	9	6		
17	17	17	17	17	17	17	17	17	17		
0.411	0.235	0.235	0.294	0.294	0.058	0.47	0.411	0.294	0.352		
Good	Medium	Medium	Medium	Medium	Poor	Good	Good	Medium	Medium		

The Computation of Item Validity Test

Formula:

$$rxy = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N\sum X^2 - (\sum X)^2\}\{(N\sum Y^2 - (\sum Y)^2\}}}$$

Criteria:
The item is valid if *rxy* > *rtable*
The following is the example of counting the validity of item number 1, and for the other items will use the same formula.

No	Code	X	Y	X^2	Y^2	XY
1	T-11	1	57	1	3249	57
2	T-9	1	57	1	3249	57
3	T-30	0	55	0	3025	0
4	T-20	1	55	1	3025	55
5	T-32	1	55	1	3025	55
6	T-14	1	55	1	3025	55
7	T-3	0	54	0	2916	0
8	T-6	1	53	1	2809	53
9	T-27	1	52	1	2704	52
10	T-18	0	51	0	2601	0
11	T-1	1	51	1	2601	51
12	T-26	1	50	1	2500	50
13	T-22	1	48	1	2304	48
14	T-25	1	48	1	2304	48
15	T-33	1	47	1	2209	47
16	T-31	1	44	1	1936	44
17	T-23	1	40	1	1600	40
18	T-34	0	35	0	1225	0
19	T-4	0	34	0	1156	0
20	T-2	1	33	1	1089	33
21	T-29	0	32	0	1024	0
22	T-7	1	32	1	1024	32
23	T-21	0	31	0	961	0
24	T-13	0	30	0	900	0
25	T-19	1	30	1	900	30
26	T-10	1	29	1	841	29
27	T-24	0	29	0	841	0
28	T-28	1	29	1	841	29
29	T-5	0	28	0	784	0
30	T-16	0	28	0	784	0
31	T-8	1	28	1	784	28

32	T-17	1	27	1	729	27
33	T-12	0	25	0	625	0
34	T-15	0	23	0	529	0
∑		21	1375	21	60119	920

$$rxy = \frac{34X920-(21)(1375)}{\sqrt{\{(34(21)-(21)^2\}\{(60119)-(1375)^2\}}}$$

= 0.371

For α= 5% and number of subject 34, rtable= 0.339

Because rxy > rtable, then item number 1 is valid

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The Computation of the Reliability Test

Formula:

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

Explanation

r_{11} = instrument reliability

k = the number of items in the test

V_t = the total variance

p = the proportion of students passing a given item

q = the proportion of students that did not pass a given item

$\sum pq$ = the sum of p times q

Criteria

The instrument is reliable if $r_{11} > r_{table}$

The following is the computation of the reliability of the instrument

$$Vt = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} = \frac{60119 - \frac{(1375)^2}{34}}{34} = 132.71$$

$\sum pq = 12.9194$

$$r_{11} = \left(\frac{60}{60-1}\right)\left(\frac{132.71-12.9194}{132.71}\right) = 0.917$$

For α = 5% and number of subject 34, $r_{table} = 0.339$

Because $r_{11} > r_{table}$, then instrument is reliable

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The Computation of Difficulty Level

Formula:

$$FV = \frac{R}{N}$$

Explanation

FV = difficulty level

R = the number of students who answered the item correctly

N = number of students taking the test

Criteria:

Difficulty Level	Criteria
0.00<FV<0.30	Difficult
0.30<FV<0.70	Medium
0.70<FV<1.00	Easy

The following is the example of computation of the difficulty value of item number 1, and for the other items will use the same formula.

R = 21

N = 34

$$FV = \frac{21}{34} = 0.617$$

According to the criteria, the item number 1 is medium.

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The Computation of the Discriminating Power

Formula:

$$D = \frac{\text{correct U} - \text{correct L}}{n}$$

With:

D = Discrimination Index

n = Number of candidates in one group ($\frac{1}{2}$ N)

N = The number in the whole group.

U = Upper half

L = Lower half

While the criterion of the computation:

Interval	Criteria
$D \leq 0{,}20$	Poor
$0{,}20 \leq D \leq 0{,}40$	Satisfactory
$0{,}40 \leq D \leq 0{,}70$	Good
$0{,}70 \leq D \leq 1{,}00$	Excellent

The following is the example of the computation of the item discrimination of item number 1, and for other items will use the same formula.

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-11	1	1	T-34	1
2	T-9	1	2	T-4	0
3	T-30	1	3	T-2	1
4	T-20	1	4	T-29	1
5	T-32	1	5	T-7	1
6	T-14	0	6	T-21	0
7	T-3	1	7	T-13	1
8	T-6	1	8	T-19	0
9	T-27	1	9	T-10	0
10	T-18	1	10	T-24	0
11	T-1	1	11	T-28	0
12	T-26	1	12	T-5	1
13	T-22	1	13	T-16	1
14	T-25	1	14	T-8	0
15	T-33	1	15	T-17	1
16	T-31	1	16	T-12	0
17	T-23	1	17	T-15	1
SUM		16	SUM		9

$$D = \frac{16 - 9}{17} = 0.41$$

According to the criteria, the item number 1 is good.

Appendix 2

List of the Students

No.	Nama
1	Aan Andyanto
2	Abdul Rohman
3	Adik Bela
4	Akhmad Khoirul Masrur
5	Ardiyatus Solikhah
6	Asafiil Maftohi
7	Badriyah
8	Dika Eliyana
9	Fida Nurul Ardiani
10	Herhadi Priyono
11	Indhi Afika
12	Irmanu Afan
13	Kus Hidayat Maulana
14	Laela Ayu Rochmadani
15	Laeli Isfayanti
16	Mar'atus Sholeha
17	Melinda Yuliana
18	Muhamad Koiddin
19	Muhammad Masrur
20	Muhammad Wildan
21	Mukhamad Rafi Maulana
22	Neli Laelufar
23	Ngatiyah
24	Nur Laeli
25	Nurul Aini
26	Retna Niswara
27	Reza Nur Septian
28	Rifki Mahruf
29	Septin Tri Atmajawati
30	Silvia Yulistina
31	Siska Feni Hestina
32	Siti Kholifah
33	Teguh Permadi
34	Toipin Maulana

PERPUSTAKAAN UNNES

Appendix 3

The Result of Pre-Test

No.	Code of Students	Score
1	Aan Andyanto	44
2	Abdul Rohman	46
3	Adik Bela	40
4	Akhmad Khorul Masrur	52
5	Ardiyatus Solikhah	62
6	Asafiil Maftohi	52
7	Badriyah	46
8	Dika Eliyana	46
9	Fida Nurul Ardiani	58
10	Herhadi Priyono	42
11	Indhi Afika	68
12	Irmanu Afan	44
13	Kus Hidayat Maulana	48
14	Laela Ayu Rochmadani	42
15	Laeli Isfayanti	40
16	Mar'atus Sholeha	62
17	Melinda Yuliana	44
18	Muhamad Koiddin	62
19	Muhammad Masrur	56
20	Muhammad Wildan	38
21	Mukhamad Rafi Maulana	36
22	Neli Laelufar	50
23	Ngatiyah	46
24	Nur Laeli	56
25	Nurul Aini	44
26	Retna Niswara	44
27	Reza Nur Septian	46
28	Rifki Mahruf	48
29	Septin Tri Atmajawati	46
30	Silvia Yulistina	40
31	Siska Feni Hestina	50
32	Siti Kholifah	52
33	Teguh Permadi	48
34	Toipin Maulana	64
	Average	48.8824
	sum	1662

Appendix 4

The Result of Cycle 1

No.	Code of Students	Score
1	Aan Andyanto	63
2	Abdul Rokhman	60
3	Adik Bela	70
4	Akhmad Khoirul Masrur	80
5	Ardiyatus Solikhah	70
6	Asafiil Maftohi	60
7	Badriyah	73
8	Dika Eliyana	66
9	Fida Nurul Ardiani	80
10	Herhadi Priyono	53
11	Indhi Afika	86
12	Irmanu Afan	60
13	Kus Hidayat Maulana	63
14	Laela Ayu Rochmadani	66
15	Laeli Isfayanti	76
16	Mar'atus Sholeha	66
17	Melinda Yuliana	66
18	Muhamad Koiddin	73
19	Muhammad Masrur	66
20	Muhammad Wildan	80
21	Mukhamad Rafi Maulana	83
22	Neli Laelufar	83
23	Ngatiyah	70
24	Nur Laeli	73
25	Nurul Aini	63
26	Retna	63
27	Reza Nur Septian	73
28	Rifki Mahruf	60
29	Septin Tri Atmajawati	86
30	Silvia Yulistina	63
31	Siska Feni Hestina	86
32	Siti Kholifah	66
33	Teguh Permadi	63
34	Toipin Maulana	73
	Average	70.0588
	sum	2382

Appendix 5

The Result of Cycle 2

No.	Code of Students	Score
1	Aan Andyanto	66
2	Abdul Rohman	66
3	Adik Bela	80
4	Akhmad Khoirul Masrur	86
5	Ardiyatus Solikhah	80
6	Asafiil Maftohi	66
7	Badriyah	80
8	Dika Eliyana	73
9	Fida Nurul Ardiani	90
10	Herhadi Priyono	66
11	Indhi Afika	100
12	Irmanu Afan	66
13	Kus Hidayat Maulana	70
14	Laela Ayu Rochmadani	80
15	Laeli Isfayanti	83
16	Mar'atus Sholeha	76
17	Melinda Yuliana	70
18	Muhamad Koiddin	86
19	Muhammad Masrur	70
20	Muhammad Wildan	86
21	Mukhamad Rafi Maulana	90
22	Neli Laelufar	86
23	Ngatiyah	80
24	Nur Laeli	86
25	Nurul Aini	66
26	Retna Niswara	66
27	Reza Nur Septian	86
28	Rifki Mahruf	66
29	Septin Tri Atmajawati	90
30	Silvia Yulistina	66
31	Siska Feni Hestina	90
32	Siti Kholifah	70
33	Teguh Permadi	66
34	Toipin Maulana	80
	Average	77.2941
	sum	2628

Appendix 6

The Result of Post-Test

No.	Code of Students	Score
1	Aan Andyanto	68
2	Abdul Rohman	68
3	Adik Bela	84
4	Akhmad Khoirul Masrur	90
5	Ardiyatus Solikhah	88
6	Asafiil Maftohi	68
7	Badriyah	88
8	Dika Eliyana	78
9	Fida Nurul Ardiani	96
10	Herhadi Priyono	68
11	Indhi Afika	100
12	Irmanu Afan	68
13	Kus Hidayat Maulana	74
14	Laela Ayu Rochmadani	86
15	Laeli Isfayanti	90
16	Mar'atus Sholeha	80
17	Melinda Yuliana	78
18	Muhamad Koiddin	92
19	Muhammad Masrur	80
20	Muhammad Wildan	90
21	Mukhamad Rafi Maulana	92
22	Neli Laelufar	92
23	Ngatiyah	90
24	Nur Laeli	94
25	Nurul Aini	78
26	Retna Niswara	74
27	Reza Nur Septian	92
28	Rifki Mahruf	68
29	Septin Tri Atmajawati	96
30	Silvia Yulistina	72
31	Siska Feni Hestina	94
32	Siti Kholifah	76
33	Teguh Permadi	72
34	Toipin Maulana	82
	Average	82.5294
	sum	2806

Appendix 7

Analysis of the First Questionnaire

No.	Nama	No.1	No.2	No.3	No.4	No.5
1	Aan Andyanto	2	1	3	2	2
2	Abdul Rohman	2	2	1	1	3
3	Adik Bela	1	1	2	3	3
4	Akhmad Khoirul Masrur	2	1	1	3	3
5	Ardiyatus Solikhah	1	1	2	1	3
6	Asafiil Maftohi	1	3	3	2	2
7	Badriyah	1	1	2	3	3
8	Dika Eliyana	2	2	2	3	3
9	Fida Nurul Ardiani	1	1	2	3	3
10	Herhadi Priyono	1	2	2	1	3
11	Indhi Afika	2	1	2	1	3
12	Irmanu Afan	2	2	1	1	3
13	Kus Hidayat Maulana	1	1	2	1	3
14	Laela Ayu Rochmadani	1	1	2	3	3
15	Laeli Isfayanti	1	1	2	3	3
16	Mar'atus Sholeha	1	1	2	1	3
17	Melinda Yuliana	2	2	2	3	3
18	Muhamad Koiddin	1	2	2	1	2
19	Muhammad Masrur	1	1	2	2	3
20	Muhammad Wildan	2	2	2	2	3
21	Mukhamad Rafi Maulana	2	2	2	2	3
22	Neli Laelufar	1	1	2	3	3
23	Ngatiyah	1	1	2	1	2
24	Nur Laeli	2	2	2	1	3
25	Nurul Aini	1	1	2	3	3
26	Retna Niswara	1	1	3	2	2
27	Reza Nur Septian	2	2	2	3	3
28	Rifki Mahruf	3	1	1	1	3
29	Septin Tri Atmajawati	1	1	2	1	3
30	Silvia Yulistina	1	2	2	3	3
31	Siska Feni Hestina	3	2	2	3	3
32	Siti Kholifah	2	1	1	1	3
33	Teguh Permadi	2	2	1	1	3
34	Toipin Maulana	1	1	2	1	2
	Average	1.5	1.44	1.91	1.94	2.82

Appendix 8

Analysis of the Second Questionnaire

No.	Nama	No.1	No.2	No.3	No.4	No.5
1	Aan Andyanto	3	2	3	2	3
2	Abdul Rohman	3	2	3	3	2
3	Adik Bela	3	2	3	3	3
4	Akhmad Khoirul Masrur	3	2	3	3	3
5	Ardiyatus Solikhah	3	2	3	3	3
6	Asafiil Maftohi	3	2	3	2	2
7	Badriyah	3	3	3	3	3
8	Dika Eliyana	2	2	3	2	2
9	Fida Nurul Ardiani	3	3	3	3	3
10	Herhadi Priyono	3	2	2	3	2
11	Indhi Afika	3	3	3	3	2
12	Irmanu Afan	3	2	3	3	3
13	Kus Hidayat Maulana	3	2	2	3	3
14	Laela Ayu Rochmadani	3	2	3	3	2
15	Laeli Isfayanti	3	3	3	3	3
16	Mar'atus Sholeha	3	2	3	3	3
17	Melinda Yuliana	2	2	3	2	2
18	Muhamad Koiddin	3	3	3	3	3
19	Muhammad Masrur	2	2	3	3	3
20	Muhammad Wildan	3	2	2	3	3
21	Mukhamad Rafi Maulana	3	2	3	3	3
22	Neli Laelufar	3	2	3	3	3
23	Ngatiyah	3	2	3	3	3
24	Nur Laeli	3	3	3	3	3
25	Nurul Aini	3	2	3	3	3
26	Retna Niswara	3	2	3	3	2
27	Reza Nur Septian	3	2	3	3	3
28	Rifki Mahruf	3	2	3	2	2
29	Septin Tri atmajawati	3	2	3	3	3
30	Silvia Yulistina	3	3	3	3	3
31	Siska Feni Hestina	3	3	3	3	3
32	Siti Kholifah	2	2	1	3	3
33	Teguh Permadi	2	2	3	3	2
34	Toipin Maulana	3	3	3	3	2
	Average	2.85	2.26	2.85	2.85	2.67

Appendix 9

TRY OUT

Answer the following questions by putting a cross (X) on either A, B, C, or D for the right answer!

1. Dina : ……..your mother ……cooking?
   Wulan : Yes, she usually cooks fried chicken.
   A. Does---like
   B. Does---likes
   C. Do---likes
   D. Do---like

2. The condition of the rooms.....not healthy.
   A. are
   B. am
   C. is
   D. do

3. ……..usually drinks tea every morning.
   A. Mother
   B. We
   C. You
   D. I

My name is Kaka. I am a first grade student of SMP N I Bawang, Batang. I stay at 26 Dieng Street, Bawang.

4. What……..the word 'I' refer to?
   The word 'I'……..to Kaka.
   A. do---refers
   B. does---refers
   C. do---refers
   D. does---refer

Sasa is in a market. She needs a book and a pencil. Her mother, Mrs. Lisa, is also in a market. She wants to buy some apples and some oranges.

5. What does Sasa want?
   She…….a book and a pencil.
   A. want
   B. do not want
   C. wants
   D. wanted

6. …….Mrs. Lisa want to buy some apples and some oranges? Yes, she…..
   A. Do---do
   B. Does---does
   C. Do---doesn't
   D. Do---does

7. Sinta : …….you like a chocolate?
   Wulan : No, I……. I hate chocolate.
   A. Does---don't
   B. Does---doesn't
   C. Do---doesn't
   D. Do---don't

8. My sister……..singing. She……..to be a good singer. She always has a singing class after school.
   A. like---want
   B. like---wants
   C. likes---wants
   D. likes---want

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9. Indra : What is your favorite sport?
   Bima : Swimming.
   Indra : …….you…….it every day?
   Bima : No, just on Sunday.
   A. Do---does
   B. Do---do
   C. Does---do
   D. Does---does

Reading is a good hobby. From reading we can improve our knowledge and get more information. Reading can make us happy. We can read some novels, short stories, or funny stories. We can borrow them from our school library.

10. Is reading a good hobby?
   A. Yes, it is
   B. Yes, it does
   C. Yes, it do
   D. Yes, it did

11. Are they workers? ..... They are merchantmen.
   A. No, they aren't
   B. Yes, they are
   C. No, they isn't
   D. Yes, they is

12. ……when we read funny stories? We feel happy.
   A. How does we feel?
   B. How do we feel?
   C. How does we feels?
   D. How are we feeling?

13. Mr. Anton, Mr. Dipta, and Mrs. Dhevi..... very clever. I like them very much.
   A. Is
   B. have
   C. are
   D. has

14. ……..we get more information from reading? Yes, ……..
   A. Does---we does
   B. Do---we does
   C. Do---we do
   D. Are---we are

15. We..... in a canteen every break. We want to have some meals and drinks.
   A. are
   B. is
   C. am
   D. do

16. has---at---06.00 a.m.---my mother---always---breakfast
   Arrange these words into a good sentence!
   A. My mother has breakfast always at 06.00 a.m.
   B. At 06.00 a.m. always my mother has breakfast.
   C. My mother always has breakfast at 06.00 a.m.
   D. My mother has always breakfast at 06.00 a.m.

17. .....your parents tailors? Yes, they..... They works everyday.
    A. Are—are not
    B. Are—are
    C. Do—do
    D. Do- do not

18. Chinny is a clever student. She has an interesting hobby.
    She……collecting stamps. She…….foreign and Indonesian stamps.
    A. likes---collects
    B. like---collect
    C. likes---collect
    D. like---collects

19. The people living on that island....fishermen.
    A. is
    B. are
    C. do
    D. does

20. The students are very hungry. They……a food.
    A. needed
    B. needs
    C. needing
    D. need

21. Those boys.....armies.
    A. is
    B. do
    C. does
    D. are

22. Mr. Ardi and his wife……..two children.
    A. has
    B. have
    C. had
    D. having

23. .....your brother a well-known singer?
    A. Do
    B. Does
    C. Is
    D. Are

24. Andy : How many cats do you have?
    Verra : I…..three cats.
    A. had
    B. has
    C. having
    D. have

25. The child.....on the yard.
    A. is
    B. are
    C. do
    D. does

26. Dana : Where…….Indra…….the new stamps from?
    Ita : He has the new stamps from his father.
    A. does---get
    B. does---gets
    C. do---gets
    D. do---get

27. One of the players.....unwell.
    A. are
    B. is
    C. do
    D. does

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28. Cinta : What is Kaka?
Laura : She is a teacher.
Cinta : Where…….she…….?
Laura : She works at school.
A. does---works
B. do---work
C. does---work
D. do---works

29. Everything.....all right now.
A. are
B. is
C. does
D. do

30. Meify : …….you…….to the library every day?
Anit : No, I don't. I go there every Monday.
A. Do---go
B. Do---goes
C. Does---goes
D. Does---go

31. The house.....near the hospital.
A. are
B. has
C. have
D. is

32. The farmers……from the village to bring some vegetables and fruits every Sunday.
A. coming
B. comes
C. come
D. came

33. Alfamart…….a lot of things.
A. sold
B. sells
C. sell
D. selling

34. The shop assistant always……..the buyers in the shop.
A. helps
B. helping
C. helped
D. help

35. I……three meals a day: breakfast, lunch, and dinner.
A. has
B. having
C. have
D. had

36. ..... Mrs. Lenny a doctor?No,she.....
A. Are—aren't
B. Does—doesn't
C. Is—isn't
D. Do—don't

37. There……some books on the table.
A. is
B. are
C. is not
D. not

38. My father and mother.....not at home.
    A. is
    B. are
    C. have
    D. has

39. Mrs. Lia is a good housewife. She always…….breakfast for her family.
    A. prepare
    B. preparing
    C. prepared
    D. prepares

40. The girls....not here. All have gone home.
    A. are
    B. is
    C. have
    D. has

41. Wulan is an SMP student. She……..a school uniform. Her blouse is white and her skirt is blue.
    A. wears
    B. wear
    C. wearing
    D. wore

42. Your shoes.....very clean.
    A. are
    B. is
    C. have
    D. has

43. The students…….dancing every Sunday morning.
    A. practices
    B. practice
    C. practicing
    D. practiced

44. Most of the water.....dirty.
    A. are
    B. aren't
    C. is
    D. don't

45. My aunt……..on Jl. Merdeka no. 65 Bandung.
    A. lives
    B. lived
    C. living
    D. live

46. .....lions carnivors?
    A. is
    B. does
    C. are
    D. do

47. The students usually…….to the canteen every break.
    A. go
    B. goes
    C. went
    D. going

48. My roomate.....very kind. She always helps me whenever I need her help.
    A. are
    B. aren't
    C. is
    D. isn't

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49. We are in a canteen every break. We……to have some meals and drinks.
    A. wants
    B. wanting
    C. want
    D. wanted

50. Jack and Jill.....my classmates. We study in a different class.
    A. aren't
    B. are
    C. isn't
    D. is

51. The blackboards.....clean.
    A. is
    B. have
    C. are
    D. has

52. Mr. and Mrs. Allen.....English.
    A. am
    B. is
    C. speaks
    D. speak

53. Bill.....like movie.
    A. does
    B. isn't
    C. is
    D. doesn't

54. Those women.....rich.
    A. have
    B. has
    C. is
    D. are

55. Jack.....like movie but he.....concerts.
    A. like—likes
    B. doesn't—likes
    C. likes—like
    D. doesn't—like

56. Jim never.....to movies on Monday nights.
    A. go
    B. going
    C. goes
    D. went

57. These.....students.
    A. is
    B. am
    C. isn't
    D. are

58. Our teacher.....my classmates and me with English language.
    A. help
    B. helps
    C. study
    D. studies

59. My father's name.....George.
    A. is
    B. am
    C. are
    D. aren't

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60. .....he.....breakfast?

A. Does—eat
B. Does—eats
C. Do—eat
D. Do—eats

KEY ANSWERS

1. A	31. D
2. C	32. C
3. A	33. B
4. B	34. A
5. C	35. C
6. B	36. C
7. D	37. B
8. C	38. B
9. B	39. D
10. A	40. A
11. A	41. A
12. B	42. A
13. C	43. B
14. C	44. C
15. A	45. A
16. C	46. C
17. B	47. A
18. A	48. C
19. B	49. C
20. D	50. A
21. D	51. C
22. B	52. D
23. C	53. D
24. D	54. D
25. A	55. B
26. A	56. C
27. B	57. D
28. C	58. B
29. B	59. A
30. A	60. A

Appendix 10

PRE-TEST

Answer the following questions by putting a cross (X) on either A, B, C, or D for the right answer!

1. Dina : ……..your mother ……cooking?
   Wulan : Yes, she usually cooks fried chicken.
   A. Does---like
   B. Does---likes
   C. Do---likes
   D. Do---like

2. The condition of the rooms.....not healthy.
   A. are
   B. am
   C. is
   D. do

   My name is Kaka. I am a first grade student of SMP N I Bawang, Batang. I stay at 26 Dieng Street, Bawang.

3. What……..the word 'I' refer to?
   The word 'I'……..to Kaka.
   A. do---refers
   B. does---refers
   C. do---refers
   D. does---refer

   Sasa is in a market. She needs a book and a pencil. Her mother, Mrs. Lisa, is also in a market. She wants to buy some apples and some oranges.

4. What does Sasa want?
   She…….a book and a pencil.
   A. want
   B. do not want
   C. wants
   D. wanted

5. …….Mrs. Lisa want to buy some apples and some oranges? Yes, she…..
   A. Do---do
   B. Does---does
   C. Do---doesn't
   D. Do---does

6. Sinta : …….you like a chocolate?
   Wulan : No, I……. I hate chocolate.
   A. Does---don't
   B. Does---doesn't
   C. Do---doesn't
   D. Do---don't

7. My sister……..singing. She……..to be a good singer. She always has a singing class after school.
   A. like---want
   B. like---wants
   C. likes---wants
   D. likes---want

8. Indra : What is your favorite sport?
   Bima : Swimming.
   Indra : …….you…….it every day?
   Bima : No, just on Sunday.
   A. Do---does
   B. Do---do
   C. Does---do
   D. Does---does

9. Are they workers? ..... They are merchantmen.
   A. No, they aren't
   B. Yes, they are
   C. No, they isn't
   D. Yes, they is

10. ……when we read funny stories? We feel happy.
   A. How does we feel?
   B. How do we feel?
   C. How does we feels?
   D. How are we feeling?

11. Mr. Anton, Mr. Dipta, and Mrs. Dhevi..... very clever. I like them very much.
   A. Is
   B. have
   C. are
   D. has

12. ……..we get more information from reading? Yes, ……..
   A. Does---we does
   B. Do---we does
   C. Do---we do
   D. Are---we are

13. has---at---06.00 a.m.---my mother---always---breakfast
   Arrange these words into a good sentence!
   A. My mother has breakfast always at 06.00 a.m.
   B. At 06.00 a.m. always my mother has breakfast.
   C. My mother always has breakfast at 06.00 a.m.
   D. My mother has always breakfast at 06.00 a.m.

14. .....your parents tailors? Yes, they..... They works everyday.
   A. Are—are not
   B. Are—are
   C. Do—do
   D. Do- do not

15. Chinny is a clever student. She has an interesting hobby.
   She……collecting stamps. She…….foreign and Indonesian stamps.
   A. likes---collects
   B. like---collect
   C. likes---collect
   D. like---collects

16. The people living on that island....fishermen.
    A. is
    B. are
    C. do
    D. does

17. The students are very hungry. They……a food.
    A. needed
    B. needs
    C. needing
    D. need

18. Mr. Ardi and his wife……..two children.
    A. has
    B. have
    C. had
    D. having

19. .....your brother a well-known singer?
    A. Do
    B. Does
    C. Is
    D. Are

20. Andy : How many cats do you have?
    Verra : I…..three cats.
    A. had
    B. has
    C. having
    D. have

21. The child.....on the yard.
    A. is
    B. are
    C. do
    D. does

22. Dana : Where…….Indra…….the new stamps from?
    Ita : He has the new stamps from his father.
    A. does---get
    B. does---gets
    C. do---gets
    D. do---get

23. Cinta : What is Kaka?
    Laura : She is a teacher.
    Cinta : Where…….she…….?
    Laura : She works at school.
    A. does---works
    B. do---work
    C. does---work
    D. do---works

24. Everything.....all right now.
    A. are
    B. is
    C. does
    D. do

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25. Meify : …….you…….to the library every day?
    Anit : No, I don't. I go there every Monday.
    A. Do---go
    B. Do---goes
    C. Does---goes
    D. Does---go

26. The house.....near the hospital.
    A. are
    B. has
    C. have
    D. is

27. The farmers……from the village to bring some vegetables and fruits every Sunday.
    A. coming
    B. comes
    C. come
    D. came

28. Alfamart…….a lot of things.
    A. sold
    B. sells
    C. sell
    D. selling

29. The shop assistant always……..the buyers in the shop.
    A. helps
    B. helping
    C. helped
    D. help

30. I……three meals a day: breakfast, lunch, and dinner.
    A. has
    B. having
    C. have
    D. had

31. There……some books on the table.
    A. is
    B. are
    C. is not
    D. not

32. My father and mother.....not at home.
    A. is
    B. are
    C. have
    D. has

33. Mrs. Lia is a good housewife. She always…….breakfast for her family.
    A. prepare
    B. preparing
    C. prepared
    D. prepares

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34. Wulan is an SMP student. She……..a school uniform. Her blouse is white and her skirt is blue.
    A. wears
    B. wear
    C. wearing
    D. wore

35. Your shoes.....very clean.
    A. are
    B. is
    C. have
    D. has

36. The students……dancing every Sunday morning.
    A. practices
    B. practice
    C. practicing
    D. practiced

37. Most of the water.....dirty.
    A. are
    B. aren't
    C. is
    D. don't

38. .....lions carnivors?
    A. is
    B. does
    C. are
    D. do

39. The students usually……to the canteen every break.
    A. go
    B. goes
    C. went
    D. going

40. My roomate.....very kind. She always helps me whenever I need her help.
    A. are
    B. aren't
    C. is
    D. isn't

41. We are in a canteen every break. We……to have some meals and drinks.
    A. wants
    B. wanting
    C. want
    D. wanted

42. Jack and Jill.....my classmates. We study in a different class.
    A. aren't
    B. are
    C. isn't
    D. is

43. The blackboards.....clean.
    A. is
    B. have
    C. are
    D. has

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44. Mr. and Mrs. Allen.....English.
    A. am
    B. is
    C. speaks
    D. speak

45. Bill.....like movie.
    A. does
    B. isn't
    C. is
    D. doesn't

46. Those women.....rich.
    A. have
    B. has
    C. is
    D. are

47. Jack.....like movie but he.....concerts.
    A. like—likes
    B. doesn't—likes
    C. likes—like
    D. doesn't—like

48. These.....students.
    A. is
    B. am
    C. isn't
    D. are

49. Our teacher.....my classmates and me with English language.
    A. help
    B. helps
    C. study
    D. studies

50. .....he.....breakfast?
    A. Does—eat
    B. Does—eats
    C. Do—eat
    D. Do—eats

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KEY ANSWER

1. A	26. D
2. C	27. C
3. B	28. B
4. C	29. A
5. B	30. C
6. D	31. B
7. C	32. B
8. B	33. D
9. A	34. A
10. B	35. A
11. C	36. B
12. C	37. C
13. C	38. C
14. B	39. A
15. A	40. C
16. B	41. C
17. D	42. A
18. B	43. C
19. C	44. D
20. D	45. D
21. A	46. D
22. A	47. B
23. C	48. D
24. B	49. B
25. A	50. A

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Appendix 11

Formative Test First Cycle

Answer the following questions by putting a cross (X) on either A, B, C, or D for the right answer!

Belinda is in a market. She needs a book and a pencil. Her mother, Mrs. Amalia, is also in a market. She wants to buy some apples and some oranges.

1. What does Belinda want?
   She…….a book and a pencil.
   A. want
   B. do not want
   C. wants
   D. wanted

2. …….Mrs. Amalia want to buy some apples and some oranges? Yes, she…..
   A. Do---do
   B. Does---does
   C. Do---doesn't
   D. Do---does

3. Beno : What is your favorite sport?
   Dicki : Wall climbing.
   Beno : …….you…….it every day?
   Dicki : No, just on Sunday.
   A. Do---does
   B. Do---do
   C. Does---do
   D. Does---does

4. Are they workers? ..... They are fishermen.
   A. No, they aren't
   B. Yes, they are
   C. No, they isn't
   D. Yes, they is

5. ……when they read funny stories? They feel happy.
   A. How does they feel?
   B. How do they feel?
   C. How does they feels?
   D. How are they feeling?

6. Mr. Andy, Mr. Garry, and Mrs. Aida..... very clever. I like them very much.
   A. Is
   B. have
   C. are
   D. has

7. ……..we get more information from browsing? Yes, ……..
   A. Does---we does
   B. Do---we does
   C. Do---we do
   D. Are---we are

8. has---at---1 p.m.---my father---always---lunch
   Arrange these words into a good sentence!
   A. My father has lunch always at 1 p.m.
   B. At 1 p.m. always my father has lunch.
   C. My father always has lunch at 1 p.m.
   D. My father has always lunch at 1 p.m.

9. .....your parents doctors? Yes, they..... They works everyday.
   A. Are—are not
   B. Are—are
   C. Do—do
   D. Do- do not

10. Alunna is a clever student. She has an interesting hobby.
    She……collecting books. She…….novel, comic, and lesson books.
    A. likes---collects
    B. like---collect
    C. likes---collect
    D. like---collects

11. The people living on that village....farmers.
    A. is
    B. are
    C. do
    D. does

12. The children are very hungry. They……a food.
    A. needed
    B. needs
    C. needing
    D. need

13. Dina : ……..your sister ……cooking?
    Wulan : Yes, she usually cooks fried chicken.
    A. Does---like
    B. Does---likes
    C. Do---likes
    D. Do---like

14. The situation of the rooms.....not healthy.
    A. are
    B. am
    C. is
    D. do

My name is Erica. I am a first grade student of SMP N I Bawang, Batang. I stay at 26 Dieng Street, Bawang.

15. What……..the word 'I' refer to?
    The word 'I'……..to Erica.
    A. do---refers
    B. does---refers
    C. do---refers
    D. does---refer

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16. Alya : …….you like a cat?
    Cinta : No, I……. I hate cat.
    A. Does---don't
    B. Does---doesn't
    C. Do---doesn't
    D. Do---don't

17. My niece……..singing. She……..to be a good singer. She always has a singing class after school.
    A. like---want
    B. like---wants
    C. likes---wants
    D. likes---want

18. Mr. Toni and his wife……..two children.
    A. has
    B. have
    C. had
    D. having

19. .....your sister a well-known chef?
    A. Do
    B. Does
    C. Is
    D. Are

20. Andy : How many rabbits do they have?
    Verra : They…..three rabbits.
    A. had
    B. has
    C. having
    D. have

21. The girl.....on the yard.
    A. is
    B. are
    C. do
    D. does

22. Joni : Where…….Sammy…….the new car from?
    Jeni : He has the new car from his father.
    A. does---get
    B. does---gets
    C. do---gets
    D. do---get

23. Kiki : What is Ananda?
    Lia : She is a lawyer.
    Kiki : Where…….she…….?
    Lia : She works at courthouse.
    A. does---works
    B. do---work
    C. does---work
    D. do---works

24. Everything.....ready now.
    A. are
    B. is
    C. does
    D. do

25. Chika : …….he…….to the park every day?
    Mini : No, he doesn't. He goes there every Sunday.
    A. Do---go
    B. Do---goes
    C. Does---goes
    D. Does---go

26. The children.....very happy.
    A. is
    B. am
    C. are
    D. isn't

27. Ben's father.....to his office every day and .....there until 5 p.m.
    A. Go---work
    B. Goes---work
    C. Go---works
    D. Goes---works

28. Her house .... very large.
    A. is
    B. are
    C. aren't
    D. were

29. My best friend always....me whenever I need her.
    A. help
    B. helps
    C. disturb
    D. disturbs

30. The girl near my grand father....my sister.
    A. is
    B. was
    C. are
    D. were

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KEY ANSWER

1. C
2. B
3. B
4. A
5. B
6. C
7. C
8. C
9. B
10. A
11. B
12. D
13. A
14. C
15. B
16. D
17. C
18. B
19. C
20. D
21. A
22. A
23. C
24. B
25. D
26. C
27. D
28. A
29. B
30. A

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Appendix 12

Formative Test of Cycle 2

Answer the following questions by putting a cross (X) on either A, B, C, or D for the right answer!

1. Mill and Bill.....my classmates. We study in a different class.
   A. aren't
   B. are
   C. isn't
   D. is

2. The windows.....clean.
   A. is
   B. have
   C. are
   D. has

3. Mr. and Mrs. Smith.....English.
   A. am
   B. is
   C. speaks
   D. speak

4. Jane.....like movie.
   A. does
   B. isn't
   C. is
   D. doesn't

5. Those women.....diligent.
   A. have
   B. has
   C. is
   D. are

6. Kim.....like movie but he.....concerts.
   A. like—likes
   B. doesn't—likes
   C. likes—like
   D. doesn't—like

7. These.....carpenters.
   A. is
   B. am
   C. isn't
   D. are

8. Our teacher..... Jane and me with English language.
   A. help
   B. helps
   C. study
   D. studies

9. .....he.....lunch?
   A. Does—eat
   B. Does—eats
   C. Do—eat
   D. Do—eats

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10. The market.....near the post office.
    A. are
    B. has
    C. have
    D. is

11. The farmers……from the village to bring some vegetables and fruits every Sunday.
    A. coming
    B. comes
    C. come
    D. came

12. Hypermart…….a lot of things.
    A. sold
    B. sella
    C. sell
    D. selling

13. Your bags.....very clean.
    A. are
    B. is
    C. have
    D. has

14. The students……singing every Sunday morning.
    A. practices
    B. practice
    C. practicing
    D. practiced

15. Most of the water.....clean.
    A. are
    B. aren't
    C. is
    D. don't

16. .....tigers carnivors?
    A. is
    B. does
    C. are
    D. do

17. The students usually……to the library every break.
    A. go
    B. goes
    C. went
    D. going

18. My classmate.....very kind. She always helps me whenever I need her help.
    A. are
    B. aren't
    C. is
    D. isn't

19. We are in a canteen every break. We……to have some meals and drinks.
    A. wants
    B. wanting
    C. want
    D. wanted

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20. The teacher always…….the students in the school.
    A. helps
    B. helping
    C. helped
    D. help

21. She……three cats at home: black, white, and brown.
    A. has
    B. having
    C. have
    D. had

22. There……some pencils on the table.
    A. is
    B. are
    C. is not
    D. not

23. My sister and mother.....not at home.
    A. is
    B. are
    C. have
    D. has

24. Mrs. Anita is a good housewife. She always…….breakfast for her family.
    A. prepare
    B. preparing
    C. prepared
    D. prepares

25. Dina is an SMP student. She……..a school uniform. Her blouse is white and her skirt is blue.
    A. wears
    B. wear
    C. wearing
    D. wore

26. My bicycle....very clean. I wash it every day.
    A. was
    B. were
    C. is
    D. are

27. Those women.....the same bag on their hands.
    A. wear
    B. wears
    C. bring
    D. brings

28. ....Indra's father.....in a bank?
    A. Do---works
    B. Does---works
    C. Does---work
    D. Do---work

29. Justin and Bian....my best friends.
    A. are
    B. was
    C. is
    D. isn't

30. The books near the blackboard.....mine.

A. is
B. are
C. were
D. was

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KEY ANSWER

1. A
2. C
3. D
4. D
5. D
6. B
7. D
8. B
9. A
10. D
11. C
12. B
13. A
14. B
15. C
16. C
17. A
18. C
19. C
20. A
21. A
22. B
23. B
24. D
25. A
26. C
27. C
28. C
29. A
30. B

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Appendix 13

POST-TEST

Answer the following questions by putting a cross (X) on either A, B, C, or D for the right answer!

1. Dina : ……..your mother ……cooking?
   Wulan : Yes, she usually cooks fried chicken.
   A. Does---like
   B. Does---likes
   C. Do---likes
   D. Do---like

2. The condition of the rooms.....not healthy.
   A. are
   B. am
   C. is
   D. do

   My name is Kaka. I am a first grade student of SMP N I Bawang, Batang. I stay at 26 Dieng Street, Bawang.

3. What……..the word 'I' refer to?
   The word 'I'……..to Kaka.
   A. do---refers
   B. does---refers
   C. do---refers
   D. does---refer

   Sasa is in a market. She needs a book and a pencil. Her mother, Mrs. Lisa, is also in a market. She wants to buy some apples and some oranges.

4. What does Sasa want?
   She…….a book and a pencil.
   A. want
   B. do not want
   C. wants
   D. wanted

5. …….Mrs. Lisa want to buy some apples and some oranges? Yes, she…..
   A. Do---do
   B. Does---does
   C. Do---doesn't
   D. Do---does

6. Sinta : …….you like a chocolate?
   Wulan : No, I……. I hate chocolate.
   A. Does---don't
   B. Does---doesn't
   C. Do---doesn't
   D. Do---don't

7. My sister……..singing. She……..to be a good singer. She always has a singing class after school.
   A. like---want
   B. like---wants
   C. likes---wants
   D. likes---want

8. Indra : What is your favorite sport?
   Bima : Swimming.
   Indra : …….you…….it every day?
   Bima : No, just on Sunday.
   A. Do---does
   B. Do---do
   C. Does---do
   D. Does---does

9. Are they workers? ..... They are merchantmen.
   A. No, they aren't
   B. Yes, they are
   C. No, they isn't
   D. Yes, they is

10. ……when we read funny stories? We feel happy.
   A. How does we feel?
   B. How do we feel?
   C. How does we feels?
   D. How are we feeling?

11. Mr. Anton, Mr. Dipta, and Mrs. Dhevi..... very clever. I like them very much.
   A. Is
   B. have
   C. are
   D. has

12. ……..we get more information from reading? Yes, ……..
   A. Does---we does
   B. Do---we does
   C. Do---we do
   D. Are---we are

13. has---at---06.00 a.m.---my mother---always---breakfast
   Arrange these words into a good sentence!
   A. My mother has breakfast always at 06.00 a.m.
   B. At 06.00 a.m. always my mother has breakfast.
   C. My mother always has breakfast at 06.00 a.m.
   D. My mother has always breakfast at 06.00 a.m.

14. .....your parents tailors? Yes, they..... They works everyday.
   A. Are—are not
   B. Are—are
   C. Do—do
   D. Do- do not

15. Chinny is a clever student. She has an interesting hobby.
   She……collecting stamps. She…….foreign and Indonesian stamps.
   A. likes---collects
   B. like---collect
   C. likes---collect
   D. like---collects

16. The people living on that island....fishermen.
    A. is
    B. are
    C. do
    D. does

17. The students are very hungry. They……a food.
    A. needed
    B. needs
    C. needing
    D. need

18. Mr. Ardi and his wife……..two children.
    A. has
    B. have
    C. had
    D. having

19. .....your brother a well-known singer?
    A. Do
    B. Does
    C. Is
    D. Are

20. Andy : How many cats do you have?
    Verra : I…..three cats.
    A. had
    B. has
    C. having
    D. have

21. The child.....on the yard.
    A. is
    B. are
    C. do
    D. does

22. Dana : Where…….Indra…….the new stamps from?
    Ita : He has the new stamps from his father.
    A. does---get
    B. does---gets
    C. do---gets
    D. do---get

23. Cinta : What is Kaka?
    Laura : She is a teacher.
    Cinta : Where…….she…….?
    Laura : She works at school.
    A. does---works
    B. do---work
    C. does---work
    D. do---works

24. Everything.....all right now.
    A. are
    B. is
    C. does
    D. do

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25. Meify : …….you…….to the library every day?
    Anit : No, I don't. I go there every Monday.
    A. Do---go
    B. Do---goes
    C. Does---goes
    D. Does---go

26. The house.....near the hospital.
    A. are
    B. has
    C. have
    D. is

27. The farmers……from the village to bring some vegetables and fruits every Sunday.
    A. coming
    B. comes
    C. come
    D. came

28. Alfamart…….a lot of things.
    A. sold
    B. sells
    C. sell
    D. selling

29. The shop assistant always……..the buyers in the shop.
    A. helps
    B. helping
    C. helped
    D. help

30. I……three meals a day: breakfast, lunch, and dinner.
    A. has
    B. having
    C. have
    D. had

31. There……some books on the table.
    A. is
    B. are
    C. is not
    D. not

32. My father and mother.....not at home.
    A. is
    B. are
    C. have
    D. has

33. Mrs. Lia is a good housewife. She always…….breakfast for her family.
    A. prepare
    B. preparing
    C. prepared
    D. prepares

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34. Wulan is an SMP student. She……..a school uniform. Her blouse is white and her skirt is blue.
    A. wears
    B. wear
    C. wearing
    D. wore

35. Your shoes.....very clean.
    A. are
    B. is
    C. have
    D. has

36. The students……dancing every Sunday morning.
    A. practices
    B. practice
    C. practicing
    D. practiced

37. Most of the water.....dirty.
    A. are
    B. aren't
    C. is
    D. don't

38. .....lions carnivors?
    A. is
    B. does
    C. are
    D. do

39. The students usually……to the canteen every break.
    A. go
    B. goes
    C. went
    D. going

40. My roomate.....very kind. She always helps me whenever I need her help.
    A. are
    B. aren't
    C. is
    D. isn't

41. We are in a canteen every break. We……to have some meals and drinks.
    A. wants
    B. wanting
    C. want
    D. wanted

42. Jack and Jill.....my classmates. We study in a different class.
    A. aren't
    B. are
    C. isn't
    D. is

43. The blackboards.....clean.
    A. is
    B. have
    C. are
    D. has

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44. Mr. and Mrs. Allen.....English.
    A. am
    B. is
    C. speaks
    D. speak

45. Bill.....like movie.
    A. does
    B. isn't
    C. is
    D. doesn't

46. Those women.....rich.
    A. have
    B. has
    C. is
    D. are

47. Jack.....like movie but he.....concerts.
    A. like—likes
    B. doesn't—likes
    C. likes—like
    D. doesn't—like

48. These.....students.
    A. is
    B. am
    C. isn't
    D. are

49. Our teacher.....my classmates and me with English language.
    A. help
    B. helps
    C. study
    D. studies

50. .....he.....breakfast?
    A. Does—eat
    B. Does—eats
    C. Do—eat
    D. Do—eats

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KEY ANSWER

1. A	26. D
2. C	27. C
3. B	28. B
4. C	29. A
5. B	30. C
6. D	31. B
7. C	32. B
8. B	33. D
9. A	34. A
10. B	35. A
11. C	36. B
12. C	37. C
13. C	38. C
14. B	39. A
15. A	40. C
16. B	41. C
17. D	42. A
18. B	43. C
19. C	44. D
20. D	45. D
21. A	46. D
22. A	47. B
23. C	48. D
24. B	49. B
25. A	50. A

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Appendix 14

FIRST QUESTIONNAIRE

Jawablah pertanyaan di bawah ini dengan sejujur-jujurnya. Tulislah nama Anda terlebih dahulu. Isilah pertanyaan – pertanyaan di bawah ini dengan memberi tanda silang (X). Pilih jawaban berdasarkan pendapat Anda masing – masing.

1. Apakah Anda menyukai pelajaran grammar dalam Bahasa Inggris?
a. Ya
b. Ragu-ragu
c. Tidak

2. Apakah Anda menyukai Simple Present Tense dibandingkan tenses lain?
a. Ya
b. Ragu-ragu
c. Tidak

3. Apakah Anda sudah menguasai pelajaran Simple Present Tense?
a. Ya
b. Ragu-ragu
c. Tidak

4. Apakah guru Anda pernah menggunakan teknik khusus dalam mengajar Simple Present Tense?
a. Ya
b. Ragu-ragu
c. Tidak

5. Apakah Anda mengharapkan penggunaan teknik khusus dalam belajar Simple Present Tense?
a. Ya
b. Ragu-ragu
c. Tidak

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SECOND QUESTIONNAIRE

Jawablah pertanyaan di bawah ini dengan sejujur-jujurnya. Tulislah nama Anda terlebih dahulu. Isilah pertanyaan – pertanyaan di bawah ini dengan memberi tanda silang (X). Pilih jawaban berdasarkan pendapat Anda masing-masing.

1. Apakah Anda menyukai teknik single slot substitution drill yang digunakan untuk mengajar Simple Present Tense?
a. Ya
b. Ragu-ragu
c. Tidak

2. Apakah Anda sudah menguasai pelajaran Simple Present Tense setelah Anda menggunakan single slot substitution drill sebagai teknik?
a. Ya
b. Ragu-ragu
c. Tidak

3. Apakah Anda mengalami peningkatan prestasi dalam Simple Present Tense setelah penggunaan single slot substitution drill sebagai teknik belajar?
a. Ya
b. Ragu-ragu
c. Tidak

4. Menurut Anda, apakah single slot substitution drill relevan untuk meningkatkan pemahaman Simple Present Tense Anda?
a. Ya
b. Ragu-ragu
c. Tidak

5. Apakah menurut Anda penggunaan single slot substitution drill sebagai teknik perlu dilakukan guru Anda untuk mengajar materi lain?
a. Ya
b. Ragu-ragu
c. Tidak

Appendix 15

LESSON PLAN
CYCLE I
MEETING 1

The Identity : SMP Negeri 1 Bawang, Batang
Subject : English
Class/Semester : VII/II
Time allotment : 2 x 40 minutes (1x meeting)

STANDARD COMPETENCE

Listening

7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Speaking

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

BASIC COMPETENCE

7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat , menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal

9.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat , menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal

I. TEXT TYPE

Dialog

II. OBJECTIVES

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

1. Use Simple Present Tense correctly.
2. Use Simple Present Tense in the dialog.

III. MATERIAL OF LEARNING

Dislike

- (I'm afraid) I don't like ....
- I (really) hate ....
- I can't bear ....
- I can't stand ....

Like

- I like/love ....
- I (really) enjoy ....
- I do like/love ....
- I'm (really) very fond of ....

Informal (older people to younger people)

Formal (younger people to older people or to a stranger)

SIMPLE PRESENT TENSE

FORMULA: (+) **S+to be (is, am, are)+ C**

(-) **S+to be (is, am, are)+not+C**

(?) **To be (is, am, are)+S+C**

Dialog 1

Mitha : "Do you like apple?"

Dara : "Yes, I do. It is very sweet. What about you?"

Mitha : "***I like orange so much."(like)***

Dialog 2

Ann : "Do you like Rafi Ahmad?"

Bian : "No, ***I don't like him (dislike)*** but I like Cristian Sugiono. He is very handsome."

Dialog 3

- *Do you like sports?*
- Yes, I do.
- What sport do you play?
- *I like swimming.* It is very good for our health.
- *I dislike playing football.*

IV. METHOD DAN MODEL

1. Method : Audio-lingual method
2. Model : Single slot substitution drill

V.STEPS OF LEARNING ACTIVITY

1. Introduction(5 minutes)
   - ✓ Teacher asks about students' condition (apperception)

     Good morning students. How's life? Good. Who is absent today?
   - ✓ Teacher gives the purpose of learning and competency that has to be achieved by students.
2. Main Activities
   a. Exploration (5 minutes)
      - ✓ Teacher gives situation and asks student to guess what kinds of expressions will they use for expressing like and dislike. *What will you say if you like something? Ok, good. What else? How if you hate something? What expressions will you use?*

   b. Elaboration (60 minutes)
      - ✓ The teacher explains about expressing *like and dislike.*
      - ✓ The teacher asks students to listen to her explanation carefully.
      - ✓ The teacher gives an example of dialog using expressions of *like and dislike.*
      - ✓ Students pay attention to her explanation.
      - ✓ The teacher gives explanation about that dialog, especially in the using of *like, dislike,* and using Simple Present Tense.
      - ✓ The teacher explains about the structure of Simple Present Tense patterns.
      - ✓ The teacher takes one sentence using simple present tense from the dialog.
      - ✓ The teacher changes the subject and asks students one by one to say the sentence orally. (Single Slot Substitution Drill)
      - ✓ The teacher asks students to make a group consist of three persons.
      - ✓ The teacher asks each group to make a dialog using *like and dislike* expression.
      - ✓ The teacher asks them to perform the dialog in front of the classroom.

c. Confirmation (5 minutes)

- ✓ Students and the teacher conclude the lesson about *like, dislike,* and Simple Present Tense.
- ✓ The teacher reinforces students' understanding about *like, dislike,* and Simple Present Tense.

3. Closing (5 minutes)

- ✓ Teacher summarizes the lesson.
- ✓ Teacher asks students to give their impression about the lesson.

VI.SOURCE AND MEDIA

a. Expression of like, dislike and Simple Present Tense patterns

b. English Focus Grade VII

VII.ASSESSMENT

a. Indicator

Indicator of Competency Attainment	Technique	Form	Example
Use Simple Present Tense correctly.	Spoken Test	Sentence	Change the subject based the given nouns orally! Example: **He is very handsome.** 1. My father... 2. They..... 3. You..... .....
Use Simple Present Tense in the dialog.	Written Test, Spoken Test	Dialog	Make a dialog using *like and dislike* expression!

b. Instrument

Exercise

Change the subject based on my word orally! Make the correct sentence!

He is very handsome. (Clever, kind, naughty)

1. My father
2. They
3. You
4. My father and I

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5. Bob and Mark
6. We
7. I

Bill : **Is she clever? (Clever, kind, naughty)**

Sarah : **Yes, she is/ No, she isn't.**

1. They
2. Sarah
3. My father and I
4. Bob and Jill
5. My parents
6. I
7. We
8. You

I am not a worker. (Teacher, student,singer, dancer)

1. She
2. They
3. He
4. You
5. My parents
6. We
7. Kim and his sister

Assessment
Make a dialog using expression of like and dislike!
c. Rubric of Assessment

Assessment
Total Score 100

Grammar	25
Intonation	25
Fluency	25
Vocabulary	25

Mahasiswa,

Kakarizkia Purwito
NIM: 2201407102

LESSON PLAN
CYCLE 1
MEETING 2

The identity : SMP Negeri 1 Bawang, Batang
Subject : English
Class/Semester : VII/II
Time allotment : 2 x 40 minutes (1x meeting)

STANDARD COMPETENCE

Listening

7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Speaking

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

BASIC COMPETENCE

7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat , menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal

9.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat , menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal

I. TEXT TYPE

Dialog

II. OBJECTIVES

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

1. Use Simple Present Tense correctly.
2. Use Simple Present Tense in the dialog.

III. MATERIAL OF LEARNING

Asking for someone's opinion

- What do you think about ...?

- What's your opinion of ...?
- What about ...?
- What would you say to ...?

Giving opinion

- I think it's a good idea.
- Well, I must say ....
- Don't you think ...?
- I'd say ....

Saying no opinion

- I don't know.

SIMPLE PRESENT TENSE

FORMULA: (+) **S+V1(es/s)+ C**

(-) **S+do/does+not+V1+C**

(?) **Do/does+S+V1+C**

Dialog 1

Bill : "Hi Sarah, ***what about*** your new dog?

Sarah : "***I think*** it is very cute. I spend a lot of time with it."

Bill : "Really?"

Sarah : "Yeah."

Bill : "Do you feed it?"

Sarah : "No, I don't. My servant gives it food three times a day."

Bill : "Hmmm... It must be wonderful"

IV.METHOD DAN MODEL

1. Method : Audio-lingual method
2. Model : Single slot substitution drill

V.STEPS OF LEARNING ACTIVITY

1. Introduction (5 minutes)
   - ✓ Teacher asks about students' condition (apperception)

     Good morning students. How are you? Good. Who is absent today?

- ✓ Teacher gives the purpose of learning and competency that has to be achieved by students.

2. Main Activity
   a. Exploration (5 minutes)
      - ✓ Teacher gives situation and asks student to guess what kind of expression they will use for asking opinion. *If you want to ask someone about their opinion, what will you say? Yes, what else? Ok, good. How do we answer the question if we will give our opinion?*

   b. Elaboration (60 minutes)
      - ✓ The teacher explains about the use of *giving opinion.*
      - ✓ The teacher asks students to listen to her explanation carefully.
      - ✓ The teacher gives an example of dialog using *giving opinion.*
      - ✓ Students pay attention to her explanation.
      - ✓ The teacher gives explanation about that dialog, especially in the using of *giving opinion* and using Simple Present Tense.
      - ✓ The teacher explains about the structure of Simple Present Tense patterns.
      - ✓ The teacher takes one sentence using Simple Present Tense from the dialog.
      - ✓ The teacher changes the subject and ask student one by one to say the sentence orally. (Single Slot Substitution Drill)
      - ✓ The teacher asks students to make a group and asks them to make a dialog.
      - ✓ The teacher asks students to perform the dialog in front of the classroom.

   c. Confirmation (5 minutes)
      - ✓ Students and the teacher conclude the lesson about *giving opinion* and Simple Present Tense.
      - ✓ The teacher reinforces students' understanding in *giving opinion* and Simple Present Tense.

d. Closing (5 minutes)

- ✓ Teacher summarizes the lesson.
- ✓ Teacher asks students to give their impression about the lesson.

VI.SOURCE AND MEDIA

a. Expression of *asking and giving opinion* and Simple Present Tense patterns.

b. English Focus Grade VII

VII.ASSESSMENT

a. Indicator

Indicator of Competency Attainment	Technique	Form	Example:
Use Simple Present Tense correctly.	Spoken Test	Sentence	Change the subject with the given nouns orally! **I spend a lot of time with it.** 1. She.... 2. They..... 3. He.....
Use Simple Present Tense in the dialog.	Written Test, Spoken Test	Dialog	Make a dialog using an expression of *giving opinion* and perform it in front of the classroom!

b. Instrument

Exercise

Change the subject based on my word orally! Make the correct sentence!

I spend a lot of time with it. (Money, take)

1. She
2. They
3. He
4. You
5. Sarah
6. My father and I
7. Bob and Jill
8. My parents
9. We
10. Kim and his sister

I don't like it. (Him, her, his attitude, apple)

1. She

2. They
3. He
4. You
5. My parents
6. We
7. Kim and his sister

Do you feed it?

1. They
2. Sarah
3. My father and I
4. Bob and Jill
5. My parents

No, I don't. My servant gives it food three times a day. (Water, every hour)

1. She
2. They
3. He
4. You
5. My parents
6. We
7. Kim and his sister

Assessment

Make a dialog using an expression of giving opinion and perform it in front of the classroom!

c. Rubric of Assessment

Assessment
Total Score 100

Grammar	25
Intonation	25
Fluency	25
Vocabulary	25

Mahasiswa,

Kakarizkia Purwito
NIM: 2201407102

LESSON PLAN
CYCLE I
MEETING 3

The Identity : SMP Negeri 1 Bawang, Batang
Subject : English
Class/Semester : VII/II
Time allotment : 2 x 40 minutes (1x meeting)

STANDARD COMPETENCE

Listening

7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Speaking

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

BASIC COMPETENCE

7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat , menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal

9.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat , menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal

I. TEXT TYPE

Dialog

II. OBJECTIVES

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

1. Use Simple Present Tense correctly.
2. Use Simple Present Tense in the dialog.

III. MATERIAL OF LEARNING

Clarification

Formal/Informal
(Those can be used in both situation, just add excuse me to older people or a stranger.)

Asking for Someone's Clarification

- Is it true/right that ...?
- Is that right?
- Is ... correct?
- Really?
- Are you sure?
- Excuse me, Sir/Ma'am. Is that right that ....

Responses to Someone Asking for Clarification

- Yes, I'm sure.
- Yes, that's right.
- Yes, that's correct.
- Exactly.
- I didn't do it. (Mention the reason)
- I don't like watching cartoons. (Mention the reason)
- I'm not a basketball player. (Mention the reason)

SIMPLE PRESENT TENSE

FORMULA: (+) **S+to be (is, am, are)+ C**
(-) **S+to be (is, am, are)+not+C**
(?) **To be (is, am, are)+S+C**

FORMULA: (+) **S+V1(es/s)+ C**
(-) **S+do/does+not+V1+C**
(?) **Do/does+S+V1+C**

Dialog

Indah : **Where do we go skateboarding?**
Andi : Let's go to the city park.
Indah : **I'm afraid it's closed.**

Andi : Are you sure?

Indah : Well, I'm sure. Nadia told me so.

IV. METODE DAN MODEL

1. Metode : Audiolingual method
2. Model : Single slot substitution drill

V. STEPS OF LEARNING ACTIVITY

1. Introduction (5 minutes)
   - ✓ Teacher asks about students' condition (apperception)

     Good morning students. How are you? Good. Who is absent today?
   - ✓ Teacher gives the purpose of learning and competency that has to be achieved by students.
2. Main Activity
   a. Exploration (5 minutes)
      - ✓ Teacher gives situation and asks student to guess what kind of expression they will use for asking clarification. *What will you say if you want to ask for clarification? Ok, good. What else?*

   b. Elaboration (60 minutes)
      - ✓ The teacher explains about *expression of clarification*.
      - ✓ The teacher asks students to listen to her explanation carefully.
      - ✓ The teacher gives an example of dialog using *expressions of clarification*.
      - ✓ Students pay attention to her explanation.
      - ✓ The teacher gives explanation about that dialog, especially in the using of *clarification* and using Simple Present Tense.
      - ✓ The teacher explains about the structure of Simple Present Tense patterns.
      - ✓ The teacher takes one sentence using Simple Present Tense from the dialog.
      - ✓ The teacher changes the subject and asks students one by one to say the sentence orally. (Single Slot Substitution Drill)

- ✓ The teacher asks students to complete sentences with the appropriate word using Simple Present Tense.

c. Confirmation (5 minutes)

- ✓ Students and the teacher conclude the lesson about expression of clarification and Simple Present Tense.
- ✓ The teacher reinforces students' understanding about expression clarification and Simple Present Tense.

3. Closing (5 minutes)

- ✓ Teacher summarizes the lesson.
- ✓ Teacher asks students to give their impression about the lesson.

VI. SOURCE AND MEDIA

a. Expression of clarification and Simple Present Tense patterns

b. English Focus Grade VII

VII. ASSESSMENT

a. Indicator

Indicator of Competency Attainment	Technique	Form	Example
Use Simple Present Tense correctly.	Spoken	Sentence	Change the subject based on my word orally! Make the correct sentence! **He is very rich.** 1. My father 2. They 3. You .....
Use the simple present tense in a dialog correctly.	Spoken and written test	Dialog	Make a dialog using expression of clarification and perform in front of the class!

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PERPUSTAKAAN UNNES

b. Instrument

Assessment

Change the subject based on my word orally! Make the correct sentence!

He is very rich. (Kind, poor, calm, smart)

1. My father
2. They
3. You
4. My father and I
5. Bob and Mark
6. We
7. I

Bill : **Is he rich?**

Sarah : **Yes, he is/ No, he isn't.**

1. They
2. Sarah
3. My father and I
4. Bob and Jill
5. My parents
6. I
7. We
8. You

I am not a teacher.

1. She
2. They
3. He
4. You
5. My parents
6. We
7. Kim and his sister

I go to market. (Restaurant, Jakarta, post office)

1. She
2. They
3. He
4. You
5. Sarah
6. My father and I
7. Bob and Jill
8. My parents
9. We
10. Kim and his sister

UNIVERSITAS NEGERI SEMARANG
PERPUSTAKAAN
UNNES

Bill : **Do you buy a new book?**

Sarah : **Yes, I do/ No, I don't.**

1. They
2. Sarah
3. My father and I
4. Bob and Jill
5. My parents

I don't buy a new book.

1. She
2. They
3. He
4. You
5. My parents
6. We
7. Kim and his sister

Assessment

c. Rubric of Assessment

Assessment

Every student will give 10 question. Maximal score 10 x 10 = 100

Answer	0	False
	10	True

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UNIVERSITAS NEGERI SEMARANG
PERPUSTAKAAN UNNES

LESSON PLAN
CYCLE 1
MEETING 4

The Identity : SMP Negeri 1 Bawang, Batang
Subject : English
Class/Semester : VII/II
Time allotment : 2 x 40 minutes (1x meeting)

STANDARD COMPETENCE

Listening

7. Memahami makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

Speaking

9. Mengungkapkan makna dalam percakapan transaksional dan interpersonal sangat sederhana untuk berinteraksi dengan lingkungan terdekat

BASIC COMPETENCE

7.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat , menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal

9.2 Merespon makna dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta dan memberi pendapat , menyatakan suka dan tidak suka, meminta klarifikasi, dan merespon secara interpersonal

I. TEXT TYPE

Dialog

II. OBJECTIVES

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

1. Use Simple Present Tense correctly.
2. Use Simple Present Tense in the dialog.

III. MATERIAL OF LEARNING

Dislike

- (I'm afraid) I don't like ....
- I (really) hate ....
- I can't bear ....
- I can't stand ....

Like

- I like/love ....
- I (really) enjoy .... — Informal (older people to younger people)
- I do like/love ....
- I'm (really) very fond of .... — Formal (younger people to older people or to a stranger)

Asking for someone's opinion

- What do you think about ...?
- What's your opinion of ...?
- What about ...?
- What would you say to ...?

Giving opinion

- I think it's a good idea.
- Well, I must say ....
- Don't you think ...?
- I'd say ....

Saying no opinion

- I don't know.

Clarification

Formal/Informal
(Those can be used in both
situation, just add excuse me to older people or a stranger.)

Asking for Someone's Clarification

- Is it true/right that ...?
- Is that right?
- Is ... correct?
- Really?
- Are you sure?
- Excuse me, Sir/Ma'am. Is that right that ....

PERPUSTAKAAN UNNES

Responses to Someone Asking for Clarification

- Yes, I'm sure.
- Yes, that's right.
- Yes, that's correct.
- Exactly.
- I didn't do it. (Mention the reason)
- I don't like watching cartoons. (Mention the reason)
- I'm not a basketball player. (Mention the reason)

SIMPLE PRESENT TENSE

FORMULA: (+) **S+to be (is, am, are)+ C**

(-) **S+to be (is, am, are)+not+C**

(?) **To be (is, am, are)+S+C**

Dialog 1

Andi : Do you like apples, Budi?

Budi : Yes, I do.

Dona : Does Budi like apples, Andi?

Andi : Yes, he does.

Dialog 2

Karyo : Do you like chilli, Sion?

Sion : No, I don't. I hate chilli.

Karyo : What about you?

Sion : Yes, I do.

FORMULA: (+) **S+V1(es/s)+ C**

(-) **S+do/does+not+V1+C**

(?) **Do/does+S+V1+C**

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PERPUSTAKAAN UNNES

Activity 1

Listen and repeat after your teacher. Pay attention to the stress.

1. Like
2. Dislike
3. Love
4. Hate
5. Hobby
6. I like music.
7. I dislike smoking.
8. I hate smoking.

Activity 2

Study how to express likes and dislikes for different subjects below.

Like

SUBJECT	VERB	NOUN
I	like	music.
She	likes	cookies.
He	likes	camping.
We	like	swimming.
You	like	bicycle riding.
They	like	cooking.

Dislike

SUBJECT	VERB	NOUN
I	dislike	hard music.
She	disikes	cookies.
He	disikes	hiking.
We	dislike	smoking.
You	dislike	mountain climbing.
They	dislike	smoking.

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Do/does not like

SUBJECT	VERB	NOUN
I	do not like	hard music.
She	does not like	cookies.
He	does not like	hiking.
We	do not like	smoking.
You	do not like	mountain climbing.

Study how to ask likes and dislikes for different subjects below.

DO/DOES	SUBJECT	VERB	NOUN
Do	they	like	smoking?
Do	you	like	mountain climbing?
Does	she	like	cookies?
Does	he	like	hiking?

Dialog 1

Bill : "Hi Sarah, ***what about*** your new job?

Sarah : "***I think*** it is very nice. I enjoy my work now."

Bill : "Congratulation."

Sarah : "Thank you."

Bill : "Do you buy a new car?"

Sarah : "Yes, I do. I bought it after I got my salary."

Bill : "Wow, you must be got a big salary."

Sarah : "Hmmm..."

IV. METODE DAN MODEL

1. Metode : Audiolingual method
2. Model : Single Slot Substitution Drill

V. STEPS OF LEARNING ACTIVITY

1. Introduction (5 minutes)
   - ✓ Teacher asks about students' condition (apperception)

Good morning students. How's life? Good. Who is absent today?

- ✓ Teacher gives the purpose of learning and competency that has to be achieved by students.

2. Main Activities
   a. Exploration (5 minutes)
      - ✓ Teacher checks the students' understanding about like, dislike, clarification, and giving opinion. *Okay, what had we learn last week? Yes, good. How about last meeting? Good.*
   b. Elaboration (60 minutes)
      - ✓ The teacher asks students to make a group consists of three persons.
      - ✓ The teacher explains about expressing *like, dislike,clarification, and giving opinion.*
      - ✓ The teacher asks students to listen to her explanation carefully.
      - ✓ The teacher gives an example of dialog using expressions of *like, dislike, clarification, and giving opinion.*
      - ✓ Students pay attention to her explanation.
      - ✓ The teacher gives explanation about that dialog, especially in the using of *like, dislike, giving opinion,* and using Simple Present Tense.
      - ✓ The teacher explains about the structure of Simple Present Tense patterns.
      - ✓ The teacher takes one sentence using simple present tense from the dialog.
      - ✓ The teacher changes the subject and asks students one by one to say the sentence orally. (Single Slot Substitution Drill)
      - ✓ The teacher asks students to complete sentences with the appropriate word using Simple Present Tense.
   c. Confirmation (5 minutes)
      - ✓ Students and the teacher conclude the lesson about like, dislike, giving opinion, clarification, and Simple Present Tense.

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PERPUSTAKAAN UNNES

- ✓ The teacher reinforces students' understanding about like, dislike, giving opinion, clarification, and Simple Present Tense.

3. Closing (5 minutes)
   - ✓ Teacher summarizes the lesson.
   - ✓ Teacher asks students to give their impression about the lesson.

VI. SOURCE AND MEDIA

a. Expression of *like, dislike, giving opinion,* and Simple Present Tense patterns

b. English Focus Grade VII

VII. ASSESSMENT

a. Indicator

Indicator of Competency Attainment	Technique	Form	Example
Use Simple Present Tense in a dialog correctly.	Spoken and written test	Sentence	Make a dialog using expression of like, dislike, and giving opinion and perform in front of the class!
Use Simple Present Tense correctly.	Written	Multiple Choice Items	Answer the following questions by putting a cross(X) on either A, B, C, or D for the right answer! 1. Everyone....all right now. A. are B. does C. is D. do

b. Instrument

Exercise

Change the subject based on my word orally! Make the correct sentence!

He is very handsome. (Smart, ugly, calm)

1. My father
2. They

3. You
4. My father and I
5. Bob and Mark
6. We
7. I

Bill : **Is she clever?**

Sarah : **Yes, she is/ No, she isn't.**

1. They
2. Sarah
3. My father and I
4. Bob and Jill
5. My parents
6. I
7. We
8. You

I am not a worker.

1. She
2. They
3. He
4. You
5. My parents
6. We
7. Kim and his sister

I enjoy the work now. (Like, this morning)

1. She
2. They
3. He
4. You
5. Sarah
6. My father and I
7. Bob and Jill
8. My parents
9. We
10. Kim and his sister

Bill : **Do you buy a new car? (Motor cycle, book, bring, sell)**

Sarah : **Yes, I do/ No, I don't.**

1. They
2. Sarah
3. My father and I
4. Bob and Jill
5. My parents

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PERPUSTAKAAN
UNNES

I don't buy a new car.

1. She
2. They
3. He
4. You
5. My parents
6. We
7. Kim and his sister

Assessment

Answer the following questions by putting a cross(X) on either A, B, C, or D for the right answer!

Belinda is in a market. She needs a book and a pencil. Her mother, Mrs. Amalia, is also in a market. She wants to buy some apples and some oranges.

1. What does Belinda want?
   She…….a book and a pencil.
   A. want
   B. do not want
   C. wants
   D. wanted

2. …….Mrs. Amalia want to buy some apples and some oranges? Yes, she…..
   A. Do---do
   B. Does---does
   C. Do---doesn't
   D. Do---does

3. Beno : What is your favorite sport?
   Dicki : Wall climbing.
   Beno : …….you…….it every day?
   Dicki : No, just on Sunday.
   A. Do---does
   B. Do---do
   C. Does---do
   D. Does---does

4. Are they workers? ..... They are fishermen.
   A. No, they aren't
   B. Yes, they are
   C. No, they isn't
   D. Yes, they is

5. ……when they read funny stories? They feel happy.
   A. How does they feel?
   B. How do they feel?
   C. How does they feels?
   D. How are they feeling?

6. Mr. Andy, Mr. Garry, and Mrs. Aida..... very clever. I like them very much.
   A. Is
   B. have
   C. are
   D. has

7. ……..we get more information from browsing? Yes, ……..
   A. Does---we does
   B. Do---we does
   C. Do---we do
   D. Are---we are

8. has---at---1 p.m.---my father---always---lunch
   Arrange these words into a good sentence!
   A. My father has lunch always at 1 p.m.
   B. At 1 p.m. always my father has lunch.
   C. My father always has lunch at 1 p.m.
   D. My father has always lunch at 1 p.m.

9. .....your parents doctors? Yes, they..... They works everyday.
   A. Are—are not
   B. Are—are
   C. Do—do
   D. Do- do not

10. Alunna is a clever student. She has an interesting hobby.
    She……collecting books. She…….novel, comic, and lesson books.
    A. likes---collects
    B. like---collect
    C. likes---collect
    D. like---collects

11. The people living on that village....farmers.
    A. is
    B. are
    C. do
    D. does

12. The children are very hungry. They……a food.
    A. needed
    B. needs
    C. needing
    D. need

13. Dina : ……..your sister ……cooking?
    Wulan : Yes, she usually cooks fried chicken.
    A. Does---like
    B. Does---likes
    C. Do---likes
    D. Do---like

14. The situation of the rooms.....not healthy.
    A. are
    B. am
    C. is
    D. do

PERPUSTAKAAN UNNES

My name is Erica. I am a first grade student of SMP N I Bawang, Batang. I stay at 26 Dieng Street, Bawang.

15. What……..the word 'I' refer to?
    The word 'I'……..to Erica.
    A. do---refers
    B. does---refers
    C. do---refers
    D. does---refer

16. Alya : …….you like a cat?
    Cinta : No, I……. I hate cat.
    A. Does---don't
    B. Does---doesn't
    C. Do---doesn't
    D. Do---don't

17. My niece……..singing. She……..to be a good singer. She always has a singing class after school.
    A. like---want
    B. like---wants
    C. likes---wants
    D. likes---want

18. Mr. Toni and his wife……..two children.
    A. has
    B. have
    C. had
    D. having

19. .....your sister a well-known chef?
    A. Do
    B. Does
    C. Is
    D. Are

20. Andy : How many rabbits do they have?
    Verra : They…..three rabbits.
    A. had
    B. has
    C. having
    D. have

21. The girl.....on the yard.
    A. is
    B. are
    C. do
    D. does

22. Joni : Where…….Sammy…….the new car from?
    Jeni : He has the new car from his father.
    A. does---get
    B. does---gets
    C. do---gets
    D. do---get

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23. Kiki : What is Ananda?
    Lia : She is a lawyer.
    Kiki : Where…….she…….?
    Lia : She works at courthouse.
    A. does---works
    B. do---work
    C. does---work
    D. do---works

24. Everything.....ready now.
    A. are
    B. is
    C. does
    D. do

25. Chika : …….he…….to the park every day?
    Mini : No, he doesn't. He goes there every Sunday.
    A. Do---go
    B. Do---goes
    C. Does---goes
    D. Does---go

26. The children.....very happy.
    A. is
    B. am
    C. are
    D. isn't

27. Ben's father.....to his office every day and .....there until 5 p.m.
    A. Go---work
    B. Goes---work
    C. Go---works
    D. Goes---works

28. Her house .... very large.
    A. is
    B. are
    C. aren't
    D. were

29. My best friend always....me whenever I need her.
    A. help
    B. helps
    C. disturb
    D. disturbs

30. The girl near my grand father....my sister.
    A. is
    B. was
    C. are
    D. were

c. Rubric of Assessment

Tugas
Maksimal nilai 20 x 5 = 100

Jawaban	0	Salah
	1	Benar

Mahasiswa,

Kakarizkia Purwito
NIM: 2201407102

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PERPUSTAKAAN
UNNES

LESSON PLAN
CYCLE 2
MEETING 5

The Identity	: SMP Negeri 1 Bawang, Batang
Subject	: English
Class/Semester	: VII/II
Time allotment	: 2 x 40 minutes (1x meeting)

STANDARD COMPETENCE

Reading

11.Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

BASIC COMPETENCE

11.2. Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

I. TEXT TYPE

Descriptive text

II. OBJECTIVES

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

1. Find information in the descriptive text entitled My Timmy.
2. Mention Simple Present Tense in the descriptive text.
3. Use Simple Present Tense correctly.

III. MATERIAL OF LEARNING

A descriptive text is a text which describes a particular person, place, or thing. In a descriptive text, the writer usually uses the simple present tense.

The structure of a descriptive text:

a. Identification : identifies phenomenon to be described.
b. Description : describes parts, qualities, characteristics of the person or something that is described.

The purpose of descriptive text : to describe something.

My Timmy

Identification → I have some pets. However, my favorite pet is Timmy.

Description → Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable with his giant body. When I come home, he usually gives me a kiss.

Timmy is a nice playmate. I'm happy to spend my time with him. Most of the time, he's a good boy. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quietly by my bedside until I wake up.

SIMPLE PRESENT TENSE

FORMULA: (+) **S+V1(es/s)+ C**

(-) **S+do/does+not+V1+C**

(?) **Do/does+S+V1+C**

IV.METHOD DAN MODEL

1. Method : Audio-lingual method
2. Model : Single Slot Substitution Drill

V.STEPS OF LEARNING ACTIVITY

1. Introduction (5 minutes)
   - ✓ Teacher asks about students' condition (apperception)

Good morning students. How's life? Good. Who is absent today?

- ✓ Teacher gives the purpose of learning and competency that has to be achieved by students.

2. Main Activities
   a. Exploration (5 minutes)
      - ✓ Teacher asks students about their understanding of descriptive text. *Have you ever heard about descriptive text? In bahasa we call it teks deskripsi. What can we find in the descriptive text?*
   b. Elaboration (60 minutes)
      - ✓ Teacher gives explanation about descriptive text.
      - ✓ Teacher asks students to listen her explanation carefully.
      - ✓ Teacher gives the example of descriptive text.
      - ✓ Students do exercise 1 with their friend.
      - ✓ Teacher discusses students' answer.
      - ✓ Teacher aks students to find sentences using Simple Present Tense in the text.
      - ✓ Students and teacher discuss the answers together.
      - ✓ Teacher takes one sentence from the text entitled My Timmy.
      - ✓ Teacher asks students to change the sentences based on teacher's words.
      - ✓ Teacher corrects students' answer.
   c. Confirmation (5 minutes)
      - ✓ Students and teacher conclude the lesson about descriptive text and Simple Present Tense pattern.
      - ✓ Teacher reinforces students' understanding about descriptive text and Simple Present Tense patterns.
3. Closing (5 minutes)
   - ✓ Teacher summarizes the lesson.
   - ✓ Teacher asks students to give their impression about the lesson.

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PERPUSTAKAAN UNNES

VI.SOURCE AND MEDIA

a. Descriptive teat and Simple Present Tense patterns
b. English Focus Grade VII

VII.ASSESSMENT

a. Indicator

Indicator of Competency Attainment	Technique	Form	Example
Students are able to find information in the descriptive text entitled My Timmy.	Written Test	Short Answer	Answer the questions below! 1. What is the purpose of the text? 2. Who is Timmy? 3. What is his characteristic? ……
Students are able to mention Simple Present Tense in the descriptive text.	Written Test	Short answer	Mention sentences using Simple Present Tense in the text entitled My Timmy! 1. ..... 2. ..... 3. ....
Students are able to use Simple Present Tense correctly.	Spoken Test	Sentences	Change the subject based on my word orally! Make the correct sentence! ……

b. Instrument

Exercise

Read the text below and answer the following questions correctly!

My Timmy

I have some pets. However, my favorite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable with his giant body. When I come home, he usually gives me a kiss.

Timmy is a nice playmate. I'm happy to spend my time with him. Most of the time, he's a good boy. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quietly by my bedside until I wake up.

1. What is the purpose of the text? To describe something or to entertain the readers?
2. What kind of text is it, descriptive or narrative text?
3. Who is Timmy?
4. What is his characteristic?
5. What does he do when he wakes up earlier?
6. When does he usually give a kiss to the writer?
7. Why is the writer almost impossible to be angry at his cat?

Assessment 1

Mention 10 sentences using Simple Present Tense in the text above!

1. .....
2. .....
3. .....

.....

Assessment 2

Change the subject based on my word orally! Make the correct sentence!
I have some pets. (Buy, flowers, friends)

1. My father
2. They
3. Jean's mother
4. My father and I
5. Bob and Mark
6. He
7. Bima

Bill : **Do you have any pets?**

Sarah : **Yes, I do/ No, I don't.**

1. They
2. Sarah
3. Bob's brother
4. My parents
5. She
6. We
7. He

I don't have any pets.

1. She
2. They
3. He
4. My parents
5. We
6. Kim' sister

c. Rubric of Assessment

Score in every question 10

Exercise

7 questions x 10 x 10:7= 100

Essay	0	Wrong
	3	True, but there is mistake in grammar
	10	True and there is no mistake in grammar

Assessment 1

10 questions x 10= 100

Short Answer	0	Wrong
	10	Correct

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Assessment 2

20 questions x 5= 100

Essay	0	Wrong
	5	Correct

Mahasiswa,

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PERPUSTAKAAN
UNNES

LESSON PLAN
CYCLE 2
MEETING 6

The Identity : SMP Negeri 1 Bawang, Batang
Subject : English
Class/Semester : VII/II
Time allotment : 2 x 40 minutes (1x meeting)

STANDARD COMPETENCE

Reading

11.Memahami makna teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

BASIC COMPETENCE

11.2. Merespon makna dan langkah retorika secara akurat, lancar dan berterima dalam esei sangat sederhana yang berkaitan dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

I. TEXT TYPE

Descriptive text

II. OBJECTIVES

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

1. Mention things in the picture correctly.
2. Find information from the descriptive text entitled My Classroom correctly.
3. Use Simple Present Tense correctly.

III. MATERIAL OF LEARNING

A descriptive text is a text which describes a particular person, place, or thing. In a descriptive text, the writer usually uses the simple present tense.

The structure of a descriptive text:

c. Identification : identifies phenomenon to be described.
d. Description : describes parts, qualities, characteristics of the person or something that is described.

The purpose of descriptive text : to describe something.

My Classroom

Identification

This is my classroom. It is large and clean. It is beside the computer laboratory. It is not far from the teacher's office.

Description

It has sixteen tables and thirty-two chairs for the students. The teacher's desk is in front of the class. There is a vase and flowers on it. They are beautiful. There is a clock on the wall. A big blackboard is in front of the classroom. There is also a time table beside it. A cupboard is in the corner. There is a bookshelf on the left side. There is a broom beside it. The books are arranged well in it. A map is above it. There are two windows on the right side.

SIMPLE PRESENT TENSE

FORMULA: (+) **S+to be (is, am, are)+ C**

(-) **S+to be (is, am, are)+not+C**

(?) **To be (is, am, are)+S+C**

IV.METHOD DAN MODEL

1. Method : Audio-lingual method
2. Model : Single Slot Substitution Drill

V.STEPS OF LEARNING ACTIVITY

1. Introduction (5 minutes)
   - ✓ Teacher asks about students' condition (apperception)

     Good morning students. How's life? Good. Who is absent today?
   - ✓ Teacher gives the purpose of learning and competency that has to be achieved by students.

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2. Main Activities
   a. Exploration (5 minutes)
      - ✓ Teacher asks students about the last material they have learned. *What have we learn yesterday? What is the social function of descriptive text? What about the generic structures of this text? Ok, good. Now, we will continue with the same topic.*

   b. Elaboration (60 minutes)
      - ✓ Teacher gives picture to students.
      - ✓ The teacher asks students to mention things in the picture with their friend.
      - ✓ Students and teacher discuss the answers in front of the classroom.
      - ✓ Teacher gives a descriptive text entitled My Classroom and asks students to do the exercises individually.
      - ✓ The teacher discusses the answers in front of the class.
      - ✓ The teacher takes one sentence using Simple Present Tense from the text and asks students to change the sentence based on her words.

   c. Confirmation (5 minutes)
      - ✓ Students and teacher conclude about descriptive text and Simple Present Tense pattern.
      - ✓ Teacher reinforces students' understanding about descriptive and Simple Present Tense.

3. Closing (5 minutes)
      - ✓ Teacher summarizes the lesson.
      - ✓ Teacher asks students to give their impression about the lesson.

VI.SOURCE AND MEDIA

a. Descriptive teat and Simple Present Tense pattern
b. English Focus Grade VII

VII.ASSESSMENT

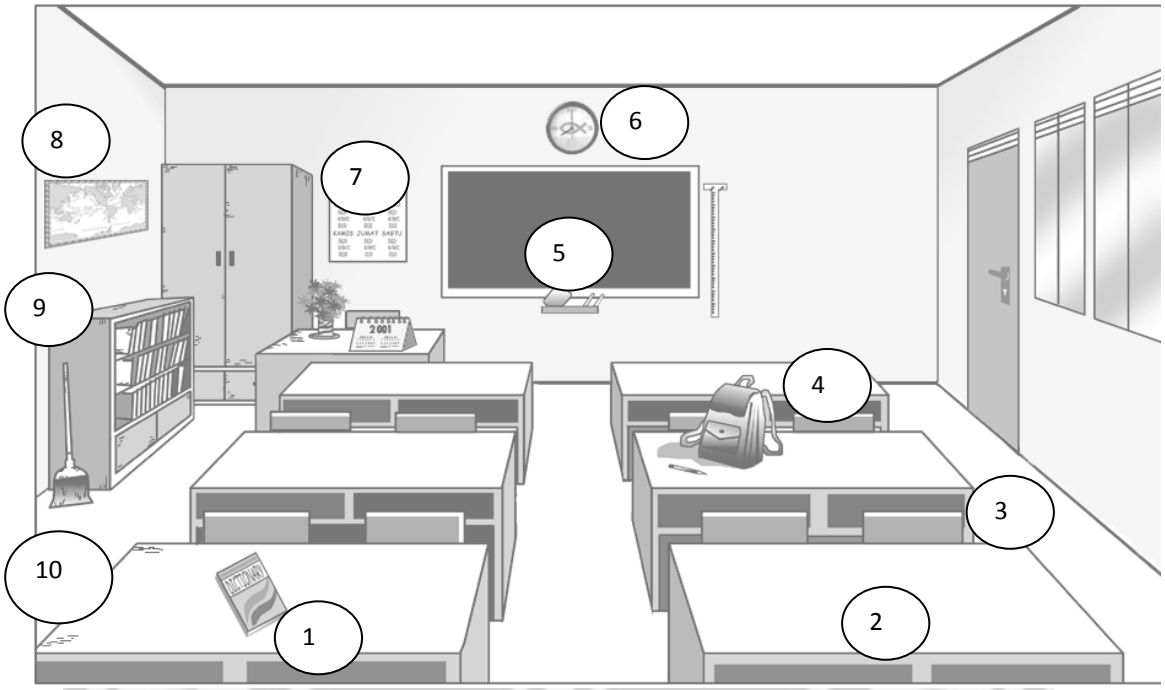
a. Indicator

Indicator of Competency Attainment	Technique	Form	Example
Mention things in the picture correctly.	Written Test	Short Answer	Name the things in the classroom below! 1. … 2. … 3. … 4. … 5. … ……
Find information from the descriptive text entitled My Classroom correctly.	Written Test	Short answer	Read the text below and answer the questions below! 1. How is the writer's classroom? 2. Is it near the teacher's office? 3. How many chairs are there for the students? ……
Use Simple Present Tense correctly.	Written Test	Short answer	Change the subject based on my word orally! Make the correct sentence! ……

PERPUSTAKAAN UNNES

b. Instrument

Exercise 1



Look at the pictures and name the things based on the number!

1. …
2. …
3. …
4. …
5. …
6. …
7. …
8. …
9. …
10. …

Exercise 2

Read the text below and answer the questions below!

My Classroom

This is my classroom. It is large and clean. It is beside the computer laboratory. It is not far from the teacher's office.

It has sixteen tables and thirty-two chairs for the students. The teacher's desk is in front of the class. There is a vase and flowers on it. They are beautiful. There is a clock on the wall. A big blackboard is in front of the classroom. There is also a timetable beside it. A cupboard is in the corner. There is a bookshelf on the left side. There is a broom beside it. The books are arranged well in it. A map is above it. There are two windows on the right side.

1. How is the writer's classroom?
2. Is it near the teacher's office?

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3. How many chairs are there for the students?
4. What are there on the teacher's desk?
5. Where is the timetable?
6. How many windows are there?
7. "**It** is not far from the teacher's office" (par.1 line 1).
8. "There is a vase and flowers on **it**" (par.2 line.2). What does the underlined word refer to?
9. "**They** are beautiful" (par.2 line.2). What does the word "they" refer to?
10. "The books are arranged well in **it**" (par.2 line 4).

Assessment

Change the subject!

The teacher's desk is in front of the class. (Canteen, office)

1. The book
1. The broom and the blackboard
2. Books on the shelf
3. Chalk on the table
4. My pencil
5. Timmy
6. Jack and Marry
7. Chalks on the box

The teacher's desk isn't in front of the class.

1. The broom and the blackboard
2. Books on the shelf
3. Chalk on the table
4. My pencil
5. Timmy
6. Jack and Marry
7. Chalks on the box

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PERPUSTAKAAN UNNES

Q : **Is the teacher's desk in front of the class?**

A : **Yes, it is/ No, it isn't**

1. Pencils
2. Broom and cupboard
3. Student's chair
4. Chalks on the box
5. Billy
6. My father

c. Rubric of Assessment

Score in every question 10

Exercise 1

10 questions x 10= 100

Short Answer	0	Wrong
	2	True, but there is mistake that changes the meaning.
	5	True, but there is mistake that does not change the meaning.
	10	True

Exercise 2

10 questions x 10= 100

Essay	0	Wrong
	3	True, but there is mistake in grammar.
	10	True and correct in grammar.

Assessment 1

20 questions x 5= 100

Short Answer	0	True
	5	False

Mahasiswa,

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UNIVERSITAS NEGERI SEMARANG
PERPUSTAKAAN UNNES

LESSON PLAN
CYCLE 2
MEETING 7

The Identity : SMP Negeri 1 Bawang, Batang
Subject : English
Class/Semester : VII/II
Time allotment : 2 x 40 minutes (1x meeting)

STANDARD COMPETENCE

Writing

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

BASIC COMPETENCE

12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

I. TEXT TYPE

Descriptive text

II. OBJECTIVES

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

1. Write Simple Present Tense in the descriptive text entitled My Classroom.
2. Use Simple Present Tense correctly.
3. Mention things in the picture.

III. MATERIAL OF LEARNING

A descriptive text is a text which describes a particular person, place, or thing. In a descriptive text, the writer usually uses the simple present tense.

The structure of a descriptive text:

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a. Identification : identifies phenomenon to be described.
b. Description : describes parts, qualities, characteristics of the person or something that is described.

The purpose of descriptive text : to describe something.

My Classroom

This is my classroom. It is large and clean. It is not far from the teacher's office.

It has seventeen tables and thirty-four chairs for the students. The teacher's desk is in front of the class. There are a vase and flowers on it. They are beautiful. There is a timetable on the wall. A big whiteboard is in front of the classroom. There are some brooms in the back corner. There many windows on the left side.

SIMPLE PRESENT TENSE

FORMULA: (+) **S+V1(es/s)+ C**
(-) **S+do/does+not+V1+C**
(?) **Do/does+S+V1+C**

IV.METHOD DAN MODEL

1. Method : Audio-lingual method
2. Model : Single Slot Substitution Drill

V.STEPS OF LEARNING ACTIVITY

1. Introduction (5 minutes)
   - ✓ Asking about students' condition. (apperception) *Good morning students. How's life? Good. Who is absent today?*
   - ✓ Teacher gives the purpose of the study.
2. Main Activities
   a. Exploration (5 minutes)
      - ✓ Teacher asks students about descriptive text to review the last material. *What have we learned last week? Yes, that's right. We have learnt about descriptive text. Now, we will continue with the*

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PERPUSTAKAAN UNNES

same topic but in a written way. Do you still remember, what is the social function of a descriptive text? What is the structure of descriptive text?

b. Elaboration (60 minutes)
   - ✓ Teacher gives students a descriptive text entitled My Classroom.
   - ✓ Teacher asks students to write the sentences using Simple Present Tense in the dialog.
   - ✓ Students and teacher discuss students' answer.
   - ✓ Tescher takes one sentence from the text and asks atudents to change the sentence based on her words. (single slot substitution drill)
   - ✓ Teacher asks students to mention things in the classroom.
   - ✓ Teacher asks students to make a descriptive text about their classroom.
   - ✓ Teacher collects students' answer.
   - ✓ Teacher gives picture to students and asks them to mention things in the picture.
   - ✓ Students and teacher discuss students' answer.

c. Confirmation (5 minutes)
   - ✓ Students and teacher conclude the lesson about descriptive text and Simple Present Tense pattern.
   - ✓ Teacher reinforces students' understanding about descriptive text and Simple Present Tense pattern.

3. Closing (5 minutes)
   - ✓ Summarize the lesson.
   - ✓ Ask students to give their impression about the lesson.

VI.SOURCE AND MEDIA

a. Descriptive teat and Simple Present Tense pattern
b. English Focus Grade VII

VII. ASSESSMENT

a. Indicator

Indicator of Competency Attainment	Technique	Form	Example
Write Simple Present Tense in the descriptive text entitled My Classroom.	Written test	Sentence	Read the text below and find sentences using Simple Present Tense! Write on a piece of paper!
Use Simple Present Tense correctly.	Written test	Essay	Change the sentence below using the words I give to you!
Mention things in the picture.			This is our living room. We usually get together in this room. You can find these things in it. They are _____, ○ …. ○ …. ○ …. ○ …. ….

b. Instrument

Exercise

Make a descriptive text about My Classroom!

My Classroom

This is my classroom. It is large and clean. It is not far from the teacher's office.

It has seventeen tables and thirty-four chairs for the students. The teacher's desk is in front of the class. There are a vase and flowers on it. They are beautiful. There is a timetable on the wall. A big whiteboard is in front of the classroom. There are some brooms in the back corner. There many windows on the left side.

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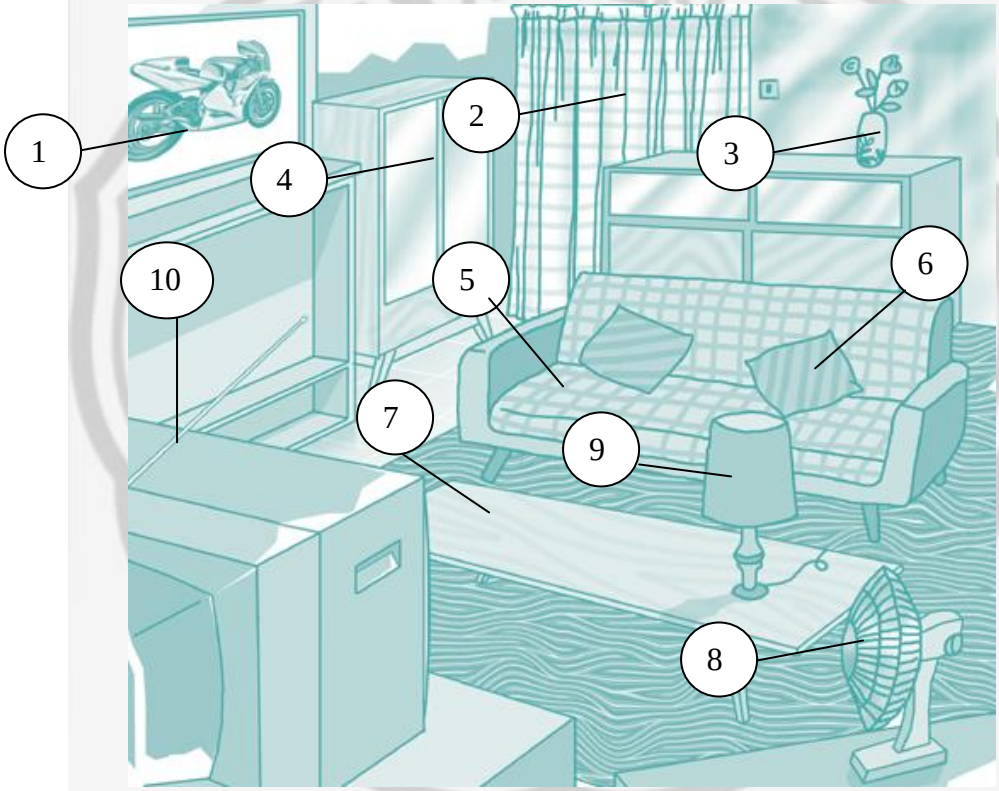
Exercise

This is our living room. We usually get together in this room. You can find these things in it. They are _____,

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.

Make a descriptive text based on the picture!



Key answer

exercise

1. Picture
2. Curtain
3. Vase
4. Cupboard
5. Sofa
6. Pillow
7. Table

8. Fan
9. Lamp
10. Television

Assessment

It has seventeen tables and thirty-four chairs.

1. My father
2. They
3. Jean's mother
4. My father and I
5. Bob and Mark
6. He
7. Bima

Bill : **Does it have seventeen tables and thirty-four chairs?**

Sarah : **Yes, It does/ No, It doesn't.**

1. They
2. Sarah
3. Bob's brother
4. My parents
5. She
6. We
7. He

It doesn't have seventeen tables and thirty-four chairs.

1. She
2. They
3. He
4. My parents
5. We
6. Kim' sister

c. Rubric of assessment

Every students will be given 10 question. Every question has score 10.

Total= 10 x 10=100

Sentence	0	False
	10	True

Mahasiswa,

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UNIVERSITAS NEGERI SEMARANG
PERPUSTAKAAN
UNNES

LESSON PLAN
CYCLE 2
MEETING 8

The Identity : SMP Negeri 1 Bawang, Batang
Subject : English
Class/Semester : VII/II
Time allotment : 2 x 40 minutes (1x meeting)

STANDARD COMPETENCE

Writing

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

BASIC COMPETENCE

12.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*.

I. TEXT TYPE

Descriptive text

II. OBJECTIVES

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

1. Write a descriptive text based on the picture.
2. Use Simple Present Tense correctly.

III. MATERIAL OF LEARNING

A descriptive text is a text which describes a particular person, place, or thing. In a descriptive text, the writer usually uses the simple present tense.

The structure of a descriptive text:

a. Identification : identifies phenomenon to be described.

b. Description : describes parts, qualities, characteristics of the person or something that is described.

The purpose of descriptive text : to describe something.

My Classroom

This is my classroom. It is large and clean. It is not far from the teacher's office.

It has seventeen tables and thirty-four chairs for the students. The teacher's desk is in front of the class. There are a vase and flowers on it. They are beautiful. There is a timetable on the wall. A big whiteboard is in front of the classroom. There are some brooms in the back corner. There many windows on the left side.

SIMPLE PRESENT TENSE

FORMULA: (+) **S+V1(es/s)+ C**

(-) **S+do/does+not+V1+C**

(?) **Do/does+S+V1+C**

IV.METHOD DAN MODEL

1. Method : Audio-lingual method
2. Model : Single Slot Substitution Drill

V.STEPS OF LEARNING ACTIVITY

1. Introduction (5 minutes)
   - ✓ Asking about students' condition. (apperception) *Good morning students. How are you today? Good. Who is absent today?*
   - ✓ Teacher gives the purpose of the study.
2. Main Activities
   a. Exploration (5 minutes)
      - ✓ Teacher asks students about the last material. *Last week I asked you to mention things in the picture, right? Know, we'll continue with the same material.*

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b. Elaboration (60 minutes)

- ✓ Teacher explain about Simple Present Tense to enrich student's understanding.
- ✓ Teacher write a sentence on the blackboard and asks them to make sentences using Simple Present Tense based on teacher's words. (single slot substitution drill)
- ✓ Teacher asks students to write a descriptive text based on the picture.
- ✓ Students submit their works.
- ✓ Teacher gives students assessment of Simple Present Tense pattern.
- ✓ Students submit their works.
- ✓ Students and teacher discuss students' answer.

c. Confirmation (5 minutes)

- ✓ Students and teacher conclude the lesson about descriptive text and Simple Present Tense pattern.
- ✓ Teacher reinforces students' understanding about descriptive text and Simple Present Tense pattern.

3. Closing (5 minutes)

- ✓ Summarize the lesson.
- ✓ Ask students to give their impression about the lesson.

VI.SOURCE AND MEDIA

a. Descriptive teat and Simple Present Tense pattern
b. English Focus Grade VII

VII. ASSESSMENT

a. Indicator

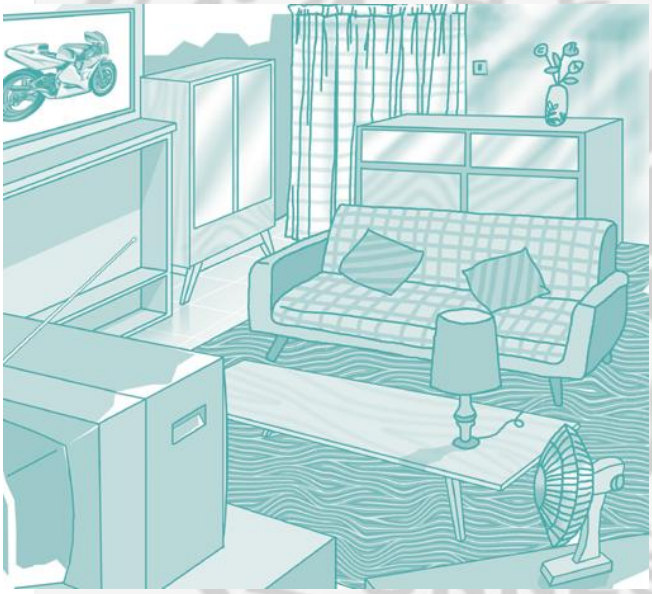
Indicator of Competency Attainment	Technique	Form	Example

Write a descriptive text based on the picture.	Written test	Essay	Look at the picture and make descriptive text based on the picture!
Use Simple Present Tense correctly.	Written test	Multiple choice items	Answer the following questions by putting a cross (X) on either A, B, C, or D for the right answer!

b. Instrument

Exercise

Make a descriptive text based on the picture!



My living room

In my living room, there is…….....

……

……

……

……

……

……

Exercise

It has seventeen tables and thirty-four chairs.

1. My father
2. They
3. Jean's mother
4. My father and I
5. Bob and Mark
6. He
7. Bima

Bill : **Does it have seventeen tables and thirty-four chairs?**

Sarah : **Yes, It does/ No, It doesn't.**

1. They
2. Sarah
3. Bob's brother
4. My parents
5. She
6. We
7. He

It doesn't have seventeen tables and thirty-four chairs.

1. She
2. They
3. He
4. My parents
5. We
6. Kim' sister

Assessment

Answer the following questions by putting a cross (X) on either A, B, C, or D for the right answer!

1. Mill and Bill.....my classmates. We study in a different class.
   A. aren't C. isn't
   B. are D. is

2. The windows.....clean.
   A. is C. are
   B. have D. has

3. Mr. and Mrs. Smith.....English.
   A. am C. speaks
   B. is D. speak

4. Jane.....like movie.
   A. does
   B. isn't
   C. is
   D. doesn't

5. Those women.....diligent.
   A. have
   B. has
   C. is
   D. are

6. Kim.....like movie but he.....concerts.
   A. like—likes
   B. doesn't—likes
   C. likes—like
   D. doesn't—like

7. These.....carpenters.
   A. is
   B. am
   C. isn't
   D. are

8. Our teacher..... Jane and me with English language.
   A. help
   B. helps
   C. study
   D. studies

9. .....he.....lunch?
   A. Does—eat
   B. Does—eats
   C. Do—eat
   D. Do—eats

10. The market.....near the post office.
    A. are
    B. has
    C. have
    D. is

11. The farmers……from the village to bring some vegetables and fruits every Sunday.
    A. coming
    B. comes
    C. come
    D. came

12. Hypermart…….a lot of things.
    A. sold
    B. sella
    C. sell
    D. selling

13. Your bags.....very clean.
    A. are
    B. is
    C. have
    D. has

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UNNES

14. The students……singing every Sunday morning.
    A. practices
    B. practice
    C. practicing
    D. practiced

15. Most of the water.....clean.
    A. are
    B. aren't
    C. is
    D. don't

16. .....tigers carnivors?
    A. is
    B. does
    C. are
    D. do

17. The students usually……to the library every break.
    A. go
    B. goes
    C. went
    D. going

18. My classmate.....very kind. She always helps me whenever I need her help.
    A. are
    B. aren't
    C. is
    D. isn't

19. We are in a canteen every break. We……to have some meals and drinks.
    A. wants
    B. wanting
    C. want
    D. wanted

20. The teacher always……..the students in the school.
    A. helps
    B. helping
    C. helped
    D. help

21. She……three cats at home: black, white, and brown.
    A. has
    B. having
    C. have
    D. had

22. There……some pencils on the table.
    A. is
    B. are
    C. is not
    D. not

23. My sister and mother.....not at home.
    A. is
    B. are
    C. have
    D. has

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24. Mrs. Anita is a good housewife. She always…….breakfast for her family.
    A. prepare
    B. preparing
    C. prepared
    D. prepares

25. Dina is an SMP student. She……..a school uniform. Her blouse is white and her skirt is blue.
    A. wears
    B. wear
    C. wearing
    D. wore

26. My bicycle....very clean. I wash it every day.
    A. was
    B. were
    C. is
    D. are

27. Those women.....the same bag on their hands.
    A. wear
    B. wears
    C. bring
    D. brings

28. ....Indra's father.....in a bank?
    A. Do---works
    B. Does---works
    C. Does---work
    D. Do---work

29. Justin and Bian....my best friends.
    A. are
    B. was
    C. is
    D. isn't

30. The books near the blackboard.....mine.
    A. is
    B. are
    C. were
    D. was

c. Rubric of assessment
   Total score 50 x 2=100

Sentence	0	False
	2	True

Mahasiswa,

Kakarizkia Purwito
NIM: 2201407102

Appendix 16

Outline of Each Stage of the Research

Activity	Stages		Teaching and Learning Process	Time Allotment
Try out			- Students did the try out test.	60 minutes
Pre-test			- Students did the pre-test.	50 minutes
			- Students filled out the first questionnaire.	10 minutes
Cycle 1	First meeting	Introduction	- Teacher asked about students' condition (apperception) - Teacher gave the purpose of learning and competency that had to be achieved by students.	5 minutes
		Exploration	- Teacher gave situation and asked students to guess what kinds of expressions they used for expressing *like* and *dislike*.	5 minutes
		Elaboration	- The teacher explained about expressing *like* and *dislike*. - The teacher asked students to listen to her explanation carefully. - The teacher gave an example of dialog using expressions of *like* and *dislike*. - Students paid attention to her explanation. - The teacher gave explanation about that dialog, especially in the using of *like, dislike*, and	60 minutes

			using simple present tense. - The teacher explained about the structure of simple present tense patterns. - The teacher took one sentence using simple present tense from the dialog. - The teacher changed the subject and asked students one by one to say the sentence orally. (single slot substitution drill) - The teacher asked students to make a group consisting of three persons. - The teacher asked each group to make a dialog using *like* and *dislike* expression. - The teacher asked them to perform the dialog in front of the classroom.	
		Confirmation	- Students and the teacher concluded the lesson about *like, dislike,* and simple present tense. - The teacher reinforced students' understanding about *like, dislike,* and simple present tense.	5 minutes
		Closing	- The teacher summarized the lesson. - The teacher asked students to give their impression	5 minutes

			about the lesson.	
	Second meeting	Introduction	- The teacher asked about students' condition (apperception) - Teacher gave the purpose of learning and competency that had to be achieved by students.	5 minutes
		Exploration	- Teacher gave situation and asked student to guess what kind of expression they would use for *asking opinion*.	5 minutes
		Elaboration	- The teacher explained about the use of *giving opinion.* - The teacher asked students to listen to her explanation carefully. - The teacher gave an example of dialog using *giving opinion*. - Students paid attention to her explanation. - The teacher gave explanation about that dialog, especially in the using of *giving opinion* and using simple present tense. - The teacher explained about the structure of simple present tense patterns. - The teacher took one sentence using simple present tense from the dialog.	60 minutes

			- The teacher changed the subject and ask student one by one to say the sentence orally. (single slot substitution drill) - The teacher asked students to make a group and asked them to make a dialog. - The teacher asked students to perform the dialog in front of the classroom.	
		Confirmation	- Students and the teacher concluded the lesson about *giving opinion* and simple present tense. - The teacher reinforced students' understanding in *giving opinion* and simple present tense.	5 minutes
		Closing	- The teacher summarized the lesson. - The teacher asked students to give their impression about the lesson.	5 minutes
	Third meeting	Introduction	- The teacher asked about students' condition (apperception) - Teacher gave the purpose of learning and competency that had to be achieved by students.	5 minutes
		Exploration	- Teacher gave situation and asked students to guess what kind of expression they would use for *asking clarification.*	5 minutes
		Elaboration	- The teacher explained	60 minutes

			about expression of *clarification.* - The teacher asked students to listen to her explanation carefully. - The teacher gave an example of dialog using expressions of *clarification.* - Students paid attention to her explanation. - The teacher gave explanation about that dialog, especially in the using of *clarification* and using simple present tense. - The teacher explained about the structure of simple present tense patterns. - The teacher took one sentence using simple present tense from the dialog. - The teacher changed the subject and asked students one by one to say the sentence orally. (single slot substitution drill) - The teacher asked students to complete sentences with the appropriate word using simple present tense.	
		Confirmation	- Students and the teacher concluded the lesson about expression of *clarification* and simple	5 minutes

			present tense. - The teacher reinforced students' understanding about expression *clarification* and simple present tense.	
		Closing	- The teacher summarized the lesson. - The teacher asked students to give their impression about the lesson.	5 minutes
	Fourth meeting	Introduction	- The teacher asked about students' condition (apperception) - Teacher gave the purpose of learning and competency that had to be achieved by students.	5 minutes
		Exploration	- Teacher checked the students' understanding about *like, dislike, clarification,* and *giving opinion.*	5 minutes
		Elaboration	- The teacher asked students to make a group consists of three persons. - The teacher explained about expressing *like, dislike, clarification,* and *giving opinion.* - The teacher asked students to listen to her explanation carefully. - The teacher gave an example of dialog using expressions of *like, dislike, clarification,* and *giving opinion.*	60 minutes

			- Students paid attention to her explanation. - The teacher gave explanation about that dialog, especially in the using of *like, dislike, giving opinion, clarification,* and using simple present tense. - The teacher explained about the structure of simple present tense patterns. - The teacher took one sentence using simple present tense from the dialog. - The teacher changed the subject and asked students one by one to say the sentence orally. (single slot substitution drill) - The teacher asked students to complete sentences with the appropriate word using simple present tense.	
		Confirmation	- Students and the teacher concluded the lesson about *like, dislike, giving opinion, clarification,* and simple present tense. - The teacher reinforced students' understanding about *like, dislike, giving opinion, clarification,* and simple present tense.	5 minutes
		Closing	- The teacher summarized	5 minutes

			the lesson. - The teacher asked students to give their impression about the lesson.	
Cycle 2	Fifth meeting	Introduction	- The teacher asked about students' condition (apperception) - The teacher gave the purpose of learning and competency that had to be achieved by students.	5 minutes
		Exploration	- Teacher asked students about their understanding of descriptive text.	5 minutes
		Elaboration	- Teacher gave explanation about descriptive text. - Teacher asked students to listen her explanation carefully. - Teacher gave the example of descriptive text. - Students did exercise 1 with their friend. - Teacher discussed students' answer. - Teacher asked students to find sentences using simple present tense in the text. - Students and teacher discussed the answers together. - Teacher took one sentence from the text entitled My Timmy. - Teacher asked students to change the sentences based on teacher's words.	60 minutes

			- Teacher corrected students' answer.	
		Confirmation	- Students and teacher concluded the lesson about descriptive text and simple present tense patterns. - Teacher reinforced students' understanding about descriptive text and simple present tense patterns.	5 minutes
		Closing	- The teacher summarized the lesson. - The teacher asked students to give their impression about the lesson.	5 minutes
	Sixth meeting	Introduction	- The teacher asked about students' condition (apperception) - Teacher gave the purpose of learning and competency that had to be achieved by students.	5 minutes
		Exploration	- Teacher asked students about the last material they had learned.	5 minutes
		Elaboration	- Teacher gave picture to students. - The teacher asked students to mention things in the picture with their friend. - Students and teacher discussed the answers in front of the classroom. - The teacher gave a descriptive text entitled	60 minutes

			My Classroom and asked students to do the exercises individually. - The teacher discussed the answers in front of the class. - The teacher took one sentence using simple present tense from the text and asked students to change the sentence based on her words.	
		Confirmation	- Students and teacher concluded about descriptive text and simple present tense patterns. - Teacher reinforced students' understanding about descriptive and simple present tense.	5 minutes
		Closing	- The teacher summarized the lesson. - The teacher asked students to give their impression about the lesson.	5 minutes
	Seventh meeting	Introduction	- The teacher asked about students' condition. (apperception) - Teacher gave the purpose of the study.	5 minutes
		Exploration	- The teacher asked students about descriptive text to review the last material.	5 minutes
		Elaboration	- Teacher gave students a descriptive text entitled My Classroom. - Teacher asked students to	60 minutes

			write the sentences using simple present tense in the dialog. - Students and teacher discussed students' answer. - Teacher took one sentence from the text and asked students to change the sentence based on her words. (single slot substitution drill) - Teacher asked students to mention things in the classroom. - Teacher asked students to make a descriptive text about their classroom. - Teacher collected students' answer. - Teacher gave picture to students and asked them to mention things in the picture. - Students and teacher discussed students' answer.	
		Confirmation	- Students and teacher concluded the lesson about descriptive text and Simple present tense patterns. - Teacher reinforced students' understanding about descriptive text and simple present tense patterns.	5 minutes
		Closing	- The teacher summarized	5 minutes

			the lesson. - The teacher asked students to give their impression about the lesson.	
	Eighth meeting	Introduction	- Teacher asked about students' condition. (apperception) - Teacher gave the purpose of the study.	5 minutes
		Exploration	- Teacher asked students about the last material.	5 minutes
		Elaboration	- Teacher explained about simple present tense to enrich student's understanding. - Teacher wrote a sentence on the blackboard and asked them to make sentences using simple present tense based on teacher's words. (single slot substitution drill) - Teacher asked students to write a descriptive text based on the picture. - Students submitted their works. - Teacher gave students assessment of simple present tense patterns. - Students submitted their works. - Students and teacher discussed students' answer.	60 minutes
		Confirmation	- Students and teacher concluded the lesson about descriptive text and	5 minutes

			simple present tense patterns. - Teacher reinforced students' understanding about descriptive text and simple present tense patterns.	
		Closing	- The teacher summarized the lesson. - The teacher asked students to give their impression about the lesson.	5 minutes
Post-test			- Students did the post-test	50 minutes
			- Students filled out the second questionnaire	10 minutes

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