



**THE EFFECTIVENESS OF *COURSE REVIEW HORAY* IN  
IMPROVING STUDENTS' SIMPLE PAST TENSE MASTERY**

**(An Experimental Study at Grade XI of SMA Negeri 1 Subah  
in the Academic Year of 2010/2011)**

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

PERPUSTAKAAN  
UNNES

by

Puji Astuti

2201407167

**ENGLISH DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
SEMARANG STATE UNIVERSITY**

**2011**

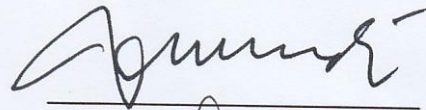
## APPROVAL

This final project has been approved by the board of examiners of the English Department of Faculty of Languages and Arts Semarang State University on August 11, 2011

### Board of Examiners

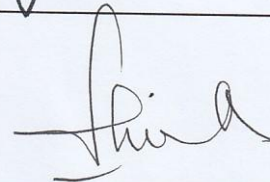
1. Chairperson

Drs. Dewa Made Kartadinata, M. Pd  
NIP. 195111181984031001



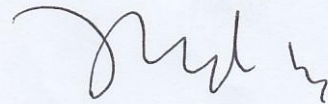
2. Secretary

Drs. Alim Sukrisno, M. A.  
NIP. 195206251981111001



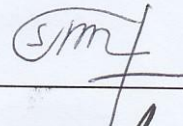
3. First Examiner

Dr. Abdurrachman Faridi, M.Pd.  
NIP. 195301121990021001




4. Second Examiner as Second Advisor

Seful Bahri, S.Pd, M.Pd.  
NIP. 197411112008121001




5. Third Examiner as First Advisor

Drs. Suprpto, M.Hum.  
NIP. 195311291982031002



Approved by  
The Dean of the Faculty of Languages and Arts



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

## PERNYATAAN

Dengan ini saya,

Nama : Puji Astuti

NIM : 2201407167

Prodi/ Jurusan : Pendidikan Bahasa Inggris/ Bahasa dan Sastra Inggris

Fakultas : Bahasa dan Seni Universitas Negeri Semarang

Menyatakan dengan sesungguhnya bahwa skripsi/ final project yang berjudul:

**THE EFFECTIVENESS OF COURSE REVIEW HORAY IN IMPROVING STUDENTS' SIMPLE MASTERY**

(An Experimental Study at Grade XI of SMA N 1 Subah in the Academic Year of 2010/2011)

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan diskusi dan pemaparan / ujian. Semua kutipan yang terdapat dalam karya ilmiah ini, baik yang langsung maupun yang tidak, ditulis dengan disertai sumber kepustakaan sesuai dengan aturan yang dipakai dalam penulisan karya ilmiah,

Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi ini membubuhkan tanda tangan sebagai tanda keabsahan, seluruh isi dalam karya ilmiah ini menjadi tanggung jawab saya sendiri. Jika kemudian ditemukan ketidakberesan, saya siap bertanggung jawab.

Demikian, harap pernyataan ini digunakan seperlunya.

Semarang, 11 Agustus 2011

Yang membuat pernyataan

Puji Astuti

2201407167

*Tell me and I forget  
Teach me and I remember*

*Involve me and I learn*

*(Benjamin Franklin)*



To my beloved mother and father,  
grandparents, brother,  
and best friends.

## ACKNOWLEDGMENTS

First and foremost, I would like to extend my gratitude to the Almighty Allah SWT, the Lord of the universe, for blessing me every time, so this final project can be finished.

In this occasion I would like to deliver my sincerest gratitude to the following people:

- a. Drs. Suprpto, M. Hum., as the first advisor, for his great suggestions in finishing my final project.
- b. Seful Bahri, S.Pd., M.Pd., as the second advisor, who has patiently and kindly given valuable and continuous guidance, advice, as well as encouragement in making and completing this final project.
- c. Drs. Herry Soemiarto, the principal of SMA Negeri 1 Subah, Nasoka, S.Pd., the English teacher of IPS classes, and students of grade XI especially IPS program, for their help and cooperate in finishing my research.
- d. My great parents, for their love, pray, supports, and guidance during my study
- e. My grandparents, brother, and relatives for their love, support, and pray.
- f. Syaiful Hembry Wibowo, Cindil Family, Zeners, and Onliners for their support, help, pray, and togetherness.
- g. All my best friends of English Department '07 for unforgettable friendship.

Semarang, August 11<sup>th</sup> 2011

Puji Astuti

## ABSTRACT

**Astuti, Puji.** 2011. *The Effectiveness of Course Review Horay in Improving Students' Simple Past Tense Mastery (An Experimental Study at the Grade XI of SMA Negeri 1 Subah in the Academic Year 2010/2011)*. Final project. English Department. Faculty of Languages and Arts. Semarang State University. First Advisor: Drs. Suprpto, M. Hum., Second Advisor: Seful Bahri, S.Pd., M.Pd.

**Key words:** Simple Past Tense, Mastery, Course Review Horay.

The topic of this study is the effectiveness of Course Review Horay in improving students' simple past tense mastery – an experimental study at grade XI of SMA Negeri 1 Subah in the academic year of 2010/2011. The objective of this study is to find out whether *Course Review Horay* could improve students' mastery of simple past tense or not.

The research design used is true experimental design (pre test-post test control group and experimental design). The population of this study were students of SMA Negeri 1 Subah. The subject of this study was students grade eleven in the academic year 2010/2011. They consist of XI IPA and of XI IPS program. There are four classes of every program. The sampling technique was cluster random sampling. Thus, the number of sample was 70 students that consisted of 35 students of XI IPS 4 who were taught by using *Course review Horay* and 35 students of XI IPS 2 who were taught by conventional method. The total meetings of each group were five meetings, those were pre-test, treatments three times, and post test. Besides, there was the other group used in this study that was the try-out group (XI IPS 1 and IPS 3 class).

Before conducting the research, I conducted a try-out test to the try-out classes to get the validity, reliability, item of difficulty and item discrimination of the instrument. After that, I started the research by giving a pre test, treatment, and a post test to both groups. The result of the test was analyzed by using t-test formula to know the difference in the students' simple past tense mastery result between the group that was taught by using *Course Review Horay* and the other one that was not.

The data collected were analyzed, and the statistical analysis of the result showed that the average scores both the experimental and control groups increased. However, the experimental group has higher differences between the two mean. The difference between two mean of experimental group was 20 point, while the control group was 16.4 point. By using t-test formula, I tried to find out the significant difference between the two groups.

Since the t-test (3.534) was higher than t-table (1.669), it means that there is a significant difference in terms students' mastery between the students who were taught by using *Course Review Horay* technique and the students who were not taught by using *Course Review Horay*. Finally, I suggest that English teachers concern better in their technique variety in teaching grammar.

## TABLE OF CONTENTS

Acknowledgments.....	v
Abstract .....	vi
Table of Contents .....	vii
List of Appendices .....	xi
Chapter 1	
1. INTRODUCTION.....	1
1.1 Background of the Study .....	1
1.2 Identification of the Problem .....	9
1.3 Limitation of the problem.....	10
1.4 Formulation of the problem.....	10
1.5 Objective of the Study .....	10
1.6 Significance of the Study.....	10
Chapter 2	
2. REVIEW OF RELATED LITERATURE .....	12
2.1 Review of Related Theory .....	12
2.1.1 English at Senior High School.....	12
2.1.2 Teaching English as a Foreign Language.....	15
2.1.3 General Concept of Cooperative Learning .....	16
2.1.4 Course Review Horay .....	22
2.1.5 General Concept of Grammar.....	23

2.1.5.1	<i>Importance of Learning Grammar</i> .....	25
2.1.6	General concepts of Simple past tense .....	26
2.1.6.1	<i>Description form of simple past tense</i> .....	28
2.1.6.1.1	<i>Regular Verbs</i> .....	29
2.1.6.1.2	<i>Irregular Verbs</i> .....	30
2.1.6.2	<i>The Use of simple past tense</i> .....	35
2.1.7	Simple Past Tense Taught Integretedly through Narrative Text using Course Review Horay.....	37
2.2	Theoretical Framework.....	39
Chapter 3		
3.	METHOD OF INVESTIGATION .....	42
3.1	Research Design .....	42
3.2	Population and Sample .....	43
3.3	Research Variables .....	45
3.2	Type of Data .....	46
3.3	Instrument for Collecting Data.....	46
3.4	Procedure of Experiment.....	47
3.5	Method of Collecting Data .....	47
3.5.1	Try Out .....	47
3.5.1.1	<i>Validity of the test</i> .....	48
3.5.1.2	<i>Reliability</i> .....	49
3.5.1.3	<i>The Difficulty of an Item</i> .....	49
3.5.1.4	<i>Discriminating Power</i> .....	50



3.5.2 Pre Test .....	51
3.5.3 Post Test .....	52
3.9 Technique of Data Analysis.....	52
3.9.1 T-Test.....	52
Chapter 4	
4. DATA ANALYSIS AND DISCUSSION.....	54
4.1 Activities of Experiment .....	54
4.1.1 Constructing Instrument .....	54
4.1.2 Try-out .....	55
4.1.3 Pre-Test.....	55
4.1.4 Treatment.....	56
4.1.5 Post-Test .....	56
4.2 Try-out Test Analysis .....	56
4.2.1 Validity .....	56
4.2.2 Reliability .....	57
4.2.3 Discriminating Power.....	57
4.2.4 Difficulty Level .....	58
4.3 Research Findings .....	58
4.3.1 Significance Difference between Two Means .....	58
4.3.2 Test of Significance using T-test .....	60
4.4 Discussion .....	62
Chapter 5	
5. CONCLUSION AND SUGGESTION .....	64

5.1 Conclusion.....	64
5.2 Suggestion.....	65
Bibliography.....	67
Appendices .....	70



## LIST OF APPENDICES

1. List Students' Name of Try Out Class .....	70
2. List of the Students in Experimental Group.....	72
3. List of the Students in Control Group.....	73
4. Content Standard at Grade VIII of Junior High School.....	74
5. Lesson Plan of Experimental Group .....	77
6. Lesson Plan of Control Group.....	106
7. Understanding Card .....	130
8. Lattice Work.....	131
9. Instrument of the Tryout tests .....	132
10. Instrument of the Pre test .....	144
11. Instrument of the Post test.....	149
12. Result of the Try out Test .....	154
13. Result of the Pre test of Experimental Group .....	164
14. Result of the Pre test of Control Group.....	165
15. Result of the Post test of Experimental Group.....	166
16. Result of the Post test of Control Group .....	167
17. Table for X .....	168
18. Table for Y .....	169
19. Students' Answer Sheet .....	170
20. <i>Surat Telah Selesai Penelitian</i> .....	171

# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the study, identification of the problems, limitation of the problems, formulation of the problems, objective of the study, and significance of the study.

### 1.1 Background of the Study

Language is very important for human being. It helps people to communicate among others. Language as a means of communication is used by human being to establish social relation. By using a language, people are able to convey their messages, share and express their ideas, change information, feeling, and emotion in spoken or written form. This is in line with what by Ramelan (1992:8) that “it is for the purpose of this cooperation that members of a social group need a means of communication, which is called “language”. Hornby (1987:473) also defines that “language is human and non-human method of communicating ideas, feelings, and desires by means of a system of sound symbol. However, every group of social community has their own language for communication since there are some differences about culture”.

Brumfit ( 1982: 1) states that English is an International language in that it is the most widespread medium of international communication, both because of the number and geographical spread of its speaker and because of the larger number of non-native speakers who use it as part of their international contact. It

can be concluded that English is a global language and it plays an important role in the international world. Therefore Indonesian government has recommended English as one of compulsory subjects to be taught in Elementary school (Sekolah Dasar), Junior high school ( Sekolah Menengah Pertama), and Senior high school (Sekolah Menengah Atas). Curriculum has important role in achieving the success of teaching English itself. The Indonesian government has been trying to design the curriculum better and make it relevant to the students' need. We can see this effort in the newest curriculum. School-Based Curriculum or KTSP (*Kurikulum Tingkat Satuan Sekolah*) is the newest curriculum which more emphasize to the content of learning material and students' competence of each school.

Based on BSNP (2006: 5), school-based curriculum is an operational curriculum that is designed by and implemented in each school. I infer that the curriculum is designed, constructed, applied, and developed by the school itself. The School-Based Curriculum consists of the education purpose of the school-based, content and structure of the school-based curriculum, academic calendar, and syllabus. In conclusion, I infer the curriculum concerns the learning as well as the students' competence obtained during teaching and learning activity. The students are supposed to be active in the learning activity so that they can have better understanding of the material. Nugroho (2010: 7) mentions the characteristics of school- based curriculum,

Government has applied the School-Based Curriculum since 2006. The characteristic of teaching and learning activity is student-centred. It means that the teacher is supposed to develop the students, be creative, create the comfortable and challenging situation, be contextual, provide the various learning experience and the students are supposed to involve in the learning activity.

Based on School-Based Curriculum (KTSP) of Senior High School, communication skill refers to the ability of discourse competence. It means that the ability in understanding and/or producing spoken and/or written text is realized into the four skills; listening, speaking, reading, and writing. These four skills are used to perceive or create expressions in social life. Therefore, the aim of English subject is to develop students' language skills in order they are able to communicate in English in a certain literacy level. The literacy levels involve *performative, functional, informational, and epistemic* ones. In *performative* level, the students are expected to be able to read, write, listen, and speak using some symbols that are used. In *functional* level, the students are expected to be able to use the language to fulfil daily needs such as reading newspaper, manual or guidance. In *informational* level, the students are expected to access knowledge by communication skill, whereas in the *epistemic* level the students are expected to explain knowledge in the target language (Wells, 1987). English learning in SMA/MA is expected to reach *informational* level because the students are prepared to continue their education to higher level of education.

In addition, there are three main scopes of teaching English in Senior High school. The first scope is discourse competence. This includes the ability in understanding and producing spoken or written text in four skills; listening, speaking, reading, and writing to achieve literacy informational level. The second scope is the ability in understanding and producing short functional text, monolog, and essay in form of *procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review,*

*public speaking*. The learning material gradation appears in the use of vocabulary, grammar, and rhetoric. The last is secondary competence including linguistic competences (using grammar and vocabulary, phonetics), socio-cultural competence (using expression in context of communication), strategic competence, (solving the problem that appears in communication process), and discourse competence.

As stated above, I infer that based on the linguistic competence, grammar is one of basic aspects that students have to learn. As one of language components, grammar is a requirement in conducting communication. It is very important aspect that involve in communication either spoken or written form. Moreover, mastering grammar is compulsory for students in order to be able communicate with each other effectively in English. 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 sentences. Moreover, it also is very important for students to comprehend sentences in the passage or a text.

Based on the KTSP (School-Based Curriculum) the teaching grammar is set in genre based approach and conversation (transactional and interpersonal purposes of communication). It means that the teaching grammar itself is not taught explicitly but integratively. It means that grammar is taught integrately with the spoken or written text, and genre/essay. The basic grammar itself is tenses. There are many tenses in English grammar. The students will learn the tenses through spoken or written text, and essay/genre that is formed the text

itself. It means that the students will analyze the tense that is used in the text. In addition, they also will learn the use, form and pattern of the tense itself in the texts. For example, the students will learn present tense integratedly through procedure text, because the tense that is formed procedure text is present tense.

I chose simple past tense is chosen as the scope that is studied because I assume that the students have difficulty in identifying regular and irregular verbs in text. The students are able to memorize the rule of simple past tense, but they still have difficulty in identifying classification regular and irregular verbs. Besides, they also still have difficulty in changing the verb I into verb II. In fact, they have difficulty in mastering simple past tense. Simple past tense is one of English grammar that begins to be taught in Junior high school. But it is also studied and taught deeper in intermediate level, Senior high school.

In addition, therefore, the subject of the study is grade eleven students of Senior High School in the second semester, because based on the competence standard in the second semester of eleventh grade, the students should understand the meaning of short functional text and monologue in form of narrative, spoof, and hortatory exposition in daily life context. As a result, the simple past tense itself will be taught integratedly with narrative text. The teacher will use narrative as material in teaching simple past tense.

On the other hand, teaching English especially tenses is not an easy job. It is because most of the students think that English grammar especially English tenses are difficult to learn. This fact sometimes influences students' motivation in learning and joining English class, hence they become lazy and reluctant to study



English. Teacher has important role in creating interesting and fun situation in order to the students won't feel bored in joining the class. Consequently, the creativity of the teachers in conducting teaching learning process also influences the students in acquiring learning material. The English teachers should have hard responsibility as they are demanded to have suitable teaching technique in order to solve the problems faced by the students in learning English. The efforts to improve students' achievement could be carried out by implementing teaching technique which appropriate to students' condition and competence. This is in line with what Finnociaro said that *“Learning methods and techniques of teaching English as a second language should be needed by teacher to develop certain knowledge skills and insight”*.

Teaching technique becomes one of the important points on the teaching learning activities. Basically, teaching technique refers to the teaching learning approach, design and procedures. Teaching learning covers many aspects, they are the goal of teaching learning process, syllabus, teaching learning procedures, and student and teacher's roles. Teaching methods are related to the technique that is being used by the teacher in the teaching learning activities.

*Course Review Horay* is a technique of cooperative learning which can be applied to train students' cooperation in accomplishing their work by dividing into groups. In addition, *Course Review Horay* emphasizes the students' activity and cooperative in a group. The activity is worksheet that is given by the teacher about the learning material. The characteristic of this technique is the use of “Horay/yell-yell” that expected to be able to motivate the students and make them

interested in joining the class. Therefore, *Course Review Horay* is expected to omit students boredom in joining the class.

Cooperative learning itself involves the students to work with their peers in accomplishing a shared or common goal. The goal is reached through interdependence among all group members rather than working alone. Each member is responsible for the outcome of the shared goal. In addition, in cooperative learning, the students are expected to help each other and discuss together to exchange their knowledge. Johnson and Johnson as cited by Isjoni (2009: 22) states:

Cooperative is working together to accomplish shared goals by sharing ideas, experience and knowledge. Cooperative learning is the instructional use of small groups so that the students work together to maximize their own and each other as learning.

Slavin (1995) as cited by Isjoni (2009:22) states, “cooperative learning is a successful teaching learning strategy in which small teams, each with students of different levels of ability, uses a variety learning activities to improve their understanding of the subject. Each member of a team is responsible not only for learning what is taught but also helping team mates learn. Students must work through the assignment until all group members successfully understand to complete it. In addition, Slavin (1985) asserts that cooperative learning is a model that the students learn and work together in small groups collaboratively consist of 4-6 members structurally in heterogenic group. In addition, Stahl (1994) as cited in Isjoni (2004:15) asserted that cooperative learning could improve students’ achievement and improve students’ attitude to help each other in social behaviour.

Based on the explanation above it can be concluded that cooperative learning emphasizes the students to work together in a small group and help each other with different level of competence, gender, races and background to achieve shared goal. Therefore, it is hopefully useful to train the students to accept the difference and work together with the other students who have different background. In addition, I infer that cooperative learning promote higher students' academic achievement and social skill in learning.

In addition, I assume that studying tenses also needs cooperation among the students to solve the problem faced. In small groups, the members of each group have opportunities to maintain eye contact with one another, share idea and overcome the problem together. Therefore, the purpose of learning simple past tense can be achieved, and students consider tenses, especially simple past tense is easy. In *Course Review Horay* the students are expected to discuss among other about the irregularity that constructs narrative text. By cooperating with each member of the group, it is expected that the students can share their idea and become sociable. In addition, they not only share together in accomplishing the work but also help each other when there is a member of the group doesn't understand about the material.

Moreover, *Course Review Horay* is also expected be able to examine students' understanding because after the teacher distributes the worksheet, he/she will read the questions randomly at the time and then the questions are answered and discussed directly by each group. The worksheet itself is about regular and irregular verbs of simple past tense in form of narrative text. It means that the

teacher uses the narrative text as media in teaching simple past tense especially regular and irregular text.

In conclusion, I intend to implement *Course Review Horay* technique in teaching simple past tense to the students of Senior High School grade eleven. The purpose is to make better teaching learning process and improve students' mastery of simple past tense. Therefore, *Course Review Horay* technique is expected to give contribution in teaching grammar especially simple past tense.

## **1.2 Identification of the Problems**

There are twelve tenses which are taught in Junior until Senior High School. According to Azar (1989) English has three system tenses; present tense, past tense and future tense. The tenses are; simple present, present continuous progressive, present perfect, present perfect progressive, simple past, past progressive, past perfect, past perfect progressive, simple future, future progressive, future perfect, future perfect progressive.

Based on the explanation above, it can be concluded that there are many tenses that students should know. It seems hard for the students to memorize the pattern of every single tense. In addition, the students find difficult to use correct tenses in making sentences. In addition, sometimes the students are difficult in identifying the tenses of a text.

Teaching English tenses is not an easy job because there are many tenses in English. There are many problems faced in teaching tenses. First, it relates to the students' mind that English tenses are difficult to be mastered. The students find the difficulty with the rule or the formula of tenses. In fact, the students think

that English is a difficult subject, as a result they reluctant to join English class. Second, it is relates to the students' difficulty in identifying tenses in texts. The students find it difficult because they sometimes confuse with the use of every tense. Third, the students find it very difficult in memorizing irregular and regular verb. Fourth, the way the teacher carries on the material. Therefore, it is important for teacher to pay attention the technique that will be applied to teach grammar.

### **1.3 Limitation of the Problem**

Based on the identification of the problem explanations, I limit the study on the students' mastery of the simple past tense students by using *Course Review Horay* technique for Senior high school. In addition, the mastery of simple past tense is emphasized on regular and irregular verbs.

### **1.4 Formulation of the Problem**

Is *Course Review Horay* effective in improving the students' mastery of simple past tense especially regular and irregular verbs?

### **1.5 Objective of the Study**

The objective of the study is;

To find out whether *Course Review Horay* technique could improve students' mastery of simple past tense especially regular and irregular verbs or not.

### **1.6 Significance of the Study**

The result of this study is expected to give benefits for the parties; teachers, students, and readers.

For the students, it is expected to motivate them to be more careful in understanding English grammar especially simple past tense as we know that English has different rule with Indonesian grammar that make us usually have difficulty in applying it even in written and spoken. In addition, the students hopefully get the clearer understanding about simple past tense and make them enjoy learning English.

For the teacher, this study informs that there is a technique that can be applied in teaching grammar in a genre. In other words, the result of this study is hopefully useful for teachers to improve their techniques in teaching grammar. As a result, the students can have better understanding and the maximal achievement.

For the reader, it helps them to apply new techniques to teach grammar especially simple past tense by using *Course Review Horay*. Moreover, it is hopefully can help the other researcher to conduct similar study or improve the other study related to teaching technique and grammar.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter discusses some theories and ideas related to the study. It consists of two subchapters. The first section presents review of related theory. The last section describes the theoretical framework which is used as the basis of this study.

#### 2.1 Review of Related Theory

The second section gives brief description of English at Senior High School, teaching English as a foreign language, general concept of cooperative learning, general concept of *course review horay*, teaching technique, general concept of grammar, the important of learning grammar, general concept of the simple past tense, description form of simple past tense, the use of simple past tense, simple past tense taught integratedly through narrative text by using *course review horay*, and theoretical framework.

##### 2.1.1 English at Senior High School

There are many languages in the world that are spoken by many societies. Chaer (1994:65) defines that in the open society, they will accept a new society with different language backgrounds that cause language contact. A language contact will interfere human in doing communication. Consequently, people will try to study other language beside mother tongue. The language will be foreign language for them since they do not speak in that language. Indonesian people

also have such condition. English is one of foreign languages that studied intensively by Indonesian people.

According to Brumfit ( 1982: 1) states that English is an International language in that it is the most widespread medium of international communication, both because of the number and geographical spread of its speaker and because of the larger number of non-native speakers who use it as part of their international contact. It can be concluded that English is a global language and it plays an important role in the international word. Therefore Indonesian government has recommended English as one of compulsory subjects Senior high school (Sekolah Menengah Atas). The consideration of the choosing English to be taught as compulsory subject because English is an International language that is spoken by many people all over the world so that it will help the students in taking part in the international communication.

According to, KTSP Mata Pelajaran Bahasa Inggris (DEPDIKBUD, 2006:307), English is understood as a tool which is used to communicate either spoken or written. Communication means understanding and expressing information, feeling, thought, and developing knowledge, technology, and culture. Based on School-Based Curriculum (KTSP) of Senior High School, communication skills is the abilities of discourse, it means that the ability in understanding and/or produce text spoken and/or written which is realized to the four skills, such as listening, speaking, reading, and writing. These four skills are used to perceive or create expressions in social life. Therefore, the aim of English



subject is to develop those skills in order to the students and able to communicate in English in certain literacy level.

The literacy level involve *performative, functional, informational, and epistemic*. In *performative* level, the students are expected to be able to read, write, listen, and speak by some symbols that are used. In *functional* level, the students are expected to be able to use the language to fulfil daily needs such as read newspaper, manual or guidance. In *informational* level, the students are expected to access knowledge by communication skill, whereas in the *epistemic* level is the students are expected to express knowledge to target language (Wells, 1987). The learning English in SMA/MA is expected to achieve informational level because they are prepared to continue their education to higher level education.

In addition, there are three main scopes of teaching English in Senior High school. The first scope is discourse competence, include the ability in understanding and producing spoken or written text in four skills, they are listening, speaking, reading, and writing to achieve literacy informational level. The second scope is to understand and produce short functional text, monolog, and essay in form of *procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking*. The learning material gradation appears in the use of vocabulary, grammar, and the steps of rhetorical. The last is secondary competence includes linguistic competences (using grammar and vocabulary, phonetics), socio-cultural competence (using expression in context of communication), strategic

competence, (solving the problem that appears in communication process), and discourse competence.

In addition, as stated in Indonesian curriculum, English belongs to one of the subjects in the national examination of vocational high school. The students are supposed to master the four language skills and language components. According to Mackey quoted by Bambang Setyadi (2006: 23), there are three main influences that determine that learning namely linguistic, social and psychological one. In the linguistic term, the influence deals with the differences between the target language, English, and the mother tongue in the realm of grammar, vocabulary, and phonology.

### **2.1.2 Teaching English as a Foreign Language**

English is the first foreign language which is taught. Moore (2007:2) states that “teaching can be defined as the action of a person imparting skill or knowledge or giving instruction; the job of a person who teach.” Teaching English as a foreign language means teaching English to students that their native language is not English. In addition, Ramelan (1994:1) states that;

“Teaching English in Indonesia is teaching a language to whose native language is quite different both phonologically and grammatically from that of foreign language. Therefore, it is difficult for Indonesian students to learn English”.

From statement above, I infer that being foreign language teacher, especially English teacher is not easy task. Since English is a foreign language for Indonesian students, it may cause some problems such as spelling, pronunciation, grammar, intonation, etc. For Indonesian students, English is a kind of new language so it is a bit difficult to be learned. Another reason is that they have

spoken their native language at first, which will interference with their acquisition of new language. In fact, in teaching English, a teacher has an important role. A creative and innovative teacher is needed.

The aim of teaching English to Senior High School students is to develop four skills; listening, speaking, reading, and writing. In fact, in mastering these skills the students are also supposed to master language components; grammar, vocabulary, and pronunciation. According to BNSP (2006:278), the goals of teaching English are as follows;

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

In supporting the goals of teaching English to Senior High School students, the BNSP (National Education Standard Council) has organized the standard competence and basic competence that should be reached by the students.

### **2.1.3 General Concept of Cooperative Learning**

Cooperative learning appears from concept that students will easier to find out and understand the difficulty if they discuss and share among other in groups. The students work in a group expected to help each other to overcome the complex problems.

According to Lie (2000) calls cooperative learning with the term “gotong-royong”, it means that cooperative learning is a system that gives chance to the students to cooperate with other students in structural tasks. In addition, in line with what Lie said, Larsen (2000:164) states that “Cooperative or collaborative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes cooperative learning distinctive; it is the way that the students and teachers work together that is important. In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively. Indeed, cooperation is not only a way of learning, but also a theme to be communicated about and studied (Jacobs 1998)”. Moreover, Brown (2001:47) asserts that “In cooperative learning models, a group learning activity depends on the socially structured exchange of information between learners”.

In conclusion, it is clear that in cooperative learning the student needs the other students to do the worksheet given by the teacher together. Social skill is emphasized in cooperative learning. Cooperative learning places the students to learn and work together in groups collaboratively by cooperative learning, the learning process will run more effectively because the students do the work together in groups. As a result, they are expected to be active thinker. In addition, the students not only can exchange their knowledge, discuss, and learn together but also can improve their social interaction among other.

Cooperative learning exists when students work together to accomplish shared learning goals (Johnson & Johnson, 1999). In addition, cooperative

learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). Each student can then achieve his or her learning goal if and only if the other group members achieve theirs (Deutsch, 1962). In addition, according to Johnson as cited by Isjoni (2009: 22) states:

“Cooperanon means work together to accomplish shared goals. Within cooperate activities individuals seek outcomes that are beneficial to all other group members. Cooperative learning is the instructional use of small groups that allows students to work together to maximize their own and each other as learning”.

In other words, according to Slavin (1995) asserts that cooperative is a successful teaching strategy in which small teams, each with students of different levels of ability, uses variety learning activities to improve their understanding of the subject. Each member of a team is responsible not only for learning what is taught but also helping team mates learn. Students must work through the assignment until all group members successfully understand to complete it.

It can be inferred that cooperative learning places the students the students to learn and work in heterogeneous group to accomplish shared goal. The goal is reached through interdependence among all group members. Each member is responsible for the outcome of the shared goal. The students work together to learn and are responsible for their teammates' learning as well as their own. Cooperative efforts result in participants striving for mutual benefit so that all group gain from each other's efforts.

In addition, that cooperative learning is a learning strategy that places students to learn and work together in small groups with different level of

competence and background. It can improve students' social skill because they interact among other in groups. The students are organized into small groups after receiving instruction from the teacher. They then work through the assignment until all group members are successfully understand and complete it.

In addition, Stahl (1994) as cited in Isjoni (2009:15) asserts that cooperative learning could improve students' achievement and improve students' attitude to help each other in social behaviour. Thus, academic achievement and social essence become main aspect in cooperative learning. In line with what Stahl said, Johnson et al., (1993) asserts that simply knowing that cooperative learning situation tends to promote higher achievement than competitive, individualistic, or "traditional" learning situations. In cooperative learning, well structured learning goals that are designed to emphasize cooperation tend to promote higher achievement than learning goals that are designed to emphasize either individualism or competition. This is true in every subject, at all grade levels, and particularly when higher-level thinking skills are required (Johnson, Johnson, Maruyama, Nelson, & Skon, 1981).

Furthermore, students who work individually must compete against their peers to gain praise or other forms of rewards and reinforcements. In this type of competition many individuals attempt to accomplish a goal with only a few winners. The success of these individuals can mean failures for others. There are more winners in a cooperative team because all members gain from the success of an achievement. Low achieving students tend to work harder when grouped with higher achieving students.

According to Bennet (1995) as cited by Isjoni (2009:60) asserted that there are 5 essential components in cooperative learning. They are;

a) Positive interdependence

It means that each group member depends on each other to accomplish the shared goal or task. Without the help of one member the group is not able to reach the desired goal.

b) Face-to-face interaction

It means that promote the success of the group members by praising, encouraging, supporting, or assisting to each other.

c) Individual accountability

It means that each group member is held accountable for his or her work. Individual accountability helps to avoid members from "hitchhiking" on other group members' accomplishments.

d) Social skills

Cooperative learning groups set the stage for students to learn social skills. These skills help to build stronger cooperation among group members. Leadership, decision-making, trust-building, communication, and conflict-management empower students to manage both teamwork and task work successfully.

e) Group processing

Group processing is an assessment of how groups are functioning to achieve their goals or tasks. By reviewing group behaviour the students and the teacher get a chance to discuss special needs or problems within the group.

The groups get a chance to express their feelings about beneficial and unhelpful aspects of the group learning process in order to correct unwanted behaviour and celebrate successful outcomes in the group work.

Moreover, basically cooperative learning is developed to achieve at 3 (three) important aims that have been concluded by Ibrahim, et al, (2000) as cited in Isjoni (2009:39), they are:

a) The academic evaluation

It means that cooperative learning has purpose to improve students' work in academic assignments. There are experts have a notion that cooperative learning model is good in helping students to understand the difficult concepts.

b) The acceptance towards different individual

Cooperative learning has purpose in order to the students could accept their friends who have various kinds of background. Those differences are such as ethnic group, religion, academic skill, and social level difference.

c) The social skill development

Social skill in cooperative learning means task sharing, active in asking questions, appreciate with others' opinion, to raise the other friends to ask question, able to explain idea or opinion, work in group, and so on.

In conclusion, as further conclusion of cooperative learning that it is clear that cooperative learning is a strategy where students can develop their interpersonal, social skill, and academic achievement.



#### 2.1.4 Course Review Horay

According to Setyadi (2006: 14), a technique is implementation. It means that a technique is something that actually takes place in language in language teaching or learning or learning in the classroom. All activities that take place in a language class are technique.

A teacher should have various teaching technique in delivering the material in order to make the students enjoy the lesson. *Course Review Horay* is one of innovative technique of cooperative learning model. In this technique the make groups, then conveys the competence that will be achieved, then demonstrates the material. After dividing the class into groups, the teacher distributes material learning. This technique is expected to make the class condition become fun and examine the students' understanding and cooperation in accomplishing their work.

In applying this model, first of all the class is divided into 7 groups which consist of 7 members. After that the teacher distributes learning material, and then explains the material briefly. After that the students are asked to discuss the material that has been explained by the teacher in groups in 10 minutes. The next the teacher distributes the "Understanding Card" (See; Appendix 7) to each group. The Understanding card filled 1/4/7-15 numbers. After that the teacher distributes the worksheet to every member of the groups. The next, teacher chooses one question of the worksheet and reads it randomly at the time. The groups immediately discuss the questions and answer the question. The question is answered in "understanding card" and appropriate to the number that has

mentioned by the teacher. After that the teacher will shout stop as signal that the time discussion is over. After that the groups are asked to fight among other to answer the question orally by raising hand of the representative of each group. It creates positive competition among the group. The purpose of this activity is to find out the answer and collect checklist (v). The groups who have correct answer should shout “HORAY” and give checklist (v) to the number of the “understanding card”. The score of each group is calculated from the checklist or correct sign (v). The group’s score is calculated from correct answer (*horay*) gained. The groups have more checklists they will be the winner. By using this technique, it is hoped the students more attractive and interested in joining the class. Because of this variation of teaching learning process, the class condition is expected to be more enjoyable.

### **2.1.5 General Concept of Grammar**

A learner of a certain language should understand the elements of grammar. Grammar has various meaning. Different experts define differently. According to Robert (1985:132) grammar means an analytical and analogical study of sentences. Therefore, when people learn grammar, they will learn the part of speech, their names and their description. They will also learn such term as phrases, clauses, interrogative sentences and retained objects. They will learn how to identify those categories in sentences. It means that they have to construct sentences or phrase them. In addition, Roberts (1985:132) defines that grammar as the total set of signals by which a given language expresses its meaning or the

total structure of a language. It will conclude sound structures as well as inflectional endings, if any, word order distinctive pattern, and so on.

In addition, as stated by Thornbury (1999:1) that grammar is partly study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Thus, grammar is a description of the rules that govern how a language's sentences are formed. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking.

In addition, grammar guides people how to speak and write correctly. Since people know the grammar of their language they know how to construct sentences or utterance in understandable forms. According to Cook and Sutter (1980:1) states "grammar is a set of rule by which people speak and write". In addition, Cook and Sutter write that the word grammar may also mean a description of the rules of a language.

Quirk, Grenbaum, and Leech (1985:12) write that we shall be using "grammar" to include both syntax and that aspect of Morphology (the internal structure of words) that deals with inflection (or accidence). Harmer (1999:2) states that grammar is the study of the ways in which words change in that language. In addition, Thornburry (1999:2) asserts that grammar is the study of the way words are chained together in a particular order, and also of what kinds of words can slot into anyone link in the chain.

### ***2.1.5.1 The Importance of Learning Grammar***

Following Chomsky (1966) Ramelan (1992:7-8) as cited by Hartoyo (2006:15) argues;

“The purpose of learning language is, as a matter of fact, recognising and understanding limited rules of the language in order to create utterances which are unlimited in number. Hence, learning a language constitutes a mental process of gaining language competence [knowledge of grammar] from which language performance [use] is developed”.

Moreover, Canale’s (1983) claim, reviewed in Mitchell (1994:34-35) as cited by Hartoyo (2006:23) also highlights the importance of the role of teaching grammar in second or foreign language learning, albeit the main emphasis is communicative competence. Moreover, According to Littlewood as cited by Hartoyo (2006:21) maintains that,

“Far from grammar being irrelevant in a communicative approach, then, the opposite is true; the more thoroughly a learner masters the grammatical system of the language, the more effectively she/he can use this language for communication (Littlewood, 1993:6)”.

Veit (1985) says that without knowing the grammar of a language, one cannot be said to have learned the language. Without learning it, it seems impossible to learn a language, for the grammar tells us how to use the language.

Nasr (1985:1) states:

“If language has a grammar, non-systematic ordering of its words in sentences, it would never be learned by a native speaker or a foreigner, nor could two people understand each other in it. Indeed, a language without grammar is no language at all”.

If a speaker knows the use of the language, it means his utterances are understandable. It can be said that he knows the grammar. For example, a non-native speaker wants to say: I bought two books yesterday” then she must find the

appropriate grammatical structure, which is required by the English language to convey her ideas. If he doesn't know the grammar in English, his listener will misunderstand about his thought. Cook and Sutter (1980:2) say that "grammar is a written description of the rules by speaking and writing". Therefore, learning English grammar cannot be avoided if one wants to learn the language.

Raja T. Nasr (1985:53) writes that grammar is a part of any language, just as there is no language without sounds. So, there is no language without grammar. Some linguists, as cited by Tarigan (1990:3), state that grammar really cannot be separated from the language because if one can speak a language, she knows the grammar of that language. It is clear that grammar is very important and very useful because grammar is a component of language.

On the other hand, grammar is important to be learnt because it affects students' performance in all four skills; listening, reading, speaking, writing as asserted by Celce Murcia and Freeman (1983:2). In addition, students are expected to comprehend English either spoken or written language because they must know the rule system of grammar of a target language fluently and acceptably since grammar is a tool for making meaning as represented by Thornbury (1999:4).

#### **2.1.6 General Concepts of Simple Past Tense**

Azar (1989:24) states that the simple past indicates that an activity or situation began and ended at a particular time in the past. It is clear that we use tense to show when activity happens. We obviously know that simple past tense is used to show an activity is done in a certain time in past. In addition, Frank (1972:72)

states that form of past tense represent *definite past*. They refer to events that were completed before the statement is made. They are often accompanied by expressions of definite past as *yesterday, last year, two weeks ago*.

In addition, Frank (1972: 73) states that past tense indicates definite time terminating in the past, whether a time word is given or not. Murphy says that the use of simple past is to talk about action or situation in the past. While Swan (1983: xvi) states that simple past is a verb form made without an auxiliary verbs. We use tense to show when activity happen. We obviously know that simple past tense is used to show an activity is done in a certain time in past.

On the other hand, Cook and Sutter (1980:51) assert the meaning of simple past tense is actions or states described by the simple past tense usually occurred or were completed in the past. In addition, Cook and Sutter (1980:15) also state that the action or state described by the past tense still exists, but in these cases the time frame within which the action or state being describes belongs to the past.

In other words, Hewings (1999:6) states that when we can to indicate that something happened at specific time in the past, we use past simple. We can either say when it happened, using time adverb, or assume that the hearer already knows when it happened or can understands this from the context. Moreover, Hewings (1999:4) asserts that we use the simple past tense for situations that existed for a period of time in the past, but not now. In addition, if we are interested in *when* a present situation began rather than *how long* it has been going on for, we use

simple past tense. However, we also use the past simple to talk about how long something went on for if the action or event is no longer going on.

### **2.1.6.1 The Description Form of Simple Past Tense**

English has three time systems; those are present tense, past tense and future tense. For instance, “She reads the book everyday” and “she read the book yesterday”. In the first sentence, the action is repeated occurrence and as expressed in the present tense and the second one is the past action and is expressed in the past tense. In this study I focus discussing about the simple past tense, especially the regular and irregular verbs.

According to Cook and Sutter (1980:51), the simple past is formed by using the simple past form of the verb. For regular verbs, the past form is made by adding –ed to the simple form (kick + ed, want +ed, etc.). For irregular verbs the past forms are more or less idiosyncratic (wrote, swam, caught, froze, went, etc.).

In addition, Parrot (2000:184) gives explanation about the form of simple past tense as follows;

#### **Verbs other than *to be***

	Question word	<i>Did</i>	Subject	<i>Did not or didn't</i>	past tense form	base form
Affirmative:			He They		<i>waited</i> <i>spoke</i>	
Question:	(When)	<i>did</i>	<i>you</i>			ring?
Negative:			<i>I</i>	<i>didn't</i>		understand

#### ***To be***

*To be* is different from all other verbs in having two forms of the past simple:

*I/She/He/It was*

*We/You/They were*

and from other non-modal verbs in forming questions and negatives without *did*:

	Question word	Subject	was/were	+ <i>not</i> <i>or n't</i>	Subject	Complement
Affirmative :		The train	was		<i>waited</i> <i>spoke</i>	late
Question:	Where		<i>were</i>		the knives?	ring?
Negative:		<i>We</i>		weren't		alone.

Furthermore, Hornby (1969) defines “tense as any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb”. Tense is a verb form that shows the time. Simple past tense is identical to Verb II, whereas in English, the Verb II is divided into regular and irregular verbs; they are regular verbs and irregular verbs.

#### **2.1.6.1.1 Regular Verb**

Regular verbs are formed their past verbs by adding [ d/ ed] to the infinitive. The other verbs ending consonant (k,d,l,t,y,etc.) we add “ed” when forming in the past. Thomson and Martinet (1989:16) stated that the form of regular verb can be divided as follows:

a. By adding “ed” to the infinitive forms the simple past tense in regular verbs.

<b>Infinitive</b>	<b>Simple Past</b>
To clean	Cleaned
To cross	crossed
To work	worked



b. Verbs ending “e” add only “d”

Infinitive	Simple Past
To close	Closed
To delete	Deleted
To smoke	Smoked

c. Verbs ending “y” following a consonant change the “y” into “i” before adding “ed”

Infinitive	Simple Past
To carry	Carried
To try	Tried
To cry	Cried

d. Some verbs end in consonant-vowel-consonant, and for making past tense we should give double of the final consonant (-pp, -ll, etc) before adding “ed”

Infinitive	Simple Past
To stop	Stopped
To label	Labeled
To rob	Robbed

#### 2.1.6.1.2 Irregular Verb

Frank (1972:61) states that the tense forms of a number of verbs differ from the regular forms. The principal parts of such as verbs must be known before the proper tense forms can be used. The first principal part of a verb is the *simple form of verb* (the infinitive without to), the second principal part is the past tense. the third principal part is the past participle (used for the perfect tenses or for the passive form). I conclude that in order to use tense form these irregular

verbs, the speaker of English must know their “principal part”. The first principal part of verb is the simple past tense, and the third principal part is the past participle. I grouped the principal parts of the irregular verb according to the type of irregularity they show:

### I. All three e principal parts are different

a. Verb that pattern like:		<i>sing</i>	<i>sang</i>	<i>sung</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
begin	began	begun		
drink	drank	drunk		
b. Verb that pattern like:		<i>break</i>	<i>broke</i>	<i>broken</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
choose	chose	chosen		
speak	spoke	spoken		
weave	wove	woven		
c. Verb that pattern like:		<i>Blow</i>	<i>blew</i>	<i>blown</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
draw	drew	drawn		
grow	grew	grown		
throw	threw	thrown		
d. Verb that pattern like:		<i>drive</i>	<i>drove</i>	<i>driven</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
ride	rode	ridden		
rise	rose	risen		
write	wrote	written		
e. Verb that pattern like:		<i>wear</i>	<i>wore</i>	<i>worn</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
bear	bore	born		
forebear	forbore	foreborn		

f. Verb that pattern like:		<i>bite</i>	<i>bit</i>	<i>bitten</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
chide	chid	chidden		
hide	hid	hidden		
g. Verb that pattern like:		<i>Shake</i>	<i>shook</i>	<i>shaken</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
forsake	forsook	shaken		
shake	shook	shaken		
take	took	taken		
h. Verb that pattern like:		<i>give</i>	<i>gave</i>	<i>given</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
Forbid	Forbad(e)	forbidden		
forgive	forgave	forgiven		
i. Verb that pattern like:		<i>mow</i>	<i>mowed</i>	<i>mowen</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
hew	hewed	hewn		
sew	sewed	sewn		
sow	sowed	sown		
j. Miscellaneous:		<i>be</i>	<i>was</i>	<i>been</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
dive	dove	dived		
do	did	done		
eat	ate	eaten		
fall	fell	fallen		
go	went	gone		
lie	lay	lain		
see	saw	seen		
slay	slew	slain		

## II. Second and third principal parts are alike

a. Verb that pattern like:		<i>hang</i>	<i>hung</i>	<i>hung</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
cling	clung	clung		
dig	dug	dug		
slink	slunk	slunk		
b. Verb that pattern like:		<i>feed</i>	<i>fed</i>	<i>fed</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
bleed	bled	bled		
dream	dreamt	dreamt		
feed	fed	fed		
c. Verb that pattern like:		<i>bring</i>	<i>brought</i>	<i>brought</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
buy	bought	bought		
catch	caught	caught		
teach	taught	taught		
d. Verb that pattern like:		<i>bend</i>	<i>bent</i>	<i>bent</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
lend	lent	lent		
spend	spent	spent		
bend	bent	bent		
e. Verb that pattern like:		<i>bind</i>	<i>bound</i>	<i>bound</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
find	found	found		
grind	ground	ground		
wind	wound	wound		
f. Verb that pattern like:		<i>pay</i>	<i>paid</i>	<i>paid</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
lay	laid	laid		

pay	paid	paid
say	said	said
g. Verb that pattern like:		<i>sell    sold    sold</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>
resell	resold	resold
retell	retold	retold
tell	told	told
h. Miscellaneous:		<i>abide    abode    abode</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>
build	built	built
forget	forgot	forgot
hear	heard	heard

## II. All three principal parts are alike

a. Verb that pattern like:		<i>Cost    cost    cost</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>
cast	cast	cast
hurt	hurt	hurt
read	read	read
rid	rid	rid
split	split	split

## IV. First and third principal parts are alike

b. Verb that pattern like:		<i>come    came    come</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>
become	became	become
rerun	reran	rerun
run	ran	run

### 2.1.6.2 *The Use of Simple Past Tense*

Thomson and Martinet (1983:153) assert that simple past tense is the tense normally used for action (1) when the time given (I drank coffee yesterday): (2) when the time is asked about (when did you drink coffee?): when the action clearly took place at a definite time even though this time isn't mentioned (The students was five minutes late; How did you get your present job?; I made a cake).

Sometimes, the time becomes definite as a result of the question and answer in the present perfect tense, but normally continuous in the simple past tense, even when not the time given. This is because the action is previously mentioned, then it becomes definite in the minds of the speaker. The example as follows;

A: Where have you been?

B: I've been at the supermarket.

A: What did you buy?

B: I bought a book.

A: How much did it cost?

B: It was two thousand rupiahs.

The simple past tense is used for an action whose time is not given but which (1) occupied a period of time now terminated, or (2) occurred in a period now terminated.

(1) | ..... |

He lived in Indonesia for ten years (but now he is not living here)

She taught in Kindergarten for a long time (but she doesn't teach there now)

(2) |.....x.....,|

My brother saw David Beckham

Did you go to the beach?

The chart of simple past tense (Azar (1989:2)



It means that at one particular time in the past, this happened. It began and ended in the past.

In addition, Parrot (2000:185) give clearer information of the use of past tense. According to him, we can use simple past tense are as follows:

(a) Finished period of time

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

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

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

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

(b) Precise detail

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

(c) Time anchor

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

**2.1.7 Simple Past Tense Taught Integratedly through Narrative Text  
by Using Course Review Horay**

Nowadays, based on the School-based Curriculum the teaching grammar is not taught explicitly but integratively. It means that in teaching grammar teacher teaches the pattern of grammar or language feature integrated with the texts as the material of learning that construct the texts. Through text or genre students can identify or analyse the language feature of the text itself. It means that the students are expected to be able to identify the tenses that used in the text. Learning



grammar in a text can help the students in differentiating form of tenses and the use of the tenses that provide in the text.

The eleventh grade students of Senior High School get *procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review* texts in an academic year. As we know these genres use different kinds of tenses. Based on Standard Content of Curriculum-Based School, the second semester of Senior High School of grade eleven, the students should understand the meaning of short functional text and monologue in form of narrative, spoof, and hortatory exposition in daily life context. It means that they will get narrative, spoof, and hortatory texts. In this study, I concerns to narrative text as the material because the scope that will be studied is simple past tense mastery. It goes without saying that the language feature of narrative text is using simple past tense. So the students will analyse the description, form, and the use of simple past tense through narrative text.

In implementing Course Review Horay, as I have explained in the previous the teacher will distribute learning material. The learning material itself is narrative text. The students are asked to analyse the tenses used and get acquainted with the tense that is simple past tense which identical to Verb II. The verb II itself is divided into regular and irregular verbs. The teacher explains the material briefly then the material is discussed in group. After that the teacher give the students worksheet which contains of list of questions. The worksheet itself is about narrative text. So, there will be 3-5 texts in the worksheet, and every text

there will questions related to material, such as find the words showing simple past tense of paragraph 1 and 2, find the simple verbs of paragraph 1 and 2, classify the irregular and regular verbs of paragraph 1 and 2, and so on. Then the students will discuss the questions in groups. The detail explanation of implementing Course Review Horay has been explained in the previous explanation.

Learning grammar through genre itself is supported by Thornbury's theories. Thornbury (1999:89) states that language is context-sensitive which is to say an utterance becomes fully intelligible only when it is placed in its context. According to Thornbury (1999:90), grammar is best taught and practised in context. This means using whole texts as contexts for grammar teaching. Therefore, the researchers infer that grammar can be taught in a contextual text or genre.

In addition, Thornbury (1999:88) also asserts that a genre is a text-type whose features have become conventionalised over time. Instances of genre share common characteristics, such as their overall organisation, their degree of formality, and their grammatical features. Moreover, Thornbury (1999:89) also states that the advantage of genre allows the teacher to guide the students to discovering its generic features, including grammar item.

## **2.2 The Theoretical Framework**

In this part, I will make a brief conclusion from both previous studies and theoretical studies.

The effort in improving students' achievement involves such kinds of factors such as teacher, students, or school environment. Teacher has important role in creating interesting and fun situation in order to the students won't feel bored in joining the class. The appropriate and suitable technique will influence the learning process and students' achievement especially English lesson. The efforts to improve students' achievement could be carried out by implementing teaching technique which appropriate to students' condition and competence.

This is a study of experimental research which compares two groups; they are experimental group and control group. The research design is true experimental design. Both groups are given the same pre-test and post-test but different treatment. The experimental group is taught using *Course Review Horay* technique but the control group is taught by conventional learning. Then, the population of this study is students of SMA N 1 Subah. The subject of this study is students grade eleven of SMA Ngeri 1 Subah. Whereas the sampling technique used in this study is cluster random sampling because the technique of taking the sample is easy; the students is equal, the students are in the same grade, the students get the same material in academic year, the level competency of students is the same, there is no superior class, etc.

To measure whether the try-out was valid and reliable or not, the writer analyses the students' score using Arikunto's theory. It includes validity, reliability, item difficulty and discriminating power that will be discussed further in chapter III. After analysing the try-out result, either experimental or control group are given pre-test, treatment, and post-test. However, the treatments given are different. In

experimental group the treatment given is using *Course Review Horay* technique, whereas the treatment given to control group is conventional learning or without using *Course Review Horay* technique.



## CHAPTER III

### METHOD OF INVESTIGATION

This chapter discusses the method of investigation. It discusses research design, object of the study, population and sample, research variables, type of data, instrument for collecting data, procedure of experiment, method of collecting the data, and method of analyzing the data.

#### 3.1 Research Design

The design used in this research is true experimental (pre-test-post-test control group design). According to Nunan (1993:73), if the procedures already described, that is, randomly assigning the subjects either the control or experiment group, and administering pre- and post- treatment test. The purpose is I want to know the effectiveness of using *Course Review Horay* technique in improving students' simple past tense mastery.

The design of the research is as follows:

E	O <sub>1</sub>	X	O <sub>2</sub>
C	O <sub>3</sub>	Y	O <sub>4</sub>

explanation:

E : Experimental group

C : Control group

O<sub>1</sub>: Pre-test for the experimental group

O<sub>2</sub>: Post-test for the experimental group

O<sub>3</sub>: Pre-test for the control group

O<sub>4</sub>: Post-test for the control group

X: Treatment using *Course Review Horay* technique

Y: Treatment without using *Course Review Horay* technique

— = A line between levels indicates equated groups

I will find the initial understanding of simple past tense between the two groups by giving the pre-test (O<sub>1</sub> and O<sub>3</sub>). Then, giving treatments to the both group (X and Y). In this case, the experimental group is taught by using *Course Review Horay* technique while for the control group is taught by conventional method. After both groups are given some treatments, then they are supposed to have post-test (O<sub>2</sub> and O<sub>4</sub>) to know the improvement of simple past tense. The gain scores will be compared and subjected to test of significance of the difference between two means.

### 3.2 Population and Sample

The population in this study is students grade eleven of SMA N 1 Subah in the academic year 2010/2011. There are two class classifications; IPA and IPS program. The number of students of grade eleven is as follows;

Class	Number of students
XI IPA 1	34
XI IPA 2	34
XI IPA 3	34
XI IPA 4	33
XI IPS 1	34
XI IPS 2	35
XI IPS 3	33
XI IPS 4	35
TOTAL	272

After defining the population, the sample is selected because the population is too big to be observed. According to Saleh (2001: 34) there are many techniques in taking the sample. They are simple random sampling, systematic random sampling, stratified random sampling, and cluster random sampling.

In defining the sample it is obvious to know the average of students' competence level of English lesson of each class first. To find out the average of students competence in English lesson of each class, the data were taken from the first semester final result (raport). Here is the table of the final result (raport) average among the classes:

Class	Number of students	English lesson average (Final Report)
XI IPA 1	34	75, 18
XI IPA 2	34	75, 29
XI IPA 3	34	74, 77
XI IPA 4	33	74, 24
XI IPS 1	34	74, 97
XI IPS 2	35	73, 67
XI IPS 3	33	75, 03
XI IPS 4	35	73, 77
TOTAL	273	596.92

Based explanation above, it can be concluded that based on the average of final report above, the English lesson competence has the same average. It means that all the classes of grade eleven of SMA Negeri 1 Subah can be chosen as the sample.

In this study I used cluster random sampling. Cluster random sampling was chosen by using techniques or steps in taking the sample; based on the

curriculum the students get the same material in an academic year, the students are in the same level of competence (in the same grade), the averages of English lesson competence are the same, and the number of students is equal. In conclusion, in I chose XI IPS 2 and XI IPS 4, where XI IPS 2 as the control group and XI IPS 4 as the experimental group. The both groups have equal number of students that is 35 students for each group. I choose the two classes because I think the two classes fulfill the requirement of the technique or steps in taking the sample that has been explained in the previous explanation.

### **3.4 Research Variables**

Most research conducted in order to explore the strength relationship between variables. Nunan (1993:25) states that a variable is anything doesn't remain constant. True experimental research involves two groups; an experimental and control group in which the experiment group typically receives new treatment, while the control group is treated as usual or conventional method. There are two main variables, independent variable (X) and dependent variable (Y). The independent variable Nunan (1993: 25) states that independent variable is variable that experimenter expects to influence the other, whereas Nunan (1993: 25) states that dependent variable is a variable upon which the independent variable is acting. Thus, the independent variable (X) affects the dependent variable (Y). In this study, the independent variable (X) is the use of *Course Review Horay* technique in teaching simple past tense and the independent variable (Y) students' achievement manifest in the test score.

X → Y



### 3.5 Type of Data

The data used in this research is quantitative data because it needs the data calculation of the students result in form of statistical formula.

### 3.6 Instrument for Collecting the Data

According to Arikunto (2002:136), research instrument is a device used by the researcher while collecting the data to make his work become easier and to get better result, complete and systematic in order to make the data easy to process. In this research, I use a test method as the instrument. Test is a set of questions or device used to measure the skill, intelligence, ability, and talent of an individual or group. There are two kinds of testing grammar; receptive or productive test. In this research, I will use receptive test in form of multiple-choice test. The test is emphasized on regular and irregular verbs.

Multiple-choice test is chosen because of some advantages. They are:

- (1) The technique of scoring is easy.
- (2) It was easy to compute and determine the reliability of the test
- (3) It was economical because the number of items can be answered in a short period of testing time.
- (4) It was more practical for the students to answer. They just marked the most appropriate answer in the answer sheet.

To collect the data that are needed in this research, I use rating scale from the pre test and post test. Some of the data are gained from the pre test and post test that will be conducted at the beginning and the end of the experiment.

### 3.7 Procedure of the experiment

The explanation procedures in experimental design are:

- (a) Choosing the population of the research that was the tenth year of SMA Negeri 1 Subah in the academic year 2010/2011.
- (b) Taking two groups as the control group and experimental group. In this research, they are XI IPS 2 and X IPS 3.
- (c) Conducting the experiment. The experiment class was given treatment by using *Course Review Horay* technique toward students' mastery in simple past tense. Otherwise, the control class, they were taught by delivering the conventional technique for the whole material by the teacher.
- (d) Comparing both difference between pre-test and post-test result of both experimental group and control group by applying t-test formula.
- (e) Making conclusion of the research result.

### 3.8 Methods of Collecting Data

There are some steps to do research; one of the most important is collecting data. It would influence the result of the research.

#### 3.8.1 Try Out

Saleh (2001:33) says that the data of the students' achievement cannot be collected by questionnaire. Therefore, test is used to measure students' achievement. The quality of the data, whether it is good or bad, is based on the instrument to collect the data. A good instrument must fulfill two important qualifications. Those are valid and reliable. Therefore, before the test item is used as an instrument to collect the data, it has been tried out first to the student in

other classes. After scoring the result of the try out, I make an analysis to find out the validity, reliability, discriminating power, and level difficulty of the try out item. All of them are used to decide which items are good and proper to be tested.

### 3.8.1.1 Validity of the Test

A test is considered to be a good test if it has validity. Validity is a standard or criterion that shows whether the instrument is valid or not. An instrument of the study is called valid if it measures what should be measured. A valid instrument has high validity. To calculate the validity of each item, I used the product moment formula. The formula is as follows;

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

Where,

$r_{xy}$  = coefficient of correlation between x and y variable or validity of each item

N = the number of students or subject participating in the test.

$\Sigma x$  = the sum of score in each item

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

$\Sigma y$  = the sum of total score from each student

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

$\Sigma xy$  = the sum of multiple of score from each student with the total score in each item.

This formula was used for validating each score, and the result was consulted to critical value for r-product moment. When obtained coefficient of

correlation is higher than the critical value for r-product moment, it means that a scoring is valid at 5% alpha level of significance.

### 3.8.1.2 Reliability

Heaton (1979:154) states, reliability is necessary characteristic of any good test: for it to be valid at all, a test must be reliable as a measuring instrument. Reliability is a consistency of its measurement whether it was administered in different occasion. In this study, the reliability of the test was measured by comparing the obtained value with research-value product moment. That is, if the obtained value is higher than the table r-value, it can be said that the test is reliable. To calculate the reliability of the test, I used this formula:

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

where,

$r_{11}$  = index reliability

$k$  = number of item

$\sigma_b^2$  = item variance

$\sigma_t^2$  = total variance

(Arikunto 2006: 196)

### 3.8.1.3 The Difficulty of an Item

The index difficulty of an item shows how easy or difficult a particular item proves in a test (Heaton 1975: 172). It is usually express as the fraction or percentages of students who answer the item correctly

Arikunto (2006: 211) states that difficulty level is a number that shows the easy and difficulties of an item. A good test is a test which is not too easy and too difficult. The calculation as follows:

$$P = \frac{B}{JS}$$

where,

P = difficulty index

B = number of students getting item correct

JS = total number of respondent

(Arikunto 2006: 211)

The criteria of difficulty level of an item as follows:

- Item with P 0.00 – 0.30 is a difficult item
- Item with P 0.31 – 0.70 is a medium item
- Item with P 0.71 – 1.00 is an easy item

#### **3.8.1.4 Discriminating Power**

The discriminating power will measure how well the test items arranged to identify the differences in the student's competence.

The discriminating power shows whether an item test is good or not. Discriminating index of the item indicates the extent to which the item discriminates between testers, separating more able tester from the less able. Heaton (1975: 173) argues, the index discrimination tells us those students who perform well on the whole test to do well or badly on each item in the test.

The formula for calculating the discriminating power is:

$$DP = \frac{JB_A}{JS_A} - \frac{JB_B}{JS_B}$$

where:

DP = discriminating power

JB<sub>A</sub> = the sum deviation of each students in upper group

JB<sub>b</sub> = the sum deviation of each students in lower group

The criteria of discriminating power of the test in the try out are;

Interval	Criteria
DP ≤ 0.00	Very Poor
0.00 ≤ DP ≤ 0.20	Poor
0.20 < DP ≤ 0.40	Satisfactory
0.40 < DP ≤ 0.70	Good
0.70 < DP ≤ 1.00	Excellent

### 3.8.2 Pre-Test

The pre test is administered before the treatment season. The purpose of the test is to check the students' mastery of simple past tense before the treatments are given. First, I come to the class and explained what the students had to do. The students are asked to do the pre-test. The test is about identifying the irregular and irregular verbs of simple past tense in form multiple choice items. Multiple-choice tests tend to have superior reliability and validity. Moreover, scoring can be done quickly and involved no judgment and opinions as to degree of correctness; therefore, the tests tend to be objective. This is done two groups, experimental and

control group. The purpose of pre-test is to measure the student' initial understanding and achievement before the treatments are given.

### **3.8.3 Post Test**

Brown (2004:3) states that a test is a method of measuring a person's ability, knowledge, or performance in a given domain. After the treatments are done and finished, the post test will be used to measure the students. will be given to the students. After I analyze the try-out of post-test, the post-test itself could be used to be tested because the test items have been selected. The aim of conducting post-test is to know the result of the students' simple past tense mastery after the treatments. Then the data of pre-test and post-test are analyzed to see whether there is improvement and significant difference of students' simple past tense mastery between those who are taught using *Course Review Horay* technique and those who are taught without *Course Review Horay* technique or not This is also done in the control and experiment group. For this post-test, multiple-choice test is used.

## **3.9 Technique of Data Analysis**

### **3.9.1 T-test Analysis**

According to Arikunto (2006: 311), t-test is a statistical test that involves means of normal populations with unknown standard deviations. The small samples are used based on a variable  $t$  equal to the difference between the mean of the sample, and the mean of population divided by a result obtained by dividing the standard deviation of the sample by the square root of the number of individual in the sample.

In this study, t-test used to know the difference in the result of teaching simple past tense using *Course Review Horay* technique and the other ones. To measure the significance of the pre test and post test used formula:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_2 + \sum Y_2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

where:

t = t-test

$M_x$  = means of control group

$M_x$  = means of experimental group

$\sum X_2$  = variance of the control group

$\sum Y_2$  = variance of the experimental group

$N_x$  = number of the students in control group

$N_y$  = number of the students in experimental group

If the obtained value which using 5% alpha level of significance is higher than t-table, it means that there is a significant different achievement between the experimental group and control group.



## CHAPTER IV

### DATA ANALYSIS AND DISCUSSION

This chapter discusses the results of the study based on data analysis and the discussion of the research findings.

#### 4.1 Activities of Experiment

In this research, there were four main activities. These were the activities of constructing instrument, pre-test, treatments, and also post-test. These activities were done in different time.

##### 4.1.1 Constructing instrument

Before the test was used to gain the data of evaluation, there were some stages that should be done in constructing the instrument in order to get good instrument.

The stages as follows:

(a) Limitation of Material learning

The material of learning that will be tested in this research was limited only in simple past tense especially regular and irregular verbs.

(b) Constructing Lattice Work

The lattice work of the instrument could be seen on Appendix 8.

(c) Test Time Allocation

The tryout test instrument used in this study was non-standardized in the form of multiple choices. The time allocation needed to finish the tryout was 90 minutes with the number of the test items were 50 items.

### **4.1.2 Try out**

Before the instrument given to the experiment group and the control group as a measurement students' achievement, it was firstly done the try-out test to know whether the test good to be tested or not. The try-out test consisted of Pre-Test and Post-test. The try-out was conducted on March 2<sup>nd</sup>, 2011. The try-out test of Pre-test was done to XI IPS 3, and the try-out of post-test was done to XI IPS 1 of SMA N 1 Subah in the academic year 2010/2011. The complete analysis of pre-test and post-test try-out could be seen in appendix 9. The following were the data interpretation of the try-out test to find out the whether the instrument fulfils the requirement of good or not. The instrument that will be used in measuring try-out test analysis involves validity, reliability, difficulty level, and discriminating power.

### **4.1.3 Pre-test**

Pre-test was given before doing the treatment of this experiment research. The pre-test was given to the students' grade eleventh IPS 2 and IPS 4 of SMA N 1 Subah at Friday, March 11th 2011. In IPS 2 which as control group held at 07.00 o'clock while in IPS 4 which as experiment group held at 10.00 o'clock. In pre-test, the test was 40 items of simple past tense especially regular and irregular verbs. The time allocation of the test was 60 minutes. Pre-test was used to know how far the students' mastery of simple past tense before the treatments were given (the pre-test can be seen on appendix 10).

#### **4.1.4 Treatment**

In conducting the experiment, the experimental and control group were given treatments after pre-test for three times. The first treatment of control group was on March 12<sup>th</sup> 2011, the second was on March 25<sup>th</sup> 2011, and the last treatment was on March 26<sup>th</sup> 2011. Whereas the first treatment of experimental group was on March 22<sup>nd</sup> 2011, the second one was on March 25<sup>th</sup> 2011, and the last one was on March 30<sup>th</sup> 2011. The purpose of these treatments of experimental group was to find out whether *Corse Review Horay* technique is effective to teach simple past tense or not. On the other hand, the purpose of the treatment of control group was to teach simple past tense using conventional method, and the worksheet is done individually.

#### **4.1.5 Post-test**

Post-test was given after all treatments had been already done. The post-test was held on April 1<sup>st</sup> 2011. The test items were the same as the pre-test that was 40 items (the post test can be seen on appendix 11).

### **4.2 Try-out Test Analysis**

Item tests analysis of try out include validity, reliability, Discriminating power, and difficulty level. The discussion will be discussed as follows:

#### **4.2.1 Validity**

The validity is used to know whether the item of test is valid or invalid. It was taken from the students' try-out test result. The invalid item means should be dropped, while the valid item means the item will be used in the pre-test and post test that will be given to treatment group and control group.

The validity of item pre-test and post test analysis ( $r_{hitung}$ ) were consulted to critical value  $r$  *product momen*, for  $\alpha = 5\%$  with  $n=33$ , the result of  $R_{table} = 0.344$  (XI IPS 3), and  $\alpha = 5\%$  with  $n=34$ , the result of  $R_{table} = 0.399$  (XI IPS 3). Since the result value was higher than the critical value ( $r_{hitung} > r_{tabel}$ ), it was assumed that the instrument was valid. Contrary, if the result value was smaller than critical value ( $r_{hitung} < r_{tabel}$ ), it was assumed that the instrument was invalid. In the pre-test tryout test there were 8 invalid items, while in post-test tryout test there were 6 invalid items. The complete analysis can be seen in appendix 12.

#### **4.1.2 Reliability**

The computing of reliability of the pre-test try-out instrument was 0,7 for  $\alpha$  (significance level) =5% with  $n=33$ , the result of  $r_{table} = 0.344$ . The computing of reliability of the post-test try-out instrument was 0,78 for  $\alpha$  (significance level) =5% with  $n=34$ , the result of  $r_{table} = 0.399$ . Since the result of computation value was higher than the critical value, it was concluded that the instrument used in this research was reliable. The complete analysis can be seen in appendix 12.

#### **4.1.3 Discriminating Power**

From the computation of discriminating power of the item test, for Pre-test try-out test was obvious that most items were significance. It was shown by the “t” was higher than t-table, however, there were 10 poor items because the “t” was less than t-table, and it meant that the 10 items of question should be dropped. In post-test try-out test was also obvious that most items were significance, however there were 8 poor items and it should be dropped or unused. The complete analysis can be seen on appendix 12.

#### 4.1.4 Difficulty Level

The difficulty level measurement was used to know the level of difficulties in the test items whether it was difficult, medium, or easy. The computation of the difficulty level of item are easy it meant that the item was not too easy either difficult for the students to do. It could be seen that in Pre-test try-out test there were 35 items test were  $P \leq 0.70$ , it meant that those were considered to medium, 9 items are  $P \leq 1.00$  items, it meant that those were considered to be easy, and the last there were 5 items  $P \leq 0.30$ , it meant that those were considered to be difficult. The complete analysis can be seen on appendix 12.

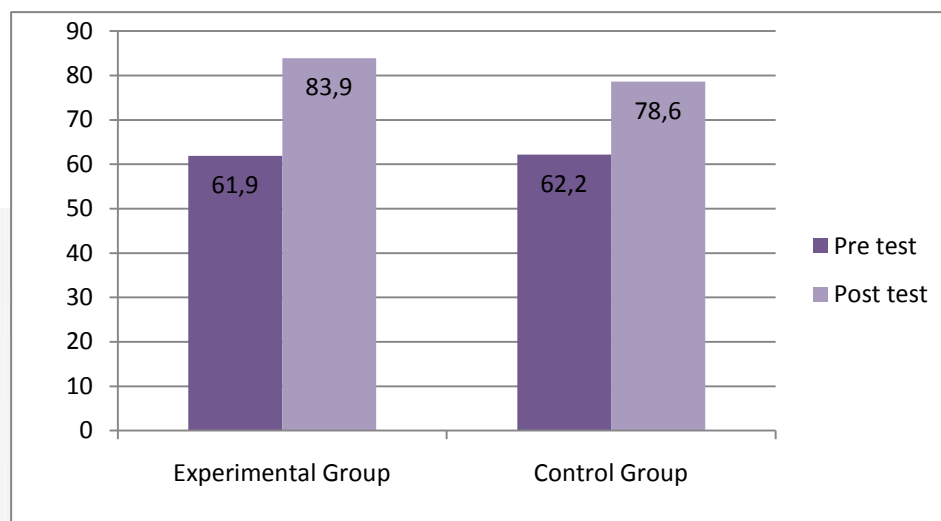
### 4.3 Research Findings

In this section, first, I would like to determine the different effectiveness of treatment given to both groups, which was reflected on the means gathered. and then the next I would apply t-test formula to count the difference. The value of the t-test is calculated by Microsoft excel.

There are two steps in computing the statistical analysis. First is calculating the mean scores of the experimental and the control groups, and applying the t-test formula.

#### 4.3.1 Significant Difference Between Two Means

For the first step, I would like to describe the average score of pre-test and post test of experimental group. The data were obtained from the students' achievement score of the test. They were administered pre-test and post-test for both experiment and control group. Here is the simple table to describe the result:



The average score for experimental group was 61.9 for pre-test and 83.9 as the post test. While the average score for control group was 62.2 for pre-test and 78.6 for post-test. The following was the simple table for the pre-test and post test students' average score. The difference between two mean of experimental group was 20, and the control group was 16.4. The difference mean of the post test between the experimental and control group was 5.3.

From the description above, there was an improvement of students' achievement in the test. Each group had different achievement. The achievement on experimental group was higher than the control group's. The result of the students' achievement in pre test of experimental group can be seen in appendix 13 while the post test lies on appendix 15. Whereas the, the pre test of control group lies on appendix 14 and post test on appendix 16. The following was the simple table for the pre-test and post test students' average score.

### 4.3.2 Test of Significance Using T-test

In this section, I would like to use t-test formula to know the significant difference of treatment given to both groups. It was done by getting the t-value, and then the t-value obtained should be consulted to the critical value in t-table. I firstly decided the level of significance to be used on the experiment in the case that decision making would be influenced by the result of the experiment before the experiment was conducted.

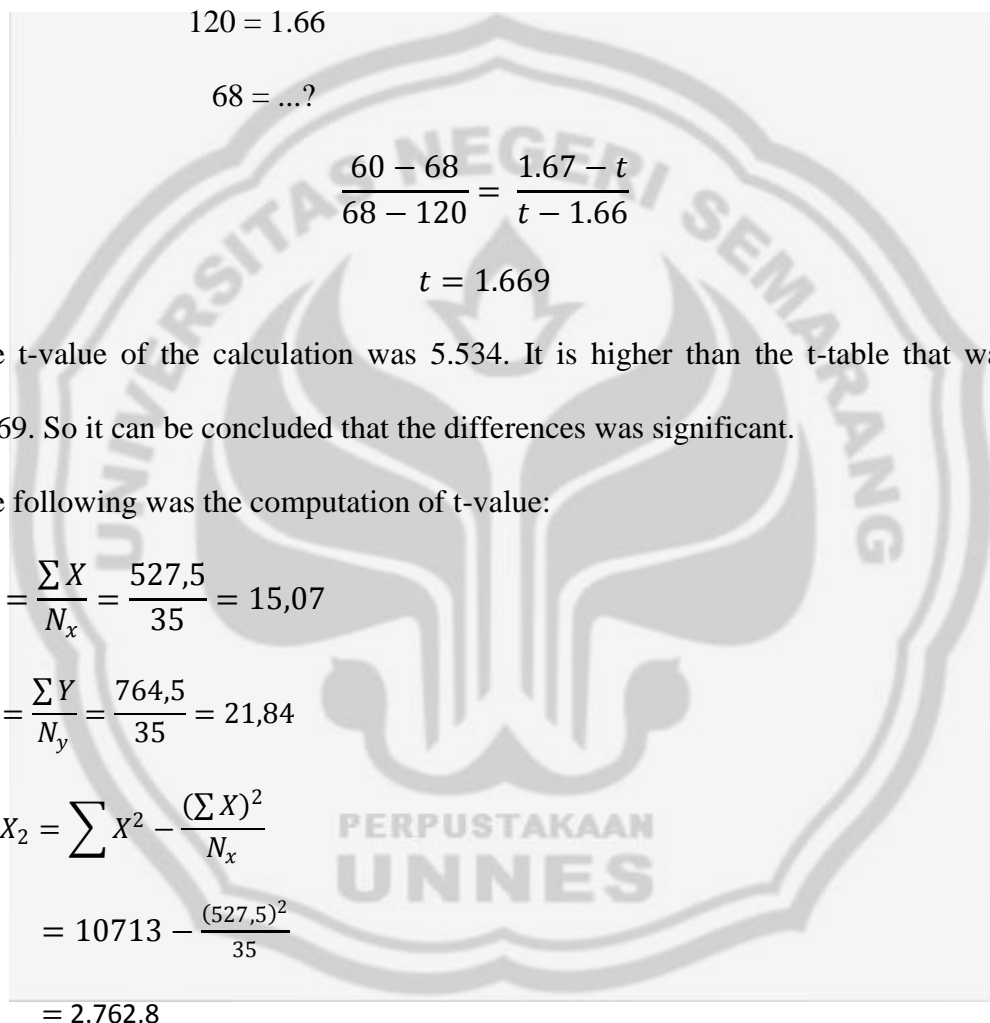
Best (1981: 271) suggested that for the subject which requires computation such as mathematics or physics the 1%  $\alpha$  level of significance can be used, whereas for the psychological and education circle is 5%  $\alpha$  level of significance can be used as a standard for rejection of a null hypothesis. Since the study is education consideration, the level of significance is 5%.

The number of the subject in this study was 70 students of both experiment and control groups. Meanwhile, the degree of freedom (df) was 68 which was obtained from the computation formula  $N_x + N_y - 2 = 35 + 35 - 2 = 68$ . At the alpha 5% level of significant. Since there was no definite critical value in the table, it was necessary to find out the definite value using interpolation.

The critical value with the degree of freedom 68 at the 5 percent alpha level of significance was 1.669. The obtained t-value is 3.534; it means that t-value is higher than the critical value ( $3.534 > 1.669$ ). It can be concluded that the differences is statically significant. Therefore, there is significant difference between students taught using *Course Review Horay* technique and the students

taught without *Course Review Horay* technique was refused. The following was the computation of t-table:

t-table for 60 = 1.67



$$120 = 1.66$$

$$68 = \dots?$$

$$\frac{60 - 68}{68 - 120} = \frac{1.67 - t}{t - 1.66}$$

$$t = 1.669$$

The t-value of the calculation was 5.534. It is higher than the t-table that was 1.669. So it can be concluded that the differences was significant.

The following was the computation of t-value:

$$M_x = \frac{\sum X}{N_x} = \frac{527,5}{35} = 15,07$$

$$M_y = \frac{\sum Y}{N_y} = \frac{764,5}{35} = 21,84$$

$$\begin{aligned} \sum X_2 &= \sum X^2 - \frac{(\sum X)^2}{N_x} \\ &= 10713 - \frac{(527,5)^2}{35} \\ &= 2.762,8 \end{aligned}$$

$$\begin{aligned} \sum Y_2 &= \sum Y^2 - \frac{(\sum Y)^2}{N_y} \\ &= 18.456,25 - \frac{(764,5)^2}{35} \\ &= 1.757,4 \end{aligned}$$



So the t-test computation:

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum X_2 + \sum Y_2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$t = \frac{15,07 - 21,84}{\sqrt{\left(\frac{71.92 + 62.05}{35 + 35 - 2}\right) \left(\frac{1}{35} + \frac{1}{35}\right)}}$$

$$t = 3.534$$

The post test mean score of the experiment group was 83.9 and the control group was 78.6 and the difference between the two means was 5.3. The t-test scores show that it was 3.534 for the  $t > t_{table}$ . For the  $t=3.534$ , for  $\alpha=5\%$  with  $df= 68$ , the  $t_{table}=1.669$  be obtained.

It was found that there was a mean score that increase differences between the experimental and control group, where the mean score of the experimental group increase was higher than the control group. Since  $t > t_{table}$ , it means that the differences is significant. The computation showed that  $t = 3.534 > 1.669$ . The  $t$  was higher than the  $t$ -table, therefore, it can be concluded that the differences was significant.

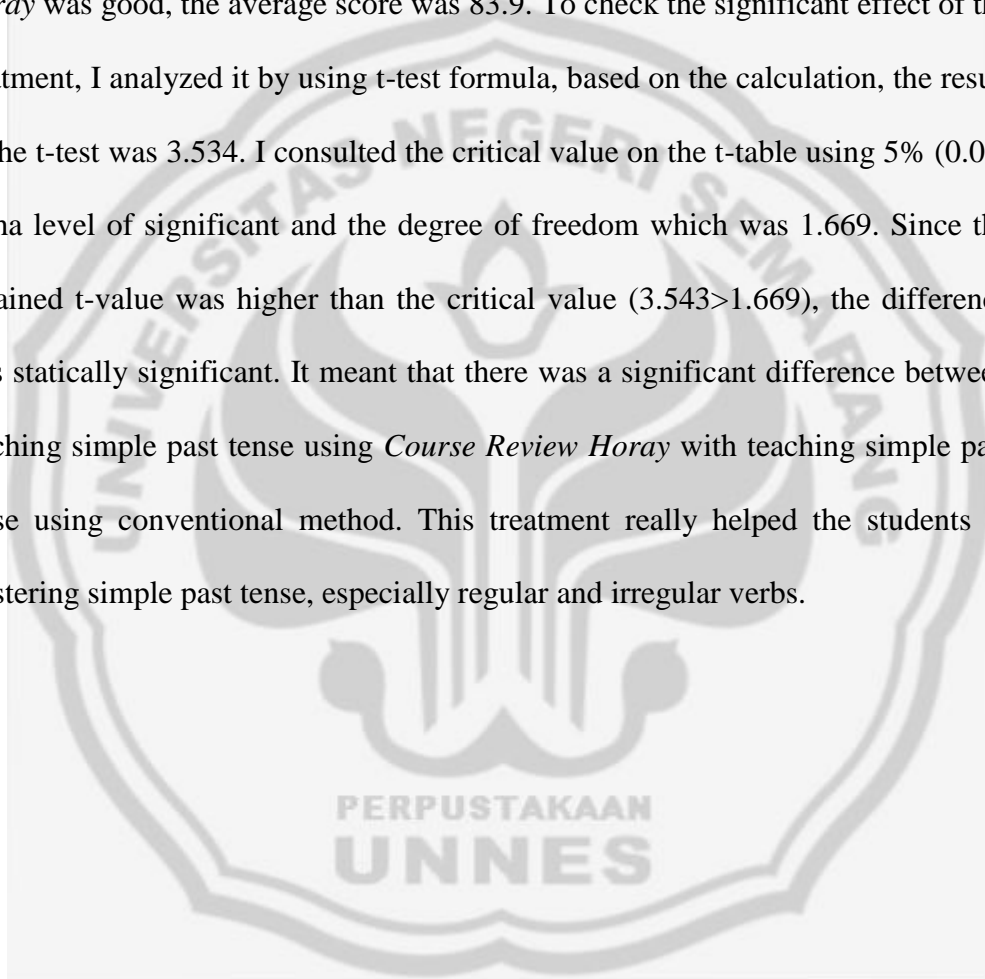
#### 4.4 Discussion

The objective of the study is to find to whether teaching simple past tense using *Course Review Horay* technique can improve the students' mastery in simple past tense.

In the post test, the mean of the control group was 78.6, while in the experimental group was 83.9. From the statement above, it could be said that there

was significant difference between two means, and the result showed that the experimental group got better score than control group.

Based on the result, teaching simple past tense using *Course Review Horay* was good, the average score was 83.9. To check the significant effect of the treatment, I analyzed it by using t-test formula, based on the calculation, the result of the t-test was 3.534. I consulted the critical value on the t-table using 5% (0.05) alpha level of significant and the degree of freedom which was 1.669. Since the obtained t-value was higher than the critical value ( $3.543 > 1.669$ ), the difference was statically significant. It meant that there was a significant difference between teaching simple past tense using *Course Review Horay* with teaching simple past tense using conventional method. This treatment really helped the students in mastering simple past tense, especially regular and irregular verbs.



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

This chapter discusses the conclusion of the study based on the result of the study and suggestions for the students, teachers, and reader.

#### 5.1 Conclusion

The purpose of this research is to find out whether *Course Review Horay* could improve students' simple past tense especially regular and irregular verbs mastery or not. The subject of this study was eleventh grade students of SMA N 1 Subah in the academic year 2010/2011.

After doing the research, I come to the conclusion that the use of *Course Review Horay* technique in improving students' mastery in simple past tense especially regular and irregular verbs is significant. It can be seen from the computation, for the degree of freedom is 68, and  $\alpha$  is 5 % level significance, the t-test (3.534) which is higher than t-table (1.669). Since the test is higher than t-table, it means that the difference is significant. In addition, the significance is shown that the increasing score between pre test and post test is 20. The mean of the pre test score is 61.9 while the mean of the post test score is 83.9. Therefore, it can be concluded that *Course Review Horay* could improve students' simple past tense especially regular and irregular verbs mastery.

## 5.2 Suggestions

After doing this research, I hope the findings will give benefits to the area of education, particularly for SMA Negeri 1 Subah. In addition, I would like to give some suggestions related to the improvement of students' simple past tense mastery.

(1) For the students

- (a) It is very important for the students to improve their ability in identifying the use of and the context of English grammar. More practicing is the best way in mastering grammar in English.
- (b) It is very useful for the students to enrich their English grammar to face TOEFL test, selection test, etc and also could communicate well and understandable by using correct grammar.

(2) For the teacher

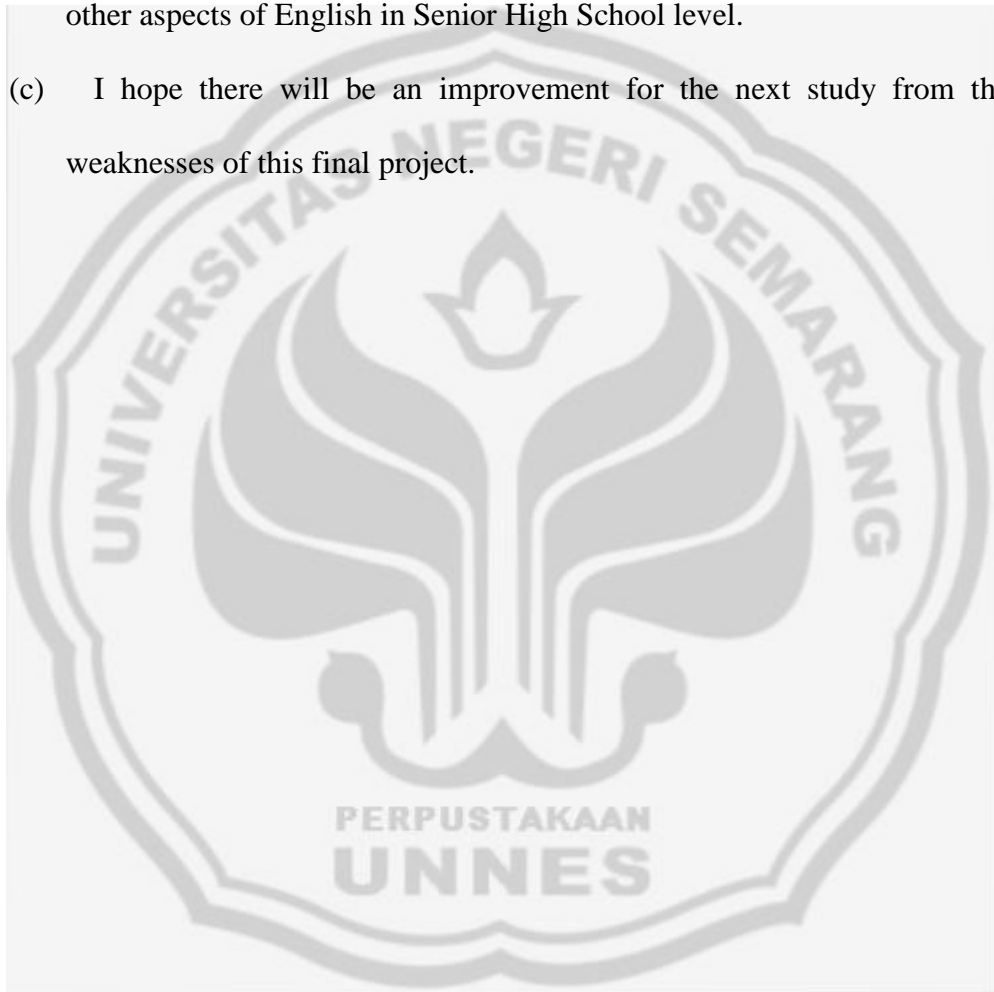
- (a) Hopefully, the teachers concern better in their technique variety in teaching grammar to the students, because sometimes English grammar is confusing for them. Through various methods, the teaching and learning process can be more enjoyable, so that the students will not get bored in learning.

(3) For the reader

- (a) I hope the reader can use it as one of references in conducting their research on the same field of study. There is possibility to find another more effective way in teaching grammar.

(b) The next reader is expected to conduct the research in other aspects of language related to language content such as pronunciation and vocabulary. It is really possible to there is another more way to teach other aspects of English in Senior High School level.

(c) I hope there will be an improvement for the next study from the weaknesses of this final project.



## BILBIOGRAPHY

- Azar, Betty Scramper. 1989. *Understanding and Using English Grammar*. New Jersey: Upper Sadle River.
- Arikunto, Suharsimi. 2006. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT. Rineka Cipta.
- Arikunto, Suharsimi. 2006. *Dasar-Dasar Evaluasi Pendidikan*. Jakarta: Rineka Cipta
- Best, J. W. 1981. *Research in Education*. New Jersey: Prentice Hall Inc.
- Brown, H.D. 2004. *Language Assessment: Principles and classroom practice*. New York: Pearson Education.
- Cambrigde software English Advanced Dictionary. Third edition.
- Cook, J. Stanley, Richard W, Suter. 1999. *The Scope of Grammar: A Study Modern English*. United States of America: McGraw-Hill, Inc.
- Depdiknas. 2006. *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. Jakarta: Depdiknas.
- Frank, Marcella.1972. *Modern English*. New York University: Englewood Cliffs, New Jersey.
- Finocchiaro, M. 1974. *English as a Second Language from Theory to Practice*. New York: Regents Publishing Company, Inc.
- Gerot, L., and P. Wignell. 1994. *Making Sense of Functional Grammar*. Sydney: Gerd Stabler.
- Harris, D. P. 1969. *Testing English as a Second Language*. New York: McGraw-Hill.
- Hartoyo. 2009. *Research Method in Education*. Semarang: Semarang State University press.
- Hartoyo. 2006. Grammar in the teaching of EFL in Indonesia. Semarang: PELITA INSANI.
- Hewings, Martin.1999. *Advanced Grammar in Use: A self-study reference and practise book for advanced learners of English..* Cambridge: Cambridge University Press.

- Johnson, D. W. & Johnson, R.T. 1991. *Learning Together and alone: Cooperative, Competitive, and Individualistic learning*. Boston: Allyn and Bacon.
- Kagan, S. 2004. Cooperative learning. San Clemete. CA: Kagan Publishing. Available at [www.KaganOnline.com](http://www.KaganOnline.com) [accessed 2010/05/04]
- Isjoni, 2009. *Pembelajaran Kooperatif Meningkatkan Kecerdasan Komunikasi Antar Peserta Didik*, Yogyakarta: Pustaka Belajar,.
- Lie, Anita. 2008. *Cooperative Learning (Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas )*. Jakarta: PT. Grasindo.
- Mujiyanto, Y. 2009. *Petunjuk Penulisan Skripsi*. Semarang: English Department.
- Mulyasa, E. 2006. *Kurikulum Tingkat Satuan Pendidikan*. Bandung: Rosda
- Mulyasa, Enco. 2006. *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan*. Bandung : PT. Remaja Rosdakarya..
- Nunan, D. 1993. *Designing Task for Communicative Classroom*. Cambridge: University press.
- Nunan, D. 2003. *Practical English Language Teaching*. New York: Mc Graw-Hill.
- Purwanto, *Metodologi Penelitian Kuantitatif untuk Psikologi dan Pendidikan*, Yogyakarta : Pustaka Belajar, 2008.
- Parrot, Martin. 2000. *Grammar for English Language Teachers*. Cambridge: Cambridge University press.
- Raymond, Murphy. 1985. *English Grammar in use*. New York (USA): Cambridge University press.
- Richards, J. C. 2006. *Cooperative Learning and Second Language Teaching*. Cambridge: Cambridge University press.
- Usman, Moh.Uzer, *Menjadi Guru Profesional*, Bandung: Remaja Rosdakarya,
- Saleh, M. 2010. *Statistics in Educatioanal Research Handout and Assignments*; Faculty of Language and Arts, English Department: Semarang State University.
- Saleh, M. 2001. *Pengantar Praktik Penelitian Pengajaran Bahasa*. Semarang: IKIP Semarang Press.

- Slavin, Robert E. 2008. *Cooperative Learning (Teori, Riset dan Praktik)*. Bandung : Nusa Media
- Suprijono, Agus. 2009. *Cooperative Learning: Teori dan Aplikasi PAIKEM*. Yogyakarta : Pustaka Pelajar.
- Sugiyanto. 2008. *Model - Model Pembelajaran Inovatif*. Surakarta: Panitia Sertifikasi Guru ( PSG ) Rayon 13 Surakarta.
- Sugiyono. 2010. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, kualitatif dan R&D*). Bandung: Alfabeta
- Sugiyono, 2007. *Statistika untuk Penelitian*, Bandung: CVAlfabeta.
- Sudjana, Nana. et al. 2007. *Penelitian dan Penilaian Pendidikan*. Bandung : Sinar Baru Algensindo.
- Theodore. S. Rogers, and Jack C. Richard, 2001. *Approaches and Methods in Language Teaching*, New York: Cambridge.
- Sudarwati, M, dkk. 2007. *Look Ahead An English Course 2*. P.T Erlangga.
- Yusak, M. , Rohani, and Rudi Hartono.2005. *Literary Approach a Handbook for Eleventh Grade*.Semarang:P.T Aneka Ilmu.



# APPENDICES



## Appendix 1

## LIST STUDENTS'NAME

## TRY OUT CLASS

## PRE-TEST TRY-OUT

No	Name	Code	Class
1	AGNES TRI SETIAN A.	T-01	XI IPS 1
2	AKHMAD ARFIYANTO	T-02	
3	AMALIZA DESY N.	T-03	
4	AMALIA FATMALA SARI	T-04	
5	ANA SUHARTI	T-05	
6	ANANG WAHYU K.	T-06	
7	AQDHI ATI PUSPITA MEGA	T-07	
8	AUDITA PUTRI N.	T-08	
9	EDWAN YOGI ANDREAN	T-09	
10	EKA NOVITA RISNAENY	T-10	
11	EMILIA SANDI	T-11	
12	FANI ALFIAN PARANDITA	T-12	
13	HARMIGA MULYO F.	T-13	
14	HARYA MEGANANDHA	T-14	
15	HESTI IRYANINGSIH	T-15	
16	IMAM BAIHAQI MUSLIM	T-16	
17	MUHAMMAD REZA	T-17	
18	IMAM DWI CAHYO	T-18	
19	KHAIRUL ANAM	T-19	
20	MAULANA OJI HENDARTO	T-20	
21	M. ARIFIYAN	T-21	
22	MEGAWATI DYAH P.	T-22	
23	NANIK ISNAENI	T-23	
24	NASTAH JUDIN	T-24	
25	NITA RATNANINGSIH	T-25	
26	NOVIA IZZATUL KHUSNA	T-26	
27	PRIYANTI	T-27	
28	RETNO MURTIANI	T-28	
29	RINI MAHANANI	T-29	
30	ROFIKA HARDIYANTI	T-30	
31	ROHADI	T-31	
32	RUSDIANTO	T-32	
33	SUCI WULAN DINI	T-33	
34	YOGI SURYA KUSUMA A.	T-34	

**POST-TEST TRY-OUT**

No	Name	Code	Class XI IPS 3
1	ADHIGUNO SUMBOGO	T-01	
2	ALFIF NUR MIRZA M.	T-02	
3	ANDIKA RAHMA H.	T-03	
4	ANNISA ZAKY WALIN	T-04	
5	ARIFUDIN	T-05	
6	CHEVIN BENNY TRISTIAN	T-06	
7	DHIAN KURNIA I.	T-07	
8	DIAN RISKIANTI	T-08	
9	DWI PRIYANTOMO	T-09	
10	DWI RIZKI ANA SAFITRI	T-10	
11	EKA CIPTA M.	T-11	
12	EKA FEBRIANI	T-12	
13	EKA NOVA HADIYANTO	T-13	
14	ESTI SUSILOWATI	T-14	
15	EVA FITRIANA	T-15	
16	FATIKHATUL ULFA	T-16	
17	FLORA ENDAH LESTARI	T-17	
18	IRFAN PRASETYO	T-18	
19	IRMA OCTAVIANTI	T-19	
20	LAELY MAGHFIROH	T-20	
21	LISTYANINGSIH	T-21	
22	MEIVIANI MULYA R.	T-22	
23	NOFI ARIF KHOLILI	T-23	
24	NUR CHASANAH	T-24	
25	ONIE YULYANA	T-25	
26	PADMA FADYARANI	T-26	
27	RANDY ANUGRAH P.	T-27	
28	RIKKI FARDIEATNO	T-28	
29	RIYAN MARDIYANSYAH	T-29	
30	SIGIT JANU PURWANTO	T-30	
31	SONI SANTOSO	T-31	
32	SUDIYANTO	T-32	
33	TRIA LUTVIANI	T-33	

## Appendix 2

### LIST STUDENTS'NAME EXPERIMENTAL CLASS

No	Name	Code
1	ALISTYA RINTIK W.	E-01
2	ANDI PRASETYO	E-02
3	ANIS ROSIDA	E-03
4	ANNA VIONITA	E-04
5	ARDI PRASTIO	E-05
6	ARIF SETIYAWAN	E-06
7	CECEP GORBACEV	E-07
8	DEWI MASITHOH	E-08
9	DWI NOVYARSIANI	E-09
10	DIAFEN LIBERIA W.	E-10
11	EKO EDI SANTOSO	E-11
12	EKO YULISTIYANTO	E-12
13	ELI NURKHAYATI	E-13
14	HIMAWAN ARDIAN S.	E-14
15	KRITIONO HADI W.	E-15
16	LARAS SENTIANI	E-16
17	LUTVIANTO ANDI N.	E-17
18	MOKHAMAD AKROM	E-18
19	M. KHAERUL UMAM	E-19
20	MUGIO SIWI P.	E-20
21	MUSTAQ KHUSNAENI	E-21
22	NADYA GHINA L.	E-22
23	NAILI NIKMAH	E-23
24	NISROCHA	E-24
25	PURWANING RIYASTUTI	E-25
26	RIAN ADE PRATAMA	E-26
27	RISKA YUNINGSIH	E-27
28	RUTH DWI ASTIANI	E-28
29	SEPTIAN ADY NUGROHO	E-29
30	SHINTA AMALIA	E-30
31	TRI INDAH SARI	E-31
32	TRI ISMAWATI	E-32
33	TRIANAH	E-33
34	UBAIDILAH	E-34
35	YUSSI FATMA NUR H.	E-35

### Appendix 3

#### LIST STUDENTS'NAME

#### CONTROL CLASS

No	Name	Code
1	ADY RUKMANA	C-01
2	AENI AMANAH	C-02
3	AHMAD MUSRIN	C-03
4	AINUL IMAN	C-04
5	ANGGA RYAN O.	C-05
6	ANTIKA SARI	C-06
7	ARIYANTO	C-07
8	DANANG PRABOWO	C-08
9	EKA WIHANDAYANI	C-09
10	FEPRILIA IKA YUSTITA	C-10
11	FERA DIAS ANDIKA	C-11
12	FREYDA DWI HAPSARI	C-12
13	HENDRI MULYANI	C-13
14	GHIMMATUN NAFI'AH	C-14
15	ILHAM RAZZULA GIZANU	C-15
16	INDHA SETIYAWATI	C-16
17	IZA INGGIT HERMALIA	C-17
18	JODHI PUTRA D.	C-18
19	MUH ADJI WINATA	C-19
20	NAVAY RISKAYANU	C-20
21	NOVI RIA KURNIAWATI	C-21
22	NUGROHO PRASTYO	C-22
23	NURUL HIDAYATI	C-23
24	PRICILIA NUR WITANTIWI	C-24
25	PUPUT PARSTYO	C-25
26	REZA SETYA PERMANA	C-26
27	RHENDY DIRGAWANI	C-27
28	ROFIATUN	C-28
29	SATRIA WIBOWO PW.	C-29
30	SRIWATI	C-30
31	SUNARTO	C-31
32	TIFFANY YOMA	C-32
33	TRI MEGA SARI	C-33
34	YAN BASTIAN ADHY S.	C-34
35	YULIA FITAYANI	C-35

## Appendix 4

### Kelas XI, Semester 2

Standar Kompetensi	Kompetensi Dasar
<p><b>Mendengarkan</b></p> <p>4. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p>10.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p> <p>10.2 Merespon makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p>
<p>5. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>10.2 Merespon makna dalam teks fungsional pendek resmi dan tak resmi yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>10.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>
<p><b>Berbicara</b></p> <p>6. Mengungkapkan makna dalam teks percakapan</p>	<p>10.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things</i></p>

Standar Kompetensi	Kompetensi Dasar
<p>transaksional dan interpersonal resmi dan berlanjut (<i>sustained</i>) dalam konteks kehidupan sehari-hari</p>	<p><i>done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih</p> <p>10.2 Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) resmi dan berlanjut (<i>sustained</i>) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur: menyatakan perasaan malu, menyatakan perasaan marah, dan menyatakan perasaan jengkel</p>
<p>7. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari</p>	<p>10.2 Mengungkapkan makna dalam teks fungsional pendek resmi dan tak resmi dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p>
	<p>dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>
<p><b>Membaca</b></p> <p>8. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative</i>, <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses</p>	<p>10.2 Merespon makna dalam teks fungsional pendek (misalnya <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan</p>

Standar Kompetensi	Kompetensi Dasar
ilmu pengetahuan	10.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>
9.	<p>10.2 Mengungkapkan makna dalam teks fungsional pendek (misalnya <i>banner</i>, <i>poster</i>, <i>pamphlet</i>, dll.) resmi dan tak resmi dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari</p> <p>10.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i>, <i>spoof</i>, dan <i>hortatory exposition</i></p>



## Appendix 5 Lesson Plan Experimental Group

TREATMENT 1
-------------

### LESSON PLAN FOR EXPERIMENTAL GROUP

School	: SMA N 1 Subah
Subject	: English
Grade/Semester	: XI/2
Text Type	: Narrative Text
Language content	: Grammar Simple Past Tense
Time Allotment	: 1 meeting ( 2 x 45')
Standar Kompetensi	: <b>11. Membaca</b>  Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
Kompetensi Dasar	: 11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative, spoof, dan hortatory exposition</i>

### INDICATORS

1. identify the model/ pattern of simple past tense
2. identify kinds of regular verbs
3. identify kinds of irregular verbs (Verb II)
4. identify the origin verbs of Verb II

5. transforming the verbs<sub>1</sub> to verbs<sub>2</sub>.

## B. OBJECTIVES

In the end of study, 85% students are able to :

1. identify the model/ pattern of simple past tense
2. identify kinds of regular verbs (Verb II)
3. identify kinds of irregular verb
4. identify the origin verbs of Verb II
5. transform the verbs<sub>1</sub> to verbs<sub>2</sub>.

## C. Learning Material (Appendix 2)

- ∅ Narrative text
- ∅ simple past tense
- ∅ regular and irregular verbs (Verb II)

## D. Method:

- ∅ Cooperative learning (grouping)
- ∅ Presentation/explanation
- ∅ Question and answer
- ∅ Giving worksheet
- ∅ Group discussion (*Course Review Horay cooperative learning*)

## Learning Steps

### 1. Opening (5 minutes)

- ∅ The teacher greets the students and checks the roll.
- ∅ The students are asked to make a group of five/six and arrange the seats into circle.
- ∅ The teacher asks students whether they have ever read, watch, or listen story.
- ∅ The teacher tells the students a story (Cinderela story) orally as BKOF (Building Knowledge of the Field). (Appendix 1)

### 2. Main Activities (15 minutes)

#### a. Exploration

- ∅ The teacher shows the students the written form of the story that has already told by using LCD.

- ⊗ The teacher asks the students to identify the tense that is used in the text.
- ⊗ The teacher distributes the students the learning material. (appendix 1).
- ⊗ The teacher explains the grammar/language features used in the text especially simple past tense.
- ⊗ The teacher explains about regular and irregular verbs in simple past tense.

#### **b. Elaboration**

- ⊗ The students are given worksheet/list of questions (appendix 3).
- ⊗ Students are asked to discuss the simple past tense in the text using the method of *Course review Horay*
- ⊗ The implementation of Course review Horay technique in measure students' understanding. The students are divided into groups. Every group are given **understanding card** (Appendix 4) by the teacher. The understanding card that will be filled answers from teacher's questions appropriate to the selected number. The teacher will read the question randomly and the students will write the answer into the understanding card appropriate to the number that mentioned by the teacher and then immediately discussed. The question is discussed in five minutes.
- ⊗ After finding the answer the representative of the group firstly raise the hand to answer the question. It will be such kind of quiz that is grabbing session. The quickest group will have a chance to answer the question. If the answer correct, they will shout "Horay" allowed by the other groups who have correct answer too.

#### **c. Confirmation**

- ⊗ The teacher gives comments and reinforcement for each group.
- ⊗ The Teacher asks students whether there is still difficulty in today's lesson.
- ⊗ The teacher does reflection.

### **3. Closing (5 minutes)**

- ⊗ Teacher closes the meeting.

### Learning Source

1. Text book which is relevant to the students' level:
  - ⊗ English Texts in Use published by Aneka Ilmu.
  - ⊗ Look Ahead an English Course published by Erlangga
2. LCD (Power Point Presentation)
3. Betty Azhar “understanding and using English grammar”

### Rubric of Assesment

No.	Indicator	Technique	Instrument	Example
1.	Students are able to identify words showing simple past tense.	written test	short answer	Identify the tense in the text
2.	Students are able to find regular and irregular verbs in the text.	written test	question and answer	Find words showing simple past tense (regular and irregular verbs).
3.	Students are able to identify the origin verbs of the Verbs <sub>2</sub>	written test	Short answer	Find the origin verbs of Verbs <sub>2</sub> of the text.

## H. APPENDICES

### 1. APPENDIX 1

- **Building knowledge of the field of Narrative text**

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

- **Building knowledge of the field of Simple Past tense**
- She goes to the supermarket to buy some daily needs.
- She went to the supermarket to buy some daily needs yesterday.

- She was going to super market to buy some daily needs when I came to her house.
- Basic Questioning:
  1. Which sentence that shows simple past tense?
  2. Is the third sentence there's a clause belong to simple past tense?
  3. So, what can you conclude what the simple past it is.

## 2. APPENDIX 2

### MATERIAL OF LEARNING

#### Narrative Text

##### Ciri Umum:

##### (a) Tujuan Komunikatif Teks:

Menghibur pendengar atau pembaca (yang bertalian dengan pengalaman nyata, khayal atau peristiwa pelik yang mengarah ke suatu krisis, yang pada akhirnya menemukan suatu penyelesaian).

##### (b) Struktur Teks:

- Evaluation : a stepping back to evaluate the plight
- Complication : a crisis arises
- Resolution :the crisis is resolved, for better or for worse
- Re-orientation : optional
- Use of simple past tense

##### Menggunakan:

- \* *nouns* tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita, misalnya, *stepsisters, housework*, dsb.
- \* *adjectives* yang membentuk *noun phrase*, misalnya, *long black hair, two red apples*, dsb.
- \* *time connectives* dan *conjunctions* untuk mengurutkan kejadian-kejadian, misalnya *then, before that, soon*, dsb.
- \* *adverbs* dan *adverbial phrases* untuk menunjukkan lokasi kejadian atau peristiwa, misalnya *here, in the mountain, happily ever after*, dsb.
- \* *action verbs* dalam *past tense*; *stayed, climbed*, dsb.

- \* *saying verbs* yang menandai ucapan seperti: *said, told, promised*, dan *thinking verbs* yang menandai pikiran, persepsi atau perasaan tokoh dalam cerita, misalnya *thought, understood, felt*, dsb.

#### ❖ GRAMMAR

✚ Simple past tense indicates that an activity or situation began and ended at a particular time in the past or something that had happened in the past.

✚ FORMULA/PATTERN:

✚ (Positive) +                    **S + V<sub>II</sub> (ed) + O**

(Negative) -                    **S + did + not + Verb<sub>I+</sub> + O**

(Interrogative) ?                **Did / be + S + V<sub>II</sub> + O**

✚ Time indications:

\* Yesterday

\* one day

\* when

\* Ago

\* last night, last. . .

\* for

#### CHART OF SIMPLE PAST TENSE



#### Meaning;

- At one particular time in the past, this happened. It began and ended in the past.
- The simple past tense indicates that an activity or situation began and ended *at particular time in the past*.
- If a sentence contains **when** and has the simple past in both clauses, the action in the “**when** clause” happen first.

### IRREGULAR vs. REGULAR VERBS

#### 1. REGULAR VERBS

- By adding “ed” to the infinitive forms the simple past tense in regular verbs.

Infinitive	Simple Past
To clean	Cleaned
To cross	crossed
To work	worked

- b. Verbs ending “e” add only “d”

Infinitive	Simple Past
To close	Closed
To delete	Deleted
To smoke	Smoked

- c. Verbs ending “y” following a consonant change the “y” into “i” before adding “ed”

Infinitive	Simple Past
To carry	Carried
To try	Tried
To cry	Cried

- d. Some verbs end in consonant-vowel-consonant, and for making past tense we should give double of the final consonant (-pp, -ll, etc) before adding “ed”  
Or Verbs that end in a vowel and a consonant.

Infinitive	Simple Past
To stop	Stopped
To label	Labelled
To rob	robbed

## 2. IRREGULAR VERBS

### 3. All three principal parts are different

a. Verb that pattern like:		<i>sing</i>	<i>sang</i>	<i>sung</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
begin	began	begun		
drink	drank	drunk		
b. Verb that pattern like:		<i>break</i>	<i>broke</i>	<i>broken</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
choose	chose	chosen		
speak	spoke	spoken		
weave	wove	woven		

c. Verb that pattern like:		<i>Blow</i>	<i>blew</i>	<i>blown</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
draw	drew	drawn		
grow	grew	grown		
throw	threw	thrown		
d. Verb that pattern like:		<i>drive</i>	<i>drove</i>	<i>driven</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
ride	rode	ridden		
rise	rose	risen		
write	wrote	written		
e. Verb that pattern like:		<i>wear</i>	<i>wore</i>	<i>worn</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
bear	bore	born		
forebear	forbore	foreborn		
f. Verb that pattern like:		<i>bite</i>	<i>bit</i>	<i>bitten</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
chide	chid	chidden		
hide	hid	hidden		
g. Verb that pattern like:		<i>Shake</i>	<i>shook</i>	<i>shaken</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
forsake	forsook	shaken		
shake	shook	shaken		
take	took	taken		
h. Verb that pattern like:		<i>give</i>	<i>gave</i>	<i>given</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
forbid	Forbad(e)	forbidden		
forgive	forgave	forgiven		
i. Verb that pattern like:		<i>mow</i>	<i>mowed</i>	<i>mowen</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
hew	hewed	hewn		
sew	sewed	sewn		
sow	sowed	sown		
j. Miscellaneous:		<i>be</i>	<i>was</i>	<i>been</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
dive	dove	Dived		
do	did	Done		
eat	ate	Eaten		
fall	fell	Fallen		
go	went	Gone		
lie	lay	lain		
See	saw	seen		
slay	slew	slain		

**Second and third principal parts are alike**



a. Verb that pattern like:		<i>hang</i>	<i>hung</i>	<i>hung</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
cling	clung	clung		
dig	dug	dug		
slink	slunk	slunk		
b. Verb that pattern like:		<i>feed</i>	<i>fed</i>	<i>fed</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
bleed	bled	bled		
dream	dreamt	dreamt		
feed	fed	fed		
c. Verb that pattern like:		<i>bring</i>	<i>brought</i>	<i>brought</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
buy	bought	bought		
catch	caught	caught		
teach	taught	taught		
d. Verb that pattern like:		<i>bend</i>	<i>bent</i>	<i>bent</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
lend	lent	lent		
spend	spent	spent		
bend	bent	bent		
e. Verb that pattern like:		<i>bind</i>	<i>bound</i>	<i>bound</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
find	found	found		
grind	ground	ground		
wind	wound	wound		
f. Verb that pattern like:		<i>pay</i>	<i>paid</i>	<i>paid</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
lay	laid	laid		
pay	paid	paid		
say	said	said		
g. Verb that pattern like:		<i>sell</i>	<i>sold</i>	<i>sold</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
resell	resold	resold		
retell	retold	retold		
tell	told	told		
h. Miscellaneous:		<i>abide</i>	<i>abode</i>	<i>abode</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
build	built	Built		
forget	forgot	Forgot		
hear	heard	heard		

## II. All three principal parts are alike

g. Verb that pattern like:		<i>Cost</i>	<i>cost</i>	<i>cost</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		

cast	cast	cast
hurt	hurt	hurt
read	read	read
rid	rid	rid
split	split	split

#### IV. First and third principal parts are alike

g. Verb that pattern like:		<i>come</i>	<i>came</i>	<i>come</i>
V <sub>I</sub>	V <sub>II</sub>	V <sub>III</sub>		
become	became	become		
rerun	reran	rerun		
run	ran	run		

### APPENDIX 3 ( Students worksheet in Meeting 1)

#### Text 1

#### ALI BABA

There once was a poor woodcutter. His name's Ali Baba. He lived in the small wooden house near the forest.

One day he was gathering wood in the forest when a band of thieves approached. He hid and watched them enter the cave that opened when they said the words "Open Sesame". After they departed, Ali Baba stood before the cave and gave the command; to his surprise, the cave opened to reveal an enormous supply of gold and treasures. Ali Baba packed some of the gold on his donkeys and returned home.

His brother, Qasim, a rich man but hardhearted merchant, discovered Ali Baba's new wealth, he demanded explanation. The next day Qasim visited the cave and greedily gathered as much as treasures as he could, but he forgot the formula for leaving the cave.

He was found and killed, and the thieves soon traced him to Ali Baba. They planned to kill him too, but Ali Baba's slave, Murganah, discovered and foiled their scheme. In gratitude, Ali Baba freed Murganah and married her.

#### Questions:

1. What kind of text is it?

2. There are 13 words showing simple past tense in paragraph 1 and 2. Find and mention those words showing past tense!

Classify/identify the words showing simple past tense in paragraph 3 and 4 into regular or irregular verbs!

4. There are 9 irregular and 2 irregular verbs in paragraph 3 and 4.

Classify/identify the words showing simple past tense in paragraph 3 and 4 into regular or irregular verbs!

5. Find and mention the origin words of words showing simple past tense in paragraph 1- 4!

## **Text 2**

### THE SMELL OF FRIED FISH

A poor traveller (stop) under the tree to eat his boiled rice and vegetables. A few metres away, there (be) small a shop where a woman was frying fish and selling it to travellers who were able to afford to pay for it. This woman (watch) the poor traveller carefully, and when he (finish) his food and (begin) to go, she shouted rudely, “You have not paid me for me for the fried fish!”

“But I have not had any fried fish!” he said. “But everyone can see that that you enjoyed the smell of my fried fish with your rice and vegetables, “(argue) the woman.

Soon the crowd (collect), although they supported the poor traveller, they had to admit that the wind had carried the smell of the fried fish to him. Finally, the woman (take) the poor traveller to a judge. The judge said, ‘ the woman says that the traveller (eat) his meal with the smell of her fried fish, and the traveller agrees that the wind was blowing from the woman’s shop and that it (carry) the smell of her fish to him, so he must pay for it. What does your fried fish cost? he asked the woman. “Twenty – five cents a plate, she (answer), delighted.

“Then go outside together, said the judge ‘The traveller must (hold) up a twenty – five cent piece so that its shadow falls on the woman’s hand. The price of the smell of a plate of fried fish was the shadow of twenty-five percents.

### **Questions:**

7. Change the verbs in the bracket in paragraph 1!
8. Classify the words in the bracket in paragraph 1 into regular or irregular verbs!
9. Change the verbs in the bracket in the paragraph 2!
10. Classify the words in the bracket in paragraph 1 into regular or irregular verbs!

### Text 3

#### A farmer and His Three Sons

A farmer (have) three sons. They were strong and young but never (agree) with one another. They often (quarrel) among themselves. The farmer had given them a lot of advice. But they always (turn) deaf ear. They (dislike) advice. The farmer (feel) very sad about it.

The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, "Bring me a few sticks." The farmer tied the sticks into a bundle. "Each of you, break this bundle of sticks said!" said the farmer. They did so, but they could not break it. Then, the farmer untied the sticks and gave each of his sons a stick.

Each of them (break) the stick easily in the twinkling of an eye. "There you are, my sons!", (shout) the farmer. "If you remain untied, you are strong. But if you quarrel with one another, you will be broken one by one easily. Do you understand what I mean?" At least, the advice (work) out. They lived in harmony and untied ever after. The farmer felt relieved. "Now I can die peaceful," he whispered.

### Questions:

11. Change the verbs in the bracket in the paragraph 1 into appropriate form!
12. Classify/identify the words showing simple past tense in the paragraph 1 into regular or irregular verbs!
13. There are 10 words showing simple past tense in paragraph 2. Find those words showing simple past tense in the paragraph 2 and please classify them into regular or irregular verbs. Mention the origin words of every word showing simple past tense!
14. Find the origin words of words showing past tense in the paragraph 2.

15. Change the verbs in the bracket in the paragraph 3 into appropriate form and classify each words showing simple past tense into regular or irregular form!

#### 4. APPENDIX 4

#### UNDERSTANDING CARD

Members of group :

1.                    2.                    3.                    4.                    5.                    6.  
**UNDERSTANDING CARD COURSE REVIEW HORAY**

1.		6.		11.	
2.		7.		12.	
3.		8.		13.	
4.		9.		14.	
5		10.		15.	

SCORE :

#### G. SCORING

Aspect	Score	Explanation	
		Level of achievement	Percentage
Correct items	0 / 1	Outstanding achievement.	93 – 100 % correct answers.
		Above achievement	85 – 92 % correct answers.
		Average achievement.	75 – 84 % correct answers.
		Below achievement.	60 – 74 % correct answers.
		Insufficient achievement.	Below 60 % correct answers.

Scoring:

1. Maximum correct items for each students : 20
2. To get a student's score we count the number of the correct answers and divide it with the maximum correct items, then we multiply it by 100
3. So the formula is :

$$\frac{\text{Correct answer}}{\text{Maximum correct answer}} \times 100$$

Example: Angga gets 15 correct answers, so his scores will be:

$$15/20 \times 100 = 75$$

Subah, 23 Maret 2011

Known,

English teacher

Student,

NASOKHA, S.pd

NIP. 19670372005011009

PUJI ASTUTI

NIM. 2201407167

PERPUSTAKAAN  
UNNES

## TREATMENT 2

## LESSON PLAN FOR EXPERIMENTAL GROUP

School : SMA N 1 Subah

Subject : English

Grade/Semester : XI/2

Text Type : Spoof and Narrative Text

Language content : Grammar

Simple Past Tense

Time Allotment : 1 meeting ( 1 x 45')

Standar Kompetensi : **11. Membaca**

Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar : 11.3 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

### A. INDICATORS

1. identify the origin verbs of verb II
2. identify the model/ pattern of simple past tense
3. identify kinds of regular verbs
4. identify kinds of irregular verb
5. transform the verbs<sub>1</sub> to verbs<sub>2</sub>

### C. OBJECTIVES

In the end of study, 85% students are able to :

1. identify the use of simple past tense
2. identify kinds of regular verbs (Verb II)
3. identify kinds of irregular verb

4. identify the origin verbs of Verb II
5. transform the verbs<sub>1</sub> to verbs<sub>2</sub>.

#### **D. Learning Material** (Appendix 2)

- ⊗ Spooof text
- ⊗ simple past tense
- ⊗ regular and irregular verbs (Verb II)

#### **Method:**

- ⊗ Cooperative learning (grouping)
- ⊗ Presentation/explanation
- ⊗ Question and answer
- ⊗ Giving worksheet
- ⊗ Group discussion (*Course Review Horay cooperative learning*)

#### **Learning Steps**

##### **1. Opening (5 minutes)**

- ⊗ The teacher greets the students and checks the roll.
- ⊗ The students are asked to make a group of five/six and arrange the seats into circle.
- ⊗ The teacher asks students whether they have ever read, watch, or listen funny/silly story that the ends unexpected or silly?
- ⊗ The teacher tells a funny/silly story to the students. (Appendix 1)
- ⊗ The teacher asks the students what kind of text that has already told.
- ⊗ The teacher shows the written form of the text of the story by using LCD.
- ⊗ The teacher asks the students to identify

##### **2. Main Activities (15 minutes)**

###### **a. Exploration**

- ⊗ The teacher distributes the students the learning material. (appendix 1)
- ⊗ The teacher explains the purpose, generic structure, and language feature of the text.



- ⊗ The teacher explains the grammar/language features used in the text especially simple past tense.
- ⊗ The teacher explains about regular and irregular verbs in simple past tense.

#### **b. Elaboration**

- ⊗ The students are given worksheet/List of question (appendix 3)
- ⊗ Students are asked to discuss the simple past tense in the text using the method of *Course review Horay*
- ⊗ The implementation of Course review Horay technique in measure students' understanding. The students are divided into group. Every group are given **understanding card** (Appendix 4) by the teacher. The understanding card that will be filled answers from teacher's questions appropriate to the selected number. The teacher will read the question randomly and the students will write the answer into the understanding card appropriate to the number that mentioned by the teacher and then immediately discussed. The question is discussed in five minutes.
- ⊗ After finding the answer the representative of the group firstly raise the hand to answer the question. It will be such kind of quiz that is grabbing session. The quicker will have a chance to answer the answer. If the answer correct, they will shout "Horay" allowed by the other groups who have correct answer too.

#### **d. Confirmation**

- ⊗ The teacher gives comments and reinforcement for each group.
- ⊗ The Teacher asks students whether there is still difficulty in today's lesson.
- ⊗ The teacher does reflection.

### **3. Closing (5 minutes)**

- ⊗ Teacher closes the meeting.

### Learning Source

1. Text book which is relevant to the students' level:
  - ⊗ English Texts in Use published by Aneka Ilmu.
  - ⊗ Look Ahead an English Course published by Erlangga
4. LCD (Power Point Presentation)
5. Betty Azhar "understanding and using English grammar"

### Rubric of Assesment

No.	Indicator	Technique	Instrument	Example
1.	Students are able to identify words showing simple past tense.	written test	short answer	Identify the tense in the text
2.	Students are able to find regular and irregular verbs in the text.	written test	question and answer	Find words showing simple past tense (regular and irregular verbs).
3.	Students are able to identify the origin verbs of the Verbs <sub>2</sub>	written test	Short answer	Find the origin verbs of Verbs <sub>2</sub> of the text.

## F. APPENDICES

### 1. APPENDIX 1

- **Building knowledge of the field of spoof text**

I had an amusing experience last year. After I had left a small village in the south of France, I drove on to the next town. On the way, a young man waved to me. I stopped and he asked me for a lift. As soon as he had got into the car, I said good morning to him in French and he replied in the same language.

Apart from a few words, I did not know any French at all. Neither of us spoke during the journey. I had nearly reached the town, when the young man suddenly said, very slowly, 'Do you speak English?' As I soon learnt, he was English himself!

## 2. APPENDIX 2

### MATERIAL OF LEARNING

#### Spoof Text

##### Tujuan Komunikatif Teks:

Menceritakan kejadian, peristiwa aneh atau lucu berdasarkan kejadian atau peristiwa dalam kehidupan nyata yang bertujuan menghibur, yang biasa diakhiri dengan sesuatu yang tidak diharapkan (*twist*).

##### (b) Struktur Teks:

- Pengenalan; (Orientation)
- Kejadian/peristiwa/kegiatan 1; (Event 1)
- Kejadian/peristiwa/kegiatan 2; (Event 2)
- Twist (akhir yang tidak terduga atau lucu).(provide the funniest part of the story)

##### (c) Ciri Kebahasaan:

- Disusun sesuai dengan urutan kejadian.
- Terfokus pada orang, binatang, benda tertentu;
- Menggunakan *action verbs*, misalnya *eat*, *run*;
- Menggunakan keterangan waktu dan tempat;
- Menggunakan *past tense*

### \* GRAMMAR FOCUS \*

✚ SIMPLE PAST TENSE

✚ IRREGULAR vs. REGULAR VERBS

## 1. APPENDIX 3

### (Students' Worksheet in Meeting 2)

#### Text 1

Do you speak English?

I had an amusing experience last year. After I had left a small village in the south of France, I drove on to the next town. On the way, a young man waved to me. I

stopped and he asked me for a lift. As soon as he had got into the car, I said good morning to him in French and he replied in the same language.

Apart from a few words, I did not know any French at all. Neither of us spoke during the journey. I had nearly reached the town, when the young man suddenly said, very slowly, 'Do you speak English?' As I soon learnt, he was English himself!

Task 3:

1. There are 7 words showing simple past tense. Please find and mention words showing simple past tense in paragraph 1.
2. Find and mention the origin verbs of the simple past tense in paragraph 1!
3. There are 6 words showing simple past tense in paragraph 2. Find and mention the words showing simple past tense.
4. Please find the origin verbs into of each words showing simple past tense in paragraph 2.

### **Text 2**

Jack (be) a young sailor. He (live) in England, but he (be) often away with his ship. One summer, he (come) back from a long voyage and (find) new neighbors near his mother's house. The (have) a pretty daughter and Jack soon (love) her very much. He (say) to her, "My next voyage will begin in a few days' time, Gloria, I love you, and I'll marry you a present from every port."

Jack first port (be) Freetown in Africa, and he (send) Gloria a parrot from there. It (speak) five languages. When Jack's ship (reach) Australia, there (be) a letter from Gloria. It (say),"Thank you for the parrot, Jack. It (taste) much better than a chicken."

Questions:

5. Please change the verbs in the bracket in sentence 1 of paragraph 1!
6. Please change the verbs in the bracket in sentence 2 of paragraph 1!
7. Please change the verbs in the bracket in sentence 1 and 2 of paragraph 2!
8. Please change the verbs in the bracket in sentence 3 and 4 of paragraph 2!

### **Text 3**

### Green, Pink, Yellow

One day an English teacher (teach) about colors. After he had been explaining, he (ask) his students. “Who can make a sentence using the words blue, yellow, and pink?”

James the smartest students in the class, quickly raised his hand and answered, “When the yellow morning Sun comes, I see a beautiful girl wearing a pink dress walking through the green grass”.

“Brilliant! James, you are very good students.” said the teacher.

“Me, me, Sir” John, the foolish students in the class said while raising his hand, and then said, “I heard the telephone ringing green, green, green, then I pink up the receiver and I said, “Yellow, who’s speaking there?”

Questions:

9. Please find verbs showing simple past tense in the text.
10. Find and mention the origin words of each words showing simple past tense.

### **Text 4**

The plane (be) late and detectives were waiting at the airport all morning. They (expect) a valuable parcel and diamonds from South Africa. A few hours earlier, someone had told the police that the thieves would try to steal the diamonds. When the plane arrived, some of the detectives were waiting inside the main building while the others were waiting on the airfield. Two men took the parcel of the plane and carried into the Custom House. While Why is your baby so different? How do you detectives were keeping guard at the door, two others were opening the parcel. To this surprise, the precious parcel was full of stones and sands!

11. Please find verbs showing simple past tense in the text.
12. Find and mention the origin words of each words showing simple past tense.

**Text 5**

Once, a man was walking in a park when he came across a penguin. He took him to a policeman and said, 'I have just found this penguin. What should I do?' The policeman replied, 'take him to the zoo'.

The next day the policeman saw the same man in the same park and the man was still carrying the penguin with him. The policeman was rather surprised and walked up to the man and asked, 'Why are you still carrying that penguin about? Didn't you take it to the zoo?'

'I certainly did,' replied the man.

'and it was a great idea because he really enjoyed it, so today I'm *taking* him to the moviest!

13. Please find the origin words of verbs showing simple past tense in paragraph 1.

14. Find and mention the origin words of each words showing simple past tense of paragraph 1.

15. Please find verbs showing simple past tense of paragraph 2!

**5. APPENDIX 4****UNDERSTANDING CARD**

**Group members :**

**1.                      2.                      3.                      4.                      5.                      6.**

**UNDERSTANDING CARD COURSE REVIEW HORAY**

1.		6.		11.	
2.		7.		12.	
3		8.		13.	
4		9.		14.	
5		10.		15.	

**SCORE :**

**G. Scoring**

Aspect	Score	Explanation	
		Level of achievement	Percentage
Correct items	0 / 1	Outstanding achievement.	93 – 100 % correct answers.
		Above achievement	85 – 92 % correct answers.
		Average achievement.	75 – 84 % correct answers.
		Below achievement.	60 – 74 % correct answers.
		Insufficient achievement.	Below 60 % correct answers.

Scoring:

4. Maximum correct items for each students : 15
5. To get a student's score we count the number of the correct answers and divide it with the maximum correct items, then we multiply it by 100
6. So the formula is :

$$\frac{\text{Correct answer}}{\text{Maximum correct answer}} \times 100$$

Example: Angga gets 15 correct answers, so his scores will be:

$$10/15 \times 100 = 67$$

Subah, 25 March 2011

Known,

English teacher

Student

NASOKHA, S.pd

PUJI ASTUTI

NIP. 19670372005011009

NIM. 2201407167

## TREATMENT 3

## LESSON PLAN FOR EXPERIMENT GROUP

School	: SMA N 1 Subah
Subject	: English
Grade/Semester	: XI/2
Text Type	: Narrative text and Spoof text
Language	: Grammar
component	Simple Past Tense
Time Allotment	: 1 meeting ( 1 x 45')
Standar Kompetensi	: <b>Mendengarkan</b> 8. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 8.2 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i> .
Standar Kompetensi	: <b>Berbicara</b> 10. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative</i> , <i>spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative</i> , <i>spoof</i> , dan <i>hortatory exposition</i>

## A. INDICATORS

1. Identify the model/ pattern of simple past tense.
2. Identify kinds of regular verbs.
3. Identify kinds of irregular verb (Verb II).
4. Identify the origin verbs of verb II.
5. Transform the verbs<sub>1</sub> to verbs<sub>2</sub>.



## B. OBJECTIVES

In the end of study, 85% students are able to :

1. Identify the model/ pattern of simple past tense.
2. Identify kinds of regular verbs.
3. Identify kinds of irregular verb (Verb II).
4. Identify the origin verbs of verb II.
5. Transform the verbs<sub>1</sub> to verbs<sub>2</sub>.

## C. Learning Material

- Telling Story (narrative text and Spoof text)
- Simple past tense (be, irregular and irregular verbs)
- THE PREVIOUS MATERIAL IN PREVIOUS MEETING

## D. Method:

- ∅ Cooperative learning
- ∅ Giving worksheet
- ∅ Group discussion (*Course Review Horay cooperative learning*)

## Learning Steps

### 1. Opening (5 minutes)

- ∅ The teacher greets the students and calls the roll.
- ∅ The students are asked to make a group of five/six and arrange the seats into circle.
- ∅ The teacher recalls students' memory about the previous material learning by giving some questions relates to the previous meeting.
- ∅ The teacher asks the students to explain what they have got in the previous meeting.
- ∅ The teacher tells students that they will listen some recorder about story of narrative and spoof

### 2. Main Activities (15 minutes)

#### a. Exploration

- ∅ The teacher reviews the previous meeting.

- ∅ The teacher reviews about simple past tense.
- ∅ The teacher reviews about kinds of regular verbs and regular verbs used in simple past tense.

#### **b. Elaboration**

- ∅ The students are given worksheet/List of question (appendix 1)
- ∅ The teacher plays the recorder.
- ∅ The students change the words in the bracket into simple past tense and fill in the blank that the answers are provide in recorder in group, therefore the students should pay attention to the recorder.
- ∅ Students are asked to discuss the simple past tense in the text using the method of *Course review Horay*
- ∅ The implementation of Course review Horay technique in measure students' understanding. The students are divided into group. Every group are given **understanding card** by the teacher. The understanding card that will be filled answers from teacher's questions appropriate to the selected number. The teacher will read the question randomly and the students will write the answer into the understanding card appropriate to the number that mentioned by the teacher and then immediately discussed.
- ∅ After finding the answer the captain of the group firstly raise the hand to answer the question. It will be such kind of quiz that is grabbing session. The quicker will have a chance to answer the answer. If the answer correct, they will shout "Horay" allowed by the other groups who have correct answer too.

#### **c. Confirmation**

- ∅ The students helped by the teacher review the material for the whole material about modals regular and irregular verbs of simple past tense used in narrative text.
- ∅ The teacher asks students whether there is still difficulty in today's lesson.
- ∅ The teacher does reflection.

### **3. Closing (5 minutes)**

⊗ Teacher closes the meeting.

### Learning Source and Media of Study

1. Text book which is relevant to the students' level:

⊗ English Texts in Use published by Aneka Ilmu.

⊗ Look Ahead an English Course published by Erlangga

2. CAMBRIDGE DICTIONARY (SOFTWARE)

3. Power Point Presentation

4. LCD

5. Betty Azhar “understanding and using English grammar”

6. Student's worksheet

### Rubric of Assesment

No.	Indicator	Technique	Instrument	Example
1.	Students are able to identify words showing simple past tense.	written test	short answer	Identify the tense in the text
2.	Students are able to find regular and irregular verbs in the text.	written test	question and answer	Find words showing simple past tense (regular and irregular verbs).
3.	Students are able to identify the origin verbs of the Verbs <sub>2</sub>	written test	Short answer	Find the origin verbs of Verbs <sub>2</sub> of the text.

### G. APPENDIX 1 (Student's worksheet)

#### ❖ Recorder

#### Listen Carefully!

Instructions:

- > Change the verbs in the bracket into simple past tense!
- > Complete the sentence with the answers below!

Transcript 1:

## The North wind and the Sun

The North and the Sun (*1. argue*) with each other about which each the more powerful. They (*2. see*) a man walking along a road and agrees that whichever of them could strip out him of his clothes first would be the deemed the strongest. "I'll blow his clothes right off his back" the North Wind (*3. declare*).

Gathering all of his strength around him in the shape of a fierce storm, he (*4. blow*) with all his might. But the more that he blew, the closer did the man pull his coat around him. The more the North Wind (*5. lash*) around him, the tighter did the man hold onto his hat. Eventually, his strongest gusts having (*6. fail*) to strip the man of his coat, the North Wind gave up trying. "Nice try", said the Sun. "Now watch a professional at work."

The Sun (*7. shine*) with all majesty and the North Wind storm clouds (*8. melt*) away. The sky (*9. turn*) blue and the air (*10. grow*) calm. The man (*11. leave*) the warmth of the Sun's rays and immediately (*12. begin*) to take off his coat.

The Sun *13.* \_\_\_\_ brighter still. As the air *14.* \_\_\_\_ increasingly hot the man *15.* \_\_\_\_ to remove more of his clothing. Eventually, overcome with the heat, he *16.* \_\_\_\_ completely and *17.* \_\_\_\_ into a nearby stream to escape the scorching heat of the Sun. The moral of this story is that persuasion is better than force.

shone	began	undressed
grew	turned	jumped

- **Listen Carefully!**

Transcript 2:

One day Nasreddin *18.* \_\_\_\_ to a dinner party. He was wearing old clothes. When he *19.* \_\_\_\_, nobody looked at him and nobody *20.* \_\_\_\_ him seat so Nasreddin went home and *21.* \_\_\_\_ his best clothes and went back to the party.

The host at once (**22. get up**) and came to meet him. He offered him to the best table and gave him a good seat and offered him best food and drink. Nasreddin (**23. sit**) and put on this coat in the food and said, “Eat, coat!” The guests (**24. be**) very surprised and asked him, “What are you doing, Nasreddin?” “When I came here with my old clothes, nobody (**25. look**) at m. Then, I went home and came back in my best clothes and you gave me the best food so you gave food to my clothes instead of me.

went	gave
came	put off

## H. SCORING

Aspect	Score	Explanation	
		Level of achievement	Percentage
Correct items	0 / 1	Outstanding achievement.	93 – 100 % correct answers.
		Above achievement	85 – 92 % correct answers.
		Average achievement.	75 – 84 % correct answers.
		Below achievement.	60 – 74 % correct answers.
		Insufficient achievement.	Below 60 % correct answers.

Scoring:

1. Maximum correct items for each students : 25
2. To get a student’s score we count the number of the correct answers and divide it with the maximum correct items, then we multiply it by 100
3. So the formula is :

$$\frac{\text{Correct answer}}{\text{Maximum correct answer}} \times 100$$

Example: Angga gets 15 correct answers, so his scores will be:

$$20/25 \times 100 = 75$$

Subah, 30 March 2011

Known,

English teacher

Student

NASOKHA, S.pd

NIP. 196703072005011009

PUJI ASTUTI

NIM. 2201407167

## Appendix 6 Lesson Plan of Control Group

TREATMENT 1
-------------

### LESSON PLAN FOR CONTROL GROUP

School	: SMA N 1 Subah
Subject	: English
Grade/Semester	: XI/2
Text Type	: Narrative text
Language	: Grammar
component	Simple Past Tense
Time Allotment	: 1 meeting ( 1 x 45')
Standar	: <b>Membaca</b>
Kompetensi	11. Memahami makna teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
Kompetensi Dasar	: 10.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative, spoof, dan hortatory exposition</i>
Standar	
Kompetensi	<b>Menulis</b>
	12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari
Kompetensi Dasar	10.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof, dan hortatory exposition</i> .

**A. INDICATORS**

1. Identify the model/ pattern of simple past tense
2. Identify kinds of regular verbs.
3. Identify kinds of irregular verb (Verb II)
4. Identify the origin verbs of verb II
5. Transform the verbs<sub>1</sub> to verbs<sub>2</sub>.

**C. OBJECTIVES**

In the end of study, 85% students are able to :

1. identify the model/ pattern of simple past tense.
2. Identify kinds of regular verbs.
3. Identify kinds of irregular verb.
4. Identify the origin verbs.
5. Transform the verbs<sub>1</sub> to verbs<sub>2</sub>.

**Learning Material** (Appendix 2)

- |                                |                                |
|--------------------------------|--------------------------------|
| a. Narrative text              | c. Regular and irregular verbs |
| b. Grammar : Simple Past tense |                                |

**Method:**

- ⊗ Lecturing
- ⊗ Question and answer
- ⊗ Giving worksheet/assignment
- ⊗ Individual work

**Learning Steps****1. Opening (5 minutes)**

- ⊗ The teacher greets the students and checks the roll.
- ⊗ The teacher asks students whether they have ever read, watch, or listen story.
- ⊗ The teacher tells the students a story (Cinderela story) orally as BKOF (Building Knowledge of the Field). (Appendix 1)

**2. Main Activities (15 minutes)****a. Exploration**

- ∅ The teacher shows the students the written form of the story that has already told by using LCD.
- ∅ The teacher asks the students to identify the tense that is used in the text.
- ∅ The teacher distributes the students the learning material. (appendix 1).

#### **b. Elaboration**

- ∅ After reading the teacher asks the students to focus on simple past tense especially regular and irregular verbs in the text.
- ∅ The students are given a worksheet. (Appendix 3)
- ∅ The students are asked to find the regular and irregular verbs in the text.
- ∅ After finding the irregular and regular verbs the students are asked to find the origin verbs.
- ∅ Students do the worksheet individually.
- ∅ After doing worksheet, the final of individual work result will be corrected by the other students.

#### **c. Confirmation**

- ∅ The students helped by the teacher review the material for the whole material about modals regular and irregular verbs of simple past tense used in narrative text.
- ∅ The teacher asks students whether there is still difficulty in today's lesson.
- ∅ The teacher does reflection.

### **2. Closing (5 minutes)**

- ∅ Teacher closes the meeting.

#### **Learning Source and Media of Study**

- a. Text book which is relevant to the students' level:
  - ∅ English Texts in Use published by Aneka Ilmu.
  - ∅ Look Ahead an English Course published by Erlangga
- b. LCD (Power Point Presentation)
- c. Betty Azhar "understanding and using English grammar"



## d. Student's worksheet

**Rubric of Assesment**

No.	Indicator	Technique	Instrument	Example
1.	Students are able to identify words showing simple past tense.	written test	short answer	Identify the tense in the text
2.	Students are able to find regular and irregular verbs in the text.	written test	question and answer	Find words showing simple past tense (regular and irregular verbs).
3.	Students are able to identify the origin verbs of the Verbs <sub>2</sub>	written test	Short answer	Find the origin verbs of Verbs <sub>2</sub> of the text.

**G. APPENDICES****3. APPENDIX 1****Activity 1**

- **Building knowledge of the field of Narrative text**

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

➤ **Basic Questioning:**

1. Do you know what kind of text is it?
2. What do you know about the text?
4. How about the language feature of the text? Please identify it.

- **Building knowledge of the field of Simple Past tense**

- She goes to the supermarket to buy some daily needs.
- She went to the supermarket to buy some daily needs yesterday.
- She was going to super market to buy some daily needs when I came to her house.

➤ Basic Questioning:

1. Which sentence that shows simple past tense?
2. Is the third sentence there's a clause belong to simple past tense?
3. So, what can you conclude what the simple past it is.

#### 4. APPENDIX 2

##### Material of learning

##### Narrative Text

##### Ciri Umum:

##### (a) Tujuan Komunikatif Teks:

Menghibur pendengar atau pembaca (yang bertalian dengan pengalaman nyata, khayal atau peristiwa pelik yang mengarah ke suatu krisis, yang pada akhirnya menemukan suatu penyelesaian).

##### (b) Struktur Teks:

- Evaluation : a stepping back to evaluate the plight
- Complication : a crisis arises
- Resolution :the crisis is resolved, for better or for worse
- Re-orientation : optional
- Use of simple past tense

##### Menggunakan:

\* *nouns* tertentu sebagai kata ganti orang, hewan dan benda tertentu dalam cerita, misalnya, *stepsisters, housework*, dsb.

\* *adjectives* yang membentuk *noun phrase*, misalnya, *long black hair, two red apples*, dsb.

\* *time connectives* dan *conjunctions* untuk mengurutkan kejadian-kejadian, misalnya *then, before that, soon*, dsb.

\* *adverbs* dan *adverbial phrases* untuk menunjukkan lokasi kejadian atau peristiwa, misalnya *here, in the mountain, happily ever after*, dsb.

\* *action verbs* dalam *past tense*; *stayed, climbed*, dsb.

\* *saying verbs* yang menandai ucapan seperti: *said, told, promised*, dan *thinking verbs* yang menandai pikiran, persepsi atau perasaan tokoh dalam cerita, misalnya *thought, understood, felt*, dsb.

### ❖ Grammar

✚ Simple past tense indicates that an activity or situation began and ended at a particular time in the past or something that had happened in the past.

✚ FORMULA/PATTERN:

✚ (Positive) + S + V<sub>II</sub> (ed) + O

(Negative) - S + **did** + **not** + Verb<sub>I</sub> + O

(Interrogative) ? **Did / be** + S + V<sub>I</sub> + O

✚ Time indications:

\* Yesterday

\* one day

\* when

\* Ago

\* last night, last. . .

\* for

### Meaning;

- At one particular time in the past, this happened. It began and ended in the past.
- The simple past tense indicates that an activity or situation began and ended *at particular time in the past*.
- If a sentence contains **when** and has the simple past in both clauses, the action in the “**when** clause” happen first.
- **IRREGULAR vs. REGULAR VERBS**

## 5. APPENDIX 3

### Activity 1 (Individual work)

#### Students' Worksheet in Meeting 1

#### ALI BABA

There once was a poor woodcutter. His name's Ali Baba. He lived in the small wooden house near the forest.

One day he was gathering wood in the forest when a band of thieves approached. He hid and watched them enter the cave that opened when they said the words "Open Sesame". After they departed, Ali Baba stood before the cave and gave the command; to his surprise, the cave opened to reveal an enormous supply of gold and treasures. Ali Baba packed some of the gold on his donkeys and returned home.

His brother, Qasim, a rich man but hardhearted merchant, discovered Ali Baba's new wealth, he demanded explanation. The next day Qasim visited the cave and greedily gathered as much as treasures as he could, but he forgot the formula for leaving the cave.

He was found and killed, and the thieves soon traced him to Ali Baba. They planned to kill him too, but Ali Baba's slave, Murganah, discovered and foiled their scheme. In gratitude, Ali Baba freed Murganah and married her.

#### **Questions:**

1. What kind of text is it?
2. There are 13 words showing simple past tense in paragraph 1 and 2. Find and mention those words showing past tense!

Classify/identify the words showing simple past tense in paragraph 3 and 4 into regular or irregular verbs!

4. There are 9 irregular and 2 irregular verbs in paragraph 3 and 4.

Classify/identify the words showing simple past tense in paragraph 3 and 4 into regular or irregular verbs!

5. Find and mention the origin words of words showing simple past tense in paragraph 1- 4!

**Text 2 (Individual work)****THE SMELL OF FRIED FISH**

A poor traveller (stop) under the tree to eat his boiled rice and vegetables. A few metres away, there (be) small a shop where a woman was frying fish and selling it to travellers who were able to afford to pay for it. This woman (watch) the poor traveller carefully, and when he (finish) his food and (begin) to go, she shouted rudely, “You have not paid me for me for the fried fish!” “But I have not had any fried fish!” he said. “But everyone can see that that you enjoyed the smell of my fried fish with your rice and vegetables, “(argue) the woman.

Soon the crowd (collect), although they supported the poor traveller, they had to admit that the wind had carried the smell of the fried fish to him. Finally, the woman (take) the poor traveller to a judge. The judge said, ‘ the woman says that the traveller (eat) his meal with the smell of her fried fish, and the traveller agrees that the wind was blowing from the woman’s shop and that it (carry) the smell of her fish to him, so he must pay for it. What does your fried fish cost? he asked the woman. “Twenty – five cents a plate, she (answer), delighted. “Then go outside together, said the judge “The traveller must (hold) up a twenty – five cent piece so that its shadow falls on the woman’s hand. The price of the smell of a plate of fried fish was the shadow of twenty-five percents.

**Questions:**

6. Change the verbs in the bracket in paragraph 1!
7. Classify the words in the bracket in paragraph 1 into regular or irregular verbs!
8. Change the verbs in the bracket in the paragraph 2!
9. Classify the words in the bracket in paragraph 1 into regular or irregular verbs!

**Text 3 (Individual work)****A farmer and His Three Sons**

A farmer (have) three sons. They were strong and young but never (agree) with one another. They often (quarrel) among themselves. The farmer had given

them a lot of advice. But they always (turn) deaf ear. They (dislike) advice. The farmer (feel) very sad about it.

The farmer thought a lot and then he thought up a good plan. He called his sons and ordered them, “Bring me a few sticks.” The farmer tied the sticks into a bundle. “Each of you, break this bundle of sticks said!” said the farmer. They did so, but they could not break it. Then, the farmer untied the sticks and gave each of his sons a stick.

Each of them (break) the stick easily in the twinkling of an eye. “There you are, my sons!”, (shout) the farmer. “If you remain untied, you are strong. But if you quarrel with one another, you will be broken one by one easily. Do you understand what I mean?” At least, the advice (work) out. They lived in harmony and untied ever after. The farmer felt relieved. “Now I can die peaceful,” he whispered.

### **Questions:**

10. Change the verbs in the bracket in the paragraph 1 into appropriate form!
11. Classify/identify the words showing simple past tense in the paragraph 1 into regular or irregular verbs!
12. There are 10 words showing simple past tense in paragraph 2. Find those words showing simple past tense in the paragraph 2 and please classify them into regular or irregular verbs.
13. Mention the origin words of every word showing simple past tense!
14. Find the origin words of words showing past tense in the paragraph 2.
15. Change the verbs in the bracket in the paragraph 3 into appropriate form and classify each words showing simple past tense into regular or irregular form!

### **H. Scoring**

Aspect	Score	Explanation	
		Level of achievement	Percentage
Correct items	0 / 1	Outstanding achievement.	93 – 100 % correct answers.
		Above achievement	85 – 92 % correct answers.
		Average achievement.	75 – 84 % correct answers.
		Below achievement.	60 – 74 % correct answers.
		Insufficient achievement.	Below 60 % correct answers.



## TREATMENT 2

## LESSON PLAN FOR CONTROL GROUP

School	: SMA N 1 Subah
Subject	: English
Grade/Semester	: XI/2
Text Type	: Spoof text
Language	: Grammar
component	Simple Past Tense
Time Allotment	: 1 meeting ( 1 x 45')
Standar Kompetensi	: <b>Menulis</b> 5. Mengungkapkan makna dalam teks esei berbentuk report, <i>narrative</i> , dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari.
Kompetensi Dasar	: 5.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i> .
Standar Kompetensi	: <b>Membaca</b> 6. Memahami makna teks fungsional pendek dan esei berbentuk <i>report</i> , <i>narrative</i> dan <i>analytical exposition</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan
Kompetensi Dasar	: 6.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: <i>report</i> , <i>narrative</i> , dan <i>analytical exposition</i> .

## A. INDICATORS

1. identify the model/ pattern of simple past tense



2. identify kinds of regular verbs
3. identify kinds of irregular verbs (verb II)
4. identify the origin verbs of verb II
5. transform the verbs<sub>1</sub> to verbs<sub>2</sub>.

#### **D. OBJECTIVES**

In the end of study, 85% students are able to :

1. identify the model/ pattern of simple past tense
2. identify kinds of regular verbs (Verb II)
3. identify kinds of irregular verb
4. identify the origin verbs of Verb II
5. transform the verbs<sub>1</sub> to verbs<sub>2</sub>.

#### **B. Learning Material**

1. Spooof Text
2. Simple Past tense
3. Regular and Irregular Verbs

#### **D. Method:**

- ∅ Lecturing
- ∅ Question and answer
- ∅ Giving worksheet/assignment
- ∅ Individual work

#### **D. Learning Steps**

##### **1. Opening (5 minutes)**

- ∅ The teacher greets the students and calls the roll.
- ∅ The teacher recalls students' memory about the previous material learning by giving some questions relates to the previous meeting.
- ∅ The teacher asks the students to explain what they have got in the previous meeting.
- ∅ The teacher gives building knowledge about spooof text. (appendix 1)
- ∅ The teacher distributes the students the material of learning. (Appendix 2)

##### **2. Main Activities (15 minutes)**

###### **a. Exploration**

- ∅ The teacher greets the students and checks the roll.
- ∅ The teacher asks students whether they have ever read, watch, or listen funny/silly story that the ends unexpected or silly?(giving building knowledge about the material). (Appendix 1)

- ∅ The teacher gives example about spoof text. (appendix 1)
- ∅ The teacher asks the student to read the text and ask some question about the text.
- ∅ The teacher explains spoof text (generic structure, language feature and purpose)

#### **b. Elaboration**

- ∅ The students are given a worksheet. (Appendix 3)
- ∅ In activity 1, the students are asked to find the regular and irregular verbs in the text, and difficult words.
- ∅ After finding the irregular and regular verbs the students are asked to find the origin verbs.
- ∅ In activity 2, the students are asked to change the verbs in the bracket into appropriate tense.
- ∅ After that the student are asked to classify the regular and irregular verbs in the text.
- ∅ After doing worksheet, the final of individual work result will be corrected by the other students.

#### **c. Confirmation**

- ∅ The students helped by the teacher review the material for the whole material about modals regular and irregular verbs of simple past tense used in spoof text.
- ∅ The teacher asks students whether there is still difficulty in today's lesson.
- ∅ The teacher does reflection.

### **3. Closing (5 minutes)**

- ∅ Teacher closes the meeting.

### Learning Source and Media of Study

1. Text book which is relevant to the students' level:
  - ∅ English Texts in Use published by Aneka Ilmu.
  - ∅ Look Ahead an English Course published by Erlangga
2. Pictures
3. LCD (Power Point Presentation)
4. Betty Azhar "understanding and using English grammar.
5. Student's worksheet

### Rubric of Assesment

No.	Indicator	Technique	Instrument	Example
1.	Students are able to identify words showing simple past tense.	written test	short answer	Identify the tense in the text
2.	Students are able to find regular and irregular verbs in the text.	written test	question and answer	Find words showing simple past tense (regular and irregular verbs).
3.	Students are able to identify the origin verbs of the Verbs <sub>2</sub>	written test	Short answer	Find the origin verbs of Verbs <sub>2</sub> of the text.

### G. Appendices

#### 6. APPENDIX 1 (Building Knowledge of the field)

Do you speak English?

I had an amusing experience last year. After I had left a small village in the south of France, I drove on to the next town. On the way, a young man waved to me. I stopped and he asked me for a lift. As soon as he had got into the car, I said good morning to him in French and he replied in the same language.

Apart from a few words, I did not know any French at all. Neither of us spoke during the journey. I had nearly reached the town, when the young man suddenly said, very slowly, 'Do you speak English?' As I soon learnt, he was English himself!

## 7. APPENDIX 2 (Learning material)

**Spoof Text****Tujuan Komunikatif Teks:**

Menceritakan kejadian, peristiwa aneh atau lucu berdasarkan kejadian atau peristiwa dalam kehidupan nyata yang bertujuan menghibur, yang biasa diakhiri dengan sesuatu yang tidak diharapkan (*twist*).

**(b) Struktur Teks:**

- Pengenalan; (Orientation)
- Kejadian/peristiwa/kegiatan 1; (Event 1)
- Kejadian/peristiwa/kegiatan 2; (Event 2)
- Twist (akhir yang tidak terduga atau lucu).(provide the funniest part of the story)

**(c) Ciri Kebahasaan:**

- Terfokus pada orang, binatang, benda tertentu;
- Menggunakan *action verbs*, misalnya *eat, run*;
- Menggunakan keterangan waktu dan tempat;
- Menggunakan *past tense*;
- Disusun sesuai dengan urutan kejadian.

**GRAMMAR FOCUS**

✚ **SIMPLE PAT TENSE**

✚ **REGULAR AND IRREGULAR**

## 8. APPENDIX 3 (Student's Worksheet)

**Activity 1 (Individual work)**

Do you speak English?

I had an amusing experience last year. After I had left a small village in the south of France, I drove on to the next town. On the way, a young man waved to me. I stopped and he asked me for a lift. As soon as he had got into the car, I said good morning to him in French and he replied in the same language.

Apart from a few words, I did not know any French at all. Neither of us spoke during the journey. I had nearly reached the town, when the young man suddenly said, very slowly, 'Do you speak English?' As I soon learnt, he was English himself!

Task 3:

1. What kind of text is it?
2. There are 7 words showing simple past tense. Please find and mention words showing simple past tense in paragraph 1.
3. Find and mention the origin verbs of the simple past tense in paragraph 1!
4. There are 6 words showing simple past tense in paragraph 2. Find and mention the words showing simple past tense and classify them into regular or irregular verbs!
5. Please find the origin verbs into regular and irregular verbs of each words showing simple past tense in paragraph 2.

### **Activity 2 (Individual work)**

#### **Text 2**

Jack (be) a young sailor. He (live) in England, but he (be) often away with his ship. One summer, he (come) back from a long voyage and (find) new neighbors near his mother's house. The (have) a pretty daughter and Jack soon (love) her very much. He (say) to her, "My next voyage will begin in a few days' time, Gloria, I love you, and I'll marry you a present from every port."

Jack first port (be) Freetown in Africa, and he (send) Gloria a parrot from there. It (speak) five languages. When Jack's ship (reach) Australia, there (be) a letter from Gloria. It (say), "Thank you for the parrot, Jack. It tasted much better than a chicken."

Question:

1. What kind of text is it?
2. Please change the verbs in the bracket into simple past tense in paragraph 1!
3. Classify them into regular or irregular verb!
4. Please change the verbs in the bracket into simple past tense in paragraph 2!
5. Classify them into regular and irregular verbs!

**Text 3**

## Green, Pink, Yellow

One day an English teacher (teach) about colors. After he had been explaining, he (ask) his students. “Who can make a sentence using the words blue, yellow, and pink?”

James the smartest students in the class, quickly raised his hand and answered, “When the yellow morning Sun comes, I see a beautiful girl wearing a pink dress walking through the green grass”.

“Brilliant! James, you are very good students.” said the teacher.

“Me, me, Sir” John, the foolish students in the class said while raising his hand, and then said, “I heard the telephone ringing green, green, green, then I pink up the receiver and I said, “Yellow, who’s speaking there?”

Questions:

9. Please find verbs showing simple past tense in the text.
10. Find and mention the origin words of each words showing simple past tense.

**Text 4**

The plane (be) late and detectives were waiting at the airport all morning. They (expect) a valuable parcel and diamonds from South Africa. A few hours earlier, someone had told the police that the thieves would try to steal the diamonds. When the plane arrived, some of the detectives were waiting inside the main building while the others were waiting on the airfield. Two men took the parcel of the plane and carried into the Custom House. While Why is your baby so different? How do you detectives were keeping guard at the door, two others were opening the parcel. To this surprise, the precious parcel was full of stones and sands!

11. Please find verbs showing simple past tense in the text.
12. Find and mention the origin words of each words showing simple past tense.

**Text 5**

Once, a man was walking in a park when he came across a penguin. He took him to a policeman and said, 'I have just found this penguin. What should I do?' The policeman replied, 'take him to the zoo'.

The next day the policeman saw the same man in the same park and the man was still carrying the penguin with him. The policeman was rather surprised and walked up to the man and asked, 'Why are you still carrying that penguin about? Didn't you take it to the zoo?'

'I certainly did,' replied the man.

'and it was a great idea because he really enjoyed it, so today I'm *taking* him to the moviest!

13. Please find the origin words of verbs showing simple past tense in paragraph 1.
14. Find and mention the origin words of each words showing simple past tense of paragraph 1.
15. Please find verbs showing simple past tense of paragraph 2!

#### H. Scoring

- |  |           |
|--|-----------|
| 1. Each score for number one is 2, so the total score is 10. | 10        |
| 2. The total score for number two is ten                     | 10        |
| The number of the score is 20                                | <u>20</u> |

So the maximum score is the total number divided by two 10

PERPUSTAKAAN Subah, 25 March, 2011

UNNES Known,

English Teacher

Student

NASOKA S. Pd

NIP. 19760408 200801 1009

PUJI ASTUTI

NIM. 2201407167

## TREATMENT 3

## LESSON PLAN FOR CONTROL GROUP

School	: SMA N 1 Subah
Subject	: English
Grade/Semester	: XI/2
Text Type	: Narrative text Spoof text
Language component	: Grammar Simple Past Tense
Time Allotment	: 1 meeting ( 1 x 45')
Standar Kompetensi	: <b>Mendengarkan</b> 9. Memahami makna dalam teks fungsional pendek dan monolog berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 8.3 Merespon makna dalam teks monolog yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof</i> , dan <i>hortatory exposition</i> .
Standar Kompetensi	: <b>Berbicara</b> 11. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> dalam konteks kehidupan sehari-hari
Kompetensi Dasar	: 10.2 Mengungkapkan makna dalam esei dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <i>narrative, spoof</i> , dan <i>hortatory exposition</i>



## A. INDICATORS

1. Identify the model/ pattern of simple past tense.
2. Identify kinds of regular verbs.
3. Identify kinds of irregular verb (Verb II)..
4. Identify the origin verbs of verb II.
5. Transform the verbs<sub>1</sub> to verbs<sub>2</sub>,

## B. OBJECTIVES

In the end of study,85% students are able to :

1. Identify the model/ pattern of simple past tense.
2. Identify kinds of regular verbs.
3. Identify kinds of irregular verb.
4. Identify the origin verbs.
5. Transform the verbs<sub>1</sub> to verbs<sub>2</sub>.

## Learning Material

- Telling Story (narrative text and Spoof text)
- Simple past tense (be, irregular and irregular verbs)

## Method:

- ∅ Lecturing
- ∅ Question and answer
- ∅ Giving worksheet
- ∅ Do the worksheet individually

## Learning Steps

### 1. Opening (5 minutes)

- ∅ The teacher greets the students and calls the roll.
- ∅ The teacher recalls students' memory about the previous material learning by giving some questions relates to the previous meeting.
- ∅ The teacher asks the students to explain what they have got in the previous meeting.
- ∅ The teacher tells students that they will listen some recorder about story of narrative and spoof text.

## 2. Main Activities (15 minutes)

### a. Exploration

- ∅ The teacher reviews the previous meeting.
- ∅ The teacher reviews about simple past tense.
- ∅ The teacher reviews about kinds of regular verbs and regular verbs used in simple past tense.

### b. Elaboration

- ∅ The teacher plays the recorder.
- ∅ The students are given a worksheet. (Appendix 1)
- ∅ The students are asked to match the answer appropriate to the recorder.
- ∅ The students change the words in the bracket into simple past tense that the answers are provide in recorder, therefore the students should pay attention to the recorder.
- ∅ After doing worksheet, the final of individual work result will be corrected by the other students.

### c. Confirmation

- ∅ The students helped by the teacher review the material for the whole material about modals regular and irregular verbs of simple past tense used in narrative text.
- ∅ The teacher asks students whether there is still difficulty in today's lesson.

- ∅ The teacher does reflection.

## 3. Closing (5 minutes)

- ∅ Teacher closes the meeting.

### Learning Source and Media of Study

#### 1. Text book which is relevant to the students' level:

- ∅ English Texts in Use published by Aneka Ilmu.
- ∅ Look Ahead an English Course published by Erlangga

#### 2. LCD

3. Power Point Presentation
4. Betty Azhar “understanding and using English grammar”
5. Student’s worksheet

### Rubric of Assesment

No.	Indicator	Technique	Instrument	Example
1.	Students are able to find the meaning of difficult words.	listening test	short answer	Find the meaning of these words.
2.	Students are able to find regular and irregular verbs in the text.	listening test	Short answer	Find words showing simple past tense (regular and irregular verbs).
3.	Students are able to identify the origin verbs of the Verbs <sub>2</sub>	written test	Short answer	Find the origin verbs of Verbs <sub>2</sub> of the text.

## G. APPNDICES

### 1. APPENDIX 1 (Student’s worksheet)

#### ❖ Recorder

Transcript 1:

#### The North wind and the Sun

The North and the Sun (1. argue) with each other about which each the more powerful. They (2. see) a man walking along a road and agrees that whichever of them could strip out him of his clothes first would be the deemed the strongest. “I’ll blow his clothes right off his back” the North Wind (3. declare).

Gathering all of his strength around him in the shape of a fierce storm, he(4. blow)with all his might. But the more that he blew, the closer did the man pull his coat around him. The more the North Wind (5. lash) around him, the tighter did the man hold onto his hat. Eventually, his strongest gusts having (6. fail) to strip the man of his coat, the North Wind (7. give) up trying. “Nice try”, said the Sun. “Now watch a professional at work.”

The Sun (8. shine) with all majesty and the North Wind storm clouds (9. melt) away. The sky (10. turn) blue and the air (11. grow) calm. The man (12.

leave) the warmth of the Sun's rays and immediately (13. begin) to take off his coat.

The Sun 14. \_\_\_\_ brighter still. As the air 15. \_\_\_\_ increasingly hot the man 16. \_\_\_\_ to remove more of his clothing. Eventually, overcome with the heat, he undressed completely and 17. \_\_\_\_ into a nearby stream to escape the scorching heat of the Sun. The moral of this story is that persuasion is better than force.

shone
-------

hegan
-------

Instructions:

1. Change the verbs in the bracket into simple past tense!
2. Complete the sentence with the answers below!

Transcript 2:

One day Nasreddin 18. \_\_\_\_ to a dinner party. He was wearing old clothes. When he 19. \_\_\_\_, nobody looked at him and nobody 20. \_\_\_\_ him seat so Nasreddin went home and \_\_\_\_ his best clothes and went back to the party.

The host at once (21. get up) and came to meet him. He offered him to the best table and gave him a good seat and offered him best food and drink.

Nasreddin (22. sit) and (23. put on) this coat in the food and said, "Eat, coat!"

The guests (24. be) very surprised and asked him, "What are you doing, Nasreddin?"

"When I came here with my old clothes, nobody (25. look) at m. Then, I went home and came back in my best clothes and you gave me the best food so you gave food to my clothes instead of me.

went	gave
came	put off

Instructios:

1. Change the verbs in the bracket into simple past tense!
2. Complete the answer with the answers above!

## H. SCORING

Aspect	Score	Explanation	
		Level of achievement	Percentage
Correct items	0 / 1	Outstanding achievement.	93 – 100 % correct answers.
		Above achievement	85 – 92 % correct answers.
		Average achievement.	75 – 84 % correct answers.
		Below achievement.	60 – 74 % correct answers.
		Insufficient achievement.	Below 60 % correct answers.

Scoring:

4. Maximum correct items for each students : 25
5. To get a student's score we count the number of the correct answers and divide it with the maximum correct items, then we multiply it by 100
6. So the formula is :

$$\frac{\text{Correct answer}}{\text{Maximum correct answer}} \times 100$$

Example: Angga gets 15 correct answers, so his scores will be:

$$20/25 \times 100 = 75$$

Subah, 26 March 2011

Known,

English teacher

Student

NASOKHA, S.pd

NIP. 19670372005011009

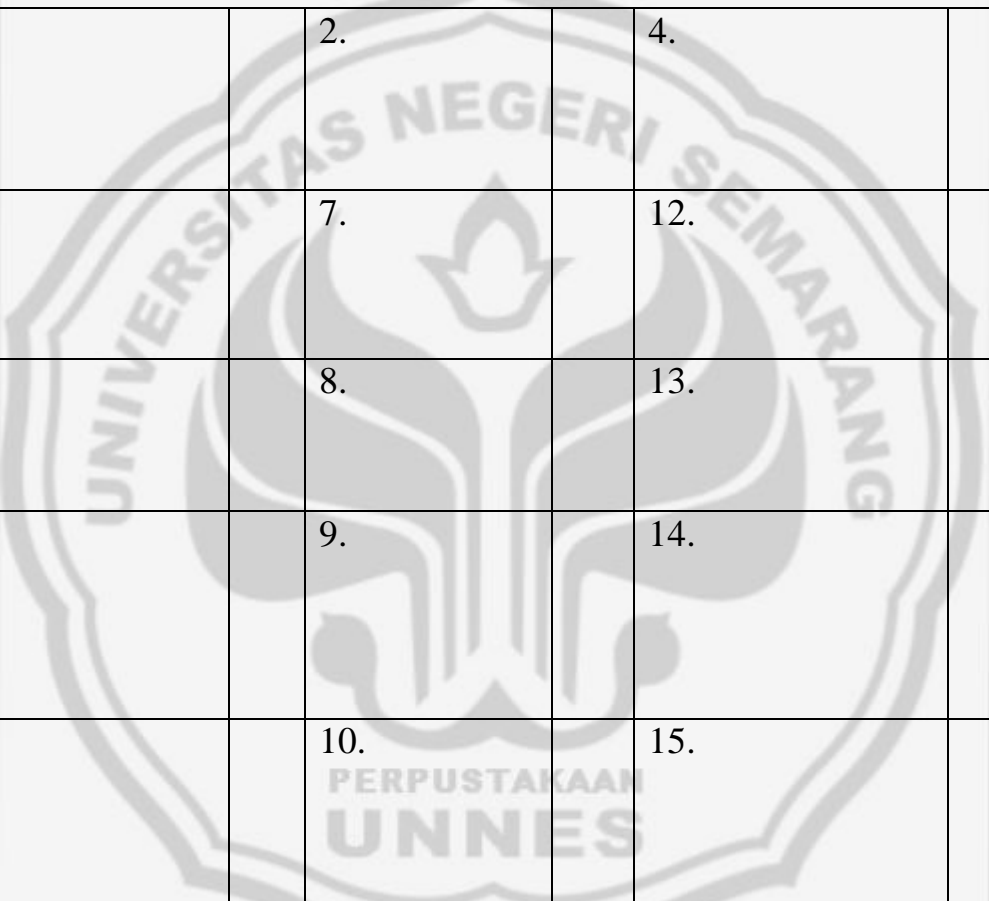
PUJI ASTUTI

NIM. 2201407167

## Appendix 7

## UNDERSTANDING CARD

1.		2.	4.	
2.		7.	12.	
3		8.	13.	
4		9.	14.	
5		10.	15.	



## Appendix 8 Lattice Work

### LATTICE WORK OF PRE-TEST DAN POST TEST

Level of Education: SMA

Test items : 50 items

Class : XI

Time : 50 menit

Subject : Bahasa Inggris

Item test type : Multiple-choice

<i>Kompetensi Dasar</i>	<i>Materi Pokok</i>	<i>Indikator</i>	<i>Sub Materi</i>	<i>Jumlah soal</i>
Mengungkapkan makna dalam teks esei berbentuk <i>report, narrative, dan analytical exposition</i> dalam konteks kehidupan sehari-hari.	• <i>Simple past tense</i>	.b. Identify regular and irregular verb in simple past tense. c. Identify and able to transform the verbs 1 into verbs 2. d. Identify affirmative and negative in simple past tense e. Identify (be) used in simple past tense	<i>a. Be</i>	5% 6 items
			<i>b. Regular verbs</i> <ul style="list-style-type: none"> <li>• By adding “ed” to the infinitive forms the simple past tense in regular verbs.</li> <li>• <i>Verbs ending “e” add only “d”.</i></li> <li>• Verbs ending “y” following consonant change the “y” into “i” before adding “ed”</li> </ul>	50% 24 items
			<i>c. Irregular verbs</i> <ul style="list-style-type: none"> <li>• <i>Pattern like sing sang, sung.</i></li> <li>• <i>Pattern like break, broke broken, etc</i></li> <li>• <i>pattern like dig, dug, dug</i></li> <li>• <i>pattern like hit, hit, hit, etc,</i></li> </ul>	45 % 20 items

## Appendix 9 Instrument of the Tryout tests

### TRYOUT OF PRE-TEST

#### English for eleventh grade of Senior High School

Name:

Student Number:

Score:

#### Petunjuk Pengisian Tes

1. Tujuan pengisian tes ini untuk melengkapi proses penelitian sebagai tugas akhir studi SI.
2. Hasilnya sangat mempengaruhi pada hasil olah data pada skripsi karena itu kejujuran dan keseriusan anda akan sangat membantu.
3. Sebelum anda menjawab, bacalah pertanyaan-pertanyaan dengan teliti
4. jawaban anda terjamin kerahasiaannya.
5. Pilih alternatif jawaban yang benar-benar sesuai dengan keadaan anda dengan memberikan tanda (x) pada huruf a, b, c atau d pada lembar jawaban anda.
6. Pilihlah kata dalam dalam kurung sesuai bentuk kata kerja yang benar.

• **Read carefully and change the verbs in the bracket into appropriate form!**

1. There was a car by the side of the road. It had been broken down and the driver was trying to repair it, so we (stop) to see if we could help.
 

a. stoped	c. are stopping
b. stopped	d. were stopping
2. The dog (think) whether he plunged into the water or just ran from his masker.
 

a. taught	c. thought
b. was thinking	d. thinks
3. My parent and I (be) at wedding party last night.
 

a. was	c. are
b. were	d. am
4. Bob hurt his finger when he was fixing his dinner last night. He accidentally (cut) it with a sharp knife.
 

a. cutted	c. cutting
b. cut	d. cuts



5. I don't have any money in my pocket at all. I (spend) my last dime yesterday. I'm flat broke.
- |                 |          |
|-----------------|----------|
| a. spended      | c. spent |
| b. was spending | d. spend |
6. Paul and I played tennis yesterday. He's much better than me, so he (win) easily.
- |          |                |
|----------|----------------|
| a. won   | c. wins        |
| b. wined | d. was winning |
7. I really didn't understand about simple past tense material. My English teacher (explain) the material too fast last week.
- |                   |                  |
|-------------------|------------------|
| a. explained      | c. has explained |
| b. was explaining | d. explains      |
8. Last Saturday night the local Council (held) a fancy dress ball for charity in the Town hall. The Lord Mayor, who came with his current lady, was dressed as Old King Cole.
- |           |                |
|-----------|----------------|
| a. hold   | c. held        |
| b. helded | d. was holding |
9. I phoned you last evening, but you didn't answer it. Where (be) you?
- |        |              |
|--------|--------------|
| a. was | c. have been |
| b. are | d. were      |
10. I'm trying to study. I (try) to study an hour ago, but something seemed to interrupt me. I think I'd better go to the library.
- |           |          |
|-----------|----------|
| a. tryed  | c. tried |
| b. trying | d. trys  |
11. Once, two men (travel) on a dusty and rough road that had no trees on its side. They were walking to a distant village during daylight to attend a wedding feast.
- |              |                   |
|--------------|-------------------|
| a. traveled  | c. were traveling |
| b. travelled | d. are travelling |
12. The policemen (catch) the bank robbers after chasing them for several hours.
- |            |                  |
|------------|------------------|
| a. catched | c. caught        |
| b. cought  | d. were catching |
13. He (swim) so far out from shore that the lifeguard signaled for him to come back.
- |             |                 |
|-------------|-----------------|
| a. swimmmed | c. swam         |
| b. swims    | d. was swimming |

14. I remember it distinctly. At 5.30 yesterday afternoon, I saw Jim walked into his car, (open) the door and got in.
- |            |            |
|------------|------------|
| a. opens   | c. opened  |
| b. openned | d. opening |
15. Last night while I was trying to fall asleep, I could hear in the next apartment (sing) and laughed.
- |           |                 |
|-----------|-----------------|
| a. singed | c. sang         |
| b. sung   | d. were singing |
16. Once upon a time an ant (fall) into a river accidentally. The poor ant struggled in the water. Fortunately, a dove up in the tree saw the ant and helped him.
- |           |                |
|-----------|----------------|
| a. felt   | c. was falling |
| b. falled | d. fell        |
17. My friend, Roy, died last year. He (leave) me his record player and his collection of gramophone records.
- |           |                |
|-----------|----------------|
| a. leaved | c. left        |
| b. leaves | d. was leaving |
18. We (write) a letter to him a month ago and we have just received an answer from him.
- |            |           |
|------------|-----------|
| a. writed  | c. writes |
| b. written | d. wrote  |
19. Jack was a young sailor. He (live) in England, but he was often away with his ship.
- |               |          |
|---------------|----------|
| a. was living | c. lived |
| b. lives      | d. left  |
20. One summer Jack (come) back from a long voyage and found new neighbours near his mother's house. They had a pretty daughter and Jack soon loved her very much.
- |               |             |
|---------------|-------------|
| a. comes      | c. has come |
| b. was coming | d. came     |
21. One day there was thieving in a jewelry store. The police tried to arrest them but the thieves (hide) behind the doorway until the police had gone past.
- |          |                |
|----------|----------------|
| a. hided | c. hid         |
| b. hide  | d. were hiding |
22. After I had left a small village in the south of France, I (drive) on to the next town.
- |           |           |
|-----------|-----------|
| a. driven | c. drove  |
| b. drived | d. drives |

23. The students (collect) ideas and organized the information they needed before they started writing composition.
- a. was collecting  
b. have collected  
c. collect  
d. collected
24. When Mrs. the little boy story last night, the boy fell asleep, so she (close) the book.
- a. has closed  
b. closed  
c. was closing  
d. closed
25. Policeman : What did you do?  
Man : I (run) across the street after the dog.
- a. ran  
b. run  
c. runned  
d. was running
26. John slumped in the bean bag, his arm (cross) and his face with a gloomy frown.
- a. was crossing  
b. crossed  
c. crosses  
d. has crossed
27. She was almost asleep last night when she suddenly (hear) someone knocking on the front door.
- a. heard  
b. hearing  
c. heard  
d. hears
28. After the band of thieves departed, Ali Baba (stand) before the cave and gave the command ;"open sesame" ; to his surprise opened to reveal an enormous supply and gold and treasures.
- a. standed  
b. was standing  
c. stands  
d. stood
29. The band of thieves (plan) to kill Ali Baba, but Ali Baba's slave, Murganah, discovered and foiled their scheme.
- a. planed  
b. were planning  
c. plan  
d. planned
30. The servant went to the shops and (clean) the officer's boots after he had returned from the shops.
- a. had cleaned  
b. cleaning  
c. cleaned  
d. cleans
31. My old friend had vacation in England last week. Yesterday she came back to Indonesia and (bring) many funny souvenirs from England.
- a. brings  
b. bringing  
c. brought  
d. bringed

32. He got up, took a bath, (dress) and went to the school.  
 a. dressing c. dresses  
 b. dressed d. had dressed
33. The dove (pick) a big leaf from the tree and then she dropped it into the ant.  
 a. picks c. was picking  
 b. picked d. has picked
34. He was a poor boy. His father (die) when he was ten years old.  
 a. was dying c. dead  
 b. died d. has died
35. Mr. Jones (return) to his hunting, but soon he heard the bell once more. This time, when he got back to his camp, the tent was burning, and Mrs. Jones was lying on the ground, with blood running from a big cut her shoulder.  
 a. returned c. returns  
 b. was returning d. has returned
36. There once a very famous general. He(be) very strong fine tall man. When the general was out riding with some friends, his horse stumbled and cast a shoe.  
 a. was c. were  
 b. is d. are
30. Alison's parent had been arguing all nonstop for three months now and finally they both (agree) to get a divorce. Alison was shattered as she heard these words while hiding a chair.  
 a. were agreeing c. agree  
 b. agreed d. agreed
31. Rawa Pening happened that Ki Ajar had a baby son, but amazingly the baby (be) a snake.  
 a. is c. was  
 b. are d. were
40. In his journey his ships (land) on a beach. The villagers recognized him, and the news ran fast in the town.  
 a. lend c. were landing  
 b. landed d. land
41. When the article (arrive), the editor read the first sentence and then refused to publish it.  
 a. arrove c. arriven  
 b. arrived d. arrives
42. The great ship, Titanic, (sail) for New York from Southampton on April 10<sup>th</sup> 1912.  
 a. have sailed c. sailing  
 b. had sailed d. sailed

43. The Johnson's house (burn) down yesterday. According to the inspector the lightning was caused by the fire.
- |                |               |
|----------------|---------------|
| a. had burned  | c. burned     |
| b. was burning | d. was burned |
44. Anna spent a lot of money because she bought a dress which (cost) \$100 yesterday.
- |           |             |
|-----------|-------------|
| a. cost   | c. costs    |
| b. costed | d. was cost |
45. Purbararang then set a bad plan with her fiance, Indrajaya. Together they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There (be) black dots all over her body.
- |        |          |
|--------|----------|
| a. was | c. being |
| b. are | d. were  |
46. Suddenly, Lutung Kasarung (change) into a very a handsome man. He was even more handsome than Indrajaya.
- |                |                 |
|----------------|-----------------|
| a. changes     | c. changed      |
| b. has changed | d. was changing |
47. Many years later, Malin Kundang (become) a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife.
- |                |            |
|----------------|------------|
| a. have become | c. became  |
| b. becomes     | d. becomed |
48. Goldilocks (wake) up. She was scared to death. She saw three angry bears looking at her. Goldilocks jumped out of bed. She ran out of the house and she never came back again.
- |              |               |
|--------------|---------------|
| a. has woken | c. was waking |
| b. woke      | d. wakes      |
48. Along came a little girl with blonde hair. She (be) Goldilocks. She walked into the house. She saw three bowls of porridge.
- |        |         |
|--------|---------|
| a. is  | c. are  |
| b. was | d. were |
49. Tom, a snow doll that stood proudly in a vast snow field, saw some lights in the distance. Those lights (be) from Jane and Hendrik's home, the two brothers who created him
- |         |        |
|---------|--------|
| a. were | c. is  |
| b. are  | d. was |
50. She tried to feel the porridge because she was hungry. She (feel) the first bowl, but it was too hot.
- |           |                |
|-----------|----------------|
| a. feeled | c. fell        |
| b. felt   | d. was feeling |

## TRYOUT OF POST-TEST

### English for eleventh grade of Senior High School

Name:

Student Number:

Score:

#### Petunjuk Pengisian Tes

1. Tujuan pengisian tes ini untuk melengkapi proses penelitian sebagai tugas akhir studi SI.
2. Hasil tes sangat mempengaruhi pada hasil olah data pada skripsi karena itu kejujuran dan keseriusan anda akan sangat membantu.
3. Sebelum anda menjawab, bacalah pertanyaan-pertanyaan dengan teliti
4. Pilih alternatif jawaban yang benar-benar sesuai dengan keadaan anda dengan memberikan tanda (x) pada huruf a, b, c atau d.
5. Pilihlah kata dalam dalam kurung sesuai bentuk kata kerja yang benar.

• **Read carefully and change the verbs in the bracket into simple past tense form!**

1. My little brother (shake) his head when my mother asked him to clean the house.
 

a. shaked	c. shook
b. has shaken	d. was shaking
  
2. Mary didn't throw her shoes away. She (keep) them well.
 

a. was keeping	c. keeps
b. kept	d. kepted
  
3. I don't have any money in my pocket at all. I (spend) my last dime yesterday. I'm flat broke.
 

a. spended	c. spent
b. was spending	d. spends
  
4. A friendly waiter taught me a few words of Italian. Then he (lend) me a book. I read a few lines, but I did not understand a word.
 

a. lended	c. lends
b. lent	d. was lending
  
5. Bob (hurt) his finger when he was fixing his dinner last night. He accidentally cut it with a sharp knife.
 

a. hurt	c. hurts
b. hurted	d. was hurting
  
6. There was a car by the side of the road. It had been broken down and the driver was trying to repair it, so we (stop) to see it if could do a favor.
 

a. stopped	c. stop
b. stoped	d. were stopping



16. The great ship, Titanic, (sail) for New York from Southampton on April 10<sup>th</sup> 1912.
- a. have sailed
  - b. sailed
  - c. was sailing
  - d. had sailed
17. The fox invited the stork for a dinner but the stork couldn't come as she (plan) to do something.
- a. planned
  - b. plans
  - c. planed
  - d. was planning
18. I was so surprised. My parents (pay) 35 billion rupiahs for their new house a week ago.
- a. pays
  - b. paid
  - c. payed
  - d. were paying
19. Last night while I was trying to fall asleep, I heard in the next apartment (sing) and laughed.
- a. singed
  - b. sung
  - c. sang
  - d. were singing
20. That was Geography lesson. The material was about Sumatra Island and the teacher (draw) a map of Sumatra on the blackboard on the last meeting.
- a. drew
  - b. has drawn
  - c. drawn
  - d. drew
21. He was so tired that he (lie) down for a while on a bed.
- a. lied
  - b. laid
  - c. lay
  - d. lain
22. Mr. William had a good baby. He never (cry) and his clothes were always clean.
- a. cry
  - b. cried
  - c. cryed
  - d. crying
23. The Anna spent a lot of money because she bought a dress which (cost) \$100 last Saturday.
- a. costs
  - b. costed
  - c. cost
  - d. were costing
24. The child burned himself when he was playing with matches, and then his mother (apply) some ointment to the injured areas.
- a. applied
  - b. was applying
  - c. has applied
  - d. applies
25. Somebody has asked for you just now. As you were out, we (tell) him to come back in the evening.
- a. were telling
  - b. tell
  - c. told
  - d. telled



26. A very strong wind (blow) when the train arrived at the station. It began to rain very heavily just as the passengers were getting off the train.
- |                |           |
|----------------|-----------|
| a. blew        | c. blowed |
| b. was blowing | d. blows  |
27. A burst of applause (greet) him when appeared on the stage. He had been out of the limelight for ten years.
- |            |                 |
|------------|-----------------|
| a. greets  | c. grote        |
| b. greeted | d. was greeting |
28. I asked I remember it distinctly. At 5.30 yesterday afternoon, I saw Jim walked into his car, (open) the door and got in.
- |            |                |
|------------|----------------|
| a. opens   | c. opened      |
| b. openned | d. was opening |
29. When I (reach) the scene of the accident, I saw that one of the cars overturned by the side of a ditch. The other car had a big dent on its bonnet.
- |                 |                 |
|-----------------|-----------------|
| a. reach        | c. was reaching |
| b. have reached | d. reached      |
30. The sun (shine) brightly and tall grass waved gently in the breeze. That was a fine day.
- |           |                |
|-----------|----------------|
| a. shined | c. shone       |
| b. shines | d. was shining |
31. I walked along a lonely path at night. Everything around me and I looked strange and new. It was so dark and the thunder was so terrible. I became very frightening and started to run. Footstep seemed follow me, then suddenly I (slip) and fell. That was only a dream.
- |                 |           |
|-----------------|-----------|
| a. slipped      | c. sliped |
| b. was slipping | d. slips  |
32. I watched a group of a deer which were grazing in the woods beyond. They followed the leader to a pool (drink) the water contentedly.
- |            |                  |
|------------|------------------|
| a. drinked | c. drank         |
| b. drunk   | d. were drinking |
33. The sacks of potatoes were being loaded into the boats when the inspector arrived. He commanded the men to stop work, and (order) one of the sacks to be opened.
- |                 |            |
|-----------------|------------|
| a. orderred     | c. ordered |
| b. was ordering | d. orders  |
34. The plane (be) late and the man had been waiting at the airport all morning.
- |              |         |
|--------------|---------|
| a. was being | b. was  |
| c. has been  | d. were |

35. The two men took the parcel off the plane and (carry) into the Customs House.  
 a. carried c. was carrying  
 b. carried d. carryd
36. Purbararang then set a bad plan with her fiance, Indrajaya. Together they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There (be) black dots all over her body.  
 a. had been c. was  
 b. are d. were
37. Gaston was so jealous that he encouraged all the villagers to go to kill Beast. He (lead) the way with an army of villagers.  
 a. led c. was leading  
 b. leaded d. leads
38. Once, there (be) three girls: an ugly redhead, a fat brunette, and a dumb blonde went to a club.  
 a. were b. are  
 c. was d. is
39. Gaston (fight) the Beast high a top the tower of the castle. The Beast didn't even defend himself. He missed Belle, but she had come to save the Beast.  
 a. fought c. fights  
 b. was fighting d. fought
40. Jack (ride) through the City Park and crossed the school's front lawn.  
 a. rode c. rides  
 b. rided d. was riding
41. Jane accused her friend sitting next to her of taking her Biology book because she didn't have one. In fact, she (forget) that she had put it in her bag after studying two days ago.  
 a. fogetted c. has forgotten  
 b. was forgetting d. forgot
42. Gulliver's second voyage took him to Brobdingnag. The people there (be) tremendous giants but better tempered than the Lilliputians.  
 a. was c. being  
 b. were d. are
43. I'm trying to study. I (try) to study an hour ago, but something seemed to interrupt me. I think I'd better go to the library.  
 a. tried c. was trying  
 b. tried d. trys



## Appendix 10 Instrument of Pre-test

### PRE-TEST

#### English for eleventh grade of Senior High School

#### Petunjuk Pengisian Tes

1. Tujuan pengisian tes ini untuk melengkapi proses penelitian sebagai tugas akhir studi SI.
  2. Hasilnya sangat mempengaruhi pada hasil olah data pada skripsi karena itu kejujuran dan keseriusan anda akan sangat membantu.
  3. Sebelum anda menjawab, bacalah pertanyaan-pertanyaan dengan teliti
  4. Jawaban anda terjamin kerahasiaannya.
  5. Pilih alternatif jawaban yang benar-benar sesuai dengan keadaan anda dengan memberikan tanda (x) pada huruf a, b, c atau d pada lembar jawaban anda.
  6. Pilihlah kata dalam dalam kurung sesuai bentuk kata kerja yang benar.
- **Read carefully and change the verbs in the bracket into appropriate form!**
    1. There was a car by the side of the road. It had been broken down and the driver was trying to repair it, so we (stop) to see if we could help.
 

a. stoped	c. are stopping
b. stopped	d. were stopping
    2. Bob hurt his finger when he was fixing his dinner last night. He accidentally (cut) it with a sharp knife.
 

a. cutted	c. cutting
b. cut	d. cuts
    3. I don't have any money in my pocket at all. I (spend) my last dime yesterday. I'm flat broke.
 

a. spended	c. spent
b. was spending	d. spend
    4. Paul and I played tennis yesterday. He's much better than me, so he (win) easily.
 

a. won	c. wins
b. wined	d. was winning
    6. I phoned you last evening but you didn't answer it. Where (be) you?
 

a. was	c. have been
b. were	d. are

7. I'm trying to study. I (try) to study an hour ago, but something seemed to interrupt me. I think I'd better go to the library.
- a. tried  
b. trying  
c. tried  
d. trys
8. The policemen (catch) the bank robbers after chasing them for several hours.
- a. caught  
b. cought  
c. caught  
d. were catching
9. He (swim) so far out from shore that the lifeguard signaled for him to come back.
- a. swimmmed  
b. swims  
c. swam  
d. was swimming
10. I remember it distinctly. At 5.30 yesterday afternoon, I saw Jim walked into his car, (open) the door and got in.
- a. opens  
b. openned  
c. opened  
d. opening
11. Last night while I was trying to fall asleep, I could hear in the next apartment (sing) and laughed.
- a. singed  
b. sung  
c. sang  
d. were singing
12. Once upon a time an ant (fall) into a river accidentally. The poor ant struggled in the water. Fortunately, a dove up in the tree saw the ant and helped him.
- a. felt  
b. falled  
c. was falling  
d. fell
13. My friend, Roy, died last year. He (leave) me his record player and his collection of gramophone records.
- a. leaved  
b. leaves  
c. left  
d. was leaving
14. We (write) a letter to him a month ago and we have just received an answer from him.
- a. writed  
b. written  
c. writes  
d. wrote
15. Jack was a young sailor. He (live) in England, but he was often away with his ship.
- a. was living  
b. lives  
c. lived  
d. left

16. One summer Jack (come) back from a long voyage and found new neighbours near his mother's house. They had a pretty daughter and Jack soon loved her very much.
- |               |             |
|---------------|-------------|
| a. comes      | c. has come |
| b. was coming | d. came     |
17. One day there was thieving in a jewelry store. The police tried to arrest them but the thieves (hide) behind the doorway until the police had gone past.
- |         |                |
|---------|----------------|
| a. hid  | c. hid         |
| b. hide | d. were hiding |
18. After I had left a small village in the south of France, I (drive) on to the next town.
- |           |           |
|-----------|-----------|
| a. driven | c. drove  |
| b. drove  | d. drives |
19. The students (collect) ideas and organized the information they needed before they started writing composition.
- |                   |              |
|-------------------|--------------|
| a. was collecting | c. collect   |
| b. have collected | d. collected |
20. John slumped in the bean bag, his arm (cross) and his face with a gloomy frown.
- |                 |                |
|-----------------|----------------|
| a. was crossing | c. crosses     |
| b. crossed      | d. has crossed |
21. She was almost asleep last night when she suddenly (hear) someone knocking on the front door.
- |            |          |
|------------|----------|
| a. heard   | c. heard |
| b. hearing | d. hears |
22. After the band of thieves departed, Ali Baba (stand) before the cave and gave the command ;"open sesame" ; to his surprise opened to reveal an enormous supply and gold and treasures.
- |                 |           |
|-----------------|-----------|
| a. stand        | c. stands |
| b. was standing | d. stood  |
23. The band of thieves (plan) to kill Ali Baba, but Ali Baba's slave, Murganah, discovered and foiled their scheme.
- |                  |            |
|------------------|------------|
| a. plan          | c. plan    |
| b. were planning | d. planned |
24. The servant went to the shops and (clean) the officer's boots after he had returned from the shops.
- |                |            |
|----------------|------------|
| a. had cleaned | c. cleaned |
| b. cleaning    | d. cleans  |

25. My old friend had vacation in England last week. Yesterday she came back to Indonesia and (bring) many funny souvenirs from England.
- a. brings  
b. bringing  
c. brought  
d. bringed
26. He got up, took a bath, (dress) and went to the school.
- a. dressing  
b. dressed  
c. dresses  
d. had dressed
27. The dove (pick) a big leaf from the tree and then she dropped it into the ant.
- a. picks  
b. picked  
c. was picking  
d. has picked
28. He was a poor boy. His father (die) when he was ten years old.
- a. was dying  
b. died  
c. dead  
d. has died
29. Mr. Jones (return) to his hunting, but soon he heard the bell once more. This time, when he got back to his camp, the tent was burning, and Mrs. Jones was lying on the ground, with blood running from a big cut her shoulder.
- a. returned  
b. was returning  
c. returns  
d. has returned
30. There once a very famous general. He (be) very strong fine tall man. When the general was out riding with some friends, his horse stumbled and cast a shoe.
- a. was  
b. is  
c. were  
d. are
31. Rawa Pening happened that Ki Ajar had a baby son, but amazingly the baby (be) a snake.
- a. is  
b. are  
c. was  
d. were
32. In his journey his ships (land) on a beach. The villagers recognized him, and the news ran fast in the town.
- a. lend  
b. landed  
c. were landing  
d. land
33. When the article (arrive), the editor read the first sentence and then refused to publish it.
- a. arrove  
b. arrived  
c. arriven  
d. arrives
34. The great ship, Titanic, (sail) for New York from Southampton on April 10<sup>th</sup> 1912.
- a. have sailed  
b. had sailed  
c. sailing  
d. sailed

35. The Johnson's house burned down. According to the inspector the lightning (cause) the fire.
- a. had caused
  - b. causing
  - c. causes
  - d. was caused
36. Purbararang then set a bad plan with her fiance, Indrajaya. Together they went to a witch and asked her to put a spell on Purbasari. Later, Purbasari had bad skin. There (be) black dots all over her body.
- a. was
  - b. are
  - c. being
  - d. were
37. Suddenly, Lutung Kasarung (change) into a very a handsome man. He was even more handsome than Indrajaya.
- a. changes
  - b. has changed
  - c. changed
  - d. was changing
38. Many years later, Malin Kundang (become) a wealthy merchant, with a huge ship, loads of trading goods, many ship crews, and a beautiful wife.
- a. have become
  - b. becomes
  - c. became
  - d. becomed
49. Goldilocks (wake) up. She was scared to death. She saw three angry bears looking at her. Goldilocks jumped out of bed. She ran out of the house and she never came back again.
- a. has woken
  - b. woke
  - c. was waking
  - d. wakes
39. Along came a little girl with blonde hair. She (be) Goldilocks. She walked into the house. She saw three bowls of porridge.
- a. is
  - b. was
  - c. are
  - d. were
40. She tried to feel the porridge because she was hungry. She (feel) the first bowl, but it was too hot.
- a. feeled
  - b. felt
  - c. fell
  - d. was feeling

**THANKYOU**



## Appendix 11 Instrument of Post-test

### POST-TEST

#### English for eleventh grade of Senior High School

Name:

Student Number:

Score:

#### Petunjuk Pengisian Tes

1. Tujuan pengisian tes ini untuk melengkapi proses penelitian sebagai tugas akhir studi SI.
2. Hasil tes sangat mempengaruhi pada hasil olah data pada skripsi karena itu kejujuran dan keseriusan anda akan sangat membantu.
3. Sebelum anda menjawab, bacalah pertanyaan-pertanyaan dengan teliti
4. Pilih alternatif jawaban yang benar-benar sesuai dengan keadaan anda dengan memberikan tanda (x) pada huruf a, b, c atau d.
5. Pilihlah kata dalam dalam kurung sesuai bentuk kata kerja yang benar.

• **Read carefully and change the verbs in the bracket into simple past tense form!**

1. My little brother (shake) his head when my mother asked him to clean the house.
 

a. shaked	c. shook
b. has shaken	d. was shaking
2. I don't have any money in my pocket at all. I (spend) my last dime yesterday. I'm flat broke.
 

a. spended	c. spent
b. was spending	d. spends
3. A friendly waiter taught me a few words of Italian. Then he (lend) me a book. I read a few lines, but I did not understand a word.
 

a. lended	c. lends
b. lent	d. was lending
4. Bob (hurt) his finger when he was fixing his dinner last night. He accidentally cut it with a sharp knife.
 

a. hurt	c. hurts
b. hurted	d. was hurting
5. There was a car by the side of the road. It had been broken down and the driver was trying to repair it, so we (stop) to see it if could do a favor.
 

a. stopped	c. stop
b. stoped	d. were stopping



15. I was so surprised. My parents (pay) 35 billion rupiahs for their new house a week ago.
- a. pays  
b. paid  
c. payed  
d. were paying
16. Last night while I was trying to fall asleep, I heard in the next apartment (sing) and laughed.
- a. singed  
b. sung  
c. sang  
d. were singing
17. That was Geography lesson. The material was about Sumatra Island and the teacher (draw) a map of Sumatra on the blackboard on the last meeting.
- a. drew  
b. has drawn  
c. drawn  
d. drawed
18. Mr. William had a good baby. He never (cry) and his clothes were always clean.
- a. cry  
b. cried  
c. cryed  
d. crying
19. The child burned himself when he was playing with matches, and then his mother (apply) some ointment to the injured areas.
- a. applied  
b. was applying  
c. has applied  
d. applies
20. Somebody has asked for you just now. As you were out, we (tell) him to come back in the evening.
- a. were telling  
b. tell  
c. told  
d. telled
21. I asked I remember it distinctly. At 5.30 yesterday afternoon, I saw Jim walked into his car, (open) the door and got in.
- a. opens  
b. openned  
c. opened  
d. was opening
22. When I (reach) the scene of the accident, I saw that one of the cars overturned by the side of a ditch. The other car had a big dent on its bonnet.
- a. reach  
b. have reached  
c. was reaching  
d. reached
23. The sun (shine) brightly and tall grass waved gently in the breeze. That was a fine day.
- a. shined  
b. shines  
c. shone  
d. was shining

24. I walked along a lonely path at night. Everything around me and I looked strange and new. It was so dark and the thunder was so terrible. I became very frightening and started to run. Footstep seemed follow me, then suddenly I (slip) and fell. That was only a dream.
- |                 |           |
|-----------------|-----------|
| a. slipped      | c. sliped |
| b. was slipping | d. slips  |
25. I watched a group of a deer which were grazing in the woods beyond. They followed the leader to a pool (drink) the water contentedly.
- |          |                  |
|----------|------------------|
| a. drank | c. drunk         |
| b. drunk | d. were drinking |
26. The sacks of potatoes were being loaded into the boats when the inspector arrived. He commanded the men to stop work, and (order) one of the sacks to be opened.
- |                 |            |
|-----------------|------------|
| a. orderred     | c. ordered |
| b. was ordering | d. orders  |
27. The plane (be) late and the man had been waiting at the airport all morning.
- |              |         |
|--------------|---------|
| a. was being | c. was  |
| d. has been  | e. were |
28. The two men took the parcel off the plane and (carry) into the Customs House.
- |            |                 |
|------------|-----------------|
| a. carried | c. was carrying |
| b. carryed | d. carryd       |
29. Once, there (be) three girls: an ugly redhead, a fat brunette, and a dumb blonde went to a club.
- |         |        |
|---------|--------|
| a. were | b. are |
| c. was  | d. is  |
30. Gaston was so jealous that he encouraged all the villagers to go to kill Beast. He (lead) the way with an army of villagers.
- |           |                |
|-----------|----------------|
| a. led    | c. was leading |
| b. leaded | d. leads       |
31. Gaston (fight) the Beast high a top the tower of the castle. The Beast didn't even defend himself. He missed Belle, but she had come to save the Beast.
- |                 |           |
|-----------------|-----------|
| a. fighted      | c. fights |
| b. was fighting | d. fought |
32. Jack (ride) through the City Park and crossed the school's front lawn.
- |          |               |
|----------|---------------|
| a. rode  | c. rides      |
| b. rided | d. was riding |

33. Jane accused her friend sitting next to her of taking her Biology book because she didn't have one. In fact, she (forget) that she had put it in her bag after studying two days ago.
- |                   |                  |
|-------------------|------------------|
| a. fogetted       | c. has forgotten |
| b. was forgetting | d. forgot        |
34. Gulliver's second voyage took him to Brobdingnag. The people there (be) tremendous giants but better tempered than the Lilliputians.
- |         |          |
|---------|----------|
| a. was  | c. being |
| b. were | d. are   |
35. He was a poor boy. His father (die) when he was ten years old.
- |              |         |
|--------------|---------|
| a. was dying | c. dead |
| b. died      | d. dies |
36. Sinbad was a hard working porter (rest) in the shade of a grand palace in Baghdad and wondered enviously why the owner deserved such luxury.
- |                |           |
|----------------|-----------|
| a. was resting | a. rests  |
| b. rest        | b. rested |
37. One of Mar's prize possessions (be) a little white lamb which her husband had given to her.
- |         |        |
|---------|--------|
| a. was  | c. is  |
| b. were | d. was |
38. One, when a lion was asleep, a little mouse (begin) running up and down upon him. He went up to the lion and soon gnawed away the ropes.
- |          |              |
|----------|--------------|
| a. began | c. begun     |
| b. began | d. has begun |
38. There (be) a very famous general. He was very strong fine tall man. When the general was out riding with some friends, his horse stumbled and cast a shoe.
- |        |         |
|--------|---------|
| a. was | c. were |
| b. is  | d. are  |
39. Richard (borrow) a Compact Disc from his friend a year ago. One day he wanted to return it. Yet he lost the Compact Disc and but he couldn't find it.
- |             |                  |
|-------------|------------------|
| a. borrowed | a. was borrowing |
| b. borrowed | b. borrows       |
40. My friend, Roy, died last year. He (leave) me his record player and his collection of gramophone records
- |           |                |
|-----------|----------------|
| a. leaved | c. left        |
| b. leaves | d. was leaving |

## APPENDIX 12 Result of the Try out Test

## TRYOUT OF PRE-TEST

No	Kode	No Soal							No Soal							
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	T-33	1	1	1	0	1	0	1	0	0	1	1	1	1	0	
2	T-32	1	1	0	1	1	1	0	0	1	1	0	1	0	1	
3	T-19	1	0	1	1	1	1	1	0	1	1	1	1	1	1	
4	T-24	1	1	0	1	1	1	0	1	1	1	0	1	1	0	
5	T-15	0	1	0	1	1	1	0	0	1	1	1	0	1	1	
6	T-10	1	1	0	1	1	0	0	0	1	1	0	1	0	1	
7	T-03	1	1	0	0	1	1	0	0	1	1	1	1	1	1	
8	T-14	1	0	0	1	1	1	0	0	1	1	1	1	1	1	
9	T-21	1	1	0	1	0	1	0	0	1	1	1	1	1	0	
10	T-08	1	1	0	1	1	1	0	1	0	1	0	0	1	1	
11	T-16	1	1	0	1	1	0	1	0	1	1	1	1	1	0	
12	T-23	1	1	1	0	1	1	0	0	1	1	1	0	0	1	
13	T-27	0	0	0	1	1	1	0	0	1	0	0	1	1	1	
14	T-18	1	1	0	1	1	1	0	1	1	0	1	0	1	0	
15	T-04	0	1	0	1	0	1	0	0	1	1	1	1	0	1	
16	T-26	1	1	0	0	1	1	0	0	1	1	0	1	1	1	
17	T-22	0	1	0	0	1	1	0	0	1	1	0	1	1	0	
18	T-12	1	1	0	1	0	0	0	0	1	0	0	1	1	1	
19	T-31	1	1	0	0	1	0	0	0	0	1	1	0	1	0	
20	T-30	0	1	1	1	1	1	1	0	1	0	0	1	0	1	
21	T-02	0	0	1	1	1	1	0	1	1	1	0	1	1	0	
22	T-09	1	1	0	0	1	1	0	0	0	1	1	0	1	0	
23	T-29	1	0	1	1	0	1	0	0	1	1	0	1	0	1	
24	T-20	1	1	0	0	1	1	1	0	1	1	0	0	0	0	
25	T-25	1	0	1	1	0	0	0	0	1	0	1	1	1	0	
26	T-07	1	1	0	0	1	1	0	0	1	1	1	0	1	1	
27	T-11	1	0	0	1	1	0	0	0	0	1	0	0	0	1	
28	T-05	0	1	0	1	0	1	0	1	1	0	1	1	1	0	
29	T-01	1	1	0	0	1	1	0	0	0	1	0	0	0	1	
30	T-13	0	1	1	0	1	0	0	0	0	1	1	1	0	0	
31	T-17	1	0	0	0	0	1	0	0	0	0	1	0	0	1	
32	T-06	0	0	0	1	0	0	1	0	1	1	1	1	1	0	
33	T-28	0	1	0	0	1	0	0	0	1	0	1	0	0	1	
Jumlah		23	24	8	20	25	23	6	5	25	25	19	21	21	19	
Validitas	Mp	30,65	30,13	29,63	31,15	30,52	30,35	30,83	30,60	30,44	30,48	29,16	31,00	30,95	30,11	
	Mt	29,42	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	
	p	0,70	0,73	0,24	0,61	0,76	0,70	0,18	0,15	0,76	0,76	0,58	0,64	0,64	0,58	
	q	0,30	0,27	0,76	0,39	0,24	0,30	0,82	0,85	0,24	0,24	0,42	0,36	0,36	0,42	
	p/q	2,30	2,67	0,32	1,54	3,13	2,30	0,22	0,18	3,13	3,13	1,36	1,75	1,75	1,36	
	St	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27
	r	0,45	2,97	0,33	1,96	3,67	2,64	0,27	0,21	3,63	3,65	1,30	2,19	2,18	1,51	
	t <sub>tabel</sub>	Dengan taraf signifikan 5% dan N = 33 di peroleh rtabel =														
Kriteri	Valid	Valid	Invalid	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	
Tingkat Kesukaran	B	23	24	8	20	25	23	6	5	25	25	19	21	21	19	

	P	0,70	0,73	0,24	0,61	0,76	0,70	0,18	0,15	0,76	0,76	0,58	0,64	0,64	0,58	
	Kriteria	medium	Easy	Difficult	medium	Easy	medium	Difficult	Difficult	Easy	Easy	medium	medium	medium	medium	
	JS	33	33	33	33	33	33	33	33	33	33	33	33	33	33	
Daya Pembeda	BA	13	13	3	12	14	13	3	3	14	14	10	12	12	11	
	BB	10	11	5	8	11	10	3	2	11	11	9	9	9	8	
	JA	16	16	16	16	16	16	16	16	16	16	16	16	16	16	
	JB	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
	D	0,22	0,17	-0,11	0,28	0,23	0,22	0,01	0,07	0,23	0,23	0,10	0,22	0,22	0,22	
	Kriteria	satisfactory	poor	poor	satisfactory	satisfactory	satisfactory	poor	poor	satisfactory	satisfactory	poor	satisfactory	satisfactory	satisfactory	
Kriteria soal	Dipakai	Dibuang	Dibuang	Dipakai	Dipakai	Dipakai	Dibuang	Dibuang	Dipakai	Dipakai	Dibuang	Dipakai	Dipakai	Dipakai		
Reliabilitas	p	0,69697	0,63158	0,21053	0,52632	0,65789	0,60526	0,15789	0,13158	0,65789	0,65789	0,5	0,55263	0,55263	0,5	
	q	0,30303	0,36842	0,78947	0,47368	0,34211	0,39474	0,84211	0,86842	0,34211	0,34211	0,5	0,44737	0,44737	0,5	
	pq	0,211203	0,23269	0,1662	0,24931	0,22507	0,23892	0,13296	0,11427	0,22507	0,22507	0,25	0,24723	0,24723	0,25	
	k	50														
	Σpq	11,3719														
	S <sup>2</sup>	39,33517														
	r <sub>11</sub>	0,7254														
	kriteria	reliabel														

15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1
1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	1
0	1	1	0	1	0	1	0	1	1	0	0	1	1	0	1
1	1	1	1	0	1	1	1	1	0	0	1	1	0	1	0
1	1	1	1	1	1	1	1	0	0	0	1	0	1	0	1
1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1	1	0	0	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	0	1	1	1	0	1
1	1	1	0	1	1	1	1	1	0	0	1	1	0	0	0
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1	0	0	0	1	1	0	1	0
1	0	0	0	1	1	0	1	1	0	0	0	0	1	0	1
1	1	0	1	0	1	1	1	1	0	0	1	1	0	1	1

1	1	0	1	1	1	1	1	0	0	0	1	1	1	1	1
1	0	0	1	1	0	1	1	1	0	1	1	1	0	0	0
1	1	0	1	0	1	0	0	0	0	1	1	1	1	1	1
0	1	0	0	0	0	1	1	1	0	0	1	0	0	0	0
1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1
0	0	1	0	1	1	0	0	0	0	1	1	1	0	1	0
1	0	1	0	0	0	1	1	0	1	0	1	0	0	0	0
1	0	1	1	1	1	0	0	1	0	0	0	0	1	1	1
0	1	1	0	1	0	1	1	0	1	1	0	1	0	0	1
1	0	0	1	0	1	0	0	1	0	0	1	0	1	0	0
1	0	1	1	0	0	1	1	1	0	0	0	0	1	1	1
0	0	1	1	0	0	0	0	0	0	1	1	1	0	0	0
1	1	1	0	1	1	0	1	0	0	1	0	0	1	1	1
1	0	1	1	0	1	1	1	1	0	1	0	0	0	0	0
0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	1
0	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0
0	1	1	0	0	1	0	1	0	1	0	1	0	0	0	0
24	20	22	23	21	22	21	24	21	7	11	23	21	17	19	20
30,79	31,65	30,68	30,57	30,90	30,45	31,52	30,58	30,90	30,43	26,27	31,04	31,24	31,29	30,42	31,05
23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15
0,73	0,61	0,67	0,70	0,64	0,67	0,64	0,73	0,64	0,21	0,33	0,70	0,64	0,52	0,58	0,61
0,27	0,39	0,33	0,30	0,36	0,33	0,36	0,27	0,36	0,79	0,67	0,30	0,36	0,48	0,42	0,39
2,67	1,54	2,00	2,30	1,75	2,00	1,75	2,67	1,75	0,27	0,50	2,30	1,75	1,06	1,36	1,54
6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27
3,25	2,09	2,40	2,72	2,16	2,33	2,34	3,16	2,16	0,31	0,25	2,89	2,26	1,38	1,57	1,94
0,344															
Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid	Valid	Valid	Valid
24	20	22	23	21	22	21	24	21	7	11	23	21	17	19	20
33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
0,73	0,61	0,67	0,70	0,64	0,67	0,64	0,73	0,64	0,21	0,33	0,70	0,64	0,52	0,58	0,61
Easy	medium	medium	medium	medium	medium	medium	Easy	medium	Difficult	medium	medium	medium	medium	medium	medium
14	13	13	13	12	13	13	14	13	4	2	13	13	10	11	12
10	7	9	10	9	9	8	10	8	3	9	10	8	7	8	8
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
0,29	0,40	0,28	0,22	0,22	0,28	0,34	0,29	0,34	0,07	-0,40	0,22	0,34	0,21	0,22	0,28
satisfactory	good	satisfactory	satisfactory	satisfactory	satisfactory	satisfactory	satisfactory	satisfactory	poor	poor	satisfactory	satisfactory	satisfactory	satisfactory	satisfactory
Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai
0,63158	0,52632	0,57895	0,60526	0,55263	0,57895	0,55263	0,63158	0,55263	0,18421	0,28947	0,60526	0,55263	0,44737	0,5	0,52632
0,36842	0,47368	0,42105	0,39474	0,44737	0,42105	0,44737	0,36842	0,44737	0,81579	0,71053	0,39474	0,44737	0,55263	0,5	0,47368
0,23269	0,24931	0,24377	0,23892	0,24723	0,24377	0,24723	0,23269	0,24723	0,15028	0,20568	0,23892	0,24723	0,24723	0,25	0,24931



31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	
1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	
1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	
1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	
1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	
0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	
1	1	1	1	1	0	0	1	1	1	1	0	1	1	1	
1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	
1	0	0	1	1	1	0	0	1	1	1	0	0	1	1	
0	1	1	1	0	1	0	0	1	1	1	1	1	1	1	
1	1	1	0	1	1	0	1	0	1	1	0	1	1	1	
1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	
1	1	1	0	1	1	0	1	0	1	1	0	1	0	1	
0	0	0	1	1	1	0	1	1	0	0	0	1	1	1	
1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	
1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	
1	1	1	1	0	0	0	1	1	1	1	0	0	0	0	
0	1	1	1	1	1	1	0	1	0	1	0	0	0	1	
1	0	1	1	1	0	0	0	1	1	1	1	1	1	1	
1	1	0	0	1	1	0	1	1	1	1	0	0	0	1	
0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	
0	0	0	1	1	0	0	0	1	0	0	0	1	0	1	
1	1	1	0	1	1	1	1	0	1	1	1	0	0	0	
1	0	1	1	0	1	1	0	1	1	0	0	0	1	0	
1	1	0	0	1	0	0	1	0	0	1	1	1	1	0	
1	1	0	0	1	0	1	0	0	1	1	0	0	0	1	
0	1	1	1	0	0	0	1	0	1	0	0	1	0	1	
0	0	0	1	0	0	1	0	1	0	1	0	1	0	1	
0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	
1	0	0	0	0	1	0	1	0	1	0	0	1	0	0	
0	0	1	1	0	0	0	0	0	1	0	0	1	1	1	
1	0	0	0	0	1	0	1	0	1	1	0	1	1	0	
0	0	0	0	0	0	0	0	0	1	0	0	1	1	1	
0	1	1	0	0	1	0	1	0	0	1	0	1	1	0	
0	1	1	0	1	0	0	0	1	0	0	0	0	1	0	
22	22	24	22	21	21	6	20	22	24	22	6	22	20	22	
30,77	30,86	30,79	31,27	31,76	31,33	29,17	30,95	31,09	30,96	31,14	32,00	30,68	30,75	31,32	
23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	
0,67	0,67	0,73	0,67	0,64	0,64	0,18	0,61	0,67	0,73	0,67	0,18	0,67	0,61	0,67	
0,33	0,33	0,27	0,33	0,36	0,36	0,82	0,39	0,33	0,27	0,33	0,82	0,33	0,39	0,33	
2,00	2,00	2,67	2,00	1,75	1,75	0,22	1,54	2,00	2,67	2,00	0,22	2,00	1,54	2,00	
6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	6,27	
0,43	2,46	3,25	2,59	2,40	2,28	0,21	1,91	2,53	3,32	2,55	0,31	2,40	1,86	2,60	
Dengan taraf signifikan 5% dan N = 33 di peroleh rtabel =											Dengan taraf signifikan 5% dan N = 33 di peroleh rtabel =				
Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid
22	22	24	22	21	21	6	20	22	24	22	6	22	20	22	
33	33	33	33	33	33	33	33	33	33	33	33	33	33	33	
0,67	0,67	0,73	0,67	0,64	0,64	0,18	0,61	0,67	0,73	0,67	0,18	0,67	0,61	0,67	

medium	medium	Easy	medium	medium	medium	Difficult	medium	medium	Easy	medium	Difficult	medium	medium	medium
13	13	14	13	13	13	2	12	13	14	13	3	13	12	13
9	9	10	9	8	8	4	8	9	10	9	3	9	8	9
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
0,25	0,25	0,25	0,25	0,31	0,31	-0,13	0,25	0,25	0,25	0,25	0,00	0,25	0,25	0,25
satisfactory	satisfactory	satisfactory	satisfactory	satisfactory	satisfactory	poor	satisfactory	satisfactory	satisfactory	satisfactory	poor	satisfactory	satisfactory	satisfactory
Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dipakai	Dipakai	Dipakai
0,57895	0,57895	0,63158	0,57895	0,55263	0,55263	0,15789	0,52632	0,57895	0,63158	0,57895	0,15789	0,57895	0,52632	0,57895
0,42105	0,42105	0,36842	0,42105	0,44737	0,44737	0,84211	0,47368	0,42105	0,36842	0,42105	0,84211	0,42105	0,47368	0,42105
0,24377	0,24377	0,23269	0,24377	0,24723	0,24723	0,13296	0,24931	0,24377	0,23269	0,24377	0,13296	0,24377	0,24931	0,24377

					Y	Y <sup>2</sup>
46	47	48	49	50		
1	1	1	0	1	40	1600
1	1	1	0	1	38	1444
1	1	1	0	1	38	1444
1	1	0	0	1	37	1369
1	1	1	0	1	37	1369
1	0	1	0	1	37	1369
1	0	1	0	1	36	1296
1	1	1	0	1	36	1296
1	1	0	0	1	35	1225
1	1	1	0	1	34	1156
0	1	1	1	1	34	1156
1	1	1	1	1	33	1089
1	0	1	1	0	33	1089
1	1	1	0	0	33	1089
1	1	1	1	1	31	961
0	1	0	0	1	30	900
1	0	0	0	1	29	841
0	0	1	0	1	29	841
0	0	0	0	1	26	676
0	1	1	1	0	28	784
0	0	1	0	1	27	729
1	0	0	0	1	26	676
1	0	1	1	1	26	676
0	1	0	1	0	25	625
0	0	1	0	0	25	625
0	0	0	0	1	23	529

0	1	1	0	1	23	529
1	1	0	1	0	22	484
1	1	1	0	0	21	441
0	0	0	0	1	20	400
1	0	1	0	1	20	400
0	0	0	1	0	20	400
1	1	1	0	0	19	361
21	19	22	9	24	971	29869
31,48	31,26	30,82	28,00	31,04		
23,15	23,15	23,15	23,15	23,15		
0,64	0,58	0,67	0,27	0,73		
0,36	0,42	0,33	0,73	0,27		
1,75	1,36	2,00	0,38	2,67		
6,27	6,27	6,27	6,27	6,27		
2,32	1,76	2,45	0,29	3,36		
Valid	Valid	Valid	Invalid	Valid		
21	19	22	9	24		
33	33	33	33	33		
0,64	0,58	0,67	0,27	0,73		
medium	medium	medium	Difficult	Easy		
14	13	13	4	14		
7	6	9	5	10		
16	16	16	16	16		
16	16	16	16	16		
0,44	0,44	0,25	-0,06	0,25		
good	good	satisfactory	poor	satisfactory		
Dipakai	Dipakai	Dipakai	Dibuang	Dipakai		
0,55263	0,5	0,57895	0,23684	0,63158		
0,44737	0,5	0,42105	0,76316	0,36842		
0,24723	0,25	0,24377	0,18075	0,23269		



	r	0,49	0,28	1,23	2,50	2,64	2,84	1,28	1,96	1,18	2,21	1,60	2,93	2,07	1,92	
	t <sub>tabel</sub>	Dengan taraf signifikan 5% dan N = 34 di peroleh rtabel =														
	Kriteria	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	
Tingkat Kesukaran	B	22	11	17	24	24	25	18	23	18	22	20	24	22	22	
	JS	34	34	34	34	34	34	34	34	34	34	34	34	34	34	
	P	0,65	0,32	0,50	0,71	0,71	0,74	0,53	0,68	0,53	0,65	0,59	0,71	0,65	0,65	
	Kriteria	medium	Sedang	Sedang	Mudah	Mudah	Mudah	Sedang	Sedang	Sedang	Sedang	Sedang	Mudah	Sedang	Sedang	
Daya Pembeda	BA	13	3	11	14	14	15	11	12	10	14	12	15	13	13	
	BB	9	8	6	10	10	10	7	11	8	8	8	9	9	9	
	JA	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
	JB	17	17	17	17	17	17	17	17	17	17	17	17	17	17	
	D	0,24	-0,29	0,29	0,24	0,24	0,29	0,24	0,06	0,12	0,35	0,24	0,35	0,24	0,24	
		Kriteria	satisfactory	poor	satisfactory	satisfactory	satisfactory	satisfactory	satisfactory	poor	poor	satisfactory	satisfactory	satisfactory	satisfactory	satisfactory
		Kriteria soal	Dipakai	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	
Reliabilitas	p	0,64706	0,3235	0,5	0,7059	0,7059	0,7353	0,5294	0,6765	0,5294	0,6471	0,5882	0,7059	0,6471	0,6471	
	q	0,35294	0,6765	0,5	0,2941	0,2941	0,2647	0,4706	0,3235	0,4706	0,3529	0,4118	0,2941	0,3529	0,3529	
	pq	0,22837	0,2189	0,25	0,2076	0,2076	0,1946	0,2491	0,2189	0,2491	0,2284	0,2422	0,2076	0,2284	0,2284	
	k	50														
	Spq	10,9939														
	S <sup>2</sup>	47,6479														
	r <sub>11</sub> kriteria	0,7850	reliabel													

	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1	0
1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	1	1
0	1	1	1	1	1	1	0	0	1	1	1	0	0	1	1	1
1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1	1
1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	0	1
0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0
1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1
1	1	1	0	1	1	0	0	1	1	1	0	1	0	1	0	0
0	1	1	1	1	1	1	0	1	0	1	1	0	0	0	1	0
1	0	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1
1	1	1	1	1	1	0	0	1	0	0	1	1	0	1	1	1
0	1	0	0	1	1	1	0	1	1	1	1	1	0	1	0	0
1	1	0	0	1	0	0	0	1	0	1	1	0	1	0	1	1
0	1	1	1	1	1	1	0	0	1	1	0	0	0	1	1	1

0	1	0	1	1	1	0	1	1	1	1	0	0	1	1	1
1	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0
1	1	1	1	0	1	0	1	0	1	1	0	1	1	0	1
1	1	0	1	1	0	0	1	0	0	1	0	1	1	1	1
0	0	1	0	0	1	0	0	0	1	1	1	0	0	1	0
1	1	1	0	1	0	0	1	1	0	0	0	0	1	1	0
0	0	1	0	1	0	0	0	0	1	1	0	0	1	0	1
0	1	0	1	0	0	0	1	0	1	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0
0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	1
1	0	0	1	1	1	0	0	0	1	0	0	0	0	1	1
0	1	0	0	1	1	0	0	0	1	1	0	0	1	0	0
0	1	1	0	0	0	1	1	1	1	0	0	0	1	0	0
1	0	1	0	0	1	0	0	1	0	1	1	1	0	1	0
0	1	0	1	1	0	0	1	0	1	0	0	0	0	1	1
0	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0
0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0
19	25	20	19	23	20	4	23	18	24	22	8	10	26	21	18
31,74	31,04	31,75	31,84	31,65	30,90	32,50	30,87	32,06	31,08	31,00	29,50	27,60	31,04	31,00	31,17
23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15
0,56	0,74	0,59	0,56	0,68	0,59	0,12	0,68	0,53	0,71	0,65	0,24	0,29	0,76	0,62	0,53
0,44	0,26	0,41	0,44	0,32	0,41	0,88	0,32	0,47	0,29	0,35	0,76	0,71	0,24	0,38	0,47
1,27	2,78	1,43	1,27	2,09	1,43	0,13	2,09	1,13	2,40	1,83	0,31	0,42	3,25	1,62	1,13
6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90
1,58	3,18	1,78	1,60	2,58	1,60	0,18	2,34	1,45	2,76	2,08	0,28	0,27	3,71	1,84	1,31
0,339															
Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Invalid	Invalid	Valid	Valid	Valid
19	25	20	19	23	20	4	23	18	24	22	8	10	26	21	18
34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
0,56	0,74	0,59	0,56	0,68	0,59	0,12	0,68	0,53	0,71	0,65	0,24	0,29	0,76	0,62	0,53
Sedang	Mudah	Sedang	Sedang	Sedang	Sedang	Sukar	Sedang	Sedang	Mudah	Sedang	Sukar	Sukar	Mudah	Sedang	Sedang
12	15	13	12	15	12	3	14	12	15	13	5	4	15	13	11
7	10	7	7	8	8	1	9	6	9	9	3	6	11	8	7
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
0,29	0,29	0,35	0,29	0,41	0,24	0,12	0,29	0,35	0,35	0,24	0,12	-0,12	0,24	0,29	0,24
satisfactory	satisfactory	satisfactory	satisfactory	good	satisfactory	poor	satisfactory	satisfactory	satisfactory	satisfactory	poor	poor	satisfactory	satisfactory	satisfactory
Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dibuang	Dipakai	Dipakai	Dipakai
0,5588	0,7353	0,5882	0,5588	0,6765	0,5882	0,1176	0,6765	0,5294	0,7059	0,6471	0,2353	0,2941	0,7647	0,6176	0,5294
0,4412	0,2647	0,4118	0,4412	0,3235	0,4118	0,8824	0,3235	0,4706	0,2941	0,3529	0,7647	0,7059	0,2353	0,3824	0,4706
0,2465	0,1946	0,2422	0,2465	0,2189	0,2422	0,1038	0,2189	0,2491	0,2076	0,2284	0,1799	0,2076	0,1799	0,2362	0,2491

31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46
1	1	1	1	1	1	1	1	0	1	1	1	0	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	0	0	1	1	1	0	0	1	1	1
1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1
0	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1
1	1	1	1	0	0	1	1	1	1	1	1	0	1	1	0
1	1	1	0	1	1	0	1	1	1	1	1	0	1	1	1
1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	0
0	1	0	1	0	1	0	0	1	1	1	1	0	1	0	0
1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1
1	1	0	1	0	0	0	0	1	1	1	1	0	1	1	0
1	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1
1	0	1	1	1	1	0	0	1	0	0	0	1	1	1	0
1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1
0	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1
1	0	1	1	1	0	0	0	1	1	0	1	1	1	1	0
1	1	0	0	0	1	0	1	0	0	0	1	0	0	1	1
1	1	1	0	1	0	1	0	1	0	0	1	0	1	0	1
1	1	1	0	1	0	0	1	1	1	1	1	0	1	1	1
1	0	1	1	0	1	0	0	0	0	1	1	0	1	1	1
1	1	0	0	0	0	0	0	0	1	1	1	0	1	0	1
0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	1
1	1	0	1	0	1	0	1	1	1	0	1	0	0	1	0
1	0	0	1	0	0	0	1	0	1	1	1	0	1	1	1
1	1	0	0	0	0	0	0	0	1	1	1	0	1	0	1
0	1	1	1	0	0	0	0	0	1	0	0	0	0	0	1
1	1	0	1	0	1	0	1	1	1	0	1	0	0	1	0
0	0	1	1	1	1	0	0	1	0	0	1	1	1	0	0
0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0
0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0
1	0	0	1	0	0	0	1	1	1	0	0	0	0	0	0
0	1	0	0	1	1	0	0	0	0	0	0	1	0	1	0
1	0	1	1	0	0	0	1	1	0	1	0	1	1	1	0
24	23	24	21	19	20	5	20	20	23	21	23	9	23	27	18
30,92	31,30	31,08	30,71	31,89	32,00	33,00	31,30	31,30	31,22	31,86	31,39	28,89	31,48	30,52	31,78
23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15	23,15
0,71	0,68	0,71	0,62	0,56	0,59	0,15	0,59	0,59	0,68	0,62	0,68	0,26	0,68	0,79	0,53
0,29	0,32	0,29	0,38	0,44	0,41	0,85	0,41	0,41	0,32	0,38	0,32	0,74	0,32	0,21	0,47
2,40	2,09	2,40	1,62	1,27	1,43	0,17	1,43	1,43	2,09	1,62	2,09	0,36	2,09	3,86	1,13
6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90	6,90
0,53	2,47	2,76	1,77	1,60	1,83	0,25	1,69	1,69	2,44	2,04	2,50	0,30	2,52	4,12	1,41

Dengan taraf signifikan 5% dan N = 34 di peroleh rtabel =

Dengan taraf signifikan 5% dan N = 34 di peroleh rtabel =

Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid
24	23	24	21	19	20	5	20	20	23	21	23	9	23	27	18
34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
0,71	0,68	0,71	0,62	0,56	0,59	0,15	0,59	0,59	0,68	0,62	0,68	0,26	0,68	0,79	0,53
Mudah	Sedang	Mudah	Sedang	Sedang	Sedang	Sukar	Sedang	Sedang	Sedang	Sedang	Sedang	Sukar	Sedang	Mudah	Sedang
14	14	14	13	12	14	3	12	13	14	13	14	5	14	16	11
10	9	10	8	7	6	2	8	7	9	8	9	4	9	11	7
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
17	17	17	17	17	17	17	17	17	17	17	17	17	17	17	17
0,24	0,29	0,24	0,29	0,29	0,47	0,06	0,24	0,35	0,29	0,29	0,29	0,06	0,29	0,29	0,24
satisfactory	satisfactory	satisfactory	satisfactory	satisfactory	good	poor	satisfactory	satisfactory	satisfactory	satisfactory	satisfactory	poor	satisfactory	satisfactory	satisfactory
Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dipakai	Dipakai	Dipakai
0,7059	0,6765	0,7059	0,6176	0,5588	0,5882	0,1471	0,5882	0,5882	0,6765	0,6176	0,6765	0,2647	0,6765	0,7941	0,5294
0,2941	0,3235	0,2941	0,3824	0,4412	0,4118	0,8529	0,4118	0,4118	0,3235	0,3824	0,3235	0,7353	0,3235	0,2059	0,4706
0,2076	0,2189	0,2076	0,2362	0,2465	0,2422	0,1254	0,2422	0,2422	0,2189	0,2362	0,2189	0,1946	0,2189	0,1635	0,2491

47	48	49	50	Y	Y <sup>2</sup>
1	1	0	1	41	1681
1	1	1	0	40	1600
1	0	1	1	38	1444
1	1	1	1	38	1444
0	1	1	1	38	1444
1	1	1	1	38	1444
0	1	1	1	37	1369
1	0	1	1	37	1369
1	1	1	1	35	1225
1	1	0	1	35	1225
1	1	1	1	35	1225



1	1	0	0	33	1089
1	0	1	0	32	1024
0	1	0	0	32	1024
1	1	1	1	32	1024
0	1	1	1	31	961
1	1	0	1	30	900
1	1	0	0	30	900
1	0	0	1	29	841
0	1	1	0	29	841
1	0	0	0	25	625
0	1	0	1	25	625
1	1	1	0	25	625
0	1	1	1	25	625
1	0	0	0	23	529
1	1	0	1	23	529
0	0	0	1	23	529
1	1	1	1	23	529
1	1	1	0	20	400
0	0	1	1	20	400
0	0	0	0	19	361
0	0	1	1	19	361
1	1	0	0	20	400
0	1	1	0	19	361
22	24	20	21	999	30973
31,00	30,58	30,55	31,05		
23,15	23,15	23,15	23,15		
0,65	0,71	0,59	0,62		
0,35	0,29	0,41	0,38		
1,83	2,40	1,43	1,62		
6,90	6,90	6,90	6,90		
2,08	2,58	1,53	1,85		
Valid	Valid	Valid	Valid		
22	24	20	21		
34	34	34	34		
0,65	0,71	0,59	0,62		
Sedang	Mudah	Sedang	Sedang		
13	14	12	13		
9	10	8	8		
17	17	17	17		
17	17	17	17		
0,24	0,24	0,24	0,29		
satisfactory	satisfactory	satisfactory	satisfactory		
Dipakai	Dipakai	Dipakai	Dipakai		
0,6471	0,7059	0,5882	0,6176		
0,3529	0,2941	0,4118	0,3824		
0,2284	0,2076	0,2422	0,2362		

### Appendix 13 Result of the Pre-test of Experimental Group

Table 4.1 Pre-test and Post-test Score Code	PRE-TEST
E-01	55
E-02	57,5
E-03	60
E-04	85
E-05	60
E-06	52,5
E-07	57,5
E-08	62,5
E-09	60
E-10	55
E-11	52,5
E-12	50
E-13	50
E-14	67,5
E-15	70
E-16	52,5
E-17	57,5
E-18	80
E-19	62,5
E-20	67,5
E-21	60
E-22	62,5
E-23	62,5
E-24	60
E-25	77,5
E-26	60
E-27	57,5
E-28	52,5
E-29	77,5
E-30	65
E-31	82,5
E-32	62,5
E-33	52,5
E-34	57,5
E-35	67,5
$\Sigma$	2167,5
M	61,9

**Appendix 14 Result of the Pre-test of Control Group**

<b>Table 4.1 Pre-test and Post-test Score Code</b>	<b>PRE-TEST</b>
C-01	52,5
C-02	72,5
C-03	52,5
C-04	47,5
C-05	45
C-06	52,5
C-07	70
C-08	50
C-09	67,5
C-10	55
C-11	47,5
C-12	75
C-13	70
C-14	77,5
C-15	57,5
C-16	77,5
C-17	62,5
C-18	65
C-19	75
C-20	62,5
C-21	55
C-22	72,5
C-23	57,5
C-24	45
C-25	55
C-26	60
C-27	62,5
C-28	70
C-29	82,5
C-30	67,5
C-31	62,5
C-32	57,5
C-33	55
C-34	65
C-35	77,5
$\Sigma$	2180
M	62,2

**Appendix 15 Result of the Post test of Experimental Group**

<b>Table 4.1 Pre-test and Post-test Score Code</b>	<b>POST-TEST</b>
E-01	80
E-02	77,5
E-03	80
E-04	97,5
E-05	90
E-06	82,5
E-07	77,5
E-08	77,5
E-09	87,5
E-10	85
E-11	80
E-12	80
E-13	77,5
E-14	85
E-15	90
E-16	87,5
E-17	82,5
E-18	95
E-19	87,5
E-20	90
E-21	75
E-22	85
E-23	85
E-24	85
E-25	90
E-26	80
E-27	80
E-28	80
E-29	95
E-30	72,5
E-31	92,5
E-32	85
E-33	85
E-34	77,5
E-35	80
$\Sigma$	2937,5
M	83,9

**Appendix 16 Result of the Post-test of Control Group**

<b>Table 4.1 Pre-test and Post-test Score Code</b>	<b>POST-TEST</b>
C-01	67,5
C-02	90
C-03	65
C-04	65
C-05	65
C-06	80
C-07	82,5
C-08	67,5
C-09	90
C-10	75
C-11	67,5
C-12	82,5
C-13	77,5
C-14	87,5
C-15	70
C-16	92,5
C-17	82,5
C-18	72,5
C-19	75
C-20	77,5
C-21	70
C-22	90
C-23	87,5
C-24	62,5
C-25	70
C-26	77,5
C-27	80
C-28	75
C-29	95
C-30	72,5
C-31	72,5
C-32	85
C-33	80
C-34	75
C-35	85
$\Sigma$	2732,5
M	78,6

**Appendix 17 Table for X**

**(Differences between Pre Test and Post Test of Control Group)**

<b>Table 4.1 Pre-test and Post-test Score Code</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>X</b>	<b>X<sub>2</sub></b>
C-01	52,5	67,5	15	400
C-02	72,5	90	17,5	306,5
C-03	52,5	65	12,5	225
C-04	47,5	65	17,5	306,5
C-05	45	65	25	625
C-06	52,5	80	27,5	756
C-07	70	82,5	12,5	156,25
C-08	50	67,5	17,5	306,25
C-09	67,5	90	22,5	506,25
C-10	55	75	20	400
C-11	47,5	67,5	25	625
C-12	75	82,5	12,5	156,25
C-13	70	77,5	10	100
C-14	77,5	87,5	10	100
C-15	57,5	70	12,5	156,25
C-16	77,5	92,5	15	225
C-17	62,5	82,5	20	400
C-18	65	72,5	7,5	56,25
C-19	75	75	10	100
C-20	62,5	77,5	15	300
C-21	55	70	17,5	306,25
C-22	72,5	90	17,5	306,25
C-23	57,5	87,5	30	900
C-24	45	62,5	17,5	306,25
C-25	55	70	17,5	306,25
C-26	60	77,5	17,5	306,25
C-27	62,5	80	17,5	306,25
C-28	70	75	5	25
C-29	82,5	95	12,5	6,25
C-30	67,5	72,5	5	25
C-31	62,5	72,5	10	100
C-32	57,5	85	27,5	756,25
C-33	55	80	25	625
C-34	65	75	10	100
C-35	77,5	85	7,5	56,25
Σ	2180	2732,5	527,5	10713
M	62,2	78,6		

**Appendix 18 Table for Y**

**(Differences between Pre-test and Post Test of Experimental Group)**

<b>Table 4.1 Pre-test and Post-test Score Code</b>	<b>PRE-TEST</b>	<b>POST-TEST</b>	<b>(Y)</b>	<b>Y<sub>2</sub></b>
E-01	55	80	25	625
E-02	57,5	77,5	20	400
E-03	60	80	20	400
E-04	85	97,5	12,5	156,25
E-05	60	90	30	900
E-06	52,5	82,5	30	900
E-07	57,5	77,5	20	400
E-08	62,5	77,5	15	225
E-09	60	87,5	27,5	756,25
E-10	55	85	30	900
E-11	52,5	80	27,5	756,25
E-12	50	80	30	900
E-13	50	77,5	27,5	400
E-14	67,5	85	17,5	306,25
E-15	70	90	20	400
E-16	52,5	87,5	35	1225
E-17	57,5	82,5	25	625
E-18	80	95	15	225
E-19	62,5	87,5	25	625
E-20	67,5	90	22,5	506,25
E-21	60	75	15	225
E-22	62,5	85	22,5	506,25
E-23	62,5	85	22,5	506,25
E-24	60	85	25	625
E-25	77,5	90	12,5	156,25
E-26	60	80	20	400
E-27	57,5	80	22,5	506,25
E-28	52,5	80	27,5	756,25
E-29	77,5	95	12,5	156,25
E-30	65	72,5	10	100
E-31	82,5	92,5	10	100
E-32	62,5	85	22,5	506,25
E-33	52,5	85	32,5	1056,25
E-34	57,5	77,5	20	400
E-35	67,5	80	12,5	156,25
Σ	2167,5	2937,5	764,5	18.465,25
M	61,9	83,9		

**Appendix 19 Students' answer sheet****ANSWER SHEET**

Name :

Class :

Subject :

Date/Time :

**Berilah tanda (X) pada jawaban yang anda anggap paling benar**

<b>1</b>	a	b	c	d
<b>2</b>	a	b	c	d
<b>3</b>	a	b	c	d
<b>4</b>	a	b	c	d
<b>5</b>	a	b	c	d
<b>6</b>	a	b	c	d
<b>7</b>	a	b	c	d
<b>8</b>	a	b	c	d
<b>9</b>	a	b	c	d
<b>10</b>	a	b	c	d
<b>11</b>	a	b	c	d
<b>12</b>	a	b	c	d
<b>13</b>	a	b	c	d
<b>14</b>	a	b	c	d
<b>15</b>	a	b	c	d
<b>16</b>	a	b	c	d
<b>17</b>	a	b	c	d
<b>18</b>	a	b	c	d
<b>19</b>	a	b	c	d
<b>20</b>	a	b	c	d

<b>21</b>	a	b	c	d
<b>22</b>	a	b	c	d
<b>23</b>	a	b	c	d
<b>24</b>	a	b	c	d
<b>25</b>	a	b	c	d
<b>26</b>	a	b	c	d
<b>27</b>	a	b	c	d
<b>28</b>	a	b	c	d
<b>29</b>	a	b	c	d
<b>30</b>	a	b	c	d
<b>31</b>	a	b	c	d
<b>32</b>	a	b	c	d
<b>33</b>	a	b	c	d
<b>34</b>	a	b	c	d
<b>35</b>	a	b	c	d
<b>36</b>	a	b	c	d
<b>37</b>	a	b	c	d
<b>38</b>	a	b	c	d
<b>39</b>	a	b	c	d
<b>40</b>	a	b	c	d





PEMERINTAH KABUPATEN BATANG  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA  
SEKOLAH MENENGAH ATAS  
NEGERI 1 SUBAH

Terakreditasi : A

Jl. Raya Jatisari Subah Telp. (0285) 666240

Website : [www.sman1subah.sch.id](http://www.sman1subah.sch.id)

E-mail : [info@sman1subah.sch.id](mailto:info@sman1subah.sch.id)

BATANG

SURAT KETERANGAN  
NOMOR : 070 / 222 / 2011

Berdasarkan Surat Rekomendasi dari Dinas Pendidikan Pemuda dan Olahraga nomor : 423.1/067/2011 tanggal 25 Februari 2011 dan Surat dari UNNES nomor : 407/H.37.1.2/PL./2011 tanggal 11 Februari 2011 perihal Permohonan Ijin Penelitian , Kepala SMA Negeri 1 Subah Kabupaten Batang menerangkan bahwa mahasiswa tersebut dibawah ini :

Nama : PUJI ASTUTI  
NIM : 2201407167  
Jurusan : Bahasa dan Sastra Inggris

Telah mengadakan Penelitian di SMA Negeri 1 Subah Kabupaten Batang dari tanggal 11 Maret s.d 1 April 2011 dalam rangka pembuatan skripsi dengan judul “ THE IMPLEMENTATION OF COURSE REVIEW HORAY TECHNIQUE IN TEACHING SIMPLE PAST TENSE .”

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

Subah, 16 April 2011  
Kepala Sekolah,



Siti Ismuzaroh, S.Pd.,M.Pd.  
NIP. 197007081994122001