THE EFFECTIVENESS OF TEAMS GAMES TOURNAMENT (TGT) TECHNIQUE ON STUDENTS’ MASTERY OF SIMPLE PAST TENSE
(A Quasi-Experimental Study in the Eighth Grade of MTs N 13 Jakarta)

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(A Quasi Experiment Study in the Eight Grade of MTs N 13 Jakarta)

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The Examination Committee of the Faculty of Tarbiyah and Teachers’ Training certifies that the “skripsi” (Scientific Paper) entitled “THE EFFECTIVENESS OF TEAMS GAMES TOURNAMENT (TGT) TECHNIQUE ON STUDENTS’ MASTERY OF SIMPLE PAST TENSE” (A Quasi-Experimental Study in the Eighth Grade of MTs N 13 Jakarta), written by Hery Fitriyanto, student’s registration number 109014000028 was examined by the Committee on May 7th, 2014. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (S-1) in English Language Education at the English Department.

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Mahasiswa Ybs.

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Jakarta, April 2014

The writer
ABSTRACT


Keywords: Simple Past Tense, Cooperative Learning, TGT

This research investigated the use of TGT in teaching Simple Past Tense. It is conducted because TGT as a technique of cooperative learning is considered could solve the problem that is students’ low achievement in Simple Past Tense. The use of TGT gives students an opportunity to work in group with other students and helps each other in teaching learning process in order to master the subject material. The objective of this research was to know the empirical evidence of the differences of students’ achievement in learning grammar of Simple Past Tense between students who are taught through TGT technique and students who are taught without TGT technique and to know whether TGT was effective to improve students’ mastery of Simple Past Tense. The method that used in this study is a quasi experimental research. The population of this research is students of eighth grade students of MTs N 13 Petukangan Jakarta Selatan. The population of the study were 172 students of eight graders. While, the sample of the study were VIII-A and VIII-B. Cluster random sampling was choosen as the technique of sampling. VIII-A was chosen as the control class and VIII-B as the experimental class.

The result of data analysis used t-test formula showed, the value of t₀ was 2.50 with degree of freedom 66 in the significance degree (α) of 5%, t₀ is 1.668, then in the significance of 1%=2.384. It meant that, t₀>t (t₀ was higher than t). So, the null hypothesis (Ho) was rejected. Then, the alternative hypothesis (H₁) was accepted that there was an effectiveness of Teams Games Tournament (TGT) on students’ mastery of simple past tense. The Mean score of Students’ posttest in experimental class was higher than in control class. The gained score of experimental class was also higher than the gained score of control class. It meant that the use of TGT in teaching Simple Past Tense was effective to improve students’ achievement in Simple Past Tense.
ABSTRAK


Keywords: Simple Past Tense, Cooperative Learning, TGT


Hasil analisis data menggunakan rumus uji-t menunjukkan bahwa nilai t hitung sebesar 2.50 dengan t table pada taraf signifikasi 5% sebesar 1.668, sedangkan pada taraf signifikasi 1% sebesar 2.384. Itu artinya t hitung lebih besar daripada t tabel. Oleh karena itu hipotesis nol ditolak dan hipotesis alternatif diterima bahwa ada perbedaan prestasi siswa yang signifikan dalam mempelajari Simple Past Tense antara siswa yang diajarkan dengan menggunakan teknik TGT dan siswa yang diajarkan tidak menggunakan TGT. Dengan nilai posttest rata-rata di kelas eksperimen lebih tinggi dari kelas kontrol. Gained score pada kelas eksperimen juga lebih tinggi daripada hasil gained score yang dicapai kelas kontrol. Itu artinya penggunaan teknik TGT dalam pembelajaran Simple Past Tense efektif untuk meningkatkan prestasi siswa dalam Simple Past Tense.
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A. Background of the Study

In order to master English, students must master the four language skills; listening, speaking, reading and writing. Besides these skills, students also have to master the sub skills, for example: vocabulary, pronunciation, spelling and grammar. Grammar as one of the language components in English subject is taught in Junior high school level. By mastering grammar, students are expected to be able to produce good sentences and express their ideas correctly for their communication activities.

Based on curriculum,1 Junior High School students should master some tenses in grammar including Simple Past Tense. Simple Past Tense is used in oral and also written language. For example, it can be used in some kinds of text like narrative, recount, spoof, and many more. Werner and Nelson describes that Simple Past Tense is also used to describe the actions or situations which began and ended in the past.2

In learning grammar, there are some factors which affect the success or failure in teaching and learning grammar. First, the system of the language in English is different with Bahasa Indonesia as the students’ mother tongue. For example, the sentence “Saya mengerjakan tugas saya semalam” and “saya selalu mengerjakan tugas saya” have the same verb form, that is “mengerjakan”. In English, both sentences have different verb form. The sentence “Saya mengerjakan tugas saya semalam” will be “I did my assignment last night” and “Saya selalu mengerjakan tugas saya” will be “I always do my assignment”. There is no different of verb form in Bahasa Indonesia whether the activity is done at past or present. On the other side, in English the different time will produce different verb form. This problem also affected by the students’ lack of knowledge in simple past tense.

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Other problem comes from the size of the class. As we know that in Indonesia, most classes are set up of big number of students. It is a little bit difficult for teacher to take direct contact with all students during the class, the students also quite difficult to ask for and receive individual attention in big class. This idea is supported by Jing Meng who stated that organizing dynamic and creative teaching and learning sessions in big class is almost impossible. This case affects the students get less practice in English.

The next factor is the method of teaching which the teachers apply in classroom. During teaching and learning process, methods of teaching have an important role. Knowing and mastering many methods are needed for teachers in order to make teaching and learning process more effective.

One of the teaching methods which can be used in the teaching and learning process is cooperative learning. Cooperative Learning is not a new idea in educational world. According to Campbell and Rutherford, Cooperative Learning is more effective to increase learning and improve students’ achievement. By using cooperative learning, the students will be more active in developing their structure. They will not depend on their teacher, because teachers are only as facilitators in Cooperative Learning.

There are some techniques in Cooperative Learning, such as Students’ Team Achievement Division (STAD), Jigsaw, Teams Games Tournament (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC). and so on. To teach grammar of Simple Past Tense in heterogeneous and different background of students’ culture, the writer chooses Teams Games Tournament as the technique in teaching of simple past tense. TGT is chosen because it has a unique thing inside it, that is the tournament. The concept of tournament for reviewing the material is considered will be helpful in learning simple past tense.

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Teams Games Tournaments is designed by Robert Slavin for review and mastery learning of material. Basically, the implementation of TGT is similar with STAD. But, TGT has tournament whereas STAD does not have. As Rusman states that TGT organize the classroom into five to six member for each teams from all levels of achievement, different sex, or different race. Taniredja describes that each group contains of 4 to 6 members, which is set to work cooperatively. Slavin has found that TGT increased basic skills, students’ achievement, and positive interactions between students.

Teams Games Tournaments optimizes content mastery through both competition and cooperation. In Team Games Tournaments, students at different ability level work together in study teams to review key content and help each other in solving the problem in their learning. Students then leave their study teams to compete in an academic tournament with students from other study teams. During the tournament, students gain points for their study teams by answering questions challenging other players’ answer. Thus, the study teams which are most cooperative-that do the best job of preparing all members to succeed in competition and earn the most points.

Based on the explanation above, the writer is interested in applying Teams Games Tournaments as a technique of cooperative learning method that can improve the students’ cooperation and competition with other students although has heterogeneous ability, ethnic and different background of culture in learning English. TGT as one of the Cooperative Learning technique requires student-centered. The role of teacher in this learning process is just as a facilitator, not as a main-source of knowledge. The writer assumes that Teams Games Tournament (TGT) technique will help students in learning simple past tense. Therefore, the writer would like to do a research in teaching simple past tense by using Teams Games Tournament.

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9 Rusman, op. cit., p. 224.
(TGT) technique in MTs N 13 Jakarta. The title of this research is “The Effectiveness of Teams Games Tournament (TGT) Technique on Students’ Mastery of Simple Past Tense” (A Quasi-Experimental Study in the Eighth Grade of MTs N 13 Jakarta).

B. Identification of the Problem

In learning grammar especially simple past tense, students face many problems. Such as;

1) The student is lack of knowledge in simple past tense.
2) English has different system of language to student’s mother tongue that is Bahasa Indonesia.
3) The size of the class which is too crowded.
4) The teacher uses inappropriate technique in teaching grammar especially simple past tense.

C. Limitation of the Problem

From the identification of the problem above, the study was limited on the effectiveness of using Teams Games Tournament (TGT) technique in teaching simple past tense to the eighth grade students of MTs N 13 Jakarta in Academic Year 2013/2014.

D. Research Question

From the explanation above, the writer formulated the research questions as follow:

- Was there any different achievement in learning simple past tense between students who are taught through Teams Games Tournament (TGT) technique and students who are taught without Teams Games Tournament (TGT) technique?
- Was there any effectiveness of Teams Games Tournament (TGT) technique for teaching Simple Past Tense to eight grade students of MTs N 13 Jakarta in the academic year of 2013/2014?
E. Objective of the Study

The objective of the study is to know the empirical evidence of the differences of students’ mastery of simple past tense between students who are taught through TGT technique and students who are taught without TGT technique and to know whether TGT technique is effective to improve students’ mastery of simple past tense.

F. Significance of the Study

This study talked about a quasi-experimental study of Teams Games Tournament (TGT) technique for teaching simple past tense, hopefully this study would be useful theoretically and also practically to English language teaching and learning, i.e.:

(1) For the students

To motivate students to be more careful in understanding English grammar as we know that English grammar has different role to Indonesian grammar that make the students usually have difficulty in applying it even in written and spoken language.

(2) For the teachers

To motivate teacher in finding a good technique for teaching English grammar, and it will be useful to give contribution of developing the application English teaching.

(3) For the readers

To give readers a reference as the previous study in conducting a research about technique for teaching grammar, especially simple past tense. Also, to develop their knowledge and get more experiences.

(4) For the writer

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

A. Simple Past Tense

1. The Understanding of Simple Past Tense

Grammar is one of the special things in English. According to Ur, “Grammar is the way of words are put together to make correct sentences.”\(^1\) In grammar, there is a topic about tense. Then, we use tense to show when the activity happen. Tense contains of present and past. One of the topic in past tense is simple past tense. We obviously know that simple past tense is used to show an activity that is done in a certain time in past.

Simple past tense has many definitions given by grammarians. There are some definitions which have same opinion. As Azar says that “Simple past indicates that an activity of situation began and ended at the particular time in the past”\(^2\) Broukal also adds that simple past is to describe an action that happened at a definite time in the past. We also can state the time to make it clear.\(^3\) It means that simple past tense refers to an activity or activities in definite time in the past. It is in line with Werner who also says that simple past tense is also used to describe the actions or situations which began and ended in the past.\(^4\) Hall adds that an activity which happened in an exact time in the past, whether the time is stated or not called simple past tense.\(^5\) It can be concluded that simple past tense describes an action or actions at the past time in a definite time.

\(^1\) Penny Ur, A Course in Language Teaching: Practice and Theory, 17th printing (Cambridge: Cambridge University Press, 2009), p. 75.
2. The Forms of Simple Past Tense

a. Affirmative Statement

1) In order to make an affirmative statement, the verbs other than be use following formula:

Subject + Verb 2 + object

(Verb 2 can be regular or irregular verb)

For example:

- I walked to school yesterday
- Lina listened to Katy Perry song last night.

Besides using regular verbs, simple past tense also uses irregular verb. The use of irregular verb is also same to regular verb. Here are the examples of irregular which are used in simple past tense:

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Form</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat</td>
<td>Ate</td>
<td>Eaten</td>
</tr>
<tr>
<td>Take</td>
<td>Took</td>
<td>Taken</td>
</tr>
<tr>
<td>Drink</td>
<td>Drank</td>
<td>Drunk</td>
</tr>
<tr>
<td>Fall</td>
<td>Fell</td>
<td>Fallen</td>
</tr>
<tr>
<td>Go</td>
<td>Went</td>
<td>Gone</td>
</tr>
<tr>
<td>See</td>
<td>Saw</td>
<td>Seen</td>
</tr>
<tr>
<td>Buy</td>
<td>Bought</td>
<td>Bought</td>
</tr>
</tbody>
</table>

Table 2.1
List of Irregular Verbs

From the table above, simple past tense uses the second column (Past Form).

For example:

- I bought a new car three days ago.
- Hilda took an English course last year.

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2) The verb **be**

To make affirmative statement using the verb **be**, this affirmative statement also known as non-verbal statement, the formula is:

Subject + was/were + Complement

Here are the examples:

- Sinta was sick yesterday.
- They were absent a week ago.

b. **Negative Statement**

1) In order to make negative statement for the **verb other than be** whether using regular or irregular verbs, the formula is:

Subject + did not + infinitive (verb 1) + object

For examples:

- Larici did not (didn’t) answer my phone yesterday.
- Dayang Sumbi did not (didn’t) want to marry Sangkuriang.

2) To make a negative statement be, the formula is:

Subject + was/were + not + Complement

Examples:

- Last night, Okta was very sad because Chelsea defeated Manchester United.
- They were very tired after going to “Situ Patenggang” last week.

c. **Interrogative**

1) To make the interrogative affirmative statement of **verb other than be**, the formula is:

Did + subject + infinitive (verb 1) + object?

Here are the examples:

- **Did** Suryono **buy** a new house last week?
- **Did** Mr. Yudhoyono **become** a president last year?

2) To make interrogative negative form of **verb other than be**. The formula is:

Didn’t + subject + infinitive (verb 1) + object?

For examples:

- Didn’t you study last night?
• Didn’t she buy some ice cream?

3) To make the interrogative affirmative of verb be, do not forget to put was/were before the subject. The formula is:

Was/were + subject + complement?

For examples:
• Was your mother in the kitchen this morning?
• Were you busy last night?

4) In order to make the interrogative negative of verb be, put wasn’t/weren’t before the subject. The formula is:

Wasn’t/weren’t + subject + complement?

For examples:
• Wasn’t she a dentist last year?
• Weren’t they happy in last holiday?

3. The Use of Simple Past Tense

Many experts argued about the use of simple past tense. Swan expressed that “Past is used to talk about many kinds of past events: short, quickly finished actions and happenings, longer situations, and repeated events.”7

Here are the examples:
• Peter broke a window last night.
• I spent all my childhood in Scotland.
• Regularly every summer, Janet fell in love.

Swan also said that simple past is common in story-telling and when we are telling people about past events.

One day the princess decided that she didn’t like staying at home all day, so she told her father that she wanted to get a job ...

Moreover, Swan also argued that simple past is often used with references to finished periods and moments of time.

I saw John yesterday morning. He told me ...

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In general, based on Swan argues the simple past tense is the ‘normal’ one for talking about the past.\(^8\)

According to Parrot, “We use the past simple when show finished periods of time, precise detail, time anchor, and kinds of events.”\(^9\) Then, according to Murphy, using simple past tense with finished time means that the activity or situation began and ended at a particular time in the past.\(^10\) Moreover, simple past is used for actions in the past at a definite time, for example: “Lusinda met Prabowo last week”.

**B. Cooperative Learning**

1. **The Understanding of Cooperative Learning**

   Cooperative Learning is a strategy for the classroom that is used to increase student’s communication, group interaction, individual responsibility, and also to promote academic helpfulness. It involves students-students interaction.\(^11\) This situation makes the less teacher centered and helps students to understand the material easier because they can ask other students to solve the problem together.

   There are some techniques in Cooperative Learning, such as Students’ Team Achievement Division (STAD), Jigsaw, Teams Games Tournament (TGT), Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC) and so on.\(^12\) On this study, the researcher uses Teams Games Tournament as the technique of teaching. The researcher thinks that TGT has a uniqueness than others technique in Cooperative Learning, that is the Academic Tournament.

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\(^{8}\) ibid, pp. 416—417.


2. **Basic Elements of Cooperative Learning**

Cooperative Learning emphasize that learning environment in this approach should be learner centered and learner directed; learners can be teachers; and teachers are facilitators rather than the source of all knowledge.

Lie in Made Wena (Strategi Pembelajaran Inovatif Kontemporer) mentions some elements of cooperative learning, they are:

- Positive interdependence
- Face to face interaction
- Individual accountability
- Social skills ¹³

a. Positive Interdependence

In Wena, Lie expresses positive interdependence happens in Cooperative Learning when group members feel that they have to helps each other and need each other. ¹⁴ In other word, it is just like a mutualism symbiosis.

b. Face to face interaction

Lie in Tukiran’s book argues that face to face interactions means that the members of the groups should meet directly face to face in order to do some discussions toward the topic of the learning. ¹⁵

c. Individual Accountability

Olsen and Kagan in Richards and Rodgers says that individual accountability is developed through activities which require students to concern their participation in group, by assigning his or her task of a team project and he or she should do the best for the group’s achievement. ¹⁶

d. Social skills

In Cooperative Learning every member of the group need to develop not only linguistic skills but also social skills which can facilitate teamwork, create

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trust and enhance communication, leadership, problem-solving, and decision-making in group interaction. Students need to learn how they work together in a team and how to help each other. It will be found many ideas in the group and the members should respect other members’ ideas, do not dominate others, criticize the idea not criticize the one who give the idea.\(^{17}\)

Thus, all of group members have the same goal and work together to reach their goals.

C. Teams Games Tournament (TGT)

1. The Understanding of Teams Games Tournament

Teams-Games-Tournament is one of the team learning strategies designed by Robert Slavin for review and mastery learning of material. Organizing the classroom into four or five member for each teams from all levels of achievement.\(^{18}\) Slavin has found that TGT increased basic skills, students’ achievement, positive interactions between students.

TGT is similar with STAD (Students Teams Achievement Division), but it has some differences; quizzes (academic tournaments) and the individual improvement score system. TGT is very often used in combination with STAD, then adding an occasional tournament to the usual STAD structure.\(^{19}\) This tournament is the special thing which TGT have.

According to Trianto, TGT can be used for many kinds of subjects, such as: natural science, social science, and also language. It can be used for elementary level, junior high school until the university level.\(^{20}\) It can be inferred that TGT is almost possible used for any kinds of subjects and any kinds of education level, from low level of education until high level of education.

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\(^{17}\) Made Wena, *op. cit.*, p. 192.


2. The Components of Teams Games Tournaments

In Rusman’s book, Slavin describes that there are some components of TGT, such as: class presentation, teams, games, tournament, and team recognition.21

a. Class Presentation

Teachers commonly deliver the material at the beginning of the class, exactly in class presentation. This is most often direct instruction or a lecture-discussion. The students must keep their attention intentionally in order to give the best performance in the tournaments. During the class presentation, students should have gathered with their own groups.22

b. Teams

The teacher assigns the students to four or five members teams. Each teams should be heterogeneous. The main point of this team arrangement is to make the members can study together cooperatively, do the games together and prepare for the tournament.23

c. Games

The games are composed of content-relevant questions designed to test the knowledge of students gain from class presentation and team practice. Most games are numbered question on a sheet.24
d. Tournament

The tournament is the structure in which the games take place. It is usually held at the end of a week or at the end of a unit, after the teacher has made a class presentation and the teams have had time to practice with the worksheets in their study team. For the tournament, the teacher assigns students to tournament tables—the highest three students in past performance to table 1, the next three to table 2, and so on. This is an equal competition; make it possible for students of

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22 Tukiran Taniredja, op. cit., p. 67.
23 Ibid., p. 68.
24 Robert Slavin, op. cit., p. 166.
all levels of past performance to contribute maximally to their team scores if they do their best.\textsuperscript{25}

e. Team Recognition

Teams may earn certificates of other kinds of rewards for their achievement that has been done by the group until reach the criteria. For example: the third position will get Good Team, the second one will get Very Good Team, and the first position will get a predicate as Super Team.\textsuperscript{26}

3. Procedure of Teams Games Tournament in Teaching Simple Past Tense

a.) Preparation

The teacher prepare all of the materials, worksheet, media, and others equipment which are helpful in presenting the materials about simple past tense.

b.) The students are divided into small groups.

The groups are called Study teams. The students are expected to reinforce, review and study the material cooperatively in these teams. The teams should be arranged heterogeneously.

Set-up: Heterogeneous Teams

1.) Generate a ranked class list of all students.
   The writer ranks the students by their achievement in pretest score.

2.) Team size: 5 students
   To make the teams, divide the total number of students by 5. (34 students $\div 4 = \text{about 7 groups}$).

3.) It will generate academically heterogeneous teams of about equal ability.
   Balance the teams for sex, ethnicity, race, etc.

Purpose: Students may review using a specific format, a review sheet, quizzing each other, etc.

\textsuperscript{25} Ibid.
\textsuperscript{26} Tukiran Taniredja, \textit{op. cit.}, p. 70.
c.) Study teams

After getting the materials about simple past tense, the teacher gives the worksheet that should be done together and cooperatively. Each member should contribute their best for the teams. In this section, the teacher should control whether all members work in their own teams and give their contributions.

After finishing the worksheet, randomly the teacher gives a simple quiz or game relate to simple past tense. Individually, every member has a responsibility to answer the question from the teacher using quiz or game correctly. Every correct answer will be added to the groups’ score.

d.) Tournament

After the designated study time, the students then compete in the tournament on tournament table.

1.) Set-up: Homogeneous (Tournament) Teams
   a.) Use the same ranked student list.
   b.) Form groups of 7 (1 person for each group).
   c.) Cluster students by 7's, going down the ranked student list. This will result in the 7 strongest students competing together, the 7 weakest together, etc.

2.) Format:
   a.) Have question cards available for each tournament table.
   b.) First student take his card and read the question. If his answer is right, he will get 10 points for his team later. On the other hand, if the first student can not answer the question, it will be answered by the second student, then if the second student can not answer the question too, the question will be delivered to the third one, and so on.
   c.) The game proceeds clockwise. After each question (whether correct or incorrect) each student changes “jobs”. It continues until the time is up.
e. **Scoring**

Scoring is done for all the tournament tables. Each player will take points that he/she has gotten in tournament table to their Study Team. Study Team points are totaled. The highest team achievement will be the first position.

D. **Previous Study**

In this research, the writer summarizes the relevant studies from other researchers to prove the originality of the research. The first research is *Improving Students’ Ability in Reading Narrative Text Through Jigsaw Technique (A Classroom Action Research in the Second Grade of SMP Al- Hidayah Lebak Bulus)* written by Firman Adi Saputra (2011). He states that the learning through jigsaw of cooperative learning model can improve learning motivation, reading ability, and achievement of second grade students of SMP Al-Hidayah Lebak Bulus.  

This first previous study has some differences to the writer’s research; the use of model and the skill. Saputra used Jigsaw, and on the other side the writer used Teams Games Tournament. The writer used TGT to teach grammar of simple past tense, then Saputra used jigsaw to teach reading narrative.

The second is *Teaching Simple Past Tense By Using Cooperative Learning (An Experimental Study at Second Grade of MTs Pembangunan UIN Jakarta)* by Hizbullah (2010). He found that the used of Cooperative Learning is effective in teaching simple past tense. He began the research with pre-test, then gave the treatment in four meeting, and closed it with the post-test to both class control and experiment class. The difference between Hizbullah’s research and the writer research is in the use of technique. Hizbullah used STAD, then the writer used TGT.

The third previous study comes from *Journal Literacy Research* 1984 volume XVI no. 4. This journal was written by Celia O. Larson, Donald F.
Dansereau, Angela O'Donnell, Velma Hythecker, Judith G. Lambiote and Thomas R. Rocklin. The title of the journal is *Verbal Ability and Cooperative Learning: Transfer of Effects*. This journal compared the use of traditional teaching (e.g., Lecture) and the use of cooperative learning (e.g., STAD and TGT). The result of the journal showed that using Cooperative Learning was more effective in students’ achievement than using traditional teaching. Cooperative requires heterogeneous learning, on the other side traditional teaching only focus on individual teaching. Thus, the result showed that Cooperative learning got higher achievement than traditional teaching.\(^{29}\) The difference to the writer’s research is in the implementation. The journal applied in only verbal ability, on the other hand, the writer applied TGT as one of the techniques in Cooperative Learning in teaching Simple Past Tense.

The last relevant study comes from a journal from UPI. The title is *Penerapan Model Pembelajaran Kooperatif Tipe Teams Games Tournament Berbasis Multimedia dalam Meningkatkan Hasil Belajar Siswa Pada Mata Melajaran Teknologi Informasi dan Komunikasi* from Nopiyanti, Dr. Dedi Rohendi, M.T. and Drs. Heri Sutarno, M.T. This study tells that the achievement of score in TIK (*Teknologi Informasi dan Komunikasi*) subject from control group and experimental group. The result shows that experimental group got higher achievement. It means that the treatment of using TGT has given a significant difference between experimental and control groups.\(^{30}\) There is a difference between the journal and the writer’s research, that is the implementation. Journal applied TGT in TIK subject, then the writer applied TGT in English subject.

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E. Conceptual Framework

Grammar as one of the language components in English subject which is taught in Junior high school level. By mastering grammar, students are expected to be able to produce good sentences and express their ideas correctly for their communication activities. Learning grammar in foreign language may be not as easy as learning grammar in mother-tongue language; some problems in learning grammar especially simple past tense may exist. Therefore, the teachers need to apply various techniques in order to solve the problems in teaching simple past tense. One of teaching techniques that can be applied in teaching simple past tense is TGT technique.

TGT is one of cooperative learning technique. In this technique students are assigned into groups that consist of four or five heterogeneous member in each group. It gives students an opportunity to work in group with other students and helps each other in teaching learning process in order to master the subject material.

From the explanation above, the writer believed that the use of TGT technique could improve students’ achievement in simple past tense. So, the writer would like to do a study on teaching simple past tense through TGT (Teams Games Tournament) technique.

F. Theoretical Hypothesis

Based on the theories that have been elucidated above, it can be proposed a theoretical hypothesis as seen below.

It can be effective of using Teams Games Tournament (TGT) to teach simple past tense in eighth grade of students of MTs N 13 Jakarta in academic year 2013/2014.
CHAPTER III
RESEARCH METHODOLOGY

A. The Time and Place of Research

This research was conducted to 8th grade students of MTs N 13 South Jakarta which located in Jl. H. Mochtar Raya G. H. Doel Petukangan South Jakarta since 28th of January 2014 until 7th of March 2014.

The research was done for 6 meetings in each class (experiment and control class). One meeting for pre-test in both classes, four meetings for giving new treatment (using TGT) in experiment class and usual treatment in control class, and one last meeting for posttest in both classes. It started from 28th of January 2014 until 7th of March 2014.

Table 3.1
The Schedule of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Date</th>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 28th 2014</td>
<td>13:00</td>
<td>Asking for permission to do a research in MTs N 13 Jakarta.</td>
</tr>
<tr>
<td>2</td>
<td>January 30th 2014</td>
<td>9:00</td>
<td>Disposition from administration office, to the headmistress.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Setting up the schedule with curriculum responsible person.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Setting up the plan of the research with an English teacher in MTs N 13 Jakarta.</td>
</tr>
<tr>
<td>3</td>
<td>February 4th 2014</td>
<td>09:00-10:20</td>
<td>Pretest in Control Class.</td>
</tr>
<tr>
<td>4</td>
<td>February 4th 2014</td>
<td>13:20-14:40</td>
<td>Pretest in Experiment Class.</td>
</tr>
<tr>
<td>5</td>
<td>February 11th 2014</td>
<td>09:00-10:20</td>
<td>1st treatment in Control class</td>
</tr>
<tr>
<td>No</td>
<td>Date</td>
<td>Time</td>
<td>Activity</td>
</tr>
<tr>
<td>----</td>
<td>----------------</td>
<td>---------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>February 11th 2014</td>
<td>13:20-14:40</td>
<td>1st treatment in Experiment class</td>
</tr>
<tr>
<td>7</td>
<td>February 12th 2014</td>
<td>09:00-10:20</td>
<td>2nd treatment in Control class</td>
</tr>
<tr>
<td>8</td>
<td>February 14th 2014</td>
<td>09:00-10:20</td>
<td>2nd treatment in Experiment class</td>
</tr>
<tr>
<td>9</td>
<td>February 21st 2014</td>
<td>09:00-10:20</td>
<td>3rd treatment in Experiment class</td>
</tr>
<tr>
<td>10</td>
<td>February 25th 2014</td>
<td>09:00-10:20</td>
<td>3rd treatment in Control class</td>
</tr>
<tr>
<td>11</td>
<td>February 25th 2014</td>
<td>13:20-14:40</td>
<td>4th treatment in Experiment class</td>
</tr>
<tr>
<td>12</td>
<td>February 26th 2014</td>
<td>09:00-10:20</td>
<td>4th treatment in Control class</td>
</tr>
<tr>
<td>13</td>
<td>March 4th 2014</td>
<td>09:00-10:20</td>
<td>Posttest in Control class</td>
</tr>
<tr>
<td>14</td>
<td>March 4th 2014</td>
<td>13:20-14:40</td>
<td>Posttest in Experiment class</td>
</tr>
<tr>
<td>15</td>
<td>March 7th 2014</td>
<td>at 09:00</td>
<td>Closing ceremony with headmistress and her vices, also with teachers.</td>
</tr>
</tbody>
</table>

B. The Method of Research

In this research, the writer used a quantitative research, because he wanted to know a relation between dependent variable (teaching Simple Past Tense) and independent variable (TGT Technique).

The writer employed quasi-experimental design. Experimental group and control group were selected without random assignment and both classes took pretest and posttest. The writer taught the simple past tense in two classes (VIII-B as an experimental class and VIII-A as control class). Experiment class was taught by

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using Teams Games Tournament technique in teaching simple past tense and control class was taught without Teams Games Tournament.

C. Instrument of the Research

This study used test as the instrument of the research. The instrument contained of 60 questions of multiple choice. First, the writer did the validity test to the eight grade students of MTs N 3 Pondok Pinang. MTs N 3 Pondok Pinang was chosen because MTs N 3 had the same curriculum and the same level to MTs N 13. Next, the writer examined the validity, reliability, index of difficulty, and discriminating power using ANATES software version 4.0.9. After getting the result of ANATES, the writer got 41 significant questions and took 40 questions for the pretest and posttest. Here is the detail explanation about the blueprint of the questions which was assigned according to the standard competence and based competence of eighth grade in KTSP (Kurikulum Tingkat Satuan Pembelajaran) at the second semester.

- **Standard Competence**
  
  To express the meaning in the functional spoken language and the simple short monologue in recount and narrative to interact with their surrounding.

- **Based Competence**
  
  To express the meaning in the functional spoken language accurately, fluently and accepted to interact to their surrounding.

<table>
<thead>
<tr>
<th>No.</th>
<th>Indicator</th>
<th>Kind of Questions</th>
<th>Questions' Number</th>
<th>Answer Key</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using regular verbs in affirmative statement of simple past tense.</td>
<td>Multiple Choice</td>
<td>6, 9, 10, 21, 26, 40</td>
<td>A, C, A, C, D, B</td>
</tr>
<tr>
<td>2</td>
<td>Using regular verbs in negative statement of simple past tense.</td>
<td>Multiple Choice</td>
<td>11, 12, 13, 24, 27</td>
<td>D, C, B, A, B</td>
</tr>
</tbody>
</table>

Table 3.2

The Blueprint of the Questions
Table 3.2 showed the mapping of the questions in the research instrument with the indicator and kind of question. The instrument was designed based on students’ books and some grammar books. For instance, English in Focus for Grade VIII, *Fokus Bahasa Inggris untuk SMP dan MTs*, and *SPM Plus*. The instrument also supported by Grammar Form and Function IA and 3A by Broukal.

The writer took the pre-test first. The pre-test was conducted to know that the students in both classes have the same intelligent and to know their earlier knowledge of simple past tense before the treatment. At the end of the experiment, the writer took the post-test to both classes and compared the achievement of the study.
D. Population and Sample

1. Population

The population of this research was the eighth grade students of MTs N 13 Jakarta in the academic year of 2013/2014. They are 172 students. They were divided into five classes. They are VIII-A to VIII-E.

2. Sample

The writer took two classes from the eighth grade students of MTs N 13 Jakarta in the academic year of 2013/2014 as a sample using cluster random sampling technique. The writer used VIII-A as a control group and VIII-B as an experimental group. There were 34 students of VIII-A and 35 students of VIII-B. But during the research, one student from VIII-B was absent. So the writer took only 34 students in each class.

E. Technique of Data Collecting

Collecting data is an important thing in this research. This study used test as the way to collect the data. Before the test was given for pretest, the writer did the validity test to eighth graders of MTs N 3 Pondok Pinang.

In this research, both experiment class and control class was given two tests about simple past tense: pretest and posttest.

1. Pre-test

Pre-test was conducted before giving the treatment using TGT technique. There were 40 items of multiple choices questions. The score per item was 2.5 for correct answer. Students would get 100 point if they could answer correctly to all of the questions. Both of the classes, experimental group and control group were given the same test. The purpose of pretest was to know that the students in both classes have the same intelligent and to know their earlier knowledge of simple past tense before the treatment.

2. Post-test

The post-test would be given to the students after being taught and given the treatment. Also, this post-test would be given to both groups, either experimental
group or control one. It was aimed to assess their achievement on simple past tense. As like pretest, posttest also contained of 40 items of multiple choices questions. The score per item was 2.5 for correct answer.

F. Techniques of Data Analysis

To analyze the data the writer will use statistical calculation of the $t_{test}$ to determine the final calculation of $t_0$ ($t$ observation) which will be done to measure the last score of the research test. The formula of T-test as follows:

$$t = \frac{M_X - M_Y}{\sqrt{\frac{(\sum x^2 + \sum y^2)}{N_X + N_Y - 2} \left( \frac{1}{N_X} + \frac{1}{N_Y} \right)}}$$

$M_X$: Mean of the Gained Score of Experiment Class  
$M_Y$: Mean of the Gained Score of Control Class  
$N_X$: Numbers of students in Experiment Class  
$N_Y$: Numbers of students in Control Class  

In order to get the calculation of T-test, there are several steps to be taken; the following steps describe as follows:

1. Determining mean of gained score of experiment class:
   
   $$M_X = \frac{\sum x}{N_X}$$

2. Determining mean of gained score of control class:
   
   $$M_Y = \frac{\sum y}{N_Y}$$

3. Determining of deviation of experiment class:
   
   $$\sum x^2 = \sum x^2 - \frac{(\sum X)^2}{N}$$

4. Determining of deviation of control class:
   
   $$\sum y^2 = \sum y^2 - \frac{(\sum Y)^2}{N}$$

---

5. Finding the t value using t-test:

\[ t = \frac{M_X - M_Y}{\sqrt{\frac{\sum X^2 + \sum Y^2}{N_X + N_Y - 2} \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}} \]

6. Determining t-table in significance level of 5% with Degree of Freedom (df):

\[ df = (N1 + N2) - 2 \]

Variable X : Teaching the simple past tense through TGT

Variable Y : Teaching the simple past tense without TGT

G. Statistical Hypothesis

After the explanation of the research methodology, statistically the research hypothesis is expressed as follow:

Ho : \( \mu_1 = \mu_2 \)

Ha : \( \mu_1 \neq \mu_2 \)

Ho = Null hypothesis

Ha = Alternative hypothesis

\( \mu_1 \) = Students’ simple past tense achievement, who are taught by (Teams Games Tournament TGT) technique.

\( \mu_2 \) = students’ simple past tense achievement, who are taught without Teams Games Tournament (TGT) technique.

The assumption of this hypothesis as follows:

If \( t_o \geq t_{table} \), the Null Hypothesis (H_o) is rejected and alternative hypothesis (Ha) is accepted. It means there is a significant difference of students’ simple past tense achievement between students who are taught by Teams Games Tournament (TGT) technique and students who are taught without TGT (Teams Games Tournament) technique.

If \( t_o \leq t_{table} \), the Null hypothesis (H_o) is accepted and alternative hypothesis (Ha) is rejected. There is no significant difference in the main gained of the students’ score that taught by Teams Games Tournament (TGT) technique and students taught without Teams Games Tournament (TGT) technique.
CHAPTER IV
RESEARCH FINDING AND INTERPRETATION

A. Research Finding

1. The Description of Data

The data were collected from students’ pre-test and post-test in both two classes; experimental class and control group. The data which was obtained is described into Tables as follow:

a) Experiment Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Pretest Score</th>
<th>Posttest Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>55</td>
<td>95</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>68</td>
<td>80</td>
<td>12</td>
</tr>
<tr>
<td>3</td>
<td>85</td>
<td>100</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>40</td>
<td>88</td>
<td>48</td>
</tr>
<tr>
<td>5</td>
<td>58</td>
<td>95</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>68</td>
<td>82</td>
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<td>7</td>
<td>58</td>
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<tr>
<td>8</td>
<td>62</td>
<td>90</td>
<td>28</td>
</tr>
<tr>
<td>9</td>
<td>58</td>
<td>75</td>
<td>17</td>
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<td>10</td>
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<td>90</td>
<td>45</td>
</tr>
<tr>
<td>11</td>
<td>45</td>
<td>85</td>
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</tr>
<tr>
<td>12</td>
<td>55</td>
<td>98</td>
<td>43</td>
</tr>
<tr>
<td>13</td>
<td>32</td>
<td>72</td>
<td>40</td>
</tr>
<tr>
<td>14</td>
<td>38</td>
<td>68</td>
<td>30</td>
</tr>
<tr>
<td>15</td>
<td>30</td>
<td>75</td>
<td>45</td>
</tr>
<tr>
<td>No.</td>
<td>Pretest Score</td>
<td>Posttest Score</td>
<td>Gained Score</td>
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<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>16</td>
<td>38</td>
<td>70</td>
<td>32</td>
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<tr>
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<td>22</td>
</tr>
<tr>
<td>18</td>
<td>88</td>
<td>92</td>
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</tr>
<tr>
<td>19</td>
<td>52</td>
<td>60</td>
<td>8</td>
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<td>20</td>
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</tr>
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<td>21</td>
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<td>22</td>
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<td>42</td>
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<tr>
<td>34</td>
<td>82</td>
<td>92</td>
<td>10</td>
</tr>
<tr>
<td>∑</td>
<td>1902</td>
<td>2803</td>
<td>901</td>
</tr>
</tbody>
</table>

Mean | 55.94117647 | 82.4411765 | 26.5 |

Table 4.1 showed that experimental class improved significantly, it could be seen from the mean score of pretest 55.94, became 82.44 in posttest. The lowest score of pretest in experimental class was 32 and the highest score was 88. After the treatment of Teams Games Tournament (TGT), the highest score of posttest in experimental class was 100 and the lowest was 58.
To know more detail about frequency distribution of experiment class students, the data can be seen on the table of class interval below:

1) Pretest
   - Range pretest experiment class
     \[ = H - L \]
     \[ = 88 - 30 \]
     \[ = 58 \]
   - Class
     \[ = 1 + 3.3 \log n \]
     \[ = 1 + 3.3 \log 34 \]
     \[ = 6.05 \]
   - Interval pretest
     \[ = \frac{R}{C} \]
     \[ = \frac{58}{6.05} \]
     \[ = 9.58 = 10 \]
   - Percentage
     \[ P = \frac{f}{N} \times 100\% \]

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30—39</td>
<td>4</td>
<td>11.76%</td>
</tr>
<tr>
<td>2</td>
<td>40—49</td>
<td>6</td>
<td>17.65%</td>
</tr>
<tr>
<td>3</td>
<td>50—59</td>
<td>13</td>
<td>38.24%</td>
</tr>
<tr>
<td>4</td>
<td>60—69</td>
<td>5</td>
<td>14.71%</td>
</tr>
<tr>
<td>5</td>
<td>70—79</td>
<td>2</td>
<td>5.88%</td>
</tr>
<tr>
<td>6</td>
<td>80—89</td>
<td>4</td>
<td>11.76%</td>
</tr>
<tr>
<td>(\sum f)</td>
<td></td>
<td>34</td>
<td>100.00%</td>
</tr>
</tbody>
</table>
From the Table 4.2 above, most of students got score 50—59 with the frequency 13 students. 17.65% students got score about 40—49. 14.71% students got score about 60—69, 11.76% students got score about 30—39 and 80—89. Then, only 5.88% students got score about 70—79.

Data of frequency distribution can be described on the chart below:

![Figure 4.1](image)

**Figure 4.1**

**Frequency Distribution of Experiment Class Pretest**

2) Post test

- Range post test experiment class
  
  \[ H - L \]

  \[ = 100 - 58 \]

  \[ = 42 \]

- Class
  
  \[ = 1 + 3.3 \log n \]

  \[ = 1 + 3.3 \log 34 \]

  \[ = 6.05 = 6 \]

- Interval post test
  
  \[ = R / C \]
\[ \frac{42}{6.05} = 6.9 = 7 \]

- Percentage

\[ P = \frac{f}{N} \times 100\% \]

Table 4.3

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>58—64</td>
<td>2</td>
<td>5.88%</td>
</tr>
<tr>
<td>2</td>
<td>65—71</td>
<td>6</td>
<td>17.65%</td>
</tr>
<tr>
<td>3</td>
<td>72—78</td>
<td>6</td>
<td>17.65%</td>
</tr>
<tr>
<td>4</td>
<td>79—85</td>
<td>5</td>
<td>14.71%</td>
</tr>
<tr>
<td>5</td>
<td>86—92</td>
<td>6</td>
<td>17.65%</td>
</tr>
<tr>
<td>6</td>
<td>93—100</td>
<td>9</td>
<td>26.47%</td>
</tr>
<tr>
<td>( \sum f )</td>
<td></td>
<td>34</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

From the Table 4.3 above, most of students got score 93—100 with the percentage 26.47% students. 5.88% students got score about 58—64. 17.65% students got score about 84—89, 72—78 and 86—92. Then, 14.71% students got score about 79—85. The highest percentage happened at the range of 93—100. Meanwhile, the lowest percentage happened at the range of 58—64. This result showed that many of students got big improvements in their posttest.

In order to get the visualization of the frequency distribution of experimental class on their posttest, the data of frequency distribution can be described on the chart below:
Figure 4.2
Frequency Distribution of Experiment Class Posttest

b) Control class

Table 4.4

The Students’ Achievement of Control Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Pretest Score</th>
<th>Posttest Score</th>
<th>Gained Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>48</td>
<td>72</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>72</td>
<td>70</td>
<td>-2</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>78</td>
<td>13</td>
</tr>
<tr>
<td>4</td>
<td>65</td>
<td>82</td>
<td>17</td>
</tr>
<tr>
<td>5</td>
<td>35</td>
<td>68</td>
<td>33</td>
</tr>
<tr>
<td>6</td>
<td>60</td>
<td>82</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
<td>55</td>
<td>95</td>
<td>40</td>
</tr>
<tr>
<td>8</td>
<td>82</td>
<td>60</td>
<td>-22</td>
</tr>
<tr>
<td>9</td>
<td>88</td>
<td>92</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td>28</td>
<td>52</td>
<td>24</td>
</tr>
<tr>
<td>No.</td>
<td>Pretest Score</td>
<td>Posttest Score</td>
<td>Gained Score</td>
</tr>
<tr>
<td>-----</td>
<td>---------------</td>
<td>----------------</td>
<td>--------------</td>
</tr>
<tr>
<td>11</td>
<td>42</td>
<td>100</td>
<td>58</td>
</tr>
<tr>
<td>12</td>
<td>55</td>
<td>68</td>
<td>13</td>
</tr>
<tr>
<td>13</td>
<td>52</td>
<td>52</td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td>55</td>
<td>90</td>
<td>35</td>
</tr>
<tr>
<td>15</td>
<td>35</td>
<td>65</td>
<td>30</td>
</tr>
<tr>
<td>16</td>
<td>70</td>
<td>68</td>
<td>-2</td>
</tr>
<tr>
<td>17</td>
<td>45</td>
<td>98</td>
<td>53</td>
</tr>
<tr>
<td>18</td>
<td>75</td>
<td>88</td>
<td>13</td>
</tr>
<tr>
<td>19</td>
<td>55</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>20</td>
<td>75</td>
<td>95</td>
<td>20</td>
</tr>
<tr>
<td>21</td>
<td>72</td>
<td>85</td>
<td>13</td>
</tr>
<tr>
<td>22</td>
<td>88</td>
<td>98</td>
<td>10</td>
</tr>
<tr>
<td>23</td>
<td>48</td>
<td>62</td>
<td>14</td>
</tr>
<tr>
<td>24</td>
<td>38</td>
<td>42</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>82</td>
<td>88</td>
<td>6</td>
</tr>
<tr>
<td>26</td>
<td>85</td>
<td>92</td>
<td>7</td>
</tr>
<tr>
<td>27</td>
<td>68</td>
<td>98</td>
<td>30</td>
</tr>
<tr>
<td>28</td>
<td>85</td>
<td>72</td>
<td>-13</td>
</tr>
<tr>
<td>29</td>
<td>45</td>
<td>85</td>
<td>40</td>
</tr>
<tr>
<td>30</td>
<td>68</td>
<td>65</td>
<td>-3</td>
</tr>
<tr>
<td>31</td>
<td>48</td>
<td>82</td>
<td>34</td>
</tr>
<tr>
<td>32</td>
<td>42</td>
<td>58</td>
<td>16</td>
</tr>
<tr>
<td>33</td>
<td>62</td>
<td>62</td>
<td>0</td>
</tr>
<tr>
<td>34</td>
<td>38</td>
<td>62</td>
<td>24</td>
</tr>
<tr>
<td>Σ</td>
<td>2026</td>
<td>2601</td>
<td>575</td>
</tr>
</tbody>
</table>

Mean 59.58823529 76.5 16.91176471
Table 4.4 showed that control class mean score of pretest was 59.58, and 76.5 in posttest. The mean of pretest in control class was higher than experimental group’s pretest. The lowest pretest score of control class was 28 and the highest score was 88. While, the highest score of posttest in control class was 100 and the lowest was 42. From the pretest, control class got higher score than experimental class got. On the other side, the posttest score of control class was lower than the posttest score of experimental class.

To know more detail about frequency distribution of experiment class students, the data can be seen on the Table of class interval below:

1) Pretest
   - Range pretest control class
     \[ \text{Range} = H - L \]
     \[ = 88 - 28 \]
     \[ = 60 \]
   - Class
     \[ \text{Class} = 1 + 3.3 \log n \]
     \[ = 1 + 3.3 \log 34 \]
     \[ = 1 + 3.3 \log 34 \]
     \[ = 6.05 \]
     \[ = 6 \]
   - Interval pretest
     \[ \text{Interval} = \frac{R}{C} \]
     \[ = \frac{60}{6.05} \]
     \[ = 9.91 \]
     \[ = 10 \]
   - Percentage
     \[ P = \frac{f}{N} \times 100\% \]
Table 4.5

Frequency Distribution of Control Class Pretest

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28—37</td>
<td>3</td>
<td>8.82%</td>
</tr>
<tr>
<td>2</td>
<td>38—47</td>
<td>6</td>
<td>17.65%</td>
</tr>
<tr>
<td>3</td>
<td>48—57</td>
<td>8</td>
<td>23.53%</td>
</tr>
<tr>
<td>4</td>
<td>58—67</td>
<td>4</td>
<td>11.76%</td>
</tr>
<tr>
<td>5</td>
<td>68—77</td>
<td>7</td>
<td>20.59%</td>
</tr>
<tr>
<td>6</td>
<td>78—88</td>
<td>6</td>
<td>17.65%</td>
</tr>
<tr>
<td>Σf</td>
<td></td>
<td>34</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

From the Table 4.5 above, most of students got score 48—57 with the percentage 23.53% students. 20.59% students got 68—77. Then, 17.65% students got score about 38—47 and 78-88. 11.76% students got score about 58—67. Only 8.82% students got 28—37.

Data of frequency distribution can be described on the chart below:

![Frequency Distribution of Control Class Pretest](image)

Figure 4.3

Frequency Distribution of Control Class Pretest
2) Posttest

- Range post test control class
  \[= H - L\]
  \[= 100 - 42\]
  \[= 58\]

- Class
  \[= 1 + 3.3 \log n\]
  \[= 1 + 3.3 \log 34\]
  \[= 6.05 = 6\]

- Interval post test
  \[= R/C\]
  \[= 58/6.05\]
  \[= 9.58 = 10\]

- Percentage
  \[P = \frac{f}{N} \times 100\%\]

### Table 4.6

<table>
<thead>
<tr>
<th>No.</th>
<th>Class Interval</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>42—51</td>
<td>1</td>
<td>2.94%</td>
</tr>
<tr>
<td>2</td>
<td>52—61</td>
<td>4</td>
<td>11.76%</td>
</tr>
<tr>
<td>3</td>
<td>62—71</td>
<td>9</td>
<td>26.47%</td>
</tr>
<tr>
<td>4</td>
<td>72—81</td>
<td>4</td>
<td>11.76%</td>
</tr>
<tr>
<td>5</td>
<td>82—91</td>
<td>8</td>
<td>23.53%</td>
</tr>
<tr>
<td>6</td>
<td>92—100</td>
<td>8</td>
<td>23.53%</td>
</tr>
<tr>
<td>(\Sigma f)</td>
<td></td>
<td>34</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

From the Table 4.6 above, most of students got score 62—71 with the percentage 26.47% students. 23.53% students got score about
82—91 and 92—100. Followed by 11.76% students got score about 52—61 and 72—81. Then, only 2.94% students got score about 42—51.

Data of frequency distribution can be described on the chart below:

![Figure 4.4: Frequency Distribution of Control Class Posttest](image)

2. The Analysis of Data

The writer analyzes the data using T-test formula. This technique is useful to prove statistically whether there is any significant difference between students’ gained score in simple past tense in experiment and control class. The experimental class was X variable and the control class was Y variable.

The formula of T-test as follows:

\[
t = \frac{M_X - M_Y}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma Y^2}{N_X + N_Y - 2}\right) \left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}
\]

In order to get the calculation of T-test, there are several steps to be taken; the following steps describe as follows:
1. Determining mean of gained score of experiment class:

\[ M_x = \frac{\sum x}{N_x} = \frac{901}{34} = 26.5 \]

2. Determining mean of gained score of control class:

\[ M_y = \frac{\sum y}{N_y} = \frac{575}{34} = 16.9 \]

3. Determining of deviation of experiment class:

\[
\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N} \\
\sum x^2 = 30097 - \frac{(901)^2}{34} \\
\sum x^2 = 30097 - \frac{811801}{34} \\
\sum x^2 = 30097 - 23876.5 \\
\sum x^2 = 6220.5
\]

4. Determining of deviation of control class

\[
\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N} \\
\sum y^2 = 19959 - \frac{(575)^2}{34} \\
\sum y^2 = 19959 - \frac{330625}{34} \\
\sum y^2 = 19959 - 9724.26 \\
\sum y^2 = 10234.74
\]

5. Finding the t value using t-test

\[
t = \frac{M_x - M_y}{\sqrt{\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \left( \frac{1}{N_x} + \frac{1}{N_y} \right)}}
\]

\[
t = \frac{26.5 - 16.9}{\sqrt{\frac{6220.5 + 10234.74}{34 + 34 - 2} \left( \frac{1}{34} + \frac{1}{34} \right)}}
\]
After getting the $t_0$, it is necessary determining Degrees of Freedom (df), to know the value of $t_{table}$ with formula:

$$ df = (N_1 + N_2) - 2 $$

$$ = (34 + 34) - 2 = 66 $$

The value of df 66 at the degree of significance 5% = 1.668 and at the degree of significance 1% = 2.384.\(^1\)

### 3. Hypothesis Testing

In this research, the writer proposes null hypothesis (Ho) and alternative hypothesis (Ha):

(\textbf{Ho}): There is no effectiveness of Teams Games Tournament (TGT) technique on students’ mastery of simple past tense to eighth grade students of MTs N 13 Jakarta in academic year 2013/2014.

(\textbf{Ha}): There is an effectiveness of Teams Games Tournament (TGT) technique on students’ mastery of simple past tense to eighth grade students of MTs N 13 Jakarta in academic year 2013/2014.

\(^1\)Budi Susetyo, *Statistika Untuk Analisis Data Penelitian*, (Bandung: Refika Aditama, 2010), p. 319-324.
The assumption of this hypothesis as follows:

If $t_o \geq t_{table}$, the Null Hypothesis ($H_o$) is rejected and alternative hypothesis ($H_a$) is accepted. It means there is an effectiveness of TGT on students’ mastery of simple past tense to eight grade students of MTs N 13 Jakarta.

If $t_o \leq t_{table}$, the Null hypothesis ($H_o$) is accepted and alternative hypothesis ($H_a$) is rejected. There is no effectiveness of TGT on students’ mastery of simple past tense to eight grade students of MTs N 13 Jakarta.

Based on the description of data calculation, it can be inferred that:

1. The value of $t_o$ is 2.50
2. The degree of freedom (df) is 66, so the value of $t_{table}$ in the significance 5% = 1.668 and in the significance of 1% = 2.384

It shows that $t_o \geq t_{table}$, it means that the Null Hypothesis ($H_o$) is rejected and the Alternative Hypothesis ($H_a$) is accepted.

B. Interpretation

TGT (Teams Games Tournament) is a teaching technique which assigns students into groups that consist of four or five heterogeneous members in each group. It is considered effective to improve students’ achievement in simple past tense and minimize the high imbalance between students upper and lower level, because as Slavin points out, studying in a group motivate students to encourage and help each other master skill presented by the teacher. However there is no guarantee that the upper ability students will actually help the lower ability students in the group. So that it is important to investigate the use of TGT in teaching simple past tense.

The result of data analysis used t-test showed, the value of $t_o$ was 2.50 with degree of freedom 66 in the significance degree ($\alpha$) of 5%, $t_{table}$ was 1.668, then in the significance of 1% = 2.384. It meant that, $t_o > t_{table}$ ($t_o$ was higher than $t_{table}$). So, the null hypothesis (Ho) was rejected. Then, the alternative hypothesis ($H_a$) was accepted that there was an effectiveness of Teams Games Tournament (TGT) technique on students’ mastery of simple past tense to eighth grade students of MTs N 13 Jakarta in academic year 2013/2014. The writer found teh empirical evidence that the
improvement of students’ achievement happened in both classes; experiment and control class, but the experimental class which was taught through TGT (Teams Games Tournament) technique shows the higher improvement than the control class which was taught without TGT (Teams Games Tournament) technique. It could be seen from the Mean of Students’ posttest in experiment class was higher than in control class. The mean of pretest in Control Class was 59.58 and the mean of posttest was 76.5. On the other side, the mean of pretest in experiment class was lower than control class, that was 55.94. whereas, the mean in posttest of experiment class was higher than control class, that was 82.44. It meant that the use of TGT (Teams Games Tournament) technique in teaching simple past tense was effective to improve students’ achievement in simple past tense.

Reflect to Slavin’s view in chapter II which was said that TGT (Teams Games Tournament) technique increased basic skills, students’ achievement and positive interaction between students was proved by the research. In average, student who was taught by using TGT (Teams Games Tournament) technique got a big improvement in simple past tense achievement. However, it could not be judged that the students which are taught without TGT (Teams Games Tournament) technique got bad achievement. They also got improvement, although it was not too high. Positive interaction between students also happened as the result of their cooperative work during the application of TGT (Teams Games Tournament) technique in learning Simple Past Tense.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Learning grammar, for example simple past tense, in foreign language may be not as easy as learning grammar in mother-tongue language; some problems in learning grammar may exist. Therefore, the teachers need to apply various techniques in order to solve the problems in teaching grammar, especially simple past tense. One of teaching techniques that can be applied in teaching grammar is TGT (Teams Games Tournament) technique.

TGT (Teams Games Tournament) is one of cooperative learning techniques. In chapter II, the writer has already described about TGT technique and Simple Past Tense. In TGT, students are assigned into groups that consist of four or five heterogeneous members in each group. It gives students opportunities to work in group with other students and helps each other in the teaching and learning process in order to master the subject material. Moreover, each member of groups has responsibilities in tournament as the representative of their groups.

In the implementation of this research, the writer applied TGT technique in teaching Simple Past Tense at the eighth grade of 13 Islamic Junior High School of South Jakarta. The writer used experimental research. The data that was obtained was analyzed by using t-test. Based on the calculation in chapter IV, the writer obtained the value of \( t_{\text{table}} \) in the significance 5% is 1.668, and the value of \( t_o \) is 2.50. It can be described that \( t_o \geq t_{\text{table}} \). The result of the calculation and the test of hypothesis in chapter IV are useful to answer the formulation of problem in this research.

Based on the descriptions above, the writer inferred that this study has answered the question that was mentioned in chapter I. The answer is, there is an effectiveness of TGT on students’ mastery of simple past tense. From the Mean of Students’ gained score in both classes, the score of experiment class which was taught using TGT technique is higher than in control class which was taught
without TGT technique. It means that the use of TGT technique in teaching Simple Past Tense is effective to improve students' achievement in Simple Past Tense.

B. Suggestion

From the conclusion above, the writer would like to offer the following suggestions:

1. It is good for teachers to apply TGT (Teams Games Tournament) as a technique in teaching Simple Past Tense. Because it motivates students to help each other in mastering material which presented by the teacher.

2. Teacher would better use any media such as power point, or handout for students. To make students more interested toward the learning process.

3. It is a good way if the teacher always tries to create an innovative and creative classroom for the students by applying varieties of quizzes, or tournament as a review of the material.

4. It is good for teacher motivate students by giving a reward as a symbol of teacher appreciation, for example for the winner of the tournament.

5. The teacher should give a chance to the students to express their opinions about their difficulties in English learning.

6. The students had better share their difficulty in learning to their friends and their teacher in order to solve their problem in the learning process.

7. Teaching Simple Past Tense through TGT technique needs a longer time. Hopefully, there will be further research in analyzing this problem.

The suggestions above are given based on the research that was done by the writer. He hopes the suggestions will give positive contribution to improve the process of English teaching and learning.
BIBLIOGRAPHY


43


APPENDICES
<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>MTS N 13 Jakarta Selatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas/Semester</td>
<td>VIII (delapan) / 2</td>
</tr>
<tr>
<td>Standar Kompetensi</td>
<td>10. Membaca</td>
</tr>
<tr>
<td></td>
<td>Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.</td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>10.1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</td>
</tr>
<tr>
<td>Indikator</td>
<td>1. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.</td>
</tr>
<tr>
<td></td>
<td>3. Siswa dapat menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.</td>
</tr>
<tr>
<td></td>
<td>4. Siswa dapat mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.</td>
</tr>
<tr>
<td></td>
<td>5. Siswa dapat membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.</td>
</tr>
<tr>
<td></td>
<td>6. Siswa dapat membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat simple past tense.</td>
</tr>
<tr>
<td>Jenis Teks</td>
<td>Teks esei narrative/recount</td>
</tr>
<tr>
<td>Aspek/skill</td>
<td>Reading (membaca)</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2 X 40 menit (pertemuan 1)</td>
</tr>
</tbody>
</table>

1. **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa dapat:

a. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.

b. Mengidentifikasi berbagai makna teks narrative/recount.

c. Menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.

d. Mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.

e. Membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.

f. Membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat.

g. Membuat kalimat positive, negative maupun interrogative dalam Simple Past Tense menggunakan irregular verbs.
h. Menggunakan verbs yang sesuai pada teks narrative/recount yang rumpang.

**Karakter siswa yang diharapkan:**
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)
- Tanggung jawab (*responsibility*)
- Berani (*courage*)
- Rasa ingin tahu (*curiosity*)

2. **Materi Pembelajaran**

Simple Past Tense

Berikut fungsi dari Simple Past Tense:

a. Menggambarkan kegiatan yang terjadi di masa lampau
   Contoh: Spain *won* the world cup in 2010.

b. Membicarakan rentetan kegiatan yang terjadi di masa lampau.
   Contoh: I *came* home, *picked* up my mail, and *left*.

3. **Metode Pembelajaran**

  Cooperative Learning (Teams Games Tournament)

4. **Langkah-langkah Kegiatan Pembelajaran**

A. **Kegiatan Awal**

  🌐 **Apersepsi**:
  - Guru mengucapkan salam dan membimbing doa sebelum memulai pelajaran.
  - Guru mengabsen siswa.
  - Mengajukan pertanyaan-pertanyaan terkait materi “Simple Past Tense” yang akan diajarkan dan menjelaskan tujuan pembelajaran.

  🌐 **Memotivasi**:
  - Menjelaskan pentingnya materi “Simple Past Tense” yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. **Kegiatan Inti.**

  🌐 **Eksplorasi**

  Dalam kegiatan eksplorasi, guru:
  - Mengajak siswa berdiskusi tentang cara mengungkapkan pembagian waktu dalam tenses.
  - Menjelaskan pada siswa metode belajar yang akan dipakai dalam pembelajaran Simple Past Tense.
  - Membagi siswa dalam 7 kelompok kecil, yang terdiri dari 5 orang anggota.
  - Mengajak siswa untuk berkumpul dengan kelompoknya masing-masing.
  - Memberikan handout mengenai contoh-contoh kalimat sederhana dalam konteks simple past tense.
  - Mengajak siswa untuk berdiskusi bersama teman kelompoknya mengenai materi yang terkandung dalam handout.
  - Siswa dituntun untuk bisa menjawab soal-soal yang terlampir dalam handout mengenai simple past tense.
  - Siswa dituntun membuat contoh kalimat simple past tense berdasarkan pengalamanannya masing-masing bersama teman satu kelompoknya.
  - Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar.
Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru

**Elaborasi**
Dalam kegiatan elaborasi, guru:
- Melatih siswa agar bisa mengubah bentuk kalimat simple past tense menjadi kalimat positive, negative maupun interrogative bersama kelompok belajarnya.
- Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis terkait.

**Konfirmasi**
Dalam kegiatan konfirmasi, guru:
- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa bekerja sama dalam mengerjakan tugas bersama kelompoknya
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa dan bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan mengenai simple past tense.
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya

**C. Kegiatan Akhir**
Dalam kegiatan penutup, guru:
- Bersama-sama dengan peserta didik membuat simpulan pelajaran pada pertemuan kali ini.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas.
- Mengakhiri pembelajaran dengan hamdalah
- Guru keluar kelas dengan mengucapkan salam

**5. Sumber Belajar**

**6. Media Pembelajaran**
- Visual Media (Laptop, LCD, power point)
- Buku teks, kamus, handout.

**7. Pedoman Penilaian**
- Mengubah kalimat simple past tense menjadi kalimat bentuk positive, negative maupun interrogative
- Jawaban benar sempurna berbobot nilai 2
- Jawaban kurang sempurna berbobot nilai 1
- Jawaban salah berbobot nilai 0

Jakarta, Februari 2014
Researcher

Hery Fitriyanto
NIM.10901400028
Cooperative Learning – Teams Games Tournament

I. Change the kind of sentence!

1. (+) They played football last month.
   (-) ..................................................
   (?) ...................................................

2. (+)Father did not buy some cakes last night.
   (-) ..................................................
   (?) ..................................................

3. (+)..................................................
   (-) ..................................................
   (?) Did he write a letter yesterday?

4. (+) Shifa cleaned the blackboard.
   (-) ..................................................
   (?) ..................................................

5. (+) Galuh waited for the schoolbus near her
   neighbourhood yesterday morning.
   (-) ..................................................
   (?) ..................................................

6. (+) We bought a magazine in the bookshop.
   (-) ..................................................
   (?) ..................................................

7. (+) ..................................................
   (-) My dad didn’t work overtime last night.
   (?) ..................................................

8. (+) ..................................................
   (-) ..................................................
   (?) Did the students win the competition last
   week?

9. (+) ..................................................
   (-) My dad didn’t work overtime last night.
   (?) ..................................................

10. (+) ..................................................
    (-) Many planes did not fly over this village a
     few minutes ago.
     (?) ..................................................

II. Complete the following letter with a correct form!

Dear: Sarah

Sarah, I am writing to you just to memorize
about our holiday in your city last year.
I (1).... so happy being there with you. We (2)....
many tourism objects like Parangtritis Beach, Prambanan
Temple, and Malioboro. I really enjoyed the places. We (3)... many foods and souvenirs there. We also (4)... the pictures
scenery. We (20)... so happy spending time together.
I hope we can visit there again next time.

1. a. is  b. was  c. are  d. were
2. a. visited  b. visiting  c. visits  d. visit
3. a. buy  b. buying  c. bought  d. buyed
4. a. take  b. takes  c. taked  d. took
5. a. were  b. was  c. are  d. is
Last week (6)...... my birthday. My family (7)...... me a surprise. I (8)...... up early that morning but I didn’t (9)...... anybody. Neither my parents nor my brother were in the house. The living room was dark. I was walking into it when suddenly the whole family showed and (10)....... “surprise!” There was a big cake with candle on it. I was very happy.

6. a. were    8. a. wake
b. was        b. waken
c. is          c. is waking
d. are        d. woke
7. a. gave    9. a. find
b. is giving  b. is finding
c. gives      c. found
d. give       d. finds
10. a. shout  d. shout
b. shouting   c. shouted

III. Fill the blanks!
1. She (meet) ........................................................................ her uncle last night.
2. We (do) ........................................................................ the test yesterday.
3. You did not (bring) ......................................................... the dictionary.
4. Did your father (drink) ................................................... the coffee yersterday?
5. They (play) ..................................................................... the game last night.
6. He (give) ....................................................................... me an orange last week.
7. I (go) ........................................................................... to Medan last month.
8. She (sing) ...................................................................... a song yesterday morning.
9. Mother (make) ............................................................. a rainbow cake last week.
10. Ditta (wash) ............................................................... her shoes yesterday morning.
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Experiment Class

Nama Sekolah : MTS N 13 Jakarta Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (delapan) / 2
Standar Kompetensi

10. Membaca
Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

10.1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

Indikator

1. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
3. Siswa dapat mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
4. Siswa dapat membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat simple past tense.
5. Siswa dapat membentuk kalimat positive, negative dan interrogative dalam bentuk form of be Simple Past Tense.
6. Siswa dapat mengubah bentuk kalimat positive menjadi negative dan interrogative, maupun sebaliknya dalam bentuk form of be Simple Past Tense.

Jenis Teks : Teks esei narrative/recount
Aspek/skill : Reading (membaca)
Alokasi Waktu : 2 X 40 menit (pertemuan 2)

1. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
   a. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
   b. Mengidentifikasi berbagai makna teks narrative/recount.
   c. Menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
   d. Mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
   e. Membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.
   f. Membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat.

Karakter siswa yang diharapkan : Rasa hormat dan perhatian (respect)
2. Materi Pembelajaran

   Simple Past Tense

   Berikut fungsi dari Simple Past Tense:

   a. Menggambarkan kegiatan yang terjadi di masa lampau
      Contoh: Spain won the world cup in 2010.

   b. Membicarakan rentetan kegiatan yang terjadi di masa lampau.
      Contoh: I came home, picked up my mail, and left.

3. Metode Pembelajaran

   Cooperative Learning (Teams Games Tournament)

4. Langkah-langkah Kegiatan Pembelajaran

   A. Kegiatan Awal

      • Apersepsi :
        ➔ Guru mengucapkan salam dan membimbing doa sebelum memulai pelajaran.
        ➔ Guru mengabsen siswa.
        ➔ Mengajukan pertanyaan-pertanyaan terkait materi “Simple Past Tense” yang akan diajarkan dan menjelaskan tujuan pembelajaran.

      • Memotivasi :
        ➔ Menjelaskan pentingnya materi “Simple Past Tense” yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

   B. Kegiatan Inti.

      • Eksplorasi
        Dalam kegiatan eksplorasi, guru:

        ➔ Mengajak siswa berdiskusi tentang cara mengungkapkan pembagian waktu dalam tenses.
        ➔ Menjelaskan pada siswa metode belajar yang akan dipakai dalam pembelajaran Simple Past Tense.
        ➔ Mengajak siswa untuk berkumpul dengan kelompoknya masing-masing yang sudah dibentuk pada pertemuan sebelumnya.
        ➔ Memberikan handout mengenai contoh-contoh kalimat sederhana dalam konteks simple past tense.
        ➔ Mengajak siswa untuk berdiskusi bersama teman kelompoknya mengenai materi yang terkandung dalam handout.
        ➔ Siswa dituntun untuk bisa menjawab soal-soal yang terlampir dalam handout mengenai simple past tense secara berkelompok.
        ➔ Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar.
        ➔ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru

      • Elaborasi
        Dalam kegiatan elaborasi, guru:
Memberikan tugas kelompok pada siswa guna dikerjakan bersama secara kooperatif bersama kelompok belajarnya.

Melatih siswa bersama kelompok belajarnya untuk menggunakan kata kerja yang sesuai dengan konteks simple past tense.

Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis terkait.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa bekerja sama dalam mengerjakan tugas bersama kelompoknya

- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.

- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa dan bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan mengenai simple past tense.

- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

**C. Kegiatan Akhir**

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik membuat simpulan pelajaran pada pertemuan kali ini.

- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.

- Memberikan umpan balik terhadap proses dan hasil pembelajaran.

- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas.

- Mengakhiri pembelajaran dengan hamdalah

- Guru keluar kelas dengan mengucapkan salam

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5. **Sumber Belajar**


6. **Media Pembelajaran**

   - Visual Media (Laptop, LCD, power point, handout)
   - Buku teks

7. **Pedoman Penilaian**

   **Rubrik Penilaian**

   - Mengubah kalimat simple past tense menjadi kalimat bentuk positive, negative maupun interrogative
     
     o Jawaban benar sempurna berbobot nilai 2
     
     o Jawaban kurang sempurna berbobot nilai 1
Jawaban salah berbobot nilai 0

Jakarta, Februari 2014
Researcher

Hery Fitriyanto
NIM.10901400028
Grouping Exercise (Meeting 2)

Group: ............

Members: 1............
    2............
    3............
    4............
    5............

A. Complete the sentences

Example:
I didn´t watch TV last night.

1. On Saturday I ____________ (play) computer games with my cousins.
2. My mum ____________ (not cook) dinner last night.
3. I ____________ (walk) to school because there weren´t any buses.
4. They ____________ (not dance) at the party.
5. My brother ____________ (travel) to Ireland last summer.

B. Write the past simple of these verbs

1. copy __________
2. revise __________
3. cycle __________
4. listen __________
5. practice __________
6. play __________
7. like __________
8. move __________

9. shout __________
10. start __________

C. Write the questions in the correct order.

Example:
night? / meet / Did / you / them / last / Did you meet them last night?

1. film? / like / you / Did / the / __________________________________
2. you / many / did / ask? / How / people / __________________________________
3. a / have / time? / they / Did / good / __________________________________
4. did / weekend? / the / What / do / we / at / __________________________________
5. she / DVD? / Where / that / did / buy / __________________________________
6. party / on / your / go / Saturday? / he / Did / to / __________________________________
7. did / yesterday? / Who / you / see / __________________________________

D. Correct the sentences.

Who do you met on Saturday morning? X

Who did you meet on Saturday morning?
1. Did he go to school yesterday? X
________________________________
2. Why did you go home early? X
________________________________
3. Where did you learn English? X
________________________________
4. Did she work today? X
________________________________
5. What did you do yesterday? X
________________________________
6. Did they last night phone you? X
________________________________

E. Regular (R) or irregular (I) verbs?
play R
1. fly ___________
2. use ___________
3. study___________
4. eat ___________
5. make ___________
6. travel___________
7. see ___________

F. Write the past simple of the verbs of exercise E.
1. ___________
2. ___________
3. ___________
4. ___________
5. ___________
6. ___________
7. ___________

G. Complete the sentences with the past simple.
be – get up – meet – have – go – run –
drink – sleep – swim – eat

Yesterday I got up early, at about seven o´clock.
1. I _________ a shower and some fruit for breakfast.
2. Then I _________ to the sports centre.
3. I _________ 500 meters in the swimming pool and then
4. I _________ 5 kilometers.
5. At lunchtime I _________ my friends in a café.
6. We _________ some pasta and _________ some juice.
7. After lunch I _________ for a few hours, I _________ tired!

H. Complete with past simple.
1. I opened the door and ___________ (look) inside.
2. Who ___________ (close) all the windows?
3. I ___________ (carry) my mom´s shopping bag.
4. I ___________ (not climb) over the fence.
5. I ___________ (rip) my shirt.
6. The plane ___________ (land) ten minutes ago.
7. We ___________ (live) in that house when I was a baby.

8. My brother ___________ (not cry) when he fell of his bike.

9. We ___________ (walk) to school yesterday.

10. She ___________ (smile) when she saw me.

11. We ___________ (hurry) to the station to catch the train.

12. She ___________ (laugh) when I told her the joke.

13. We ___________ (race) each other on our bikes.

14. Dad ___________ (not help) me with my homework.

15. Helen ___________ (whisper) me a secret.

16. Luis Miguel ___________ (hurry) to catch a bus.

17. We ___________ (return) our books to the library.

18. She ___________ (not kiss) the frog.

19. The frog ___________ (change) into a prince.

20. Two doctors ___________ (rush) into the room.

21. I ___________ (not kick) the ball very hard.

22. Who ___________ (invent) the computer?

23. Dinosaurs ___________ (live) many years ago.

24. It ___________ (not snow) last night.

25. They ___________ (not work) until twelve last night.

I. Past simple

1. I ___________ (loose) my watch in the park.

2. David ___________ (not hurt) his knee.

3. I kicked the ball and it ___________ (break) a window.

4. My new shoes ___________ (not cost) a lot of money.

5. I ___________ (get) this book from the library.

6. We had a garage where we ___________ (keep) our car.

7. Ali ___________ (cut) his knee.

8. The glass ___________ (fall) off the table.

9. The glass ___________ (not break).

10. We ___________ (sell) our old car.

11. We ___________ (buy) a new car.

12. The bell ___________ (not ring).

13. We all ___________ (go) into school.

14. The dog ___________ (catch) the ball.

15. The man ___________ (not kneel) down.

16. Our cat ___________ (run) onto the road.

17. Jane ___________ (not write) a letter.

18. I ___________ (buy) a new camera last week.
19. We ___________ (drive) to a safari park yesterday.

20. Yesterday Dad ___________ (not take) me to the carnival.

21. Elizabeth ___________ (give) Eva a chocolate.

22. Jack and Jill ___________ (not go) up the hill.

23. Her ring ___________ (cost) ten Euros.

24. I ___________ (put) sugar in my coffee.

25. He ___________ (not hit) the ball over the net.

*Cog nito ergo sum*

#Good Luck#

Cooperative Learning

Teams Games Tournament

Work together is fun
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Experiment Class

Nama Sekolah : MTS N 13 Jakarta Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (delapan) / 2
Standar Kompetensi : 10. Membaca

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 10.1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

Indikator : 1. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
3. Siswa dapat menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
4. Siswa dapat mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
5. Siswa dapat membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.
6. Siswa dapat menghafal kosakata kata kerja yang tidak beraturan (irregular verbs).
7. Siswa dapat membuat kalimat positive, negative dan interrogative menggunakan kata kerja tidak beraturan

Jenis Teks : Teks esei narrative/recount
Aspek/skill : Reading (membaca)
Alokasi Waktu : 2 X 40 menit (pertemuan 3)

1. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:

a. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
b. Mengidentifikasi berbagai makna teks narrative/recount.
c. Menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
d. Mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
e. Membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.
f. Membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat.
g. Menghafal kosakata kata kerja yang tidak beraturan (irregular verbs).

h. Membuat kalimat positive, negative dan interrogative menggunakan kata kerja tidak beraturan.

**Karakter siswa yang diharapkan:**
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)
- Tanggung jawab (*responsibility*)
- Berani (*courage*)
- Rasa ingin tahu (*curiosity*)

2. **Materi Pembelajaran**

   **Simple Past Tense**

   Berikut fungsi dari Simple Past Tense:

   a. Menggambarkan kegiatan yang terjadi di masa lampau
   Contoh: Spain *won* the world cup in 2010.

   b. Membicarakan rentetan kegiatan yang terjadi di masa lampau.
   Contoh: I *came* home, picked up my mail, and *left*.

   Contoh kata kerja tidak beraturan (irregular verb)

<table>
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<th>Past Form</th>
<th>Past Participle</th>
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<td>Eaten</td>
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<tr>
<td>Take</td>
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<td>Buy</td>
<td>Bought</td>
<td>Bought</td>
</tr>
</tbody>
</table>

3. **Metode Pembelajaran**

   Cooperative Learning (Teams Games Tournament)

4. **Langkah-langkah Kegiatan Pembelajaran**

   A. **Kegiatan Awal**

   - Apersepsi:
     - Guru mengucapkan salam dan membimbing doa sebelum memulai pelajaran.
     - Guru mengabsen siswa.
Mengajukan pertanyaan-pertanyaan terkait materi “Simple Past Tense” yang akan diajarkan dan menjelaskan tujuan pembelajaran.

**Memotivasi**:
- Menjelaskan pentingnya materi “Simple Past Tense” yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.
- Menjelaskan tahapan tournament dalam metode pembelajaran Cooperative Learning type TGT.

**B. Kegiatan Inti.**

**Eksplorasi**
Dalam kegiatan eksplorasi, guru:
- Mengajak siswa berdiskusi tentang cara mengungkapkan pembagian waktu dalam tenses.
- Mengajak siswa untuk berdiskusi tentang definisi, tujuan, ciri-ciri dan formula dari kalimat simple past tense.
- Siswa berkumpul bersama kelompok belajarnya yang sudah dibentuk pada pertemuan pertama.
- Siswa mempersiapkan diri dan seluruh anggotanya untuk menghadapi tournament akademik.
- Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru

**Elaborasi**
Dalam kegiatan elaborasi, guru:
- Memanggil siswa dari setiap grup belajar menuju meja tournament berdasarkan kemampuannya.
- Siswa berkumpul di meja tournament dan bersiap bertanding dengan siswa yang berasal dari group lain, namun berkemampuan yang seimbang.
- Melatih siswa agar bisa membuat kalimat positive, negative maupun interrogative dalam simple past tense menggunakan kata kerja tidak beraturan dalam meja turnamen.
- Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis terkait.

**Konfirmasi**
Dalam kegiatan konfirmasi, guru:
- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan turnamen.
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan setelah turnamen.
- Guru bertanya tentang hal-hal yang belum diketahui siswa dan bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan mengenai simple past tense.
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya

**C. Kegiatan Akhir**
Dalam kegiatan penutup, guru:
- Bersama-sama dengan peserta didik membuat simpulan pelajaran pada pertemuan kali ini.
Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.
Mengevaluasi jalannya turnamen pada pertemuan hari ini.
Memberikan umpan balik terhadap proses dan hasil pembelajaran.
Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas.
Mengakhiri pembelajaran dengan hamdalah
Guru keluar kelas dengan mengucapkan salam

5. Sumber Belajar

6. Media Pembelajaran
   - Visual Media (Laptop, LCD, power point)
   - Buku teks

7. Pedoman Penilaian
   Rubrik Penilaian
   - Mengubah kalimat simple past tense menjadi kalimat bentuk positive, negative maupun interrogative
     o Jawaban benar sempurna berbobot nilai 2
     o Jawaban kurang sempurna berbobot nilai 1
     o Jawaban salah berbobot nilai 0

Jakarta, Februari 2014
Researcher

Hery Fitrivanto
NIM.109014000028
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
Experiment Class

Nama Sekolah : MTS N 13 Jakarta Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (delapan) / 2
Standar Kompetensi :
10. Membaca
Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :
10.1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indikator :
1. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
3. Siswa dapat menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
4. Siswa dapat mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
5. Siswa dapat membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.
6. Siswa dapat membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat simple past tense.
7. Siswa dapat membuat kalimat simple past tense menggunakan W/H questions.

Jenis Teks :
Teks esei narrative/recount
Aspek/skill :
Reading (membaca)
Alokasi Waktu :
2 X 40 menit (pertemuan 4)

1. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
   a. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
   b. Mengidentifikasi berbagai makna teks narrative/recount.
   c. Menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
   d. Mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
   e. Membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.
   f. Membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat.
g. Membuat kalimat simple past tense menggunakan W/H questions.

**Karakter siswa yang diharapkan:**
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
- Berani (courage)
- Rasa ingin tahu (curiosity)

2. **Materi Pembelajaran**

**Simple Past Tense**

Berikut fungsi dari Simple Past Tense:

a. Menggambarkan kegiatan yang terjadi di masa lampau
   - Contoh: Spain won the world cup in 2010.

b. Membicarakan rentetan kegiatan yang terjadi di masa lampau.
   - Contoh: I came home, picked up my mail, and left.

3. **Metode Pembelajaran**

Grammar Translation Method (Lecturing/ceramah)

4. **Langkah-langkah Kegiatan Pembelajaran**

   A. Kegiatan Awal

   1. Apersepsi :
      - Guru mengucapkan salam dan membimbing doa sebelum memulai pelajaran.
      - Guru mengabsen siswa.
      - Mengajukan pertanyaan-pertanyaan terkait materi “Simple Past Tense” yang akan diajarkan dan menjelaskan tujuan pembelajaran.

   2. Memotivasi :
      - Menjelaskan pentingnya materi “Simple Past Tense” yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.
      - Menjelaskan tahapan tournament dalam metode pembelajaran Cooperative Learning type TGT.

   B. Kegiatan Inti.

   1. **Eksplorasi**

   Dalam kegiatan eksplorasi, guru:
      - Mengajak siswa berdiskusi tentang cara mengungkapkan pembagian waktu dalam tenses.
      - Mengajak siswa untuk berdiskusi tentang definisi, tujuan, ciri-ciri dan formula dari kalimat simple past tense.
      - Siswa berkumpul bersama kelompok belajarnya yang sudah dibentuk pada pertemuan pertama.
      - Siswa mempersiapkan diri dan seluruh anggotanya untuk menghadapi tournament akademik.
      - Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru

   2. **Elaborasi**

   Dalam kegiatan elaborasi, guru:
      - Memanggil siswa dari setiap grup belajar menuju meja tournament berdasarkan kemampuannya.
Siswa berkumpul di meja tournament dan bersiap bertanding dengan siswa yang berasal dari group lain, namun berkemampuan yang seimbang.

Melatih siswa agar bisa membuat kalimat positive, negative maupun interrogative dalam simple past tense menggunakan kata kerja tidak beraturan dalam meja turnamen.

Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis terkait.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan turnamen.
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan setelah turnamen.
- Guru bertanya tentang hal-hal yang belum diketahui siswa dan bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan mengenai simple past tense.
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

**C. Kegiatan Akhir**

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik membuat simpulan pelajaran pada pertemuan kali ini.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.
- Mengevaluasi jalannya turnamen pada pertemuan hari ini.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas.
- Mengakhiri pembelajaran dengan hamdalah.
- Guru keluar kelas dengan mengucapkan salam.

**5. Sumber Belajar**


**6. Media Pembelajaran**

- Visual Media (Laptop, LCD, power point)
- Buku teks, handout

**7. Pedoman Penilaian**

*Rubrik Penilaian*

- Mengubah kalimat simple past tense menjadi kalimat bentuk positive, negative maupun interrogative
- Melengkapi kalimat dengan verb yang tepat dalam bentuk *regular*, *irregular* maupun *form be.*

Hery Fitrivanto  
NIM.10901400028
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
Control Class

Nama Sekolah : MTS N 13 Jakarta Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (delapan) / 2
Standar Kompetensi

10. Membaca
Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

10.1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

Indikator

1. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
3. Siswa dapat menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
4. Siswa dapat mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
5. Siswa dapat membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.
6. Siswa dapat membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat simple past tense.

Jenis Teks : Teks esei narrative/recount
Aspek/skill : Reading (membaca)
Alokasi Waktu : 2 X 40 menit (pertemuan 1)

1. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:

a. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
b. Mengidentifikasi berbagai makna teks narrative/recount.
c. Menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
d. Mencocokkan kalimat yang sesuai dengan fungs-fungs Simple Past Tense.
e. Membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.
f. Membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat.
Karakter siswa yang diharapkan:
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
- Berani (courage)
- Rasa ingin tahu (curiosity)

2. Materi Pembelajaran
Simple Past Tense
Berikut fungsi dari Simple Past Tense:
- a. Menggambarkan kegiatan yang terjadi di masa lampau
  Contoh: Spain won the world cup in 2010.
- b. Membicarakan rentetan kegiatan yang terjadi di masa lampau.
  Contoh: I came home, picked up my mail, and left.

3. Metode Pembelajaran
Grammar Translation Method (Lecturing/ceramah)

4. Langkah-langkah Kegiatan Pembelajaran
A. Kegiatan Awal
- Apersepsi:
  - Guru mengucapkan salam dan membimbing doa sebelum memulai pelajaran.
  - Guru mengabsen siswa.
  - Mengajukan pertanyaan-pertanyaan terkait materi “Simple Past Tense” yang akan diajarkan dan menjelaskan tujuan pembelajaran.
- Memotivasi:
  - Menjelaskan pentingnya materi “Simple Past Tense” yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti
- Eksplorasi
  Dalam kegiatan eksplorasi, guru:
  - Mengajak siswa berdiskusi tentang cara mengungkapkan pembagian waktu dalam tenses.
  - Mengajak siswa untuk berdiskusi tentang definisi, tujuan, ciri-ciri dan formula dari kalimat simple past tense.
  - Siswa dituntun untuk bisa membuat contoh kalimat yang mengandung simple past tense.
  - Siswa membuat contoh kalimat simple past tense berdasarkan pengalamannya masing-masing.
  - Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar.
  - Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru

- Elaborasi
  Dalam kegiatan elaborasi, guru:
Melatih siswa agar bisa mengubah bentuk kalimat simple past tense menjadi kalimat positive, negative maupun interrogative.

Memberikan tugas menterjemahkan kalimat dalam bentuk simple past tense kedalam Bahasa Inggris.

Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis terkait.

**Konfirmasi**

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa dan bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan mengenai simple past tense.
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya

**C. Kegiatan Akhir**

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik membuat simpulan pelajaran pada pertemuan kali ini.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas.
- Mengakhiri pembelajaran dengan hamdalah
- Guru keluar kelas dengan mengucapkan salam

**5. Sumber Belajar**


**6. Media Pembelajaran**

- Visual Media (Laptop, LCD, power point)
- Buku teks

**7. Pedoman Penilaian**

*Rubrik Penilaian*
- Mengubah kalimat simple past tense menjadi kalimat bentuk positive, negative maupun interrogative
- Jawaban benar sempurna berbobot nilai 2
- Jawaban kurang sempurna berbobot nilai 1
- Jawaban salah berbobot nilai 0

Jakarta, Februari 2014
Researcher

Hery Fitriyanto
NIM.10901400028
RENCANA PELAKSANAANAN PEMBELAJARAN  
(RPP)  
Control Class

<table>
<thead>
<tr>
<th>Nama Sekolah</th>
<th>MTS N 13 Jakarta Selatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
</tr>
<tr>
<td>Kelas/Semester</td>
<td>VIII (delapan) / 2</td>
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<tr>
<td>Standar Kompetensi</td>
<td>10. Membaca</td>
</tr>
<tr>
<td></td>
<td>Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk <em>recount</em> dan <em>narrative</em> untuk berinteraksi dengan lingkungan sekitar.</td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>10.1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar</td>
</tr>
<tr>
<td>Indikator</td>
<td>1. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.</td>
</tr>
<tr>
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<td>3. Siswa dapat mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.</td>
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<td>4. Siswa dapat membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat simple past tense.</td>
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<tr>
<td></td>
<td>5. Siswa dapat membentuk kalimat positive, negative dan interrogative dalam bentuk form of be Simple Past Tense.</td>
</tr>
<tr>
<td></td>
<td>6. Siswa dapat mengubah bentuk kalimat positive menjadi negative dan interrogative, maupun sebaliknya dalam bentuk form of be Simple Past Tense.</td>
</tr>
<tr>
<td>Jenis Teks</td>
<td>Teks esei narrative/recount</td>
</tr>
<tr>
<td>Aspek/skill</td>
<td>Reading (membaca)</td>
</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2 X 40 menit (pertemuan 2)</td>
</tr>
</tbody>
</table>

1. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
   a. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
   b. Mengidentifikasi berbagai makna teks narrative/recount.
   c. Mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
   d. membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat simple past tense.
e. Membentuk kalimat positive, negative dan interrogative dalam bentuk form of be Simple Past Tense.
f. Mengubah bentuk kalimat positive menjadi negative dan interrogative, maupun sebaliknya dalam bentuk form of be Simple Past Tense.

Karakter siswa yang diharapkan:
- Rasa hormat dan perhatian (respect)
- Tekun (diligence)
- Tanggung jawab (responsibility)
- Berani (courage)
- Rasa ingin tahu (curiousity)

2. Materi Pembelajaran
Simple Past Tense form of be:
(+): Subject + was/were + Complement
(-): Subject + was/were + not + Complement
(?): Was/were + subject + complement?
Was/were digunakan dalam kalimat non verbal (tanpa kata kerja) dalam konteks simple past tense.
Fungsi dari Simple Past Tense form of be:
Menggambarkan situasi yang terjadi di masa lampau
Contoh: Sinta was sick yesterday.

3. Metode Pembelajaran
Grammar Translation Method (Lecturing/ceramah)

4. Langkah-langkah Kegiatan Pembelajaran

A. Kegiatan Awal

- Apersepsi:
  - Guru mengucapkan salam dan membimbing doa sebelum memulai pelajaran.
  - Guru mengabsen siswa.
  - Mengajukan pertanyaan-pertanyaan terkait materi “Simple Past Tense” yang akan diajarkan dan menjelaskan tujuan pembelajaran.

- Memotivasi:
  - Menjelaskan pentingnya materi “Simple Past Tense” yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti

- Eksplorasi
  Dalam kegiatan eksplorasi, guru:
  - Mengajak siswa berdiskusi tentang cara mengungkapkan pembagian waktu dalam tenses.
  - Mengajak siswa untuk ber diskusi tentang definisi, tujuan, ciri-ciri dan formula dari kalimat simple past tense dalam bentuk form of be.
  - Siswa dituntun untuk bisa membuat contoh kalimat yang mengandung simple past tense dalam bentuk form of be.
Siswa membuat contoh kalimat simple past tense dalam bentuk form of be berdasarkan pengalamannya masing-masing.
Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar.

**Elaborasi**
Dalam kegiatan elaborasi, guru:
- Melatih siswa agar bisa membuat kalimat positive, negative maupun interrogative simple past tense dalam bentuk form of be.
- Melatih siswa agar bisa mengubah bentuk kalimat simple past tense dalam bentuk form of be menjadi kalimat positive, negative maupun interrogative.
- Memberikan tugas menterjemahkan kalimat dalam bentuk simple past tense bentuk form of be kedalam Bahasa Inggris.
- Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis terkait.

**Konfirmasi**
Dalam kegiatan konfirmasi, guru:
- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa dan bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan mengenai simple past tense bentuk form of be.

C. Kegiatan Akhir
Dalam kegiatan penutup, guru:
- Bersama-sama dengan peserta didik membuat simpulan pelajaran pada pertemuan kali ini.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas.
- Mengakhiri pembelajaran dengan hamdalah
- Guru keluar kelas dengan mengucapkan salam

5. Sumber Belajar

6. Media Pembelajaran
- Visual Media (Laptop, LCD, power point)
- Buku teks

7. **Pedoman Penilaian**

**Rubrik Penilaian**

- Mengubah kalimat simple past tense menjadi kalimat bentuk positive, negative maupun interrogative
  - Jawaban benar sempurna berbobot nilai 2
  - Jawaban kurang sempurna berbobot nilai 1
  - Jawaban salah berbobot nilai 0

Jakarta, Februari 2014

Researcher

Hery Fitrivanto
NIM.10901400028
REncana pelaksanaanAN PEMBELAJARAN
(RPP)
Control Class

Nama Sekolah : MTS N 13 Jakarta Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (delapan) / 2
Standar Kompetensi :
Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar :
10.1. Mengungkapkan makna dalam teks lisan fungsional pendek sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

Indikator :
1. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
3. Siswa dapat menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
4. Siswa dapat mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
5. Siswa dapat membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.
6. Siswa dapat menghafal kosakata kata kerja yang tidak beraturan (irregular verbs).
7. Siswa dapat membuat kalimat positive, negative dan interrogative menggunakan kata kerja tidak beraturan.

Jenis Teks : Teks esei narrative/recount
Aspek/skill : Reading (membaca)
Alokasi Waktu : 2 X 40 menit (pertemuan 3)

1. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
   a. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
   b. Mengidentifikasi berbagai makna teks narrative/recount.
   c. Menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
   d. Mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
e. Membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.
f. Membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat.
g. Menghafal kosakata kata kerja yang tidak beraturan (irregular verbs).
h. Membuat kalimat positive, negative dan interrogative menggunakan kata kerja tidak beraturan.

**Karakter siswa yang diharapkan:**
- Rasa hormat dan perhatian (*respect*)
- Tekun (*diligence*)
- Tanggung jawab (*responsibility*)
- Berani (*courage*)
- Rasa ingin tahu (*curiousity*)

2. **Materi Pembelajaran**

**Simple Past Tense**

Berikut fungsi dari Simple Past Tense:

a. Menggambarkan kegiatan yang terjadi di masa lampau
   Contoh: Spain **won** the world cup in 2010.

b. Membicarakan rentetan kegiatan yang terjadi di masa lampau.
   Contoh: I **came** home, picked up my mail, and **left**.

**Contoh kata kerja tidak beraturan (irregular verb)**

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Past Form</th>
<th>Past Participle</th>
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<tr>
<td>Buy</td>
<td>Bought</td>
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</tr>
</tbody>
</table>
3. Metode Pembelajaran
Grammar Translation Method (Lecturing/ceramah)

4. Langkah-langkah Kegiatan Pembelajaran

A. Kegiatan Awal

- **Apersepsi**:
  - Guru mengucapkan salam dan membimbing doa sebelum memulai pelajaran.
  - Guru mengabsen siswa.
  - Mengajukan pertanyaan-pertanyaan terkait materi “Simple Past Tense” yang akan dijelaskan dan menjelaskan tujuan pembelajaran.

- **Memotivasi**:
  - Menjelaskan pentingnya materi “Simple Past Tense” yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti.

- **Eksplorasi**
  - Dalam kegiatan eksplorasi, guru:
    - Mengajak siswa berdiskusi tentang cara mengungkapkan pembagian waktu dalam tenses.
    - Mengajak siswa untuk berdiskusi tentang definisi, tujuan, ciri-ciri dan formula dari kalimat simple past tense.
    - Siswa dituntun untuk bisa membuat contoh kalimat yang mengandung simple past tense.
    - Siswa membuat contoh kalimat simple past tense menggunakan kata kerja tidak beraturan.
    - Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar.
    - Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru.

- **Elaborasi**
  - Dalam kegiatan elaborasi, guru:
    - Melatih siswa agar bisa membuat kalimat positive, negative maupun interrogative dalam simple past tense menggunakan kata kerja tidak beraturan.
    - Memberikan tugas menterjemahkan kalimat dalam bentuk simple past tense kedalam Bahasa Inggris.
    - Siswa secara bergantian menghafalkan kata kerja tidak beraturan.
    - Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis terkait.

- **Konfirmasi**
  - Dalam kegiatan konfirmasi, guru:
    - Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
    - Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.
Guru bertanya jawab tentang hal-hal yang belum diketahui siswa dan bertanya jawab meluruskkan kesalahan pemahaman, memberikan penguatan dan penyimpulan mengenai simple past tense.

Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya

C. Kegiatan Akhir

Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik membuat simpulan pelajaran pada pertemuan kali ini.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas.
- Mengakhiri pembelajaran dengan hamdalah
- Guru keluar kelas dengan mengucapkan salam

5. Sumber Belajar


6. Media Pembelajaran

- Visual Media (Laptop, LCD, power point)
- Buku teks

7. Pedoman Penilaian

Rubrik Penilaian

- Mengubah kalimat simple past tense menjadi kalimat bentuk positive, negative maupun interrogative
  - Jawaban benar sempurna berbobot nilai 2
  - Jawaban kurang sempurna berbobot nilai 1
  - Jawaban salah berbobot nilai 0

Jakarta, Februari 2014
Researcher

Hery Fitriyanto
NIM.10901400028
RENCAH PELAKSANAAN PEMBELAJARAN (RPP)

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<th>Nama Sekolah</th>
<th>MTS N 13 Jakarta Selatan</th>
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<td>1. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.</td>
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<td>3. Siswa dapat menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.</td>
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<td>4. Siswa dapat mencocokkan kalimat yang sesuai dengan fungsii-fungsi Simple Past Tense.</td>
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<td>5. Siswa dapat membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.</td>
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<td>6. Siswa dapat membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat simple past tense.</td>
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<td>7. Siswa dapat membuat kalimat simple past tense menggunakan W/H questions.</td>
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<td>Aspek/skill</td>
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</tr>
<tr>
<td>Alokasi Waktu</td>
<td>2 X 40 menit (pertemuan 4)</td>
</tr>
</tbody>
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1. Tujuan Pembelajaran
Pada akhir pembelajaran siswa dapat:
   a. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount.
   b. Mengidentifikasi berbagai makna teks narrative/recount.
   c. Menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
   d. Mencocokkan kalimat yang sesuai dengan fungsii-fungsi Simple Past Tense.
e. Membentuk kalimat positive, negative dan interrogative dalam bentuk Simple Past Tense.
f. Membedakan penggunaan form of be dengan subjek yang berbeda dalam kalimat.
g. Membuat kalimat simple past tense menggunakan W/H questions.

Karakter siswa yang diharapkan:
Rasa hortat dan perhatian (respect)
Tekun (diligence)
Tanggung jawab (responsibility)
Berani (courage)
Rasa ingin tahu (curiosity)

2. Materi Pembelajaran
Simple Past Tense
Berikut fungsi dari Simple Past Tense:
a. Menggambarkan kegiatan yang terjadi di masa lampau
   Contoh: Spain won the world cup in 2010.
b. Membicarakan rentetan kegiatan yang terjadi di masa lampau.
   Contoh: I came home, picked up my mail, and left.

3. Metode Pembelajaran
Grammar Translation Method (Lecturing/ceramah)

4. Langkah-langkah Kegiatan Pembelajaran
A. Kegiatan Awal
   Apersepsi:
   ➔ Guru mengucapkan salam dan membimbing doa sebelum memulai pelajaran.
   ➔ Guru mengabsen siswa.
   ➔ Mengajukan pertanyaan-pertanyaan terkait materi “Simple Past Tense” yang akan diajarkan dan menjelaskan tujuan pembelajaran.
   Memotivasi:
   ➔ Menjelaskan pentingnya materi “Simple Past Tense” yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti.
   Eksplorasi
   Dalam kegiatan eksplorasi, guru:
   ➔ Mengajak siswa berdiskusi tentang cara mengungkapkan pembagian waktu dalam tenses.
   ➔ Mengajak siswa untuk berdiskusi tentang definisi, tujuan, ciri-ciri dan formula dari kalimat simple past tense.
   ➔ Siswa dituntun untuk bisa membuat contoh kalimat yang mengandung simple past tense.
   ➔ Siswa membuat contoh kalimat simple past tense berdasarkan pengalamannya masing-masing.
Menggunakan beragam pendekatan pembelajaran, media pembelajaran, dan sumber belajar.

Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru

Elaborasi
Dalam kegiatan elaborasi, guru:

- Melatih siswa agar bisa mengubah bentuk kalimat simple past tense menjadi kalimat positive, negative maupun interrogative.
- Memberikan tugas menterjemahkan kalimat dalam bentuk simple past tense kedalam Bahasa Inggris.
- Memfasilitasi peserta didik melalui pemberian tugas untuk memunculkan gagasan baru baik secara lisan maupun tertulis terkait.

Konfirmasi
Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas.
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.
- Guru bertanya jawab tentang hal-hal yang belum diketahui siswa dan bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan mengenai simple past tense.
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya

C. Kegiatan Akhir
Dalam kegiatan penutup, guru:

- Bersama-sama dengan peserta didik membuat simpulan pelajaran pada pertemuan kali ini.
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan.
- Memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas.
- Mengakhiri pembelajaran dengan hamdalah
- Guru keluar kelas dengan mengucapkan salam

5. Sumber Belajar


6. Media Pembelajaran
   - Visual Media (Laptop, LCD, power point)
   - Buku teks

7. Pedoman Penilaian
   **Rubrik Penilaian**
   - Mengubah kalimat simple past tense menjadi kalimat bentuk positive, negative maupun interrogative
     - Jawaban benar sempurna berbobot nilai 2
     - Jawaban kurang sempurna berbobot nilai 1
     - Jawaban salah berbobot nilai 0

Jakarta, Februari 2014

Hery Fitriyanto
NIM.10901400028
QUESTIONS FOR VALIDITY TEST

Petunjuk:
1) Baca pertanyaan-pertanyaan berikut dengan saksama.
2) Pilih salah satu dari pilihan jawaban yang tepat.
3) Jawab dengan memberi tanda (X) pada lembar jawaban.
4) Test ini tidak mempengaruhi hasil ulangan harian, UTS, maupun UAS.
5) Kerjakan dengan jujur dan tidak mencontek.

1. Five years ago, we _____ this bridge.
   a. build    c. built
   b. have built d. are going to build
2. Mother ______ to the market an hour ago.
   a. goes    c. went
   b. going   d. go
3. My friends and I ______ the camera to the museum last month on study tour.
   a. didn’t bring c. don’t brought
   b. didn’t brought d. don’t bring
4. Hasan  : I met your brother at the bus station. Where did he go?
   Yusuf  : He _____ to Bogor to visit our grandmother.
   a. goes    c. went
   b. going   d. was going
5. Yesterday, Mr. Farhan _______ us because he was sick.
   a. didn’t taught c. didn’t teach
   b. didn’t teaching d. didn’t teaches
6. She was not at home when I ______ to her house yesterday.
   a. go    c. goes
   b. is going d. went
7. Neneng ________ Math last night for Math test today.
   a. studied    c. studies
   b. is studying d. study
8. Last weekend, Fitri ________ on the seashore of Parang Tritis.
   a. walks    c. walked
   b. is walking d. walk
9. My stomach does not feel good. I _____ spicy food this morning.
   a. ate    c. is eating
   b. eat    d. was eating
10. Ainin ______ very happy when she went to “Curug Seribu” last holiday.
    a. is    c. are
    b. were d. was
11. On our way home last week, we _____ at some places.
    a. has stopped c. stopped
    b. stops d. is stopping
12. Galuh ________ for the schoolbus near her neighbourhood yesterday morning.
    a. waited c. wait
    b. waits d. is waiting
13. My dad ________ overtime last night.
   a. works c. work
   b. working d. worked

14. Laila ______ to bring the dictionary in English subject yesterday.
   a. is forget c. forgot
   b. forget d. has forgot

15. Snow White ______ that the apple was poisonous.
   a. didn’t realized c. don’t realized
   b. don’t realize d. didn’t realize

16. Dayang Sumbi _______ to marry Sangkuriang.
   a. doesn’t want c. didn’t want
   b. doesn’t wanted d. didn’t wanted

17. Larici ________ my phone yesterday, because she left it at home.
   a. didn’t answer c. answer
   b. didn’t answered d. answered

18. Cinderella _______ happily with her step mother and her step sisters.
   a. don’t live c. didn’t lived
   b. didn’t live d. don’t lived

19. Did you ever visit Malioboro?
   a. Yes, I do c. No. I did
   b. Yes, I did d. No, I don’t

This text is for number 20 to 22
It ______ (20) Thursday evening. All of my family members ______ (21) at my parent’s house. My parents ______ (22) my uncle, my sister, my brother and me for their twenty-fifth anniversary of their marriage.

20. a. is c. was
   b. has d. were

21. a. were c. is
   b. was d. are

22. a. invite c. invited
   b. invites d. inviting

23. Yani : “What time did you get up this morning?”
   Yati : “________”
   a. She is going to get up at five
   b. I get up at five
   c. They want to get up at five
   d. I got up at five

24. ______ you ______ your vacation, Nunu?
   a. Did, enjoyed c. Did, enjoying
   b. Did, enjoys d. Did, enjoy

25. Did Ana ________ an English speech contest last month?
   a. joined c. joins
   b. join d. joining

26. ______ you ______ the package yesterday?
   a. Did, open c. Did, opens
   b. Did, opened d. Did, opening

27. Did the office boy _______ the floor?
   a. clean c. was cleaning
   b. was cleaned d. cleaned
28. Rosita ________ her motorcycle by herself yesterday.
   a. is riding  c. has rode  
   b. rode  d. ride  

29. Indah ________ a glass of milk before the class this morning.
   a. was drank  c. was drink  
   b. drank  d. drink  

30. The family ________ to this town last year.
   a. move  c. moved  
   b. was moving  d. was no moving  

31. Yesterday, Mr. Budi ________ late to the class.
   a. come  c. came  
   b. was coming  d. is coming  

32. It was a beautiful day when we ________ for a walk in the park yesterday.
   a. go  c. goes  
   b. went  d. going  

33. Hilda ________ an English course last year.
   a. took  c. take  
   b. is taking  d. is took  

34. Mr. Hendi ________ the flag ceremony last Monday because he was sick.
   a. didn’t attend  c. didn’t attended  
   b. doesn’t attended  d. doesn’t attend  

35. I ________ Roger at nine last night.
   a. am calling  c. calls  
   b. was calling  d. called  

36. Risiyana ________ on a wrong seat in XXI Cinema last night.
   a. sits  c. sit  
   b. sitting  d. sat  

37. Siska ________ her homework last night.
   a. doesn’t do  c. didn’t did  
   b. didn’t do  d. didn’t did  

38. My brother and sister were arguing about something when I _____ into the room.
   a. was walking  c. walked  
   b. is walking  d. walks  

39. I am so sleepy today, because I ________ last night.
   a. didn’t sleep  c. don’t sleep  
   b. didn’t slept  d. don’t slept  

40. Ferry ________ to the party because he was busy.
   a. doesn’t come  c. didn’t came  
   b. doesn’t came  d. didn’t come  

41. A: What ________ you ________ last night?
   B: I wrote a letter for my pen pal in Papua.
   a. do, did  c. did, did  
   b. did, do  d. do, do  

42. Did Mr. Yudhoyono become a president last year?
   a. Yes, he didn’t  c. Yes, he did  
   b. No, he didn’t  d. No, he did  

43. ________ the meeting ________ on time yesterday afternoon?
   a. Did, begun  c. Did, begin  
   b. Did, began  d. Did, begins
44. Did Snow White _____ the apple?
   a. was eating   b. eat   c. is eating   d. ate

45. Yesterday ______ the third day of our trip in Yogjakarta.
   a. was   b. were   c. is   d. are

46. Once upon a time, there ______ a beautiful girl who lived with her step mother and her step sisters.
   a. was   b. did   c. were   d. is

47. They ______ very tired after going to “Situ Patenggang” last week.
   a. are   b. were   c. was   d. is

48. Last night, Okta ______ very sad because Chelsea defeated Manchester United.
   a. are   b. is   c. were   d. was

49. Bandung Bondowoso ______ very angry because Roro Jonggrang tricked him.
   a. were   b. was   c. is   d. are

50. Last night, Mr. Anton, ______ his old coat.
   a. wear   b. wears   c. wore   d. was wearing

51. Nadia ______ happy of her trip in Bali last holiday because the weather was bad there.
   a. isn’t   b. weren’t   c. wasn’t   d. aren’t

52. My mom didn’t swim at the beach because the weather _______ good.
   a. wasn’t   b. weren’t   c. was   d. were

53. We _______ proud of the result of our basketball competition in SMP 245 Jakarta last semester. We only got the runner up position.
   a. weren’t   b. was   c. wasn’t   d. were

54. A: _______ Jalal absent yesterday?
   B: Yes, he was sir
   a. Was   b. Were   c. Is   d. Are

55. Paul : How ______ your Math test, Harry?
   Harry : The test was very hard.
   a. wasn’t   b. weren’t   c. were   d. was

56. A: How ______ the story of “Laskar Pelangi 2”?
   B: It was great.
   a. is   b. were   c. was   d. are

57. The fairy god mother ______ Cinderella to the ball.
   a. drive   b. is driving   c. drove   d. was driving

58. I was studying when they ______
   a. arrive   b. are arriving   c. is arriving
b. arrived   d. have arrived
59. Were you happy on your last vacation?
   a. Yes, I did c. Yes, I were
   b. Yes, I was d. Yes, I am
60. On Saturday night, Safitri ________ a letter for her friend in Malang.
   a. was writing c. wrote
   b. write d. was wrote

# Good Luck #

Note:
- The questions which are written in bold are not used for the test in experiment or control class because they are not valid.
- The writer used ANATES software for testing the validity.

**ANSWER KEY OF QUESTIONS OF VALIDITY TEST**

7. A  22. C  37. B  52. A
15. D  30. C  45. S  60. C
Source:

APPENDIX 4  

The Result of Validity and Reliability

Validity Soal

REKAP ANALISIS BUTIR

Rata2= 44.63
Simpang Baku= 7.47
KorelasiXY= 0.75
Reliabilitas Tes= 0.86
Butir Soal= 60
Jumlah Subyek= 46
Nama berkas: D:\HERY'S\SKRIPSITGT - SIMPLE PAST\TAHAP 3 SKRIPSISTEP 4\VALIDITY SOAL.ANA

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APPENDIX 5 RESEARCH INSTRUMENT
PRETEST

Petunjuk:
1) Baca pertanyaan-pertanyaan berikut dengan saksama.
2) Pilih salah satu dari pilihan jawaban yang tepat.
3) Jawab dengan memberi tanda (X) pada lembar jawaban.
4) Test ini tidak mempengaruhi hasil ulangan harian, UTS, maupun UAS.
5) Kerjakan dengan jujur dan tidak mencontek.

Read basmalah before do the test!

1. Laila _______ to bring the dictionary in English subject yesterday.
   a. is forget c. forgot
   b. forget d. has forgot
2. Mother _____ to the market an hour ago.
   a. goes c. went
   b. going d. go
3. My friends and I ________ the camera to the museum last month on study tour.
   a. didn’t bring c. don’t brought
   b. didn’t brought d. don’t bring
4. Hasan : I met your brother at the bus station.
   Where did he go?
   Yusuf : He _____ to Bogor to visit our grandmother.
   a. goes c. went
   b. going d. was going
5. Yesterday, Mr. Farhan ________ us because he was sick.
   a. didn’t taught c. didn’t teach
   b. didn’t teaching d. didn’t teaches
6. Neneng ________ Math last night for Math test today.
   a. studied c. studies
   b. is studying d. study
7. Were you happy on your last vacation?
   a. Yes, I did c. Yes, I were
   b. Yes, I was d. Yes, I am
8. My stomach does not feel good. I ______ spicy food this morning.
   a. ate c. is eating
   b. eat d. was eating
9. On our way home last week, we _____ at some places.
   a. has stopped c. stopped
   b. stops d. is stopping
10. Galuh ________ for the schoolbus near her neighbourhood yesterday morning.
    a. waited c. wait
    b. waits d. is waiting
11. Snow White ________ that the apple was poisonous.
    a. didn’t realized c. don’t realized
    b. don’t realize d. didn’t realize
12. Dayang Sumbi ________ to marry Sangkuriang.
    a. doesn’t want c. didn’t want
    b. doesn’t wanted d. didn’t wanted
13. Cinderella _______ happily with her step mother and her step sisters.
   a. don’t live  c. didn’t lived
   b. didn’t live  d. don’t lived
14. Did you ever visit Malioboro?
   a. Yes, I do  c. No, I did
   b. Yes, I did  d. No, I don’t
15. Yani : “What time did you get up this morning?”
   Yati : “________”
   a. She is going to get up at five
   b. I get up at five
   c. They want to get up at five
   d. I got up at five
16. _____ you _____ your vacation, Nunu?
   a. Did, enjoyed  c. Did, enjoying
   b. Did, enjoys  d. Did, enjoy
17. Did Ana ______ an English speech contest last month?
   a. joined  c. joins
   b. join  d. joining
18. _____ you _____ the package yesterday?
   a. Did, open  c. Did, opens
   b. Did, opened  d. Did, opening
19. Did the office boy ______ the floor?
   a. clean  c. was cleaning
   b. was cleaned  d. cleaned
20. Rosita ______ her motorcycle by herself yesterday.
   a. is riding  c. has rode
   b. rode  d. ride
21. The family ______ to this town last year.
   a. move  c. moved
   b. was moving  d. was no moving
22. Yesterday, Mr. Budi ______ late to the class.
   a. come  c. came
   b. was coming  d. is coming
23. Hilda ______ an English course last year.
   a. took  c. take
   b. is taking  d. is took
24. Mr. Hendi ______ the flag ceremony last Monday because he was sick.
   a. didn’t attend  c. didn’t attended
   b. doesn’t attended  d. doesn’t attend
25. Last night, Mr. Anton, ______ his old coat.
   a. wear  c. wore
   b. wears  d. was wearing
26. I ______ Roger at nine last night.
   a. am calling  c. calls
   b. was calling  d. called
27. Siska ______ her homework last night.
   a. doesn’t do  c. didn’t did
   b. didn’t do  d. doesn’t did
28. I am so sleepy today, because I _______ last night.
   a. didn’t sleep    c. don’t sleep
   b. didn’t slept   d. don’t slept

29. A: What _______ you _______ last night?
   B: I wrote a letter for my pen pal in Papua.
   a. do, did    c. did, did
   b. did, do    d. do, do

30. _______ the meeting _______ on time yesterday afternoon?
   a. Did, begun    c. Did, begin
   b. Did, began   d. Did, begins

31. Did Snow White _______ the apple?
   a. was eating    c. is eating
   b. eat    d. ate

32. They _______ very tired after going to “Situ Patenggang” last week.
   a. are    c. was
   b. were    d. is

33. Last night, Okta _______ very sad because Chelsea defeated Manchester United.
   a. are    c. were
   b. is    d. was

34. Bandung Bondowoso _______ very angry because Roro Jonggrang tricked him.
   a. were    c. is
   b. was    d. are

35. My mom didn’t swim at the beach because the weather _______ good.
   a. wasn’t    c. was
   b. weren’t    d. were

36. We _______ proud of the result of our basketball competition in SMP 245 Jakarta last semester. We only got the runner up position.
   a. weren’t    c. wasn’t
   b. were    d. was

37. A: _______ Jalal absent yesterday?
   B: Yes, he was sir
   a. was    c. is
   b. were    d. are

38. A: How _______ the story of “Laskar Pelangi 2”?
   B: It was great.
   a. is    c. was
   b. were    d. are

39. The fairy god mother _______ Cinderella to the ball.
   a. drive    c. drove
   b. is driving    d. was driving

40. I was studying when they _______.
   a. arrive    c. is arriving
   b. arrived    d. have arrived

Read hamdalah after you finish the test!
## ANSWER KEY OF PRETEST

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</thead>
</table>
RESEARCH INSTRUMENT
POST TEST

Petunjuk:
1) Baca pertanyaan-pertanyaan berikut dengan saksama.
2) Pilih salah satu dari pilihan jawaban yang tepat.
3) Jawab dengan memberi tanda (X) pada lembar jawaban.
4) Test ini tidak mempengaruhi hasil ulangan harian, UTS, maupun UAS.
5) Kerjakan dengan jujur dan tidak mencontek.
   Read basmalah before do the test!

1. Shafira ________ to bring the sport uniform in sport subject yesterday.
   a. has forgot
   b. forgot
   c. has forgot
   d. is forget
2. Mrs. Noni ________ to the bookstore two hours ago.
   a. went
   b. going
   c. went
   d. go
3. My friends and I ________ the money for buying ticket to the cinema last week.
   a. don’t brought
   b. don’t bring
   c. don’t brought
   d. didn’t bring
4. Nilam : I met your sister at the train station.
   Where did she go?
   Ade : She ________ to Depok to visit Universitas Indonesia.
   a. going
   b. was going
   c. going
   d. go
5. Last Monday, Mrs. Nisa ________ us because she was sick.
   a. didn’t teaches
   b. didn’t taught
   c. didn’t teaching
   d. didn’t teach
6. Hartini ________ English last night for the test today.
   a. studied
   b. is studying
   c. studied
   d. studies
7. Was Riri happy on her last holiday?
   a. Yes, she did
   b. Yes, she were
   c. Yes, she was
   d. Yes, she is
8. My head does not feel good. I ________ late last night.
   a. slept
   b. sleeping
   c. is sleeping
   d. was sleeping
9. On last Saturday I ____________ computer games with my cousins.
   a. has played
   b. played
   c. played
   d. is playing
10. I ____________ to school because there weren’t any buses.
    a. walks
    b. is walking
    c. is walking
    d. walk
11. Snow White ________ that the apple was poisonous.
    a. don’t realized
    b. don’t realize
    c. don’t realized
    d. didn’t realize
12. Dayang Sumbi ________ to marry Sangkuriang.
    a. didn’t wanted
    b. doesn’t wanted
    c. doesn’t want
    d. didn’t want
13. Cinderella _______ happily with her step mother and her step sisters.
   c. didn’t live c. don’t live
d. didn’t lived d. don’t lived
14. Did they have a good time in Bali?
   c. No, they don’t c. No, they did
d. Yes, they do d. Yes, they did
15. Sulthon : “Where did you buy the DVD?”
   Tio : “________”
   e. She is going to buy the DVD at Carefour.
f. I buy the DVD at Carefour.
g. They want to buy the DVD at Carefour.
h. I bought the DVD at Carefour.
16. _____ she _____ yesterday?
   c. Did, work c. Did, worked
d. Did, works d. Did, working
17. Did Luna ______ you last night??
   c. phones c. phone
d. phoned d. phoning
18. _____ you ______ the “Indonesia Pintar” program yesterday?
   c. Did, watch c. Did, watches
d. Did, watched d. Did, watching
19. Did your father ______ overtime last night?
   c. was working c. worked
d. work d. was worked
20. Rosita ______ her motorcycle by herself yesterday.
   c. is riding c. has rode
d. rode d. ride
21. My brother ______ in Djogja last year.
   c. stay c. was stayed
d. was staying d. stayed
22. Last Wednesday, Mrs. Evi ______ late to the class because of traffic jam.
   c. is coming c. came
d. was coming d. come
23. Rianti ______ a bus to school yesterday.
   c. took c. take
d. is taking d. is took
24. Indro ______ the meeting for OSIS last Tuesday because he was ill.
   c. didn’t attend c. didn’t attended
d. doesn’t attended d. doesn’t attend
25. Yesterday, Herdi ______ his new jeans.
   c. wear c. wore
d. wears d. was wearing
26. Linda ______ the customer service of PHD at seven last night to order the pizza.
   c. am calling c. calls
d. was calling d. called
27. Siska ______ her homework last night.
   c. doesn’t did c. doesn’t do
d. didn’t do d. didn’t did
28. I am so hungry right now, because I ______ my breakfast this morning.
   c. didn’t had c. don’t have
d. didn’t have d. didn’t has
29. A: What _______ you _______ last night?
   B: I wrote a letter for my pen pal in Papua.
   c. did, did  c. did, do
   d. do, did  d. do, do
30. _______ the meeting _______ on time yesterday afternoon?
   c. Did, began  c. Did, begin
   d. Did, begins  d. Did, begun
31. Did Snow White _______ the apple?
   c. is eating  c. ate
   d. was eating  d. eat
32. The students _______ very happy in their study tour to Zoology Museum in Bogor last week.
   c. were  c. is
   d. are  d. was
33. Last Wednesday, Ferri _______ very happy because Barcelona defeated Manchester City.
   c. were  c. are
   d. is  d. was
34. Bandung Bondowoso _______ very angry because Roro Jonggrang tricked him.
   c. is  c. were
   d. was  d. are
35. Lina didn’t come to school because yesterday _______ holiday.
   c. were  c. weren’t
   d. wasn’t  d. was
36. The headmaster _______ proud of the result of our achievement in scouting competition in
   MTsN 3 last semester. We only got the fifth position.
   c. wasn’t  c. was
   d. were  d. weren’t
37. Mrs. Puji : _______ Rena  sick yesterday?
   Risma  : Yes, she was ma’am.
   c. Was  c. Are
   d. Is  d. Were
38. A: How _______ the movie of “Harry Potter 6”?
   B: It was great.
   c. are  c. was
   d. is  d. were
39. The prince _______ that Cinderella was the owner of the shoe.
   c. find  c. found
   d. is finding  d. was finding
40. I was taking a shower when Hendi _______ me last night.
   c. call  c. is calling
   d. called  d. have called

Read *hamdalah* after you finish the test!
## Answer Key of Posttest

<p>| | | | | |</p>
<table>
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</thead>
</table>
APPENDIX 6

THE RESULT OF NORMALITY AND HOMOGENEITY TEST

A. TEST OF NORMALITY

1. Normality of posttest data in both experiment and control class.

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>PosttestExperiment</td>
<td>.134</td>
<td>34</td>
</tr>
<tr>
<td>PosttestControl</td>
<td>.109</td>
<td>34</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

2. Normality of pretest data in both experiment and control class

<table>
<thead>
<tr>
<th>Tests of Normality</th>
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<th>Shapiro-Wilk</th>
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<td>PretestExperiment</td>
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<td>34</td>
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<td>PretestControl</td>
<td>.105</td>
<td>34</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The result of normality and homogeneity test were analyzed using SPSS 16.0 software. The data are categorized normal distributed if the value of significant is higher than 0.05. The result above show that all of data is higher than 0.05, so it can be conclude that all data are normal distributed
B. TEST OF HOMOGENEITY

1. Pretest

Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th>Variable</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.925</td>
<td>1</td>
<td>66</td>
<td>.170</td>
</tr>
</tbody>
</table>

2. Posttest

Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th>Variable</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.860</td>
<td>1</td>
<td>66</td>
<td>.177</td>
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</tbody>
</table>

The result of normality and homogeneity test were analyzed using SPSS 16.0 software. The data are categorized homogenous if the value of significant is higher than 0.05. The result above show that all of data is higher than 0.05, so it can be conclude that all data are homogenous.
LEMBAR UJI REFERENSI

Nama : Hery Fitriyanto  
NIM : 109014000028  
Jurusan : Pendidikan Bahasa Inggris  
Judul : Teaching Simple Past Tense through Teams Games Tournament (TGT) (A Quasi Experiment Study in the Eight Grade of MTs N 13 Jakarta)

<table>
<thead>
<tr>
<th>No.</th>
<th>Referensi</th>
<th>Pembimbing I</th>
<th>Pembimbing II</th>
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</thead>
<tbody>
<tr>
<td>9.</td>
<td>Huda, Mi ftahul. <em>Cooperative Learning: Metode, Teknik, Struktur dan Model</em></td>
<td></td>
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</table>


17. Rusman. *Model-model Pembelajaran: Mengembangkan Profesionalisme*
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</thead>
</table>

Jakarta, 22 April 2014

**Pembimbing I**

Drs. Syauku, M. Pd.

NIP. 19964121991031002

**Pembimbing II**

Desi Nahartini, M. Ed.
APPENDIX 8. SURAT PERMOHONAN IZIN PENELITIAN

KEMENTERIAN AGAMA
UIN JAKARTA
FITK
Jl. R. H. Juanda No 95Cape15412 Indonesia

FORM (FR) 
No. Dokumen : FITK- FR- AKD-082
Tgl. Terbit : 1 Maret 2010
No. Revisi : 01
Hal : 1/1

SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/F.1/KM.01.3/......./2014
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 20 Januari 2014

Kepada Yth.

Kepala Madrasah Tsanawiyah Negeri 13 Jakarta
di
Tempat

Assalamu'alaikum wr.wb.

Dengan hormat kami sampaikan bahwa,

Nama : Hery Fitrrianto
NIM : 109014000028
Jurusan : Pendidikan Bahasa Inggris
Semester : Sepuluh (X)
Tahun Akademik : 2013/2014

Judul Skripsi : Teaching Simple Past Tense Through Teams Games Tournament (TGT)

adalah benar mahasiswa/i Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di instansi/sekolah/madrasah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

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

Wassalamu'alaikum wr.wb.

a.n. Dekan
Kajur Pendidikan Bahasa Inggris

Drs. Syaukni M.Pd
NIP. 19641312 199103 1 002

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
APPENDIX 9  SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

KEMENTERIAN AGAMA
MADRASAH TSANAWIYAH NEGERI 13
JAKARTA SELATAN

JL. H. DILUN ULUJAMI RAYA, PESANGGRAHAN, JAK - SEL. TELP. 7314752
JL. H. MUHTAR RAYA GG. H. DOEL PETUKANGAN UTARA, PESANGGRAHAN JAK - SEL. TELP. 7383765
Website: www.mtsn13jakarta.co.id  Email: mtsn13pesanggrahan@yahoo.com

SURAT KETERANGAN
Nomor: MTs.09.1.13/PP.00.5/132/2014

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 13 Jakarta Selatan:

Nama: Dra. Hj. Retno Dewi Utami, M.Pd
NIP: 196712151994032003
Pangkat/Golongan: Pembina Tk.1/IV.b
Jabatan: Kepala Madrasah
Unit Kerja: MTs.N 13 Jakarta Selatan

Menerangkan bahwa:

Nama: Hery Fitriyanto
NIM: 109014000028
Fakultas: Ilmu Tarbiyah dan Keguruan
Jurusan: Pendidikan Bahasa Inggris

Bahwa benar nama tersebut diatas telah melakukan penelitian di MTs. Negeri 13 Jakarta Selatan terhadap peserta didik kelas VIII (Delapan) terhitung sejak tanggal 28 Januari s.d 7 Maret 2014 dengan Judul “Teaching Simple Past Tense Through Teams Games Tournaments (TGT)”

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Jakarta, 7 Maret 2014
Kepala Madrasah

Dra. Hj. Retno Dewi Utami, M.Pd
NIP: 196712151994032003