TEACHING SIMPLE PAST TENSE THROUGH AUDIO LINGUAL METHOD
(An Experimental Study of Eighth Grade of SMP Islam Al-Fajar Pamulang)

A “Skripsi”
Presented to the Faculty of Tarbiya and Teacher’s Training
in Partial Fulfillment of the Requirements
for the Degree of S.Pd (Bachelor of Arts) in English Language Education

By:

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JAKARTA
1432 H / 2010 M
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Approved by the advisor

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1432 H / 2010 M
LEGALIZATION OF EXAMINATION COMMITTEE

A “skripsi” titled “TEACHING SIMPLE PAST TENSE THROUGH AUDIO LINGUAL METHOD” (Case Study at the Second Year Students of SMP Islam Al-Fajar Kedaung Pamulang, Academic Year 2010-2011) was examined at examination session of The Faculty of Tarbiyah at Syarif Hidayatullah State Islamic University Jakarta on April 14th, 2011. This “skripsi” has fulfilled the requirement for the degree of Strata-1 (S-1) at English Department.

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Menyatakan bahwa skripsi yang berjudul Teaching Simple Past Tense through Audio-Lingual Method (An Experimental Study of Eighth Grade of SMP Islam Al-Fajar Pamulang) adalah benar hasil karya sendiri di bawah bimbingan Drs. Bahrul Hasibuan, M.Ed. Demikian surat pernyataan ini saya buat, apabila terbukti pernyataan ini tidak benar, maka sepenuhnya menjadi tanggung jawab penulis.

Jakarta, Mei 2011
Menyatakan,

Erna Fatmawati
ABSTRACT

FATMAWATI, ERNA, 2011, Teaching Simple Past Tense through Audio Lingual Method, An Experiment Study of Eighth Grade of SMP Islam Al-Fajar, Pamulang, Tangerang Selatan, English Education Department, Faculty of Tarbiya and Teacher Training, State Islamic University Syarif Hidayatullah Jakarta.
Advisor: Drs. Bahrul Hasibuan, M.Ed.

Key words: Simple Past Tense, Audio Lingual Method, Audio Lingual Method

This study is aimed to describe the objective condition of the teaching simple past tense through Audio Lingual Method at Eighth Grade of SMP Islam Al-Fajar Pamulang. It includes the teaching preparations, the instructional material used by the English teacher, and the evaluation made by the English teacher.

The purpose of this study is to find the empirical evidence of the effectiveness of teaching simple past tense using Audio Lingual Method compared to the use of Grammar Translation Method.

The design of this research is experimental study. The population is the eighth grade of SMP Islam Al-Fajar. In selecting the sample is used purposive random sampling. The students of class 8.1 and 8.2 of SMP Islam Al-Fajar Pamulang are chosen as the sample. The data collecting is done by the observation and collecting the documentation. T-test is used to analysis the difference between the students’ grammar achievement with Audio Lingual Method and Grammar Translation Method.

Based on the analysis, the researcher finds that $t_o > t_t = 47.4 > 1.99$ in significance level 5% and $t_o > t_t = 47.4 > 2.65$ in significance level 1%. It means there is obvious difference between average score from the result of teaching simple past tense in experiment class and controlled class. It can be inferred that teaching simple past tense using Audio Lingual Method is more effective than teaching simple past tense using Grammar Translation Method.
ACKNOWLEDGEMENT

‘Bismillahirrahmaaniirrahiim’

All praises be to Allah, the universal lord who has bestowed his blessing upon the writer in completing this skripsi. Salawat and Salam are upon to the great messenger Prophet Muhammad SWA and to his family and to his companions until the day after.

This skripsi is presented to the English Department of the Faculty of Tarbiyah and Teacher’s Training State Islamic University Syarif Hidayatullah Jakarta as partial fulfillment of the requirement for the degree of Strata-1 (S-1).

On this occasion, the writer would like to say her gratitude to her beloved family, her parent, Sudaryono and Misinah who always give motivation and more encouragement to finish this skripsi.

The writer also would like to give gratitude to Drs. Bahrul Hasibuan, M.Ed., as her advisor for his guidance, dedication, and support in correcting and helping her finishes this paper. The writer would like to give gratitude and appreciate to:

1. Nurlena rifa’i, MA, Ph.D, as the Dean of Tarbiyah and Teachers’ Training
2. Drs. Syauki, M.Pd, the head of English Department and Neneng Sunengsih, S.Pd, the secretary of English Department.
3. All lecturers in the English Education who always give their precious knowledge.
4. Drs. Kosasih, the principle of SMP Islam Al-Fajar Kedaung-Pamulang who has given his permission and guidance to the writer in doing this research at her school.
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8. All friend that cannot mention them one by one who always help and given the support, time and love during the study at UIN Jakarta.

*May Allah, the almighty bless them all, Amen.*

Finally, the writer realizes that this skripsi is not perfect yet. Therefore, the writer would like to welcome constructive suggestion and criticism to make this skripsi better.

Jakarta, Mei 2011

The Writer
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CHAPTER I
INTRODUCTION

A. The Background of the Research

In the era of globalization, English is very important because it is one of the international languages which is used in most aspects of life in the world, such as business, tourism, economy, social, and education. It is used not merely to communicate with people from foreign countries, but also to carry out the educational institution. English is one of the compulsory subjects in Indonesian Secondary Schools where learning English effectively is a must. Brown quoting *Webster’s Third New International Dictionary of the English Language* 1961:1270 points out that “language is a systematic means of communicating ideas or feelings by the use of conventionalized signs, sounds, gestures, or mark having understood meanings”.¹

There are four basic skills in language; listening, speaking reading and writing. Those are related each other, the students should coach them in order that the success of learning the language will be achieved. Supporting those four skills, students also need to master language components, such as structure, vocabulary, pronunciation and spelling, etc. among those language components; grammar has been identified as the most challenging aspect for the learners of English to learn. For some students, studying grammar is uninteresting subject during learning process, more over they try to avoid

them because it is confusing and hard to understand. They have to memorize important grammatical rules such tenses, like the simple past tense; tense that shows time in the past and are now finished. In this case they have to be able to distinguish the form of the verb and usage. Sometimes they make mistakes because of the lack of knowledge of the regular and irregular verb form which is used in simple past tense. So, it can make some students less in grammar lesson.

In the simple past tense, Irregular verbs are more complicated and cause many difficulties for students. Sometimes they make an error in using the simple past tense, for examples: *she buyed a book in the book store*, it is supposed to be *she bought a book in the book store*, *they thoughted that the examination is easy*, it is supposed to be *they thought that the examination is easy*. The writer thinks, all of those are threatening for learner of English especially in junior high school grade.

The writer thinks, all of those are threatening for learner of English especially in junior high school grade.

According to Craig Hancock, in his book of *Meaning-centered Grammar*, “Grammar is the natural, inherent, meaning-making system of the language, a system that governs the way words come together to form meaning; grammar is also the study of that system, the various theories or perspectives that attempt to understand and describe it” 2.

In learning process, approach and method bring over the students learning outcomes. So that the English teacher should be able to apply the appropriate method in the classroom in order to reach the objectives of learning.

A method is a generalized set of classroom specifications for accomplishing linguistic objectives. Method tends to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and

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Meanwhile, Marianne Celce-Murcia explains that a method is a set of procedures, i.e., a system that spells out rather precisely how to teach a language. So, it can be assumed that without suitable method, the teaching-learning activity will be failure as William Francis Mackey states that the method has often been said to be the cause of success or failure in language learning; for it is ultimately the method that determines the what and the how of language instruction.

One of the methods is the Audio Lingual Method that is used for teaching foreign languages. The language-teaching methodology is based on behaviorist theory, that much learning suggested result from habit formation through conditioning.

The application of this concept in Audio Lingual techniques took the form of mimicry-memorization (usually of dialogue material) and structural pattern drilling (where by students learned to manipulate structures to a point of automatic response to a language stimulus). This method emphasizes on repetition of dialogues about everyday situations that are imitated and drilled to make the respond automatic, it is based on the common wise-word in Behaviorism “practice makes permanent”.

Brooks as quoted by Jack C. Richards and Theodore S Rodgers explain that the objectives of Audio Lingual Method consist of short-range and long-range objectives. Short-range objectives include training in listening comprehension, accurate pronunciation, recognition of speech symbols as graphic signs on the printed page, and ability to reproduce these symbols in

---

writing. Meanwhile, the long-range objectives must be language as the native speaker uses it.\textsuperscript{8}

By using the Audio-Lingual Method, the teacher can lead students to remember patterns correctly, and then the students can follow and remember teacher’s instruction directly. The writer assumed that teaching oral skill by imitating and repeating the form of the grammar through dialogues about daily activities will improve their English speaking automatically, so students can apply it in their daily life.

The method that is used by the teacher at the SMP Islam Al-Fajar in teaching grammar is Grammar Translation Method. Its principle uses translation and analysis of the grammar rules in teaching learning activities and the main focus is on teaching reading and writing skill. The objectives of Grammar Translation Method are “understanding the grammar of the language and training the students to write the new language accurately by regular practice in translating from the native language”.\textsuperscript{9}

Based on the writer experience when doing teaching practice at SMP Islam Al-Fajar Pamulang, the writer assumed that Grammar Translation Method is the method used by the teacher. It could be seen from several teaching technique implemented in classroom teaching. The teacher often applied the translation or grammatical explanation techniques in presenting the material, the students were encouraged to translate the passage or memorize the rules of the pattern of the grammar. Besides, the teacher seems to be the central in teaching learning process and students just received what the teacher taught. From that matter of facts, it is clearly seen that the method used by the teacher, in this case is Grammar Translation Method, and became the causes of students’ grammar problem. Even tough this assumption needs to be approved through this research, actually its not easy to teach language especially grammar without using suitable method because a large number of methods are based on ideas of how languages are learned. Therefore, the


\textsuperscript{9} River, W. M., \textit{Teaching Foreign-language . . . .}, p. 29.
research is done in order to know the effectiveness of the method in teaching grammar. So, here the writer would like to propose the method that should be used in teaching grammar at SMP Islam Al-Fajar, which is Audio Lingual Method.

Based on the background above, the writer is interested in doing an experiment that is related to the student’s language acquisition especially teaching the grammar using Audio Lingual Method. The title of her Skripsi is: “Teaching Simple Past Tense through Audio Lingual Method”. This experiment will be held at the Second Grade of Junior High School of SMP Islam Al-Fajar Pamulang, Tangerang-Banten, because the writer knows that this school still using Grammar Translation Method to teach English.

B. The Identification of the Problem

Based on the background above, the problem that cover the research can be identified as follow:

1. The difficulties in understanding English language because lack of the knowledge of the grammar.
2. The difficulties in understanding the rules of the grammar in the sentence.
3. The difficulties in using the English grammar in the sentence.

C. The Limitation of the Research

As mentioned on the background of the research above, the writer would like to limit the discussion only on the effectiveness of using Audio Lingual Method and Grammar Translation Method which covers the irregular verbs for second grade students of SMP.

The writer carried out the research to the second grade students of SMP Islam Al-Fajar Pamulang, Banten.
D. The Formulation of the Problem

Based on the background, the writer would like to formulate the problem of the research as follows: Is the use of Audio Lingual Method more effective in teaching simple past tense compared to the use of Grammar Translation Method?

E. The Objective of the Research

In line with the formulation of the problem of the research above, the objective of the study is to find the empirical evidence of the effectiveness of teaching simple past tense using Audio-Lingual Method compared to the use of Grammar Translation method.

F. The Significance of the Research

The writer expects that the research will be useful for increasing the writer’s knowledge about methods above in teaching simple past tense and for the English teacher who might use this method when they teach simple past tense.

G. The Organization of the Writing

This “Skripsi” is divided into four chapters. As follow: Chapter I present the Introduction, this chapter state of: the background of the research, the identification of the research, the limitation of the research, the formulation of the research, the objective of the research, the significance of the research, the organization of the writing.

Chapter II is theoretical framework that divided into four sections. The first section discuss about the theory of grammar. The second section discusses about simple past tense, the understanding of simple past tense, the form of simple past tense, the usage of simple past tense. The third section discusses about Audio Lingual Method, the understanding of Audio Lingual Method, the characteristics of Audio Lingual Method, the principles of Audio Lingual Method, the techniques of Audio Lingual Method, the
teaching the simple past tense through Audio Lingual Method, the step in teaching simple past tense through Audio Lingual Method. The fourth section discusses about Grammar Translation Method, the understanding of Grammar Translation Method, the characteristics of Grammar Translation Method, the principles of Grammar Translation Method, the techniques of Grammar Translation Method, the teaching the simple past tense through Grammar Translation Method, the steps of teaching simple past tense through Grammar Translation Method, the differences between the Audio Lingual Method and Grammar Translation Method, the conceptual framework, the relatively Study, the hypothesis of the research.

In chapter III, the writer will focus on the methodology of the research and the finding of the research. The methodology of the research deals with the objective of the research, the place and the time of the research, the method of the research, the population and sample of the research, the technique of data collecting, the technique of data analysis, the procedure of the research.

The description of data, the analysis of data, the test of hypothesis and the interpretation of data are includes in the finding of the research section.

The last chapter IV will talk about the conclusion and suggestion.
A. The Theory of Grammar

Grammar is the basic knowledge and important role in understanding the English language whether in listening, speaking, reading and writing, in formal context and academic. Scott Thornbury states that the Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus a grammar is a description of the rules that govern how language’s sentences are formed. In the grammar, it will be explained how to speak, read, write, make and arrange the sentence correctly. By mastering grammar, it is hoped that the student can produce sentences grammatically correct.

Grammar makes it possible for everybody to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, everybody can put sentences together even as children, they can all do grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences, that is knowing about grammar. And knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity.

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People associate grammar with errors and correctness. But knowing about grammar also helps to understand what makes sentences and paragraphs clear and interesting and precise. Grammar can be part of literature discussions, when the teachers and students closely read the sentences in poetry and stories. And knowing about grammar means finding out that all languages and all dialects follow grammatical patterns.

B. Simple Past Tense

1. The Understanding of Simple Past Tense

Tense is one of parts of grammar. Tense is any of the form of a verb that may be used to indicate the time of the action or state expressed by the verb: the present/ past/ future tense. \(^{11}\) The changes of the verb form is depends on the time and the characteristic of certain event in the sentence.

There are many of tenses; one of them is simple past tense. Simple past tense indicates that terminating in the past, whether a time worse is given or not. \(^{12}\) Betty S. Azar described that the simple past tense indicates that an activity or situation began and ended at a particular time in the past. \(^{13}\) We use the simple for a finished time in the past. For example, yesterday, last week, from 1985 to 1991. \(^{14}\)

From those statements above, it can be seen that simple past tense is a simple sentence which is used to talk about events, actions that happened at a specific time in the past. They often accompanied by such expression of definite past as yesterday, last year, two weeks ago, last night, last Monday, last summer, yesterday morning, a few minute ago, the day before yesterday, then, etc.


English verbs are divided into two classes: regular and irregular. Regular verbs always end with a –d in the simple past, but we do not always pronounce the –d ending in the same way. We usually add –ed to the base form of the verb: I play – I played, I open – I opened. We do not pronounce –ed as an extra syllable.  

In learning English language, the students often have problems remembering the different pronunciation patterns whether the –ed should be pronounced with a t or a d sound whether the extra syllable needs to be added in spoken language. In this case, Oral practice is an important for helping students master the different pronunciation of –ed. With practice this sounds the students become familiar the spelling changes for many of regular verbs.

The chart shows the different pronunciations of the –ed inflection.

<table>
<thead>
<tr>
<th>Verbs that end in the sounds p, k, f, s, sh, ch</th>
<th>t sound</th>
<th>helped, baked, coughed, missed, washed, pitched</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs that end in the sounds d or t</td>
<td>id sound extra syllable added</td>
<td>wanted, needed</td>
</tr>
<tr>
<td>All other verb sound endings (b, g, v, z, zh, th, j, m, n, ng, l, r, or a vowel sound)</td>
<td>d sound</td>
<td>robbed, dragged, shaved, garaged, breathed, raged, blamed, ruined, pinged, called, ordered, played</td>
</tr>
</tbody>
</table>

With most verbs, the regular past tense forms is created simply by adding -ED. However, with some verbs, you need to add -ES or change the ending a little. Here are the rules:


Verb ending in...

<table>
<thead>
<tr>
<th>How to make the simple past</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Add –ed</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Consonant +y</td>
<td>Change y to i, then add –ed</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>One vowel + one consonant</td>
<td>Double the consonant, then add –ed</td>
</tr>
<tr>
<td>(but NOT w or y)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Anything else including w</td>
<td>Add –ed</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Besides the students must be learned the pronunciation of the sounds system (phonology) of the regular verbs; they also must be learned and memorized many irregular verbs.

The chart shows a small number of irregular verbs that have the same form in all part.18

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>burst</td>
<td>burst</td>
<td>burst</td>
</tr>
<tr>
<td>cut</td>
<td>cut</td>
<td>cut</td>
</tr>
<tr>
<td>cost</td>
<td>cost</td>
<td>cost</td>
</tr>
<tr>
<td>hit</td>
<td>hit</td>
<td>hit</td>
</tr>
<tr>
<td>Put</td>
<td>put</td>
<td>put</td>
</tr>
</tbody>
</table>

Some irregular verbs change one part only that past tense form is same as part participle.19

---

Another irregular verbs change two parts.  

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past Tense</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>know</td>
<td>knew</td>
<td>know</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
</tbody>
</table>

Here is a list of some important *irregular verbs* and their simple past form.  

<table>
<thead>
<tr>
<th>Infinitive</th>
<th>Simple Past</th>
<th>Infinitive</th>
<th>Simple Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>begin</td>
<td>began</td>
<td>leave</td>
<td>left</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>lose</td>
<td>lost</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>make</td>
<td>made</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
<td>meet</td>
<td>met</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>pay</td>
<td>paid</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>put</td>
<td>put</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>read</td>
<td>read</td>
</tr>
<tr>
<td>do</td>
<td>did</td>
<td>ring</td>
<td>rang</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
<td>say</td>
<td>said</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
<td>see</td>
<td>saw</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
<td>sell</td>
<td>sold</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>sit</td>
<td>sat</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
<td>sleep</td>
<td>slept</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>speak</td>
<td>spoke</td>
</tr>
</tbody>
</table>

---


From those explanations above, the writer may conclude that the form of simple past tense and past participle has no pattern to follow. So, the students need extensive opportunities, both oral and written, for practicing these forms. Without learning and memorizing the irregular verbs, the students will find a problem especially in grammatical pattern.

2. The Form of Simple Past Tense

The simple past tense formed with subject + auxiliary verb did + main verb. Nasrun Mahmud says that the simple past tense is formed with the past form of the verbs which may be either regular, i.e. by adding \(-ed\) to the infinitive form (incidentally, most verb are regular) or irregular which must be learned and memorized in each case.\(^{22}\)

Meanwhile, A.J. Thomson and A.V. Martinet in *A Practical English Grammar* explain about the form of simple past as follows:

The simple past tense in regular verbs is formed by adding *ed* to the infinitive. The negative of regular and irregular verb is formed with *did not* (*didn’t*) and the infinitive. The interrogative of regular and irregular verb formed with did subject + infinitive: Examples:

- I worked (*Affirmative statement*)
- I did not work (*Negative statement*)
- Did I work? (*Interrogative statement*)\(^{23}\)


The negative of be is the past form of be + not.
They were not/weren’t here last Sunday.
The hotel was comfortable, but it was not/wasn’t expensive.\(^{24}\)
The form of yes/no questions with did + subject + base form in short answers. We use a pronoun subject + did or didn’t.

<table>
<thead>
<tr>
<th></th>
<th>I/we/you/they/he/she/it</th>
<th>Did</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>I/we/you/they/he/she/it</td>
<td>Did</td>
</tr>
<tr>
<td>No</td>
<td>I/we/you/they/he/she/it</td>
<td>Didn’t</td>
</tr>
</tbody>
</table>

Example:
X: Did your parents have a good trip?
Y: Yes, they did.\(^{25}\)

Based on the classification and formulation above, we known that the auxiliary verb did is not conjugated. It is the same for all persons (I did, you did, he did etc). The base form of the verbs is used after “didn’t”. The writes formulates the form of simple past tense into tree types, they are affirmative, negative and interrogative.

**a. Affirmative Statement**

- To make an affirmative the verb other than be, we use the following formula:

  \[
  \text{Subject + verb II + ……}
  \]

*For example:*

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb II</th>
<th>……..</th>
<th>……..</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>came</td>
<td>to the meeting</td>
<td>last Sunday</td>
</tr>
<tr>
<td>You</td>
<td>played</td>
<td>football</td>
<td>two days ago</td>
</tr>
</tbody>
</table>

\(^{24}\) Raymond Murphy & William R. Smalzer, *Basic Grammar* ... p.20.

We made a cake a few minutes ago
They went to the movies three times last week
He bought an English book last night
She read a newspaper yesterday

To make an affirmative the verb be. The verb be has two separate forms for the past was for singular, were for the plural. The formula is:

Subject + was/were +……

For example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Was/were</th>
<th>………</th>
<th>………</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was</td>
<td>happy</td>
<td>yesterday</td>
</tr>
<tr>
<td>You</td>
<td>were</td>
<td>at home</td>
<td>last night</td>
</tr>
<tr>
<td>We</td>
<td>were</td>
<td>hungry</td>
<td>this morning</td>
</tr>
<tr>
<td>They</td>
<td>was</td>
<td>very tired</td>
<td>three days ago</td>
</tr>
<tr>
<td>He</td>
<td>was</td>
<td>late</td>
<td>yesterday morning</td>
</tr>
<tr>
<td>She</td>
<td>was</td>
<td>beautiful</td>
<td>last year</td>
</tr>
<tr>
<td>It</td>
<td>was</td>
<td>easy</td>
<td>last week</td>
</tr>
</tbody>
</table>

b. Negative Statement

To make a negative statement the verb other than be, we use the following formula:

Subject + did + not + verb I + ……

For example:

To make the verb of be, we use the following formula:

Subject + was/were + not + ……

For examples:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Was/were + not</th>
<th>……..</th>
<th>……..</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>was not</td>
<td>at the party</td>
<td>last night</td>
</tr>
<tr>
<td>You</td>
<td>were not</td>
<td>sick</td>
<td>three days ago</td>
</tr>
<tr>
<td>We</td>
<td>were not</td>
<td>on vacation</td>
<td>last week</td>
</tr>
<tr>
<td>They</td>
<td>were not</td>
<td>at home</td>
<td>Yesterday</td>
</tr>
<tr>
<td>He</td>
<td>was not</td>
<td>happy</td>
<td>this morning</td>
</tr>
<tr>
<td>She</td>
<td>was not</td>
<td>smile</td>
<td>ten minute ago</td>
</tr>
</tbody>
</table>

c. Interrogative

To make an interrogative affirmative form of verb other than be, we use the following formula:

Did + subject + verb 1 + ….?

For examples:
Did | Subject | Verb I | ........
---|---|---|---
Did | I | play | last night?
Did | You | work | yesterday?
Did | We | study | last week?
Did | They | meet | last year?
Did | He | teach | this morning?
Did | she | came | two days ago?

To make an interrogative negative form of verb other than be, we use the following formula:

Did not + Subject + verb I + ....?

For example:

<table>
<thead>
<tr>
<th>Did not</th>
<th>Subject</th>
<th>Verb I</th>
<th>........</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did not</td>
<td>I</td>
<td>drive</td>
<td>last week?</td>
</tr>
<tr>
<td>Did not</td>
<td>you</td>
<td>came</td>
<td>yesterday?</td>
</tr>
<tr>
<td>Did not</td>
<td>they</td>
<td>go</td>
<td>this morning?</td>
</tr>
<tr>
<td>Did not</td>
<td>they</td>
<td>play</td>
<td>last Sunday?</td>
</tr>
<tr>
<td>Did not</td>
<td>He</td>
<td>buy</td>
<td>two days ago?</td>
</tr>
<tr>
<td>Did not</td>
<td>she</td>
<td>bring</td>
<td>last night?</td>
</tr>
</tbody>
</table>

We use short answer to answer the question:

<table>
<thead>
<tr>
<th>Yes,</th>
<th>I/we/ you/ they/he/she/it</th>
<th>did.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No,</td>
<td>I/we/ you/ they/he/she/it</td>
<td>Didn’t</td>
</tr>
</tbody>
</table>

For example:

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did I study for an hour?</td>
<td>Yes, I did.</td>
</tr>
</tbody>
</table>
Did it work yesterday?  Yes, it did.  No, it didn’t.
Did they take math last year?  Yes, they did  No, they didn’t

To make the interrogative affirmative statement of verb be, we use the following formula:

\[
\text{Was / were } + \text{ Subject } + \ldots \ldots
\]

For example:

<table>
<thead>
<tr>
<th>Was / were</th>
<th>Subject</th>
<th>………</th>
<th>………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were</td>
<td>you</td>
<td>a good reader</td>
<td>?</td>
</tr>
<tr>
<td>Were</td>
<td>we</td>
<td>in the book store</td>
<td>last night?</td>
</tr>
<tr>
<td>Were</td>
<td>they</td>
<td>in the library</td>
<td>yesterday?</td>
</tr>
<tr>
<td>Was</td>
<td>I</td>
<td>a secretary</td>
<td>two year ago?</td>
</tr>
<tr>
<td>Was</td>
<td>he</td>
<td>in the garden</td>
<td>last week?</td>
</tr>
<tr>
<td>Was</td>
<td>she</td>
<td>at home</td>
<td>this morning?</td>
</tr>
</tbody>
</table>

To make the interrogative negative statement of verb be, we use the following formula:

\[
\text{Wasn’t / weren’t } + \text{ Subject } + \ldots \ldots
\]

For examples:

<table>
<thead>
<tr>
<th>Wasn’t/weren’t</th>
<th>Subject</th>
<th>………</th>
<th>………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weren’t</td>
<td>you</td>
<td>a student</td>
<td>two years ago?</td>
</tr>
<tr>
<td>Weren’t</td>
<td>we</td>
<td>a teacher</td>
<td>last year?</td>
</tr>
<tr>
<td>Weren’t</td>
<td>they</td>
<td>at the market</td>
<td>last week?</td>
</tr>
<tr>
<td>Wasn’t</td>
<td>he</td>
<td>at school</td>
<td>this morning?</td>
</tr>
<tr>
<td>Wasn’t</td>
<td>she</td>
<td>at library</td>
<td>yesterday morning?</td>
</tr>
</tbody>
</table>
3. The Usage of Simple Past Tense

The simple past tense is used to describe completed actions, to describe past habits and routines, to state past facts and truths, and to express past thoughts and feelings.

The simple past tense is used for actions completed in the past at a definite time. It is therefore used:

1. For past action went the time is given:
   - I met him yesterday.
   - Her grandfather died in 1985

2. When the time is asked about:
   - When did you meet him?

3. When the action clearly took place at a definite time even though this time is not mentioned.
   - The train was ten minutes late.
   - How did you get your present job?
   - I bought this car in Montreal.

4. Sometime the time becomes definite as a result of a question and answer in the present perfect:
   - Where were you been? – I’ve been to the opera – Did you enjoy it?\(^\text{27}\)

Meanwhile according to Martin Parrot in Grammar for English Teachers explains the use of simple past:

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

2. Precise Detail
   We also use the past simple when we provide precise circumstantial detail about an event (e.g. we can say I’ve had my appendix out but ‘ve

have to use the past simple as soon as we specify, for example, where or how—we don’t say *I’ve had my appendix out in Warsaw but I have my appendix out in Warsaw.

3. Time Anchor

In telling stories and describing what happened in the past we use the past simple as a ‘time anchor’ – to establish the key ‘time frame’ of events. We also use past simple to describe the key events that move the story forward.\(^{28}\)

By the explanation of the use of simple past above, it can be listed as:

1. Completed Action in the Past

   Use the Simple Past to express the idea that an action started and finished at a specific time in the past. Sometimes, the speaker may not actually mention the specific time, but they do have one specific time in mind.

   \[\begin{array}{c|c|c}
   \text{Past} & \text{Present} & \text{Future} \\
   \hline
   \times &  & \\
   \end{array}\]

   \[\text{Examples:}\]
   - I saw a movie yesterday.
   - I didn’t see a play yesterday.
   - Last year, I traveled to Japan.

2. Series of Completed Actions

   We use the Simple Past to list a series of completed actions in the past. These actions happened 1st, 2nd, 3rd, 4th, and so on.

   \[\begin{array}{c|c|c}
   \text{Past} & \text{Present} & \text{Future} \\
   \hline
   \times \times \times &  & \\
   \end{array}\]

   \[\text{Examples:}\]
   - I finished work, walked to the beach, and found a nice place to swim.

He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00.

Did you add flour, pour in the milk, and then add the eggs?

3. Duration in Past

The Simple Past can be used with a duration which starts and stops in the past. Duration is a longer action often indicated by expressions such as: for two years, for five minutes, all day, all year, etc.

Examples:
- I lived in Brazil for two years.
- They sat at the beach all day.
- A: How long did you wait for them? B: We waited for one hour.

4. Habits in the Past

The Simple Past can also be used to describe a habit which stopped in the past. It can have the same meaning as "used to." To make it clear that we are talking about a habit, we often add expressions such as: always, often, usually, never, when I was a child, when I was younger, etc.

Examples:
- He didn't play the piano.
- She worked at the movie theater after school.
- They never went to school, they always skipped class.

5. Past Facts or Generalizations

The Simple Past can also be used to describe past facts or generalizations which are no longer true. As in use four above, this use of the Simple Past is quite similar to the expression "used to."
Examples:
- *She was* shy as a child, but now she is very outgoing.
- *He didn't like* tomatoes before.
- *Did you live* in Texas when you *were* a kid?²⁹

C. Audio Lingual Method

1. The Understanding of Audio Lingual Method

The Audio Lingual method is the product of three historical circumstances.³⁰ For its views on language, Audio-Lingualism drew on the work of American linguists such as Leonard Bloomfield. The prime concern of American linguistics at the early decades of the 20th century had been to document all the indigenous languages spoken in the USA. However, because of the dearth of trained native teachers who would provide a theoretical description of the native languages, linguists had to rely on observation. For the same reason, a strong focus on oral language was developed. At the same time, Behaviorism psychologists such as B.F. Skinner were forming the belief that all behavior (including language) was learnt through repetition and positive or negative reinforcement. The third factor that enabled the birth of the Audio Lingual Method was the outbreak of World War II, which created the need to post large number of American servicemen all over the world. At that time, there was a need for people to learn foreign language rapidly for military purposes. Because of the influence of the military, early

The Audio Lingual Method has introduced memorization of dialogues and imitative repetition (mimicry) as specific learning techniques.³¹ This method emphasizes the teaching of listening and speaking which did not gain so much importance from Grammar-Translation Method. The language skills are taught in the order of

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³⁰ [Audio-Lingual Method, From Wikipedia; the Free Encyclopedia. www.wikipedia.com](http://www.wikipedia.com), it was retrieved on November 2009
listening, speaking, reading, and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques. Mother tongue is discouraged in the classroom. Moreover, teaching technique with tape recordings and language lab drills offer practice in speaking and listening, which are considered of primary importance in language learning. Reading and writing are limited but not ignored, it should be presented gradually after the students are considered capable enough and the material should keep seriously to what students has heard and repeated. The purpose of this method is to rapid the acquisition of listening and speaking skills by drilling the students in the use of grammatical sentences patterns.

The Audio Lingual classes concentrated on long repetition-drill stages, in which the teacher hoped that the students would acquire good language habits. By rewarding correct production during these repetition phases, students could be conditioned into learning the language. Behaviorist psychology states that people are conditioned to learn many forms of behavior, including language, through the process of training or conditioning.

There are four basic drill types in this method: those are; simple repetition, substitution, transformation and translation. It can be inferred that the main activity of this method is drilling from simple repetition to the translation. The teacher has to motivate the students to learn English in the class, he/ she is a central and active role in the teaching and learning activities.

From the statements above, the writer comes to the understanding that the Audio Lingual Method is a followed behaviorism theory. This method emphasizes on listening and speaking by imitating, repeating and memorizing grammatical structures through substitutions, singular-plural and tense transformations etc, using the target language and the culture.

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where the language is spoken. Correct responding the stimuli must be done by the students continuously in order to become a habit.

2. The Characteristics of Audio Lingual Method

Marianne Celce-Murcia in her book *Teaching English as a Second or foreign Language Second Edition* summed up the characteristics of the following list:

a. Lessons begin with dialogues.
b. Mimicry and memorization are used, based on the assumption that language is habit formation.
c. Grammatical structures are sequenced and rules are taught inductively.
d. Skills are sequenced: listening, speaking, reading, writing postponed.
e. Pronunciation is stressed from the beginning.
f. Vocabulary is severely limited in initial stages.
g. A great effort is made to prevent learning errors.
h. Language is often manipulated without regard to meaning or context.
i. The teacher must be proficient only in the structures, vocabulary, etc. that s/he is teaching since learning activities and materials are carefully controlled.\(^{34}\)

Other characteristics of Audio Lingual Method according to H.H. Stern those are:

a. Separation of the skills-listening, speaking, reading, and writing-and the primacy of the Audio Lingual over the graphic skills.
b. The use of the dialogues as the chief means of presenting the language.
c. Emphasis on certain practice techniques, mimicry, memorization, and pattern drills.
d. The use of the laboratory.
e. Establishing a linguistic and a psychological theory as a basis for the teaching method.\(^{35}\)

The writer assumes that in the Audio Lingual Method, the learners should have a strong effort to get the language acquisition. They do a lot


of listening and speaking by imitating and repeating the teacher instruction, they also memorize the structure. It is clearly seen that one of the language teacher’s major roles is a model of the target language. Teacher should provide students with a native-speaker-like model. The material presented gradually from listening, speaking, reading and writing but it is emphasized on spoken language as its teaching objective.

3. The Principles of Audio Lingual Method

William as quoted by Wilga M. Rivers has summarized the five “slogan of the day” guided the teachers to the preparation of teaching material and to classroom technique, “Language is speech not writing… A language is a set of habit… Teach the language not about the language… A language is what the native speakers’ say, not what someone thinks they ought to say… Languages are different”.

According to Diane Larsen-Freeman in her book, *Techniques and Principles in Language Teaching*, the principles of The Audio-Lingual Method are:

a. Language forms do not occur by themselves, they occur most naturally within a context.
b. The native language of the target language and the target language have separate linguistic systems. They should be kept their apart so that the students’ native language interferes as little as possible with the students’ attempts to acquire the target language.
c. One of the target language teacher’s major roles is that of a model of the target language. Teachers should provide students with a good model. By listening to how it supposed to sound, students should be able to mimic the model.
d. Language learning is a process of habit formation.
e. It is importance to prevent learners from making errors.
f. The purpose of language learning is to learn how to use the language to communicate.
g. Positive reinforcement helps the students to develop correct habit.

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h. Students should learn to respond to both verbal and nonverbal stimuli. etc.  

Richard and Rodgers (1986) also list four essential principles of Audio-Lingual Method:

a. Foreign language learning is basically a process of mechanical habit formation.

b. Item presented in spoken form before they are seen in written form.

c. Analogy provides a better foundation for language learning than analysis.

d. The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context and not in isolation.  

From those principles, the learning activity started by drilling the dialogues before written form, it means that the students must imitate and repeat the teacher instruction before coming to the text. It is a process of habit formation. The habits of the students’ native language would interfere with the students’ attempts to master the target language. They should be kept apart so that the students’ native language interferes as little as possible with the students’ learning of the foreign language. The teachers must be a good model as a native speaker; they must teach how to use the language to communicate in the classroom or daily life as the objective of this method. This method demands the teachers to be skillful in speaking.

4. The Techniques of Audio Lingual Method

Diane Larsen-Freeman, in her book Technics and Principles in Language Teaching (1986:45-47) provides expanded descriptions of some common/typical techniques closely associated with the Audio-Lingual Method. The listing here is in summary form only.

a. Dialog Memorization

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Students memorize an opening dialog by using mimicry and applied role-playing.

b. **Backward Build-up (Expansion Drill)**
   Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence.

c. **Repetition Drill**
   Students repeat teacher's model as quickly and accurately as possible.

d. **Chain Drill**
   Students ask and answer each other one-by-one in a circular chain around the classroom.

e. **Single Slot Substitution Drill**
   Teacher states a line from the dialog, then uses a word or a phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place.

f. **Multiple-Slot Substitution Drill**
   Same as the Single Slot drill, except that there are multiple cues to be substituted into the line.

g. **Transformation Drill**
   Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc.

h. **Question-and-Answer Drill**
   Students should answer or ask questions very quickly.

i. **Use of Minimal Pairs**
   Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners - students are to pronounce and differentiate the two words.

j. **Complete the Dialog**
   Selected words are erased from a line in the dialog - students must find and insert.

k. **Grammar Games**
   Various games designed to practice a grammar point in context, using lots of repetition.\(^{39}\)

From the techniques mentioned above, the writer concludes that language acquisition is acquired by habit formation through oral exercises by imitating and repeating. In this approach, the teacher is like a leader, directing and controlling the language behavior of the students.

5. The Teaching Simple Past Tense through Audio Lingual Method

The Audio Lingual Method is a language-teaching methodology based heavily on behaviorist theories of learning. These theories suggested that much learning is the result of habit formation.40

Diane Larsen-Freeman illustrate the sequence of the Audio lingual activities is that the teacher is presenting a new dialog, a conversation between two people. The students know they will be expected to eventually memorize the dialog the teacher is introducing. All of the instructions are in English. After she acts out the dialogue, she asks students to listen carefully the conversation. And here is the example of dialogue containing the Simple Past Tense:

Sally : Good morning, Bill.
Bill : Good morning, Sally.
Sally : How are things?
Bill : Fine, thanks. How about you?
Sally : Fine. By the way, where did you go last week?
Bill : I went to Kuta beach.
Sally : did you see a tourist?
Bill : Yes, I did. I saw many people who enjoy the beautiful of beach.
Sally : could you invite me to go there on next holiday?
Bill : Sure.
Sally : Thank you, Bill.

After the teacher act out the dialog, she has the whole class repeat each lines of her dialog after her model. It repeated after several times. When the class came to the line, “I went to the Beach, “they stumble bit in their repetition. Then the teacher uses backward build-up drill (expansion drill). The purpose of this drill is to break down the troublesome sentence into smaller parts.

40 Jeremy Harmer, How to Teach ..., p. 29-30
After students have repeated the dialog several times, the teacher gives chance to the students to do the role-play. Before the class actually says each line, the teacher models it. In effect, the class is experiencing a repetition drill where the task is to listen carefully and attempt to mimic the teacher’s model as accurately as possible.

After that, the teacher initiates a chain drill with four of the lines from the dialogue. A chain drill gives students an opportunity to say the lines individually. It is also lets students use the expressions in communication with someone else, event though it’s very limited. Finally, the teacher points two students to perform the entire for the rest of the class.

Then the teacher led a single slot substitution drill. She changes “the Beach” into another one phase like “the Zoo”, “the mountain”, the temple”, and so on by showing the picture. Instead the teacher simply shows the pictures one at a time, and the student’s repeat entire sentence putting the name of the place in the picture in the appropriate slot in the sentence.

Finally, the teacher increases the complexity of the task by leading the students in multi-slot substitution drill. However with this drill, students must recognize what part of speech the cue word is and where it fits into the sentence.

The substitution drills are followed by transformation drill. The students asked to change one type of sentence into another, an affirmative into negative sentence, active into passive sentence. For example, the teacher said: “I say, ‘He went to the beach’” then the students make a question by saying, “Did he go to the beach?”

Through her actions and examples, the students have learned that they are to answer the questions following the patter she has modeled. Then the students are asked to answer the teacher’s questions by looking the certain picture.
At the final few minutes of the class, the teacher returns to the dialogue with which the teacher began the lesson. In the next meeting, the teacher will review the dialogue, expand upon the dialogue by adding a few more lines, drill the new lines, work on the different grammar rules, use minimal-pair words, do writing, do game, and present an interesting topic.41

6. The Steps of Teaching Simple Past Tense through Audio Lingual Method in the Classroom

1. The teacher presents a new dialogue, a conversation between two people and acts it out.
2. The teacher asks the students to repeat the dialogue for several times.
3. The teacher gives chance to the students to do the role-play.
4. The teacher initiates a chain drills.
5. Then the teacher led a single slot substitution drill.
6. The teacher increases the complexity of the task by leading the students in multi-slot substitution drill.

D. Grammar Translation Method

1. The Understanding of Grammar Translation Method

The Grammar Translation Method of foreign language teaching is one of the most traditional methods. It was called classical method since it was originally used to teach Latin and Greek. The Grammar Translation Method was the principal method in Europe in the 19th century. It was based on teaching grammar structures and vocabulary with direct translations. Little attention was paid to interpersonal communication or pronunciation.

Earlier in this century, it was used for the purpose of helping students read and appreciate foreign language literature. It was hoped that, through the study of the grammar of the target language, student would

41 Diane Larsen-Freeman, Teaching and Principles in Language..., p.32-37.
became more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.\(^{42}\) Therefore, it was assumed that the most essential reason for learning the language through this method is to give the learners the effective way to access English literature, develop their minds, and build in them the kinds of grammar, reading, vocabulary and translation.

Richard and Rodgers also state that this method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge through the tasks of translating sentences and text into and out of the target language.\(^{43}\) This method emphasizes on grammar rules through deduction. The teacher translates every word, phrase from English into mother tongue of learners.

The mother tongue is used as the medium of instruction. This method hardly gives any attention to listening and speaking skills, and the result is usually an inability on the part of the student to use the language for communication.\(^{44}\) The writer may infer that Grammar Translation Method focuses on translating the task and the rules of the grammar and it has little attention to the spoken language. The students use mother tongue in the classroom, so it makes them rarely use the target language in their communication.

2. The Characteristics of Grammar Translation Method

According to Jack C. Richards and Theodore S. Rodgers, the principle characteristic of the Grammar Translation Method may be summed up in the following list:

a. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline

\(^{42}\) Diane Larsen- Freeman, Teaching and Principles in Language ..., p.4.

\(^{43}\) http://articles.famouswhy.com/language_teaching___the_grammar_translation_method/

(Retrieved on Friday, 13\(^{\text{th}}\) of May, 2009).

\(^{44}\) http://articles.famouswhy.com/language_teaching___the_grammar_translation_method

(Retrieved on Friday 13\(^{\text{th}}\) of May, 2009)
and intellectual development that result from foreign language study.

b. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

c. Vocabulary selection is based solely on the reading text used, and words are taught through bilingual words list, dictionary study, and memorization.

d. The sentence is the basic unit of teaching and language practice.

e. Accuracy is emphasized.

f. Grammar is taught deductively.

g. The student’s native language is the medium of instruction.\textsuperscript{45}

Meanwhile Prator and Celce-Murcia (1978:3) list the major characteristics of Grammar Translation Method as follow:

a. Classes are taught in the mother tongue, with little active use of the target language.

b. Much vocabulary is taught in the form of lists of isolated words.

c. Long elaborate explanations of the intricacies of grammar are given.

d. Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

e. Reading of difficult classical texts is begun early.

f. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis.

g. Often the only drills are exercises in translating disconnected sentences from the target language into the mother tongue.

h. Little or no attention is given to pronunciation.\textsuperscript{46}

The writer may infer that Grammar Translation Method is focus on the rules of grammar and translation. It’s little attention on oral skills especially on speaking the target language. The teacher does not really assist the student to learn the language itself. So, it makes them often fail to activate their language acquisition in the classroom.

3. The Principles of Grammar Translation Method

The principles of the Grammar Translation Method may be summed up in the following lists:

a. Literary language is superior to the spoken language

\textsuperscript{45} Jack C. Richards and Theodore S. Rodgers, \textit{Approaches and Methods in Language}, ...., p.52.

\textsuperscript{46} H. Douglas Brown, \textit{Principle of Language Learning and Teaching}, ...., p.16.
b. Translating each language into each other is an important goal for learners.
c. The authority in the classroom is the teacher.
d. To be able to communicate with target language’s speakers is not among the goals.
e. The primary skills to be improved are reading and writing.
f. Its focus is on accuracy and not fluency.
g. Error correction: If a student’s answer of a question is incorrect, the teacher selects a different student to give the correct answer or s/he replies himself/herself. 47

From the lists above, the writer assumes that the teacher control the teaching and learning activities. The reading and writing as primary skills in this method. The language translates into the learner mother tongue.

4. The Techniques of Grammar Translation Method

There are some common/typical techniques closely associated with the Grammar Translation Method. The following lists here are:

a. Translation
   Translation of a Literary Passage (Translating target language to native language)
b. Reading Comprehension Questions (Finding information in a passage, making inferences and relating to personal experience)
c. Antonyms/Synonyms (Finding antonyms and synonyms for words or sets of words)
d. Cognates (Learning spelling/sound patterns that correspond between L1 and the target language)
e. Deductive Application of Rule (Understanding grammar rules and their exceptions, then applying them to new examples)
f. Fill-in-the-blanks (Filling in gaps in sentences with new words or items of a particular grammar type)
g. Memorization (Memorizing vocabulary lists, grammatical rules and grammatical paradigms)
h. Use Words in Sentences (Students create sentences to illustrate they know the meaning and use of new words)
i. Composition (Students write about a topic using the target language). 48

48 Diane Larsen-Freeman, Teaching and Principles in Language ..., p. 13-114.
From those lists above, the writer comes to an assumption that this method focus on reading and writing skills in the context of translation. They do a lot of exercises based on reading text given. This method less attention to speaking and listening exercises whereas those are essential skills in English language.

5. The Teaching Simple Past Tense through Grammar Translation Method

The teacher uses the students native language to teach them, the teacher greet the students by using native language.

The class begins by reading a passage in their book. The passage is in excerpt entitled “I went to the Beach”. Each student is called on to read a few line from the passage. After he has finished reading, he is asked to translate into his native language the view lines he has just read. The teacher helps him with new vocabulary items. When the students have finished reading and translating the passage, the teacher asks them in native language if they have any questions.

Then, the teacher asks them if they have any questions. The teacher answers their question by giving clear explanation through their native language. Since the students have no more questions, the teacher asks them to write the answers to the comprehension questions which appear at the end of the excerpt. The questions are in English, and they are instructed to write the answers in English as well.

The students would be instructed to learn one set of vocabulary from the passage by memorizing lists of first and second language. And then, they are doing the translation exercise, it is easier for students to translate from second language into mother tongue. After this, they are asked to find the antonyms and synonyms in the passage. All of those can give important contribution to the improvement of written for second language learners.
In Grammar Translation Method, errors are naturally; all language learners make errors as they learn. Learning grammar rules consciously is not the only way they are learnt. They may help a learner to check the correctness of what he/she is saying or writing, but they can be learnt or acquired in indirect ways too.

The teacher reads a description of two-word or phrasal verbs. If there some new that have not learned yet, the teacher will explain and the students are asked to translate it, then they are given the role of some grammar. Finally they are asked to do the exercise based on the grammar rule that has been taught. The exercise more on the writing skills, such as fill in the blanks, they fill in the blanks with new vocabulary items of a particular type, such verbs form in the simple past tense. Then they write a composition based upon the vocabulary item or grammar rule that was given, memorize the remaining vocabulary items and write sentences for each items.

6. The Steps of Teaching Simple Past Tense through Grammar Translation Method in the Classroom

1. The class begins by reading a passage in the students’ book
2. The students are asked to translate into his native language the view lines he has just read
3. The teacher helps him with new vocabulary items. When the students have finished reading and translating the passage, the teacher asks them in native language if they have any questions.
4. The teacher answers their question by giving clear explanation through their native language.
5. The teacher asks them to write the answers to the comprehension questions which appear at the end of the excerpt.
6. The questions are in English, and they are instructed to write the answers in English as well.

Cliff Benson, Teaching English As A Second Language, …, p.60.
8. The students would be instructed to learn one set of vocabulary from the passage by memorizing lists of first and second language.

9. The teacher explains about Simple Past Tense which is written on a white board in detail and gives translation exercises related to what he or she just explained.

10. The students are doing the translation exercise.

7. The Differences Between Audio Lingual Method and Grammar Translation Method

There are some differences between Audio Lingual and Grammar Translation Method. Those are:

<table>
<thead>
<tr>
<th>NO</th>
<th>Audio Lingual Method (ALM)</th>
<th>Grammar Translation Method (GTM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The basic principles behind ALM basically were taught through habit formation where skills are learned more effectively if oral precedes written, grammar is taught inductively through analogy, not analysis like the GTM.</td>
<td>The GTM basically are focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translations of texts and doing written exercises.</td>
</tr>
<tr>
<td>2.</td>
<td>The objectives of ALM are to gain control of structures of sound, form and order, mastery over symbols of the language where the goal is to achieve native-speaker mastery with virtually none of the grammar and translation found in traditional classes.</td>
<td>The objectives of the GTM is to gain reading proficiency in a foreign language which learners learn for the sake of being scholarly and having the ability to read and write literature where it is considered superior to spoken language where languages were not being taught primarily to learn.</td>
</tr>
</tbody>
</table>
3. The ALM’s activities includes dialogue memorization, repetition drill, single-slot substitution drill, chain drill, transformation drill, minimal pairs, complete the dialogue and grammar games; The activities of the GTM includes reading and translating difficult classical Latin or Greek literary passages early on in the learning, reading comprehension questions, cognates, synonyms/antonyms, deductive application of rule, fill-in-the-blank, memorization, use words in sentences, composition based upon some aspect of the reading passage and elaborate explanations on the topic that is learned.

4. The ALM is more or less the same but learners are treated as organisms that can be directed by skilled training techniques to produce correct responses. The roles of learners in the GTM is that they are imbeciles and therefore they just have to follow the instructions given and just receive what is being given by the teachers.

5. Teachers in ALM are also central and active where they are dominating. They are like orchestra leaders where they provides models for learners to follow, controls direction and pace of the class, and also conducting, guiding, and controlling the students’ behavior in the target language. Teachers’ roles in the GTM are like tyrants or fascists where they have all the authority and that student should get the correct answer although not all users of this method are like that. It remains popular as it required few specialized skills on the part of the teachers because tests of grammar rules and translations are easy to
### E. The Relevant of the Research

The research about simple present tense had been done by Mutiara Fani that was “The Effectiveness of Using Audio-Lingual Method in Teaching the Simple Past Tense”. This research explains about the application of Audio Lingual Method in teaching simple past tense. She conducted the observation started on September 25th, 2008-Oktober 31th, 2008. She used Audio Lingual Method to teach the simple past tense in order to minimize the students’ errors and difficulties in learning simple past tense, because this method made the students know and practice the simple past tense sentences through imitating, repeating and memorization the dialogue to become a habit formation. Moreover, it could make students understand the sentences of simple past tense easily. In fact, the result of analysis of interpretation of the data shows that teaching simple past tense became more effective by using Audio Lingual method; it can be seen from the result of the test.

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By using Audio Lingual Method, the researcher hopes that the students will improve their understanding of simple past tense, and improve their ability in using simple past tense both written and spoken.

F. The Conceptual Framework

English as the one of International communication language that has the important role in our life include in Indonesia even it becomes requirement to learn by all social aspects from student until general society. Indonesia Government admits as the first foreign language that is taught to Indonesia student. Through English language subject, they hope to have ability and more confidence with English. As a matter of fact many young learners face difficulties to understanding English as their second language, which is different form their mother tongue: grammar structure, vocabulary etc. consequently, in learning English we have to learn its grammar or structure intensively.

Grammar is a description of the way language works. The knowledge of grammatical rules is essential for the mastery of a language; we cannot use words unless we know how they should be put together. It is the study of the way words are put together to make correct sentences. Grammar does not only affect how units of language are combined in order to “look right”; it is also affects their meaning.

As one of the various grammatical structures, simple past tense should be taught and practiced as a means of communication. To realize the goal, learning process of simple past tense should be appeared in a context of students’ real life.

Along with the discussion, drill techniques of the dialogues of certain topic will emphasis on meaningful context consisting structures in teaching learning activity. It is aimed to help the students to speak out the sentences which are related to their daily life.

Accordingly, the writer regards the Audio Lingual Method with uses the dialogues as the main form of presentation and drilling as the main form
of training techniques as an approach of teaching and learning process in teaching simple past tense because it can help students not only gain control over grammatical structures, but also develop their oral ability.

G. The Hypothesis of the Research

The hypothesis is the conclusions based on facts and becomes the temporary answer that the validity will be proven. Hypothesis also means opinion / notion that still need to be tested. Based on the theoretical foundation and frame of mind can be formulated on the hypothesis that there is a difference in student learning outcomes between using Audio Lingual Method and Grammar Traditional Method. In this study, there are two hypotheses that the null hypothesis (H₀) and alternative hypothesis (Hₐ):

a. Alternative hypothesis (Hₐ)

Alternative hypothesis (Hₐ) means that there is positive significance difference in the result of teaching simple past tense trough Audio Lingual Method and Grammar Translation Method.

b. Null Hypothesis (H₀)

Null hypothesis (H₀) means that there is not any significant different in the result of teaching the simple past tense trough Audio Lingual Method and Grammar Translation Method.
CHAPTER III
THE RESEARCH METHODOLOGY

A. The Methodology of the Research

1. The Objective of the Research

   In line with the formulation of the problem of the research above, the objective of the study is to find the empirical evidence of the effectiveness of teaching simple past tense using Audio Lingual Method compared to the use of Grammar Translation method.

2. The Place and the Time of the Research

   The research was conducted at SMP Islam Al-Fajar which is located on Jl. Aria Putra No.102 Kedaung Pamulang Tangerang Selatan Banten. The research was carried out from February 19th up to March 04th, 2011 for five meeting, consisting of giving pre-test, presenting materials and giving post-test in the last meeting.

3. The Method of the Research

   In this research, the writer employs experiment method. She conducts experiment in two different classes with two different methods. The writer uses Audio Lingual Method in one class (experiment class) and Grammar Translation Method in another one (controlled class).
In analyzing the data, the writer uses t-test to analyze the students’ achievement test, by holding a pre-test to know whether or not the two different classes are relatively at the same level, and post-test to know whether or not there is any significant different achievement of using Audio Lingual Method and grammar Translation Method in teaching Simple Past tense.

4. The Population and Sample of the Research

The population of this research is the second grade of SMP Islam Al-Fajar Kedaung-Pamulang. The second grade of this school consists of three classes with 35 students in each class so all of the students in second grade are 105 students. Since the population is too big that is why the writer takes sample only two classes there are 70 students, which are taken from the class 8.1 and 8.2. The sample was taken by purposive random sampling technique where there are 35 students of class 8.1 for experiment class which is using Audio Lingual Method, and 35 students of class 8.2 for controlled class which is Using Grammar Translation Method in teaching simple past tense.

5. The Technique of Data Collecting

One of the important things in this research is collecting data. It can determine the result of the research. In the experiment and control class the writer gives the pre-test to the students in two classes before the lesson to get the sample who have a comparative relatively the same, while the post-test conducted to determine the growth of learning outcomes with the two methods used in the research. The test consisted of 30 test items; each item was presented in a multiple-choice answer format, with the correct answer selected from four choices. The test measures the students’ understanding about the use of the irregular and regular verbs in the simple past tense required in the Junior High School. (See Appendix)
Here is the distribution of the questions’ type:

<table>
<thead>
<tr>
<th>No</th>
<th>Type</th>
<th>Question Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple past tense (irregular verbs)</td>
<td>1-7, 9-16, 18,</td>
</tr>
<tr>
<td>2.</td>
<td>Simple past tense (regular verb)</td>
<td>8, 17, 19-20,</td>
</tr>
</tbody>
</table>

Next, to know the validity of test items, the writer uses discriminating power and the difficulty item. The use of discriminating power of the tests item is to know the difference response between the proportions of the high and low groups to the item. The following is the formula to calculate the discriminating power:

\[
D = \frac{U - L}{N}
\]

D = The index of Discriminating power.
U = The number of pupils in the upper group who answered the item correctly.
L = The number of pupils in the lower group who answered the item correctly.
N = Number of pupils in each group.

Then, the discriminating scale uses:

<table>
<thead>
<tr>
<th>DP</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6 – 1.0</td>
<td>Very good</td>
</tr>
<tr>
<td>0.4 – 0.6</td>
<td>Good</td>
</tr>
</tbody>
</table>

---

Furthermore, the difficulty item analysis concerns with the proportion of comparing students who answered correctly with all students who follow the test. To know the difficulty item of the test, the following formula is used:\(^{54}\)

\[
P = \frac{R}{T}
\]

\(P\) = Index of difficulty.
\(R\) = Total number of students who selected the correct answer.
\(T\) = Total number of students including upper and lower group

The following is the criterion of index difficulty:\(^{55}\)

<table>
<thead>
<tr>
<th>ID</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 0.30</td>
<td>High</td>
</tr>
<tr>
<td>0.30 – 0.79</td>
<td>Medium</td>
</tr>
<tr>
<td>0.80 – 1.00</td>
<td>Low</td>
</tr>
</tbody>
</table>

**B. The Techniques of Data Analysis**

For the techniques of data analysis the writer used statistical calculation of (t-test) with the formula below:\(^{56}\)

---


\[ t^* = \frac{M_{d1} - M_{d2}}{SE_{M_{d1}} - SE_{M_{d2}}} \]

- \( M_{d1} \) : Mean of difference of Experiment Class
- \( M_{d2} \) : Mean of difference of Controlled Class
- \( SE_{M_{d1}} \) : Standard Error of Experiment Class
- \( SE_{M_{d2}} \) : Standard Error of Controlled Class

C. The Procedures of the Research

This research was conducted using a quantitative method, the writer did the research in two different classes which are called experiment class and controlled class. The Audio Lingual Method was applied in experiment class and The Grammar Translation Method in controlled class. It was used in order to provide answers to the main question of the study, which was: Is the use of Audio Lingual Method more effective in teaching simple past tense compared to the use of Grammar Translation Method?

Before doing the research, firstly the writer did observation in the school where the research was carried out. Then, the writer met and gave a letter to the principal to get permission to conduct research. After that, the principal recommended the writer to meet an English teacher. The writer met the English teacher and talked about around teaching and learning process especially in teaching simple past tense.

In the following day, the writer started to do research by conducting the pre-test in each class and followed by the teaching-learning activities for three meetings. The same type, post-test also given to both experiment and controlled class on the fifth day. Then, the data were tallied, tabulated and analyzed by using t-test.
B. The Finding of the Research

1. The Description of the Data

As mentioned before, the writer took the experiment. She got the data from pre-test and post-test of teaching simple past tense.

In this part, the writer gives the report concerning the data description according to pre-test and post-test from experiment and controlled class.

The writer explains their scores, as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>D = x-y</th>
<th>(D^2 = (x-y)^2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>80</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>75</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>80</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>60</td>
<td>-10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>85</td>
<td>-25</td>
<td>625</td>
</tr>
<tr>
<td>6</td>
<td>65</td>
<td>80</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>7</td>
<td>50</td>
<td>85</td>
<td>-35</td>
<td>1225</td>
</tr>
<tr>
<td>8</td>
<td>65</td>
<td>65</td>
<td>0</td>
<td>0</td>
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<tr>
<td>9</td>
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<td>70</td>
<td>-30</td>
<td>900</td>
</tr>
<tr>
<td>10</td>
<td>60</td>
<td>75</td>
<td>-15</td>
<td>225</td>
</tr>
<tr>
<td>11</td>
<td>55</td>
<td>60</td>
<td>-5</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>55</td>
<td>65</td>
<td>-10</td>
<td>100</td>
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<tr>
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<td>100</td>
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<tr>
<td>14</td>
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<td>85</td>
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<td>60</td>
<td>-10</td>
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<tr>
<td>16</td>
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<tr>
<td>17</td>
<td>45</td>
<td>65</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>18</td>
<td>45</td>
<td>70</td>
<td>-25</td>
<td>625</td>
</tr>
</tbody>
</table>
1. Determining Mean of Pre-test and Post-test Score of Experiment Class

\[
M_{x_1} = \frac{\sum x}{N} = \frac{1860}{35} = 53
\]

\[
M_{y_1} = \frac{\sum y}{N} = \frac{2440}{35} = 70
\]

2. Analysis of Data

a. Determining Mean of Difference of Experiment Class

\[
M_{D_1} = \frac{\sum D}{N} = \frac{12375}{35} = 353
\]
\[
SD_{p1} = \sqrt{\frac{\sum D^2 - (\sum D)^2}{N}} \\
= \sqrt{\frac{12375 - (35)^2}{35}} \\
= \sqrt{353.57 - 16.42^2} \\
= \sqrt{353.57 - 269.61} \\
= \sqrt{84} \\
= 9.16
\]

c. Determining Standard Error from Mean of Difference of Experiment class
\[
SE_{M_{p1}} = \frac{SD_{p1}}{\sqrt{N-1}} \\
= \frac{9.16}{\sqrt{33}} \\
= \frac{9.16}{5.744} \\
= 1.595
\]

Table 3.2
The Test Score and the Calculation of the Controlled Class

<table>
<thead>
<tr>
<th>No</th>
<th>Pre-test (x₂)</th>
<th>Post-test (y₂)</th>
<th>D = x-y</th>
<th>D² = (x-y)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>70</td>
<td>-20</td>
<td>400</td>
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<td>2</td>
<td>55</td>
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<tr>
<td>3</td>
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<td>65</td>
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<td>225</td>
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</table>

49
\[ \sum x = 1820 \quad \sum y = 2305 \quad \sum D = -425 \quad \sum D^2 = 8025 \]

<table>
<thead>
<tr>
<th>( \bar{x} )</th>
<th>( \bar{y} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>65.8</td>
</tr>
</tbody>
</table>

1. Determining Mean of Pre-test and Post test Score of Control Class

\[
M_x = \frac{\sum x}{N} = \frac{1820}{35} = 52
\]

\[
M_y = \frac{\sum y}{N} = \frac{2305}{35} = 65.8
\]

2. Analysis of the Data

a. Determining Mean of Difference of Controlled Class

\[
M_{D_2} = \frac{\sum D}{N} = \frac{425}{35} = 12.14
\]

b. Determining Deviation Standard of Difference of Controlled Class

\[
SD_{D_2} = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} = \sqrt{\frac{8025}{35} - \left(\frac{425}{35}\right)^2} = \sqrt{229.28 - (12.41)^2} = \sqrt{229.28 - 154.00} = \sqrt{75.28} = 8.67
\]

c. Determining Standard Error from Mean of Difference of Controlled Class
2. The Analysis of the Data

a. Determining t-observation $t_o$:

$$t = \frac{M_{D1} - M_{D2}}{SE_{M_{D1}} - SE_{M_{D2}}}$$

$$= \frac{16.41 - 12.14}{1.594 - 1.501}$$

$$= \frac{4.27}{0.09}$$

$$= 47.4$$

b. Determining t-table ($t_t$) in significance level 5% and 1% with degree of freedom (df)

$$df = (N1 + N2) - 2$$

$$= (35 + 35) - 2$$

$$= 70 - 2$$

$$= 68$$

(See the table of “t” values of degree of freedom (df) = 68 at significance level 5% and 1%)

$t_{table}$ (t_t) at significance level 5% = 1.99

$t_{table}$ (t_t) at significance level 1% = 2.65

5% = $t_o > t_t = 47.4 > 1.99$

1% = $t_o > t_t = 47.4 > 2.65$
3. The Test of Hypothesis

This research is to answer the question about the significance different between teaching simple past tense using Audio Lingual Method and teaching compared with using Grammar Translation Method.

To get the answer of question, the writer should propose alternative hypothesis (H_a) and null hypothesis (H_o) as below:

H_a = .There is a significant difference between the students’ grammar scores taught by Audio Lingual Method and taught by Grammar Translation Method.

H_o = .There is no significant difference between the students’ grammar scores taught by Audio Lingual Method and taught by Grammar Translation Method.

The criteria of hypothesis presentation states that: If t_o > t_t, Ha is accepted and H_o rejected; and If t < t_o, t_o it H_a is rejected and H_o is accepted.

From the result of the statistic calculation indicates that the value of t_o is 47.4 and the value of degree of freedom (df) was 68. In this research, the writer used the degree of significance of 5% and 1%. The writer used df =70 for there is no df for 68. Meanwhile, the degree of significance of 5 % is 1.99 and for 1% is 2.65.

After obtaining t_o, the writer compared it with each values of the degree of significance, the result is: t_o > t_t = 47.4 > 1.99 in degree of significance 5 % and t_o > t_t = 47.4 > 2.65 in degree of significance 1%.

Since to score is bigger that t_t, it means that alternative hypothesis (H_a) of research is accepted and the null hypothesis (H_o) is rejected. In another words, it means that there is a significant difference between the students’ Grammar scores taught by Audio Lingual Method and taught by Grammar Translation Method.
4. The Interpretation of the Data

From the data calculation above, it is obtained that the result of $t_o$ is 47.4 and it is looked at the table of significant at 5 % and 1 % as follows:

At significance level 5% is 1.99
At significance level 1% is 2.65

It means that
$t_o > t_t = 47.4 > 1.99$ in significance level 5%
$t_o > t_t = 47.4 > 2.65$ in significance level 1%

Thus, $t_o > t_t$
$1.99 < 47.4 > 2.65$

The result of statistic calculation indicates that $t_o > t_t$ in 5% and 1% significant level. It means there is obvious difference between the average score from the result of teaching the simple past tense in experiment class and controlled class.

Based on the analysis on the results in the table above, it can be inferred that teaching the simple past tense using Audio Lingual Method is more effective than teaching the simple past tense using Grammar Translation Method.
A. Conclusion

After finding out the result and analyzing the data of research about the teaching simple past tense through Audio Lingual Method to the second grade students of SMP Islam Al-Fajar Kedaung-Pamulang, it can be summarized that by using t-test at the level of significance 5%, it got to is bigger than ttable, that is t₀ = 47.4 > ttable = 1.99, it shows that there is a significant difference between the students’ score in teaching simple past tense by using Audio Lingual Method and Grammar Translation Method. It can be seen from means score of the two classes, mean of the class with Audio Lingual Method is 70 and mean of the class with Grammar Translation Method is 65.

From the explanation above, it can be concluded that the students’ score in teaching simple past tense by using Audio Lingual Method is higher than the students’ score in teaching simple past tense by using Grammar Translation Method. It means that the Null Hypothesis (H₀) is rejected and the Alternative Hypothesis (Hₐ) is accepted. Thus, there is positive significant different between the teaching simple past tense using Audio Lingual Method and using Grammar Translation Method.
**B. Suggestions**

1. Based on the above conclusion, Audio Lingual Method has provided a positive influence to students through its habit formation, so the teachers may use the Audio Lingual Method in teaching grammar as an alternative method.

2. The teachers should be able to create a good atmosphere or situation during teaching learning process in the classroom in order to get students attentions as their interest to.

3. The teachers should connect to the topic with the students’ own experience. This is one of the characteristics of an effective teacher.

4. The teacher can use any media that supports the teaching learning process in order to make it more interesting and effective.

5. The teacher also should be creative in using Audio Lingual Method in the classroom because successful language learning is depends on the teacher technique to use Audio Lingual Method, since the teacher is the fundamental classroom aid to language learning.


http://articles.famouswhy.com/language_teaching___the_grammar_translation_method/ (Retrieved on Friday, 13th of May, 2009)


*Audio-Lingual Method, From Wikipedia; the Free Encyclopedia. www.wikipedia.com, it was retrieved on November 1 2009*)
RENCANA PELAKSANAAN PEMBELAJARAN

RPP III
(For Experiment Class)

Nama Sekolah : SMP Islam Terpadu Al-Fajar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII /Genap
Tema : Recreton
Linguistic Aspect : Grammar (Simple Past Tense)
Alokasi Waktu : 2x 40 menit

I. Standar Kompetensi
Membaca:
Memahami makna teks tulis fungsional dan essai pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar
Membaca nyaring bermakna teks tulis fungsional dan essai berbentuk recount dengan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. Indikator
- Melafalkan dengan benar teks dialog berbentuk recount
- Mengidentifikasi to be sesuai dengan subjeknya dalam teks dialog yang memuat simple past tense.
- Mengidentifikasi kata kerja regular dan irregular dalam teks dialog yang memuat simple past tense
- Menjawab pertanyaan guru secara lisan maupun tulisan
- Membuat kalimat bentuk simple past tense
- Membuat dialog sederhana dalam bentuk simple past tense
IV. Tujuan Pembelajaran

 Siswa mampu melafalkan dengan benar teks dialog berbentuk recount
 Siswa mampu mengidentifikasi to be sesuai dengan subjeknya dalam teks dialog yang memuat simple past tense
 Siswa mampu mengidentifikasi kata kerja regular dan irregular dalam simple past tense
 Siswa mampu menjawab pertanyaan guru secara lisan maupun tulisan
 Siswa mampu membuat kalimat bentuk simple past tense
 Siswa mampu membuat dialogue sederhana dalam bentuk simple past tense.

V. Materi pokok dan Uraian Materi

Lisa : Hi, Toni, how are you?
Rico : I’ am fine, thank you. I glad to go back to school
Lisa : Me too. Anyway, where did you go during holiday?
Rico : I went to Yogyakarta with my brother to visit my grandparent, I went there by train. In the train I sat near to foreign tourist, who came from America, and I introduced to them, their name were George and Robert. They asked me for to be a guide to visit tourist objects in Yogyakarta.
Lisa : Wow. It sounds great. Where did you go?
Rico : The first, we stopped at Tugu Station, and then we went to Malioboro, we just walked to Malioboro because it was near enough. They bought many souvenirs. Then we went to a palace. We went there by pedicabs. It was a great experience I mean.
Lisa : Wow, I am interesting to listen of your story, and then where did you go then?
Rico : At two in the afternoon, we visited Yogya Kembali Monument by cart although it was far from the palace. At last we went to Parangtritis beach buy bus, we arrived there at a half past five in
the evening. We saw sunset, after that George invited us to stay in a hotel.

Lisa: What else did you do there?

Rico: Well, the next morning my brother and I went to my grandfather’s home. I think, it was the nice travel to Yogyakarta that I had done, I had been a guide for foreign tourist that I never though about it before.

VI. Sumber dan Media Pembelajaran

- Sumber: FORUM LKS Bahasa Inggris Untuk sekolah menengah kejuruan kelas XI, semester gasal, karyatiningsih, CV Mediatama, Surakarta 2009
- Media: Handouts, picture
- Metode: Audio Lingual Method

VII. Langkah-langkah pembelajaran

Pertemuan III

<table>
<thead>
<tr>
<th>KEGIATAN</th>
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</thead>
<tbody>
<tr>
<td><strong>Pendahuluan:</strong></td>
</tr>
<tr>
<td>- Guru memberi salam dan menyapa siswa</td>
</tr>
<tr>
<td>- Guru mengabsen siswa</td>
</tr>
<tr>
<td>- Guru menanyakan beberapa pertanyaan seputar aktivitas siswa di lingkungan sekolah.</td>
</tr>
<tr>
<td>- Guru melakukan <strong>trasformasi drill</strong> kembali tentang sepuluh kata kerja pada pertemuan sebelumnya.</td>
</tr>
<tr>
<td>- Guru memastikan pemahaman siswa satu persatu dengan melakukan <strong>question-answer drill</strong> dengan menggunakan media flascards.</td>
</tr>
<tr>
<td><strong>Kegiatan inti</strong></td>
</tr>
<tr>
<td>- Guru mempraktekkan dialog singkat tentang simple past tense kemudian</td>
</tr>
</tbody>
</table>
siswa menyimaknya.

- Siswa melakukan repetition drill, mengulang perbaris setelah mendengarkan contoh pengucapan dari guru.
- Guru menunjuk dua orang siswa untuk mempraktekkan dialog di depan kelas kemudian disusul siswa lainnya secara bergilir.
- Guru memberikan lima kata kerja bentuk simple past lainnya (stayed, came, bought, walked, stopped) dan siswa menentukan bentuk infinitivenya dan kemudian melakukan transformation drill satu persatu.
- Siswa membuat sebuah dialog sederhana delapan kalimat secara berpasangan dengan menggunakan kata kerja bentuk simple past yang telah dipelajari.
- Siswa mempertunjukkan dialog yang mereka buat di depan kelas secara bergantian.
- Guru melakukan chain drill dengan menggunakan beberapa baris dari dialog yang dibuat siswa.

Penutup:

- Guru mengulang bentuk kalimat simple past tense dengan pola kalimatnya.
- Guru menanyakan kesulitan yang dihadapi siswa dalam KBM.

VIII. Penilaian

a. Teknik: tes tulis
b. Bentuk: mengarang
c. Pedoman Penilaian
   Jumlah skor maksimal keseluruhan 100
d. Rubrik Penilaian

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Pronunciation</td>
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<td>Delivery</td>
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<td>Performance</td>
<td>25</td>
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<td>Supporting aids</td>
<td>25</td>
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</table>
RENCANA PELAKSANAAN PEMBELAJARAN

RPP II
(For Experiment Class)

Nama Sekolah : SMP Islam Terpadu Al-Fajar
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII /Genap
Tema : Recreation
Linguistic Aspect : Grammar (Simple Past Tense)
Alokasi Waktu : 2x 40 menit

I. Standar Kompetensi

Membaca:
Memahami makna teks tulis fungsional dan essai pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Membaca nyaring bermakna teks tulis fungsional dan essai berbentuk recount dengan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. Indikator

- Melafalkan dengan benar teks dialog berbentuk recount
- Mengidentifikasi to be sesuai dengan subjeknya dalam teks recount yang memuat simple past tense.
- Mengidentifikasi kata kerja regular dan irregular dalam teks recount yang memuat simple past tense.
- Menjawab pertanyaan guru secara lisan maupun tulisan
- Memprediksi dialog secara berpasangan dengan tepat dan benar

IV. Tujuan Pembelajaran

- Siswa mampu melafalkan dengan benar teks dialog berbentuk recount.
Siswa mampu mengidentifikasi to be sesuai dengan subjeknya dalam kalimat simple past tense.

Siswa mampu mengidentifikasi kata kerja regular dan irregular dalam simple past tense.

Siswa mampu memahami berbagai informasi dalam teks dialog berbentuk recount.

Siswa mampu menjawab pertanyaan guru secara lisan maupun tulisan.

Siswa mampu mempraktekkan dialog secara berpasangan dengan tepat dan benar.

V. Materi pokok dan Uraian Materi

Read the dialogues then practice with your partner.

Mirna : Hi, Toni, nice to meet you again after long holiday.
Toni : Hello, Mirna, nice to meet you too.
Mirna : Anyway, where did you go on the last holiday?
Toni : Well, I went to Bali. It's a wonderful place with beautiful beaches and sceneries.
Mirna : Wow. It sounds great. What did you do there?
Toni : My family and I spent four nights there in a bungalow in Kuta beach. I had a great vacation there. I swam and surfed on the beach. I also played football and sand with my brother.
Mirna : What else did you do there?
Toni : The next morning I visited another small island around Bali on a boat. It was a great experience to see many beautiful places and have a talk with tourists there.
Mirna : What did you do before you left Bali?
Toni : On the last day, I went to the merchandise shops and bought some stuffs there. I bought shirts, shorts, and also traditional clothes. Unfortunately I couldn't afford to buy a surfing board because it was too expensive.
Mirna : Well, it's nice to hear your story. I hope that I can also visit Bali someday.
VI. Sumber dan Media Pembelajaran

- **Sumber**: *Integrated English Learning For The Eighth Grade*, Ika L Damayanti & dkk, Badung, 2005
- **Media**: Handouts, picture.
- **Metode**: Audio Lingual Method

VII. Langkah-langkah pembelajaran

<table>
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<tr>
<td>- Guru menanyakan beberapa pertanyaan seputar aktivitas siswa.</td>
</tr>
<tr>
<td>- Guru memotivasi siswa</td>
</tr>
</tbody>
</table>

| **Kegiatan Inti:** |
| - Guru mempraktekkan dialog singkat tentang simple past tense kemudian siswa menyimaknya. |
| - Siswa melakukan *repetition drill*, mengulang perbaris setelah mendengarkan contoh pengucapan dari guru. |
| - Guru menunjuk dua orang siswa untuk mempraktekkan dialog di depan kelas kemudian disusul siswa lainnya secara bergilir. |
| - Guru memberikan sepuluh kata kerja bentuk simple past (saw, forgot, visited, took, brought, read, felt, spent, was/were, got) dan siswa menentukan bentuk infinitive-nya dan kemudian melakukan *transformation drill* secara lisan satu persatu |
| - Siswa menuliskan kalimat minimal lima dari sepuluh kata kerja bentuk simple past tense yang telah diberikan sebelumnya. |
| - Siswa melakukan *question and answer drill*, guru menunjukkan gambar (flashcard) dan siswa menjawab berdasarkan gambar yang guru tunjukkan. |
Penutup:
- Guru meminta siswa menghafalkan sepuluh kata kerja yang telah dibahas dan mengujinya pada pertemuan selanjutnya.
- Guru menanyakan kesulitan yang dihadapi siswa dalam KBM.

VIII. Penilaian

c. Teknik: tes lisan
f. Bentuk: monolog
g. Pedoman Penilaian
   Jumlah skor maksimal keseluruhan 100
h. Rubrik Penilaian

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<td>Supporting aids</td>
<td>25</td>
</tr>
</tbody>
</table>

Mengetahui
Guru Bidang Study   Guru Praktikan

IRMA SUZITA S.Pd     ERNA FATMAWATI
RENCANA PELAKSANAAN PEMBELAJARAN

RPP I
(For Control Class)

Nama Sekolah : SMP Islam Terpadu Al-Fajar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII /Genap
Tema : Recreation
Linguistic Aspect : Grammar (Simple Past Tense)
Alokasi Waktu : 2x 40 menit

I. Standar Kompetensi
   Menulis
   Memahami makna dalam esai pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar

II. Kompetensi Dasar
   Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana berbentuk recount dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

III. Indikator
   ❖ Melafalkan dengan benar teks tulis essai berbentuk recount.
   ❖ Mengidentifikasi to be sesuai dengan subjeknya dalam kalimat simple past tense.
   ❖ Mengidentifikasi kata kerja regular dan irregular dalam simple past tense.
   ❖ Merespon pertanyaan guru baik secara lisan maupun tulisan.
   ❖ Menterjemahkan berbagai informasi yang terdapat dalam wacana berbentuk simple past tense
   ❖ Mengubah kalimat sederhana bentuk simple past tense baik ke dalam positive, negative dan interrogative baik lisan maupun tertulis.
IV. Tujuan pembelajaran

- Siswa mampu melafalkan dengan benar teks tulis essai berbentuk recount.
- Siswa mampu mengidentifikasi to be sesuai dengan subjeknya dalam kalimat simple past tense.
- Siswa mampu mengidentifikasi kata kerja regular dan irregular dalam simple past tense.
- Siswa mampu merespon pertanyaan guru baik secara lisan maupun tulisan.
- Siswa mampu menterjemahkan berbagai informasi dalam waacana berbentuk simple past tense.
- Siswa mampu mengubah kalimat simple past tense dalam bentuk affirmative, negative dan interrogative.

V. Materi pokok dan Uraian Materi

- **Affirmative:**
  
  Subjek + Verb II + Object + C
  
  *For examples:*
  
  - I saw many people in the zoo last week.
  - Her family went to the Pangandaran beach.
  - They spent much money for their vacation yesterday.
  - The teacher explained about the Borobudur Temple.

- **Negative**

  Subject + did not + Verb I + Object + C
  
  *For Example:*
  
  - I did not see many people in the Zoo last week.
  - Her family did not go to the Pangandaran beach.
  - They did not spend much money for their vacation yesterday.
  - The teacher did not explain about the Borobudur Temple.

- **Interrogative**

  Did + Subject + Verb I + Object + C?
  
  *For Examples:*
  
  - Did you see many people in the Zoo last week?
Did her family go to the Pangandaran beach?
Did they spend much money for their vacation yesterday?
Did the teacher explain about the Borobudur temple?

*Read the text below and then practice!*

**Going to Pangandaran**

Last Saturday, I went to Pangandaran with my big family to spend our weekend. We went there by car from Jakarta. We visit some interesting place there, at the first day we visit Pangandaran beach, the first day, I went to Pangandaran beach, it's a wonderful beach. Pangandaran is a small town and a subdistrict in southern Ciamis regency, West Java, Indonesia. It is located on the southern coast of Java. Pangandaran also is a popular tourist destination. I stayed in my uncle's house to take a rest after we visited Pangandaran beach. The next day, we visited to Green Cangon, we walking on the beach enjoying the scenery. I was very happy because I can spend my weekend with my big family and I really enjoy it.

**VI. Sumber dan Media Pembelajaran**

- **Media**: Handouts
- **Metode**: Grammar Translation Method

**VII. Langkah-langkah pembelajaran**

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**KEGIATAN**
Pendahuluan:
- Salam dan tegur sapa
- Guru menanyakan kabar siswa seputar kegiatan kemaren
- Guru mengabsen siswa
- Guru bertanya kepada siswa apakah mereka sudah pernah belajar tentang Simple Past Tense.
- Guru memberitahukan bahwa mereka akan belajar tentang simple past tense.

Kegiatan Inti:
- Guru menjelaskan pola kalimat simple past tense kemudian memberikan contohnya masing-masing.
- Guru menjelaskan penggunaan *to be* dalam past tense sesuai subjeknya masing-masing.
- Guru memberikan handout kepada siswa kemudian siswa mengerjakan fill in the blank.
- Siswa menyimak wacana berjudul “Going to Pangandaran” terkait simple past tense.
- Guru membacakan teks berbentuk recount kemudian siswa mendengarkannya
- Siswa membaca nyaring satu persatu secara bersambung kemudian siswa menterjemahkannya.
- Siswa mencari kalimat simple past tense yang terdapat dalam wacana, kemudian mengubahnya kebentuk lain misalnya negative atau interrogative.
- Guru menyuruh siswa menghafalkan pola kalimat simple past tense yang akan di uji pada pertemuan berikutnya.

Kegiatan Penutup:
- Tanya jawab tentang materi yang telah dipelajari
- Guru menanyakan kesulitan yang dihadapi siswa dalam pembelajaran.
VIII. Penilaian

a. Teknik: tertulis
b. Bentuk: fill in the blank or matching
c. Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal \( x 1 = 10 \)
3. Nilai maksimal = 10
4. Nilai Siswa = \( \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10 \)

Mengetahui,
Guru Bidang Study

IRMA SUZITA S.Pd

Guru Praktikan

ERNA FATMAWATI
I. Standar Kompetensi

Membaca:
Memahami makna teks tulis fungsional dan essai pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar.

II. Kompetensi Dasar

Membaca nyaring bermakna teks tulis fungsional dan essai berbentuk *recount* dengan tekanan dan intonasi yang bertermina yang berkaitan dengan lingkungan sekitar.

III. Indikator

- Melafalkan dengan benar teks tulis berbentuk recount
- Mengidentifikasi *to be* sesuai dengan subjeknya dalam teks recount yang memuat simple past tense.
- Mengidentifikasi kata kerja regular dan irregular dalam teks recount yang memuat simple past tense.
- Menjawab pertanyaan secara tertulis berdasarkan informasi dalam wacana
- Menterjemahkan berbagai informasi dalam wacana berbentuk past tense.
IV. Tujuan pembelajaran

- Siswa mampu melafalkan dengan benar teks tulis berbentuk recount
- Siswa mampu mengidentifikasi to be sesuai dengan subjeknya dalam kalimat simple past tense.
- Siswa mampu mengidentifikasi kata kerja regular dan irregular dalam simple past tense
- Siswa mampu memahami berbagai informasi dalam wacana berbentuk simple past tense.
- Siswa mampu menjawab pertanyaan secara tertulis berdasarkan informasi dalam wacana
- Siswa mampu menterjemahkan berbagai informasi dalam wacana berbentuk simple past tense

V. Materi pokok dan Uraian Materi

Going to the Beach

Last week, Mr. Achmadi and his family had a picnic. They went to Sanur and Kuta Beach. They left by car at four in the afternoon. Mr. Achmadi drove his car carefully. They arrived at Sanur at six in the evening. Then, they went to a motel near Sanur Beach. They spent the night in the motel.

The next day, they went to Sanur Beach. They went there on foot because the motel is not more than a kilometer from the beach. They started early in the morning because they wanted to see the sunrise. After the sun rose, they enjoyed other activities. Mr. Achmadi and his wife looked at a tourist painting in a small gallery. Their children, Abidin and Eny, enjoyed a boat trip. They were glad because they had never done it before. At ten o'clock they went back to the motel. They stayed and had lunch.

At four in the afternoon, they left for Kuta beach. They went there by car. Then they walked along the seashore. They saw what some foreign
tourists were doing there. Some of them lay on the sand and had a message; other rode motorcycles or were surfing. Abidin and Eny enjoyed it very much. They also played in the water and swam. They spent two hours on Kuta Beach.

On the last day, I went to the merchandise shops and bought some things there. I bought shirts, shorts, and also traditional clothes. Unfortunately I couldn't afford to buy a surfing board because it was too expensive.

In summary, the picnic was really enjoyable. Both Beaches are so impressive with their beauty and foreign tourists.

Answer these question based on the passage
1. When did they go to Sanur Beach?
2. What object did they visit last week?
3. How long did it take for Mr. Ahmad's family to Sanur Beach by car?
4. What did they go to the Beach early in the morning for?
5. Where did they have lunch?

VI. Sumber dan Media Pembelajaran
   ❖ Media : Handouts
   ❖ Metode : Grammar Translation Method

VII. Langkah-langkah pembelajaran

<table>
<thead>
<tr>
<th>KEGIATAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan:</strong></td>
</tr>
<tr>
<td>❖ Salam dan tegur sapa</td>
</tr>
<tr>
<td>❖ Guru menanyakan kabar siswa seputar kegiatan sehari-hari</td>
</tr>
<tr>
<td>❖ Guru mengabsen siswa</td>
</tr>
<tr>
<td>❖ Guru meminta beberapa siswa untuk menghafalkan pola kalimat simple</td>
</tr>
</tbody>
</table>
past tense yang telah dipelajari pada pertemuan sebelumnya.
- Guru menjelaskan kembali pola kalimat simple past tense.

Kegiatan Inti:
- Guru memberikan handout kepada siswa kemudian siswa menyimak wacana berjudul “Going to the Beach” terkait simple past tense.
- Guru membacakan wacana berbentuk recount kemudian siswa mendengarkannya
- Siswa membaca nyaring satu persatu secara bersambung kemudian siswa menterjemahkannya.
- Siswa mencari kalimat simple past tense yang terdapat dalam wacana, kemudian mengubahnya kebentuk lain misalnya negative atau interrogative.
- Siswa menterjemahkan berbagai informasi dalam wacana berbentuk simple past tense
- Siswa mengerjakan latihan esai berdasarkan wacana.
- Siswa mengoreksi pekerjaannya dengan menukarkan jawabannya dengan teman samping.

Kegiatan Penutup:
- .Tanya jawab tentang materi yang telah dipelajari
- Guru menanyakan hambatan-hambatan siswa dalam KBM.

VIII. Penilaian

  d. Teknik: tes tertulis
  e. Bentuk: essay
  f. Pedoman Penilaian
    1. Untuk tiap nomor, tiap jawaban benar skor 2
    2. Jumlah skor maksimal \( x 2 = 5 \)
    3. Nilai maksimal = 10
    4. Nilai Siswa = \( \frac{SkorPerolehan}{SkorMaksimal} \times 10 \)
Mengetahui,
Guru Bidang Study

Guru Praktikan

IRMA SUZITA S.Pd

ERNA FATMAWATI
RENCA PELAKSANAAN PEMBELAJARAN

RPP III

(For Control Class)

Nama Sekolah : SMP Islam Terpadu Al-Fajar
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII /Genap
Tema : Recreation
Linguistic Aspect : Grammar (Simple Past Tense)
Alokasi Waktu : 2x 40 menit

I. Standar Kompetensi

Membaca:
Memahami makna teks tulis fungsional dan essai pendek sederhana berbentuk recount untuk berinteraksi dengan.

II. Kompetensi Dasar

Membaca nyaring bermakna teks tulis fungsional dan essai berbentuk recount dengan tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

III. Indikator

- Melafalkan dengan benar teks tulis berbentuk recount
- Mengidentifikasi to be sesuai dengan subjeknya dalam teks recount yang memuat simple past tense.
- Mengidentifikasi kata kerja regular dan irregular dalam teks recount yang memuat simple past tense.
- Menterjemahkan berbagai informasi dalam wacana berbentuk past tense.
- Membuat kalimat bentuk simple past tense
- Menjawab pertanyaan secara tertulis berdasarkan informasi dalam dalam wacana.
VI. Tujuan pembelajaran

- Siswa mampu melafalkan dengan benar teks tulis berbentuk recount
- Siswa mampu mengidentifikasi to be sesuai dengan subjeknya dalam teks recount yang memuat simple past tense.
- Siswa mampu mengidentifikasi kata kerja regular dan irregular dalam simple past tense.
- Siswa mampu memahami berbagai informasi dalam wacana berbentuk past tense.
- Siswa mampu membuat kalimat bentuk simple past tense
- Siswa mampu menjawab pertanyaan secara tertulis berdasarkan informasi dalam wacana.

V. Materi pokok dan Uraian Materi

Travel to Yogyakarta

Last month, my brother and I traveled to Yogyakarta. We went there by train. In the train, I sat near to foreign tourist who came from America. I introduced to them. Their names were George and Robert. Really, they liked that introducing and asked for me to be a guide to visit many tourist objects in Yogyakarta. They promise to pay all my travels. Of course I like it very much, because I have understood enough about Yogyakarta. My grandparents lived there. My brother phoned our uncle soon if we visited Yogyakarta, but we became a guide first.

The train stopped at Tugu station. We went to Malioboro first. We just walked to Malioboro because it was near enough. George and Robert bought many souvenirs. Then we went to a palace. We went there by pedicabs. After that we visited Yogya Kembali Monument by cart although it was far from the palace. George wanted it to enjoy the situation at Yogyakarta. At last we went to Parangtritis beach by bus. We arrived there at a half past five in the evening. We saw sunset. After satisfied, George invited us to stay in a hotel near the beach. My brother and I went home in the next morning.
It was the nice travel to Yogyakarta that I had done. I had been a guide for foreign tourists that I never thought about it before.

*Answer these questions based on the text*

1. Who traveled to Yogyakarta?
2. How did they go there?
3. Whom did they introduce with in the train?
4. How many places they visit? What are they?
5. Where did they go first?
6. How did they go there?
7. Where did they go at last?
8. How did the writer feel about their travel?

VI. **Sumber dan Media Pembelajaran**

- *Sumber*: FORUM LKS Bahasa Inggris Untuk sekolah menengah kejuruan kelas XI, semester gasal, karyatiningsih, CV: Mediatama, Surakarta 2009
- *Media*: Handouts
- *Metode*: Grammar Translation Method

VII. **Langkah-langkah pembelajaran**

<table>
<thead>
<tr>
<th>KEGIATAN</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pendahuluan:</strong></td>
</tr>
<tr>
<td>❖ Salam dan tegur sapa</td>
</tr>
<tr>
<td>❖ Guru mengabsen siswa</td>
</tr>
<tr>
<td>❖ Guru menanyakan kabar siswa seputar kegiatan aktivitas siswa dilingkungan sekolah.</td>
</tr>
<tr>
<td>❖ Guru mereview pola kalimat simple past tense kemudian meminta beberapa siswa untuk menghafalkan pola kalimat tersebut.</td>
</tr>
<tr>
<td><strong>Kegiatan Inti:</strong></td>
</tr>
<tr>
<td>❖ Guru memberikan handout kepada siswa kemudian guru membacakannya dan siswa menyimak.</td>
</tr>
<tr>
<td>❖ Siswa membaca dengan nyaring satu persatu secara bersambung wacana</td>
</tr>
</tbody>
</table>
berjudul “Travel to Yogyakarta” kemudian menterjemahkannya.

- Siswa mencari lima kata kerja simple past tense dan mencatatnya kemudian menentukan bentuk infinitivenya.
- Siswa membuat kalimat sederhana baik positive, negative, dan interrogative dari kata kerja simple past tense yang mereka temukan dalam teks.
- Siswa mengerjakan latihan essay berdasarkan wacana.
- Siswa mengoreksi pekerjaanya dengan menukar jawabannya dengan teman samping.

**Kegiatan Penutup:**
- .Tanya jawab tentang materi yang telah dipelajari
- Guru menanyakan hambatan-hambatan siswa dalam KBM.

### VIII. Penilaian

- Teknik: tes tertulis
- Bentuk: essay

**i. Pedoman Penilaian**

1. Untuk tiap nomor, tiap jawaban benar skor 1.25
2. Jumlah skor maksimal $\times 1.25 = 8$
3. Nilai maksimal = 10
4. Nilai Siswa = $\frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$

Mengetahui,
Guru Bidang Study

Guru Peneliti

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IRMA SUZITA S.Pd

ERNA FATMAWATI
Choose the correct answer for the following questions below by crossing a,b,c,d on the answer sheet!

1. Yesterday _____ the second day of our trip.
   a. is   c. will
   b. were  d. was

2. Rizky _____ very happy when we went to Yogyakarta two days ago.
   a. were   c. is
   b. was    d. are

3. Did Khilda _____ to the Zoo with her family yesterday?
   a. went  c. go
   b. goes   d. gone

   a. bought  c. will buy
   b. buy     d. is buying

5. He _____ his homework last Sunday.
   a. forgot    c. forgetting
   b. forget   d. forgotten

6. Lina _____ late two days ago.
   a. come  c. comes
   b. came    d. are coming

7. Did Maryam take an English course last year?
   a. Yes, he did  c. No, I do.
   b. Yes, she did  d. No, she does.

8. We _____ the floor yesterday morning.
   a. cleaned  c. cleaning
   b. cleans  d. are cleaning

9. _____ your grandfather _____ a newspaper in the living room yesterday morning?
   a. is, reading  c. will read
   b. did, read    d. does, read

10. I _____ a glass of milk before class this morning.
    a. didn’t drink  c. won’t drink
    b. doesn’t drink  d. don’t drink

11. They _____ sitting in the living room when they heard the phone ring.
    a. was    c. has
    b. were  d. have

12. My teacher _____ his car by himself to the school yesterday morning.
    a. drive   c. driven
    b. drove   d. drives

13. Mrs. Nadia _____ to school yesterday because it was raining.
    a. don’t come  c. won’t come
    b. didn’t come  d. isn’t come

14. Ria: Where did you ____ last Sunday?
    Dinda: I went to the shoes shop.
15. Did you ever stay in Bandung with your grandparents?
   a. Yes, I do   c. Yes, I did.
   b. No, she didn’t   d. No, I don’t

16. They ______ very tired after going to Pangandaran beach last week.
   a. was   c. do
   b. were   d. did

17. She _____ on the seashore last weekend.
   a. walked   c. walks
   b. walking   d. walk

18. I and my friends ______ the camera to the museum last month.
   a. didn’t bring,   c. won’t bring
   b. doesn’t bring   d. aren’t bring

19. My sister ______ a west music a few minute ago.
   a. listens   c. listening
   b. listen   d. listened

20. Did your mother ______ in the hospital?
   a. worked   c. works
   b. working   d. work
Key Answer:

1. D
2. B
3. C
4. A
5. A
6. B
7. B
8. A
9. B
10. A
11. B
12. B
13. B
14. D
15. C
16. B
17. A
18. A
19. D
20. D
## ITEM ANALYSIS OF ENGLISH PRETEST

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<tr>
<th>Item No.</th>
<th>Group</th>
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PEDOMAN PENILAIAN

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# The Result of Pre–test and Post-test for the Experiment Class

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<tr>
<th>Students No</th>
<th>Pre-test ( (x_2) )</th>
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\[ \sum x_i = 1860 \quad \sum y_i = 2445 \]

\[ \bar{x}_i = 53 \quad \bar{y}_i = 70 \]
Appendix

The Result of Pre-test and Post-test for the Controlled Class

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\[ \sum x = 1820 \quad \sum y = 2305 \]

\[ \bar{x} = 52 \quad \bar{y} = 65 \]
The improvement of the test score (Pre-Test and Post Test) of
Experiment Class
The improvement of the test score (Pre-Test and Post Test) of Control Class