IMPROVING STUDENTS’ ABILITY IN USING THE SIMPLE PAST TENSE THROUGH CONTEXTUAL TEACHING LEARNING

(A Classroom Action Research at the 8th Grade Students of SMPN 17 Tangerang Selatan)

The “Skripsi”
Presented to the Faculty of Tarbiyah and Teachers Training
in a Partial Fulfillment of the Requirements
for the Degree of S.Pd. in English Language Education

Ovalina
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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2010
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By:
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2010
ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitle “IMPROVING STUDENTS’ ABILITY IN USING THE SIMPLE PAST TENSE THROUGH CONTEXTUAL TEACHING LEARNING” (A Classroom Action Research at the 8th Grade Students of SMPN 17 Tangerang Selatan), written by OVALINA, student’s registration number 206014000161 was examined in the examination session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on November, 11th 2010. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” in English Language Education at the English Education Department.

Jakarta, November 23th 2010

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ACKNOWLEDGEMENT

In the name of Allah, the Beneficent, the Merciful.

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There are so many people who had given valuable contributions to this writing. First of all, the writer would like to express her greatest love and honor to her beloved family: her parents for their examples of strength and faith, with the gratitude for their love, care and prayer, her beloved brothers and all families who always encourage her to finish this ‘skripsi’.

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Jakarta, 11 November 2010

The Writer
ABSTRACT

Ovalina. 2010. Improving Students’ Ability in Using the Simple Past Tense through Contextual Teaching and Learning (A Classroom Action Research at the 8th Grade Students’ of SMPN 17 Tangerang Selatan), Skripsi, English Education Department, the Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University Jakarta. Advisor: Dra. Hidayati, M.Pd

Key words: Simple Past Tense, Contextual Teaching Learning.

This study is aimed at knowing whether students’ ability in using the simple past tense could be improved through Contextual Teaching Learning and describing the implementation of Contextual Teaching Learning in teaching the simple past tense at eight grade of SMPN 17 Tangerang Selatan. This study is related to the result of a preliminary study showed that the students were still lack of grammatical pattern understanding; especially on simple past tense.

This study used classroom action research (CAR) conducted to solve the students’ problem in understanding and using the simple past tense. The CAR was done based on Kurt Lewin’s design, in which it was conducted into two cycles. The subjects of this study were students of class VIII. 6 of SMPN 17 Tangerang Selatan. The techniques used in collecting the data are observations, interview, questionnaires, and test.

The finding of this study indicated that the implementation of Contextual Teaching Learning was successful since the criteria of success were achieved. The first criterion was 70% of students could pass the assessment score ≥ 67 based on the KKM. The finding showed that 71.79 % of students had already achieved the target score. Besides, the second criterion was the students who become more active involved in learning process. The result of observation and interview showed that students were active involved in the classroom. Based on the finding mentioned before, the writer suggests that the English teacher could implement the approach of Contextual Teaching Learning in order to motivate students in simple past tense.
ABSTRAK

Ovalina. 2010. Improving Students’ Ability in Using the Simple Past Tense through Contextual Teaching and Learning (A Classroom Action Research at the 8th Grade Students’ of SMPN 17 Tangerang Selatan), Skripsi, Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah Dan Keguruan, Universitas Islam Negeri Syarif Hidayatullah Jakarta. Pembimbing: Dra. Hidayati, M.Pd.

Kata Kunci: Simple Past Tense, Pembelajaran Kontekstual.

Penelitian ini ditujukan untuk mengetahui apakah kemampuan siswa dalam penggunaan kalimat simple past tense dapat ditingkatkan melalui pembelajaran yang kontekstual dan untuk menjelaskan pelaksanaan pembelajaran kontekstual dalam mengajarkan kalimat simple past tense pada siswa kelas delapan di SMPN 17 Tangerang Selatan. Penelitian ini berdasar pada study pendahuluan yang menunjukkan bahwa siswa masih memiliki pemahaman yang kurang pada pola tata bahasa; khususnya pada kalimat simple past tense.


Hasil dari penelitian ini mengindikasikan bahwa pelaksanaan pembelajaran kontekstual dinyatakan berhasil dikarenakan tercapainya criteria sukses. Kriteria pertama ialah 70% dari siswa dapat mencapai nilai ≥ 67, hasil penelitian menunjukkan bahwa 71.79% sudah mencapai nilai target. Disamping itu, criteria yang kedua ialah siswa terlihat lebih aktif dalam kegiatan belajar. Hasil dari observasi dan wawancara menunjukkan bahwa siswa terlihat lebih aktif di dalam kelas. Berdasarkan hasil yang telah disebutkan, penulis meyakini kepada guru Bahasa Inggris untuk melaksanakan pembelajaran yang kontekstual demi memberi motivasi kepada siswa dalam pengajaran kalimat simple past.
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CHAPTER I
INTRODUCTION

This chapter consists of background of study, problem of study, objective of the study, significance of the study, scope of the study and definition of key terms.

A. The Background of the Study

Mastering English is a challenge for some people. This is because of the modern technology which accelerates the development of any fields, such as economy, social, politic, including education. Indonesian students at Junior High School are aware of the importance of English, even if they have learned it as local content subject when they sat at 4th grade of elementary level. Besides, they will continue their study to Senior High School in which at this level English becomes a national content subject and one of the subjects to be nationally examined.

The primarily role of English teacher in teaching learning process within the classroom is to teach or to deliver instructional material to the students as the target language. The foreign language teaching methodology informed that English instructional material is classified into language skills and language components. Language skills refer to receptive skill (listening and reading) and productive skill (speaking and writing). Meanwhile, the English components are grammar, vocabulary, spelling and pronunciation. Those components should not be taught separately but those must be taught integrately to support the mastery of the four language skills.

In conducting teaching learning process, the teacher should follow the curriculum recommended. It is in line with the Decree of the Minister of Education number 22/ 2006 about the national content standard composed by BSNP. It can be represent in the teaching learning process, on presenting kinds of text types; it needs to be covered the three aspects of that text. Those are schematic structure, vocabulary
and linguistic features. In case of schematic structure, it discusses how the text is organized. It would be simply known by analyzing the time, the place, and the participant who taking part in the text. Meanwhile, the vocabulary aspect in term of difficult word can not be neglected to be delivered when the teaching learning activity discuss the text. And the last aspect is the term of linguistic features. It focuses on the aspect of grammar, conjunction, linking verb, etc. Therefore, those aspects such as schematic structure, vocabulary items and grammar become three in one strongly integrated that the teacher should give full attention related to understand the genre/ English text type.

Based on the explanation above, ideally, the students of Junior High School at 8th grade are conveyed to learn some tenses including the simple past tense. The simple past describes the actions or situations that began and ended in the past. The simple past tense appears on the genre of the text such as narrative and recount text.

However, the reality does not come up to the curriculum’s expectation, most of 8th grade students of SMPN 17 Tangerang Selatan still probably face some difficulties in understanding the text. Consequently, some of them are still difficult to achieve the school policy in determining the minimum passing grade score should be attained; at least the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) considering English subject gains score 67 (sixty seven). Based upon the writer’s experience in teaching second year class during Praktik Profesi Keguruan Terpadu (PPKT) at SMPN 17 Tangerang Selatan, there are some reasons why simple past tense becomes the problem for students. Generally, they still frequently made some mistakes in applying simple past form. First, students are still influenced with the grammatical formula of simple present tense. Here is the example as following.

*The student writes*: My mother *doesn’t* cook yesterday.
*It should be*: My mother *didn’t* cook yesterday.

*The student writes*: *Does* Argan go to school yesterday?
*It should be*: *Did* Argan go to school yesterday?
Second, students do not master yet the use of the verb form of simple past tense. Here is the example as following.

*The student writes*: He *gives* me a present last night.

It should be: He *gave* me a present last night.

*The student writes*: I *buyed* ice cream yesterday.

It should be: I *bought* ice cream yesterday.

And the last, some students think that learning simple past tense seems probably a boring subject. It is based on the observation on 19th to 26th March 2010 it could be seen that the previous teacher explained the formula of simple past tense most of the time and lack of example. That is why the students get less practice because the teacher did not give them opportunity to be active in the class. Once they practiced, they made a sentence which is not meaningfully.

Therefore, to solve those students’ problems in learning simple past tense, it is better to use the alternative way which is suitable and interesting for the students. Here, the teacher should create a good classroom atmosphere to avoid boredom. The writer assumes that there is probably the methodology used by the teacher is not appropriate yet in developing students’ understanding of simple past. Consequently, the writer discusses with the teacher regarding the methodology. Furthermore, the teacher and the writer dealt to use Contextual Teaching Learning in teaching simple past. Contextual Teaching Learning is an educational process that aims to help students see meaning in the academic material they are studying by connecting subject with the context of their personal, social, and cultural circumstance.\(^1\) Hopefully, this Contextual Teaching Learning would be helpful for students in understanding the use of the simple past tense.

---

Based on the discussion stated above the writer would like to conduct a Classroom Action Research and is interested in taking the title “IMPROVING STUDENT’S ABILITY IN USING SIMPLE PAST TENSE THROUGH CONTEXTUAL TEACHING LEARNING” (A Classroom Action Research at 8th Grade Students of SMPN 17 Tangerang Selatan)

B. The Problem of the Study

To make the study clearly understood, the writer formulates the problem stated as following: “Can Contextual Teaching Learning improve students’ ability in using the simple past tense?”

C. The Objective of the Study

In line with the formulation of the problem stated above, the aims of the study are to know whether or not the Contextual Teaching Learning improves students’ ability in using the simple past tense. Beside of that, this study is to know how the Contextual Teaching Learning improves students’ ability in using the simple past tense.

D. The Significance of the Study

The significance of this study might be expected as following:

1. The Students
   This research is expected to give significance for the students that are to make learning process more enjoyable so that it will improve their ability in using the simple past tense.

2. The English Teacher
   This research is expected to give the alternative solution in teaching simple past tense through Contextual Teaching Learning.
3. The School

This research is expected to improve the school quality in education.

E. Scope and Limitation of the Study

Regarding the background of the study above, this study focuses on the implementation of using Contextual Teaching Learning to improve students’ ability in using the simple past tense, to know how the researcher develops the approach in the classroom to solve the students’ problem and to analyze students’ improvement score in learning simple past tense. This study is conducted at 8th grade students of 8.6 class of SMPN 17 Tangerang Selatan.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter the writer tries to give clear description of theoretical framework which covers the general concept of the simple past tense, the Contextual Teaching Learning, and the implementation of teaching simple past tense using Contextual Teaching Learning.

A. The General Concept of the Simple Past Tense
1. The Understanding of Tense

Many learners have considerable difficulty with English tense system. As with, other areas of the grammar, difficulties may arise from the nature of the system itself or from difference between English and the learners’ mother tongue.

According to Lyons’ idea that the term ‘tenses’ is derived from the Latin word ‘tempus’ meaning ‘time’.\(^1\) It means that traditionally the tense is defined in term of time. It is in line with Sidney Greenbaum who defined the tense as a grammatical category that is realized by verb inflection.\(^2\) Meanwhile, A. S Hornby said that tense refers to an action, activity or state may occur in past, present or future.\(^3\) Hence, there are three tenses in language; present, past, and future. Regarding those definitions, the word ‘tense’ stands for a verb form or series of verbs used to express a time relation.

---
Since English has no future inflected form of the verb, Sidney Greenbaum claimed that English has two tenses: the present and the past.\(^4\) The situation described in the present tense is related as simultaneous with the moment of speaking; the situation described in the past as relates subsequent to the moment of speaking.

Here, the writer concluded that tense is a grammatical category, typically marked on the verb that deictically refers to the time of the event.

2. The Understanding of Simple Past Tense

English insists on marking every finite verb group for absolute tense, whether or not the time orientation would be clear without it. Many other languages, however, often do not require such marking of the verb group where the time location is either unimportant or is clear from the context. This may partly explain why some learners of English tend, for example, to use past tenses when writing narratives.

According to Patricia K. Weiner, the simple past tense describes an action or situation that began and ended in the past.\(^5\) In addition, Eugene J. Hall stated that simple past tense indicates a past action that occurred at a definite time in the past, whether that time is stated or not.\(^6\) It is in line with A.J Thomson and A. V Martinet who defined the simple past as the action completed in the past at definite time.\(^7\)

From those several statement above, the writer concluded that the simple past tense is used to express a definite event in the past. Simple past tense is also used if the event happened completely in the past even the time is not mentioned.

---


2.1 The Form of Simple Past Tense

According to McGraw, the simple past tense is classified into two types.\(^8\) They are the simple past in regular verb and the simple past in irregular verb including past tense of the verb *be*. The formula of each type consists of three parts: affirmative, negative and interrogative.\(^9\)

a. The simple past in regular verb

The first type of the simple past in regular verb form uses the formula as following:

\[ S + V2 + O + Adverb \]

For examples:
- She *helped* her mother in the kitchen this morning.
- The children *played* games last night.
- We *listened* to the music after dinner.

According to the examples above, the form is used for all subjects, both singular and plural. All regular verbs take an *-ed* ending in the past tense. Moreover, there are some spelling rules of regular verbs. Those are as following:

1) If the simple form of a verb ends in \(-y\) after a consonant, change the \(-y\) to \(i\) and add \(-ed\). Examples: *try/ tried, carry/carried, dry/ dried*

2) If the simple form of a one syllable verb ends in consonant + a vowel + a consonant, double the final consonant and add \(-ed\). Examples: *plan/ planned, stop/ stopped*

3) If the simple form of a two syllable verb end in a consonant + a vowel + a consonant, double the final consonant only if the syllable is

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stressed. Examples: permit/ permitted, prefer/ preferred, occur/ occurred.

4) If the simple form of a verb ends in –e, add only –d. Examples: tie/ tied, change/ changed, live/ lived.

5) Add –ed to simple form of all other regular verbs. Examples: want/ wanted, ask/ asked, belong/ belonged.10

Meanwhile, the negative formula of simple past tense as following:

\[ S + \text{did not} + V1 + O + \text{Adverb} \]

For examples:
- Her roommate did not order a pizza last night.
- We did not live in an apartment last year.
- My family did not own a computer until recently.

Based on the examples above, it can be seen that the verb in the sentence is returned to the simple form. Then, the use did not is before the simple form of the main verb. The contraction for did not is didn’t.

In addition, the other form of simple past tense is interrogative by using the formula:

\[ \text{Did/ didn’t} + S + V1 + O + \text{Adverb?} \]

For examples:
- Did you move to a new house last year?

---

• Did your mother **cook** last night?
• Didn’t you **study** English last night?

The examples above show that the main verb in the question is also returned to the simple form. There is no final –*ed* ending in the question form.

b. **The simple past in irregular verb**

Many verbs have irregular past forms. These do not take an –*ed* ending in the past form.\(^\text{11}\) Then, the verbs that have irregular past tense form follow the same pattern in affirmative, negative, and interrogative as regular verb. Here is the example of irregular verb as following:

<table>
<thead>
<tr>
<th>Simple Form</th>
<th>Past Tense Form</th>
<th>Notes</th>
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<tr>
<td>Cost</td>
<td>Cost</td>
<td>The simple and the past forms of some verbs are the same.</td>
</tr>
<tr>
<td>Cut</td>
<td>Cut</td>
<td></td>
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<tr>
<td>Hit</td>
<td>Hit</td>
<td></td>
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<tr>
<td>Hurt</td>
<td>Hurt</td>
<td></td>
</tr>
<tr>
<td>Built</td>
<td>Built</td>
<td>With some verbs, the simple form end in –<em>d</em> and the past form end in –<em>t</em>.</td>
</tr>
<tr>
<td>Lend</td>
<td>Lend</td>
<td></td>
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<tr>
<td>Send</td>
<td>Send</td>
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<tr>
<td>Spend</td>
<td>Spend</td>
<td></td>
</tr>
<tr>
<td>Dream</td>
<td>Dreamt</td>
<td></td>
</tr>
<tr>
<td>Have</td>
<td>Had</td>
<td>Some verbs have other consonant changes or add a consonant in the past tense.</td>
</tr>
<tr>
<td>Hear</td>
<td>Heard</td>
<td></td>
</tr>
<tr>
<td>Begin</td>
<td>Began</td>
<td>Many verb have vowel changes in the past tense.</td>
</tr>
<tr>
<td>Come</td>
<td>Came</td>
<td></td>
</tr>
<tr>
<td>Drink</td>
<td>Drank</td>
<td></td>
</tr>
<tr>
<td>Drive</td>
<td>Drove</td>
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<table>
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<tr>
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<th>Ate</th>
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<td>Fall</td>
<td>Fell</td>
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<tr>
<td>Be*</td>
<td>Was/ were</td>
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<td>Bring</td>
<td>Brought</td>
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<td>Buy</td>
<td>Bought</td>
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<td>Catch</td>
<td>Caught</td>
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<tr>
<td>Do</td>
<td>Did</td>
</tr>
<tr>
<td>Fly</td>
<td>Flew</td>
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</table>

Many verbs have consonant and vowel changes in the past tense.

Based on the examples above, the verb *be* is the exception of irregular verb. This irregular verb is used differently than other irregular verb in affirmative, negative, and interrogative.

Here is the pattern of past tense of verb *be* as following:

For the affirmative form the formula as follow:

$$S + \text{was/ were} + \text{substantive (Adverbial of phrase)} + \ldots$$

For example:
- Mario was at home last night
- Ratna was a stewardess one year ago
- Some students were absent last Sunday

All those actions are in the past, and they are all finished; they do not carry over into the present. Two of them are singular noun (Mario and Ratna); one of them is plural noun (some students) used.

Next, here is the formula of the negative form of simple past tense in irregular verb.

$$S + \text{was/ were} + \text{not} + \text{substantive (Adverbial of phrase)} + \ldots$$

---

For example:

- I was not in my room last night.
- We were not hungry for dinner yesterday.

The last form of simple past in irregular verb is interrogative form, here is the formula.

\[
\text{Was/ were + S + substantive (Adverbial of phrase) + …}
\]

\[
\text{Wasn’t / weren’t + S + substantive (Adverbial of phrase) + …}
\]

For example:

- Was Mario at home last night?
- Were they in the farewell party last night?
- Wasn’t the dog fed this afternoon?
- Weren’t those sofas expensive?

The examples above show that the use of was is used for the pronouns I, he, she, it, this, and that, however, the be of were is used for pronoun such as; you, we, these, and those. \(^{13}\) So, the use of was is only used for the singular noun and the use of were is only for the plural noun. Furthermore, the negative statement uses not after the verb be in the sentence. Meanwhile, the contraction for was not is wasn’t; the contraction for were not is weren’t. The contraction is used to make the sentence easier in written or utterance.

Since the simple past tense refers to the activity ended in the past, the expression of the time can be neglected from the pattern. The expression of past time specify the time in the past when an action was completed. Here are some example expressions for past time:

\(^{13}\) McGraw-Hill, *Interaction 1 Grammar…*, p.117
Yesterday The day before yesterday
Yesterday morning Yesterday evening
Last night Last week
Last year In 1988
In April 2009 On November
A year ago A few minutes ago
A week later A long time ago

2.2. The Use of the Simple Past Tense

The use of simple past tense is declared by some linguist experts. One of them is Sidney Greenbaum who stated that the simple past is used to refer to a situation set at a definite time in the past such as:¹⁴

a) The event past is used with dynamic verb sense to refer to a single definite event in the past. The event may take place over an extended period or at the point of time.
   - The Norman invaded England in 1066
   - The plane left at 9 a.m.

b) The habitual past is used with dynamic verb senses to refer to past events that repeatedly occur.
   - We spent our holiday in Bali when we were children.

c) The state past is used with stative verb senses to refer to a single unbroken state of affairs in the past.
   - I once liked reading novels.

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In addition, he also assumed that the simple past has some special uses. There are three special uses of the simple past:\(^{15}\)

a) In indirect speech, the simple past in the reporting verb may cause the verb in the subordinate reported.
   - She said that she knew you; I thought you were in Jakarta.

b) The attitudinal past is optionally used to refer more tentatively (and therefore more politely) to present state of mind.
   - Did you want to see me know?; I wondered whether you are free tomorrow

c) The hypothetical past is used in certain subordinate clauses, especially if-clauses, to convey what is contrary to the belief or expectation of the speaker.
   - If you knew him, you wouldn’t say that
   - If she asked me, I would help her.

B. Contextual Teaching Learning

1. The Understanding of Contextual Teaching Learning

In real life, we can see most of students in schools got a lot of materials that was out of context. Therefore they face difficulty to make connection between what they are learning and how that knowledge will be use in their daily lives. The methods of classroom teaching sometimes not really touch the learning process. The students rarely have an opportunity to experience hands-on learning.

The appropriate approach should be used in order to make the learning process really works. Nowadays, there are several approaches proposed in order

\(^{15}\) Sidney Greenbaum and Randolph Quirk, *Student’s Grammar of the English Language*, p. 50-51.
to achieve the goal of the study. Each approach offered many gains. Contextual Teaching and Learning is one of the approaches proposed.

The word “Context” comes from the Latin verb *contexere* meaning “to weave together” in which it refers to “whole situation, background, or environment” that exists in relationship to the self that is woven together with it.\(^\text{16}\) Each of us exists in various contexts, for example, of neighborhood, family, friends, school, job, and Earth’s ecosystem. Similarly all other entities, living and nonliving exist in context.

In teaching grammar, context is one of the rules. According to Scott Thornbury, he figured out the rule of teaching grammar as follows:

Teach grammar in context. If you have to take an item out of context in order to draw attention to it, ensure that it is re-contextualized as soon as possible. Similarly, teach grammatical forms in association with their meanings. The choice of one grammatical form over another is always determined by the meaning the speaker or writer wishes to convey.\(^\text{17}\)

The statement above shows that Contextual Teaching Learning in educational aims to help students see meaning in the academic material they are studying by connecting academic subject with the context of their daily lives, that is, with context of their personal, social, and cultural circumstance.

In addition, a project sponsored by the Office of Vocational and Adult Education, U.S Department of education was conducted at the Ohio State University in partnership with Bowling Green State University explains preliminary definition of CTL is a conception of teaching and learning that helps teachers relates subject matter context to real world situation; and motivates students to make connection between knowledge and its application to their lives.

as family members, citizens, and workers and engage in hard work that learning requires.\footnote{Center on Education and Work at the University of Wisconsin-Madison( TEACHNET) \url{http://www.cew.wisc.edu/teachnet/ctl}, July 4th , 2010}

Furthermore, Nurhadi said that the Contextual Teaching Learning is the concept of learning where the teacher creates the real-word into the class and encourages the students making the connection between their own knowledge with its implementation in their daily life; meanwhile the students get knowledge and skill from the limited context, little by little, and from the self-constructed process, as a foundation for solving problems in their life as member of society.\footnote{Nurhadi, \textit{Pembelajaran Kontekstual dan Penerapannya dalam KBK}, (Malang: Universitas Negeri Malang, 2004, 2\textsuperscript{nd} ed. p. 13.}

Regarding those definitions above, the writer concludes that CTL is a conception of teaching learning that helps students to get a better understanding about the knowledge as they relates to the context of real life.

2. The Principles of Contextual Teaching Learning

To teach contextually, the teacher needs to know the principles of Contextual Teaching Learning. According to Nurhadi, he classified the principles into some aspects. Here they are as follow:\footnote{Nurhadi, \textit{Pembelajaran Kontekstual dan Penerapannya dalam KBK}, (Malang: Universitas Negeri Malang, 2004, 2\textsuperscript{nd} ed. p. 20}

\begin{itemize}
  \item[a.] \textbf{Planning a suitable learning for students developmentally appropriate.}

  Relationship between curriculum content and methodology that used to teach must based on social condition, emotional and students’ intellectual development.

  \item[b.] \textbf{Making independent learning groups.}

  Through small groups, students learn from each other and learn to wok in teams, quality circles, and other form of collaboration that are required of adults in the workplace and in other context in which students will be
expected to beliefs of others. Learning groups, or learning communities, are established in workplace and school in an effort to share knowledge, focus on goals, and allow all to teach and to learn each other.

c. **Preparing an environment that supports self regulated learning.**

Environment that support self-regulated learning has three general characteristic, they are: awareness in thinking, the use of strategy, and continuing motivation. The students are encouraged to know their strong and their weakness to organize the learning goal and develop the strategies to achieve the goal. Therefore the teacher must create an environment where the student can reflect how they learn to help them use their thinking to guide their plans, select their performance; so they can solve the problem in good way.

d. **Considering the diversity of students.**

In class, the teacher teaches variety students, for instance their background ethnic, social economy status, and mother language that they use in their home, and another weakness they have. These differences can be the impetus for learning and can add complexity to the Contextual Teaching Learning experience. However, a teacher is expected to help the students achieve their learning purpose.

e. **Pay attention to the students multiple intelligences.**

In using Contextual Teaching Learning approach, the way of students’ participation in a class must be pay attention on the need and the eight orientation learning (special-verbal, linguistic- verbal, interpersonal, musical-rhythm, naturalistic, physic- kinesthetic, intrapersonal and logic mathematic). However, Contextual Teaching Learning teachers assist every student to develop the intelligences that come easily and also to nurture the intelligences that are challenging. Contextual Teaching Learning teachers encourage young
people to cultivate their intelligences, releasing the latent potential residing within.

f. Using questioning technique to explore the students learning, problem solving development and high-thinking order.
In order to achieve the goal of Contextual Teaching Learning the appropriate types and level of questions must be asked. Questions must be carefully planned to produce the intended level of thinking, responses, and action by students and all participants in Contextual Teaching Learning. In addition, there are some criteria for effective questioning for language teachers are suggested such as; clarity, learning value, interest, availability, extension, teacher reaction^21.

g. Applying the authentic assessment.
Authentic assessment evaluates the applying of knowledge and the students’ complex thinking, it is better than just memorizing the actual information. An assessment is authentic when it involves students in tasks that are worthwhile, significant, and meaningful. Contextual teaching and learning nature condition needs the interdisciplinary assessment that can measure knowledge and skill deeply and in variety way than disciplinary measured.

3. The Components of Contextual Teaching Learning
According to Elaine B. Johnson, the CTL system encompasses the following eight components:22 They are as follow:

a. Making meaningful connections
Connecting learning to one’s life makes studies come alive. When learners can connect of an academic subject such as English, mathematics or history

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with their own experience, they discover meaning, and meaning gives them a reason for learning. Johnson declared that there are many effective ways to connect teaching and learning with the context of student’s daily circumstance. These include six methods:

1) Traditional stand-alone classroom that connect material with the student’s context
2) The infusion into a stand-alone class of material from another field
3) Linked courses that remain separate but cover related topics
4) The integrated course bringing together two or more disciplines into a single class
5) Combining school and work:
   - Work-based learning
   - Career pathways
   - School-based work experience
6) Service learning

b. Doing significant work

Another component of Contextual Teaching Learning is doing significant work. It engages students actively and responsibly in learning activities.

c. Self-regulated learning

Self regulated learning is a learning process that engages students in independent action involving sometimes one person, usually a group. This independent action is designed to connect academic knowledge with the context of student’s daily lives in ways that achieve a meaningful purpose.

d. Collaborating

An essential part of Contextual Teaching Learning system, plays a significant role in self regulated learning. From collaboration, not competition, young people absorb the wisdom of others. From collaboration, they cultivate tolerance and compassion.

e. Critical and creative thinking

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23 Elaine B. Johnson, Contextual Teaching Learning: what it is and why it’s here to stay, … p. 49.
Thinking is an active, purposeful, organized process that we use to make sense of the world. In this sense, John Chaffee assumed that critical thinking as thinking to systematically explore the thinking process itself. It means not only reflecting purposefully, but also examining the use we and others make of evidence and logic.

f. Nurturing the individual
Contextual Teaching Learning asks teachers to nurture every student, in part because relationships weave a context for personal growth. Contextual Teaching Learning teachers assist every student to develop the intelligences that are challenging. Then, they encourage young people to cultivate their intelligences, releasing the talent potential residing within.

g. Reaching high standards
The heart of the matter for contextual teaching and learning system is helping all students reach high academic standards. Contextual Teaching Learning asks students reach high standard. Asking too little of students, lowering standard for them, manifest a callous disregard for their latent potential and future well-being.

h. Using authentic assessment
Contextual Teaching Learning asks students to exhibit their attainment of high standard by doing authentic assessment tasks. These tasks challenge student to apply their knowledge and skills to real world situation for significant purposes.

In sum up, those components invite students to connect schoolwork with daily life in ways that hold personal meaning. When students see meaning in their schoolwork, they learn and remember it.

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4. **Strategies in Contextual Teaching Learning**

As explained before that Contextual Teaching Learning helps us relate subject matter content to real world situation and motivates students to make connection between knowledge and its application to their lives as family members, citizen, and workers and engage in the hard work that learning requires. However, the teacher should know the teaching strategies which associated with contextual theory. It is needed in order to make the teaching learning process in a good guided. Therefore, there are six strategies in using Contextual Teaching Learning: 25

a. **Problem-based.** Contextual Teaching Learning begins with a simulated or real problem. Students use critical thinking skills and a systemic approach to inquiry to address the problem or issue. Students may also draw upon multiple content areas to solve these problems. Worthwhile problems that are relevant to students’ families, school experiences, workplaces, and communities hold greater personal meaning for students.

b. **Using multiple contexts.** Theories of situated cognition suggest that knowledge can not be separated from the physical and social context in which it develops. How and where a person acquires and creates knowledge is therefore very important. Contextual Teaching Learning experiences are enriched when students learn skills in multiple contexts (i.e. school, community, workplace, family).

c. **Drawing upon student diversity.** As the whole, our student population is becoming more diverse, and with increased diversity comes differences in values, social mores, and perspectives. These differences can be the impetus for learning and can add complexity to the Contextual Teaching Learning experience. Team collaboration and group learning activities respect students’ diverse histories, broaden perspectives, and build inter-personal skills.

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25 Center on Education and Work at the University of Wisconsin-Madison (TEACHNET)

[http://www.cew.wisc.edu/teachnet/ctl](http://www.cew.wisc.edu/teachnet/ctl), accessed on July 4th, 2010
d. **Supporting self-regulated learning.** Ultimately, students must become lifelong learners. Lifelong learners are able to seek out, analyze, and use information with little to no supervision. To do so, students must become more aware how they process information, employ problem-solving strategies, and use background knowledge. Contextual Teaching Learning experiences should allow for trial and error; provide time and structure for reflection; and provide adequate support to assist students to move from dependent to independent learning.

e. **Using interdependent learning groups.** Students will be influenced by and will contribute to the knowledge and beliefs of others. Learning groups, or learning communities, are established in workplaces and schools in an effort to share knowledge, focus on goals, and allow all to teach and learn from each other. When learning communities are established in schools, educators act as coaches, facilitators, and mentors.

f. **Employing authentic assessment.** Contextual Teaching Learning is intended to build knowledge and skills in meaningful ways by engaging students in real life, or "authentic" contexts. Assessment of learning should align with the methods and purposes of instruction. Authentic assessments show (among other things) that learning has occurred; are blended into the teaching/learning process; and provide students with opportunities and direction for improvement. Authentic assessment is used to monitor student progress and inform teaching practices.

Meanwhile, the Center of Occupational Research and Development (CORD) gives the five strategies for the teacher for applying contextual learning. They are famously called REACT, here are the further explanations: 26

a. **Relating.** Learning related with the real world experience context.

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b. **Experiencing.** Learning focused on the exploration, discovery, and invention.

c. **Applying.** Learning should be presented into the context of useful.

d. **Cooperating.** Learning through the context of interpersonal communication context, togetherness, etc.

e. **Transferring.** Learning through the use of knowledge in the situation or new context.

Consequently, for Contextual Teaching Learning to be effective, all strategies above must be present in the teaching learning process. A teacher should integrate with other commonly accepted good teaching practices. These other practices include promoting self-regulated learning, addressing student diversity when teaching, designing authentic assessment and using questioning to develop higher order thinking skills.

5. **The Strengths and the Weakness of Contextual Teaching Learning**

Contextual Teaching Learning is one of the hot topics in education these days. As an approach, Contextual Teaching Learning has the strength and weaknesses in the process of teaching and learning. For the strength, it make teacher who teach contextually become easier to reach the goal of teaching learning process. According to Johnson, “The great power of Contextual Teaching Learning is that it gives all young opportunity to develop their promise, to develop their talents, and to become informed, capable members of a democratic society.”^27 Based on that explanation, Contextual Teaching Learning can develop students’ communication skill and increase students’ comprehension about current issues which are related to their live.

On the other hand, the weakness of Contextual Teaching Learning is taking time for the preparation; in preparing the lesson plan, teacher should recognize students’ diversity and then utilize difference to create a rich learning

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environment. Besides, the authentic assessment also takes more time for the teachers to develop and apply.

C. Teaching Simple Past Tense Through Contextual Teaching Learning

Before the implementation of Contextual Teaching Learning in teaching learning process, the writer prepares the suitable material. Preparing the suitable material has to do by the writer in order the teaching learning process run well successfully. In this sense, the writer prepares the material related to the contextual teaching and learning approach. When teacher apply Contextual Teaching Learning in the classroom, it must include the main component of Contextual Teaching Learning. Here, the following are steps in teaching simple past through Contextual Teaching and Learning.28

a. Preliminary activities
   - Ask students related to their condition

b. Presentation
   - Explain about the concept of simple past tense.
   - Divide students into group of ten
   - Give each student a verb in the past tense (‘visited’ or ‘played’ or ‘studied’)
   - Asked students to make the sentence based on the activity that they have done yesterday.
   - Start a simple chain of events with the sentence. For example:
     
     "Yesterday I visited my grandma and I played with my nephew…"
     
     The first student continues, repeating the sentence but adding a further clause including his or her verb:

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Yesterday I visited my grandma; I played with my nephew and studied English with my Grandfather…

The second continues likewise:

Yesterday I visited my grandma; I played with my nephew; studied English with my Grandfather and cooked with my mother…

And so on, until all the students in the group have contributed, or until the chain becomes impossible to remember.

- Ask students to write down as much as they can recall of the final chain possibly working in pairs or groups to help each other remember.

### Closing

- Give students an evaluation. It is necessary to check their comprehension of simple past tense.
- Give a conclusion about the material they have learned.
CHAPTER III
RESEARCH METHODOLOGY

This chapter is presented to describe methodological activities to examine the teaching of simple past tense through Contextual Teaching Learning. This chapter concerns with the research design, research setting and subject, and research procedures.

A. Research Design

The study of classroom action research (CAR) indicates as a process in which teachers investigate teaching and learning to improve students’ learning problems.¹ To find out students’ learning problem, Geoffrey E. Mills stated that action research is any systematic inquiry conducted by teacher researchers, principals, school counselors or other stakeholder in the teaching / learning environment to gather information about how their particular school operate, how they teach, and how well their students learn.² That is why action research is different from other more conventional or traditional types of research; it focused on individual or small- group professional practice. Action research tries to take an action and effect positive educational change in the specific school environment that was studied.

The classroom action research design employed in this study was collaborative classroom action research. In conducting the research, the researcher was assisted by the English teacher of SMPN 17 Tangerang Selatan. In this study, the writer has some roles. She becomes the practitioner who taught the simple past tense. Besides, she makes a lesson plan and the assessment in each

The writer also collects and analyzes data then reporting the result of study. Whereas, the collaborator (called the English Teacher) becomes the observer who observed the implementation of the action.

The design of classroom action research in this study used Kurt Lewin’s design. It consist of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. The design of this present research is illustrated as following:

![Diagram of Action Research Design](image)

Adapted from Arikunto, 2009

B. Research Setting and The Subject

This study was conducted at SMPN 17 Tangerang Selatan. This research is carried out during 4 months started from March up to June 2010. The researcher selected Grade VIII-6 which consists of 39 students of even semester in the 2009/2010 academic year as the subjects of the study. It is chosen based upon the

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researcher’s experience during PPKT (Praktik Profesi Keguruan Terpadu). The English teacher teaches 6 classes altogether which was divided into two trainers English teacher who trained in that school for about 4 months. The researcher teaches 3 classes; grade VIII- 4 to VIII 6. Based on the result of preliminary study, the grade VIII- 6 has the lowest achievement score among the other class. Therefore, the subject of this study is grade VIII- 6 of SMPN 17 Tangerang Selatan.

C. Research Procedures

As mentioned before, that this study followed Kurt Lewins’ design. Kurt Lewin suggests four phases for classroom action research. Those are planning, acting, observing and reflecting. Those four phases is called as one cycle. The researcher used more than one cycle in case of the learning problem unfinished yet. Then, the researcher used the same concept for the second cycle and so on.

First of all, the preliminary study was done by the researcher before the implementation of CAR. It was conducted on 19th –26th March 2010. Here, the researcher carried out the observation to the students’ activity in the teaching learning process in grade VIII-6 of SMPN 17 Tangerang Selatan. Then, the researcher conducted an informal interview to the teacher related to the condition of the teachers’ and the students’ problem in the teaching learning activities of English especially on grammar of Simple Past Tense. After the preliminary was conducted, the researcher begins the research with the following procedures:

1. Planning phase

In this phase, after identifying the students’ problem of understanding and using simple past tense through observing and interviewing is done, the researcher narrows the problem down so that it can be manageable. Then, the researcher prepared all things concerning the implementation of CAR. The
preparation consisted of designing lesson plans, preparing the instrument, and setting the criteria of CAR success. The further explanation as follows:

1.1 **Designing the Lesson Plan**

Lesson plans were designed by the researcher. It was organized for each cycle. Based on the agreement between the writer and the teacher that is each cycle consists of 2 meeting, the writer prepared 4 lesson plans to conduct the teaching activity. The lesson plan mentions any instruction regarding procedures of teaching, media, and resources.

1.2 **Preparing the Instrument**

To collect the data during the implementation of CAR, the researcher prepared some instruments such as the interview guidelines, questionnaire, observation note, and test for each cycle including pre-test and post-test.

1.3 **Setting the Criteria of Action Success**

Based on the discussion between the researcher and the English teacher, the criteria of action success whether the approach can be used to solve students’ problem, it can be seen from the students’ achievement score, there is 70% of students get assessment score $\geq 67$ based on the KKM in the second post test of second cycle.

In addition, the success of the action is not only measured with the achievement score in learning the simple past tense as indicated by scores. Contextual Teaching Learning that creates classroom atmosphere that giving student’s joyful learning experience can motivate students to sustain life-long self learning. This sustainable life long learning English by students is even more important than the students’ achievement score. This joyful classroom learning should also become the goal of an effective
strategy besides the score representing students’ achievement in learning simple past tense.

As the indicator of success is achieved, it is complete and the researcher can stop the action because the goal is reached.

2. **Acting phase**

In the second phase, the writer and the teacher are collaborating to overcome the solution finding. The researcher uses the determined strategy while the teacher observes the condition of teaching learning activity. Arikunto assumed that the acting phase should be implemented at least two cycles continuously; and at the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher.⁴

Related to the statement above, the writer and the teacher agreed that the action would be implemented in two cycles. The action in first cycle was conducted on May, 17th and 21st 2010. Meanwhile, the action in second cycle was conducted on May 24th and 31st 2010.

3. **Observing phase**

In this phase, the writer gathers data which she will analyze to decide whether the solution was successful or not. In observing the implementation, there were some consideration aspects such as instrument and technique of collecting data and validity of data.

4. **Reflecting phase**

This is the last phase in Kurt Lewin’s cycle in which the teacher and the writer discuss about the implementation and data they gathered. If the

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problem is unfinished in the first cycle or still might have found some problems, so they should plan again a second cycle with the same concept as the first one; re-planning, re-acting, and re-observing. Hence, all the data should be analyzed by the writer.

D. Technique of Collecting Data

Techniques of collecting data in this research are using qualitative and quantitative data. Qualitative is derived from observation within the physical activity in the classroom and interview to be presented for the teacher. On the other side, the quantitative data in this research uses questionnaire and test in which the test consists of pre-test and post-test. Here are the explanations:

a. Observation

The writer carried out two sessions of the observation. First, when she tried to find and to understand what problem should be solved immediately. The method of this observation is real-time observation. This means that the observation is observed and analyzed as the teaching/learning actually happened without using any electronic means of recalling the data. This is done by simply taking notes. Second, the observation is held during the CAR. The observation covered three categories during the teaching learning process such as the students’ activities, the students’ involvement and the teacher response. Here, the English teacher becomes the observer and uses unstructured or opened observation.

b. Interview

Before implementing CAR, the writer asks the teacher considering students’ problems in using the simple past tense and the method usually the teacher uses in teaching the simple past. After conducting the CAR, the writer also carried out the interview to investigate the teacher’s views and
experience about the ideas of Contextual Teaching Learning. In this study, the writer uses structure interview.

c. **Questionnaire**

Another way to get the data, the writer also carried out the questioner in two sessions, before and after the implementation of CAR. The writer used yes/ no response as the design of the questioner. The writer wants to know students response and experience about the ideas of Contextual Teaching and Learning. Each questionnaire consist of ten questions which cover 3 categories; they are the students’ feeling toward understanding the simple past tense, the implementation of the method and the effects of Contextual Teaching Learning to knowledge improvement and grammar skill.

d. **Test**

This study uses pre-test and post test for collecting the data. The pre-test is conducted before the implementation of Contextual Teaching Learning in teaching simple past tense. Meanwhile, the post test is conducted after the implementation of each cycle. Because of in this research the CAR consists of 2 cycles so the post-test had already delivered in the final action of each cycle. Furthermore, the tests are done in form of multiple choices and fill in the blank type.

E. **Validity of Data**

Validity relates to the truthfulness of the data. The data is said to be valid if it measures accurately what it is intended to measure. The criteria of data validity for the research are suggested by some experts. In this research the writer uses the
criteria for the validity of action research that was suggested by Anderson, Herr and Nihlen. Here are the criteria as follow: 5

• Democratic validity, the data presents an accurate representative of the multiple perspectives of those involved.
• Outcome validity, the data leads to resolution of the problem under investigation.
• Process validity, the data is conducted in a “dependable” and competent manner.
• Catalytic validity, the data lead to understanding, action and transformation.
• Dialogic validity, the data is peer reviewed as part of the process.

F. Technique of Data Analysis

In data analysis, the data derived from observation and interviews were conducted by the researcher to make her easier in reporting the research report. Then those data were used to support the research question.

Meanwhile, to answer the research question the writer analyzed the data from the test and questioner. After knowing the student’s individual score the writer analyzed the average of students’ score per action within one cycle, the writer uses the formula:6

\[ \bar{X} = \frac{\sum x}{n} \]

\( \bar{X} \) : mean  
\( x \) : individual score  
\( n \) : number of students

Then, to get the class percentage which passes the KKM 67, the writer uses the formula:7

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

\( P \) : the class percentage
\( F \) : total percentage score
\( N \) : number of students

The last, to get the improvement score from the pre-test up to posttest score in cycle 1 and cycle 2, it uses the formula.\(^8\)

\[ P = \frac{y_1 - y}{y} \times 100 \% \]

\( P \) : percentage of students’ improvement
\( y \) : pre-test result
\( y_1 \) : post-test

\[ P = \frac{y_2 - y}{y} \times 100 \% \]

\( P \) : percentage of students’ improvement
\( y \) : pre-test result
\( y_2 \) : post-test 2

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CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter presents the research findings and the discussion based on the analysis of the data collected from the implementation of Contextual Teaching Learning to improve students’ ability in using the simple past tense in two cycles. Related to the research finding, it can be seen in four parts referring to the students’ participation, the students’ achievement score in learning simple past, students’ responses and teacher’s responses to the implementation of Contextual Teaching Learning.

A. Research Finding

1. Students’ Participation in Teaching-Learning Process

In getting the data on the students’ participation in the teaching learning process, the researcher utilized the observation. The observation consisted of three categories; students’ activity, students’ involvement and the teacher response. The observation was held into two sections; in the preliminary study and during the action of each cycle.

In the preliminary study, the result of the researcher observation notes showed some findings such as; only few of the students responded to the teachers’ question about the use of the simple past tense, while the rest of them just kept silent and kept their ideas and feeling on their mind. Moreover, the students were not actively involved in teaching-learning activities of simple past tense. Meanwhile, the teacher seems dominated the teaching learning process at the time.

Furthermore, in the 1st meeting of the first cycle, the result of the observation shown that there was no improvement since the students still did not care to the teacher explanation and they are still hard to understand the
material of the simple past tense. It can be seen from their exercises, they are still influenced with the concept of simple present tense in making the sentence of the simple past tense. Next, after going through 2nd meeting, there was slight improvement. It could be seen on the result of the observation, the researcher noticed some students become more active and fully paid attention to the teacher’s explanation. It can be represented that most of students could answer the teacher questions correctly related to the reviewing of the last material.

Based on the observation for those two meetings in the first cycle, it can be inferred that there was a good improvement on the students’ involvement in teaching learning process. However, the teacher and the researcher did not satisfy yet with the result. Hence, they conducted the 3rd and 4th meeting in the second cycle in order to reach the criteria of action success.

In the 3rd and 4th meeting, the observation notes showed that the students seem enthusiastic and feel easy to write some sentences in the simple past form. They were motivated and enjoyed the teaching learning process, especially when the teacher asked them to work in a group.

In sum up, the result of data analysis indicated that the students’ participation or involvement in teaching learning was success, because it came up the criterion of the success that the Contextual Teaching Learning can creates classroom atmosphere that gives students joyful learning experience and can motivate students to sustain life-long self learning.

2. The Students’ Achievement Score in Learning Simple Past Tense

The data on students’ achievement score were obtained from students’ score of pretest, post test 1 and post test 2. The students’ score of pretest, post test 1 and post test 2 are illustrated into a table as following:
### Table 4.1
The Students' Score of Pretest, Posttest 1, and Posttest 2

<table>
<thead>
<tr>
<th>STUDENTS' NUMBER</th>
<th>PRETEST</th>
<th>CYCLE 1 POSTTEST</th>
<th>CYCLE 2 POSTTEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>48</td>
<td>52</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>52</td>
<td>56</td>
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<td>4</td>
<td>72*</td>
<td>76*</td>
<td>88*</td>
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<td>5</td>
<td>24</td>
<td>52</td>
<td>68*</td>
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<tr>
<td>6</td>
<td>76*</td>
<td>92*</td>
<td>96*</td>
</tr>
<tr>
<td>7</td>
<td>56</td>
<td>68*</td>
<td>72*</td>
</tr>
<tr>
<td>8</td>
<td>36</td>
<td>52</td>
<td>64</td>
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<tr>
<td>9</td>
<td>64</td>
<td>72*</td>
<td>76*</td>
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<tr>
<td>10</td>
<td>56</td>
<td>68*</td>
<td>72*</td>
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<td>11</td>
<td>60</td>
<td>68*</td>
<td>72*</td>
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<tr>
<td>12</td>
<td>76*</td>
<td>80*</td>
<td>84*</td>
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<tr>
<td>13</td>
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<td>14</td>
<td>52</td>
<td>64</td>
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<tr>
<td>15</td>
<td>60</td>
<td>72*</td>
<td>76*</td>
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<tr>
<td>16</td>
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<td>52</td>
<td>60</td>
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<tr>
<td>17</td>
<td>52</td>
<td>60</td>
<td>68*</td>
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<tr>
<td>18</td>
<td>44</td>
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<td>19</td>
<td>60</td>
<td>68*</td>
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<td>22</td>
<td>20</td>
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<td>23</td>
<td>48</td>
<td>52</td>
<td>64</td>
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<td>24</td>
<td>40</td>
<td>56</td>
<td>68*</td>
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<td>25</td>
<td>48</td>
<td>50</td>
<td>68*</td>
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<td>26</td>
<td>52</td>
<td>68*</td>
<td>76*</td>
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<tr>
<td>27</td>
<td>52</td>
<td>68*</td>
<td>72*</td>
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<tr>
<td>28</td>
<td>68*</td>
<td>76*</td>
<td>88*</td>
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<tr>
<td>29</td>
<td>40</td>
<td>56</td>
<td>60</td>
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<tr>
<td>30</td>
<td>72*</td>
<td>80*</td>
<td>84*</td>
</tr>
<tr>
<td>31</td>
<td>76*</td>
<td>72*</td>
<td>92*</td>
</tr>
<tr>
<td>32</td>
<td>56</td>
<td>72*</td>
<td>78*</td>
</tr>
</tbody>
</table>
Based on the table of the students’ score in pretest, posttest 1 and posttest 2, the writer would like to give some explanations. The pretest is held on before the implementing of the action. It functions to measure students’ ability in using the simple past tense. The test was conducted on Friday 14 May 2010. There were 25 questions. It started from 11.30 a.m. until 12.00 a.m.

After getting students’ score, the writer calculated to get the mean score of the pre test and the percentage of students who passed the KKM. The calculation is used as following.

\[
\overline{X} = \frac{\sum_{i=1}^{n} X_i}{n}
\]

\[
\overline{X} = \frac{2044}{39}
\]

\[
\overline{X} = 52.41
\]

From that computation, the mean score of the class in pretest is 52.41. It means that the students’ achievement score of simple past tense before implementing Classroom Action Research (CAR) is 52.41.

Then, the calculation to get the percentage of student who passed the KKM score, the writer computes by using the formula as follow:
From that computation, the students’ score percentage in the pretest is 15.38%. It means that there are 6 students who pass the KKM and there are 33 students are still below the KKM. It could be seen that students’ ability in using the simple past tense was still low because the score didn’t fulfill yet the target score that is students could pass KKM (67).

Furthermore, in cycle 1, after getting students’ score in the posttest 1, the writer analyzed the data in order to compare the result between pretest and posttest 1. First of all, the writer wants to know the mean score of the posttest 1. It is calculated as follow:

\[
\bar{X} = \frac{\sum x}{n}
\]

\[
\bar{X} = \frac{2430}{39}
\]

\[
\bar{X} = 62.31
\]

From that calculation, the result showed that the means score for the post test 1 is 62.31. It proves that there are some improvements from the pretest mean score. It could be seen from the pretest mean score (52.41) to the mean score of posttest 1 (62.31). It improves 9.9 (62.31– 52.41).

Then, to know the percentage of students who passed the KKM. It uses the calculation as following.
\[ P = \frac{F}{N} \times 100\% \]

\[ P = \frac{17}{29} \times 100\% \]

\[ P = 43.58\% \]

From that computation, the class percentage which passes the KKM is 43.58%. It means that in the cycle 1 of Classroom Action Research (CAR), there are 17 students who passed the KKM and there are 12 students whose score are below the KKM. The class percentage of posttest 1 shows some students’ improvement of the class percentage in the pretest (15.38%). The students’ improvement which passes the KKM is 28.2% (43.58% - 15.38%).

Next, the percentage of students’ improvement score could be explained from the following computation:

\[ P = \frac{\bar{Y}_1 - \bar{Y}}{\bar{Y}} \times 100\% \]

\[ P = \frac{62.31 - 52.41}{52.41} \times 100\% \]

\[ P = 18.88\% \]

Based on the result above, the percentage of students’ improvement score from the pretest to the posttest 1 is 18.88%. It means that the score in the cycle 1 has improved 18.88% from the pretest score.

In cycle 2, the writer uses the same ways to know the means score of posttest 2, students’ improvement which passed the KKM score and the percentage of students’ improvement score from posttest 1 to posttest 2. Here is the calculation to get the mean score of the posttest 2 as following:
\[ \bar{X} = \frac{\sum x}{n} \]

\[ \bar{X} = \frac{2788}{39} \]

\[ \bar{X} = 71.49 \]

The calculation showed that the means score for the posttest 2 is 71.49. It shows that there are some students’ improvements scores from the mean score of posttest 1 (62.31).

Then, to know the percentage of students who passed the KKM. It uses the calculation as following.

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

\[ P = \frac{28}{29} \times 100\% \]

\[ P = 71.79\% \]

From the calculation, the percentage of students who passed the KKM score is 71.79 %. It means there improvement percentage from the posttest 1 is 28.21 % (71.79% − 43.58 %). In the post test 2, there are 28 students who passed the KKM score.

Next, to know the percentage of students’ improvement score could be explained from the following computation:

\[ P = \frac{Y_2 - Y}{Y} \times 100\% \]

\[ P = \frac{71.49 - 52.41}{52.41} \times 100\% \]

\[ P = \frac{19.08}{52.41} \times 100\% \]

\[ P = 36.40\% \]

Based on that computation, it could be seen that the posttest 2 improves 36.40% from the pretest.
As the result, the Contextual Teaching Learning improved the students’ ability in using the simple past. It was indicated by a number of students who passed the KKM score more than 70%, meaning that it has already met the criterion of success.

3. The Students’ Responses to the Implementation of Contextual Teaching Learning

To get the data on the students’ response to the implementation of the technique, the researcher utilized questionnaire which consisted of 10 statements. The statement covered three categories: they are the students’ feeling toward understanding the simple past tense, the implementation of the method and the effects of Contextual Teaching Learning to knowledge improvement and grammar skill.

The researcher delivered the questionnaire to the students in two sessions; before the implementation of the action and after the implementation the action. Then, she compared the result to know whether the student felt satisfied or unsatisfied with the approach and whether this study was success or not. The detailed percentage of the students’ response before the implementation of contextual teaching and learning is presented into a table as following.
### Table 4.2
#### The Result of Pre Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>Yes</th>
<th>Percentage</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students felt satisfied with their English score</td>
<td></td>
<td>15</td>
<td>38.4%</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>Students like to learn the English grammar</td>
<td></td>
<td>10</td>
<td>25.6%</td>
<td>29</td>
</tr>
<tr>
<td>3</td>
<td>Students felt motivated in learning the simple past</td>
<td></td>
<td>8</td>
<td>20.5%</td>
<td>31</td>
</tr>
<tr>
<td>4</td>
<td>Students understood the simple past tense easily</td>
<td></td>
<td>7</td>
<td>17.9%</td>
<td>32</td>
</tr>
<tr>
<td>5</td>
<td>Student have the difficulty in using different subject in the simple past tense</td>
<td></td>
<td>13</td>
<td>33.3%</td>
<td>26</td>
</tr>
<tr>
<td>6</td>
<td>Students could remember the formula of the simple past</td>
<td></td>
<td>10</td>
<td>25.6%</td>
<td>29</td>
</tr>
<tr>
<td>7</td>
<td>Students could do the exercise was given by the teacher about the simple past.</td>
<td></td>
<td>10</td>
<td>25.6%</td>
<td>29</td>
</tr>
<tr>
<td>8</td>
<td>The students do the English exercise individually</td>
<td></td>
<td>6</td>
<td>15.3%</td>
<td>33</td>
</tr>
<tr>
<td>9</td>
<td>The students do the English exercise in group</td>
<td></td>
<td>34</td>
<td>87.1%</td>
<td>5</td>
</tr>
<tr>
<td>10</td>
<td>The students use the simple past in their life</td>
<td></td>
<td>2</td>
<td>5.12%</td>
<td>37</td>
</tr>
</tbody>
</table>

*Adapted from students’ answer sheet*

Based on the result of pre questionnaire before the implementation of CAR, the writer would like to give some explanations. The pre questioner was administered on May 14th, 2010. Referring to the result of the data, generally it was found that students still have low motivation in learning the simple past.
tense and most of them still have difficulties in using the simple past tense meaningfully.

The result on the questionnaire revealed that from the first statement 61.5% (24 students) did not feel satisfied with their English score and only 38.4% (15 students) who feel satisfied. To statement number 2, only 25.6% (10 students) like to learn English grammar and 74.3% (29 students) did not like to learn English. Relating to the statement number 3, 79.4% (31 students) said that they didn’t feel motivated in learning simple past tense, it means that only 20.5% (8 students) who feel motivated of the material. For the statement number 4, only 17.9% (7 students) can understand the simple past tense easily and 82.0% (32 students) are hardly to understand. Then, for the statement number 5, 66.6% (26 students) have the difficulty in using different subject in the simple past tense and only 33.3% (13 students) didn’t have the difficulty. Next, for the statement number 6, it showed that only 25.6% (10 students) could remember the formula of the simple past. The responses for the next statement, number 7, showed that 74.3% (29 Students) could do the exercise was given by the teacher about the simple past. To the statement number 8, 84.6% (33 students) didn’t do the English exercise individually. Responding to the next statement number 9 showed that 87.1 % (34 students) do the English exercise in group. The responses to the last statement, number 10, showed that only 5.12% (2 students) use the simple past in their life.

Regarding to the result above, it can be concluded that students’ ability and students’ motivation in learning the English grammar especially the simple past tense is still low and there was a need for the researcher to implement Contextual Teaching Learning in order to improve students’ ability and motivation.

Next, after implementing the action the writer also gave students questionnaire. The questioner covers three categories: the students response in teaching learning process (question number 1- 4), the second categories was the result of students’ writing activity (question number 5- 6), the last
categories was the solution of the problem in teaching grammar (question number 7-10). The result of post questioner was as follow:

**Table 4.3**

**The Result of the Post Questionnaire**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>The Result of students’ answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Student like the material of simple past test.</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>The teaching learning process was better than before the implementation of CTL</td>
<td>32</td>
</tr>
<tr>
<td>3</td>
<td>The students felt motivated in teaching learning process after the implementation of CTL</td>
<td>35</td>
</tr>
<tr>
<td>4</td>
<td>The strategy was suitable with the students’ expectation.</td>
<td>33</td>
</tr>
<tr>
<td>5</td>
<td>The students could remember the formula of simple past easier than before.</td>
<td>27</td>
</tr>
<tr>
<td>6</td>
<td>The students could do the exercise of simple past easier than before</td>
<td>29</td>
</tr>
<tr>
<td>7</td>
<td>The teacher gave opportunity to the students to work in group.</td>
<td>39</td>
</tr>
<tr>
<td>8</td>
<td>Students used the opportunity to give question</td>
<td>29</td>
</tr>
<tr>
<td>9</td>
<td>The students ability in making the sentence was better that before the implementation of CTL</td>
<td>30</td>
</tr>
<tr>
<td>10</td>
<td>The strategy could help the students to implement it in their daily life.</td>
<td>20</td>
</tr>
</tbody>
</table>

*Adapted from students’ answer sheet*
In the first category, it showed that here were 35 students (89%) like the teaching learning process, especially in the material of simple past. Then, there were 32 students (82%) felt that the teaching learning process was better that before doing the implementing. Next, it showed that 35 students felt motivated in teaching learning process. After that, it showed that 33 students (84.6%) stated that the CTL was suitable to teach grammar.

In the second category showed that 27 students (69.2%) stated that CTL could help student in remember the formula of simple past tense. Then, there were 29 students (74.3%) agreed that CTL could do the exercise easily after the teacher implemented the CTL in teaching the simple past.

Then, in the last category, the data showed that all of the students (100%) stated that the teacher gave opportunity for them to work in a group. Then, there were 29 students (74.3%) stated that they used the opportunity to give question to the teacher in teaching learning process. After that, there were 30 students (76.9%) stated that their ability in making the sentences was better after the teacher implemented the CTL. The last question in this category showed that 20 students (51.2%) implemented the simple past tense in their real life.

After discussing all the data conducted before and after implementing the action, generally it can be conclude that there was improvement since most the students really responded positively and the research has already met the criterion of action success.

4. The Teacher’s Responses to the Implementation of Contextual Teaching Learning

The data on the teacher’s responses to the implementation of Contextual Teaching Learning were obtained from the interview. The researcher delivered the interview to the teacher in two sessions; before the
implementation of the action and after the implementation the action. Here, the writer would like to give some explanation related to the result of both interview.

Pre interview was held on Friday, March 19th 2010. Here, the writer asked to the teacher some questions which divided into three categories. Those were the general condition in English class primarily on students’ achievement and performance, the difficulties faced by students in understanding English grammar, and the kinds of strategies implemented by the teacher previously before Classroom Action Research (CAR) in solving the students’ difficulties in understanding.

For the first category, it discussed the general condition in English class primarily on students’ opinion about the English teaching learning process. The teacher stated that some of students thought that English is a complicated subject. Moreover, the teacher stated that Minimum Mastery Criterion- *Kriteria Ketuntasan Minimal* (KKM) for English subject is 67 and she also stated that most of students were hardly to pass the criterion.

Then, the second category discussed the students’ difficulties in grammar understanding. Relating to the grammar, the teacher stated that for this semester, there are some tense should be delivered to the students such as present tense, present continuous tense, past tense, future tense and present perfect tense. The teacher mentioned the difficulties in understanding grammar for some students in VIII-6 class in understanding kinds of sentence especially in remembering the formula of each sentence.

The last category is related to the teacher’s strategy in teaching grammar previously to solve the students’ difficulties in understanding and using the sentence. It was found that the teacher often took the grammar materials from students’ handbook (called LKS) and the English text book served by the school. At last, the teacher suggested to the writer to implement
Contextual Teaching Learning in improving students’ ability in grammar. It is compatible with kind of tense such as simple past tense.

Next, the writer also delivered the interview with the teacher after implementing the CAR. It was conducted on Tuesday, June 1st 2010. It was to know the teacher’s response to the implementation of the Contextual Teaching Learning. In this case, the writer divided into three criteria of questions. Those were the general condition in English class during Classroom Action Research, the difficulties in implementing story mapping technique during Classroom Action Research (CAR), and the strategy that had been used to overcome the revised plan.

The first category was the general condition in English class during the action. The teacher said that the students’ condition were better than before. In this sense, they could more enthusiastic in giving their opinion. Furthermore, they could easily to understand the material of the simple past tense.

The second category was the difficulty of the teacher in implementing story mapping technique during Classroom Action Research (CAR). The teacher said that at the first time, she will get difficulty in making the appropriate lesson plan according to the principle of Contextual Teaching Learning.

The third category was how the teacher overcomes the problems and difficulties using Contextual Teaching Learning as the approach during the CAR. In this case, the teacher should know the students’ competence well before the implementing the action.

In a nutshell, considering the result of those interviews showed that the English teacher responded positively to the implementation of Contextual Teaching Learning.
B. Discussion

This part presents the discussion of the teaching the simple past tense through contextual teaching and learning. The discussion is based on how contextual teaching and learning approach can improve students’ ability in using the simple past.

The finding of this study has proven that contextual teaching and learning can improve students’ ability in using the simple past. It can be seen from interpretation of the test result. In the pre test, the students mean score was 52.41. Meanwhile, the percentage of the student who passed the KKM is 15.38 %. Then, the writer got the mean score in the posttest of the cycle 1 is 62.31. It can be seen that there were the improvement score from the pretest to the posttest. However, the writer and the teacher need to continue to the next cycle because the students who passed the KKM score in the first cycle did not achieve the target yet. Then, the mean score in the post test of cycle 2 was 71.49. It shows the students’ improvement score 9.18 (71.49 – 62.31) from the post test 1. Meanwhile, the class percentage which passes the KKM is 71.79 %. It can be conclude that the post test of cycle 2 has fulfilled the target of CAR success, that is above 70 % could pass the KKM.

Besides, improving the students’ score, this approach can also increase the students’ involvement; it was found that most of the students were actively in the teaching learning process at the end of cycle 2 and based on the result of post questionnaire there was the improvement regarding the students’ response to the implementation of the CTL.

To sum up, after implementation of contextual teaching learning in two cycles, the students’ ability in using the simple past was improved and the students become more actively in the teaching and learning process.
CHAPTER V
CONCLUSION AND SUGGESTION

After presenting the finding and the discussion in the previous chapter, the writer will draw the conclusion and offer some suggestions based on the research that was done at the 8th grade students of SMPN 17 Tangerang Selatan.

A. Conclusion

Related to the research conducted at the 8th grade students of SMPN 17 Tangerang Selatan, the writer concludes that the implementation of Contextual Teaching Learning can improve students’ ability in using simple past tense. It can be seen from the result of data gained from the quantitative study; test result (pretest and posttest) and questionnaire result, and qualitative study; observation and interview result.

Related to quantitative study; First it is derived from the test result. The pretest gains 6 students (15.38%) who passed the KKM score (67). Meanwhile, the result of the post test 1 is 17 students (43.58%) who have already passed the KKM. Then, the result of the post test 2 is 28 students (71.79%) who have already achieved the target score of KKM. Second, based on the questionnaire result, it was found that most of the students were responded positively to the implementation of Contextual Teaching Learning in teaching simple past tense.

Related to qualitative study; First it is derived from the observation result in which the Contextual Teaching Learning is successful in improving students’ participation in the teaching simple past tense. They seem more enthusiastic in the teaching learning process rather than before the implementation of the approach. Second, based on the interview result with the teacher, it can be known that students of grade 8.6 at SMPN 17 Tangerang Selatan are able to improve in using the simple past tense.
B. Suggestion

Based on the conclusion that has been mentioned above, the writer would like to give some suggestions. Those suggestions are addressed to the English teacher at SMPN 17 Tangerang Selatan and the future researchers.

To the English teacher, the teacher should be selective in choosing the materials especially in grammar aspect of tense and he/she should be also creative in connecting that material to the students real life because material is one of the external factors which can motivate students to learn joyfully.

To the future researchers, the Contextual Teaching Learning can be applied in other tenses. For example in simple present tense, students will be interested if the context of the text that they learn is familiar with their real life. Hopefully, there will be further research to implement the Contextual Teaching Learning in other kinds of tenses.
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APPENDICES
Interview Guidelines for the Needs Analysis (Before CAR)  
(Friday, March 19th 2010)

R : The researcher
T : The teacher

A. Kategori kondisi umum kelas

R : Bagaimana tanggapan siswa Ibu selama ini dalam proses pembelajaran Bahasa Inggris?
R : Berapa nilai KKM untuk pelajaran Bahasa Inggris? Dan bagaimana hasil perolehan nilai Bahasa Inggris siswa Ibu?
T : KKM untuk pelajaran Bahasa Inggris yaitu 67. Hasil perolehan siswa juga bervariasi ada yang sudah melampaui KKM, ada yang mencukupi KKM ada juga yang belum mencukupi nilai KKM.

B. Kategori kesulitan siswa yang dialami

R : Skill Bahasa Inggris apa yang dianggap paling sulit oleh siswa?
T : Kemampuan siswa sangat beragam, beberapa siswa menyatakan bahwa mereka merasa lemah dalam listening dan reading skill, ada juga yang menyatakan bahwa mereka kesulitan dalam hal grammar.
R : Untuk semester ini, jenis grammar apa saja yang harus mereka kuasai? dan jenis grammar apa yang sudah Ibu berikan?
T : Mengacu kepada silabus untuk semester genap ini siswa diharapkan bisa menguasai beberapa jenis grammar diantaranya; present tense, present continuous tense, past tense, future tense dan present perfect tense.
R : Ketika mengerjakan soal Grammar kesulitan apa yang kiranya dialami oleh siswa?
T : Kesulitan yang paling dominan saat mengajarkan grammar ialah dalam membedakan jenis-jenis kalimat. Kesulitan dalam menghafal formula kalimat.

R : Menurut Ibu, apa saja penyebab kesulitan yang dialami oleh siswa Ibu?

T : Banyak hal yang menyebabkan siswa kesulitan dalam memahami materi grammar. Namun yang paling inti ialah kurangnya mereka berlatih.

C. Kategori strategi pengajaran didalam Grammar

R : Darimana Ibu mendapatkan contoh-contoh kalimat dalam pengajaran grammar?

T : Dalam memberikan contoh-contoh kalimat saya mengambil dari buku paket, LKS, dan dari berbagai sumber yang lainnya.

R : Memangnya, teknik mengajar seperti apa yang sudah Ibu gunakan dalam hal grammar skill?

T : Saya menggunakan three-phase technique dalam pengajaran bahasa Inggris di kelas.

R : Lalu, jenis grammar apa yang Ibu sarankan untuk digunakan dalam penelitian ini?

T : Teks yang diajarkan untuk siswa kelas VIII saat ialah narrative dan recount. Jenis grammar yang berhubungan dengan teks tersebut ialah simple past tense, dan dilihat dari banyaknya siswa yang mengalami kesulitan dalam penggunaannya, maka saya menyarankan untuk menggunakan simple past tense sebagai materi dalam penelitian ini.
Interview Guidelines for the Needs Analysis (After CAR)
(Tuesday, 1st June 2010)

R : The researcher
T : The teacher

A. Kategori kondisi umum kelas
R : Bagaimana kondisi siswa Ibu dalam pembelajaran *simple past tense* setelah menggunakan *Contextual Teaching Learning Approach*?
T : *Mereka terlihat lebih bersemangat, mulai berani mengungkapkan pendapat meskipun kelancaran berbahasanya masih kurang.*
R : Apakah Ibu merasa termotivasi setelah menggunakan *Contextual teaching approach* dalam pembelajaran di kelas?
T : *Sudah pasti iya, selama ini saya hanya terpaku kepada buku teks, hanya sesekali mencari materi atau contoh-contoh sesuai dengan konisi mereka.*
R : Bagaimana kemampuan pemahaman grammar siswa Ibu setelah menerapkan pendekatan pembelajaran kontekstual?
T : *Terlihat mereka lebih mudah dalam memahami materi yang disampaikan. Mudah-mudahan kondisi ini bisa terus dipertahankan.*

B. Kategori kesulitan yang dialami
R : Apakah Ibu mengalami kesulitan dalam menerapkan pembelajaran yang kontekstual?
T : *Lumayan agak repot yah.*
R : Apa penyebab dari kesulitan dalam menerapkan pembelajaran berbasis kontekstual?
T : *keberagaman kemampuan siswa yang ada dikelas membuat agak sedikit sulit dalam merancang lesson plan, karna seperti kita ketahui prinsip CTL ialah menyatakan keberagaman yang ada dikelas.*
C. Kategori strategi untuk mengalami kesulitan

R : Setelah mengetahui kesulitan yang Ibu hadapi dalam penerapan pembelajaran berbasis contextual, maka bagaimana cara Ibu mengatasi kesulitan-kesulitan tersebut?

T : mengetahui benar kemampuan siswa yang akan diajarkan.
Observational Notes for Need Analysis

Action : Pre-observation
Date : Friday, March 19th and 26th 2010
Time : 10.40 A.M – 12.00 A.M
Topic : The use of simple past tense

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening to the teacher’s explanation about the formula of simple past tense.</td>
<td>Students’ are involved in Individual work. Students look a picture of a mess room then they have to guess what the owner did.</td>
<td>The teacher explained the formula of simple past tense, delivered some examples and ask student to change the sentence into negative and interrogative form.</td>
<td>Most of students didn’t work together. Most of students cheated each other and the teacher ignored them. Most of students seemed not understand how to write the question because the teacher’s direction was probably so fast and unclear.</td>
</tr>
<tr>
<td>Doing exercise in individual work (LKS)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observational Notes for Need Analysis

Action : 1st of 1st cycle
Date : Monday, May 17th 2010
Time : 10.40 A.M – 12.00 A.M
Topic : The use of simple past tense

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
</table>
| - Listening to the teacher’s explanation about the formula of simple past tense. | Students’ are involved in:  
- Pairs work  
- Individual work  
- Students look a picture of a mess room then they have to guess what the owner did. | The teacher explained the formula of simple past tense, concerning yes/no question and Wh-question, and engages students to make some questions. | Most of students didn’t pay attention to the teacher’s explanation |
| - Doing exercise in individual work (make some questions based on the picture). | | | Most of students didn’t work together |
| - Doing exercise in pairs; to make a conversation based on their questions before. | | | Most of students cheated each other and the teacher ignored them |
| - Doing exercise in pairs to make a report based on their conversation. | | | Most of students seemed not understand how to write the question because the teacher’s direction was probably so fast and unclear |
Observational Notes for Need Analysis

Action: 2\textsuperscript{nd} of 1\textsuperscript{st} cycle
Date: Friday, May 21\textsuperscript{th} 2010
Time: 10.40 A.M – 11.20 A.M
Topic: The use of Simple past tense

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Reviewing the formula of simple past tense</td>
<td>• Students’ are involved in:</td>
<td>The teacher explained again the formula of simple past tense, concerning on the</td>
<td>• Some students could answer the teacher’s questions correctly related</td>
</tr>
<tr>
<td>• Doing exercise in individual work (make a statement based on the word card)</td>
<td>- Individual work</td>
<td>use of regular verb, and engage students to make a sentence in simple past tense</td>
<td>to the reviewing of the last material</td>
</tr>
<tr>
<td>• Doing exercise in group work (group of ten); to play ‘chain events’</td>
<td>- Group work</td>
<td>form based on their word card</td>
<td>• Some students seem enthusiastic to write the sentence in simple past</td>
</tr>
<tr>
<td>• Doing the evaluation (post-test 1 of CAR)</td>
<td>- Students make a sentence in simple past form.</td>
<td></td>
<td>tense form.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students did the post-test 1 individually</td>
</tr>
</tbody>
</table>
# Observational Notes for Need Analysis

Action: 1st of 2nd cycle  
Date: Monday, May 24th 2010  
Time: 10.40 A.M – 12.00 A.M  
Topic: The Use of simple past tense

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Reviewing the formula of simple past tense</td>
<td>- Students’ are involved in:</td>
<td>The teacher explained again the formula of simple past tense, concerning on the</td>
<td>- The teacher asked some question related to the concept of simple</td>
</tr>
<tr>
<td>- Doing exercise in individual work (makes some</td>
<td>- Individual work</td>
<td>use of irregular verb and engage students to make a sentence in simple past tense</td>
<td>past tense and most of students could answer the teacher’s questions</td>
</tr>
<tr>
<td>sentences based on their activity on holiday)</td>
<td>- Group work</td>
<td>form based on their activity on holiday.</td>
<td>correctly</td>
</tr>
<tr>
<td>- Doing exercise in group work (group of four);</td>
<td></td>
<td></td>
<td>- Some students seem enthusiastic and feel easy to write the sentence</td>
</tr>
<tr>
<td>arrange some word to make good sentences.</td>
<td></td>
<td></td>
<td>- The students discussed actively in their group; most of them spoke out</td>
</tr>
<tr>
<td>- Scoring</td>
<td></td>
<td></td>
<td>their arguments.</td>
</tr>
<tr>
<td>- Play “tic tac toe” related to the subject</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students’ participation was active both in individual and group work. The teacher asked some questions related to the concept of simple past tense and most of students could answer the teacher’s questions correctly. Some students seem enthusiastic and feel easy to write the sentence. The students discussed actively in their group; most of them spoke out their arguments.
Observational Notes for Need Analysis

Action : 2\textsuperscript{nd} of 2\textsuperscript{nd} cycle
Date : Monday, May 31\textsuperscript{th} 2010
Time : 10.40 A.M – 12.00 A.M
Topic : The use of simple past tense

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing the formula of simple past tense</td>
<td>Students’ are involved in: - Group work</td>
<td>The teacher explained again the formula of simple past tense, concerning on the use of irregular verb and engage students to make a sentence in simple past tense form</td>
<td>The teacher asked some question related to the concept of simple past tense and most of students could answer the teacher’s questions correctly</td>
</tr>
<tr>
<td>Doing exercise in group work (group of three); make sentence based on the clue that given by the teacher</td>
<td>Ss make sentences based on the clue.</td>
<td></td>
<td>Some students seem enthusiastic and feel easy to write the sentences</td>
</tr>
<tr>
<td>Discussing the result</td>
<td></td>
<td></td>
<td>The students discussed actively in their group; most of them spoke out their arguments.</td>
</tr>
<tr>
<td>Scoring for group work</td>
<td></td>
<td></td>
<td>The students did the post-test 2 of CAR individually</td>
</tr>
<tr>
<td>Doing the evaluation (post-test 2 of CAR)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A. Choose the correct answer by crossing a, b, c, or d!

1. Leonardo ………… born on November 11, 1974 in Los Angeles.
   a. is c. are
   b. was d. were

2. Mr. Bayu and Mrs. Ratna …….. in Bangkok last weekend.
   a. was c. are
   b. stayed d. stay

3. The tailor finished sewing my trousers…
   a. Last week c. now
   b. tomorrow d. next week

4. Ben …….. with his girlfriend last night.
   a. Wasn’t c. aren’t
   b. Weren’t d. isn’t

5. Did Rudy leave any message for me?
   a. Yes, he does. c. coming
   b. Yes, he do d. come
   c. No, he doesn’t
   d. No, he didn’t

6. Doel : when did you arrive in this city?
   a. Wasn’t c. aren’t
   b. Weren’t d. isn’t

Mandra : Yesterday afternoon, at about 3 o’clock

Doel : Where did you spend the night?
Mandra : I …….. in the Syahid Hotel

7. Antonio : What did you …….. for your mother?
   a. staying c. stays
   b. stayed d. stay

8. Andre didn’t …….. to school yesterday because his father passed away.
   a. did not c. do not
   b. does not d. not

9. Rahmat …….. fight with Anto yesterday.
   a. did not c. do not
   b. does not d. are not

10. Tania couldn’t go home, so she …….. a letter to her Mom.
    a. Writes c. written
    b. Wrote d. writing

B. Change the word in the parentheses with the correct simple past tense!

When I ______ was ______ (be) child, we ______ (not stay) inside watching TV in hot weather. We ______ (not own) an air conditioner, we ______ (stay) outside on the porch for hours. We ______ (play) games or ______ (look) at comic books. My dad ______ (sit) in his chair and ______ (drink) a coffee. Sometimes he ______ (try) to do a crossword puzzle in the newspaper. Occasionally some neighbors ______ (visit) us in the porch. Then dad ______ (stop) reading the newspaper and discuss current events with them. They ______ (argue) about politics or economy. After my mom ______ (wash) the dinner dishes, she usually ______ (join) us on the porch. She and my father ______ (talk) about the houses, the neighborhood, and their kids. Sometimes she ______ (peel) apples.
A. Choose the correct answer by crossing a, b, c or d!

1. We ………surprise to meet you yesterday.  
a. are  c. was  
b. were  d. is  
2. Keyza …………..not happy when she got a good score in math.  
a. was  c. is  
b. Were  d. are  
3. I really enjoyed my trip to Jogia ………  
a. Next weekend c. last weekend  
b. Tomorrow d. next month  
4. ………… your mother born in Japan?  
a. do  c. was  
b. were  d. did  
5. A : Did Tedy call you last night?  
B : …………………  
a. Yes, he does  
b. No, he did  
c. Yes, he did  
d. No, he doesn’t  
6. She …… her mother from Thailand last night.  
a. call  c. called  
b. calls  d. is calling  
7. Mother : What did you eat at school?  
Angie : I ………… a doughnut  
a. eat c. eats  
b. ate d. eating  
8. Ratna didn’t ………………… her homework  
a. bring c. bringing  
b. brought d. brings  
9. I and my mother ………… cook fried chicken, we cooked fried rice yesterday.  
a. didn’t c. aren’t  
b. doesn’t d. isn’t  
10. Andrew : Did your girlfriend go to the cinema with her friend last night.  
Tony : No she didn’t. She ………… to the cinema with her sister.  
a. goes c. going  
b. went d. go

B. Change the word in the parentheses with the correct simple past tense!

Ayu met Ratna at school on Monday morning. They talked about their weekend.  
Ayu : Hi Ratna, How __ was (be) your weekend?  
Ratna : It __________(be) fun. I __________(have) a picnic to Taman Safari.  
Ayu : Well, I ________(see) you in the truck with your group.
Ratna : No, I ________ (not get) on the truck.
Ayu  : Really. Did you wear red T-shirt?
Ratna : No, I didn’t. I ________ (wear) blue T-shirt. Did you see me?
Ayu  : oh, I ________ (be) wrong
Ratna : It’s OK. How ________ (be) your weekend?
Ayu  : I ________ (not go) anywhere. I just ________ (stay) at home. I ________ (watch) my favorite film.
Ratna : by the way, I want to show you something.
Ayu  : What’s that?
Ratna : I ________ (take) some pictures when I ________ (be) in the zoo. (show the picture to Ayu)
Ayu  : What did the elephant do?
Ratna : The elephant ________ (dance) with their kids.
Ayu  : Wow, fantastic.,,,did you take the picture of tiger?
Ratna : No, I ________ (not take) the picture of tiger.
Ayu  : Why?
Ratna : Because I ________ (be) afraid, hahaha
Pre test

Name : ___________________   Day : ___________________
Class : ___________________   Date : ___________________

A. Choose the correct answer with by crossing a, b, c, or d!

1. ….. you born in Japan?
   a. is   c. are
   b. was   d. were

2. Mario …… at home last night.
   a. are   c. were
   b. is   d. was

3. Tasya : When did your relatives visit to your house?
   Jane : They visited …..
   a. now   c. last night
   b. next week   d. tomorrow

4. Bernard and Gemala ….. angry to me last week.
   a. are not   c. is not
   b. were not   d. did not

5. Jun : Did Anto and Wawa buy an English magazine.
   Angie : ……..
   a. No, they did
   b. No, they do
   c. No, they don’t
   d. No, they didn’t

6. Why did she ….. you last week?
   a. calls   c. call
   b. called   d. calling

7. Mr. Hendra ….. a present for his wife last night.
   a. bring   c. bringing
   b. brings   d. brought

8. Farel : Why are you crying Farhan?
   Farhan : Budi…..my English textbook
   a. tear   c. tearing
   b. tore   d. tears

9. Fitri ……. her room this morning.
   a. doesn’t lock   c. didn’t lock
   b. don’t lock   d. didn’t locked

10. The dog barked at me and ……..
    a. bite   c. bit
    b. biting   d. bites

11. …… Ratih watch my performance last night?
    a. Does   c. do
    b. Did   d. was

12. Bram : ……… games or sports did you play?
    a. Who   c. why
    b. What   d. when

13. I didn’t ……. to my mom about this money with me.
    a. Lay   c. lied
    b. Lie   d. lies

14. Shanti …..a good score in my test last meeting.
    a. Getting   c. gets
    b. Get   d. got

15. Teacher : Where were you last holiday?
    Student : I ……. on vacation in Spain
    a. Were   c. am
    b. Was   d. are
B. Change the word in the parentheses with the correct simple past tense!

16. I __________________________(lose) the key to my house yesterday.
17. Why ________________________(not tell) me about the problem?
18. She________________________(not back) home after class yesterday.
19. I ____________________________(be) with my family last night.
20. Jeremy ______________________(walk) to school this morning.
21. My parents ____________________(build) a new room onto their house.
22. He __________________________(buy) some flowers for his girlfriend.
23. They ________________________(be) happy to hear the news.
24. Mandra ________________________(not clean) his room this morning.
25. The President__________________(announce) the earthquake last night.
The Questionnaire for Students (Before CAR)

Nama : _______________        Kelas : _______________
Hari : _______________        Tanggal : _______________

Cara pengisian:
1. Tulislah nama dan nomor absen di tempat yang telah tersedia!
2. Berilah tanda tick (v) pada salah satu jawaban Ya atau Tidak!
3. Jawablah dengan jujur sesuai dengan keadaan!
4. Periksa kembali jawaban sebelum diserahkan kepada guru!

Pertanyaan.

<table>
<thead>
<tr>
<th></th>
<th>Ya</th>
<th>Tidak</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apakah kamu merasa puas dengan nilai pelajaran Bahasa Inggris yang kamu peroleh?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Apakah kamu menyukai belajar kaidah-kaidah Bahasa Inggris?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Apakah kamu merasa bersemangat ketika mengikuti pelajaran Bahasa Inggris materi simple past tense?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Apakah kamu dapat memahami materi simple past tense dengan cara pengajaran guru di dalam kelas selama ini?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Apakah kamu mengalami kesulitan dalam penggunaan subjek yang berbeda pada kalimat simple past tense?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Apakah kamu dapat mengingat formula atau rumus penggunaan simple past tense?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Apakah kamu dapat mengerjakan tugas yang diberikan oleh guru tentang simple past tense?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Apakah kamu mengerjakan tugas bahasa Inggris secara individual?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Apakah kamu mengerjakan tugas bahasa Inggris secara berkelompok?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Apakah kalimat-kalimat simple past tense yang kamu gunakan berkaitan dengan kehidupan sehari-hari?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 17 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII /Genap
Tema : Teenager’s life
Aspek /Skill : Writing and speaking
Alokasi Waktu : 2 x 40 menit
Jenis Teks : Fungsional
Tahun Pelajaran : 2009/2010

1. Standar Kompetensi

Menulis
(12) Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan.

II. Kompetensi Dasar

Menulis
(12.2) Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

III. Indikator

Siswa mampu:
1. Membuat daftar pertanyaan bentuk simple past tense sesuai dengan gambar
2. Menanyakan pertanyaan yang sudah dibuat
3. Merespon pertanyaan secara singkat

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:
1. Membuat daftar pertanyaan bentuk simple past tense sesuai dengan gambar
2. Menanyakan pertanyaan yang sudah dibuat
3. Merespon pertanyaan secara singkat
V. Materi Pembelajaran

Yes/ No Question and Short Answer

Simple past tense yes/ no question include didn’t before the subject. Note that the main verb in the question is in the simple form.

<table>
<thead>
<tr>
<th>Affirmative question</th>
<th>Example</th>
<th>Possible answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your mother <em>cook</em> last night?</td>
<td>Yes, she <em>did</em></td>
<td>No, she <em>didn’t</em></td>
</tr>
<tr>
<td>Did you <em>move</em> to a new apartment?</td>
<td>Yes, I <em>did</em></td>
<td>No, I <em>didn’t</em></td>
</tr>
<tr>
<td>Did you <em>go</em> to school yesterday?</td>
<td>Yes, they <em>did</em></td>
<td>No, they <em>didn’t</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative question</th>
<th>Example</th>
<th>Possible answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn’t she <em>rent</em> a video last night?</td>
<td>Yes, she <em>did</em></td>
<td>No, she <em>didn’t</em></td>
</tr>
<tr>
<td>Didn’t he <em>call</em> you at home?</td>
<td>Yes, he <em>did</em></td>
<td>No, he <em>didn’t</em></td>
</tr>
<tr>
<td>Didn’t they <em>paint</em> their house a few years ago?</td>
<td>Yes, they <em>did</em></td>
<td>No, they <em>didn’t</em></td>
</tr>
</tbody>
</table>

VI. Metode Pembelajaran / Teknik:

Three-phase technique.

VII. Langkah-langkah Kegiatan:

a. Kegiatan Pendahuluan
   - Greeting (memberi salam dan tegur sapa)
   - Tanya jawab berbagai hal terkait kondisi siswa
   - Mengabsen siswa
   - Review pelajaran sebelumnya
   - Penjelasan tentang topik yang akan dibahas

b. Kegiatan Inti
   - Menjelaskan bentuk yes/ no question and short answer bentuk *simple past tense*.
   - Guru memperlihatkan gambar kepada siswa
   - Siswa secara individual membuat pertanyaan berdasarkan gambar
   - Siswa berpasangan tanya jawab untuk pertanyaan yang sudah dibuat.
   - Siswa menulis jawaban dalam bentuk kalimat sempurna.
- Guru memberikan penilaian

c. **Kegiatan Penutup**
   - Menyimpulkan materi pembelajaran
   - Menanyakan kesulitan siswa saat KBM

VIII. **Sumber Belajar**

b. Syllabus SMP kelas VIII
c. Gambar

IX. **Penilaian**

a. Teknik : dialog
b. Bentuk : Instruksi
c. Instrument :
   - Make some questions based on the picture that showed by the teacher (gambar terlampir)
   - Student could ask the questions to their partner
   - Rewrite their answer in complete sentence.

X. **Pedoman Penilaian**

Nilai maksimal masing-masing elemen = 25
Nilai maksimal = 100

**Rubrik penilaian**

<table>
<thead>
<tr>
<th>Elemen</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diction</td>
<td>25</td>
</tr>
<tr>
<td>Spelling</td>
<td>25</td>
</tr>
<tr>
<td>Grammar</td>
<td>25</td>
</tr>
<tr>
<td>Performance</td>
<td>25</td>
</tr>
</tbody>
</table>
Lampiran gambar
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 17 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII /Genap
Tema : My day
Aspek /Skill : Writing
Alokasi Waktu : 2 x 40 menit
Jenis Teks : Fungsional
Tahun Pelajaran : 2009/2010

1. Standar Kompetensi

   Menulis
   (12) Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan.

II. Kompetensi Dasar

   Menulis
   (12.2) Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengna menggunakan ragam bahasa tulis secara akurat, lancer dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

III. Indikator

   Siswa mampu:
   1. Mengidentifikasi kalimat simple past tense
   2. Membuat kalimat singkat dalam bentuk simple past tense (regular verb)
   3. Merespon secara interpersonal.

IV. Tujuan Pembelajaran

   Pada akhir pembelajaran siswa dapat:
   1. Mengidentifikasi kalimat simple past tense
   2. Membuat kalimat singkat dalam bentuk simple past tense (regular verb)
   3. Merespon secara interpersonal.
V. Materi Pembelajaran

**Simple past tense (regular verb)**

(+)  $S + V_2 + O + TS$
(-)  $S + $did not$ + V_1 + O + TS$
(?)  $Did + S + V_1 + O + TS$?

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative (+)</strong></td>
</tr>
<tr>
<td>• We <em>listened</em> to the music last night</td>
</tr>
<tr>
<td>• The children <em>played</em> games in the living room yesterday</td>
</tr>
<tr>
<td>• I <em>tried</em> to call her last month.</td>
</tr>
<tr>
<td><strong>Negative (-)</strong></td>
</tr>
<tr>
<td>• Her roommate <em>didn’t like</em> that restaurant</td>
</tr>
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<td>• We <em>didn’t order</em> a pizza last night.</td>
</tr>
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</tr>
<tr>
<td><strong>Interrogative (?)</strong></td>
</tr>
<tr>
<td>• <em>Did</em> your mother <em>cook</em> last night?</td>
</tr>
<tr>
<td>• <em>Did</em> you <em>move</em> to a new apartment?</td>
</tr>
<tr>
<td>• <em>Did</em> she <em>live</em> in New York last year?</td>
</tr>
</tbody>
</table>

**Spelling Rules for the Past Tense of Regular Verb**

<table>
<thead>
<tr>
<th>The Rules</th>
<th>Example</th>
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<tr>
<td>1. If the simple form of a verb ends in –y, <strong>CHANGE</strong> the –y to <em>i</em> and add <strong>-ed</strong></td>
<td>Try = tried  Study = studied  Dry = dried  Worry = worried  Carry = carried</td>
</tr>
<tr>
<td>2. If the simple form of verb ends in a consonant + a vowel + a consonant, <strong>DOUBLE</strong> the final and add <strong>–ed</strong>.</td>
<td>Plan = planned Stop = stopped Shop = shopped Prefer = preferred</td>
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<tr>
<td>3. If the simple form of a verb ends in –e, <strong>ADD</strong> only <strong>-d</strong></td>
<td>Change = changed  Live = lived  Dance = danced  Save = saved  Like = liked  Move = moved  Close = closed</td>
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<tr>
<td>4. Add <strong>–ed</strong> to the simple form of all other regular verb</td>
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</tr>
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</table>
VI. Metode Pembelajaran / Teknik:

Three-phase technique.

VII. Langkah-langkah Kegiatan:

a. Kegiatan Pendahuluan
   - Greeting (memberi salam dan tegur sapa)
   - Tanya jawab berbagai hal terkait kondisi siswa
   - Mengabsen siswa
   - Review pelajaran sebelumnya
   - Penjelasan tentang topik yang akan dibahas

b. Kegiatan Inti
   - Guru membagikan hand out tentang materi yang akan dijelaskan kepada setiap siswa.
   - Guru menjelaskan tentang pola simple past tense dan regular verb.
   - Guru membagikan kartu yang berisi sebuah kata kerja dalam base form dan past form.
   - Guru memberikan instruksi kepada siswa tentang kegiatan yang akan dilakukan.
   - Siswa menulis sebuah kalimat sederhana dalam bentuk simple past tense menggunakan kata kerja yang terdapat pada kartu.
   - Siswa membuat barisan di depan kelas.
   - Guru memberikan contoh dengan memulai kalimat “Yesterday I studied English and cooked noodles…..”
   - Guru meminta siswa yang pertama dalam barisan untuk mengulang kalimat yang sudah diucapkan oleh guru dan ditambah dengan kalimat yang dibuat oleh siswa tersebut.
   - Siswa selanjutnya melakukan hal yang sama seperti siswa yang pertama sampai siswa yang terakhir dalam barisan.
   - Guru menghitung waktu yang dibutuhkan oleh seluruh siswa dalam satu grup untuk menyelesaikan kegiatan berantai mereka.
   - Grup yang memiliki waktu tercepat disebut sebagai pemenang.
   - Setelah kegiatan semua berakhir, siswa menuliskan kalimat mereka pada selembar kertas yang sudah diberikan oleh guru.
c. **Kegiatan Penutup**
   - Menyimpulkan materi pembelajaran
   - Menanyakan kesulitan siswa saat KBM
   - Memberikan pekerjaan rumah

VIII. **Sumber dan Media Belajar**

d. Syllabus SMP kelas VIII

e. Hand out
f. Card of verb
g. Color paper

IX. **Penilaian**

a. Teknik : Performance and tertulis
b. Bentuk : Instruksi
c. Instrument : terlampir

X. **Pedoman Penilaian**

Nilai maksimal 1 X 10 = 10

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Penggunaan “to be” atau “verb” tepat</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Penggunaan “to be” atau “verb” kurang tepat</td>
<td>0</td>
</tr>
</tbody>
</table>
Lampiran
KBM
Kegiatan belajar mengajar

Simple past tense (regular verb)

(+) S + V2 + O + TS
(-) S + did not + V1 + O + TS
(?) Did + S + V1 + O + TS?

<table>
<thead>
<tr>
<th>Example</th>
</tr>
</thead>
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<tr>
<td>Affirmative (+)</td>
</tr>
<tr>
<td>• We listened to the music last night</td>
</tr>
<tr>
<td>• The children played games in the living room yesterday</td>
</tr>
<tr>
<td>• I tried to call her last month.</td>
</tr>
<tr>
<td>Negative (-)</td>
</tr>
<tr>
<td>• Her roommate didn’t like that restaurant</td>
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Spelling Rules for the Past Tense of Regular Verb

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<th>Example</th>
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<tbody>
<tr>
<td>5. If the simple form of a verb ends in –y, CHANGE the –y to i and add -ed</td>
<td>Try = tried</td>
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<tr>
<td></td>
<td>Study = studied</td>
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<tr>
<td></td>
<td>Dry = dried</td>
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<td></td>
<td>Worry = worried</td>
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<tr>
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<td>Shop = shopped</td>
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<tr>
<td></td>
<td>Prefer = preferred</td>
</tr>
<tr>
<td></td>
<td>Change = changed</td>
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<tr>
<td></td>
<td>Live = lived</td>
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<tr>
<td></td>
<td>Dance = danced</td>
</tr>
<tr>
<td></td>
<td>Save = saved</td>
</tr>
<tr>
<td></td>
<td>Like = liked</td>
</tr>
<tr>
<td></td>
<td>Move = moved</td>
</tr>
<tr>
<td></td>
<td>Close = closed</td>
</tr>
<tr>
<td>7. If the simple form of a verb ends in –e, ADD only -d</td>
<td>Change = changed</td>
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<tr>
<td></td>
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<tr>
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<td></td>
<td>Move = moved</td>
</tr>
<tr>
<td></td>
<td>Close = closed</td>
</tr>
<tr>
<td>8. Add –ed to the simple form of all other regular verb</td>
<td>Ask = asked</td>
</tr>
<tr>
<td>play =</td>
<td>want =</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
</tr>
<tr>
<td>played</td>
<td>wanted</td>
</tr>
<tr>
<td>visit=</td>
<td>change=</td>
</tr>
<tr>
<td>visited</td>
<td>changed</td>
</tr>
<tr>
<td>move=</td>
<td>try=</td>
</tr>
<tr>
<td>moved</td>
<td>tried</td>
</tr>
<tr>
<td>travel=</td>
<td>stay=</td>
</tr>
<tr>
<td>traveled</td>
<td>stayed</td>
</tr>
</tbody>
</table>

Want  = wanted  
Open  = opened  
Play  = played  
Visit  = visited  
Travel  = traveled  
Sew  = sewed  
Enter  = entered
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 17 Tangerang Selatan
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII /Genap
Tema : My last holiday
Aspek /Skill : Writing
Alokasi Waktu : 2 x 40 menit
Jenis Teks : Fungsional
Tahun Pelajaran : 2009/2010

1. Standar Kompetensi

Menulis
(12) Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan.

II. Kompetensi Dasar

Menulis
(12.2) Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative.

III. Indikator

Siswa mampu:
1. Mengidentifikasi kalimat simple past tense
2. Menyusun kalimat simple past tense sesuai dengan pola
3. Membuat kalimat singkat dalam bentuk simple past tense (irregular verb)

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:
1. Mengidentifikasi kalimat simple past tense
2. Menyusun kalimat simple past tense sesuai dengan pola
3. Membuat kalimat singkat dalam bentuk simple past tense (irregular verb)
V. Materi Pembelajaran

Simple past tense

(+) S + V2 + O + TS
(-) S + did not + V1 + O + TS
(?) Did + S + V1 + O + TS?

<table>
<thead>
<tr>
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<tr>
<td>Affirmative (+)</td>
<td>• We bought a new car last year.</td>
</tr>
<tr>
<td></td>
<td>• The children took a bath in the river this morning.</td>
</tr>
<tr>
<td></td>
<td>• I ate beef burger last night.</td>
</tr>
<tr>
<td>Negative (-)</td>
<td>• We didn’t buy a new car last year.</td>
</tr>
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<td></td>
<td>• The children didn’t take a bath in the river this morning.</td>
</tr>
<tr>
<td></td>
<td>• You didn’t eat beef burger last night.</td>
</tr>
<tr>
<td>Interrogative (?)</td>
<td>• Did we buy a new car last year?</td>
</tr>
<tr>
<td></td>
<td>• Did the children take a bath in the river this morning?</td>
</tr>
<tr>
<td></td>
<td>• Did you eat beef burger last night?</td>
</tr>
</tbody>
</table>

Table of Irregular verb:

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</tr>
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<tbody>
<tr>
<td>Arise</td>
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<td>Caught</td>
</tr>
<tr>
<td>Choose, etc</td>
<td>Chosen, etc</td>
</tr>
</tbody>
</table>
Exercises

Bagian I
Write down ten things that you did and didn’t last Sunday. You may use the verb in the circle.

Name: _____________________________

What did you do last Sunday?
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

What didn’t you do last Sunday?
1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Bagian II
Arrange the following phrases or words to make good sentences!

1. talk- to the students- did- the teacher- this morning?
2. to the zoo- went- my parents – last Sunday- and I
3. Did- enjoy- you- visit to the zoo? - your
4. she- an apple- did- give- to me- not- last night
5. at school- saw- I- your parents- this morning

The answer:
1. Did the teacher talk to the students this morning?
2. My parents and I went to the zoo last Sunday.
3. Did you enjoy your visit to the zoo?
4. She did not give an apple to me last night.
5. I saw your parents at school this morning.
VI. Metode Pembelajaran / Teknik:

Three-phase technique.

VII. Langkah-langkah Kegiatan:

a. Kegiatan Pendahuluan
- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berbagai hal terkait kondisi siswa
- Mengabsen siswa
- Review pelajaran sebelumnya
- Penjelasan tentang topik yang akan dibahas

b. Kegiatan Inti
- Guru membagikan hand out tentang materi yang akan dijelaskan kepada setiap siswa.
- Guru menjelaskan tentang pola dan konsep penggunaan simple past tense dan irregular verb.
- Siswa mengerjakan latihan berupa; apa yang mereka lakukan dan tidak dilakukan saat hari libur (Individual work)
- Guru membagi siswa dalam kelompok yang beranggotakan 4 orang.
- Siswa menyusun kata menjadi kalimat yang benar (group work)
- Guru mendiskusikan hasil pekerjaan siswa
- Guru memberikan penilaian
- Guru membagi siswa dalam dua kelompok besar untuk bermain tic tac toe

Permainan tic tac toe seperti:
✓ Siswa dibagi menjadi 2 group besar
✓ Guru membuat tabel di papan tulis

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<tr>
<td>5</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

✓ Anggota group A (dengan symbol X) membacakan pertanyaan kepada salah satu anggota di group B (dengan symbol O).
✓ Jika group B berhasil menjawab dengan benar, maka grup tersebut berhak memberi tanda pada tabel yang sudah dibuat, dan sebaliknya.
✓ Group yang berhasil membuat satu baris tanda (X) atau (O) mereka pemenangnya.
c. **Kegiatan Penutup**
- Menyimpulkan materi pembelajaran
- Menanyakan kesulitan siswa saat KBM
- Memberikan pekerjaan rumah

VIII. **Sumber dan Media Belajar**

d. Syllabus SMP kelas VIII
e. Hand out
f. Card of verb
g. Color paper
h. Glue

IX. **Penilaian**

a. Teknik : Tes tulis
b. Bentuk : tertulis
c. Instrument : Terlampir

X. **Pedoman Penilaian**

Nilai maksimal = 10
Nilai siswa = \[ \frac{\text{skor perolehan}}{\text{skor maksimal}} \]

Bagian I
\[ 10 \times 1 = 10 \]

Bagian II
\[ 5 \times 2 = 10 + \frac{20}{2} = 10 \] (skor maksimal)

| Rubrik penilaian | Bagian I |  | Bagian II |
|------------------|---------| |----------|
| No               | Uraian                | Skor | No               | Uraian                | Skor |
| 1                | Penggunaan “to be” atau “verb” tepat | 1 | 1                | Susunan kalimat benar | 1 |
| 2                | Penggunaan “to be” atau “verb” kurang tepat | 0 | 2                | Susunan kalimat salah | 0 |
Lampiran
KBM
(Kegiatan Belajar Mengajar)

Simple past tense

(+)  S + V2 + O + TS
(-)  S + did not + V1 + O + TS
(?)  Did + S + V1 + O + TS?

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• The children took a bath in the river this morning.  
• I ate beef burger last night. |
| Negative (-) | • We didn’t buy a new car last year.  
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<tr>
<td>Choose, etc</td>
<td>Chosen, etc</td>
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</tbody>
</table>
Group member:

_____________________________  ________________________________
______________________________  ________________________________

Arrange the following phrases or words to make good sentences!

1. talk- to the students- did- the teacher- this morning?
2. to the zoo- went- my parents – last Sunday- and I
3. did- enjoy- you- visit the zoo ? - your
4. she- an apple- did- give- to me- not- last night
5. at school- saw- I- your parents- this morning
Write down ten things that you did and didn’t last Sunday. You may use the verb in the circle.

Name: _____________________________

What did you do last Sunday?
1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
4. ___________________________________________________________________
5. ___________________________________________________________________

What didn’t you do last Sunday?
1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
4. ___________________________________________________________________
5. ___________________________________________________________________
**TEAM A**

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Q: Pratama was at home last night.</td>
<td>A: True</td>
</tr>
<tr>
<td>Q: They visited my house tomorrow.</td>
<td>A: False. <em>They visited my house last night.</em></td>
</tr>
<tr>
<td>Q: Maureen and Riina were not angry with me last week.</td>
<td>A: True</td>
</tr>
<tr>
<td>Q: Dewang and Ikhsan didn't bought an English Magazine</td>
<td>A: False. <em>Dewang and Ikhsan didn't buy an English magazine.</em></td>
</tr>
<tr>
<td>Q: Why does she call you last night?</td>
<td>A: False. <em>Why did she call you last night?</em></td>
</tr>
<tr>
<td>Q: Mr. Rizky brings a present for his wife yesterday.</td>
<td>A: False. <em>Mr. Rizky brought a present for his wife yesterday.</em></td>
</tr>
<tr>
<td>Q: Tasya doesn't lock her room this morning.</td>
<td>A: False. <em>Tasya didn't lock her room this morning.</em></td>
</tr>
<tr>
<td>Q: The dog barked at me and bite my leg yesterday.</td>
<td>A: False. <em>The dog barked at me and bite my leg yesterday.</em></td>
</tr>
<tr>
<td>Q: The President watch my performance last night?</td>
<td>A: True</td>
</tr>
<tr>
<td>Q: I didn't lied to my mother about this money.</td>
<td>A: False. <em>I didn't lie to my mother about this money.</em></td>
</tr>
<tr>
<td>Q: My mother gave some money for me.</td>
<td>A: True</td>
</tr>
<tr>
<td>Q: Keumala was fun to get the best score of English.</td>
<td>A: True</td>
</tr>
<tr>
<td>Q: It was not a surprise when he came late.</td>
<td>A: True</td>
</tr>
<tr>
<td>Q: I were on vacation in Spain last holiday.</td>
<td>A: False. <em>I was on vacation in Spain last holiday.</em></td>
</tr>
<tr>
<td>Q: My parents was in Bali last month.</td>
<td>A: False. <em>My parents were in Bali last month.</em></td>
</tr>
<tr>
<td>Q: They were happy to hear the news.</td>
<td>A: True</td>
</tr>
<tr>
<td>Q: Tedy didn't woke up early this morning.</td>
<td>A: False. <em>Tedy didn't wake up early this morning.</em></td>
</tr>
<tr>
<td>Q: I had a picnic to Taman Safari last holiday.</td>
<td>A: True</td>
</tr>
</tbody>
</table>
Team B

| Q: Was your mother angry with you last night? | A: True. |
| Q: When you choose that car? | A: False. When did you choose that car? |
| Q: Susan and Andy was not enjoy the Circus. | A: False. Susan and Andy did not enjoy the Circus. |
| Q: Who was at your house last week? | A: True. |
| Q: Jordi went to Bandung this morning. | A: True. |
| Q: We were not hungry for dinner last night? | A: True. |
| Q: Mr. King and Mr. Kong didn't came to my party. | A: False. Mr. King and Mr. Kong didn't come to my party. |
| Q: Were you asleep at 11.00 last night? | A: True. |
| Q: We grow our own herbs last year. | A: False. We grew our own herbs last year. |
| Q: Were you move to a new apartment? | A: False. Did you move to a new apartment? |
| Q: Why didn’t he told me about the new concept? | A: False. Why didn’t he tell me about the new concept? |
| Q: Was you with your family last night? | A: False. Were you with your family last night? |
| Q: Who did make the phone call? | A: False. Who did make the phone call? |
| Q: When I was child, I had many toys. | A: True. |
| Q: She was tired after she cleaned the house last night. | A: True. |
| Q: She find a roommate last week. | Q: We have dinner in a nice |
A : False. She found a roomette last week.

A : False. We had dinner in a nice restaurant last night.

**Home work**

Fill in the blank with the correct form of verb.

The students of SMPN 17 was having a test. At the end of the test, the teacher asked all the students to put their pencils down and to put the test on the teacher’s table. One student kept writing, although he was warned that if he did not stop immediately, he would not pass the test. He ignored that warning, finished the test ten minutes later, and went to hand in the test to his teacher.

The teacher told him that he would not take the test. The student asked, “Do you know who I am?” the teacher said, “No, I don’t care.” The student asked again, “Are you sure you don’t know who I am?” again the teacher said “No”. So the student walked to the pile of the tests and placed his test in the middle.”Good” the student said, and walked out. He passed the test.
<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Soal</th>
<th>Butir Soal</th>
<th>Jumlah Soal</th>
</tr>
</thead>
</table>
| Menulis (12) | (12.2) Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan. | 1. Siswa mampu mengidentifikasi:  
- Pola *simple past tense* bentuk ‘to be’  
- Pola negative kalimat *simple past tense*  
- Pola introgative kalimat *simple past tense*  
- Pola introgative kalimat *simple past tense* dalam bentuk WH- question  
- Verb form dalam kalimat *simple past tense*  
- Time signal dalam kalimat *simple past tense*. | Fill in | 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 | 10 |
<p>| | | 2. Siswa mampu merubah kata kerja bentuk <em>present</em> ke dalam kata kerja bentuk <em>past tense</em>. | MC | 1, 2, 4, 15, 9, 5, 11, 12 | 15 |
| | | | | | |</p>
<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Soal</th>
<th>Butir Soal</th>
<th>Jumlah Soal</th>
</tr>
</thead>
</table>
| **Menulis**  
(12) Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan. |
| (12.2) Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*. |
| 1. Siswa mampu mengidentifikasi:  
  - Pola *simple past tense* bentuk *to be*  
  - Pola negative kalimat *simple past tense*  
  - Pola *introgative kalimat simple past tense*  
  - *Verb form* dalam kalimat *simple past tense*.  
  - Time signal dalam kalimat *simple past tense*.  
| Fill in | 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 | 15 |
| 2. Siswa mampu merubah kata kerja bentuk present ke dalam kata kerja bentuk past tense. |
| MC | 6, 7, 8, 10 | 10 |
|   | 1, 2, 4 | 8 |
|   | 9 | 1 |
|   | 5 | 1 |
|   | 3 | 1 |
|   | 71 | 1 |

Nama sekolah : SMPN 17 Tangerang Selatan  
Mata Pelajaran : Bahasa Inggris  
Kurikulum Acuan : KTSP 2006  
Alokasi Waktu : 30 Menit  
Jumlah Soal : 25  
Semester : Genap
## KISI- KISI PEMBUATAN SOAL POSTTEST 2

<table>
<thead>
<tr>
<th>Nama sekolah</th>
<th>SMPN 17 Tangerang Selatan</th>
<th>Alokasi Waktu</th>
<th>: 30 Menit</th>
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<tr>
<td>Mata Pelajaran</td>
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<td>Jumlah Soal</td>
<td>: 25</td>
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<tr>
<td>Kurikulum Acuan</td>
<td>KTSP 2006</td>
<td>Semester</td>
<td>: Genap</td>
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</table>

### Standar Kompetensi

<table>
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<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
<th>Jenis Soal</th>
<th>Butir Soal</th>
<th>Jumlah Soal</th>
</tr>
</thead>
</table>
| **Menulis**  
(12) Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan. | (12.2) Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*. | 1. Siswa mampu mengidentifikasi:  
- Pola *simple past tense* bentuk ‘to be’  
- Pola negative kalimat *simple past tense*  
- Pola introgative kalimat *simple past tense*  
- Verb form dalam kalimat *simple past tense*  
- Time signal dalam kalimat *simple past tense*. | Fill in | 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 | 15 |

1. Siswa mampu merubah kata kerja bentuk present ke dalam kata kerja bentuk past tense.
The Questionnaire for Students (After CAR)

Nama: ____________________  Kelas: ____________________
Hari: ____________________  Tanggal: ____________________

Cara pengisian:
1. Tulislah nama dan nomor absen di tempat yang telah tersedia!
2. Berilah tanda tick (✓) pada salah satu jawaban Ya atau Tidak!
3. Jawablah dengan jujur sesuai dengan keadaan!
4. Periksa kembali jawaban sebelum diserahkan kepada guru!

Pertanyaan:

1. Apakah kamu merasa senang dengan pelajaran Bahasa Inggris materi simple past tense sekarang?  
   [ ] Ya  [ ] Tidak

2. Apakah kamu merasa pengajaran pada materi simple past tense yang diberikan oleh guru sekarang lebih baik?  
   [ ] Ya  [ ] Tidak

3. Apakah kamu merasa lebih bersemangat dengan pengajaran bahasa Inggris materi simple past tense sekarang?  
   [ ] Ya  [ ] Tidak

4. Apakah metode pengajaran yang digunakan guru sekarang sesuai dengan yang kamu harapkan?  
   [ ] Ya  [ ] Tidak

5. Apakah kamu merasa lebih mudah dalam mengingat formula atau rumus penggunaan simple past tense dengan strategi yang digunakan guru sekarang?  
   [ ] Ya  [ ] Tidak

6. Apakah sekarang kamu merasa lebih mudah dalam mengerjakan tugas yang diberikan guru?  
   [ ] Ya  [ ] Tidak

7. Apakah guru memberikan kesempatan untuk bekerja secara kelompok dalam mengerjakan tugas?  
   [ ] Ya  [ ] Tidak

8. Apakah kamu sering mengajukan pertanyaan ketika pembelajaran berlangsung?  
   [ ] Ya  [ ] Tidak

9. Apakah kemampuan kamu dalam membuat kalimat simple past tense mengalami peningkatan/lebih baik?  
   [ ] Ya  [ ] Tidak

10. Apakah strategi yang digunakan guru sekarang membantu kamu untuk di terapkan dalam kehidupan sehari- hari?  
    [ ] Ya  [ ] Tidak
The Result of Post Questionnaire
June, 1\*st 2010

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>The Result of students’ answer</th>
<th>Yes</th>
<th>Percentage</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student like the material of simple past test.</td>
<td></td>
<td>35</td>
<td>89%</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>2</td>
<td>The teaching learning process was better than before the implementation of CTL</td>
<td></td>
<td>32</td>
<td>82%</td>
<td>7</td>
<td>18%</td>
</tr>
<tr>
<td>3</td>
<td>The students felt motivated in teaching learning process after the implementation of CTL</td>
<td></td>
<td>35</td>
<td>89%</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>4</td>
<td>The strategy was suitable with the students’ expectation.</td>
<td></td>
<td>33</td>
<td>84.6%</td>
<td>6</td>
<td>15.3%</td>
</tr>
<tr>
<td>5</td>
<td>The students could remember the formula of simple past easier than before.</td>
<td></td>
<td>27</td>
<td>69.2%</td>
<td>12</td>
<td>30.7%</td>
</tr>
<tr>
<td>6</td>
<td>The students could do the exercise of simple past easier than before</td>
<td></td>
<td>29</td>
<td>74.3%</td>
<td>10</td>
<td>25.6%</td>
</tr>
<tr>
<td>7</td>
<td>The teacher gave opportunity to the students to work in group.</td>
<td></td>
<td>39</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>8</td>
<td>Students used the opportunity to give question</td>
<td></td>
<td>29</td>
<td>74.3%</td>
<td>10</td>
<td>25.6%</td>
</tr>
<tr>
<td>9</td>
<td>The students ability in making the sentence was better that before the implementation of CTL</td>
<td></td>
<td>30</td>
<td>76.9%</td>
<td>9</td>
<td>23.1%</td>
</tr>
<tr>
<td>10</td>
<td>The strategy could help the students to implement it in their daily life.</td>
<td></td>
<td>20</td>
<td>51.2%</td>
<td>19</td>
<td>48.7%</td>
</tr>
</tbody>
</table>
The Result of Pre Questioner
May 14\textsuperscript{th}, 2010

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ answer</th>
<th>Yes</th>
<th>percentage</th>
<th>No</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students felt satisfied with their English score</td>
<td>15</td>
<td>38.4%</td>
<td>24</td>
<td>61.5%</td>
</tr>
<tr>
<td>2</td>
<td>Students like to learn the English grammar</td>
<td>10</td>
<td>25.6%</td>
<td>29</td>
<td>74.3%</td>
</tr>
<tr>
<td>3</td>
<td>Students felt motivated in learning the simple past</td>
<td>8</td>
<td>20.5%</td>
<td>31</td>
<td>79.4%</td>
</tr>
<tr>
<td>4</td>
<td>Students understood the simple past tense easily.</td>
<td>7</td>
<td>17.9%</td>
<td>32</td>
<td>82.0%</td>
</tr>
<tr>
<td>5</td>
<td>Student have the difficulty in using different subject in the simple past tense</td>
<td>13</td>
<td>33.3%</td>
<td>26</td>
<td>66.6%</td>
</tr>
<tr>
<td>6</td>
<td>Students could remember the formula of the simple past</td>
<td>10</td>
<td>25.6%</td>
<td>29</td>
<td>74.3%</td>
</tr>
<tr>
<td>7</td>
<td>Students could do the exercise was given by the teacher about the simple past.</td>
<td>10</td>
<td>25.6%</td>
<td>29</td>
<td>74.3%</td>
</tr>
<tr>
<td>8</td>
<td>The students do the English exercise individually</td>
<td>6</td>
<td>15.3%</td>
<td>33</td>
<td>84.6%</td>
</tr>
<tr>
<td>9</td>
<td>The students do the English exercise in group</td>
<td>34</td>
<td>87.1%</td>
<td>5</td>
<td>12.8%</td>
</tr>
<tr>
<td>10</td>
<td>The students use the simple past in their life.</td>
<td>2</td>
<td>5.12%</td>
<td>37</td>
<td>94.8%</td>
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## The Students' Score of Pretest, Posttest 1, and Posttest 2

<table>
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<tr>
<th>STUDENTS’ NUMBER</th>
<th>PRETEST</th>
<th>CYCLE 1 POSTTEST</th>
<th>CYCLE 2 POSTTEST</th>
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<tr>
<td>4</td>
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<td>Mean</td>
<td>52.41</td>
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</tr>
</tbody>
</table>

*student who passed the KKM

*Adapted from students’ answer sheet*