DEVELOPING STUDENTS’ ABILITY IN USING SIMPLE PAST TENSE THROUGH CHAIN DRILLS
(A Classroom Action Research in the Second Year of MTsN 17 Jakarta)

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DEVELOPING STUDENTS' ABILITY IN SIMPLE PAST TENSE THROUGH CHAIN DRILLS

(A Classroom Action Research at VIII Grade of MTsN 17 Jakarta)

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The Examination Committee of the Faculty of Tarbiyah and Teachers' Training Certifies that the "Skripsi" (Scientific Paper) entitled "Developing Students' Ability in Using Simple Past Tense through Chain Drills (A Classroom Action Research in the Second Year of MTsN 17 Jakarta)", written by Siti Kurnia Abinur, student's registration number 106014000431 was examined by the committee on September 15th, 2011, and was declared to have passed and, therefore, fulfilled one of the requirements for the academic title 'S.Pd', (Bachelor of Arts) in English Language Education at the Department of English Education

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Dengan ini menyatakan bahwa skripsi yang saya buat benar-benar hasil karya saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Pernyataan ini dibuat sebagai salah satu syarat menempuh Ujian Munaqasah.

Jakarta, 15 Agustus 2011

Siti Kurnia Abinur
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The writer realizes that this paper is far from being perfect. Therefore, the writer expects some suggestions and critics for this paper. At last, the writer hopes that this research paper will be useful for all.

Jakarta, August 2011

The writer
ABSTRACT

Siti Kurnia Abinur, “Developing Students’ Ability in Simple Past Tense through Chain Drills (A Classroom Action Research in the Second Year of MTsN 17 Jakarta)”. Skripsi, English Education Department, Faculty of Tarbiyah and Teachers Training, Syarif Hidayatullah State Islamic University Jakarta, 2011.

Advisor: Drs. Nasrun Mahmud, M. Pd

Key Words: Simple Past Tense, Chain Drills

This research is conducted in order to develop students’ ability in simple past tense through chain drills at the second year of MTsN 17 Jakarta and also to help the English teacher of MTsN 17 Jakarta in teaching simple past tense, so that it will encourage the students to know, different and use it in every English skill.

In conducting this research, the researcher used Classroom Action Research (CAR) as the method of research. The researcher and the teacher are collaborated in this research. The teacher was as observer and the researcher as the teacher. She taught simple past tense through chain drills. This research consisted of two cycles and each cycle consisted of four elements, they were: planning, action, observation and reflection. Each cycle was conducted in two meetings, so the researcher conducted this research in 4 meetings for one month and two weeks. To collect and analyze the data, the researcher used the information from interview, observation, and the students’ achievements in pre-test and post-test in order to support the data collected.

The result of this research shows that using chain drills in teaching simple past tense in the second year of MTsN 17 Jakarta can motivate the students to learn simple past tense and develop their ability in simple past tense. The students’ responses showed that they were interested to learn simple past tense because they thought that the chain drills activities were interesting. Moreover, the analyzing of students’ achievements in pre-test, post-test 1 and post-test 2 are showed a significant improvement. The improvement of the students’ scores from pre-test, post-test I and post-test II who passed the KKM (65) showed that the students’ mean score in pre-test was 49.75 and 5 students who passed the KKM or 12.5%, the mean score in post-test 1 was 66.50 whoI were 22 who passed the KKM or 45%, and then the mean score in post-test 2 was 78.13 who were 31 students who passed the KKM or 77.5%. From this result, the researcher concluded that teaching simple past tense through chain drills can develop students’ ability.
ABSTRAK

Pembimbing: Drs. Nasrun Mahmud, M. Pd

Kata Kunci: Simple Past Tense, Chain Drills

Penelitian ini dilaksanakan untuk meningkatkan kemampuan siswa dalam simple past tense melalui metode chain drills di kelas VIII MTsN 17 Jakarta dan juga untuk membantu guru bahasa Inggris kelas VIII MTsN 17 Jakarta dalam mengajarkan simple past tense, agar dapat mendorong siswa untuk lebih mengenal, membedakan dan menggunakananya dalam berbagai bidang kemampuan berbahasa Inggris.


Hasil penelitian ini menunjukkan bahwa penggunaan chain drills dapat memotivasi siswa untuk belajar simple past tense dan meningkatkan kemampuan mereka dalam simple past tense. Respon dari siswa menunjukkan bahwa mereka tertarik untuk belajar simple past tense karena menurut mereka kegiatan yang digunakan menarik. Di samping itu, pencapaian siswa dalam pre-test dan post-test yang dianalisa menunjukkan peningkatan yang signifikan. Peningkatan nilai siswa pada pre-test, post-test 1 dan post-test 2 serta siswa-siswa yang telah berhasil melewati nilai KKM (65) menunjukan bahwa pada pre-test menunjukan rata-rata nilai 49.75 dan sebanyak 5 siswa yang melewati nilai KKM atau 12.5%, rata-rata nilai pada post-test 1 menunjukan rata-rata nilai 66.50 dan sebanyak 22 siswa yang melewati nilai KKM atau 45%, serta kemudian pada post-test 2 menunjukan rata-rata nilai 78.13 dan yang berhasil lulus sebanyak 31 siswa atau 77.5%. Dari hasil ini, peneliti menimpulkan bahwa pengajaran simple past tense menggunakan chain drills dapat meningkatkan kemampuan siswa.
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CHAPTER II

THEORETICAL FRAMEWORK

A. English Tenses

In learning grammar, English language learner need to know how grammar works. It is clearly necessary to understand how the grammar rules work and using it to communicate. Tense is a system which uses to refer to time; past, present, and future. Many languages use tense to talk about time. In English, the use of tenses is as a method that uses to indicate time. Other languages such as Indonesian language have no tenses, but of course they can still talk about time using different methods. Hornby states that tense is any of the forms of a verb that may be used to indicate the time of the action or state express by the verb.\(^1\) In line with Hornby that says tense is verb form that shows time, Ron Cowan assumes that tense in verbs expresses the time that an action occurs in relation to the moment of speaking.\(^2\) From the statements above, basically they have some opinions about tense.

The Use of verb forms is how the English language learners interpret the way term of tense. The most common interpretation is to understand the semantics of the tenses. On the basis of semantic interpretation, most grammarians present


three tense dimensions; present, past, and future. However, there are three times of tenses but only two are expressed in English by inflections on the verb, they are: present and past. Each of them is marked by different forms in the lexical verb itself or in the auxiliary used with verb. Thus, present time, for third person singular, is indicated by adding –s to a regular verb and past time is indicated by adding –ed to a regular verb or changing the form of an irregular verb such as go.\(^3\)

Based on Marianne Celce-Muria said that there are four aspects in tense system; simple, perfect, progressive, and their combination, perfect progressive.\(^4\) And one of the simple tenses; the Simple Past Tense will be discussed in the following subsection.

### B. The Simple Past Tense

#### 1. The Understanding of the Simple Past Tense

In terms of definition, different linguists define the Simple Past Tense differently. However, the definitions are more or less the same which indicates definite events happened in the past. According to Marcella Frank, the Simple Past Tense indicates definite time terminating in the past, whether a time word is given or not.\(^5\) While Azar states that the Simple Past Tense is used to indicate that an activity or situation began and ended at particular time in the past.\(^6\) And Ron Cowan said that the Simple Past Tense expresses action carried out prior to the time of speaking and frequently occurs with expressions that indicate a specific point in time, such as yesterday, a week ago, last Monday, at four o’clock, in the morning, on

---

Tuesday, and so on. It is implied that simple past tense is to define an event which occurred and also was finished in the past time.

The Simple Past Tense also states facts. What the core meaning of the Simple Past Tense adds is a sense of remoteness (Knowles 1979). The event can be remote in time:

*The Toronto Blue Jays won the World Series in 1992.*

And even if the event is a recent one, such as:

*I finished my term paper!*

Marianne Celce-Murcia and Diane Larsen-Freeman give the following meaning of the Simple Past Tense as described on their book *The Grammar Book*, consists of:

a. A definite single completed event/action in the past:
   
   *I attended a meeting of that committee last week.*

b. Habitual or repeated event/action in the past:
   
   *It snowed almost every weekend last winter.*

c. An event with duration that applied in the past with the implication that it no longer applies in the present:
   
   *Professor Nelson taught at Yale for 30 years.*

d. With states in the past:

   *He appeared to be a creative genius.*

   *He owed me a lot of money.*

e. Imaginative conditional in the subordinate clause:

   *If he took better care of himself, he wouldn’t be absent so often.*

f. Social distancing:

   *Did you want to sit down and stay a while?* 

---

Based on the several definitions above, the writer concludes that the Simple Past Tense is not only to define an action which occurred in the past, but also to define a habitual or repeated event/action in the past, an event with duration that applied in the past, imaginative conditional and social distancing.

2. The Form of the Simple Past Tense

The Simple Past Tense is the most common tense in English. The form of Simple Past Tense is by using the Simple Past form of the verb. Firstly, the past form for the regular verb is made by adding –ed to the verb. The examples are (walked, smiled, worked, danced…). The following is the other pattern to add –ed which change the ending a little.

<table>
<thead>
<tr>
<th>VERB ENDING IN</th>
<th>HOW TO MAKE THE SIMPLE PAST</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Add –d</td>
<td>Live- lived</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Date- dated</td>
</tr>
<tr>
<td>Consonant + Y</td>
<td>Change Y to I then add -ed</td>
<td>Try- tried</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cry- cried</td>
</tr>
<tr>
<td>One vowel + one consonant (not W or Y)</td>
<td>Double the consonant, then add –ed</td>
<td>Tap- tapped</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Commit- committed</td>
</tr>
<tr>
<td>Anything else</td>
<td>Add –ed</td>
<td>Boil- boiled</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fill- filled</td>
</tr>
</tbody>
</table>

---


Although many verbs in English form their past tense with –ed, some do not. We call this second form as irregular verbs. They have some patterns. The only way to know how an irregular verb will change in the past tense is to learn all of the important verbs. The following is a list of three main categories of irregular verbs.\(^\text{10}\)

**Table 2.2**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb which do not change</td>
<td>Cut- cut- cut</td>
</tr>
<tr>
<td></td>
<td>Hit- hit- hit</td>
</tr>
<tr>
<td>Verbs which change their vowel</td>
<td>Get- got- got</td>
</tr>
<tr>
<td></td>
<td>Sit- sat- sat</td>
</tr>
<tr>
<td>Verbs which change completely</td>
<td>Go-went-gone</td>
</tr>
<tr>
<td></td>
<td>Write-wrote-written</td>
</tr>
</tbody>
</table>

The Simple Past Tense form of each irregular verb must therefore be learnt, but once this is done there is no other difficulty, as irregular verbs (like regular verbs) have no inflexions in the past tense.\(^\text{11}\)

The three most important irregular verbs are BE, HAVE and DO. BE is ordered to be most difficult one, because its form are different depending on the subject.

**Table 2.3**

<table>
<thead>
<tr>
<th>PRONOUN/ S</th>
<th>BE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Was</td>
</tr>
<tr>
<td>You</td>
<td>Were</td>
</tr>
<tr>
<td>He, She and It</td>
<td>Was</td>
</tr>
</tbody>
</table>


HAVE and DO are simpler.

Table 2.4
Irregular verbs HAVE and DO

<table>
<thead>
<tr>
<th>BASE FORM</th>
<th>PAST TENSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>Had</td>
</tr>
<tr>
<td>Do</td>
<td>Did</td>
</tr>
</tbody>
</table>

Table 2.5
The form of the Simple Past Tense can be affirmative, negative and interrogative\(^\text{12}\)

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Question</th>
<th>Negative</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worked</td>
<td>Did I work?</td>
<td>I did not work</td>
<td>- Interrogatives</td>
</tr>
<tr>
<td>You worked</td>
<td>Did you work?</td>
<td>You did not work</td>
<td>and negatives of irregular verbs are made in the same way as those of regular verbs (with did + infinitive)</td>
</tr>
<tr>
<td>He/she/it worked</td>
<td>Did he/she/it work?</td>
<td>He/she/it did not work</td>
<td></td>
</tr>
<tr>
<td>etc</td>
<td>etc</td>
<td>etc</td>
<td></td>
</tr>
</tbody>
</table>

Referring the description above, the form of the Simple Past Tense is represented by the –ed inflection on regular verbs and by other changes in the case of irregular verbs.

---

3. The Function of the Simple Past tense

In common, the Simple Past Tense is used to express something that happened in the past. However it has also specific uses. The Simple Past Tense use for many kinds of past events is short, quickly finished actions and repeated events. For example:

- Peter broke a window last night.
- I spent all my childhood in Scotland.
- Regularly every summer, Janet fell in love.

The Simple Past Tense is also common in stories and description of past events. For example, (One day the princess decided that she didn’t like staying at home all day, so she told her father that she wanted to get a job...). Nevertheless, the Simple Past Tense is often used with words referring to finished times. For example, (I saw John yesterday morning. He told me...).  

Marcella Frank shows the following functions of the Simple Past Tense which consists of:

a. Completed Action in the Past

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

Examples:

13 Michael Swan, *Practical English Usage*, ............... p. 421
• I saw a movie yesterday.
• I didn't see a play yesterday.
• Last year, I traveled to Japan.
• Last year, I didn't travel to Korea.
• Did you have dinner last night?
• She washed her car.
• He didn't wash his car.

b. A Series of Completed Actions

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

Examples:

• I finished work, walked to the beach, and found a nice place to swim.
• He arrived from the airport at 8:00, checked into the hotel at 9:00, and met the others at 10:00.
• Did you add flour, pour in the milk, and then add the eggs?

c. Duration in Past

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

Examples:
• I lived in Brazil for two years.
• Shauna studied Japanese for five years.
• They sat at the beach all day.
• They did not stay at the party the entire time.
• We talked on the phone for thirty minutes.
• A: How long did you wait for them?
  B: We waited for one hour.

d. Habits in the Past

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

Examples:

• I studied French when I was a child.
• He played the violin.
• He didn't play the piano.
• Did you play a musical instrument when you were a kid?
• She worked at the movie theater after school.
• They never went to school, they always skipped class.

e. Past Facts or Generalizations
The Simple Past Tense can also be used to describe past facts or generalizations which are no longer true.

Examples:

- She was shy as a child, but now she is very outgoing.
- He didn't like tomatoes before.
- Did you live in Texas when you were a kid?
- People paid much more to make cell phone calls in the past.15

C. Chain Drills

1. The Understanding of Chain Drills

Drilling is necessary at all levels. In using drills is to perfect pronunciation and intonation, or to practice new grammar and vocabulary. Drilling is a controlled practice activity, so it’s a good way to get students talking early in the lesson, before they are ready for free speaking practice activities. It also allows the teacher to check and make corrections as necessary before errors become embedded. Chain drill is a one of many drills activities that can be applied in classroom.

Chain drill is the type of pupil activity in a classroom in which a student makes a statement, ask a question or responds: then the student next to him or behind him makes a statement, responds or asks a question.16 In this activity, the students produce a high proportion of talk, while the teacher allowed monitoring the activity. The students answer and ask question by parallel.

Another definition of Chain Drills are ways of practicing a particular structure over and over again in the context of either a game and/or a personal element. With large classes students can sit in groups.

15 http://www.englishpage.com/verbpage/simplepast.html
Otherwise this is a whole-class activity. It means that chain drill is one of an appropriate strategy to use in grammar activity especially in teaching tenses such simple past tense because it facilitates the students to learn a particular structure continuously. And also the activity can be modified into a game to be more motivated the students in learning grammar structures.

Chain drill gets its name from the chain conversation that forms around the room as students, one-by-one, ask and answer questions of each other. The teacher begins the chain greeting a particular student, or asking him a question. That student responds, then turns to the student sitting next to him. A Chain Drill also gives students an opportunity to respond or answer individually and lets students use the expressions in communication with someone else, even though the communication is very limited.

From these definitions given above, chain drills is one of grammar activity that give the students an opportunities to talk with high proportion even it is very limited communication. Chain drills are conducted by parallel and make the students hear and say over and over again. Through chain drills the students’ ability in using the correct form of simple past tense will make them automatically to use it.

2. The Procedure of Chain Drills Activities

There are many kinds of students’ participation under practice activities, question-answer drills lend themselves to Chain practice drills. The direction of the “Chain” should be made clear to the learners; that is, the question statement is made to the pupil next to him or in back of him. Chain drills have several variation procedures:

1. Student 1 asks student2 a question. Students 2 answers and asks the same question of student 3.

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2. Student 1 asks student 2 a question. Student 2 answers. Student 3 asks the question of student 4.
3. Student 1 asks student 2 a question; e.g., “Do you have your book?” student 2 answers, “Yes, I do” or “Yes, I have my book.” Student 3 asks student 4, “Does he (she) have his (her) book?” referring to student 2.\(^\text{19}\)

Chain drills should be broken frequently. After six to eight students have participated in a chain of question or statement and response at one end of the room, the teacher should begin the same chain in another part of the room.\(^\text{20}\) The teacher interrupts to ask a new question only when she feels the first question has run long enough. This procedure has the obvious additional advantage of giving the students practice on the forms of questions as well as answers.\(^\text{21}\)

This way is to keep the interest and attention of students’ participation in the chain drill activity. It is also effective to change not only the section of the room participating in the chain drill but also some element in the question, statement, or response itself.

Another variation of chain drill activity is each student in turn invents an utterance and produces a cue for the next student. Students should be encouraged at this stage to be as original as they can within the limitations of the pattern.

Student A to student B : Do you see my father over there?

Student B : Yes, he’s across the road.

(To student C) : Do you see my friend over there?

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Student C : Yes, she’s in front of the bank.

(To student D) : Do you see the apple trees over there?

Student D : No, they’re not apple trees......

In chain drill, the students are asked to be creative and produce their own statement. The teacher just gives the question based on the structure that they were learnt. After that, each student is asked in parallel to make a new question but in same structure and answer using their own ideas. Each student must have different thought, in order to know their comprehension about the structure.

With large classes students can sit in groups. Otherwise this is a whole class activity. The teacher chooses the structure and then says (for example):

‘My name’s Katie and I’d like to travel round the world.’

The student next to the teacher then has to say:

‘Her name’s Katie and she’d like to travel round the world. My name’s Paul and I would like to write a novel.’

The third student then has to remember the first two speaker's ambitions and then give his or her own. This chain drill needs more concentration from the student because it relates to memory element. Each student must remember what their friend’s statement before him/her then give the new one. Therefore, this chain drill can be applied into the game.

Chain drill not only can be applied in speaking but also in writing. In writing, the chain technique provides a legitimate framework for favorite (but usually disapproved-of) student past time: passing notes. Papers are passed from one student to the next, each one contributing a further step to

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story, description, or whatever. Thus, chain drill can be used in other skills, but more likely used in speaking activities because it will be more controlled communication.

3. The Advantages and Disadvantages of Using Chain Drills

In each teaching learning activities, when the technique is used surely there are advantages and disadvantages. As well as chain drill also has advantages and disadvantages. For its advantages, the student and teacher can be helpful for their teaching learning through chain drills. According to Dianne Larsen-Freeman “Chain drill allows some controlled communication, even though it is limited and also gives the teacher an opportunity to check student’s speech.” It means that chain drills make student to focus in some utterances. It makes them automatically remember the structure’s form and it also allows the teacher to check and make corrections as necessary before errors become embedded. It also shows that chain drills has disadvantage which the students has limited communication. The chain drill only controls the students’ structure in producing the correct form but in communicating it does not have significant influences.

Meanwhile Jeremy Harmer explains that chain drill provides opportunities for students to practice a new bit of language in the most controlled way. Because chain drill gives students an opportunity to say the lines individually and they must respond by using their own ideas. Because chain drill can be applied into game, of course it maintain the students’ motivation and make them interest to learning through game. Even chain drill controlled the students’ utterances but for the large class it is not

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quite effective. Because the teacher has limited time to check one by one and make corrections for each student. As Penny Ur said that:

“……Only one learner has been speaking at a time, allowing the teacher to monitor all utterances. However, if several interactions are being carried on simultaneously in class, the amount of productive practice carried on is greatly increased—at the expense, obviously, of direct teacher control of learner language. Thus, interactions of this type are useful when you are fairly confident that learners can produce acceptable instances of the structure without prompting.”

Based on that explanation, the teacher should be has no control over all students. He, she can’t be sure that all students understood the grammar. Therefore, the teacher needs special or additional time to check and make corrections each student’s speaking.

D. Teaching Simple Past Tense Through Chain Drills Activities

There are many ways in applying chain drills activities to teach simple past tense. But the writer modifies the following steps:

**Step 1:** Introduce the concept and the procedure of chain drill. Then the teacher gives examples of simple past tense sentences.

**Step 2:** hear a model dialogue (either read by the teacher or on tape) containing the key structure that are the focus of the lesson.

**Step 3:** begins the chain by greeting a particular student or asking him a question by using simple past pattern. The question adapted to the students’ interest or situation, such as ‘what did you do last night?’ or ‘what did you do last holiday?’. The first student who answer the question, greets or asks a question of the second student. The second student answers and asks the same question like to the third student next to him/her. The third student must remember the answer of first and second student. And the chain continues. The teacher interrupts to ask a new question only when she feels the first question has run long enough.

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Step 4: check and make corrections the students’ utterances. Then, explain the pattern of simple past tense on the white board. Make sure students understand very well about the pattern of the simple past tense.

Step 5: Try to do another chain drill technique by making it into the game which by divided the students into several groups. Explain the procedure that every group must do chain drill in loudly and the other group must judge them if they are have mistakes in their speaking. The teacher will account the mistakes and make score for each group. Each group is gave different question randomly.

Step 6: give students an evaluation. The teacher check whether they are understand about the pattern or not and make corrections. The teacher announces whose group wins the chain drill game.

E. Conceptual Framework

Simple Past Tense is to indicate something that happened in the past and this is showed by the past form of the verb whether the time signals were mentioned or not. Past tense is the linguistic competence required by students in order to communicate well. It constitutes one of the competences which support communicative competence. Therefore, the students’ ability in using simple past tense is important to be taught in an interactive teaching learning process which makes the student interest and they can produce the structure’s form automatically.

Meanwhile, the application of chain drills is one of strategy to develop the students’ ability in using simple past tense. Because chain drills is one of way to teach structure especially simple past tense over and over again. In Chain drill, the students also are asked to be creative in producing structure sentence even though using with the same form. Hence, through chain drills the students’ habit formation of simple past tense can be developed.

Based on the statement above the writer concludes that chain drills in teaching simple past tense can improve teaching learning activity in the classroom. Therefore, the more students use chain drills the more the students’ ability in using simple past tense will be developed.
CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the method of research, subject, and object of the study, time and place, research design, the Classroom Action Research (CAR) procedures technique of collecting data, technique of the data analysis, and criteria of the action success.

A. The Time and Place of Research

The research is held on March up to April 2011. The place is at grade VIII.1 of MTsN 17 Jakarta, which is located on Jl. Bakti 1 Rt.005/09 kelurahan Baru, Pasar Rebo, Jakarta Timur. For further complete profile, see appendices page 105.

B. The Subject of Research

The Subject of the research is grade VIII.1 students of MTsN 17 Jakarta. There are 40 students in VIII.1 that the writer chooses based upon the unstructured interview result with the English teacher.

C. The Role of the Researcher in Classroom Action Research

In this classroom action research, the role of researcher is English Teacher at eighth grade of MTsN 17 and she also asks the real English teacher of VIII.1 MTsN 17 to become the observer in the classroom. The researcher also makes
lesson plan, and the assessment or test before Classroom Action Research (CAR) pre-test and after Classroom Action Research (CAR) post-test in each final cycle. And also with the teacher of VIII.1 MTsN 17 watch out the process of teaching and learning activities and researches process of students’ ability in simple past tense activities in the classroom.

D. The Data and Source of Data

The data of this research is the procedure and the result of using chain drills in developing students’ ability in simple past tense. The result is in the form of the comparison between pretest, post-test I and post test II score. The sources of data in this study are:

1. Event
   It is chain drills as technique in developing students’ ability in simple past tense.

2. Informant
   The informants are the English teacher’s partner and students in MTsN 17 Jakarta, Grade VII.

E. The Technique of Collecting Data

In this research, the technique of collecting data the writer uses qualitative data and quantitative data. The qualitative data consists of observation, interview and field note. Whereas, the quantitative data consists of pre-test and post test. ¹

a. Observation
   In the beginning of the research, the writer does the observation with the aim to know the whole thing happened during the teaching and learning process. Then, the real English teacher acts as an active observer.

In grammar lesson, the observer observes students’ ability especially in Simple Past Tense, such as; comprehending the meaning, form and uses of Simple Past Tense, use the right verb in the Simple Past Tense sentences, and identify the basic forms and meaning of the Simple Past Tense sentences.

b. Interview

In this research, the writer interviewed the teacher before implementing Classroom Action Research and after accomplishing Classroom Action Research (CAR). to know students’ difficulties in simple past tense, students’ condition involving in teaching and learning simple past tense activity, and the method or kinds of strategies usually adopted by the teacher in teaching simple past tense. The interview also will be carried out to know the teacher’s response toward the idea of chain drills technique.

c. Field notes

This field notes is taken by the observer, this is the informal notes written by teacher when she conducts teaching and learning process. The data may already be selective and focused on a particular issue, for instance to analyze the student interaction and questioning technique2. The purpose of this technique is to know and analyze how far the technique Chain Drills can influence students’ ability in Simple Past Tense.

d. Test

The test is given to the students in order to know how well the students’ ability in Simple Past Tense score after giving technique of Chain Drills.

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F. The Technique of Data Analyzing

The technique of data analysis used in this research is descriptive analysis (percentage) and the analysis qualitative data used in this study is the observation of students’ activities during teaching learning process and the interview before and after classroom action research and the teacher’ activity in classroom and the situation of classroom.

In completing the numerical data, the writer tries to get the average of students’ simple past tense ability score within before the the implementation and every cycle in order to know how well the technique Chain Drills in the classroom.

It is the formula;\(^3\)

\[ X = \frac{\sum x}{N} \]

- \(X\) : mean
- \(x\) : individual score
- \(N\) : number of students

Then, the writer tries to get the class percentages which pass the KKM (65) of English lesson at MTsN 17. It is the formula:\(^4\)

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

\(P\) : the class percentage

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F   : total percentage score
N   : number of students

Then, the writer analyzes the students’ ability in Simple Past Tense score from pre-test up to post-test and she uses the formula:

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

P : percentage of students’ improvement
y : pre-test result
y1 : post-test 1

G. The Criteria of the Action Success

Classroom Action Research (CAR) is able to be called successful if the percentage of students’ score is above of the criteria. In this study, the research will succeed when there is 75% numbers of students could achieve some improvement scores from the pre-test until the second post-test in cycle two and/or they could pass the target score of the minimal mastery level criterion (KKM). The KKM that must be attained considering reading subject is 65 (sixty five) which is adapted from the school agreement (MTsN 17 Jakarta). If the criterion of the action success achieved, it means that the next action of the Classroom Action Research (CAR) would be stopped, but if this condition has not been reached yet, the alternative action would be done in the next cycle.

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H. The Research Design

According to John W Santrock, action research is research used to solve a specific classroom or school problem, improve teaching and other educational strategies or make a decision at a specific level.⁶

In this design’s classroom action research (CAR), the writer used Kurt Lewin Model, this concept consists of planning, acting, observing, and reflecting⁷. The relationship among those concepts formed one cycle. Basically, amount of cycle depends on with the issue or issues happened in teaching and learning activities and also the achievement. The writer describes the scheme of action research designed by Kurt Lewin.

![Diagram of Action Research Cycle](image)

(Adapted from Suharsimi Arikunto, 2009)

**Figure 3.1**

**Action Research Cycle**

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⁷ Wijaya Kusuma, *Mengenal Penelitian Tindakan Kelas*, (Jakarta: PT MALTA PRINTINDO, 2009), hal. 19-20
In detailing the design of action research, the writer modifies the Action Research that according to Kurt Lewin Model:

**Figure 3.2**

Research Design of Kurt Lewin Model

**CYCLE 1**

**Planning**
- The teacher makes the lesson plan
- The teacher chooses the appropriate material and topic related with syllabus
- The teacher prepares the form observation for observer
- The teacher prepares form evaluation and post-test I

**Acting**
- Conducts the lesson plan
- Teaches simple past tense and applies the technique
- Gives the vocabularies if needed

**Observing**
- Observes the class situation
- Identifies the students’ achievement in learning simple past tense
- The observer observes the students’ behavior when they are given the technique
- Does the post-test I after the implementation in cycle I

**Reflecting**
- The teacher and the observer discuss collaboratively students’ achievement and also the technique
- Revises the lesson plan and the implementation if needed
- Modifies the lesson plan for the next cycle and prepares for post-test II in order to know the improvement of students’ score

**CYCLE 2**

**Planning**
- Revises the lesson plan and modifies the technique
- Reselect the topic and the material and also the task
- Prepares the form observation

**Acting**
- Teaches the material according to lesson plan
- Gives other chain drills activity in order to make the student more enthusiasm

**Observing**
- The observes identifies the teacher’s activity in classroom
- The observer observes the students’ behavior when they are given the technique.
- The observer observes the students’ responses
- Does the post-test II in ending of cycle II

**Reflecting**
- Discuss with the observer about the students’ achievement in classroom
- Discuss about students’ behavior when the teacher gives the technique
- Discuss with the observer the improvement of students’ score and also analyzes the result from post-test I to post-test II
I. The Classroom Action Research (CAR) Procedures

The Classroom Action Research using Kurt Lewin’s design consists of four phases within one cycle. Those are planning, acting, observing, and reflecting. After accomplishing the first cycle, it will be probably found a new problem or the previous unfinished problems yet. Therefore, it is necessary to continue to the second cycle in line with the same concept of the first cycle.

To make clear what happens in every phase. Here are the explanations:

a. Planning Phase

In this phase, the writer as English teacher makes lesson plan based on the issue in classroom which is proven by observing and interviewing, furthermore in this phase the planning is divided into two types. Those are general planning and specific planning. The general planning is aimed at organizing whole aspects referred to Classroom Action Research (CAR). The writer and the observer conduct Action Research collaboratively. Meanwhile the specific planning is aimed at organizing the plan related to cycle-to-cycle. The organized planning will be formed into lesson planning based on the current used syllabus. The lesson plan has been prepared to be implemented in VIII.1 grade at MTsN 17 Jakarta. It has been mentioned some instructions regarding procedures of teaching, media, resources, and evaluation.

b. Acting Phase

After the teacher makes lesson plan that has described above then the teacher arranges the scenario of teaching learning activities related to the teaching material. The teacher uses the determined strategy as she is teaching while the observer observes the class during the teacher teach the class. Here, it begins the process of going more deeply into the issue being researched. Related to the condition of limited teaching learning period, that is why the writer takes the action phase during two weeks within two cycles in which each cycle consists of two meetings in action.
c. Observing Phase

In this phase, the writer carries out observation toward implementation of the action using field note or unstructured observation sheet. The writer observed the outcomes of the intervention and reflecting on its effectiveness. When observing, the observer should notice and note all of activities in the physical classroom. It may be about the teacher’s performance, class situation, students' response, etc. In this phase, it also collects the data derived from evaluation or post-test.

d. Reflecting Phase

This phase is aimed to reflect the completely done action based upon data that have been collected, and then it is necessary to hold evaluation for completing the next cycle. This phase is carried out collaboratively, that is to discuss further some problems occurred in the class. Thus, the reflection is able to be determined after implementing the action and observation outcomes. If there still might have found some problems, so it needs to move to the next cycle concerning re-planning, re-acting, and re-observing. Therefore, the unfinished problems yet could be solved.
CHAPTER IV
RESEARCH FINDINGS

In this research finding, the writer presents the result of the research and the data of the research that have been collected. The data discusses the way to develop the students’ ability through Chain Drills at eight grade at MTsN 17 Jakarta. Data description consists of observation before implementation the action, interview and also pre-test, data analyzing, research instrument that consists of the implementation technique Chain Drills in developing students’ ability at eight grade at MTsN 17 Jakarta.

A. Data Description

The writer has divided three parts of data description before the implementation of the action, in order to know the obstacles of teaching learning in reading activities selectively, those are data of observation, data of interview and post-test.

1. Data of Observation

Based on the observation was conducted by the writer on Thursday, March 11th 2011 and was started at 06.45 A.M up to 08.45 A.M. The writer observed the process of teaching learning in students and teachers’ grammar activities in simple past tense before implementation the action. It was held on at grade VIII.1 of MTsN 17 Jakarta. There were 40 students in the
class. From the observation before implementing the action, it was known that the teacher taught reading about recount text. During the teaching learning processes, the teacher just explained a bit about simple past tense and asked to memorize the verb form of simple past tense from the dictionary. Hence, they are lack of knowledge about the Simple Past Tense. Next, when the students asked to find simple past form and verbs in the text, many of them had wrong answers. The teacher also asked the students to answer the question which formed in simple past tense around the recount text that was given by the teacher. Some of their answer was written on the white board and almost all the answer was in wrong form of the simple past tense. In other words, the teacher just asked them to do the task without asked to understand and exercise about the form, meaning and used. Then, until the end of teaching learning processes in the classroom, the students’ behavior was seen unmotivated because the teacher only gave task to read, memorize the verb, answer the question, and writing notes. There were no activities that made the students to more active.

2. Data of Interview

This interview was conducted as unstructured interview, it was held on Tuesday, March 15th 2011, and started at 07.00 A.M up to 08.00 A.M. In this interview, the writer asked some questions related English teaching learning activity, especially about giving material related with simple past tense. The interview was about the general teaching in simple past tense and also the achievement, the difficulties faced the students in teaching material which related with simple past tense, and also the kinds of strategies that used by the teacher before previously implementation of Classroom Action Research (CAR).

The writer started with questions related teaching learning in grammar activities and also the problems were faced by the teacher. The teacher said that not all the students like to English lesson because they were difficult to memorize, comprehend and do the exercises by themselves about
the English material especially grammar. As the result, they obtained low competence in English and most of students VIII.1 Grade felt boring with the situation when English material had been given. Moreover, because of this situation, the teacher stated that most of them were difficult to pass the KKM (Criteria of Minimum Completeness) that concerning with school program. Besides, the teacher also said that now the teaching grammar is no longer taught specifically. Therefore, the comprehension of students’ grammar was less because there is no additional time to learn it more specific. The students also were difficult to memorize the verb and form. Some of them even very lazy to read, write and open dictionary to memorize the verb and form. The teacher also said that she was confused to find the appropriate strategies which did not waste much time in improving the students’ ability to teach grammar especially about simple past tense. As a last strategy, the teacher often used memorizing technique to improve them.

3. **Pre-Test**

The writer did the pre-test before the writer conducted Classroom Action Research, it was held on Tuesday, 1st March 2011, and it began from 08.05 A.M up to 08.40 A.M. There were 40 students of VIII.1 followed the test. The test was 20 questions in multiple choice and the students did it during 30 minutes. From this pre-test, it is known the mean score of pre-test that was done by students was 49.75.

Based on the result, the data above showed seven students who obtained the score above the KKM (Criterion of Minimum Completeness), meanwhile the other 34 students were below that criterion. From the data, the higher score was 80 and lowest score was 15 while KKM of MTsN 17 was 62. From the data showed that almost of students’ achievement in simple past tense was poor and low.
B. The Implementation of Classrooms Action Research

This Classroom Action Research was held from March 22\textsuperscript{nd} up to April 7\textsuperscript{th} 2011 at VIII.1 Grade of MTsN 17 Jakarta, there were 40 students followed this implementation. The writer conducted this research two cycles which each cycles was conducted two meetings.

1. Cycle I
   a. Planning

In this phase, the writer as English teacher made lesson plan and selected the appropriate material that based upon the students’ problem in simple past tense. In this phase also the writer made the exercises related material. The writer selected the recount text as the material because the recount text associated with simple past tense. In this lesson plan, the writer did not specific explained the schematic structure of recount text but only explained the language features especially about simple past tense. In the lesson plan, there were some stories to be identified the simple past tense and some chain drills activities that students must do. Here the writer also prepared the unstructured form observation and field note to observe students’ and the researcher’ activity in classroom during the class began until ended. To collect data the writer prepared post-test I after she conducted the cycle I; to know the improvement of students’ ability in simple past tense after giving technique of Chain Drills.

b. Acting

In the cycle I, the action was done on March 22\textsuperscript{th} and 24\textsuperscript{th} 2011. The teacher implemented the teaching learning process based on the lesson plan had been made. First, the writer opened the teaching learning by giving some questions which related to the materials that would like to be learned by students, and then she began to ask students to read the recount text silently. After that, some students read the text loudly by chaining based on their seat position. Next, the writer explained a little bit about the
schematic structures and more specific explanation about the language features of recount text especially simple past tense. The writer explained the form, meaning and use of simple past tense that adjusted by the recount text. The writer also asked the students about their experience which involved to the recount text. Then the answers of students were written on the whiteboard as examples of simple past tense sentence form. After that, the writer asked them to underline the simple past tense that they found in the text. To check their answer, the writer chained one by one based on their seat positions. Then, to make sure the students understand how to identify and express the simple past tense in a sentence, the writer asked them to do a chain drill by making a simple past tense sentence by using the verb based on the piece of paper that given from the writer. It was about 5-10 minutes to make the sentence. Next, the students must say orally the sentence after they heard the question ‘What did you do last night?’ from their friend beside them. Then, after they answered it by using the sentence that they made, they repeated the same question to their friend beside them and so on. The writer also directly checked one by one their utterances and their sentence form.

c. Observing

In this phase, The English teacher as observer observed the classroom activity while the writer conducted the implementation of CAR. Related to the writer’s performance, the observer said that the task were related to the evaluation on students’ understanding which stated in the lesson plan, but in the first action the writer took 1 hour of time allocation (40 minutes). She might use about ± 25 minutes for how to read the text and how to understand the text. And the rest of time allocation can be used to explore on how the students write the sentences in simple past tense form. The observer also said chain drill was proper to teach simple past tense because it seems like a game and the students were very enthusiastic to do it. But when the students performed the chain drill, some of them
who have not yet got the turn perform to ask and answer made noise and did not pay attention to their friend. The writer tried to control their attention by calling their name but it was not really success. The observer also said that the chain drill activity was too much involved of students’ speaking but for their writing was less attention. In this phase also carried out post-test I on the second action after the teaching learning process to measure how well the students’ ability in simple past tense that had been studied.

d. Reflecting

After implementing the actions and collecting the result of observation, the writer and the teacher had to reflect and discussed it to modify the technique and manage the classroom well. The result showed that they got a significant improvement in simple past tense but the writer and the teacher also had to think how to modify the technique more effective in classroom in order 75% of students in the class could pass the KKM because in the result of posttest 1 showed only 45% of students who passed the KKM. Although, there were improvement of students’ ability in simple past tense had been developed but the writer and the teacher thought that still needed more improvement to support the technique. Regarding the result of observation phase, the students felt that chain drill was an interesting technique. They looked very enthusiastic when they carried out the chain drill activity. But, the writer was difficult to control the class because it was large class. Therefore, when the chain drill activity did for the whole class, it was noisy and some of students did not pay attention. To solve this problem, the writer and the teacher had opinions that chain drill would be effectively if the chain drill was implemented by making groups. Moreover, they also thought by using rewards and punishment would more get attention and control the class. And in order to make chain drill not too much involved of students’ speaking, the writer
needed to find the other variation of chain drills which involved the students’ writing.

From the reflecting phase above, the writer had almost reached the goal of the applying technique and the lesson plan in this cycle and also there must be more efforts to develop students’ ability in simple past tense through chain drill. But, the writer and the teacher needed more improvement about the material and modified the lesson plan in the next cycle. This effort was done in the next lesson plan of cycle two.

2. Cycle II
   a. Planning

As the result of reflecting phase from cycle I, in this planning phase the writer modified the previous lesson plan. In the cycle I, the writer saw that doing chain drill activity in large class was less effective. Thus, in this cycle she would be divided the students into some groups to make more focus in doing chain drill. In order to create a classroom atmosphere more conducive, the writer also prepared what the rewards and punishments that she would give to the students who did not pay attention and made noises. Moreover, she also prepared the other variation of chain drill activity which involved not only for speaking but also for their writing. Beside of that, to collect the data the writer still also prepared the unstructured observation sheet to note the classroom activities and the post-test II.

b. Acting

The action of cycle II was implemented on April 4th and 7th 2011. First, the writer and students reviewed the previous lesson. Then, she asked the students to read. After that, the writer gave hand out to students. They asked to underline the simple past tense, classify the verb whether it is regular verb or irregular verb, and answer the question in correct form of simple past tense based on the recount text that given from
the writer. To check their answer, they asked to check by chain drill. The student who sits on the right corner must read the question and asked to his/her friend beside him/her. The student who accepted the question must answer by using his/her answer. And so on. Then, the writer divided them into some groups based on their seats. They asked to make a simple past tense sentence by using the verb based on the piece of paper that given from the writer for each person in each group. After that each group must do a chain drill in the front of the class. Before they did the chain drill, the writer explained the rule of chain drill first. The rule is the student who stand on the right corner, must read his/her sentence. Then, the student beside him/her repeats the sentence that he/she heard from his/her friend and then read hi/her own sentence. And so on. During the chain drill activity, the writer directly checked the students’ utterances if they made and read their sentence incorrectly. The writer also gave the punishment if there were students who did not pay attention.

c. Observing

In this phase, the observer observed the writer during the action of cycle II. The results of observation said that the situation of the class was better than before. After the writer used grouping in chain drill activity, the writer can be more focus to control the students. The using of rewards such as giving a box of biscuit chocolate for the group who can perform the chain drill that less made mistakes and also the using of punishments such as punished the students who did not pay attention and make noises to come forward then asked to sing an English song, helped the writer to manage the class more effectively. Besides that, the students were quite active and enthusiastic when the chain drill involved with writing skills. The activity was such as chaining the writing of simple past tense sentence in a group. It was interesting and challenging enough for students. Because they must think fast and make a sentence in correct form. After they did the chaining writing, each group performed their
writing to do the chain drill orally in front of the class. Thus, it did not only check their speaking but also checked their writing. Then, the writer conducted the post-test II to know the improvement of students’ ability in simple past tense after using chain drills in the cycle 2. Based on the result of post-test II, the mean score of the class was 78.13. It means that the students who passed the KKM (65) in cycle II were 39 students or 77.5%. It concluded there were improvements in their simple past tense ability when the technique was conducted by the teacher.

d. Reflecting

In this reflection, the writer and the teacher evaluated the results of data students’ score and observation of teaching learning process in cycle II. The writer and the teacher felt satisfied of using chain drill in developing students’ simple past tense. Through chain drills in developing students, the students could easily understand, remember and use the right form of simple past tense. The students also were more motivated and seemed interesting during the teaching learning process. It could be seen from their improving scores from the pretest 1, the result of the observation and field note after the implementation.

The improvement of the students’ scores from pre-test, post-test I and post-test II who passed the KKM (65) showed that 5 students or 12.5%, in cycle I were 22 or 45%, then in cycle II were 31 students or 77.5%. Then the teacher and the observer concluded the implementation of this cycle was successful and they decided to stop continued the next cycle because the target research of where minimally 75% students were achieved.

C. Data Analyzing

After conducting the action research, the writer gained three data; those were the result of post test, post interview and post observation. In this case, the
writer gave the report concerning the data analyzing according to post interview and the result of post-test.

1. The Result of Pre-Test, Post-Test I and Post Test II

Before the students did the test, to see whether the technique of chain drill is influence and successful to develop students’ ability in simple past tense or not and whether the score was increased or not to students of VIII.1 Grade MTsN 17 Jakarta, the writer described and analyzed clearly the result of pre-test, post-test I, and post-test II. The writer had done the reasonable the test using difficulty item and discriminating power to identify the test was used or not in the pre-test, post-test I and post-test II. It could be seen in the appendix page 78.

The writer described the students’ ability in simple past tense or grammar score in pre-test, post-test I and post-test II in the table below:

Table 4.3
The Students’ Grammar Score of Pre-Test, Post-Test I, Post-Test II

<table>
<thead>
<tr>
<th>STUDENTS’ NUMBER</th>
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</table>
The data above showed that there were five students who passed KKM in pre-test, eighteen students in post-test I and thirty students in post-test II which marked by bold numerical score to students who passed KKM (65). The writer also concluded the lowest score in pre-test was 15, in post-test I was 50 and post-test II was 60.

The writer also calculates the student mean of the score, calculates the class percentage and also calculates the percentage of the achievement score from pre-test, post-test I and post-test II as a purpose to know the result among pre-test, post-test I and post-test II.

The Average of students’ reading score:

\[
\bar{X} = \frac{\sum X}{N}
\]
\[ \bar{X} = \frac{1990}{40} \]
\[ \bar{X} = 49.75 \]

From that calculation above, it is showed the students’ ability in simple past tense mean score before using chain drill or before implementing Classroom Action Research (CAR) is 49.75. Then to know the percentage of students’ score who passed the criterion of minimum completeness, the writer used the formula:

\[ P = \frac{F}{N} \times 100\% \]
\[ P = \frac{5}{40} \times 100\% \]
\[ P = 12.5\% \]

From the computation above, the students’ score percentage in the pretest is 12.5 %. It means there are five students, who passed the KKM of English Lesson and students who got score below the target of KKM are thirty five students. So, from the percentage above, it is shown the achievement students’ reading at VIII.1 grade MTsN 17 Jakarta is poor. It could be seen from the diagram below.
Then, to know the students’ score improvement from the pretest to post-test I result the writer calculates the result of post-test I in the cycle 1. There are three steps to get this improvement. Those are calculating the students’ mean score of the class, calculating the students’ improvement score into percentage and calculating the class percentage who could pass the KKM.

The first step is to calculate the mean score of post-test I. The calculation as following:

\[
\bar{X} = \frac{\sum X}{N}
\]

\[
\bar{X} = \frac{2660}{40}
\]

\[
\bar{X} = 66.5
\]

Based on the computation above, it is showed the mean score of the class in post-test I is 66.5. It is proven there are some improvements in applying technique chain drill in teaching simple past tense. It could be seen from the pretest mean score (49.75) to the mean score of post-test I (66.5). It improves approximately 16.75 (66.5 – 49.75).
Next step, in order to get the percentage of students’ achievement score from pre-test to post-test I, the writer used the formula:

\[
P = \left( \frac{y_1 - y}{y} \right) \times 100\%\\
\]

\[
P = \left( \frac{66.5 - 49.75}{49.75} \right) \times 100\%\\
P = 33.66\%\\
\]

Based on the calculation above, it is shown the percentage of students’ achievement in simple past test from pre-test to post-test I is 33.66%. It is represented the students’ ability in simple past tense is improving and enough successful although there are students do not achieve the goal of learning simple past tense.

Next, the writer continues calculating the percentage of students who passed the KKM after implementation cycle I, the writer used formula:

\[
P = \left( \frac{F}{N} \right) \times 100\%\\
\]

\[
P = \left( \frac{18}{40} \right) \times 100\%\\
P = 45\%\\
\]

Based on the computation above, the percentage of students who passed the criterion of minimum completeness in post-test I is 45%. It is concluded the students’ improvement in post-test I which passed KKM is 32.5% (45% - 12.5%). It is calculated there are eighteen students who pass the KKM and there are twenty two students who get the score below the standard
of the KKM. Although, this percentage shows progress than before but it is needed more achievement to develop students’ ability in simple past tense. It is caused the target of success Classroom Action Research could not achieve yet 75%. It could be seen from the diagram below:

![Figure 4.2](image)

**Figure 4.2**

The Result of Students’ Score in Post-Test I

After the writer implemented cycle two of Classroom Action Research, she gives post-test II to students in order to know and to prove whether the application of technique chain drill could be successful and effective to develop students’ ability in simple past tense or not either from pre-test and post-test I. There are three steps to know this improvement. Those are to calculate the mean score of the class, to calculate the percentage of the students’ improvement score, and to calculate the class percentage which pass the KKM (65).

First step, in order to know the mean score of the class in post-test II, the writer used the formula as below:

\[
\text{Mean } \bar{X} = \frac{\sum X}{N}
\]

\[
\bar{X} = \frac{3150}{40}
\]
\[ \bar{X} = 78.13 \]

From that calculation, it is showed the mean score of the class in post-test II is 78. It is concluded the achievement score of students’ ability in simple past tense through chain drill is effective. It could be seen from the improving student score from the mean score of the class in post-test I to post test II. The improving students’ score from post-test I to post-test II is 11.63 \((78.13 - 66.5)\). From the table 2, it is showed the highest score is 95 and the lowest score is 60.

Next step, the writer calculates the data again in order to get the percentage of students’ achievement score, the calculation as follow the formula below:

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

\[
P = \frac{78.13 - 49.75}{49.75} \times 100\%
\]

\[
P = 29.38 \times 100\%
\]

\[
P = 59.05\%
\]

From the calculation above, it is shown the percentage of students’ achievement in students’ simple past tense in post-test II improves 59.05\% from the pretest or 25.39\% \((59.05\% - 33.66\%)\) from the post-test I. It is concluded the students’ ability in improving simple past tense is enough effective, even taught there are ten students who cannot achieve the goal of learning simple past tense in the classroom. Moreover, it can be seen improvement students reading skill from pre-test, post-test I and post test II is 25.39\%. Then, the last step is to calculate the percentage from the students’ score who pass the KKM (65) in post-test II.
The formula as following:

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

\[ P = \frac{31}{40} \times 100\% \]

\[ P = 77.5\% \]

Based on absolute calculation above, it is known the percentage of students who passed the criterion of minimum completeness is 77.5%. The class percentage of posttest II obviously shows some improvements from the previous test; the improvement is 65% from the pretest (77.5% - 12.5%) or 32.5% from the class percentage of posttest I (77.5% - 45%). It means that in the cycle II there are thirty one students who pass the KKM and there are only nine students are below the KKM (65). It could be seen from the diagram below:

![Figure 4.3](image_url)

**Figure 4.3**

The Result of Students’s Score in Post-Test II

Based on all the calculation above, the interpretation of data result from cycle I up to cycle II can be seen from the result of pre-test, post-test I
and post-test II. Here, the writer described the result from pre-test, post-test I and post-test II through diagram below:

![Figure 4.4](image)

**Figure 4.4**

*The Results from the Pre-Test, Post-Test I and Post-Test II*

The data results among pre-test, post-test I, and post-test II are interpreted as following:

In the pre-test, the mean score of the class before implementation the chain drill as a technique of developing students’ ability in simple past tense is 49.75. Moreover, in order to know the students who pass the KKM the writer calculates the percentage of students’ simple past tense achievement. The percentage which passes the KKM is about 12.5%. It means there are 5 students, who passed the KKM (65) and students who got score below the target of KKM are 35 students.

After that, the writer calculates the result of post-test in cycle I. The mean score of post-test I is 65.5. It means the students’ improvement is 16.75 (66.5 – 49.75). Meanwhile, the percentage of student who passes the KKM is 45%. It means that there are some students’ score improvement from the previous test (pretest), that is 32.5% (45% - 12.5%). It is showed there are 18 students who pass the KKM and there are 22 students who get the score below
the standard of the KKM. However, from this result of post-test I, the students’ ability in improving their simple past tense shows the progress but they still need improvement to achieve the target of success CAR, which is 75% from the class percentage. That is the reason why the writer and the observer to continue into cycle II.

Next, the writer calculates the post-test II after she conducts the cycle II. The mean score of students in post-test II is 78.13. Furthermore, the students’ score from post-test I to post-test II, it shows improvement that is 11.63 (78.13 – 66.5). Then, the percentage of the students who pass the KKM in post-test II is 77.5%. It means there are 31 students who pass the KKM and there are only 9 students are below the KKM (65). The writer concludes that this class percentage shows improvement 59.05% from the pretest (12.5%) or post-test I (25.39%) in the class percentage. From the final data class percentage in posttest of cycle II shows that the target of Classroom Action Research (CAR) success has fulfilled above 75% students could pass the KKM. It shows that through chain drill, the students’ ability in simple past tense can be developed and improved. Therefore, the Classroom Action Research (CAR) is success and the writer ends the cycle.

2. The Result of Post Interview

After implementing chain drills technique, the writer held the unstructured interview with the teacher. It was conducted on Wednesday, April 13th 2011 after accomplishing cycle II. This interview was started from 08.00 A.M up to 09.00 A.M. The writer asked some questions related to the improvement students’ simple past tense to teacher.

First, the teacher explained the general condition in English class during the action. The teacher said that actually chain drill not only was proper to teach grammar but also it could be integrated based on the teacher’s creativity as has been done by the writer. The students were also more understand about the form, meaning and use of the simple past tense and when they asked by question in simple past tense form they automatically answer in
right form. Furthermore, chain drill helped students to remember the form of simple past tense because they practiced over and over again.

Then, the teacher considered she might use the technique because chain drill was interesting technique to teach grammar especially simple past tense. It was packed like a game. As the result, the students were enthusiastic and active in learning simple past tense. Although in the cycle I, the classroom were very noisy and the writer could not control it well but in the cycle II the writer modified the correct technique. And she also suggested that to get the students’ attention indeed should use reward and punishment and for large class the using of chain drill technique was also more proper in groups. From the result of interview above it is proven that the technique of chain drill can develop students’ ability in simple past tense in the second year MTsN 17 Jakarta. It can be proven from by the improvement of students’ score. The result of pre-test, post-test I and post-test II showed a significant improvement. Considering from the explanation above, the writer concluded that the Classroom Action Research was done successfully.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The result of Classroom Action Research shows the technique of chain drills can develop students’ ability in simple past tense effectively. Based on the research, the writer concludes that:

1. The students’ score of simple past tense through chain drills from the result of the analysis of the research proves that could develop in teaching simple past tense. This result has answered the research question that the implementation of chain drills is quite effective.

2. The improvement of students’ ability in simple past tense can be seen in the improvement of their achievements in pre-test, post-test I and post-test II. The result of mean score of the class in pre-test who passes the KKM (65) is 5 students or 12.5%, in cycle I the students who pass the KKM is 22 or 45%, then in cycle II were 31 students 0r 77.5%. It showed that learning simple past tense through chain drills is effective. Thus, it can be said that the technique chain drills to develop students ability in simple past is influence and successful.

B. Suggestion

In this part, the writer would like to give some suggestions that might be useful in applying technique chain drills. The suggestions are as follow:
1. For the students

   Chain drills would be helpful to develop students’ ability in using simple past tense, so the teacher needs to maintain through chain drills technique in the next new academic year in teaching simple past tense.

2. For the teachers

   In teaching simple past tense, the teacher has to assertive in managing the classroom. The teacher also should give clear instruction and role of chain drills. Because nowadays grammar is not taught specifically, the teacher has to clever and creative inserts grammar learning activities especially chain drills in their English teaching.

3. For other researcher

   The result of the study can be used as an additional reference or further research with different discussion.
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### The Students’ Grammar Score of Pre-Test, Post-Test I, Post-Test II

<table>
<thead>
<tr>
<th>NO.</th>
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**Mean:**

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

- Pre-test Mean: 49.75
- Cycle 1 Mean: 66.50
- Cycle 2 Mean: 78.13
The Improvement of Students’ Simple Past Tense Score During CAR
Observational Notes for Need Analysis

Before CAR

Date: 10 March 2011
Time: 06.30 – 08.50 WIB (3 x 40 minutes of time allocation)

<table>
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<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
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<tr>
<td>1. The students are asked about the last meeting material.</td>
<td>– The questions involves the purpose of recount text and the characteristic of recount text</td>
<td>– As an apperception</td>
<td>– The teacher too much gives the students the translation.</td>
</tr>
<tr>
<td>2. The students are read a text aloud by together</td>
<td>– The Indonesian translation</td>
<td>– To check whether the students can catch the idea of the text.</td>
<td>– It should can use more varieties technique to make the students can comprehend the text.</td>
</tr>
<tr>
<td>3. The teacher gives task to translate the text</td>
<td></td>
<td>– The students know the meaning of the word that appears in the text.</td>
<td></td>
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<tr>
<td>4. The teacher concluded the material.</td>
<td></td>
<td>– The students can identify the purpose of the text</td>
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<tr>
<td>5. The teacher gives assignment to memorize some words.</td>
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<tr>
<td>6. The teacher gave suggestion to the students not to be lazy to consult their dictionaries, are asked whether they have difficulties in learning.</td>
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**Observational Notes for Need Analysis**

**Action** : 1\textsuperscript{st} meeting - Cycle 1  
**Date** : 22 March 2011  
**Time** : 08.00 - 09.25 WIB (2 x 40 minutes of time allocation)  
**Topic** : Recount Text (Writing skill)

<table>
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<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
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</thead>
</table>
| 2. The students read the text one by one. | – It involves their pronunciation checking by the teacher  
– Chain drilling by the teacher and students  
– BKOF (Building Knowledge of the field)  
– It involves presenting the brief examples on the white board. (MOT or Modeling of the text)  
– JCOT (Joint Construction of the field) | – To improve the students’ pronunciation  
– To make the students be able to read the notation at home  
– To see whether the students be able to identify the verbs II which are used in simple past form  
– To give modeled text  
– To make the students’ writing the sentences in simple past tense form | – It took 1 hour of time allocation (40 minutes). It is not necessarily focusing on how they read the text, since the skill which will be developed is writing skill. You may use about ± 25 minutes for how to read the text and how to understand the text. And the rest of time allocation can be used to explore on how the students write the sentences in simple past tense form (including the activity to evaluate their writing).  
– As an evaluation, unfortunately, the time is up. |
| 3. The students pronounced the words one by one which drilled by the teacher. | | | |
| 4. The students make notes on their written book. | | | |
| 5. The students are asked to write down the “verbs II” at the white board score one by one. | | | |
| 6. The students listened to the teacher’s explanation about simple past tense. | | | |
| 7. The students are divided into groups and are asked to follow the instructions given by the teacher to write sentences based on the | | | |
‘verbs I’ given.

The teachers closed the sessions without giving reflections and proper closing.
Observational Notes for Need Analysis

Action : 2\textsuperscript{nd} meeting - Cycle 1

Date : 24 March 2011

Time : 06.30 – 08.50 WIB (3 x 40 minutes of time allocation)

Topic : Recount Text (Speaking Skill)

<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>7. The students are asked about the last meeting material.</td>
<td>– The questions involves the purpose of recount text and the characteristic of recount text</td>
<td>– As an apperception</td>
<td>– It is good. Teacher should relate the students’ background knowledge with the material provided by the teacher.</td>
</tr>
<tr>
<td>8. The students are asked to underline the simple past tense form from the text, and then wrote them down on the white board.</td>
<td>– It involves checking the students’ identification of the verbs in simple past tense form and also students’ pronunciation</td>
<td>– To check whether the students be able to identify the verbs used in simple past tense form</td>
<td></td>
</tr>
<tr>
<td>9. The students are asked to read the sentence individually in continuously interchangeably from the text provided.</td>
<td>– Chain drills</td>
<td>– To check the students’ understanding on verbs in simple past tense form’s identification and pronunciation</td>
<td></td>
</tr>
<tr>
<td>10. The students are given a word in a piece of paper each. Then they are asked to write down a sentence in simple past form in the back of the paper using the word provided.</td>
<td></td>
<td>– To check the students’ understanding on how to make a sentence in simple past tense form</td>
<td></td>
</tr>
<tr>
<td>11. The students are asked to say “what did you do last week?” to the friend nearby, and the friend nearby answered with the</td>
<td></td>
<td>– To check the students’ speaking skill in asking and answering a question by using simple past tense form</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– The students will be able to ask and answer the questions in simple past tense form</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>– The students will be able to retell the sentences made by</td>
<td></td>
</tr>
<tr>
<td>sentences which they have made before. Then, the friend nearby continued the activity by asking “what did you do a friend after him/her last week?” then, a friend after him/her answered that question using the sentences from hi/her paper which he/she made before.</td>
<td>12. Few students are asked to answer the question and asked another friend with the same questions and repeat his/her friend answers.</td>
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</tr>
<tr>
<td>13. The teacher and the students gave applause.</td>
<td>14. The teacher concluded the material.</td>
<td></td>
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</tr>
<tr>
<td>15. The teacher gave suggestion to the students not to be lazy to consult their dictionaries, are asked whether they have difficulties in learning.</td>
<td></td>
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</tr>
</tbody>
</table>
Observational Notes for Need Analysis

Action : 1st meeting - Cycle 2
Date : 4 April 2011
Time : 08.00 - 09.25 WIB (2 x 40 minutes of time allocation)
Topic : Recount Text (Writing skill)

<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>1. The students read the text. Then, underline the simple past tense and grouping the verb.</td>
<td>Chain drilling by the teacher&lt;br&gt;BKOF (Building Knowledge of the field)&lt;br&gt;It involves presenting the brief examples on the white board. (MOT or Modeling of the text)&lt;br&gt;JCOT (Joint Construction of the field)&lt;br&gt;It involves the students’ writing ability</td>
<td>To see whether the students be able to identify the verbs II which are used in simple past form&lt;br&gt;To give modeled text&lt;br&gt;To make the students’ writing the sentences in simple past tense form</td>
<td>The chain drill is not just can be applied in speaking skill but also it works in writing skills. &lt;br&gt;The chain drill activity is not just as a grammar activity but it can become a fun game.</td>
</tr>
<tr>
<td>2. The students mention the simple past tense in chain.</td>
<td></td>
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</tr>
<tr>
<td>3. The students divided into some groups. They are asked to make a sentence by using their own words in simple past tense based on the question that given on the paper. Then write on the paper in chain.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The students are asked to write down the sentence at the white board score one by one.</td>
<td></td>
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</tr>
<tr>
<td>5. The students listened to the teacher’s explanation about simple past tense.</td>
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<td></td>
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<tr>
<td>6. The students are divided into</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>63</td>
<td>groups and are asked to follow the instructions given by the teacher to write sentences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Some students who don’t pay attention get punishment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The teacher gives a reward to the group who get the best score.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Observational Notes for Need Analysis

Action : 2\textsuperscript{nd} meeting - Cycle 2  
Date : 7 April 2011  
Time : 06.30 – 08.50 WIB (3 x 40 minutes of time allocation)  
Topic : Recount Text (Speaking Skill)

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
</table>
| 1. Learners are reminded about previous lesson. | – It involves reminding about simple past tense  
– Performing their speaking in simple past tense sentence  
– Chain Drill | – As an apperception  
– To improve the students’ pronunciation  
– The teacher wants to improve students’ speaking skill using simple past tense through chain drill  
– As evaluation | – The instruction of simple past tense through chain drill is interesting techniques.  
– The students more motivated after the chain drill activity.  
– The chain drills are packaged into fun games.  
– The students also more pay attention to their friend and the teacher after get punishment.  
– The students also more motivated after there is a reward in chain drill activity. |
<p>| 2. The students are given handouts and should underline the simple past tense from the text then answer the question from the text. | | | |
| 3. The students are asked to perform asking and answering questions based on the text interchangeably or in chain. (For example, student A asked student B question no. 1, and student B answer the question. Then student B asked student C question no. 2, the student C answer the question. Then student C asks question no. 3, and so on. | | | |
| 4. The students do | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>chain drill activity.</td>
<td>5. The teacher gives a reward to a group who do the best perform.</td>
<td>6. The students did the written test.</td>
</tr>
</tbody>
</table>
### The Guideline of Teacher’s Observation

(1<sup>st</sup> meeting, Cycle 1)

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</tr>
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<td>Yes</td>
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<td>I</td>
<td>Pre Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Preparing in the students to start the teaching learning process</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Engaging the students using language clearly and easy to understand</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Giving positive response to the students in engaging them by media</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The teacher helped the students to memorize the previous lesson</td>
<td>✓</td>
</tr>
<tr>
<td>II</td>
<td>While Teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The material was appropriate with the lesson objective</td>
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</tr>
<tr>
<td></td>
<td>The teacher explained the material systematically</td>
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</tr>
<tr>
<td></td>
<td>Connecting the material with other knowledge</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Exploring the material as clearly as possible</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Lesson Strategy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Doing the teaching learning process which appropriate with students’ competence</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Doing teaching learning systematically</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The teacher was able to manage the class</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>The teacher involved the students in teaching learning process</td>
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<tr>
<td></td>
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<tr>
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<td>The material was appropriate with the lesson objective and the students’ level</td>
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<td>The teacher used the environment as the material resource</td>
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<tr>
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<td>Involving the students in finding the material</td>
<td>✓</td>
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<td></td>
<td>Using the media efficiently</td>
<td>✓</td>
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<tr>
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<td>Doing pre evaluating</td>
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<td>Doing process evaluating</td>
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<td></td>
<td>Doing post evaluating</td>
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<tr>
<td></td>
<td>The assessment was suitable with the material</td>
<td>✓</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Doing reflection</td>
<td>✓</td>
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<tr>
<td></td>
<td>Making conclusion of the teaching learning process</td>
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<td></td>
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<tr>
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The Guideline of Teacher’s Observation
(2nd meeting, Cycle 1)

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<td>Lesson Strategy</td>
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# The Guideline of Teacher’s Observation

**(1st meeting, Cycle 2)**

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## The Guideline of Teacher’s Observation

(2\textsuperscript{nd} meeting, Cycle 2)

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Interview Guidelines for the Needs Analysis (Before CAR)
(Tuesday, March 15th 2011)

R : The researcher
T : The teacher (Enung H. S, S. Pd)

R : Bagaimana tanggapan siswa Ibu selama ini dalam proses pembelajaran Bahasa Inggris?

T : Sebagian siswa menganggap bahwa bahasa Inggris adalah pelajaran yang sulit. Bahkan banyak yang dari mereka tidak menyukainya. Bisa dihitung pakai jari siapa saja yang antusias mempelajari bahasa Inggris.

R : Sekarang kan pengajaran grammar sudah tidak diajarkan secara spesifik. Bagaimana cara ibu mensiasatinya supaya siswa tetap diperkenalkan tentang grammar?

T : Kalo berhubungan dengan pengajaran grammar biasanya saya menghubungkannya dengan teks yang dipelajari. Misalkan ketika saya ingin membahas tentang simple present saya akan menghubungkannya dengan teks deskriptif.

R : Adakah kesulitan ketika ibu mengajarkan grammar khususnya tenses?

T : Ya banyak. Salah satu faktornya ya karna grammar sekarang tidak diajarkan secara spesifik sehingga waktu untuk mengajarkannya lebih sedikit. Dan juga anak-anak mudah bosan ketika belajar grammar.

R : Dalam mengajarkan grammar khususnya tenses metode apa yang biasa ibu gunakan?

T : Saya biasanya menggunakan tehnik GTM (Grammar Translation Method) dan menghapal.

R : Tenses apakah yang membuat siswa merasa kesulitan untuk dipahami?
T : Simple Past Tense. Karena banyak siswa yang bingung membedakan, menentukan dan menggunakan simple past tense.
Interview Guidelines for the Needs Analysis (After CAR)
(Wednesday, April 13th 2011)

R : The researcher
T : The teacher (Enung H. S, S. Pd)

R : Bagaimana pendapat ibu setelah melihat para siswa belajar simple past tense menggunakan chain drills?
T : Anak-anak terlihat antusias dan aktif untuk ikut serta dalam kegiatan chain drill. Banyak yang dari mereka tadinya malu untuk diminta mengucapkan kalimat dalam bentuk bahasa inggris, tapi banyak dari mereka yang berani.

R : Bagaimanakah kemampuan simple past tense siswa setelah menggunakan chain drills?
T : Siswa lebih bisa menemukan simple past tense secara tepat didalam teks. Ketika ada pertanyaan dalam bentuk simple past tense pun mereka secara otomatis bisa menjawab dengan form yang benar.

R : Menurut ibu setelah mengamati para siswa belajar simple past tense menggunakan chain drills adakah kesulitan yang muncul dalam proses kegiatannya?
T : Ya, mungkin untuk kelas besar seperti VIII.1 ini chain drill agar sedikit membuat gaduh jika kelas tidak dikontrol secara tepat. Untuk masalah peraturan kegiatan pun harus benar-benar diperhatikan, supaya lebih efektif dalam menjalankannya.

R : Menurut ibu bagaimana cara mengatasinya?
T : Ya, bisa dilakukan dengan pembagian kelompok-kelompok. Metode hukuman dan hadiah pun sangat membantu untuk membuat perhatian siswa lebih terkontrol.

R : Apakah ibu termotivasi untuk menggunakan tehnik chain drills dalam mengajarkan grammar?
## ITEM ANALYSIS OF ENGLISH TEST

\[ N = 40 \quad \text{MG} = 20 \]
\[ \text{UG} = 10 \quad \text{LG} = 10 \]

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- Dropped no. 4 & 9

4. I……….. a book at the bookstore.
   a. buy
   b. will buy
   c. bought
   d. have buy

4. This morning I…….. to the supermarket.
   a. go
   b. goes
   c. went
   d. gone

9. Was Andri………………….?
   a. A singer
   b. sings
   c. singing
   d. sung

9. Did Tian and Arie …………… the song together?
   a. sang
   b. sings
   c. sing
   d. sung

Revised no.19 & 20

Last Holiday, I (16)………. my holiday to Bali with my girlfriend, Putri for a week. It (17)………. the worst holiday for us. The worst things (18)………. to us one by one. In the first day, when we wanted to go to airport. I (19)………. my camera. The second day, when we (20)………. at the hotel,
the room was not clean at all. It was humid and the AC was off. So, last holiday was the worst holiday for us.

19. a. lose  c. will lose
   b. lost  d. had lost

20. a. will arrive  c. is arrived
   b. arrived  d. had been arrived

Last Holiday, I (16)……… my holiday to Bali with my girlfriend, Putri for a week. It (17)………. the worst holiday for us. The worst things (18)………. to us one by one. In the first day, when we wanted to go to airport. I (19)………. my camera. The second day, when we (20)………… at the hotel, the room was not clean at all. It was humid and the AC was off. So, last holiday was the worst holiday for us.

21. a. lose  c. will lose
   b. lost  d. is lost

22. a. arrive  c. is arrived
   b. arrived  d. had been arrived
Last Holiday, I (1)… my holiday to Bali with my girlfriend, Putri for a week. It (2)… the worst holiday for us. The worst things (3)… to us one by one. In the first day, when we wanted to go to airport, I (4)…. my camera. The second day, when we (5)… at the hotel, the room was not clean at all. It was humid and the AC was off. So, last holiday was the worst holiday for us.

1. a. was spent c. spend
   b. will spend d. spent

2. a. is c. will
   b. was d. has

3. a. was came c. come
   b. will come d. came

4. a. lost c. will lose
   b. lose d. is lost

5. a. arrive c. arrived
   b. is arrived d. had been arrived

6. Fahri : Dian, what did you do last night?
   Dian : 
   ……………………….
   a. I study math for next examination.
   b. I am studying math for next examination.
   c. I studied math for next examination.

7. My grandfather……. last year.
   a. was died
   b. died
   c. has died
   d. die

8. My brother……. a new job in Madrid last week.
   a. got
   b. getting
   c. get
   d. gets

9. They………. a new house two months ago.
   a. Will buy
   b. Buy
   c. Bought
   d. Buys

10. They …………. to Chicago last month.
    a. were flown
    b. fly
    c. will fly
    d. flew

11. When she………. young, she danced beautifully.
    a. did
    b. was
    c. is
    d. were

12. Did Tian and Arie …………. the song together?
    a. sang
    b. sings
    c. sing
    d. sung

13. You…… dinner with him last night.
    a. have
b. had  
c. has  
d. were  

14. This morning I……..to the supermarket.  
a. go  
b. goes  
c. went  
d. gone  

15. …….. you watch ‘Upin Ipin’ movie yesterday?  
a. are  
b. do  
c. did  
d. were  

16. ………. Titi DJ a singer ten years ago?  
a. Was  
b. Is  
c. Did  
d. Does  

17. Rama : Where did you go on vacation last summer?  
Sinta : ………………  
a. I will go to my grandparents’ house.  
b. I went to my grandparents’ house.  
c. I was going to my grandparents’ house.  
d. I go to my grandparents’ house.  

18. Rangga : Cinta, did you see Aldi yesterday?  
Cinta : ………………  
a. No, I am not seeing him.  
b. No, I don’t see him.  
c. No, I didn’t see him.  
d. No, I wasn’t seeing him.  

19. Dira : Was Andi in Bogor two days ago?  
Cici : ………………  
a. No, he didn’t in Bogor, but in Bandung.  
b. No, he isn’t in Bogor, but in Bandung.  
c. No, he wasn’t in Bogor, but in Bandung.  
d. No, he doesn’t in Bogor, but in Bandung.  

20. These are ‘Simple Past Tense’, except….  
a. She wasn’t angry at all.  
b. Was she angry?  
c. I used to sleep ten hours a day.  
d. Are you okay?
1. They a new house two months ago.
   a. Bought
   b. Buy
   c. Buys
   d. Will buy

2. You dinner with him last night.
   a. has
   b. had
   c. have
   d. were

3. My grandfather last year.
   a. was died
   b. has died
   c. die
   d. died

4. This morning I to the supermarket.
   a. go
   b. goes
   c. went
   d. gone

5. My brother a new job in Madrid last week.
   a. got
   b. get
   c. gets
   d. getting

6. They to Chicago last month.
   a. fly
   b. flew
   c. were flown
   d. will fly

7. When she young, she danced beautifully.

8. Fahri: Dian, what did you do last night?
   Dian: ......................
   a. I study math for next examination.
   b. I am studying math for next examination.
   c. I will study math for next examination.
   d. I studied math for next examination.

9. Did Tian and Arie the song together?
   a. sang
   b. sings
   c. sing
   d. sung

10. you watch ‘Upin Ipin’ movie yesterday?
    a. are
    b. did
    c. do
    d. were

11. Titi DJ a singer ten years ago?
    a. Was
    b. Is
    c. Does
    d. Did

12. Rangga: Cinta, did you see Aldi yesterday?
    Cinta: .........................
    a. No, I don’t see him.
    b. No, I didn’t see him.
c. No, I wasn’t seeing him.  
d. No, I am not seeing him.  

13. **Dira** : Was Andi in Bogor two days ago?  
**Cici** : ……………………………  
a. No, he isn’t in Bogor, but in Bandung.  
b. No, he doesn’t in Bogor, but in Bandung.  
c. No, he wasn’t in Bogor, but in Bandung.  
d. No, he didn’t in Bogor, but in Bandung.  

14. **Rama** : Where did you go on vacation last summer?  
**Sinta** : ……………………………  
a. I went to my grandparents’ house.  
b. I go to my grandparents’ house.  
c. I will go to my grandparents’ house.  
d. I was going to my grandparents’ house.  

15. These are ‘Simple Past Tense’, except….  
a. I used to sleep ten hours a day.  
b. Was she angry?  
c. Are you okay?  
d. She wasn’t angry at all.  

Last Holiday, I (16)……… my holiday to Bali with my girlfriend, Putri for a week. It (17)……….. the worst holiday for us. The worst things (18)……….. to us one by one. In the first day, when we wanted to go to airport. I (19)……….. my camera. The second day, when we (20)………… at the hotel, the room was not clean at all. It was humid and the AC was off. So, last holiday was the worst holiday for us.
The Instrument of Posttest 2

Name:
Class:

Choose the best answer a, b, c or d!

1. You……. dinner with him last night.
   a. has
   b. had
   c. have
   d. were

2. They………… a new house two months ago.
   a. Bought
   b. Buy
   c. Buys
   d. Will buy

3. This morning I…….. to the supermarket.
   a. go
   b. goes
   c. went
   d. gone

4. My grandfather……… last year.
   a. was died
   b. has died
   c. die
   d. died

5. My brother…….. a new job in Madrid last week.
   a. got
   b. get
   c. gets
   d. getting

6. When she………. young, she danced beautifully.
   a. did
   b. is
   c. were
   d. was

7. They …………. to Chicago last month.
   a. fly
   b. flew

8. Fahri : Dian, what did you do last night?
   Dian : ………………………
   a. I study math for next examination.
   b. I am studying math for next examination.
   c. I will study math for next examination.
   d. I studied math for next examination.

9. ……. you watch ‘Upin Ipin’ movie yesterday?
   a. are
   b. did
   c. do
   d. were

10. Did Tian and Arie ………… the song together?
    a. sang
    b. sings
    c. sing
    d. sung

Last Holiday, I (11)………. my holiday to Bali with my girlfriend, Putri for a week. It (12)………. the worst holiday for us. The worst things (13)………. to us one by one. In the first day, when we wanted to go to airport. I (14)………. my camera. The second day, when we (15)………. at the hotel, the room was not clean at all. It was humid and the AC was off. So, last holiday was the worst holiday for us.

11. a. spent    c. was spent
    b. spend    d. will spend

12. a. is    c. was
b. will  
13. a. came  
b. come  

c. was came  
d. will come  

b. has  
14. a. lose  
b. lost  
c. will lose  
d. is lost  

b. Will  
15. a. arrive  
b. arrived  
c. is arrived  
d. had been arrived  

b. Has  
16. Rangga : Cinta, did you see Aldi yesterday?  

Cinta : ……………………………  
a. No, I don’t see him.  
b. No, I didn’t see him.  
c. No, I wasn’t seeing him.  
d. No, I am not seeing him.  

b. Was she angry?  
17. a. come  
b. come  
c. was came  
d. will come  

c. Are you okay?  
d. She wasn’t angry at all.  

b. Has she angry?  
18. a. came  
b. come  
c. was came  
d. will come  

c. She wasn’t angry at all.  
d. She wasn’t angry at all.  

b. Is she angry?  
19. a. came  
b. come  
c. was came  
d. will come  

c. She wasn’t angry at all.  
d. She wasn’t angry at all.  

b. Did she angry?  
20. a. arrive  
b. arrived  
c. is arrived  
d. had been arrived  

c. I went to my grandparents’ house.  
d. I was going to my grandparents’ house.  

b. Is she angry?  
21. a. come  
b. come  
c. was came  
d. will come  

c. I went to my grandparents’ house.  
d. I was going to my grandparents’ house.  

b. Did she angry?  
22. a. arrive  
b. arrived  
c. is arrived  
d. had been arrived  

c. I went to my grandparents’ house.  
d. I was going to my grandparents’ house.  

b. Is she angry?  
23. a. come  
b. come  
c. was came  
d. will come  

c. I went to my grandparents’ house.  
d. I was going to my grandparents’ house.  

b. Did she angry?
### ANSWER KEY

**Pre-Test, Post-Test 1 and Post-Test 2**

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<th>Post-test 2</th>
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</thead>
<tbody>
<tr>
<td>1. d</td>
<td>11. b</td>
<td>11. a</td>
</tr>
<tr>
<td>2. b</td>
<td>12. a</td>
<td>12. b</td>
</tr>
<tr>
<td>3. d</td>
<td>13. b</td>
<td>13. c</td>
</tr>
<tr>
<td>4. a</td>
<td>14. c</td>
<td>14. a</td>
</tr>
<tr>
<td>5. c</td>
<td>15. c</td>
<td>15. c</td>
</tr>
<tr>
<td>6. c</td>
<td>16. a</td>
<td>16. a</td>
</tr>
<tr>
<td>7. b</td>
<td>17. b</td>
<td>17. c</td>
</tr>
<tr>
<td>8. a</td>
<td>18. e</td>
<td>18. a</td>
</tr>
<tr>
<td>9. c</td>
<td>19. c</td>
<td>19. b</td>
</tr>
<tr>
<td>10. d</td>
<td>20. d</td>
<td>20. b</td>
</tr>
</tbody>
</table>

**Post-test 2**

| 1. b     | 11. a       |
| 2. a     | 12. c       |
| 3. c     | 13. a       |
| 4. d     | 14. b       |
| 5. a     | 15. b       |
| 6. d     | 16. b       |
| 7. b     | 17. a       |
| 8. d     | 18. c       |
| 9. b     | 19. c       |
| 10. a    | 20. a       |
RENCANA PELAKSANAAN PEMBELAJARAN
(Cycle 1 of CAR)

I. IDENTITAS
Satuan Pendidikan : MTsN 17 Jakarta
Mata Pelajaran  : B. Inggris
Kelas/Semester  : VIII (Delapan) / Genap
Tema   : the unforgettable moment
Aspek/Skill    : Writing
Alokasi Waktu  : 2X40 menit
Jenis Teks     : Recount text
Tahun Pelajaran : 2010/2011

II. STANDAR KOMPETENSI
Menulis
Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR
Menulis
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

VI. INDIKATOR
1. Menulis text pendek dan sederhana dalam bentuk recount dengan langkah retorika yang benar.
2. Mengidentifikasi langkah-langkah retorika dan ciri kebahasaan dari teks berbentuk personal recount
3. Mengidentifikasi Simple Past Tense di dalam teks recount.
4. Berpartisipasi aktif selama proses belajar berlangsung

V. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran siswa dapat:
1. Menulis text pendek dan sederhana dalam bentuk recount dengan langkah retorika yang benar.
2. Mengidentifikasi langkah-langkah retorika dan ciri kebahasaan dari teks berbentuk personal recount
When I was in junior high school, I was not very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations and biological processes.

Once, my teacher ground me in the library because I did not do my biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “the inventors of medicine”. I thought “OK, this is a start”. I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for small pox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realized that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviors and became a doctor.

Language Features:

The simple past tense:
- Statement: S + V2 + complement
- Interrogative: Did + S + V1 + complement? Was/were + S + complement?
- Negative: S + did not + V1 + complement S + was/were not + complement
- Nominal: S + was/were + complement

Part II: make a paragraph by using the words that given in the envelope. Each sentence must in Simple Past Tense!
VII. METODE PEMBELAJARAN
Three-phase technique.

VIII. LANGKAH-LANGKAH KEGIATAN
a. Kegiatan Pendahuluan
   - Greeting (memberi salam dan tegur sapa)
   - Tanya jawab berbagai hal terkait kondisi siswa.
   - Mengabsen siswa.
   - Memberi motivasi kepada siswa.
   - Penjelasan tentang materi yang akan dibahas.
b. Kegiatan inti.
   - Membaca teks yang diberikan, kemudian diminta mencari Simple Past Tense.
   - Siswa menyebutkan secara bergiliran.
   - Guru menjelaskan ciri-ciri kebahasaan dari teks recount.
   - Siswa dibagi menjadi beberapa kelompok, tiap kelompok berisi 6 orang.
   - Tiap kelompok diberikan beberapa kata kerja yang berada dalam amplop. Tiap siswa di dalam kelompok harus memegang masing-masing satu kata kerja.
   - Siswa melakukan Chain drills yaitu, guru menginstruksikan kepada siswa dari bagian paling samping untuk menuliskan kalimat berbentuk Simple Past Tense di kertas yang telah disediakan. Lalu dilanjutkan ke siswa disampingnya untuk melanjutkan menulis kalimat sesuai dengan kata kerja yang dipegangnya. Dan seterusnya sesuai instruksi guru.
   - Hasil tulisan tiap kelompok diacak ke kelompok lain. Dan perwakilan siswa diminta untuk membaca hasil tulisan kelompok lain.
   - Hasil tulisan didiskusikan bersama-sama dengan guru.
c. Kegiatan penutup
   - Menyimpulkan materi pembelajaran.
   - Menanyakan kesulitan siswa selama KBM
   - Memberi tugas pada siswa yang berkaitan dengan materi.

IX. SUMBER BELAJAR.
b. Buku teks (*Wardiman, Artono, dkk. English in Focus or Junior High School Student Grade VIII*), Pusat pembukuan DEPDIKNAS, 2008, Jakarta.

c. Kurikulum Bahasa Inggris (KTSP grade VIII)

**X. PENILAIAN**

a. Teknik : Tes Tulis

b. Bentuk : Tertulis.

c. Instrumen : Terlampir

**XI. PEDOMAN PENILAIAN**

a. Nilai siswa = Skor prolehan × 100, Max. score: 100

Skor siswa

b. Rubrik penilaian:

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II</td>
<td>Jawaban benar</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Jawaban tidak tepat</td>
<td>0</td>
</tr>
</tbody>
</table>
LAMPIRAN

Part I: Read the passage below, underline the simple past tense that you found:

MY PERSONAL EXPERIENCE

When I was in junior high school, I was not very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations and biological processes.

Once, my teacher ground me in the library because I did not do my biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “the inventors of medicine”. I thought “OK, this is a start”. I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for small pox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realized that science is useful for human kind. By studying, we can discover things that can help human kind. Therefore, since that moment, I managed to change my behaviors and became a doctor.

Part II: make a paragraph by using the words that given in the envelope. Each person must make a sentence in Simple Past Tense by chain in a piece of paper. Then, arrange the sentence into a good paragraph together!

SEE   WALK   GO

I

FALL   EAT   MAKE
Part II: make a paragraph by using the words that given in the envelope. Each person must make a sentence in Simple Past Tense by chain in a piece of paper. Then, arrange the sentence into a good paragraph together!

Each sentence use “I” as a subject.

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

A paragraph
RENCANA PELAKSANAAN PEMBELAJARAN  
(Cycle 1 of CAR)

I. IDENTITAS
Satuan Pendidikan : MTsN 17 Jakarta  
Mata Pelajaran : B. Inggris  
Kelas/Semester : VIII (Delapan) / Genap  
Tema : The Unforgettable Moment  
Aspek/Skill : Speaking  
Alokasi Waktu : 2X40 menit  
Jenis Teks : Recount text  
Tahun Pelajaran : 2010/2011

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

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

VI. INDIKATOR
1. Mengidentifikasi Simple Past Tense di dalam teks recount.  
2. Mengungkapkan kalimat dalam bentuk Simple Past Tense.

V. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran siswa dapat:
1. Mengidentifikasi ciri kebahasaan dari teks berbentuk personal recount  
2. Mengidentifikasi Simple Past Tense di dalam teks recount.  
3. Mengungkapkan kalimat dalam bentuk Simple Past Tense.
VI. MATERI POKOK DAN URAIAN MATERI

- Teks monolog *recount*

*Part I: Underline the simple past tense that you found!*

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoyed the fresh air. We went there early in the morning by car.

After parking our car, we walked along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touched our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe.

After having meals, I was interested in the same thing. I made sand castles with my sister. Meanwhile, my brother collected some sea shells. I was so happy and really enjoyed that day.

**Language Features:**

- **The simple past tense:**
  - Statement: S + V2 + complement
  - Interrogative: Did + S + V1 + complement?
  - Was/were + S + complement?
  - Negative: S + did not + V1 + complement
  - S + was/were not + complement
  - Nominal: S + was/were + complement

*Part II: make a simple past tense sentence by using the verb based on the piece of paper that given from the teacher. Next, say it after you heard the question from your friend beside you. Then, after you answer it by using the sentence that you made, you repeat the same question to your friend beside you.*

VII. METODE PEMBELAJARAN

Three-phase technique.

VIII. LANGKAH-LANGKAH KEGIATAN

a. Kegiatan Pendahuluan
- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berbagai hal terkait kondisi siswa.
- Mengabsen siswa.
- Memberi motivasi kepada siswa.
• Mengarahkan siswa kepada topik bahasan yang akan dipelajari

b. Kegiatan inti.
• Guru menjelaskan kembali tentang Simple Past Tense
• Guru membagikan hand out kepada siswa.
• Memeriksa hand out siswa secara bersama-sama.
• Guru membagikan potongan kertas kepada setiap siswa yang berisi kata kerja.
• Siswa diminta untuk membuat kalimat Simple Past Tense dan ditulis dibelakang potongan kertasnya.
• Siswa melakukan Chain Drills yaitu, guru memberikan pertanyaan kepada salah satu siswa yang duduk di paling kanan. Siswa diminta menjawab menggunakan kalimat yang telah dibuatnya. Kemudian siswa yang telah menjawab menanyakan pertanyaan yang sama kepada teman di sampingnya. Dan seterusnya.

c. Kegiatan penutup
• Menyimpulkan materi pembelajaran.
• Menanyakan kesulitan siswa selama KBM
• Memberi tugas pada siswa yang berkaitan dengan materi.

IX. SUMBER BELAJAR.


b. Buku teks (Wardiman, Artono, dkk. English in Focus or Junior High School Student Grade VIII), Pusat pembukuan DEPDIKNAS, 2008, Jakarta.

c. Hand out
d. Kurikulum Bahasa Inggris (KTSP grade VIII)

X. PENILAIAN

d. Teknik : Tes lisan
e. Bentuk : Tanya jawab dan Tertulis.
f. Instrumen : Terlampir

XI. PEDOMAN PENILAIAN

c. Nilai siswa = Skor prolehan X 100, Max. score: 100

Skor siswa

d. Rubrik penilaian:
Part I: Underline the simple past tense that you found!

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoyed the fresh air. We went there early in the morning by car. After parking our car, we walked along the beach barefooted. We could feel the smoothness of the sand. The cold sea water touched our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe.

After having meals, I was interested in the same thing. I made sand castles with my sister. Meanwhile, my brother collected some sea shells. I was so happy and really enjoyed that day.

Part II: make a simple past tense sentence by using the verb based on the piece of paper that given from the teacher. Next, say it after you heard the question from your friend beside you. Then, after you answer it by using the sentence that you made, you repeat the same question to your friend beside you.
RENCANA PELAKSANAAN PEMBELAJARAN
(Cycle 2 of CAR)

I. IDENTITAS
Satuan Pendidikan : MTsN 17 Jakarta
Mata Pelajaran    : B. Inggris
Kelas/Semester   : VIII (Delapan) / Genap
Tema             : The Unforgettable Moment
Aspek/Skill      : Writing
Alokasi Waktu    : 2X40 menit
Jenis Teks       : Recount text
Tahun Pelajaran  : 2010/2011

II. STANDAR KOMPETENSI
Menulis
Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.

III. KOMPETENSI DASAR
Menulis
Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative.

VI. INDIKATOR
1. Mengidentifikasi Simple Past Tense di dalam teks recount dan mengelompokan kata kerja yang berbentuk regular dan irregular.

V. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran siswa dapat:
1. Mengidentifikasi ciri kebahasaan dari teks berbentuk personal recount.
2. Mengidentifikasi Simple Past Tense di dalam teks recount.
VI. MATERI POKOK DAN URAIAN MATERI

Part I: Read the passage below, underline the simple past tense then write the verb into the table and decide it into regular or irregular verb!

The Day I Become a Hero

I was amazed as anyone else when I found Brian. I was flying low over an area of forest, miles from anywhere, when I noticed smoke.

After that I pulled round and flew in low for a better look. First, I noticed that someone had cleared an area of trees. Then I saw the camp. I had to circle round a couple of times. After a while I was ready to fly in low and put the plane down on the lake. Next, I paddled across to where Brian was standing, staring at me as if I was a ghost. Suddenly, he spoke and said his name.

You could have knocked me flat when I realized that I had found the kid!

<table>
<thead>
<tr>
<th>Regular verb</th>
<th>Irregular verb</th>
</tr>
</thead>
</table>

Schematic Structure:

- **Orientation**: It is about the opening paragraph where the characters of the story are introduced.
- **Complication**: Where the problems in the story developed.
- **Resolution**: Where the problems in the story is solved.

Language Features:

- **The simple past tense**:
  - Statement: S + V2 + complement
  - Interrogative: Did + S + V1 + complement?
    - Was/were + S + complement?
  - Negative: S + did not + V1 + complement
    - S + was/were not + complement
  - Nominal: S + was/were + complement
Part II: make a sentence by using your own words in simple past tense based on the question that given on the paper. Then write on the paper in chain!

VII. METODE PEMBELAJARAN
Three-phase technique.

VIII. LANGKAH-LANGKAH KEGIATAN
a. Kegiatan Pendahuluan
   - Greeting (memberi salam dan tegur sapa)
   - Tanya jawab berbagai hal terkait kondisi siswa.
   - Mengabsen siswa.
   - Memberi motivasi kepada siswa.
   - Penjelasan tentang materi yang akan dibahas.
b. Kegiatan inti.
   - Siswa membaca teks yang diberikan, kemudian diminta menggarisbawahi dan menuliskan kata kerja bentuk Simple Past Tense didalam kolom yang telah disediakan.
   - Siswa menyebutkan secara bergiliran.
   - Siswa dibagi menjadi 4 kelompok, pembagian kelompok bedasarkan barisan tempat duduk siswa.
   - Tiap kelompok diberikan satu kertas yang tertera satu pertanyaan.
   - Siswa melakukan chain drills yaitu, guru menginstruksikan kepada siswa dari bagian paling samping untuk menuliskan kalimat berbentuk Simple Past Tense di kertas yang telah disediakan sesuai dengan pertanyaan yang telah diberikan. Lalu dilanjutkan ke siswa disampingnya untuk melanjutkan menulis kalimat. Dan seterusnya sesuai instruksi guru.
   - Hasil tulisan tiap kelompok diacak ke kelompok lain dan diminta untuk diperiksa secara bersama-sama.
   - Hasil tulisan didiskusikan bersama-sama dengan guru.
c. Kegiatan penutup
   - Menyimpulkan materi pembelajaran.
   - Menanyakan kesulitan siswa selama KBM.
   - Memberi tugas pada siswa yang berkaitan dengan materi.

IX. SUMBER BELAJAR.
b. Buku teks (Wardiman, Artono, dkk. English in Focus or Junior High School Student Grade VIII), Pusat pembukuan DEPDIKNAS, 2008, Jakarta.
c. Kurikulum Bahasa Inggris (KTSP grade VIII)

X. PENILAIAN
a. Teknik : Tes Tulis
b. Bentuk : Tertulis.
c. Instrumen : Terlampir

XI. PEDOMAN PENILAIAN
a. Nilai siswa = \( \text{Skor prolehan} \times 100 \), Max. score: 100
b. Rubrik penilaian:

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part II</td>
<td>Jawaban benar</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Jawaban tidak tepat</td>
<td>0</td>
</tr>
</tbody>
</table>
LAMPIRAN

Part I: Read the passage below, underline the simple past tense then write the verb into the table and decided it into regular or irregular verb!

The Day I Become a Hero

I was amazed as anyone else when I found Brian. I was flying low over an area of forest, miles from anywhere, when I noticed smoke.

After that I pulled round and flew in low for a better look. First, I noticed that someone had cleared an area of trees. Then I saw the camp. I had to circle round a couple of times. After a while I was ready to fly in low and put the plane down on the lake. Next, I paddled across to where Brian was standing, staring at me as if I was a ghost. Suddenly, he spoke and said his name.

You could have knocked me flat when I realized that I had found the kid!

<table>
<thead>
<tr>
<th>Regular verb</th>
<th>Irregular verb</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Part II: make a sentence by using your own words in simple past tense based on the question that given on the paper. Then write on the paper in chain!

WHAT DID YOU DO LAST HOLIDAY?

<table>
<thead>
<tr>
<th>Name</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN
(Cycle 2 of CAR)

I. IDENTITAS
Satuan Pendidikan : MTsN 17 Jakarta
Mata Pelajaran : B. Inggris
Kelas/Semester : VIII (Delapan) / Genap
Tema : The Unforgettable Moment
Aspek/Skill : Speaking
Alokasi Waktu : 2X40 menit
Jenis Teks : Recount text
Tahun Pelajaran : 2010/2011

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

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

VI. INDIKATOR
1. Mengidentifikasi Simple Past Tense di dalam teks recount.
2. Mengungkapkan kalimat dalam bentuk Simple Past Tense.

V. TUJUAN PEMBELAJARAN
Pada akhir pembelajaran siswa dapat:
1. Mengidentifikasi ciri kebahasaan dari teks berbentuk personal recount
2. Mengidentifikasi Simple Past Tense di dalam teks recount.
3. Mengungkapkan kalimat dalam bentuk Simple Past Tense.
VI. MATERI POKOK DAN URAIAN MATERI

- Teks monolog recount

Part I: read the text and underline the simple past tense that you found!

Last month, Salma and her parents were on holiday in Singapore. It was Salma’s first visit, but her parents had been to Singapore several times for business.

The first place of interest they went to the Singapore zoo. They enjoyed watching the animals and had close encounter with them.

The next day, they visited Chinatown point. They shopped lots of clothing made of silk. Then they visited the Mandai Orchid Garden. They were thrilled to see the orchids of different colors.

Part II: Answer the questions very carefully!

1. What did Salma and her parents do in Singapore?
2. Where did they buy the clothes made of silk?
3. What did they see in Mandai Orchid Garden?
4. Was it Salma’s first visit to Singapore?
5. What did Salma feel on holiday in Singapore?

Language Features:

- The simple past tense:

  Statement: S + V2 + complement
  Interrogative: Did + S + V1 + complement?
  Was/were: S + complement?
  Negative: S + did not + V1 + complement
  S + was/were not + complement
  Nominal: S + was/were + complement

Part II: make a simple past tense sentence by using the verb based on the piece of paper that given from the teacher for each person in each group. After that each group must do a chain drill in the front of the class.

The role of chain drill: for the student who stand on the right corner, must read his/her sentence. Then, the student beside him/her repeats the sentence that he/she heard from his/her friend and then read hi/her own sentence. And so on.

VII. METODE PEMBELAJARAN

Three-phase technique.

VIII. LANGKAH-LANGKAH KEGIATAN

d. Kegiatan Pendahuluan
e. Kegiatan inti.
- Guru menjelaskan kembali tentang Simple Past Tense
- Guru membagikan hand out kepada siswa dan menginstruksikan untuk mengerjakannya.
- Memeriksa hand out siswa secara bersama-sama dengan cara chain drill yaitu, siswa yang paling pojok bertanya menggunakan pertanyaan yang ada di hand out kemudian siswa yang disebelahnya menjawab dengan jawaban yang ia tulis. Siswa yang telah menjawab, menanyakan pertanyaan selanjutnya ke teman sebelahnya. Dan seterusnya
- Siswa dibagi menjadi 4 kelompok, pembagian kelompok berdasarkan barisan tempat duduk siswa.
- Guru membagikan potongan kertas kepada setiap siswa yang berisi kata kerja.
- Siswa diminta untuk membuat kalimat Simple Past Tense dan ditulis dibelakang potongan kertasnya.
- Tiap kelompok maju kedepan kelas untuk melakukan chain drill. Aturan chain drill: untuk siswa yang berdiri di pojok kanan harus membaca kalimat yang telah ia buat. Kemudian siswa disebelahnya harus mengulang kalimat yang telah ia dengar dari temannya dan kemudian baru membacakan kalimat yang telah ia buat sendiri. Dan seterusnya.

f. Kegiatan penutup
- Menyimpulkan materi pembelajaran.
- Menanyakan kesulitan siswa selama KBM
- Memberi tugas pada siswa yang berkaitan dengan materi.

IX. SUMBER BELAJAR.


b. Buku teks (*Wardiman, Artono, dkk. English in Focus or Junior High School Student Grade VIII*), Pusat pembuatan DEPDIKNAS, 2008, Jakarta.

c. Hand out

d. Kurikulum Bahasa Inggris (KTSP grade VIII)
X. PENILAIAN

d. Teknik : Tes lisan
e. Bentuk : Tanya jawab dan Tertulis.
f. Instrumen : Terlampir

XI. PEDOMAN PENILAIAN

c. Nilai siswa = Skor prolehan \times 100, Max. score: 100

Skor siswa

d. Rubrik penilaian:

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part II</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jawaban benar</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Jawaban tidak tepat</td>
<td>0</td>
</tr>
</tbody>
</table>
LAMPIRAN

Part I: read the text and underline the simple past tense that you found!

Last month, Salma and her parents were on holiday in Singapore. It was Salma’s first visit, but her parents had been to Singapore several times for business.

The first place of interest they went to the Singapore zoo. They enjoyed watching the animals and had close encounter with them.

The next day, they visited Chinatown point. They shopped lots of clothing made of silk. Then they visited the Mandai Orchid Garden. They were thrilled to see the orchids of different colors.

Part II: Answer the questions very carefully!

1. What did Salma and her parents do in Singapore?
2. Where did they buy the clothes made of silk?
3. What did they see in Mandai Orchid Garden?
4. Was it Salma’s first visit to Singapore?
5. What did Salma feel on holiday in Singapore?

Part II: make a simple past tense sentence by using the verb based on the piece of paper that given from the teacher for each person in each group. After that each group must do a chain drill in the front of the class.

The role of chain drill: for the student who stand on the right corner, must read his/her sentence. Then, the student beside him/her repeats the sentence that he/she heard from his/her friend and then read his/her own sentence. And so on.
THE PROFILE OF MTsN 17 JAKARTA

In this chapter, the writer presents a brief explanation about MTsN 17 including historical background, vision and mission, the organization of the school, teachers and students’ data, learning facilities and the supporting activities.

A. Historical Background of MTsN 17

MTsN 17 is located in Jalan Bakti 1 Rt.005/09 kelurahan Baru, Pasar Rebo, Jakarta Timur. It was built in 1987 and was operated in 1988. In the beginning, MTsN 17 was named by MTs 7 Filial which still as an independent school or private school. But in 1998, MTsN 17 became a public school.

Every year, MTsN 17 strives to improve the quality of the school and eventually obtain accreditation level “A”. In improving quality of the MTsN 17, the school uses the current school-based curriculum or Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP) and improving the professionalism of all elements of Islamic School (Madrasah).

B. Vision and Mission of MTsN 17

1. Vision

Visions of MTsN 17 are the realization of next generation intelligent, skilled, and independent, have a good character and also devoted to Allah SWT. So, the students not only have intelligence in the field of knowledge but also have a good religious personality.

2. Mission

A. Academic Field

1. Improving the professionalism of all elements of Islamic School (Madrasah).
2. Implementing the program the current school-based curriculum—Kurikulum Tingkat Satuan Pendidikan 2006 (KTSP)
3. Complementing of educational facilities and the ideal educational infrastructure.
4. Realizing effective learning and teaching activities which comfortable and Islamic.
5. Developing intelligence and skills of students which “Berilmu amaliyah dan beramal ilmiyah”.
6. Improving the achievement of the subjects.

B. Non-academic fields
1. Creating a personality that is disciplined, hard working, responsible, and have the motivation.
2. Improving skills foster the spirit of competition and creativity through extracurricular activities.
3. Creating and implementing programs 7K.

C. The Organization of School

Principal : Drs. Imam Sayuti, M. Pd
Students’ Consultant : M. Slamet Mulyono, S. Pd
Curriculum’s Consultant : Siti Humaeroh, S. Ag
Teacher Class VII. 1 : Endah Purnami, S. Pd
Teacher Class VII. 2 : Neneng Hasanah, S. Ag
Teacher Class VII. 3 : Dra. Ida Wahidah
Teacher Class VII. 4 : Dra. Sobiroh
Teacher Class VIII. 1 : Suryadi, A. Md
Teacher Class VIII. 2 : Patkhati, S. Pd.
Teacher Class VIII. 3 : Dra. Mayani
Teacher Class VIII. 4 : Drs. H. A. Romzi
Teacher Class IX. 1 : Siti Ruchanah, S. Pd.I
Teacher Class IX. 2 : Suhayatun, S. Ag
Teacher Class IX. 3 : Alamsyah, S. Ag
Teacher Class IX. 4 : Asmawati, S. Pd

D. Subjects Teachers’ Data

1. English : Siti Humaeroh, S. Ag
   : Suharyatun, S. Ag
   : Enung H. S, S. Pd
2. Indonesian : Dra. Ida wahidah
   : Suryadi, A. Md
   : Asmawati, S. Pd
3. Civic Education : Muhammad, S. Pd
   : Siti Badriyah, S. Pd
4. Math : Alamsyah, S. Ag
   : Endah Purnami, S. Pd
   : Patkhati, S. Pd
5. Fiqih : Hj. Martini, S. Pd.I
6. Arabic : Yomniza, S. Pd
7. Aqidah Akhlak : Siti Ruchanah, S. Pd.I
8. Islamic History and Cultures : Nurhayati, S. Pd.I
9. Qur’an Hadits : Neneng Hasanah, S. Ag
10. Science : Dra. Mayani
   : Dra. Salawati
   : Dra. Mia Imawaty
11. Social : Drs. Imam Sayuti, M. Pd
   : M. Slamet Mulyono, S. Pd
   : Drs. H. A. Romzi
12. Gymnastic : Drs. Joko SBU
13. Art : Nuhtahidah, A. Md
14. Computer : Gunaryo SN, S. Pd.Si

E. Data of Students

Class VII. 1 : Male: 10 Students  Female: 13 Students
Class VII. 2 : Male: 14 Students Female: 32 Students
Total: 46 Students
Class VII. 3 : Male: 21 Students Female: 25 Students
Total: 46 Students
Class VII. 4 : Male: 25 Students Female: 19 Students
Total: 44 Students
Class VIII. 1 : Male: 19 Students Female: 21 Students
Total: 40 Students
Class VIII. 2 : Male: 14 Students Female: 33 Students
Total: 41 Students
Class VIII. 3 : Male: 17 Students Female: 24 Students
Total: 43 Students
Class VIII. 4 : Male: 17 Students Female: 22 Students
Total: 39 Students
Class IX. 1 : Male: 16 Students Female: 24 Students
Total: 40 Students
Class IX. 2 : Male: 22 Students Female: 20 Students
Total: 42 Students
Class IX. 3 : Male: 18 Students Female: 23 Students
Total: 41 Students
Class IX. 4 : Male: 13 Students Female: 26 Students
Total: 39 Students

F. Learning Facilities

Learning facility is a major supporter in the achievement of educational goals which have to be fulfilled in MTsN 17 Jakarta. These supporting facilities are as a tool to help students and teachers in the teaching-learning process in order to realize comfortable atmosphere and also to explore their knowledge optimally.
MTsN 17 has many representative rooms for the students according to their needs; some facilitates are mainly given to support the learning process such as:
Twelve classrooms, four rooms for 7th grade students, four rooms for 8th grade students, four rooms for 9th grade students, one library, three laboratories, there are: computer laboratory, science laboratory and language laboratory, a mosque, three courts, there are: basketball court, soccer court and badminton court and one multifunction room. In the office, there are: Principal room, Co principal room, Teachers room, Administration room, rest room, and visiting room.

G. Supporting Activities

In developing students’ personalities, talents, and skills in various fields outside the student's academic, MTsN 17 provides a full range of extracurricular activities to support them in non-academic field. The extracurricular activities are scouting, Paskibra, PMR (Palang Merah Remaja), language club such as: English club and Arabic club, music club like: Marawis and Nasyid, sport activities like: pencak silat, football, basketball, and volleyball and religious club or Rohis (Rohani Islam).
## ORGANIZATION OF MTsN 17 JAKARTA
### 2009/2010 ACADEMIC YEAR

### PRINCIPAL
Drs. Imam Sayuti, M. Pd
NIP.

### VICE PRINCIPAL
(Students’ Consultant)
M. Slamet Mulyono, S. Pd

### VICE PRINCIPAL
(Curriculum Consultant)
Siti Humaeroh, S. Ag

### ADMINISTRATION
OSIS

### PRINCIPAL
Drs. Imam Sayuti, M. Pd
NIP.

### VICE PRINCIPAL
(Students’ Consultant)
M. Slamet Mulyono, S. Pd

### VICE PRINCIPAL
(Curriculum Consultant)
Siti Humaeroh, S. Ag

<table>
<thead>
<tr>
<th>Class VII. 1</th>
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<th>VII. 3</th>
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<td>Male : 25</td>
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<tr>
<td>Female: 13</td>
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<tr>
<td>Suryadi, A. Md</td>
<td>Patkhati, S. Pd</td>
<td>Drs. H. A. Romzi</td>
<td>Dra. Mayani</td>
</tr>
<tr>
<td>Male : 19</td>
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<table>
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<tr>
<th>Class IX. 1</th>
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<tbody>
<tr>
<td>Siti R, S. Pd.I</td>
<td>Suhayatun, S. Ag</td>
<td>Alamsyah, S. Ag</td>
<td>Asmawati, S. Pd</td>
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<td>Female: 24</td>
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<td>Female: 23</td>
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