INCREASING STUDENTS’ UNDERSTANDING OF THE SIMPLE PAST TENSE USING DISCOVERY LEARNING

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INCREASING STUDENTS’ UNDERSTANDING OF THE SIMPLE PAST TENSE USING DISCOVERY LEARNING

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

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2010
ENDORSEMENT SHEET

The “Skripsi” (Scientific Paper) entitle “INCREASING STUDENTS’ UNDERSTANDING OF THE SIMPLE PAST TENSE USING DISCOVERY LEARNING, written by UMI RUCHANIYAH, student’s registration number 106014000346 was examined in the examination session of the Faculty of Tarbiya and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta on November, 3rd 2010. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (Bachelor of Arts) in English Language Education at the English Education Department.

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ABSTRACT

Umi Ruchaniyah. 2010. *Increasing Students’ Understanding of the Simple Past Tense Using Discovery Learning*, Skripsi, English Education Department, The Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University Jakarta.
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Keywords: Simple Past Tense, Discovery Learning

The purpose of this research is to know whether students’ understanding of the simple past tense could be increased by discovery learning. This research was conducted at VIII-2 grade students of SMP Dua Mei which consisted of 36 students as respondent. This research used Classroom Action Research (CAR) method in solving the students’ problem in understanding of the simple past tense. The researcher used the Kurt Lewin’s model that consists of four phases, planning, acting, observing and reflecting. There are two kinds of data in this research, namely quantitative and qualitative data. The quantitative data can be derived from the test result. Besides, the qualitative data can be derived from the observation, interview and field notes. In analyzing the data, the researcher used descriptive analysis and statistic analysis to know the result of the implementation the Classroom Action Research (CAR) to the students. The result of this study showed that the students’ progress during teaching and learning process using discovery learning to increase the students’ understanding of the simple past tense was good. It was proved by three data results, first, from the observation result, it showed that the students were more motivated, active and interested in learning simple past tense in the classroom. Second, from interview result, it could be seen that students’ skill in understanding of the simple past tense has improved than before in which suitable with interview result with the English teacher. Last, from the test result. It consisted of three tests, namely pretest, posttest 1 and posttest 2. There was found 22.78 point of improvement of students’ mean score after using discovery learning. The mean score of the pre-test was 48.19. There were only 8.33% of the whole students who could pass Kriteria Ketuntasan Minimal (*KKM*). Then the mean score of posttest 1 was 59.86. The percentage of students was 33.33% who could get the score above Kriteria Ketuntasan Minimal (*KKM*). Next, the mean score of posttest 2 was 70.97. In this test, there was 77.78% students who got the score above Kriteria Ketuntasan Minimal (*KKM*).
ABSTRAK


Advisor: Drs. Syauki, M. Pd.

Kata Kunci: Simple Past Tense, Discovery Learning

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The writer realizes that this “Skripsi” is still far from being perfect. Criticism and suggestions would be acceptable to make it better.

Jakarta, November 1, 2010
The Writer
# TABLE OF CONTENTS

| TITLE | ................................................................................................................................. i |
| SURAT PERNYATAAN KARYA SENDIRI | ................................................................. ii |
| APPROVAL | ................................................................................................................... iii |
| ENDORSEMENT | ................................................................................................. iv |
| ABSTRACT | ..................................................................................................................... v |
| ACKNOWLEDGEMENT | .................................................................................... vii |
| TABLE OF CONTENTS | ................................................................................................. ix |
| LIST OF TABLES | ............................................................................................... xii |
| LIST OF FIGURES | ................................................................................................. xiii |
| LIST OF APPENDICES | ............................................................................................... xiv |

## CHAPTER I : INTRODUCTION
- A. Background of the Study ........................................ 1
- B. Limitation and Formulation of the Problem............. 4
- C. Objective of the Study ............................................. 5
- D. Method of the Research .......................................... 5
- E. Significances of the Study ....................................... 5

## CHAPTER II : THEORETICAL FRAMEWORK
- A. Simple Past Tense ................................................... 7
  1. The Definition of Simple Past Tense ............... 7
  2. The Forms of Simple Past Tense .............. 8
  3. The Use of Simple Past Tense ................. 10
- B. Discovery Learning .............................................. 12
  1. The Definition of Discovery Learning ........... 12
  2. The Purposes of Discovery Learning .......... 13
  3. The Strategies of Using Discovery Learning ... 14
- C. Teaching Simple Past Tense Using Discovery Learning ................................................. 17

## CHAPTER III : RESEARCH METHODOLOGY
- A. The Subject of Study ............................................. 19
- B. The Place and Time of Study .............................. 19
- C. The Writer’s Role on the Study ......................... 19
- D. Data and Data Sources ..................................... 20
- E. The Technique of Collecting Data .................. 20
- F. The Research Design ......................................... 23
G. The Classroom Action Research (CAR) Procedures ................................................. 26
   1. Cycle 1 .................................................. 26
      a. Planning ......................................... 26
      b. Acting ........................................... 26
      c. Observing ........................................ 26
      d. Reflecting ...................................... 27
   2. Cycle 2 .................................................. 27
      a. Planning ......................................... 27
      b. Acting ........................................... 27
      c. Observing ........................................ 27
      d. Reflecting ...................................... 28

H. The Technique of Analyzing Data .......................................................... 28

I. The Trustworthiness of Study ............................................................... 30
   1. The Validity of Test ........................................ 30
   2. Discriminating Power ........................................ 31
   3. Difficulty Item ........................................ 32

J. The Criteria of the Action Success ...................................................... 33

CHAPTER IV: RESEARCH FINDINGS

A. Pre-Implementation of the Action Result ............................................ 34
   1. The Result of Pre Observation ........................................ 34
   2. The Result of Pre Interview ........................................... 35
      a) The Result of Pre Interview with the Teacher ......................... 35
      b) The Result of Pre Interview with the Students ................. 36
   3. The Result of Pre Test ............................................. 36

B. The Implementation of the Action ...................................................... 36
   1. Cycle 1 ..................................................... 37
      a. Planning ........................................... 37
      b. Acting ............................................ 37
      c. Observing ......................................... 39
      d. Reflecting ........................................ 40
   2. Cycle 2 ..................................................... 41
      a. Planning ........................................... 41
      b. Acting ............................................ 42
      c. Observing ......................................... 43
      d. Reflecting ........................................ 44
C. Post-Implementation of the Action ..................44
   1. The Result of Post Test .................................44
   2. The Result of Post Interview .........................53

CHAPTER V : CONCLUSION .........................................................55

BIBLIOGRAPHY ...........................................................................56
APPENDICES ..............................................................................59
LIST OF TABLES

1. Table 2.1  Rules for Regular Verbs .................................................. 8
2. Table 2.2  The Strategy of Discovery Learning ................................. 16
3. Table 3.1  The Classification of Discriminating Power .................. 31
4. Table 3.2  The Classification of Difficulty Level ............................ 32
5. Table 4.1  The Students’ Simple Past Tense Score of Pretest, Posttest

and Posttest 2 ................................................................................. 45
LIST OF FIGURES

1. Figure 2.1 Three Categories Clarification ............................................. 17
2. Figure 3.1 The Three-phase Observation Cycle .................................. 22
3. Figure 3.2 The Kurt Lewin’s Design ................................................ 24
4. Figure 3.3 The Activity Phases of CAR modified by the writer ....... 25
LIST OF APPENDICES

1. Appendix I  The Pretest, Posttest 1 and Posttest 2 score
2. Appendix II  The Chart of Improvement in Students’ Simple Past Tense Score During CAR
3. Appendix III  Observation Sheet About the Teaching Learning Process and the students’ activity (Cycle 1)
4. Appendix IV  Observation Sheet About the Teaching Learning Process and the students’ activity (Cycle 2)
5. Appendix V  Field Notes
6. Appendix VI  The Transcription of the Interview for the CAR Data (Before CAR)
7. Appendix VII  The Transcription of the Interview for the CAR Data (After CAR)
8. Appendix VIII  The Blueprint Test of Pretest
9. Appendix IX  The Blueprint Test of Posttest 1
10. Appendix X  The Blueprint Test of Posttest 2
11. Appendix XI  The Item Analysis
12. Appendix XII  The Instrument of Pretest
13. Appendix XIII  The Instrument of Posttest 1
14. Appendix XIV  The Instrument of Posttest 2
15. Appendix XV  The Key Answer (Pretest, Posttest 1 and Posttest 2)
16. Appendix XVI  Lesson Plan
17. Appendix XVII  Handout About Simple Past Tense
18. Appendix XVIII  The Profile of SMP Dua Mei Ciputat
CHAPTER 1
INTRODUCTION

A. Background of the Study

Nowadays, English language is considered as the international language in this world. It is used as the main intercommunication language throughout the world and as the official language of many countries such as United States of America, Canada, Australian, and the United Kingdom. Also it is the prominent language in science, literacy, press, business, technology, aviation, entertainment, diplomacy and even now the internet. Without doubt, English is a versatile language that has become international language in today’s world.

Furthermore, English has been regarded as foreign language in Indonesia, which has become one of the lessons that is included on School-Level Curriculum (KTSP) within school. It has four major skills that are obviously asserted in the syllabus of School-Level Curriculum which should be mastered by learners. Those are listening, reading, speaking and writing skills. Besides, there are still other important skills that become sub-skills of English language, mainly vocabulary, pronunciation and grammar. As one of the sub-skills, grammar is also important skill to be learned because there is no doubt that a knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together. ¹ Although grammar is not described at school-level curriculum, it has been implied in four skills because it is automatically learned by learners when they study listening or reading or writing or speaking. For the instance, as mentioned in the standard competence and basic competence of School-Level Curriculum at class VIII-2 grade as follow:

1. Standard competence is expressing the meaning of short functional text and short essay in the recount and narrative form to interact with the environment.

2. Basic competence is expressing the meaning and rhetoric step in short essay using written language accurately, clearly and acceptedly to interact with the environment in the recount and narrative form. (Translated from the original of School-Level Curriculum (KTSP), see the appendix XVI).

Based on the standard and basic competence above, it is clear that the students at VIII-2 grade are expected to comprehend the narrative and recount text. Actually both use simple past tense in their construction of sentence. So they must master the simple past tense, because it can make them to be easier in comprehending both texts.

However, unfortunately most of second grade students of SMP Dua Mei Ciputat are still difficult to understand simple past tense. As in prove, based on the interview result with the teacher and the students. The writer found that most of students have some problems in understanding of the simple past tense such as: first, they are still confused in distinguishing between verbs which are included in regular verb and are included in irregular verb. When they have found “spend” verb, they are confused on what its verb “spended” or “spent” is. Second, they just know about the pattern of simple past tense but they still find difficulty in applying its rules into make a complete sentence. After they had memorized its rules, they could recall it easily. However, they found difficulty in making a sentence. For example: they often make a sentence, such as “I go to market yesterday”. Third, they cannot use simple past tense appropriately in real communication. As in proved, when I asked them, “did you study English language last night?” they answered, “yes, I do”. In addition, based on the observation which is conducted directly in the teaching learning process, the writer found that the teacher taught simple past tense deductively, she presented the rule first, and she instructed to students to memorize them. After that she gave examples based on rules. Hence it makes students passive and unmotivated to
learn. Then the teacher gave tasks to them, whereas there are still students which have not understood it.

Based on the problem above, according to the writer, it is a crucial problem because students will find difficulties to learn the next level of tenses. To remember that simple past tense is the simplest tense in past forms. For the need of research, the writer chooses the VIII-2 grade students of SMP Dua Mei Ciputat, because of according to English teacher; she told that class of VIII-2 has the lowest grammar skill than another class, especially in simple past tense. Therefore, the writer tries to give a solution to the teacher that all of the problems happened as explained above can be solved by using discovery learning technique because students cannot only acquired the grammar rules more easily, but also actively participated in the process of acquiring target grammar rules when they were asked to work out the rules for themselves. According to Jerome Bruner defined that,

Discovery learning is an inquiry-based, constructivist learning theory that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned. Students interact with the world by exploring and manipulating objects, wrestling with questions and controversies, or performing experiments. As a result, students may be more likely to remember concepts and knowledge discovered on their own (in contrast to a transmissions model). ²

Furthermore, according to Donald R. Cruickshank, in discovery learning has a several unique characteristics as follow:

- Teacher sets the stage for knowledge discovery
- Teacher rewards exploration and independent thought
- Learners accept the challenge of finding out things for themselves – discovering knowledge
- Learners’ participation and interaction are high
- Learners operate at higher order cognitive levels: analysis, synthesis, evaluation ³

Besides, it is very suitable with primary students’ way of thinking. As mentioned in The Practice of English Language Teaching by Jeremy Harmer, Fourth Edition about Describing Learners in Young Children as follows:

1. “…They often learn indirectly rather than directly that’s they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.

2. They find abstract concepts such as grammar rules difficult to grasp…”

Based on the explanation above, the writer wants to conduct the research about the effort to improve students’ understanding of simple past tense using discovery learning with entitled “INCREASING STUDENTS’ UNDERSTANDING OF THE SIMPLE PAST TENSE USING DISCOVERY LEARNING (A Classroom Action Research in the Second Year of SMP Dua Mei Ciputat in 2009/2010 Academic Year)”

B. Limitation and Formulation of the Problem

1. Limitation of the Problem

   In conducting this Classroom Action Research, the writer limits the problem to make easier the research. In Junior High School, there are many interesting aspects to study, but the writer only focuses on the increasing students’ understanding of simple past tense by using discovery learning to the second grade students of SMP Dua Mei Ciputat in 2009/2010 academic year.

2. Formulation of the Problem

   The writer formulates this study as follows:
   “Can discovery learning increase students’ understanding of the simple past tense?”

---

C. Objective of the Study

This Classroom Action Research (CAR) aims to know whether the discovery learning can increase the students’ understanding of the simple past tense in the second year of SMP Dua Mei Ciputat.

D. Method of The Research

The research method used in this study is a Classroom Action Research (CAR). Classroom Action research is the way to increase knowledge of the classroom and as a tool in the process of teaching and learning process.

The technique used for collecting data is pre-test, post-test, observation, field notes and interview. First, the writer observes the teaching learning process and interviews to the teacher and students to determine a problem. In this research, she conducts two cycles, both have four phases, namely planning, acting, observing, and reflecting phase. Second, she gives a pretest. It is conducted at the beginning of the research. Third, she conducts the first acting phase. It is continued with the second acting phase. In the end this phase, the writer give post-test to them. Then she accomplishes an observing phase by analyzing the pre-test, documents of teaching learning process, and post-test to identify problem in the first cycle. After finishing the first cycle, the writer conducted the second cycle as implemented in the first cycle. At last the writer makes interview with the students about the difficulties in understanding of the simple past tense.

E. Significances of The Study

According to the explanation above, the significance of this study are:

1. For the students

This study is expected to help the students to increase their ability in learning simple past tense and to improve them to be more active and critic in learning.
2. For the English teachers

Finding result of this research is expected to be useful for the English teacher as follow:

- It will be beneficial for English teachers to provide an alternative way of teaching simple past tense to students.
- It will be substantial points for anyone who wants to teach simple past tense based on students’ cognitive development.

3. For the Headmaster of SMP Dua Mei Ciputat

This study ought to encourage headmaster’s teacher staffs to accomplish the Classroom Action Research (CAR) in their class, because it is very important to improve and to know how so far their students’ quality of learning. Also they can know how so far her teaching can be accepted by her students.
CHAPTER II
THEORETICAL FRAMEWORK

A. SIMPLE PAST TENSE

1. The Definition of Simple Past Tense

In terms of definition, different linguists define past tense differently. However, the definitions are more or less the same. According to Marcella Frank, he defines that “simple past tense represents definite time; it refers to events that were completed before the statement is made. It often accompanied by such expression of definite past as yesterday last year, two years ago etc.”\(^1\) It means that simple past tense expresses an action in the past taking place that ends when the speaker uses it in real communication. This definition parallels with Bernard Comrie’s statement in Tense, “Past tense refers to situation that held at some time prior to the present moment. Often, it seems that the use of past tense forms also carries the information that the situation no longer hold.”\(^2\) Referring to this definition, it can be seen that past tense is used to talk about an action that happened in the past.

Moreover, Betty Schamfer Azar, in her book “Understanding and Using English Grammar”, said “The Past Tense indicates that an activity or situation began and ended at a particular time in the past.”\(^3\) Therefore, it expresses situations or events that existed at a particular point in the past.

Furthermore, according to Michael Swan in his book Practical English Usage, he said that “the simple past tense is the one most often used to talk about past. It can refer to short, quickly finished actions and events, to longer actions and situations, and to repeated happenings.”\(^4\)

Referring to the several definitions above, simple past tense is a form that indicates an activity or situation that happened in the past and also the use of the past tense only locates the situation in the past, without saying anything about whether that situation continues to the present and future, we also use the simple past tense to describe the events that move story forward.

2. The Forms of Simple Past Tense

According to John Eastwood in his book *Oxford Practice Grammars with Answers (Second Edition)*, he declared that “in the simple past tense, a regular past form end in *ed*, some verbs have an irregular past form … we use *did* and also *were* and *was* in negatives and questions.”

Moreover, in *English Grammar in Use*, Raymond Murphy said that “very often the past simple ends in –ed (regular verb). Example: the police stopped me on my way home last night. But many verbs are irregular. The past simple does not end in –ed.” For example:

- get → got → I got up early this morning.
- go → went → My younger sister went to my party last night.

It means that regular verbs of past form is formed by adding –d or –ed to the basic verbs. Here are some spelling rules for regular verbs as follow:

<table>
<thead>
<tr>
<th>No</th>
<th>Rules</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Verbs that end in –e: <em>add</em> –ed</td>
<td>hope &gt; hoped</td>
</tr>
<tr>
<td>2.</td>
<td>Verbs that end in two consonants: <em>just add the ending</em></td>
<td>start &gt; started</td>
</tr>
<tr>
<td>4.</td>
<td>Verbs that end in –ie: <em>add</em> -d</td>
<td>die &gt; died</td>
</tr>
</tbody>
</table>

---

There are some formulas in the simple past tense:

a. **Affirmative statements**

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

   \[ S + V_2 + (O/Adv) \]

   Example: I went to Jakarta yesterday

b. **Negative statements**

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

   \[ S + \text{DID} + \text{NOT} + V_1 + (O/Adv) \]

   Example: I didn’t watch TV yesterday
   He didn’t study English language last night

c. **Interrogative statements**

   1) To make the interrogative statement of verb other than be, we put did before the subject, the formula is:

   \[ \text{DID} + S + V_1 + (O/Adv) \]

   Example: Didn’t you study English lesson last night?
   Didn’t she bring the umbrella?\(^8\)

---

3. The Use of Simple Past Tense

According to A.J. Thomson and A.V. Martinet said that there are uses for the relation of past events:

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

1. For a past action when the time is given:
   
   *I went to the zoo yesterday*
   
   *Michael Jackson died in 2000*

2. Or when the time is asked about:
   
   *When did you arrive at my home?*

3. Or when the action clearly took place at a definite time even though this time is not mentioned: *The bus was ten minutes late.*

4. Sometimes the time becomes definite as a result of a question and answer in the present perfect:
   
   *Where have we been?*

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

C. The simple past tense is also used for a past habit:
   
   *He always carried an umbrella...*  

Furthermore, the use of simple past tense declared by Marcella Frank, “the past tense indicates *definite time terminating in the past*, whether a time word is given or not.” The past tense may refer to:

a. *One* event completed in the past:
   
   *I watched a movie at Cinema 21 yesterday.*

b. *Repeated* events completed in the past and no longer happening:
   
   *When my sister was young, she went playing a doll every day.*

c. *Duration* of an event completed in the past:
   
   *John stayed in Singapore for two years and then he decided to return to*  

---

Moreover, Trudy Aronson from *Cambria English Institute* said that the past tense is used to express a completed action which took place at a specified time in the past. The specified time is either stated or implied. For examples:

Stated: Our friends *were* late for the concert last night.

Implied: Our friends *were* late for the concert. (*The Concert* refers to a special event. A special event is understood to be held at a specific time).  

Martin Parrot in *Grammar for English Teachers* explains the use of the simple past tense:

1) Finish periods of time

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

2) Precise detail

3) Time anchor

In telling stories and describing what happened in the past we use the past simple as a ‘time anchor’ — to establish the key ‘time frame’ of events. We also use the past simple to describe the key events that move story forward.

We also use the past simple when we provide precise circumstantial detail about an event (e.g. we can say I’ve had my appendix out but we have to use the past simple as soon as we specify, for example, where or how we don’t say I’ve *has my appendix out in Warsaw* but *I had my appendix out in Warsaw*).

Besides, Betty S. Azar stated some usage of simple past tense as follow:

---


a. The simple past tense used to talk about activities or situations that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990).
Example:
1) Mary walked downtown yesterday.
2) I slept well last night.

b. To express the duration of an event completed in the past.
Example:
1) I lived in Jakarta for ten years. (But I do not live there now)
2) Shinta was in Paris for two years. (Shinta is in Jakarta now)

c. To express the habitual action in the past.
Example:
1) They always helped us when we were in difficulty.
2) Miss Widi always gave me a present when I went to her house.\textsuperscript{13}

B. DISCOVERY LEARNING
1. The Definition of Discovery Learning
Discovery or Inquiry learning is the instructional alternative many educators tout as the choice for teaching social studies, science, and mathematics. It falls within the cognitive school of thought under meaningful learning.\textsuperscript{14} It means that discovery learning is one of the instructional strategies in teaching process which is particularly appropriate for achieving important objectives in social, science and mathematics. It tends to use cognitive psychology as base that makes students more remember concepts they discover on their own. It tends to use cognitive psychology as base in applying the teaching process, because students are asked to find out or figure out something for themselves.\textsuperscript{15} Inquiry teaching involves providing students with content-related problems which serve

\textsuperscript{15} Donald R. Cruickshank, \textit{et al.} \textit{The Act of Teaching …} p. 248.
as the focus for the class’s research activities. In working with a problem, students formulate hypotheses or tentative solutions to the problem, gather data relevant to these hypotheses, and then evaluate this data and come from to a conclusion. In working with this strategy, students learn not only content associated with the problem but also how to go about solving problem in the future.\footnote{David Jacobsen, \textit{et al.}, \textit{Methods for Teaching a Skill Approach}, (Columbus: A Bell & Howell Company, 1985), Second Edition, p. 197.}

In addition, Discovery Learning, developed by Harvard Psychologist Jerome Bruner, was one of the primary teaching models associated with post-Sputnik reform efforts, who stated that, discovery learning emphasized the importance of the inquiry processes through which students discover key ideas rather than memorize long lists of factual information. Bruner believed teaching students to think was the ultimate goal of education and that actively involving student in the learning process accomplished that.\footnote{I Richard Arends, \textit{et al.}, \textit{Exploring Teaching an Introduction to Education}, (New York: McGraw Hill Companies, 2001), Second Edition, p. 119.}

Referring to the interpretation above, the writer can conclude that the definition of discovery learning from one expert to another expert are vary, but the meaning leads to the same perspectives. So according to the writer, discovery learning is an inquiry-based learning, constructivist learning theory that conduct in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be learned.

2. The Purposes of Discovery Learning

Discovery learning has been used by teachers in teaching learning process. As declared by Donald R. Cruickshank that,

 Teachers use discovery learning to accomplish three educational purposes. First, \textit{they want learners to know how to think and find things out for themselves}. Conversely, they want them to be less dependent on receiving knowledge from teachers and accepting the conclusions of others. Secondly, users of discovery learning \textit{want learners to see for themselves how knowledge is obtained}. This means such teachers want students be
able to learn by collecting, organizing, and analyzing information to reach their own conclusions. Third, these teachers want learners to use their highest-order thinking skills.\textsuperscript{18}

According to Jeremy Harmer, Discovery techniques aim to give students a chance to take charge earlier.\textsuperscript{19} It means that the use of the discovery learning technique is to make students be active, critic and creative thinking. So they can explore what they know into the new knowledge which is needed by them. Moreover, David Jacobsen asserted that

... the inclusion of discovery activities in the curriculum is that they give students opportunities to practice the processes of analyzing data and forming abstractions from these data. One of the major goals of schools is to give students the intellectual tools to form their own abstractions later in life. School then becomes a preparation for life, and part of this preparation in training students how to form their own abstractions. The best way that we know of doing this to provide them with data and give them the opportunity to practice forming abstractions.\textsuperscript{20}

3. The Strategies of Using Discovery Learning

According to Romiszowski that is quoted by William J. Rothwell, and H. C. Kazanas in their book \textit{Mastering instructional Design Process a Systematic Approach Second Edition}, they said that “in discovery learning, learning is intensely personal. Set in the intimate mental world of the learner, it results not so much from manipulation of environmental variables outside the learner as from the learners’ own internalized insight, reflection, and experience.”\textsuperscript{21} Besides, Friedler, Nachmias, and Linn said that “the discovery learning processes as: (a) define a problem, (b) state a hypothesis, (c) design an experiment, (d) observe, collect, analyze, and interpret data, (e) apply the results; and (f) make predictions

\textsuperscript{18} Donald R. Cruickshank, \textit{et al.} \textit{The Act of Teaching ...}, p. 249.
on the basis of results of previous experiment(s). It means that the strategy of discovery learning is to make the learners get the knowledge automatically after they had analyzed, evaluated and synthesize the information that had been learned.

In addition, the process of discovery learning involves cognitive transformations of what Ausubel refers to substrate propositions which consist of problem setting propositions that are acquired by meaningful reception learning and background propositions already present within cognitive structure. Actually reception learning or discovery learning can be rote or meaningful. Everything depends upon how the knowledge is treated. If the learner merely memorizes the material (even if the conclusions have been arrived at by the discovery method).

Even when instructional designers believe that learning occurs through this experience-oriented process, they favor a discovery strategy for instruction. It is a four-step process in which the instructional designer will (1) structure opportunities for learners to receive important experiences and observe or reflect on them, (2) question the learners about the experiences and observe learner reactions, (3) help learners think about the general principles and significant emotional experiences they have experienced, and (4) structure opportunities for learners to apply what they have learned to actual situations and problems. Romiszowski’s summary of these methods is given next:

---


### Table 2.2

**The Strategy of Discovery Learning**

<table>
<thead>
<tr>
<th><strong>Strategy</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Impromptu discovery</td>
<td>Unplanned learning: no instruction was involved directly (for example, free use of a library or resource center).</td>
</tr>
<tr>
<td>Free exploratory discovery</td>
<td>Broad learning goals are fixed; otherwise the learner is free to choose how to achieve the desired outcomes.</td>
</tr>
<tr>
<td>Guided discovery</td>
<td>Objectives are fixed; the learner is guided as to appropriate methods, conclusion.</td>
</tr>
<tr>
<td>Adaptively programmed discovery</td>
<td>Guidance and feedback are given individually.</td>
</tr>
<tr>
<td>Intrinsically programmed discovery</td>
<td>Guidance and feedback are given according to a preplanned program, based on the “typical” student.</td>
</tr>
<tr>
<td>Inductive exposition</td>
<td>The trainer “talks through” the discovery process.</td>
</tr>
<tr>
<td>Deductive exposition</td>
<td>Lectures.</td>
</tr>
<tr>
<td>Drill and practice</td>
<td>Rote reception learning: instruction demonstrates what to do and provides practice. No conceptual understanding needs to be involved.” 25</td>
</tr>
</tbody>
</table>

Discovery techniques are possible ways where students are given examples of language and then asked to find out how they work, it means to discover the grammar rules. Students find out how grammar is used in a text and they are actually acquiring a grammar rule. By this students’ involving in the task of grammar acquisition teacher makes sure that they are concentrating fully, using their cognitive powers. Discovery techniques are not just the teacher telling what the grammar is. Students are actually discovering information for themselves.

According to David Jacobsen in his book *Methods for Teaching a Skill Approach* asserted that there are some steps in discovery teaching as follow:

1. Present example:
2. Describe example
3. Present additional examples
4. Describe second example and compare to first example
5. Present additional examples and non-examples
6. Compare and contrast examples.
7. Prompt students to identify characteristics or relationship.
8. State definition or relationship.
9. Ask for additional examples.

---

**C. TEACHING SIMPLE PAST TENSE USING DISCOVERY LEARNING**

There are some steps in the teaching simple past tense using discovery learning as described in the figure below:

**Figure 2.1**

**Three categories clarification**

- **Explanation** (Teacher tells the learner)
- **Guided Discovery** (Teacher helps the learner to tell himself)
- **Self-directed discovery** (The learner tells himself)

---


As detail steps as follow:

**Step 1 (Explanation):** Teacher gives many examples of simple past tense which consists of regular verb, irregular verb, affirmative sentence, negative sentence, and interrogative sentence. She teaches all of examples by using question-answer drill that relates with the events in the past. Then she explains about what simple past tense is.

**Step 2 (Guided Discovery):** Teacher guides students in searching for the similarities and differences in each sentence. If they succeed in finding that **at** is used to show an exact time, then teacher ask them if there are any regularities underlying each expression. Be aware that although the teacher will deliberately guide students towards the rules to be discovered, students should be left to a certain extent to discover the rules for themselves.

**Step 3 (Self-directed Discovery):** After students have realized what the rules are, the students can have fun creating their own sentences before moving on to the next activity.
CHAPTER III
RESEARCH METHODOLOGY

This chapter is about the research methodology in which consists of the place and time of the study, the subject of study, the writer’s role on the study, the research instrument, data and data sources, the research design, the Classroom Action Research (CAR) procedures, the technique of collecting data, the technique of data analysis, the validity of data, the trustworthiness of study and the criteria of the action success.

A. The Subject of Study

The subject of this study is the grade VIII-2 class of SMP Dua Mei Ciputat in academic year of 2009/2010. The number of students in this class is thirty six. The writer chooses this subject, because it is recommended by the English teacher. According to the teacher, she asserted that the grade VIII-2 class has the lowest grammar skill than another class, especially in understanding of the simple past tense.

B. The Place and Time of Study

The place of the research is in SMP Dua Mei Ciputat which is located on Jl. H. Abdul Ghani No. 135 Cempaka Putih, Ciputat Timur, Tangerang Selatan. The researcher chooses this school because it is one of the schools that have good accreditation (A) in the Tangerang Selatan.

The writer conducted this Classroom Action Research (CAR) on March 2010 until August 27th 2010.

C. The Writer’s Role on the Study

In this research, the writer works collaboratively with the teacher. The writer’s role as teacher who makes the lesson plan, prepares the teaching media, and makes the pre-test before conducting Classroom Action Research (CAR) and
post-test after doing the action. Besides, the teacher has role as observer who observes the students’ activities and writer’s activities during the teaching learning process. Then she makes a note taking in the field notes about the activity that is not covered in the structured observation sheet. After that the writer and teacher discuss about the data and analyze it.

D. Data and Data Sources

The sources of data in this study are:

1. Event
   It is the teaching simple past tense by using discovery learning at Second grade of SMP Dua Mei Ciputat.

2. Informant
   The informants are the English teacher and students at VIII-2 Grade.

3. Place
   The researcher conducts this Classroom Action Research (CAR) at SMP Dua Mei Ciputat.

E. The Technique of Collecting Data

Data collecting technique is the way that is used by the researcher to gain the data. There are two kinds of data which is used in this research, qualitative data and quantitative data. The writer uses the interview, the observation, and the field notes technique to get the qualitative data. Besides, the quantitative data is derived of using pretest and posttest. The explanation in detail as follow:

1. Interview

The writer conducts the interview twice. First, it is done before the implementation of Classroom Action Research (CAR) in order to know what the problem that happened in the teaching learning English language process. In this occasion, the writer interviews the English teacher about her problem in teaching English language, her students’ difficulty in learning English language and her
teaching method that is used in teaching learning process. In conducting the interview, the writer uses structured interview in order to be more efficient in getting the data, because it can be focus on the things that is mentioned in the interview sheet. Also, she interviews the students about their opinion about the English lesson, their difficulty in learning English lesson, and their opinion about the teacher’s method that is used during teaching learning activity. Second, the interview is also conducted by the writer after implementing the CAR in order to know how far the effectiveness of CAR.

2. Observation & Field Notes

In this research, the teacher as observer conducts the observation during the teaching learning process of discovery learning in second grade students of SMP Dua Mei. She uses structured observation sheet to observe students’ response of applying the discovery learning and teacher’s performance during teaching learning process. It can be seen in the appendix III. Besides, she also used field note. According to Prof. Suharsimi Arikunto stated that field notes are used to get the data objectively which is not covered in the structured observation, such as students’ activity during implementing the action…¹ It can be seen in the appendix VII.

In accomplishing the observation of this Classroom Action Research collaboratively, the writer used three observation phases as follow:

a. Planning meeting

In compiling the observation plan, the writer met with observer, the English teacher. The objective of this activity is to make a similarity in perception about focus, criteria, and observation technique that used.

b. Classroom observation

During the observation, the observer observed teaching and learning process and collect the data about everything that happened to students, and class situation.

c. Feedback discussion

After doing the planning meeting and classroom observation, the writer did feedback discussion with observer – the English teacher – to discuss about information which was gained during observation.

Visually, three-phase observation above can be seen as follow:

**Figure 3.1**
The three-phase observation cycle (Hopkins, 1993: 81)

![Diagram](image)

*(Adapted from Wijaya Kusumah and Dedi Dwitagama, 2009)*

3. Test

The test is used to know how far the students’ understanding of the simple past tense before conducting the research and after conducting the research. In this research, the writer conducts the written test. There are three kinds of test, pretest, post-test 1 and post-test 2. Pretest is done before the Classroom Action Research (CAR), while posttest will be conducted on the end of cycle 1. Also posttest 2 will be given to the students on the final cycle 2. The instruments of the whole tests can be seen on the appendix XIV - XVI.
After doing the test, the writer evaluates or reexamines the test result in order to know that an item is functioned or not and to assess the prosperity of the test in collecting the data. The writer analyzes the test based on the validity of data, the discrimination power and the difficulty item. The complete description can be seen on the appendix XIII.

F. The Research Design

The research method in this study is an action research. According to Eileen Ferrance stated that “Action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research”. Furthermore, according to Edward L. Vockell and J. William Asher, they assert that action research refers to the practical application of the scientific method or other forms of disciplined inquiry to the process of dealing with everyday problems. It is particularly focused on teachers and other educators doing action research in order to make their particular educational activities more productive. In addition, actually action research is problem-focused, because it is nearly always arises from specific problem or issue arising out of professional practice. It means that action research focuses on problem and practical intended in its outcome. Besides, action research provides teachers and administrators with an opportunity to better understand what happens in their school. This process establishes a decision-making cycle that guides instructional planning for the school and individual classrooms. The writer used two cycles which each cycle has four phases: planning, acting, observing, and reflecting.

---


In this research, she uses Kurt Lewin’s design in applying action research procedure as follows

**Figure 3.2**

The Kurt Lewin’s Design

(Adapted from Wijaya Kusumah and Dedi Dwitagama, 2009)
The activity phases in this Classroom Action Research (CAR) as follow:

**Figure 3.3**

The Activity Phases of CAR modified by the writer

Before conducting the CAR, the writer collects the data to determine teacher’s problem in teaching by observing the class, interviewing her and students, and by giving a pre-test. Then the teacher and the writer work collaboratively in making a lesson plan, structured observation sheet, and post-test.

The writer does a feedback discussion with the teacher about the result of acting phase. If it is still any problem, they will improve it in the next cycle.

In this case, the writer as teacher implements the lesson plan. It contains about the teaching simple past tense by using discovery learning.

The teacher as observer, he observes the teacher’s activity, students’ activity and class condition based on the structured observation sheet. She also writes other additional information on the field notes. After conducting the last cycle 1, the writer gives a posttest 1.

The teacher and the writer make new lesson plan collaboratively by designing the new teaching media. Then they make structured observation sheet and posttest.

The writer discusses the result of this second cycle with the teacher. If it achieves the criteria of action success, this second cycle is the final cycle.

The writer implements the new lesson plan which is emphasized on the problem which happened in the first cycle.

The teacher observes the teacher’s activity, students’ activity and class situation based on the structured observation sheet. Then she also writes other information on the field notes. After the final cycle 2, the writer gives a posttest.
G. The Classroom Action Research (CAR) Procedures

The steps of action procedure in this Classroom Action Research (CAR) in detail as follows:

1. **Cycle 1**
   
   a. **Planning**

   The planning of giving an action of this research is to apply discovery learning technique to students in order to be able to improve students’ problem in understanding of the simple past tense. Before implementing it, the writer prepare everything related to the action that are used in teaching learning process, such as preparing materials, determining an interesting topic, making a lesson plan, preparing a teaching aids, such as interesting recount text and bingo sheet, and also preparing research instruments, such as the structured observation sheet, the field notes, and the posttest.

   b. **Acting**

   After accomplishing the planning phase, the writer and the teacher discuss about the strategy in acting phase. According to the teacher, she chooses to become an observer, and the writer as the teacher. As teacher, she will conduct the activity based on the lesson plan by concerning in simple past tense subject that include regular and irregular verb, affirmative sentence, negative sentence, and interrogative sentence aspect. In this process, she designs the teaching learning process become three steps; namely: pre-teaching, while-teaching and post-teaching. At the end of giving action, the writer gives a posttest to students.

   c. **Observing**

   During the teaching learning process, the teacher as observer, she observes the teacher’s performance, the students’ activity, the students’ participation, the students’ attention, the students’ response and the class situation using the field note and structured observation sheet. Besides, she also collects the data from the posttest which is given to students.
d. Reflecting

After conducting the action phase, the writer and the teacher accomplish a reflection about the activity in the action phase by analyzing observation data with collaborator and reflecting her teaching experience herself when she implements the action. Also analyzing the students’ score of pre-test and post-test based on criteria success in order to know that discovery learning is good to imply in teaching simple past tense at second grade students of SMP Dua Mei Ciputat or not. If the first cycle is unsuccessful, the writer will make the next cycle to solve students’ problem.

2. Cycle 2
   a. Planning

After identifying problems in cycle 1, the writer will revise planning and action phase in order to get a good students’ achievement. In this phase, she will revise materials, topics and also media for teaching, such as cards which are written with specific words which has given a sol tip and carton. Also revising the research instruments, such as observation sheet, interview guide, and evaluation form (post-test) to know how further their understanding before giving an action.

   b. Acting

In the acting phase, the writer conducts action based on the new lesson plan which is emphasized on the problem in the first cycle. After giving an action, the writer gives a posttest to students.

   c. Observing

This phase the teacher as observer accomplishes an observation phase during the teaching and learning process. When she becomes observer, she observes the students’ activity, students’ participation, students’ attention, students’ response and students’ situation in the classroom by using field note and structured-observation sheet. Then she also collects data from the posttest result.
d. Reflecting

The writer conducts the reflection with collaborator about her activity, students’ activity and also their situation when the action is accomplished. Then she analyzes observation data, interview data, pre-test and post-test based on criteria success.

II. The Technique of Analyzing Data

In this research, there are two kinds of data which will be collected by the writer as follow:

1. Qualitative data is data about the information which give a description of students’ expression about comprehension level toward the subject (cognitive), students’ respond toward new method (affective), and students’ activity toward learning a subject, their attention, their enthusiastic in learning, their response; their motivation of learning can be analyzed qualitatively. The writer uses descriptive analysis to analyze this qualitative data, which consists of the observation of students’ activities and teacher’s performance during the teaching learning process, the field notes, also the interview before and after Classroom Action Research (CAR).

2. Quantitative data comprises of students’ score of learning outcome. This research can be considered success when students have understood simple past tense. The increasing of their achievement can be shown with increasing score which is gotten by students from pretest score to posttest score. The writer uses three techniques in analyzing the numerical data as follow:

   a) The writer seeks the average of students’ grammar score within pre-action and post-action of every cycle by using the formula.\(^6\)

---

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

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

b) The writer seeks the class percentage which pass the KKM score (65) by using the formula:

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

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

c) To know whether any improvement or not in students’ score, the writer analyzes their score from pre-test up to posttest score in cycle 1 and cycle 2 by using the formula:

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

- \( P \): percentage of students’ improvement
- \( y \): pre-test result
- \( y_1 \): post-test 1

---


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

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

I. The Trustworthiness of Study

In analyzing the test items, the writer uses three ways to know the trustworthiness of the data as follow:

1. The Validity of Test

   Validity is the substantial thing in evaluating the data of this research in order to know that data is valid or not. According to JB Heaton, he said, “The validity of a test is the extent to which it measures what it is supposed to measure and nothing else”.\(^9\) There are three main strategies have traditionally been used to investigate validity: content validity, construct validity and criterion-related validity.\(^10\) In this research, the writer examines the test based on the content validity. Content validity is considered with the material that the students have learned. The test should concern with the materials that the students have learned.

---


2. Discriminating Power

A good test item should have a discriminating power. The discriminating power can distinguish the students’ performance that did well on the test and did the test poorly. To find out the discriminating power index, the writer uses the formula:\textsuperscript{11}

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

- \(D\): The index of discriminating power
- \(U\): The number of pupils in the upper group who answered the item correctly
- \(L\): The number of pupils in the lower group who answered the item correctly
- \(N\): Number of pupils in each of the groups

Then, the writer uses the criterion of discriminating power as follow:

Table 3.1
The Classification of Discriminating Power

<table>
<thead>
<tr>
<th>DISCRIMINATING POWER</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6 – 1.0</td>
<td>Very good</td>
</tr>
<tr>
<td>0.4 – 0.6</td>
<td>Good</td>
</tr>
<tr>
<td>0.1 – 0.3</td>
<td>Ok</td>
</tr>
<tr>
<td>-1 – 0.0</td>
<td>Bad</td>
</tr>
</tbody>
</table>

(Adapted from J.B. Heaton, 1990)

\textsuperscript{11} Wilmar Tambunan, \textit{Evaluation of Student Achievement}, (Jakarta: Depdiknas, 1998), p. 139.
3. Difficulty Item

Item difficulty refers to the proportion of correct responses to a test item. A test, which aims to differentiate among respondent, should have items, which say 60 to 80 percent of the respondents answer correctly.\textsuperscript{12} A good test item must have a degree of difficulty item. It should not easy or not difficult to be answered.

Furthermore, James Dean Brown stated difficulty level is a statistical index used to examine the percentage of students who correctly answer a given item.\textsuperscript{13} To count the difficulty item, the writer uses the formula:\textsuperscript{14}

\[
FV = \frac{\text{Correct } U + \text{Correct } L}{2 \times n}
\]

\(FV\) : Facility value or item difficulty that we are looking for

\(U\) : Sum of the students from the upper group who answered correctly

Besides, there is standardization in establishing the item difficulty in which is used by the writer as follow:

<table>
<thead>
<tr>
<th>NO</th>
<th>INDEX</th>
<th>THE TEST RESULT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>0.00 – 0.30</td>
<td>Difficult</td>
</tr>
<tr>
<td>2.</td>
<td>0.31 – 0.70</td>
<td>Medium</td>
</tr>
<tr>
<td>3.</td>
<td>0.71 – 1.00</td>
<td>Easy</td>
</tr>
</tbody>
</table>

\textit{(Adapted from Nana Sudjana, 1991)}


\textsuperscript{14} JB. Heaton, \textit{Writing English Language Test ...}, p.153.
J. Criteria of the Action Success

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 Kriteria Ketuntasan Minimal (KKM). Referring to the school regulation at SMP Dua Mei Ciputat, Kriteria Ketuntasan Minimal (KKM) of English lesson is 65 (sixty five). So, if the students can achieve the criteria of the action success of this Classroom Action Research (CAR), this research will be stopped. However, if they cannot achieve it, this research will be conducted in the next cycle.

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CHAPTER IV
RESEARCH FINDINGS

In finding of this research, the writer presents the data that have been collected. It is divided into three parts, the data of pre-implementing of the action, the implementation of the action and the discussion of the data after Classroom Action Research (CAR).

A. Pre-Implementation of The Action Result

In this part, there are three research results in the pre-implementation of the action, pre-observation, pre-interview and pre-test as follow:

1. The Result of Pre Observation

   The aim of pre-observation is to know the teaching learning process directly before implementing the Classroom Action Research (CAR). Based on the pre-observation result that was conducted by the writer on Wednesday, March 31\textsuperscript{th} 2010 at 09.15 A.M, it is known that in teaching simple past tense at the Second grade students of SMP Dua Mei Ciputat in 2009/2010 academic year, the teacher tends to be teacher-centered during the teaching learning process. So it makes the students be passive. When she teaches grammar, especially in simple past tense, she presented the rules first and gave examples based on the rules to students without asking them to practice it. Also, she gave a list vocabulary items are presented with translation in Indonesia. Then, she asked the students to memorize the rules, examples and vocabularies. After that, she gave a test about simple past tense without knowing that they have understood or not. Hence, the effect of this strategy is the students just memorize the rules and most of them do not know how to use the simple past tense based on contextual in real life and also they do not know how to apply the rules to make a new examples.
2. The Result of Pre Interview

In this research, Pre interview was done on Tuesday, March 30th 2010 at 11.00 A.M. It was conducted to interview the teacher and the students at SMP Dua Mei by using structured interview.

a) The Result of Pre Interview with the Teacher

In this part, the writer asked some question the teacher related with her problem in teaching learning process, her students’ difficulty in learning English lesson, and also her teaching method.

Related with her problem in teaching learning process, she told that actually she got many problems when she taught, but structure of English is her main problem. She thought that her students were still confused of English structure usage. While related with students’ difficulty in learning English language, she asserted that her students’ difficulty in learning English language, especially in simple past tense, one of the aspects in grammar skill. Among the classes had been taught, she said that VIII-2 grade students who difficult to understand it, because it is proved with their score were below Kriteria Ketuntasan Minimal (KKM). Most of them still could not apply the simple past tense rules into the sentence, because not only they could not identify regular and irregular form but also they did not know how to make an affirmative, negative and interrogative sentence in the past form. Besides, they did not know the usage of simple past tense in real communication. Meanwhile, relating with her teaching method, she said that she used grammar translation method in teaching process, because she had thought that memorization is the best way in improving her students’ skill in learning English language.
b) The Result of Pre Interview with the Students

After interviewing the teacher, the writer interviewed the students. She chose five students of the whole students. She interviewed them one by one using structured interview. Based on the pre-interview result with them, the writer could sum up that they were bored and unmotivated in learning English, because they thought English is the difficult lesson to be learned, especially in grammar skill. They said that at second grade class, simple past tense is the difficult lesson. They have not understood yet how to use simple past tense. Besides, they were still confused in identifying regular and irregular verb. Based on their teacher’s strategy of teaching, they always were instructed to memorize rules, memorize vocabularies and did some exercises from Lembar Kerja Siswa (LKS) without giving a time for them to practice in applying the rules. So this case made the students was lazier in learning English lesson.

3. The Result of Pre Test

The pretest was conducted on Wednesday, August 11th 2010. It was started at 08.15 A.M. and was finished at 08.35 A.M. This is done before the Classroom Action Research (CAR). This pretest consists of 20 multiple choice tests about the simple past tense which must be finished on 25 minutes. Based on the pretest result, it showed that the mean of this pretest score was 48, 19 and only three students, who could pass the Kriteria Ketuntasan Minimal (KKM). Whereas 33 students who got the score below the Kriteria Ketuntasan Minimal (KKM). So, it can be concluded that most of the second grade students were still not understand of the simple past tense.

B. The Implementation of The Action

This Classroom Action Research (CAR) was held from 18th August 2010 up to 28th August 2010 at Second Grade students of SMP Dua Mei Ciputat, The writer conducted two cycles in this research in detail as follow:
1. Cycle 1
   
a. Planning

   The writer and the teacher collaboratively made the research instruments which were needed in this planning phase, such as lesson plan which contained about teaching material, teaching procedure, and some exercises. In this case, the writer made one lesson plan to be used in two meetings with two materials in one topic. Besides, the writer and the teacher prepared structured observation sheet to observe the teacher’s performance, students’ response, and class situation during the teaching learning process. Also they prepared field notes to write some addition information which were not covered in the observation sheet. Then the writer also prepared the posttest to know there is any improvement in students’ score from pretest to posttest or not.

b. Acting

   This acting phase was accomplished on Wednesday, August 18th 2010 and on Friday, August 20th 2010. It had been done during two weeks in two cycles which each cycle consisted of two meetings. In this phase, the writer as teacher implemented the action based on the lesson plan which had been made in planning phase. In this first cycle, the writer and the teacher used recount text and bingo sheet as teaching instrument. Those are described detail in three steps, pre-teaching, while teaching and post teaching as follow:

   📒 Pre-teaching

   The writer as teacher motivated students by *zip zap* games which contained regular and irregular verb. Then she helped them to memorize the previous lesson. Next, she explained the topic which would be discussed and the competence that would be achieved.
While teaching

The writer brainstormed about the example of verbs in past that had been known by them. Then when she asked the students for identifying which regular and irregular verb one, they said that they were still understood about it. So she wrote verbs that included in regular and irregular verb on the whiteboard. After that, she asked them what the similarities and differentiates between regular and irregular verb. After three minutes, there were some students answered it correctly. The teacher and the students made a conclusion based on the examples. Next, she asked them what they knew about simple past tense. Then, most of them answered it by giving the rules. However when the teacher instructed them to give example based on the rules, they were kept silent. So she gave examples of affirmative sentence, negative sentence and interrogative sentence based on their own sentence by asking one by one of them about the situation that took place in the past and wrote their sentence on the whiteboard. For the instance:

Teacher : When did you become a student at Elementary school? (?)
Student : I was a student at Elementary school in 2003. (+)
Teacher : Did you have breakfast this morning? (?)
Student : No, I didn’t have breakfast his morning.

However, when they tried to answer the teacher’s question, they found difficulty to make the sentence, so the teacher helped them to make it, because they still felt shame and passive in expressing the opinion. Then, she instructed them to identify where subject, predicate, object and adverb of time is and made a pattern from the examples. After finishing the explanation phase, the teacher divided them be several groups and distributed a recount text and bingo sheet for each group. Next, she gave a task for them to identify which was regular and irregular one (to be written on bingo sheet based on the clue letter that
was given) and to look three affirmative sentences on the text which then were changed into negative and interrogative sentence. In this activity, it seemed that some students were still confused what they must do, but only some students that had understood the teacher’s instruction. Based on the exercise result, only one group which had done it perfectly, however others still worse. This was conducted on 1st meeting. She was done the same technique on the 2nd meeting by the different text “Accidentally Guilty”. Based on the exercises result on lesson plan that was done by students, it seemed that most of them had understood in identifying regular and irregular, also they could make affirmative and negative sentence. However, they still found difficulty in making interrogative sentence.

Post teaching

In this step, the writer asked students about what their difficulty in understanding of the simple past tense was. Some students said that they still found difficulty in making interrogative sentence. Then the writer told that it would be discussed on the next meeting and she instructed them to study about the simple past tense again.

c. Observing

As the observer, the teacher observed everything that happened in the acting phase, such as the writer’ performance in implementing the action, the students’ activity and the class condition during the teaching and learning process by using the structured observation sheet and field note. Related with teacher’s performance, according to the observer, she told that the writer had applied the discovery learning technique well based on the lesson plan which had been made. However, when she prepared the students to follow the learning process is less good. Related with students’ activity, there were some students who did not pay attention to the teacher’s explanation. Even, when they were instructed to do the task in group,
most of them did not work cooperatively in group and they just did it individually. Related with the class condition during the teaching and learning process, it seemed very noisy and talkative with their friends.

Moreover, there were some students who actively in answering the teacher’s question relating with the applying simple past tense rules. Even, in the second meeting of first cycle, they were more enthusiastic in learning simple past tense. After the observing phase, the writer and the teacher gave the posttest to students to know whether improvement or not from pretest to posttest. Based on the result of the posttest 1, there was 11.67 improvement. As in proved, the mean of students’ score in pretest is 48.19 and the mean score of posttest 1 is 59.86 which were 12 students who passed the Kriteria Ketuntasan Minimal (KKM).

d. Reflecting

After analyzing the data that had been collected, the writer and the teacher discussed about the result of this first cycle. In conducting this cycle, as a whole, the result of implementing the discovery learning technique had improved the some students in understanding the simple past tense than before CAR. So this case had not achieved the target yet. Actually in this reflecting phase, they had reflected three categories that would be discussed, namely the implementation of using the discovery learning technique, students’ difficulty in understanding the simple past tense and the class condition during the teaching learning process.

The first category related with the implementation of the discovery learning technique. The observer said that the teacher had still difficult in applying the technique in the class, because the teacher more paid attention to the students whom could understand the teacher’s explanation and she neglected the students whom still had not understood it yet. So the observer suggested to the teacher should
be more pay attention to them whom found the difficulty in the simple past tense. The second category concerned with the students’ difficulty in understanding the simple past tense. In this case, the observer and the writer saw some students still found difficulty in applying the interrogative sentence, because they were still confused in placing subject and verb in the correct place. Consequently, the observer suggested the teacher to make the students be more practicing in applying the simple past tense rules. Next, related with the third category is the class condition. The teacher still had difficult in managing the class. The observer suggested that the teacher should give a task in pairs, because it was more efficient and it could decrease the noisy than in group.

Therefore based on the reflecting above, this cycle must be continued in the next cycle, in order to improve the students’ understanding of the simple past tense well.

A. Cycle 2
   a. Planning

   The writer and the teacher modified the previous lesson plan into new lesson plan which had related with using discovery learning in teaching the simple past tense. In this planning phase, there were some modifications which were accomplished, such as the use of different material, media and exercises. It was done to make students more attention to the teacher’s explanation and to avoid the students were noisy in the class. Besides, the writer also prepared the structured observation sheet and field note. Also she prepared the posttest 2 to know the improvement of students’ understanding of the simple past tense.
b. Acting

This phase was accomplished on Wednesday, August 25th 2010 and on Friday, August 27th 2010. The implementation of the action was done on three steps, pre-teaching, while teaching and post teaching that were described as follow:

Pre-teaching

The writer as teacher gave a Symons game to the students in order to motivate them before the teaching and learning process. This game was modified by combining the regular and irregular verb to be played. When the teacher said “Symons says” with regular verb, the students should stand up and said “yes”, but when she said “Symons says” with irregular verb, they should sit down and keep silent. In this game, there were two students who got the punishment, because they did not obey the instruction of the game.

While teaching

In while teaching step, she asked students in pairs. Then she distributed word cards (which was given a double tip) and cartoon to each pairs. She gave an instruction how to use them and how the way they learned about simple past tense (regular and irregular verb, affirmative sentence, negative sentence, interrogative sentence) by using them. The writer designed the instruction as follow:

- When the teacher said the key word, such as regular or irregular verb or affirmative sentence or negative sentence or interrogative sentence. Then they looked for the specific words based on the key word.
- If students have found the key word on the word cards, they should patch them on the cartoon.
When the students answered right, they got a point; while they answered false, they would get punishment by standing up in their chair until they could correct it.

Post-teaching

Before closing the teaching and learning process, the teacher and the writer asked students about their difficulty in understanding of the simple past tense. They said that they had understood it well, so that they could make the sentence in the past form by themselves.

c. Observing

In this observing phase of the second cycle, the observer said that the teacher's performance was better than the previous cycle. It could be seen when she implemented the action, she could pay attention to some students who had still difficult to understand about her explanation, and also she could help them to solve their problem in learning the simple past tense. Besides, related to the students’ activity, they were more active and enthusiastic in teaching and learning process than in the first cycle. It could be seen from their interaction in the classroom. When the teacher asked a question, they didn’t shame anymore to express their own opinion than before. Moreover, their understanding of the simple past tense more increased than before. All of them could apply the rules of simple past tense in making affirmative, negative and interrogative sentence correctly. It was proven with the posttest 2 result which there were 31 students who passed the Kriteria Ketuntasan Minimal (KKM) and the mean of their score in the posttest 2 is 70,97. So their score had improved than their score in the pretest and posttest1. Therefore, it could be concluded that there was 21, 78 improvement from the pretest to the posttest 2.
d. **Reflecting**

After analyzing the data of this second cycle, the writer and the teacher felt very satisfied with the result of this Classroom Action Research (CAR), because the implementation of the discovery learning technique had improved the students’ understanding of the simple past tense than before. This case was proven that there was improvement in the students’ score from pretest to posttest 2. Besides, they could apply the rules correctly and they could use it into real communication well. Also they could identify the verbs that include in regular and irregular verb. In addition, they interested and enjoyed with the teacher’s technique during the teaching learning process.

C. **Post-implementation of the Action Result**

1. **The Result of Post Test**

Post test is a test which was given to the students in every end of cycle. In this research, the writer held post test twice, first posttest held in the final cycle 1 and second posttest held in the final cycle 2. The students’ score of pretest, posttest 1 and posttest 2 can be seen the table below:
Table 4.1
The Students’ Simple Past Tense Score of Pretest, Posttest 1, and Posttest 2

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pretest</th>
<th>Posttest 1</th>
<th>Posttest 2</th>
</tr>
</thead>
<tbody>
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<td>60</td>
<td>65*</td>
</tr>
<tr>
<td>2</td>
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<tr>
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<td>75*</td>
</tr>
<tr>
<td>36</td>
<td>60</td>
<td>65*</td>
<td>75*</td>
</tr>
</tbody>
</table>

Mean:

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

48.19 \quad 59.86 \quad 70.97

*The students who passed the Kriteria Ketuntasan Minimal (65)*
Based on the table above, there are three tests which were conducted by the writer, namely pretest, posttest 1 and posttest 2. To analyze all data, the writer would calculate the students mean score of the test, calculate the class percentage, and calculate the students’ improvement score from pretest to posttest 1 until posttest 2 percentage.

Pretest score

1. Calculating the students mean score of the test. It is calculated by using this formula:

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

\[ X = \frac{1735}{36} \]

\[ X = 48.19 \]

From the calculation above, the mean of students’ grammar score in pretest before implementing Classroom Action Research (CAR) or using the Discovery Learning Technique is 48.19.

2. Calculating the percentage of students’ score who passed Kriteria Ketuntasan Minimal (KKM) using this formula:

\[ P = \frac{F}{N} \times 100\% \]
Based on the calculation above, it is showed that the students’ score percentage in the pretest is **8.33%**, because there are only 3 students who pass Kriteria Ketuntasan Minimal (*KKM*) and 33 students who still get the score below Ketuntasan Minimal (*KKM*). It can be concluded that the students’ understanding of the simple past tense is still low. Therefore, the writer conducted the Classroom Action Research (CAR) by using Discovery Learning Technique within cycle I and done the posttest I in the end of action. Then, to know whether any students’ improvement scores from the pretest score up to posttest I score, the writer calculates the posttest I result as follow:

**Posttest I score**

1. Calculating the mean score of posttest I. The calculation used the formula:

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

   \[
   \bar{X} = \frac{2155}{36}
   \]

   \[
   X = 59.86
   \]
From the computation above, the students’ mean score of posttest in cycle 1 is 59.86. It means that there are some students’ improvements in conducting the action by using Discovery Learning Technique from the pretest mean score. It could be compared between the pretest mean score (48.19) and the posttest 1 mean score 59.86. So it can be concluded that there is improvement of students’ score until 11.67 (59.86 – 48.19).

2. Calculating the percentage of students’ score who passed Kriteria Ketuntasan Minimal (KKM) in order to get the students’ percentage from the pretest to posttest I in cycle I by using the formula:

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

\[
\begin{align*}
P &= \frac{12}{N} \times 100\% \\
P &= \frac{33.33}{36} \times 100\% \\
P &= 33.33\%
\end{align*}
\]

From the computation above, the percentage of students’ score who passed Kriteria Ketuntasan Minimal (KKM) is 33.33%. It showed that there are 12 students who passed the KKM and 24 students who still below Kriteria Ketuntasan Minimal (KKM). So there is improvement from the percentage of students’ pretest score to the percentage of students’ score in the posttest I (33.33%). The students’ improvement which pass Kriteria Ketuntasan Minimal (KKM) is 25% (33.33% - 8.33%).
3. Calculating the students’ percentage of the improvement score from pretest to posttest 1 as follow:

\[
\frac{y_1 - y}{y} \times 100\% \\
\frac{59.86 - 48.19}{48.19} \times 100\% \\
\frac{11.67}{48.19} \times 100\% \\
P = 24.21\%
\]

Based on the computation above, it could be seen that the percentage of the students’ improvement in understanding of the simple past tense from pretest to posttest 1 is 24.21%. So it can be concluded that the students’ score in the cycle 1 has improved 24.21% from the students’ score in the pretest. Also based on the percentage of students’ score above, the students’ improvement which pass Kriteria Ketuntasan Minimal (KKM) is 25% (33.33% - 8.33%). Therefore, the writer conducted the posttest II in the cycle 2, because it still needed more improvement in order to be able to achieve the target of Classroom Action Research (75%).
Posttest II score

1. Calculating the mean score of the class in posttest 2 by using the formula:

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

\[
\begin{align*}
\sum x &= 2555 \\
n &= 36 \\
X &= \frac{2555}{36} \\
X &= 70.97
\end{align*}
\]

Based on the calculation above, the mean of students’ score in the posttest II is 70.97. It showed that the mean of students’ grammar score in pretest after implementing Classroom Action Research (CAR) or using the Discovery Learning Technique is 22.78 from the mean score of pretest 1 is 48.19.

2. Calculating the percentage of students’ improvement score using the formula:

\[
P = \frac{y^2 - y}{y} \times 100\%
\]

\[
\begin{align*}
y^2 - y &= 70.97 - 48.19 \\
P &= \frac{70.97 - 48.19}{48.19} \times 100\%
\end{align*}
\]
From the computation above, it could be known that the students’ score in the posttest II improves 23.06% from the posttest I and 38.94% from the pretest.

3. Calculating the percentage of students’ score who passed the KKM (65) as following:

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

\[
P = \frac{31}{36} \times 100\%
\]

\[
P = 86.11\%
\]

From the computation above, the percentage of students’ score who passed Kriteria Ketuntasan Minimal (KKM) is 86.11%. It showed that there are 31 students who passed the Kriteria Ketuntasan Minimal (KKM) and 5 students who still below the target of Kriteria Ketuntasan Minimal (KKM). So there is 77.78% of improvement in the students’ percentage of posttest II score from the pretest (8.33%) and from the percentage of students’ score in the posttest I (33.33%). Therefore, this Classroom Action Research (CAR) has enough successful, because it has achieved the target of CAR (75%).
Based on the result of the pretest, the posttest 1 and the posttest 2, the writer can interpret the data in detail as following:

In the pretest result which was conducted by the writer before conducting the Classroom Action Research (CAR), it is showed that the mean of students’ score on understanding of the simple past tense before using the discovery learning technique is 48.19. Besides, the percentage of students who passed Kriteria Ketuntasan Minimal (KKM) is 8.33%. It could be happened; because there are only 3 students who could pass Kriteria Ketuntasan Minimal (KKM) and 33 students still got the score below the target of Kriteria Ketuntasan Minimal (KKM).

Then after getting the pretest result, the writer conducted the Classroom Action Research (CAR) by applying the discovery learning technique and conducted the posttest 1 in the end of action in order to know whether any improvement or not in applying the technique of discovery learning. Based on the posttest 1 result, it is known that the mean of students’ score is 59.86. It proved that there are some improvement of students’ score from the pretest that is 11.67 (59.86 – 48.19) or 24.21%. Moreover, the percentage of students who passed Kriteria Ketuntasan Minimal (KKM) in the posttest 1 is 33.33%. It is known that there are 12 students who pass Kriteria Ketuntasan Minimal (KKM) and there are 24 students who still below the target of Kriteria Ketuntasan Minimal (KKM). Consequently, the writer continued to conduct this Classroom Action Research (CAR) in the next cycle, because it had not achieved the target yet of success CAR criterion that is 75% (or at least 27 students) from the students’ percentage which pass Kriteria Ketuntasan Minimal (KKM).

Next, the writer accomplished the posttest of cycle II. Based on the posttest II result, it is showed that the mean of students’ score is 70.97. it means there is 11.11 point of improvement of students’ score from posttest II to the posttest I (59.86) that can be seen in this calculation (70.97 – 59.86) and there is 22.78 point of improvement of students’ score from posttest II to pretest (48.19). Furthermore, in the percentage of students who passed Kriteria Ketuntasan Minimal (KKM) in the posttest II shows that there is 77.78% of improvement in
the students’ percentage from the pretest (8.33%) and there is 52.78 point of improvement from the percentage of students’ score in the posttest II to the posttest I (33.33%). Therefore, this Classroom Action Research (CAR) is success and stops the cycle, because there is above 75% students who passed Kriteria Ketuntasan Minimal (KKM).

2. The Result of Post Interview

The writer did this post interview on Friday, August 27th 2010 after conducting the second cycle. Based on the post interview result with the teacher, the writer could sum up that there were three things which had become the main points in this interview. Those were the students’ condition in the teaching learning process after applying the discovery learning technique, the development of students’ skill in understanding the simple past tense after implementing the discovery learning technique, and the teacher’s opinion about the applying of discovery learning technique.

Related to the students’ condition in the teaching learning process after applying the discovery learning technique, the teacher stated that they were more active in learning, such as in expressing their opinion, in responding the opinion and in answering the teacher’s question.

Related to the development of students’ skill in understanding the simple past tense after implementing the discovery learning technique, the teacher said that her students’ skill had increased than before. Not only they could identify verbs which include in regular and irregular verb, but also they could know the simple past tense usage correctly. Besides, they could apply the rules to make the affirmative, negative and interrogative sentence, so that they could use it into real communication.

Concerned with the teacher’s opinion about the discovery learning technique, the teacher asserted that this technique is very good to be applied to her students. She doubted with this technique at first meeting because some students did not pay attention to the writer’s explanation. However, after applying it twice, it could interest them to be more active and more concerned in learning. Besides,
this technique could be applied though the games, so that they were very enthusiastic in following the teacher’s instruction. Therefore, the teacher said that she was felt motivate in applying this technique in teaching grammar skill, especially in simple past tense.
CHAPTER V
CONCLUSION

Based on the result of the research that was conducted at VIII-2 grade students of SMP Dua Mei Ciputat in 2009/2010 academic year, it can be concluded that using discovery learning technique is a good technique in improving the students’ understanding of the simple past tense. It can be proved based on the several data, such as: first, from the observation result showed that the students were more creative, active and independent in expressing what they have known. Also they were motivated in learning grammar which was regarded as the difficult lesson before. Second, based on the interview result, it could be summed up that students not only could induce the simple past tense rules underlying the examples well but also could improve their understanding of applying the simple past tense rules than before. Third, based on the test result, there was found an improvement of students’ score from pretest to the second posttest of second cycle. The mean of pretest is 48.19. There were only three students who passed Kriteria Ketuntasan Minimal (KKM). Besides, the mean of the posttest in cycle 1 is 59.86, and there were 12 students who could pass Kriteria Ketuntasan Minimal (KKM). Even the mean of the posttest of cycle 2 is very increasing, it can achieve 70.97. There were many students who could pass Kriteria Ketuntasan Minimal (KKM). Comparing between the pretest and posttest in cycle 2, there was found 22.78 point of improvement in students’ score. Therefore, the discovery learning in teaching simple past tense is very good technique which is suitable to be applied at VIII-2 grade students of SMP Dua Mei Ciputat. Also this Classroom Action Research (CAR) had been successful in achieving the target of CAR success criteria.
BIBLIOGRAPHY


APPENDICES
## The Students’ Simple Past Tense Score of Pretest, Posttest 1, and Posttest 2

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<th>Posttest 2</th>
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<tr>
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<td>75*</td>
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<td>70*</td>
<td>75*</td>
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<td>75*</td>
</tr>
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<td>M. Alfarizi</td>
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<td>75*</td>
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<tr>
<td>Zulfa suroyya S</td>
<td>60</td>
<td>65*</td>
<td>75*</td>
</tr>
</tbody>
</table>

**Mean:**

\[
X = \frac{\sum x}{n} = 48.19 \quad 59.86 \quad 70.97
\]

*The students who passed the Kriteria Ketuntasan Minimal (65)*
The Chart of Improvement in Students' Simple Past Tense Score During CAR

|   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 |
|---|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| Pretest | 40 | 55 | 50 | 40 | 65 | 55 | 50 | 45 | 30 | 40 | 45 | 35 | 40 | 55 | 60 | 40 | 45 | 55 | 40 | 40 | 35 | 45 | 65 | 65 | 55 | 45 | 40 | 50 | 55 | 45 | 40 | 50 | 60 | 45 | 55 | 60 |
| Posttest 1 | 60 | 60 | 65 | 55 | 70 | 75 | 70 | 55 | 50 | 65 | 60 | 50 | 70 | 60 | 65 | 60 | 45 | 60 | 45 | 60 | 70 | 70 | 60 | 55 | 50 | 55 | 50 | 55 | 55 | 55 | 65 | 55 | 60 | 65 |
| Posttest 2 | 65 | 75 | 70 | 60 | 85 | 85 | 75 | 70 | 55 | 70 | 75 | 55 | 80 | 75 | 75 | 70 | 70 | 75 | 70 | 75 | 70 | 85 | 80 | 70 | 65 | 75 | 65 | 75 | 55 | 65 | 70 | 75 | 70 | 75 |

During
APPENDIX III

LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR

Tempat penelitian: SMP 2 Mei Ciputat
Tahun Akademik: 2009/2010
Kelas/semester: VIII/I
Topic: Experience is the best teacher
Siklus: Satu
Hari/Tanggal: Jum’at, 20 Agustus 2010

Berilah tanda check list (✓) pada nilai sesuai dengan pengamatan Anda
SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspect Penilaian</th>
<th>Nilai</th>
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</thead>
<tbody>
<tr>
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<td>Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses pembelajaran</td>
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</tr>
<tr>
<td>2.</td>
<td>Apersepsi</td>
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<tr>
<td>3.</td>
<td>Membangkitkan minat atau rasa ingin tahu siswa (motivasi)</td>
<td>✓</td>
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<tr>
<td>4.</td>
<td>Menyampaikan tujuan/indikator yang ingin dicapai</td>
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<tr>
<td>5.</td>
<td>Penggunaan media/alat pembelajaran yang sesuai dengan indicator bahan ajar</td>
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<tr>
<td>6.</td>
<td>Penjelasan metode pembelajaran discovery learning</td>
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</tr>
<tr>
<td>7.</td>
<td>Pemusatan perhatian siswa terhadap proses pembelajaran</td>
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<tr>
<td>8.</td>
<td>Teknik menjelaskan/menyampaikan materi</td>
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</tr>
<tr>
<td>9.</td>
<td>Pengelolaan kegiatan discovery learning</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>Pemberian kepada siswa untuk berpikir</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>Pemberian kepada siswa untuk bertanya dan mengungkapkan pendapat</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>Antusias terhadap jawaban atau pendapat siswa</td>
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<td>13.</td>
<td>Mengamati kesulitan/kemaju belajar siswa</td>
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<tr>
<td>14.</td>
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<tr>
<td>15.</td>
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<td></td>
<td>yang ingin dicapai</td>
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<td>16.</td>
<td>Keterampilan memberikan kegiatan tindak lanjut setelah penyampaian materi</td>
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</table>

Mengetahui:

Guru Bahasa Inggris
Dwi Yuli Prihani, S.Pd

Jakarta, 20 Agustus 2010

Mahasiswa Praktik
Umi Ruchaniyah
LEMBAR PENGAMATAN AKTIVITAS SISWA

Siklus : Satu
Kelas : VIII-2
Hari/Tanggal : Jum’at, 20 Agustus 2010

<table>
<thead>
<tr>
<th>No.</th>
<th>Aktivitas Siswa</th>
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<th>No</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
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<td>Melaksanakan tes awal <em>(pre-test)</em></td>
<td>√</td>
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<td>36</td>
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<tr>
<td>2.</td>
<td>Telah mempelajari materi yang diajarkan</td>
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<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Mendengarkan penjelasan materi yang disampaikan oleh guru</td>
<td>√</td>
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<td>10</td>
</tr>
<tr>
<td>4.</td>
<td>Melakukan diskusi kelompok</td>
<td>√</td>
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<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Mempresentasikan hasil tugas dari setiap kelompok</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Aktif mengungkapkan pendapat</td>
<td>√</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Aktif menanggapi pendapat</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Aktif bertanya</td>
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<tr>
<td>9.</td>
<td>Mampu membuat rumus dari contoh simple past tense dan mampu mengaplikasikan rumus tersebut dalam membuat contoh</td>
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<td>10.</td>
<td>Melaksanakan tes akhir <em>(post-test)</em></td>
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<td>36</td>
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Mengetahui:
Guru Bahasa Inggris                                      Jakarta, 20 Agustus 2010
Dwi Yuli Prihani, S.Pd                                      Mahasiswa Praktik
Umi Ruchaniyah
**APPENDIX IV**

**LEMBAR OBSERVASI PROSES BELAJAR MENGAJAR**

Tempat penelitian : SMP 2 Mei Ciputat  
Tahun Akademik : 2009/2010  
Kelas/semester : VIII/I  
Topic : Tell me your experience  
Siklus : Kedua  
Hari/Tanggal : Jumat, 27 Agustus 2010

Berilah tanda check list (✓) pada nilai sesuai dengan pengamatan Anda

SB = Sangat Baik; B = Baik; C = Cukup; K = Kurang

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<th>Nilai</th>
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<td>1.</td>
<td>Mengkondisikan situasi pembelajaran dan kesiapan siswa untuk mengikuti proses</td>
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<td></td>
<td>pembelajaran</td>
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<tr>
<td>2.</td>
<td>Apersepsi</td>
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</tr>
<tr>
<td>3.</td>
<td>Membangkitkan minat atau rasa ingin tahu siswa (motivasi)</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>Menyampaikan tujuan/indikator yang ingin dicapai</td>
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<td>5.</td>
<td>Penggunaan media/alat pembelajaran yang sesuai dengan indicator bahan ajar</td>
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<tr>
<td>6.</td>
<td>Penjelasan metode pembelajaran discovery learning</td>
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<td>Pemusatan perhatian siswa terhadap proses pembelajaran</td>
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<td>8.</td>
<td>Teknik menjelaskan/menyampaikan materi</td>
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<td>Pemberian kepada siswa untuk berpikir</td>
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<tr>
<td>11.</td>
<td>Pemberian kepada siswa untuk bertanya dan mengungkapkan pendapat</td>
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<td>12.</td>
<td>Antusias terhadap jawaban atau pendapat siswa</td>
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<td>13.</td>
<td>Mengamati kesulitan/kemajuan belajar siswa</td>
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| No. | Keterampilan | Deskripsi | Siswa 
(Mahasiswa Praktik) | Tutor 
(Guru) |
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<td>16.</td>
<td>Keterampilan memberikan kegiatan tindak lanjut setelah penyampaian materi</td>
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<td></td>
<td>√</td>
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Mengetahui:

Guru Bahasa Inggris: Dwi Yuli Prihani, S.Pd

Mahasiswa Praktik: Umi Ruchaniyah

Jakarta, 27 Agustus 2010
LEMBAR PENGAMATAN AKTIVITAS SISWA

Siklus : Kedua
Kelas : VIII-2
Hari/Tanggal : Jum’at, 27 Agustus 2010

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<th>No.</th>
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<tr>
<td>2.</td>
<td>Mendengarkan penjelasan materi yang disampaikan oleh guru</td>
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<tr>
<td>3.</td>
<td>Melakukan diskusi secara berpasangan</td>
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<td></td>
</tr>
<tr>
<td>4.</td>
<td>Mempresentasikan hasil tugas dari setiap pasangan</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Aktif mengungkapkan pendapat</td>
<td>✓</td>
<td></td>
<td>32</td>
</tr>
<tr>
<td>6.</td>
<td>Aktif menanggapi pendapat</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Aktif bertanya</td>
<td>✓</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>Mampu membuat rumus dari contoh simple past tense dan mampu mengaplikasikan rumus tersebut dalam membuat contoh</td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Melaksanakan tes akhir <em>(post-test)</em></td>
<td>✓</td>
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</table>
Mengetahui:                      Jakarta, 27 Agustus 2010
Guru Bahasa Inggris               Mahasiswa Praktik

Dwi Yuli Prihani, S.Pd                      Umi Ruchaniyah
APPENDIX V

CATATAN LAPANGAN

<table>
<thead>
<tr>
<th>Tempat Penelitian</th>
<th>SMP Dua Mei Ciputat</th>
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<td>Rabu, 18 Agustus 2010</td>
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<tr>
<td>Kegiatan</td>
<td>Pembelajaran simple past tense</td>
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<td>Siklus</td>
<td>Satu (pertemuan pertama)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Proses Pembelajaran:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Aktivitas guru:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setelah selesai mengerjakan pretest, guru mengecek siswa yang tidak membawa kamus dan menyuruh mereka untuk berdiri didepan kelas selama 15 menit. Lalu guru memberikan permainan zip zap yang didalamnya terkandung kata kerja regular dan irregular. Setelah itu, guru memberikan banyak contoh tentang simple past tense dalam bentuk affirmative, negative dan interrogative. Lalu membagi siswa menjadi 6 kelompok yang terdiri dari 6 orang dan memberikan tugas kepada mereka untuk mengidentifikasi kata kerja regular dan irregular dalam teks recount yang berbentuk diary. Lalu menginstruksikan kepada mereka untuk membuat contoh kalimat affirmative, negative, interrogative.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aktivitas siswa:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dalam permainan zip zap, beberapa siswa anthusias tapi masih banyak diantara mereka yang</td>
</tr>
</tbody>
</table>

Mengetahui: Jakarta, 18 Agustus 2010
Guru Bahasa Inggris Mahasiswa Praktik

Dwi Yuli Prihani, S.Pd Umi Ruchaniyah
# CATATAN LAPANGAN

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<th>SMP Dua Mei Ciputat</th>
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<td>Hari/Tanggal</td>
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<tr>
<td>Kegiatan</td>
<td>Pembelajaran simple past tense</td>
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<tr>
<td>Siklus</td>
<td>Satu (pertemuan kedua)</td>
</tr>
</tbody>
</table>

## Proses Pembelajaran:
Kegiatan pembelajaran dimulai pada pukul 08.35 sampai 09.15 dan dimulai lagi pada pukul 09.35 sampai 10.15. Ketika guru telah selesai mengajar, dia memberikan posttest kepada siswa yang berjumlah 20 soal pilihan ganda dan berlangsung selama 25 menit. Dalam posttest ini diikuti oleh 36 siswa.

## Aktivitas guru:
Sebelum pembelajaran dimulai, guru mengecek siswa yang tidak membawa kamus dan menyuruh mereka untuk berdiri didepan kelas selama 15 menit. Lalu guru memberikan permainan *zip zap* yang didalamnya terkandung kata kerja regular dan irregular. Setelah itu, guru memberikan banyak contoh tentang simple past tense dalam bentuk affirmative, negative dan interrogative. Lalu membagi siswa menjadi 6 kelompok yang terdiri dari 6 orang dan memberikan tugas kepada mereka untuk mengidentifikasi berbagai hal mengenai simple past tense dalam teks recount yang berjudul *Accidentally guilty*. 
**Aktivitas siswa:**


Mengetahui: Jakarta, 20 Agustus 2010  
Guru Bahasa Inggris Mahasiswa Praktik  

**Dwi Yuli Prihani, S.Pd**  **Umi Ruchaniyah**
**CATATAN LAPANGAN**

<table>
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<th>SMP Dua Mei Ciputat</th>
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<tr>
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<tr>
<td>Siklus</td>
<td>Kedua (pertemuan pertama)</td>
</tr>
</tbody>
</table>

**Proses Pembelajaran:**

Kegiatan pembelajaran dimulai pada pukul 10.15 dan berakhir pada pukul 11.35. Pada siklus kedua ini, guru lebih menekankan pada aplikasi past tense.

**Aktivitas guru:**

Sebelum pembelajaran dimulai, guru mengecek siswa yang tidak membawa kamus dan menyuruh mereka untuk berdiri dibelakang kelas selama 15 menit. Lalu guru mendistribusikan *jumble word* dalam bentuk kartu-kartu kecil (yang sudah diberi double tip) dan karton kepada siswa secara berpasang-pasangan. Lalu memberikan tugas kepada siswa untuk menyusun kalimat affirmative, negative, dan interrogative sesuai dengan kata-kata yang ada pada kartu kecil tersebut.

**Aktivitas siswa:**

Ketika guru mendistribusikan *jumble word*, mereka anthusias dan aktif bertanya tentang procedure dari *jumble word* tersebut. Setelah guru memberikan intruksi, mereka anthusias mengerjakannya, banyak dari mereka yang sudah bisa membuat kalimat affirmative dan negative.
dengan benar, namun sebagian dari mereka masih mengalami kesulitan dalam membuat kalimat interrogative.

Mengetahui:
Guru Bahasa Inggris

Jakarta, 25 Agustus 2010
Mahasiswa Praktik

Dwi Yuli Prihani, S.Pd  Umi Ruchaniyah
## CATATAN LAPANGAN

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<tr>
<td>Kegiatan</td>
<td>Pembelajaran simple past tense</td>
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<tr>
<td>Siklus</td>
<td>Kedua (pertemuan kedua)</td>
</tr>
</tbody>
</table>

### proses pembelajaran:

Kegiatan pembelajaran dimulai pada pukul 08.35 sampai 09.15 dan dimulai lagi pada pukul 09.35 sampai pukul 10.15. Ketika guru telah selesai mengajar, dia memberikan posttest kepada siswa yang berjumlah 20 soal pilihan ganda dan berlangsung selama 25 menit. Dalam posttest ini diikuti oleh 36 siswa. Guru memberikan stimulus berupa *games* agar siswa mempunyai minat yang tinggi dalam belajar bahasa Inggris, meskipun bagi mereka belajar bahasa Inggris merupakan pelajaran yang lumayan susah.

### Aktivitas guru:

Sebelum pembelajaran dimulai, guru mengecek siswa yang tidak membawa kamus dan menyuruh mereka untuk berdiri dibelakang kelas selama 15 menit. Lalu guru mendistribusikan *jumble word* dalam bentuk kartu-kartu kecil (yang sudah diberi double tip) dan karton kepada siswa secara berpasang-pasangan. Lalu memberikan tugas kepada siswa untuk menyusun kalimat affirmative, negative, dan interrogative sesuai dengan kata-kata yang ada pada kartu kecil tersebut.
Aktivitas siswa:
Ketika guru mendistribusikan jumble word, mereka sangat anthusias dan sudah siap menyusunnya menjadi kalimat yang benar. Mereka sudah bisa memahami dan menganalisa bentuk simple past tense dalam affirmative, negative dan interrogative. Sehingga sangat mudah bagi mereka untuk menyusun kalimat apapun sesuai dengan instruksi guru.

Mengetahui:
Guru Bahasa Inggris
Dwi Yuli Prihani, S.Pd
Jakarta, 27 Agustus 2010
Mahasiswa Praktik
Umi Ruchaniyah
Location : SMP Dua Mei Ciputat
Interviewer : The Researcher
Interviewee : The Teacher

Interviewer : Selama ibu mengajar bahasa Inggris, masalah apa yang menjadi kendala dalam proses pembelajaran bahasa Inggris di kelas?

Interviewee : Sebenarnya banyak masalah yang terjadi, apalagi bahasa Inggris itu khan bukan bahasa kita sehari-hari, jadi murid-murid saya biasanya masih mengalami banyak kesulitan terutama dalam struktur bahasa Inggris.

Interviewer : Dalam bahasa Inggris terdapat 4 skill yaitu reading, listening, writing dan speaking menurut ibu skill mana yang paling susah dipahami oleh siswa?

Interviewee : Menurut saya sih grammar. karena masih banyak siswa yang belum bisa mengidentifikasi penulisan kata kerja jika berada dalam kondisi waktu lampau, begitu pula mereka mengalami kesulitan dalam membedakan penggunaannya.

Interviewer : Dalam grammar mempunyai beberapa aspek, aspek apa yang paling sulit di mengerti oleh murid?


Interviewer : Bagaimana cara ibu mengajar simple past tense kepada murid?
Interviewee : *Ibu lebih cenderung menggunakan grammar translation method, karena saya tidak tahu lagi bagaimana caranya membuat siswa mengerti simple past tense kecuali dengan menghafalkan rumus dan kosakata yang terkait dengan tema.*

Interviewer : Menurut ibu, kendala apa yang menyebabkan mereka sulit dalam memahami simple past tense?

Interviewee : *Sebenarnya sih sebagian dari mereka sudah hafal rumus-rumusnya tapi ketika disuruh membuat contoh kalimatnya mereka sering menggunakan kata kerja bentuk simple present. Karena mereka belum bisa mengidentifikasi kata kerja dalam past tense.*

Interviewer : Dari semua kelas yang ibu ajar, kelas mana yang paling susah memahami simple past tense yang perlu ditingkatkan melalui penelitian tindakan kelas?

Interviewee : *hmm…kelas VIII-2 mbak, soalnya kelas ini yang memperoleh skor yang rendah dalam pelajaran bahasa Inggris. Mereka tidak bisa mencapai target KKM pelajaran bahasa Inggris. Padahal KKM nya masih 65 lho mbak.*

Interviewer : Dalam penelitian ini, bagaimana pendapat ibu mengenai tehnik *discovery learning* (pendekatan secara inductive)?

Interviewee : *Kalau discovery learning saya belum pernah mendengar, tetapi kalau pendekatan inductif saya pernah dengar, hmm..septinya bagus tehnik tersebut jika diterapkan.*
TRANSKRIP WAWANCARA PADA SAAT OBSERVASI

RESPONDEN SISWA

1. Bagaimana menurut pendapatmu tentang pembelajaran bahasa Inggris di kelas?
   A : Asyik, tapi lumayan susah
   B : asyik, tapi susah mbak soalnya sering disuruh menghafalkan rumus sama
       vocabulary dalam bahasa Inggris.

2. Dalam teks narrative dan recount cenderung menggunakan simple past tense.
   Menurut kamu simple past tense itu mudah atau sulit untuk dipelajari?
   A : lumayan susah sih kak
   B : lumayan susah

3. Apakah kamu senang belajar simple past tense?
   A : Senang
   B : Senang, asal gak disuruh hafalin

4. Apakah kamu puas dengan hasil belajar simple past tense selama ini?
   A : enggak puas, soalnya belum bisa membuat kalimat simple past tense
   B : gak puas, soalnya banyak hafalan jadi bingung nerapinya.

5. Bagaimana menurut pendapatmu tentang cara guru menerangkan atau menjelaskan
    simple past tense? jelaskan!
   A : Kita lebih sering disuruh hafalin rumus-rumusnya kak, terus habis itu
       diberi contohnya terus disuruh ngerjain tugas dech.
B : bosen kak disuruh hafalin terus.

6. Apakah kamu dapat memahami simple past tense yang dijelaskan oleh guru?
   A : lumayan ngerti dikit-dikit
   B : belum begitu bisa sih kak

7. Hambatan apa yang kamu hadapi pada saat belajar simple past tense?
   A : susah bedain regular sama irregular nya.
   B : hanya hafal rumus tapi gak tahu bagaimana cara nerapinnya

8. Apakah kamu sudah mengetahui tentang metode discovery learning?
   A : belum tahu kak
   B : belum tahu kak

9. Apakah gurumu sudah menggunakan metode discovery learning di kelasmu?
   A : belum
   B : belum

10. Bagaimana tes atau evaluasi yang dilakukan guru? Jelaskan!
    A : biasanya kita disuruh mengerjakan soal-soal yang ada di LKS, juga kita disuruh maju ke depan kelas untuk menghafalkan rumus dan contohnya.
    B : biasanya kita disuruh mengerjakan soal-soal yang ada di LKS juga kita disuruh maju ke depan kelas untuk menghafalkan rumus dan contohnya.
The Transcription of the Interview for the Classroom Action Research (CAR) Data (After CAR)

Location : SMP Dua Mei Ciputat
Interviewer : The Researcher
Interviewee : The Teacher

Interviewer : Bagaimana kondisi siswa Ibu dalam pembelajaran simple past tense setelah menggunakan tehnik discovery learning?

Interviewee : Setelah mbak mengajar mereka dengan menggunakan tehnik discovery learning, mereka menjadi lebih aktif dan tanggap dalam belajar, seperti dalam mengungkapkan pendapat, merespon pendapat serta dalam menjawab pertanyaan yang diajukan pada mereka.

Interviewer : Bagaimana perkembangan kemampuan siswa Ibu dalam memahami simple past tense setelah menggunakan discovery learning?

Interviewee : Kemampuan mereka mengalami kemajuan yang pesat, mereka tidak hanya bisa mengidentifikasi kata kerja mana yang termasuk dalam regular dan irregular, mereka juga sudah bisa mengetahui penggunaan simple past tense secara tepat. Selain itu, mereka sudah bisa menerapkan rumus-rumus yang telah dihafal sebelumnya kedalam kalimat positif, negative maupun kalimat tanya, sehingga mereka bisa menggunakankannya sesuai dengan situasi yang terjadi di masa lampau dalam komunikasi sehari-hari.

Interviewer : Bagaimana pendapat Ibu mengenai tehnik discovery learning ini ketika diaplikasikan pada pembelajaran simple past tense kepada siswa-siswa Ibu?

Interviewee : Menurut saya tehnik ini bagus dan efektif ya ketika diterapkan pada mereka. Meski awalnya diantara mereka masih ada yang

Interviewer: Apakah ibu merasa terdorong untuk menggunakan tehnik di kelas Ibu ketika mengajar simple past tense?

<table>
<thead>
<tr>
<th>STANDAR KOMPETENSI</th>
<th>KOMPETENSI DASAR</th>
<th>INDIKATOR</th>
<th>Jenis</th>
<th>Nomor soal</th>
<th>Jumlah</th>
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<tr>
<td></td>
<td>Mengungkapkan makna dalam teks tulis fungsional dan</td>
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<td></td>
<td>dengna lingkungan sekitar.</td>
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<td>Mengungkapkan makna dan langkah retorika dalam</td>
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<td>esei pendek sederhana dengan menggunakan ragam</td>
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<td>bahasa tulis secara akurat, lancar dan berterima</td>
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<td>untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative</td>
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<tr>
<td></td>
<td></td>
<td>1) Mengidentifikasi penggunaan regular dan irregular verb dalam bentuk kalimat affirmative simple past tense</td>
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<td></td>
<td>2) Mengidentifikasi penggunaan tenses yang tepat dalam bentuk kalimat interrogative simple past tense</td>
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<td>10,14,19</td>
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<td></td>
<td>3) Menggunakan tenses yang tepat dalam bentuk kalimat negative simple past tense</td>
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<td>2,3,5,8,9,</td>
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<td></td>
<td>4) Menyusun kata-kata yang diacak (dalam bentuk simple past tense) ke dalam kalimat yang benar</td>
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**APPENDIX VIII**
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<th>Jumlah</th>
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<tr>
<td>Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk <em>recount</em> dan <em>narrative</em> untuk berinteraksi dengan lingkungan sekitar.</td>
<td>Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <em>recount</em> dan <em>narrative</em>.</td>
<td>1) Mengidentifikasi penggunaan regular dan irregular verb dalam bentuk kalimat affirmative simple past tense. 2) Mengidentifikasi penggunaan tenses yang tepat dalam bentuk kalimat interrogative simple past tense. 3) Menggunakan tenses yang tepat dalam bentuk kalimat negative simple past tense. 4) Menyusun kata-kata yang diacak (dalam bentuk simple past tense) ke dalam kalimat yang benar.</td>
<td>MC</td>
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<td>3,5,7,10, 11,15,20</td>
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<td></td>
<td>2, 6,8</td>
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<td>9,13,17</td>
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### KISI – KISI PENULISAN SOAL POSTTEST 2 CLASSROOM ACTION RESEARCH (CAR)
TAHUN PELAJARAN 2009/2010

Nama Sekolah : SMP Dua Mei Ciputat  
Mata Pelajaran : Bahasa Inggris  
Kurikulum Acuan : KTSP 2006  
Alokasi Waktu : 20 menit  
Jumlah Soal : 20(dua puluh)  
Semester : I (ganjil)

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<th>Jumlah</th>
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</table>
| Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar. | Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk recount dan narrative. | 1) Mengidentifikasi penggunaan regular dan irregular verb dalam bentuk kalimat affirmative simple past tense  
2) Mengidentifikasi penggunaan tenses yang tepat dalam bentuk kalimat interrogative simple past tense.  
3) Menggunakan tenses yang tepat dalam bentuk kalimat negative simple past tense.  
4) Menyusun kata-kata yang diacak (dalam bentuk simple past tense) ke dalam kalimat yang benar. | MC | 1,3,6,8, 10,13,16, 2,4,7,9, 18,19,20, 5,12,15, 11,14,17 | 20 |

APPENDIX X
ITEM ANALYSIS OF ENGLISH TEST

N (Total numbers of students) = 36
MG (Middle Group) = 20
UG (Upper Group) = 9
LG (Lower Group) = 9

1. The Test Items of Pretest

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<td>4 0 0 5</td>
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<td>*3 0 1 5</td>
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<td>3 0 3 *2</td>
<td>10 2,5 Revised</td>
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### 2. The Test Items of Posttest 1

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PRETEST

Choose the correct answer by crossing (x) a, b, c, or d!

1. Last year I _______ my holiday in Bandung.
   a. spend               c. spending
   b. spent               d. spended

2. Did you _______ English lesson last night?
   a. studied             c. studies
   b. study               d. studying

3. A : “What time _______ you get up this morning?”
   B : “I got up at six o’clock.”
   a. are                c. were
   b. did                d. do

   a. is dead             c. dead
   b. was dead            d. is death

5. _______ he _______ a message for you yesterday morning?
   a. Does – send         c. Did – send
   b. Did – sent          d. Does – sent

6. I _______ A Prince of Persia at 21 Cinema last week.
   a. sees               c. saw
   b. see                d. seen

   a. wrote              c. write
   b. written            d. is writing

8. Shinta : What _______ you do last weekend?
   Jojo : I _______ my bicycle.
   a. do - fix           c. did - fixed
   b. did - fixes        d. did - fixing

9. Did you know your boyfriend _______ to my house two days ago?
a. visit  
  b. visited

c. visiting  
  d. is visiting

  a. is  
  b. was
  c. has  
  d. had

11. last month – work – at her office – did – she - not

1  2  3  4  5  6

The correct arrangement is …..  
  a. 3-1-5-2-4-6  
  b. 5-6-4-2-3-1  
  c. 5-4-6-2-3-1  
  d. 5-4-3-2-1-6

12. yesterday – was – My nephew – hurt - in the accident

1  2  3  4  5

The correct arrangement is …..  
  a. 4-5-3-2-1  
  b. 3-2-4-5-1  
  c. 3-1-5-2-4  
  d. 3-4-2-5-1

13. A = why didn’t you come to my party last night?
   B = I ______ come because I ______ stomachache.

   a. don’t – am  
   b. didn’t – am
   c. didn’t – was  
   d. don’t – was

14. All my classmates _______ Indonesian Idol at Sarbini two days ago.

   a. watched  
   b. watches
   c. watching  
   d. is watching


1  2  3  4  5  6  7

The correct arrangement is …..  
  a. 6-3-4-2-1-5-7
  b. 4-5-6-1-3-2-7
c. 4-6-5-1-2-3-7  
d. 4-1-5-6-3-2-7

16. Ali : Where _____ your brother last week?
   Rudi : he played at grandmother’s house at Singapore.
   The suitable word to complete the dialogue is….
   a. was  
   b. were  
   c. is  
   d. are

17. There ______ many cars in 1945.
   a. weren’t 
   b. wasn’t 
   c. aren’t 
   d. isn’t

18. My mother ______ work at Syari’ah bank two years ago.
   a. doesn’t 
   b. don’t 
   c. didn’t 
   d. aren’t

19. When I was young, I ______ swimming everyday.
   a. go 
   b. goes 
   c. went 
   d. going

20. Cinta = ______ Nanda tell about my love story to you?
   Rangga = yes, she ______ me two hours ago.
   a. does – tell 
   b. does – told 
   c. did - tell 
   d. did - told
POSTTEST 1

Choose the correct answer by crossing (x) a, b, c, or d!

1. Igo ______ a bark of chocolate and a can of milk yesterday.
   a. buy          c. buys
   b. buyed        d. bought

2. Justin ______ in London two weeks ago.
   a. don’t stay   c. don’t stayed
   b. didn’t stay  d. didn’t stayed

3. Mitha : “Where ______ you spend your last Sunday, Dara?”
   Dara : “I ______ it by shopping at Bintaro Plaza mall.”
   a. did – spend   c. do – spend
   b. did - spent   d. do – spent

4. The tourists ______ in the Borobudur hotel yesterday.
   a. sleeps       c. sleepeed
   b. slept        d. sleep

5. ______ Camelia ______ your handphone three days ago?
   a. did - loss   c. do - loss
   b. did- lost    d. do - lost

6. I ______ go to school because I was sick yesterday.
   a. don’t        c. doesn’t
   b. didn’t       d. doing not

7. ______ Upin buy a fried chicken for you this morning?
   a. did          c. did
   b. do           d. do
8. I _________ watch the world cup 2010 last month.
   a. doing not  c. don’t  
   b. doesn’t  d. didn’t

9. last night – took – Citra – medicine - a
   1  2  3  4  5
The correct arrangement is …
   a. 3-2-5-4-1  c. 1-5-3-2-4  
   b. 3-2-4-5-1  d. 3-5-2-4-1

10. ______ you ______ with my surprise in your birthday last night?
    a. did – shocks  c. do – shock  
    b. did – shocked  d. do – shocked

11. Did John _______ in Japan for two years ago?
    a. living  c. lived  
    b. live  d. lives

12. There ______ some presents for me in my birthday party yesterday.
    a. are  c. were  
    b. is  d. was

13. did – Bali – in – where - sleep – you - ?
   1  2  3  4  5  6  7
The correct arrangement is …
   a. 4-1-5-6-2-3-7  c. 4-1-6-5-3-2-7  
   b. 4-1-2-5-3-6-7  d. 1-4-6-5-2-3-7

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

15. Baim = where did you go last night, Abel?
    Abel = I ______ to my grandma’s house.
16. Krishna ______ a nice prize from his girlfriend yesterday.

a. going  c. went  
b. goes  d. go

17. yesterday – for breakfast – she – not – have - did

1  2  3  4  5  6

The correct arrangement is …

a. 6-4-3-5-2-1  c. 3-4-6-5-2-1  
b. 3-6-4-5-2-1  d. 3-5-6-4-2-1

18. She ______ a dentist two months ago.

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

19. My neighbor ______ a fire in front of my house.

a. make  c. makes  
b. made  d. making

20. Olga = what ______ you bring in your bag yesterday, Raffi?

Raffi = I ______ bread and jam.

a. do – bring  c. did – brought  
b. did – bring  d. do – brought
POSTTEST 2

Choose the correct answer by crossing (x) a, b, c, or d!

1. I ______ in Singapore two weeks ago.
   a. live c. lives
   b. lived d. living

2. ______ you have for breakfast this morning?
   a. do c. done
   b. did d. does

3. My brother ______ a new house the day before yesterday.
   a. buys c. buy
   b. buyed d. bought

4. Rama : “With whom ______ you go to the Cinema 21 last night?”
   Shinta : “I ______ there with my boyfriend.”
   a. do – went c. did - went
   b. did – go d. do – go

5. I ______ live with my parents ten years ago.
   a. don’t c. weren’t
   b. wasn’t d. didn’t

6. Krishna ______ a nice prize from his girlfriend last night.
   a. get c. got
   b. gotten d. getted

7. ______ you study Mathematics last night?
   a. do c. done
   b. did d. does

8. John ______ in Paris for three years.
   a. was living c. lived
   b. live d. lives

9. Kiki = How long ______ you stay at London?
Aurel = I _______ there for about three weeks ago.

a. do – stay  c. did – stay
b. did – stayed  d. do – stayed

10. We _______ a basketball with our team last month.

a. playing  c. plays
b. played  d. play

11. you – did – have – this morning – breakfast - ?

1 2 3 4 5 6

The correct arrangement is …

a. 1-2-3-5-4-6  c. 2-1-3-4-5-6
b. 2-1-3-5-4-6  d. 2-1-4-3-5-6

12. She _______ work as English teacher for ten years.

a. didn’t  c. don’t
b. doesn’t  d. hasn’t

13. Annisa _______ a student at Dua Mei last year.

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

14. studied – English lesson – Charly – night – last

1 2 3 4 5

a. 3-1-2-5-4  c. 3-2-1-5-4
b. 3-5-1-2-4  d. 3-1-5-4-2

15. Anjie _______ come to my party yesterday.

a. don’t  c. isn’t
b. aren’t  d. didn’t

16. Azam _______ a pilot two years ago.

a. were  c. is
17. this morning – did – Ridho – not - bring - money

   1  2  3  4  5  6

   a. 3-2-5-6-4-1    b. 3-2-6-5-4-1
   c. 3-2-4-5-6-1    d. 1-2-3-5-6-4

18. Marcel = _______ you watch Sinchan movie last Sunday?

   Cinta = yes, I ______ it.

   a. did - watch     c. do - watch
   b. do - watched    d. did - watched

19. Dani = what __________ you do last Sunday, Mulan?

   Mulan = I __________ to Jungle with my family.

   a. did – went      c. do – went
   b. did – go        d. did – go

20. _______ you see Cinta Laura at Pondok Indah Mall yesterday?

   a. do             c. does
   b. did            d. done
## APPENDIX XV

### KEY ANSWERS

**(PRE-TEST, POST-TEST I & POST-TEST II)**

**PRE-TEST**

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<td>c</td>
</tr>
<tr>
<td>16</td>
<td>d</td>
</tr>
<tr>
<td>17</td>
<td>b</td>
</tr>
<tr>
<td>18</td>
<td>b</td>
</tr>
<tr>
<td>19</td>
<td>b</td>
</tr>
<tr>
<td>20</td>
<td>c</td>
</tr>
</tbody>
</table>

**POST-TEST II**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>b</td>
</tr>
<tr>
<td>2</td>
<td>b</td>
</tr>
<tr>
<td>3</td>
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<td>4</td>
<td>c</td>
</tr>
<tr>
<td>5</td>
<td>b</td>
</tr>
<tr>
<td>6</td>
<td>c</td>
</tr>
<tr>
<td>7</td>
<td>c</td>
</tr>
<tr>
<td>8</td>
<td>c</td>
</tr>
<tr>
<td>9</td>
<td>b</td>
</tr>
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<td>b</td>
</tr>
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<td>11</td>
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<td>12</td>
<td>a</td>
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<td>a</td>
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<td>14</td>
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<td>15</td>
<td>d</td>
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<tr>
<td>16</td>
<td>d</td>
</tr>
<tr>
<td>17</td>
<td>c</td>
</tr>
<tr>
<td>18</td>
<td>d</td>
</tr>
<tr>
<td>19</td>
<td>a</td>
</tr>
<tr>
<td>20</td>
<td>b</td>
</tr>
</tbody>
</table>
RENCANA PELAKSANAAN PEMBELAJARAN
(Cycle 1 of CAR)

SMP : Dua Mei
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/1

Standar Kompetensi : 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

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

Indikator : 1. Mengidentifikasi berbagai informasi dalam teks *recount*.
2. Mengidentifikasi tujuan komunikatif teks *recount*.
4. Mengidentifikasi simple past tense dengan benar sesuai dengan konteks.

Jenis Teks : Teks *recount*
Tema : *Experience is the best teacher*
Aspek / Skill : Grammar (simple past tense)
Alokasi Waktu : 2 x 30 menit

1. Tujuan Pembelajaran
   Pada akhir pembelajaran siswa dapat:
   a. Mengidentifikasi berbagai informasi dari teks *recount*.
   b. Menentukan tujuan komunikatif dari teks.
   c. Mengidentifikasi regular dan irregular verb yang ada didalam teks.
d. Mengidentifikasi kalimat affirmative dan kalimat negative dalam bentuk simple past tense yang ada didalam teks.

e. Menyusun kalimat interrogative dalam bentuk simple past tense berdasarkan teks.

II. Materi Pembelajaran

PART I

a. Read the following text! then identify which are regular verb and irregular verb!

Bandung, May 3, 2008

Dear Diary,

I had a bad experience this Morning. I celebrated my 15th birthday Yesterday. The party was very good. When I woke up this morning, I felt very happy about the party.

I got on with my usual morning activities and went to school. When I arrived at school and entered my classroom, everybody looked at me. I wondered, “why did they look at me?”

I didn’t think about it much, so I sat in my usual chair. Suddenly, all of my friends laughed. They pointed at my face. I felt very embarrassed so I ran to the rest room. There was a mirror there. I looked to the mirror to find out why. I was surprised to see a big red pimple on my forehead. My classmates laughed at me because I looked like an Indian actress. I had never had pimple before, so the whole day I had to cover my forehead with a head band.

Regular and irregular verb

<table>
<thead>
<tr>
<th>Regular Verb</th>
<th>Irregular Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present</td>
<td>Past</td>
</tr>
<tr>
<td>celebrate</td>
<td>Celebrated</td>
</tr>
<tr>
<td>wake</td>
<td>Woke</td>
</tr>
</tbody>
</table>

"Regular and irregular verb"
<table>
<thead>
<tr>
<th>Verbs</th>
<th>Tense</th>
<th>Verbs</th>
<th>Tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrive</td>
<td>Arrived</td>
<td>feel</td>
<td>Felt</td>
</tr>
<tr>
<td>Wonder</td>
<td>Wondered</td>
<td>get</td>
<td>Got</td>
</tr>
</tbody>
</table>

- Simple past tense form of regular verbs by adding –ed to the basic verb.
- Simple past tense form of irregular verb can’t by adding –ed to the basic verb.
- The pattern of affirmative form of simple past tense
  
  \[ S + V_2 + O \text{ (optional)} \]

  e.g. *I surprised to see a big red pimple on my forehead* 

- The pattern of negative form of simple past tense
  
  \[ S + \text{Did not} + V_1 + (O) \]

  e.g. *I didn’t think about it much* 

- The pattern of interrogative form of simple past tense
  
  \[ \text{Did} + S + V_1 + (O) \]

  e.g. *did they look at me?*

b. Put the regular and irregular verb in the box below based on the clue! Then identify what types of sentences are! (affirmative or negative or interrogative)

<table>
<thead>
<tr>
<th>W</th>
<th>L</th>
<th>F</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>G</td>
<td>W</td>
<td>R</td>
</tr>
</tbody>
</table>
PART II

a. Read the following text and then identify which are regular verb and irregular verb one!

**Accidentally Guilty**

Yesterday, I took my dog for a walk. We went to the park near my house. It was still very early in the morning, so I didn’t see many people there.

My dog and I played ‘throw and catch it’. First, I threw the stick nearby and my dog caught it easily. Then, I threw it passing the bushes at bit far from us.

Suddenly, I heard someone screaming. Then a man walked out from the bushes with one hand on his head. It was my dad.

I didn’t know that he was jogging in the park when I hit the stick to him accidently. I couldn’t say anything but I knew that I would pass some days without money.

b. Put the regular and irregular verb in the box below based on the clue!

Then identify what types of sentence are! (affirmative or negative)

After that make a question based on the text!

III. Metode Pembelajaran

*Guided discovery learning technique*
IV. Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan
- Menanyakan berbagai pertanyaan yang terkait dengan kondisi siswa.
- Apersepsi:
  a. mengingat pelajaran yang telah lalu.
  b. menanyakan kepada siswa tentang pengalaman yang pernah mereka alami.
- Penjelasan mengenai topik yang akan dibahas dan kompetensi yang akan dicapai.

B. Kegiatan Inti
- Brainstorm mengenai contoh kata kerja yang mereka ketahui.
- Memberikan contoh regular dan irregular verb berdasarkan kata kerja yang mereka ketahui.
- Membimbing siswa untuk menemukan perbedaan ciri-ciri dari regular dan irregular verb dari contoh.
- Memberi contoh kalimat affirmative, negative dan interrogative dengan menggunakan kata kerja tersebut, lalu membimbing siswa untuk menemukan rules dari contoh.
- Mendistribusikan teks monolog kepada siswa dan menginstruksikan kepada mereka untuk membentuk kelompok.
- Meminta siswa mencari regular dan irregular verb dalam teks, kemudian mengidentifikasi kalimat tersebut termasuk affirmative atau negative, lalu menginstruksikan kepada mereka untuk membuat kalimat pertanyaan dari kalimat tersebut.

C. Kegiatan Penutup
- Menanyakan kesulitan siswa dalam memahami pelajaran yang telah dibahas.
- Mengulang-ulang cara baca kata-kata yang sulit yang terdapat dalam teks.
- Menyimpulkan materi.
- Menugaskan siswa untuk mencari kalimat affirmative, negative, interrogative dalam bentuk simple past tense.
IV. Sumber Belajar


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

3. Kurikulum dan syllabus Bahasa Inggris (KTSP grade VIII)

V. Penilaian

a. Teknik: Tes tertulis.


c. Contoh Instrumen: Find out the example of regular and irregular verb based on text!

d. Pedoman Penilaian
   
   Nilai siswa = \( \text{Skor prolehan} \times 100 \), nilai maximal = 100.

   Skor siswa

e. Rubrik penilaian:

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<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>

Mengetahui: 

Guru Bahasa Inggris

Dwi Yuli Prihani, S.Pd

Jakarta, 25 Agustus 2010

Mahasiswa Praktik

Umi Ruchaniyah
RENCANA PELAKSANAAN PEMBELAJARAN
(Cycle 2 of CAR)

| SMP       | : Dua Mei          |
|-----------------------------|
| Mata Pelajaran | : Bahasa Inggris    |
| Kelas/semester  | : VIII/1           |

Standar Kompetensi : 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

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

Indikator : 1. Mengidentifikasi fungsi sosial dan langkah-langkah teks recount.
2. Melengkapi rumpang teks recount.
3. Menyusun kata menjadi kalimat affirmative, negative dan interrogative dengan menggunakan bentuk simple past tense.

Jenis Teks : Teks *recount*

Tema : *Tell me your experience*

Aspek / Skill : Grammar (simple past tense)

Alokasi Waktu : 2 x 30 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

a. Mengidentifikasi berbagai informasi dari teks *recount*.
b. Melengkapi rumpang teks recount dengan benar.
c. Mengidentifikasi regular dan irregular verb yang ada didalam teks.
d. Mengidentifikasi cara membuat kalimat affirmative, negative dan interrogative.
e. Menyusun kata acak menjadi kalimat terpadu.

II. Materi Pembelajaran

PART I

a. *Arrange the following jumble words to be an affirmative sentence correctly!*

i. last month  movie  Shinta watched a

ii. yesterday Shinta went library to

iii. last year John lived Paris in

b. *Then, make a negative sentence and interrogative sentence based on the sentence above!*

PART II

a. *Arrange the following jumble words to be an affirmative sentence correctly!*

i. yesterday cried Upin

ii. last night Ipin bought fried chicken

iii. 1999 I Born was in

b. *Then, make a negative sentence and interrogative sentence based on the sentence above!*

III. Metode Pembelajaran

*Guided discovery learning technique*
IV. Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

Menanyak berbagai pertanyaan yang terkait dengan kondisi siswa.
Apersepsi  
: a. mengingat pelajaran yang telah lalu.
: b. menanyakan kepada siswa tentang pengalaman yang pernah mereka alami.
Penjelasan mengenai topik yang akan dibahas dan kompetensi yang akan dicapai.

B. Kegiatan Inti

Mereview penggunaan simple past tense.
Memberikan banyak contoh kepada siswa mengenai kalimat affirmative, negative, dan interrogative, lalu menginstruksikan kepada mereka untuk mengidentifikasi perbedaan antara ketiga bentuk kalimat tersebut.
Mendistribusikan teks rumpang teks recount kepada siswa dan menginstruksikan kepada mereka untuk melengkapi kalimat tersebut dengan menggunakan regular dan irregular verb dengan benar sesuai dengan konteks.
Mendistribusikan kepada siswa cards yang bertuliskan kata-kata yang bisa dirangkai menjadi kalimat, lalu menginstruksikan kepada siswa untuk membuat kalimat affirmative, interrogative, dan negative dari kata-kata tersebut.

C. Kegiatan Penutup

Menanyak kesulitan siswa dalam memahami pelajaran yang telah dibahas.
Mengulang-ulang cara baca kata-kata yang sulit yang terdapat dalam teks.
Menyimpulkan materi.
Menugaskan siswa untuk mencari teks recount di internet, majalah dan sumber lain yang berkaitan.
V. Sumber Belajar
2. Buku teks
   - Buku teks (*Wardiman, Artono, dkk. English in Focus or Junior High School Student Grade VIII*), Pusat pembukuan DEPDIKNAS, 2008, Jakarta.
3. Kurikulum dan syllabus Bahasa Inggris (KTSP grade VIII)

VI. Penilaian
a. Teknik: Tes tertulis.
c. Contoh Instrumen: Find out the example of regular and irregular verb based on text!
d. Pedoman Penilaian
   
   Nilai siswa = Skor prolehan X 100, nilai maximal = 100.

e. Rubrik Penilaian

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

Mengetahui:

Jakarta, 27 Agustus 2010

Guru Bahasa Inggris  
Mahasiswa Praktik

Dwi Yuli Prihani, S.Pd  
Umi Ruchaniyah
Nominal Sentence

Example: She was a nurse last year

You were a student in Dua Mei

FORMULA

S + To be (was/were) + C
Verbal Sentence

There are three kinds

a) Affirmative
b) Negative
c) Interrogative
Affirmative Sentence

Example:

They wrote a letter last night

S  v  o  adv

FORMULA

S + V₂ + (O)+(Adv)
Example:

They didn’t write a letter last night

FORMULA

S + Did + Not + (O) + (Adv)
Interrogative Sentence

Example:
Did they write a letter last night?

Did s v₁ o adv

FORMULA
Did + S + V₁ + (O) + (Adv)
Interrogative by using Question Word

Question words (QW) are who, when, where, how and why

Example:
Who did write a letter last night
Qw did v1 o adv

FORMULA
Qw + did + V1 + (O) + (Adv)
Regular verb is formed by adding –ed to the basic verb.

<table>
<thead>
<tr>
<th>Rules</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Most regular verbs: <em>add</em> -ed</td>
<td>Work &gt; worked</td>
</tr>
<tr>
<td>Verbs ending in –e: <em>add</em> -d</td>
<td>Hope &gt; hoped</td>
</tr>
<tr>
<td>Short verbs ending in consonant+vowel+consonant: <em>double the consonant and add</em> -ed</td>
<td>Stop &gt; stopped</td>
</tr>
<tr>
<td>Verbs ending in consonant+y: <em>change y to l and add</em> -ed</td>
<td>Cry &gt; cried</td>
</tr>
</tbody>
</table>
THE PROFILE OF SMP DUA MEI CIPUTAT

In this appendix, the writer gives a brief explanation about SMP Dua Mei including historical background, vision and mission, the English teacher, data of the students, learning facilities, the curriculum, the English textbooks, and method teaching and learning English language.

A. A Historical Background of SMP Dua Mei

SMP Dua Mei is located at “Jalan H. Abdul Ghani No. 135 Cempaka Putih, Ciputat Timur, Tangerang Banten. It was founded in 1986. It was managed by Dua Mei Education Foundation as a form of active participation in the government education program.

SMP Dua Mei is an institution under “Yayasan Pendidikan Dua Mei (YPDM). Since it is established 1986, SMP Dua Mei has graduated thousands of students who can continue to the next level at Senior High School. The school uses 2004 Competence based Curriculum and KTSP in order to have a good quality. The priority of SMP Dua Mei in developing education is the expanding of learning occasion “Wajib belajar pendidikan dasar 9 tahun” and upgrading the high quality of SMP’s graduation.

B. Vision and Mission of “SMP Dua Mei”

1. Vision

Vision of SMP Dua Mei is to create a high quality school with a complete and conducive education component to provide the learning activity. So, the school will have a good personality graduated students.

2. Mission

1. Increasing the capability and teachers’ professionalism and staff in daily activities.
2. Increasing the standard score of UAN for all subjects that following by UAN with 0.2 per year.
3. Increasing the percentages the students’ ability in receiving the study materials.

4. Implementing integrated curriculum, methodology and program continuously from free school until senior high school so the graduated students become fond of learning, creative, independent and having high moral standards.

5. Providing tools and infrastructure’s school in order to increase the high quality in teaching learning process.

C. The English Teacher

SMP Dua Mei has only one English teacher, her name is Dwi Yuli Prihani, S. Pd. So she has taught all classes at SMP Dua Mei Ciputat. She was graduated from Indra Prasta University. She has taught at there since 9 years. Besides, her statues is full time teacher at the school.

D. Data of Students

<table>
<thead>
<tr>
<th>Class</th>
<th>Male (Students)</th>
<th>Female (Students)</th>
<th>Total (Students)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII. 1</td>
<td>15</td>
<td>18</td>
<td>33</td>
</tr>
<tr>
<td>VII. 2</td>
<td>16</td>
<td>19</td>
<td>35</td>
</tr>
<tr>
<td>VIII. 1</td>
<td>15</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>VIII. 2</td>
<td>15</td>
<td>21</td>
<td>36</td>
</tr>
<tr>
<td>IX. 1</td>
<td>23</td>
<td>20</td>
<td>43</td>
</tr>
<tr>
<td>IX. 2</td>
<td>22</td>
<td>19</td>
<td>41</td>
</tr>
</tbody>
</table>
E. Learning Facilities

Facilities are the major things in education, which have to be fulfilled in SMP Dua Mei Ciputat to support constructive and conducive learning environment. These complete facilities are tools which have been created from harmonious interaction between students and teachers in order to be able to motivate and give more comfort to the students to explore them optimally.

SMP Dua Mei provides many representative rooms for the students which is suitable with their needs; there are some facilities that has supported the learning process such as: two rooms for 7th grade students, two rooms for 8th grade students, two rooms for 9th grade students, one library, two skill rooms, and one multifunction room. Also there are some rooms which are situated in the office; there are Principal room, Co principal room, Teachers room, Administration room, praying room, rest room and visiting room.

F. The Curriculum

SMP Dua Mei has already applied “KTSP (Kurikulum Tingkat Satuan Pendidikan)” which gives teacher freedom to develop their technique of teaching, strategy of teaching, syllabus, method and material based on the students’ need and the environment. However, all of them must be suitable with the standard competence and the basic competence that is arranged by the government.

G. The English textbooks

The English teacher at SMP Dua Mei Ciputat uses four textbooks, namely:

4. Students’ worksheet (LKS).
II. Method of Teaching and Learning English Language

There are many methods in teaching English language which had been used by English teacher today. Such as Communicative Language Teaching, Total Physical Response, Contextual Teaching Learning, and Grammar Translation Method, etc. Especially for the English teacher at SMP Dua Mei Ciputat, she tends to use Grammar Translation Method in teaching English language, especially in grammar skill. According to her opinion, she believed that by using rote learning of grammar rules, translation foreign language into mother language and memorization of vocabularies can improve her students’ skill of English language.

However, according to the writer, she thinks that her method has not effective yet to be applied to her students. It has been proved by interview result with the English teacher on Tuesday, March 30\textsuperscript{th} 2010 at 11.00 A.M. The English teacher said that her students’ skill in learning simple past tense which has still been low so she needed a solution to solve her students’ problem. Therefore, she worked collaboratively with the writer to search the solution. Finally, the writer offers Discovery Learning Technique in order to be able to improve the students’ skill of understanding the simple past tense than before. Then the teacher receives the writer’s idea. After that they compile the planning to conduct the Classroom Action Research (CAR) in increasing the students’ understanding of the simple past tense by using discovery learning.
I. ORGANIZATION OF SMP DUA MEI 2009/2010 ACADEMIC YEAR

YPDM

PRINCIPAL
Enjang Supyan, S. Pd
NIP. 132146843

OSIS

VICE PRINCIPAL
(Students’ Consultant)
Siti Aisyah, S. Pd

ADMINISTRATION

VICE PRINCIPAL
(Curriculum Consultant)
Saptono, S. Pd

Class VII. 1
Dra Hamidah
Male : 15
Female : 18
Total : 33

Class VII. 2
Dwi Y P, S. Pd
Male : 16
Female : 19
Total : 35

Class VIII. 1
Laila L, S. Pd
Male : 15
Female : 15
Total : 30

Class VIII. 2
Yusmarsono
Male : 13
Female : 19
Total : 32

Class IX. 1
Susi H, S. Pd
Male : 23
Female : 20
Total : 43

Class IX. 2
Siti R, S. Pd
Male : 22
Female : 19
Total : 41