IMPROVING STUDENTS’ MASTERY OF VERB I (PRESENT TENSE) AND VERB II (PAST TENSE) FORMS BY USING TRANSFORMATION DRILL

(A Classroom Action Research in 7th Grade of SMPN 238 Jakarta)

A “Skripsi”
Submitted to the Faculty of Tarbiyah and Teachers’ Training in a Partial Fulfillment of the Requirement for the Degree of Strata I (Bachelor of Arts) in English Language Education

By:
Adies Wianny
NIM: 206014000097

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
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By:
Adies Wiaanny
NIM: 206014000097

Approved by
Advisor

Dr. Ratna Sari Dewi, M.Pd
NIP: 197205011999032013

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHERS TRAINING
SYARIF Hidayatullah State Islamic University
JAKARTA
2011
ENDORSEMENT SHEET

The Examination Committee of the Faculty of Tarbiyah and Teachers Training certifies that the "skripsi" (Scientific paper) entitled "Improving Students Mastery of Verb I (Present Tense) and verb II (Past Tense) Forms by Using Transformation Drill" (A Classroom Action Research in the 7th grade on SMPN 238 Jakarta) written by Adies Wianny, students registration number: 206014000097, was examined on September 21, 2011 and was declared to academic title of 'S.Pd.' in English language education at the department of English education.

The Examination Committee

Chairman : Drs. Syauki, M.Pd.
NIP. 19641212 199103 1 002

Secretary : Neneng Sunengsih, M.Pd.
NIP. 19730625 199903 2 001

Examiner I : Drs. Nasrun Mahmud, M.Pd.
NIP. 1500 410 70

Examiner II : Drs. Sunardi Kartowisastro, Dipl.Ed
NIP. 150 022 779

Acknowledgment by:
The dean of Faculty of Tarbiyah and Teachers Training

Prof. Dr. Deddy Rosyada, M.A.
NIP. 19571005 198703 1 003
SURAT PERNYATAAN KARYA SENDIRI

Saya yang bertanda tangan di bawah ini,

Nama : Adies Wiauny
Tempat/Tgl. Lahir : Jakarta, 16 Desember 1988
N I M : 206014000097
Jurusan / Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : Improvement Students’ Mastery of Verb i (Present Tense) and Verb II (Past Tense) Forms by Using Transformation Drill
Dosen Pembimbing : Dr. Ratna Sari Dewi, M.Pd

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Mahasiswa Ybs,

Adies Wiauny
NIM: 206014000097
ABSTRACT

ADIES WIANNY, 2011, Improving Students’ Mastery in Verb I (Present Tense) and Verb II (Past Tense) Forms by Using Transformation Drill (A Classroom Action Research on 7th Grade on SMPN 238 Jakarta), Skripsi, English Education Department, Faculty of Tarbiyah and Teachers Training, State Islamic University Syarif Hidayatullah Jakarta.

Key Words: Verb, Present Tense, Past Tense, Transformation Drill

The objectives of this study are to describe the procedure of teaching verb I (present tense) and verb II (past tense) forms to VII grade students of SMPN 238 Jakarta by using Transformation Drill technique and to improve students’ mastery in using verb I (present tense) and verb II (past tense) forms through transformation drill technique. To achieve the objective of the study, the writer conducted an action research. This classroom action research was conducted at SMPN 238 Jakarta. The subject of the study was the VII grade students. There were 36 students; 15 boys and 21 girls.

In conducting this Classroom Action Research, the researcher takes two cycles, each cycle consisted of four phases, they were: planning, acting, observing and reflecting. In first cycle was conducted in three meetings and in second cycle was conducted in two meetings; it was consisted of teaching learning process and test, so the researcher conducted this research in five meetings for three weeks. To analyze and collect the data, the researcher gained the interviews, the observation, the field note and the students’ achievement from pre-test, post-test I after cycle I and post-test II after cycle II.

The result of this study shows that using Transformation Drill in teaching verb I (present tense) and verb II (past tense) forms at VII grade students of SMPN 238 Jakarta can develop students’ mastery in using verb I (present tense) and verb II (past tense) forms. The students’ responses showed that they looked more enthusiastic in teaching learning process. Moreover, the analysis of the data showed that there was a significant difference of students’ achievement in pre-test, post-test I and post-test II. The students’ average in pre-test was 50.22, the students’ average in post-test I was 57.11 and students’ average in post-test II was 65.5. While the improvement score from pre-test to post-test I was 6.89, then from post-test I to the post-test II was 8.39. The percentage of the students’ improvement in pre-test to post-test I was 13.71%, and in pre-test to post-test II was 30.42%. The students’ percentage who passed the Minimum Mastery Criterion-Kriteria Ketuntasan Minimal (KKM) in pre test was 22.22%, in post-test I was 50%, and in post-test II was 72.22%.

Based on this data, the writer concluded that teaching verb I (present tense) and verb II (past tense) by using Transformation Drill at VII grade students of SMPN 238 Jakarta can improve students’ mastery in using verb I (present tense) and verb II (past tense).
ABSTRACT

ADIES WIANNY, 2011, Improving Students’ Mastery in Verb I (Present Tense) and Verb II (Past Tense) Forms by Using Transformation Drill (A Classroom Action Research on 7th Grade on SMPN 238 Jakarta), Skripsi, English Education Department, Faculty of Tarbiyah and Teachers Training, State Islamic University Syarif Hidayatullah Jakarta.

Kata Kunci: Verb, Present Tense, Past Tense, Transformation Drill

Tujuan dari penelitian ini adalah untuk menggambarkan prosedur pengajaran pola verb I (present tense) and verb II (past tense) di kelas VII SMPN 238 Jakarta dengan menggunakan teknik Transformation Drill, serta untuk meningkatkan penguasaan siswa dalam menggunakan pola verb I (present tense) and verb II (past tense) melalui teknik Transformation Drill. Untuk mencapai penguasaan tersebut, penulis mengadakan Penelitian Tindakan Kelas (PTK). Penelitian ini diadakan di SMPN 238 Jakarta. Subjek dalam penelitian ini adalah siswa kelas VII yang berjumlah 36 siswa terdiri dari 15 siswa laki-laki dan 21 siswa perempuan.

Dalam melaksanakan penelitian ini, peneliti menggunakan dua siklus yang pada setiap siklus terdiri dari empat unsur, yaitu: perencanaan, pelaksanaan, observasi dan refleksi. Pada siklus pertama terdiri dari 3 pertemuan dan pada siklus kedua terdiri dari 2 pertemuan yang terdiri dari proses pembelajaran dan evaluasi. Peneliti mengadakan penelitian ini dalam 5 pertemuan selama tiga minggu. Untuk menganalisa dan mengumpulkan data, peneliti mengadakan wawancara, penelitian, catatan lapangan, dan peningkatan siswa dalam pre-test, post-test I setelah siklus I, serta post-test II setelah siklus II.

Hasil penelitian ini menunjukkan bahwa penggunaan Transformation Drill dalam mengajarkan pola verb I (present tense) and verb II (past tense) di kelas VII SMPN 238 dapat meningkatkan penguasaan siswa dalam menggunakan verb I (present tense) and verb II (past tense). Respon siswa menunjukkan bahwa siswa bersemangat belajar verb I and verb II. Disamping itu, analisa data menunjukkan bahwa ada perbedaan yang signifikan terhadap penguasaan siswa dalam pre-test, post-test I, serta post-test II. Nilai rata-rata siswa dalam pre-test adalah 50.22, nilai rata-rata siswa dalam post-test I adalah 57.11, dan nilai rata-rata siswa dalam post-test II adalah 65.5. Sementara peningkatan nilai dari pre-test ke post-test I adalah 6.89, dan peningkatan nilai dari post-test I ke post-test II adalah 8.39. Persentase peningkatan siswa dalam pre-test ke post-test I adalah 13.71% dan persentase peningkatan siswa dari pre-test ke post-test II adalah 30.42%. Sedangkan untuk persentase siswa yang melampaui Kriteria Ketuntasan Minimum (KKM) pada pre-test adalah 22.22%, pada post-test I adalah 50%, dan pada post-test II adalah 72.22%.

Berdasarkan data ini, peneliti menyimpulkan bahwa pengajaran pola verb I (present tense) and verb II (past tense) dengan menggunakan teknik transformation drill di kelas VII SMPN 238 Jakarta dapat meningkatkan penguasaan siswa dalam menggunakan pola verb I (present tense) and verb II (past tense).
ACKNOWLEDGMENT

First and foremost, the writer would like to praise and express her high gratitude to Allah SWT the Almighty for the blessing, mercy, health, power, and inspiration leading her to complete of this final project. Peace and blessing be upon our prophet Muhammad SAW, his family, his companions and his followers.

This “skripsi” is presented to the Department of English Education faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University Jakarta as a partial fulfillment of the requirements for Strata 1 (S1).

In this occasion, the writer would like to express her greatest and deepest gratitude to:

1. Beloved parents, Sumarsono and Yuwinsih, S.Sos, her beloved brother Reza Mahardhi, her beloved sister Tia Ayuni, and Agus Sofyan who have given the writer pray, love, support, advice, and encouragement in finishing her study.
2. The writer also expresses her greatest gratitude to Dr. Ratna Sari Dewi, M.Pd, as her advisor had patiently guided her in writing this “skripsi”.
3. All lecturers in English Education Department who had transferred their knowledge and also for their valuable guidance and encouragement to the writer.
4. Drs. Syauki, M.Pd, as the head of English Education Department of UIN Syarif Hidayatullah Jakarta.
5. Mrs. Neneng Sunengsih, M.Pd, the secretary of English education department of UIN Syarif Hidayatullah Jakarta.
6. Prof. Dr. Dede Rosyada, MA, as the Dean of Faculty of Tarbiyah and Teacher Training Syarif Hidayatullah State Islamic University Jakarta.
7. Mrs. Rusmiati, A.Md.Pd, as the headmaster of SMPN 238 Jakarta.
8. Mrs. Rauli Sidauruk, S.Pd, as the English teacher of SMPN 238 Jakarta.
9. All friends in English Department especially in class A-2006 and her close friends Ovalina, S.Pd and Rela Agustini, S.Pd who have given beneficial experiences and admirable memories. Helped and supported her in thus “skripsi”.

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The writer realizes that this “skripsi” is far from being perfect. Therefore, the writer would like to welcome construct some suggestions and critique to make this “skripsi” better. At last, the writer hopes that this research paper will be useful for all.

Jakarta, June 2011

The Writer
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CHAPTER I
INTRODUCTION

A. The Background of The Study

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

The primary role of English teacher in teaching learning process within the classroom is to teach or to deliver instructional material to the students as the target language. The foreign language teaching methodology informed that English instructional material is classified into language skills and language components. In learning English, there are four skills: listening, speaking, reading, and writing that should be mastered by students. Besides the four skills, Grammar also should be mastered by them. Grammar is needed even in communication. According to Penny Ur, “there is no doubt that knowledge implicit or explicit of grammatical rules is essential for the mastery of language; you cannot use word unless you know how they should have put together”.¹

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

In this skripsi, the writer does not discuss grammar in general. She discusses tenses. Tense is one of discussion of grammar. According to Scott Thornbury ‘Grammar is partly the study of what forms are possible’.²

However, is not easy to master grammar. Especially, for students in first or 7th grade of Junior High School. Most of them say grammar is a boring lesson and it makes them confused.

Based on explanation above, ideally, the students of Junior High School at 7th grade are difficult to learn some tenses including of simple present tense and simple past tense. The simple present describes the action and the situation that began and ended in the present (do now) and simple past describe the action or the situation that began and ended in the past. The simple present tense is related to procedural text and the simple past tense is related to narrative and recount text.

However, the reality does not come up to the curriculum expectation, most of students of SMPN 238 Jakarta still have some difficulties probably faced in understanding in using of verb in the simple present and simple past tense. Consequently, some of them still difficult to achieve the school policy in determining the minimum passing grade should be attained, at least the criterion of minimum competence (KKM) considering English subject gain score 60

(sixty). In this case, they still face difficulty in understanding of the simple present tense and the simple past tense. Based on the writer’s interview to the English teacher at 238 Junior High School, there are some reasons why simple present and simple past become the confused problem for students. Generally, they still frequently make mistakes in applying the simple present and simple past tense form. First, the students are still influenced with the grammatical formula. If they make a sentence of the past tense form, they use the present form and so on. Second, students do not master to use of the verb form of present tense and past tense forms. Students often still confused with using of verb I which must use in the simple present and verb II which must use in the simple past tense. Here is the example as following:

a. The Simple Present Tense
   
   Student writes : The cinemas *opened* on Sunday.
   It should be : The cinemas *open* on Sunday.
   
   Student writes : My mother *go* to market at 06:00 a.m.
   It should be : My mother *goes* to market at 06:00 a.m.

b. The Simple Past Tense
   
   Student writes : We *study* English two days ago.
   It should be : We *studied* English two days ago.
   
   Student writes : I *go* to library a week ago.
   It should be : I *went* to library a week ago.

And the last, some students think that learning grammar (present tense and past tense forms) seems probably a boring subject. It is based on the observation on 17th – 26th November 2010 it could be seen that the previous teacher explained the formula of simple past tense most of time and lack of example. That is why the students get less practice because the teacher did not give them opportunity to be active in the class. Once they practiced, they made a sentence which is not meaningful.

Therefore, to solve those students’ problems in learning simple present and simple past tense, it is better to use the alternative way which suitable and interesting for the students. Here, teacher should create a good classroom atmosphere to avoid boredom. Because during observation, the writer assumes
that there is probably the technique used by teacher is not appropriate yet in developing the students’ understanding simple present and simple past tense. Consequently, the writer thinks regarding the technique. Furthermore, the writer dealt to use transformation drills in teaching verb I (present tense) and verb II (past tense). Transformation drill is one of the kinds of drill which can transform or change a sentence from negative to positive, from positive to negative, or from simple present tense to simple past tense. Hopefully, it would be helpful for the students in understanding the use of verb I in the simple present tense and verb II in the simple past tense.

Based on the discussion stated above the writer would like to conduct a Classroom Action Research with the title “IMPROVING STUDENTS’ MASTERY OF VERB I (PRESENT TENSE) AND VERB II (PAST TENSE) FORMS BY USING TRANSFORMATION DRILL”. (A Classroom Action Research on 7th Grade Students of SMPN 238 Jakarta).

B. The Identification of Problem

From the explanation above, the writer can identify some problems occur as follows:

1. How do the students’ feel in learning verb I (present tense) and verb II (past tense) forms by using Transformation Drill?
2. What are the advantages and disadvantages of using Transformation Drill technique in teaching verb I (present tense) and verb II (past tense) forms?
3. How does the Transformation Drill improve students’ mastery in using verb I (present tense) and verb II (past tense)?
4. Is there students’ achievement in learning verb I (present tense) and verb II (past tense) forms?
5. Are there the differences between students’ score in pre-test (without Transformation Drill) and post-test (by Transformation Drill)?
C. The Limitation and Formulation of Study

The writer will limit the study in improving students’ mastery for the students at first grade in SMPN 238 Jakarta in using verb I (present tense) and verb II (past tense) forms by using transformation drill, as material in the second semester.

Based on the statement above, the writer would like to formulate the problem as follows:
1. Can transformation drill improve students’ mastery in using verb I (present tense) and verb II (past tense) forms?
2. How does transformation drill improve students’ mastery in using verb I (present tense) and verb II (past tense) forms?

D. The Objective of the Study

In line with the formulation of the problem stated above, the aims of study are to know whether the Transformation Drill improves students’ mastery in using verb I (present tense) and verb II (past tense) forms. Besides that, this study is to know how the Transformation Drill improves students’ mastery in using verb I (present tense) and verb II (past tense) forms.

E. The Significance of the Study

The contribution of this research expected as following:

1. The Students
   This research expected to give contribution for the students that are to make learning process enjoyable so that it will improve their ability in using of verb I in the simple present tense and verb II in the simple past tense forms.

2. The English Teacher
   This research is expected to give the alternative solution in teaching simple present and simple past tense through Transformation Drill.

3. The School
   This research is expected to improve the school quality in education.
4. The Researcher

This research can be used by other researcher to deliver useful information for other researchers who are interested in teaching English.

F. The Organization of Writing

Organization of this skripsi is to facilitate the discussion of the problem and help the readers to read understand what they read. The writer divides this skripsi into five chapters.

Chapter One is Introduction, containing the background of study, the identification of study, the objective of study, the significance of study, the limitation and formulation of study, and the organization of writing.

Chapter Two is Theoretical framework. First, discuss meaning of tense, the understanding of simple present tense and simple past tense. Next, discuss verb; the meaning of verb, the form of verb, and the uses of verb. Then, discuss transformation drill, definition of transformation drill, procedures of transformation drill, strength and weakness of transformation drill. Next, discuss about the relevant study, the conceptual development of action, and the action hypothesis.

Chapter Three is Study methodology, consisting of purpose of study, the time of place of study, the method of study, the subject and object of study, the researchers role on study, the research design, the CAR procedure, the result of action intervention, the data and source of data, the instrument of data collection, the technique of collecting data, the technique of data analysis, the trustworthiness of study, the criteria of action success.

Chapter Four is Description, data analysis, result interpretation and discussion. In part A is the description of data, they are consists of the result of pre-observation, the result of pre-interview, the result of pre-test. In part B is the implementation of the first cycle, consisting of planning, acting, observing, and reflecting. In part C is the implementing of second cycle, consists of planning, acting, observing, and reflecting. In part D is the data analysis, consists of the result of post interview, the result field note, and the result post test (post test 1 and 2). Last, in part E is the interpretation of test result.
Chapter Five is Conclusion and Suggestion, consisting of conclusion and suggestion.
CHAPTER II
THEORETICAL FRAMEWORK

In this chapter the writer tries to give clear description of theoretical framework which covers the general concept of verb, the transformation drill, and the implementation of teaching verb I (present tense) and verb II (past tense) using transformation drill.

A. The Reference of Area Theory and Study Focus

1. Tenses
   a. The Definition of Tense

   There are some definitions related to tenses. According to Greenbaum who defined the tense is defined in term of time.\(^3\) Meanwhile, Horby, said that tense refers to an action, activity or state may occur in past, present and future.\(^4\) Hence, there are three tenses in language; present, past, and future. Regarding those definition, the word ‘tense’ stands for a verb form or series of verbs used to express a time relation.

   In the Oxford dictionary, tense is a form taken by a verb to indicate the time at which the action or state is viewed as occurring: The quality of a verb expressed.\(^5\) One of the forms which a verb takes by inflection by adding auxiliary words, so as to indicate the time of the action or event signified; the modification which verb undergo for the indication of time. The tense you choose depend on

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how you considered the event. It is finished, or is there still a connection to the present.

In talking about tense, it is only focused on the time of the situation that is being described but also “tense is usually defined as related to the time of the action, event, or state.” And some grammarians believe that tense must always be shown by the actual of the verb, and in many language Present, Past, Future are indicated by changes in the verb form.

From the description above the writer conclude that tense is a verb to indicate the time at which the action of state of being as, Present, the situation has been described as simultaneous with the moment of speaking (They watch television), Past, is describe the situations has been done in the past (They watched television last night), Future, is describe the situation that will happen or related subsequent to the moment of speaking (They will watch television tonight).

b. The Understanding of Simple Present Tense

English insists on marking every finite verb group for absolute tense, whether or not the time orientation would be clear without it. According to Weiner, the simple present tense describes an action or situation at this moment. In addition, Azar stated that the simple present tense may indicate a situation that exists right now, at the moment of speaking. Based on definitions, it can be conclude that the simple present tense indicates the action or situation is completely happen right now.

1) The Form of Simple Present Tense

The first type of simple present tense in uses affirmative formula as following:

\[
S + V1 + -s \text{ / -es} + O + \text{Adverb}
\]

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For examples:

- We **fill** all order promptly.
- The sun **rises** in the east and sets in the west.
- I **study** English everyday.
- He **speaks** three languages.

According to examples above, the subject for the first-person (I, you, they, we) do not take –s/-es endings of the verb, but the subject for the third-person (She, he, it) take –s/-es endings of the verb. There are some spelling rules for the third-person. Those are as following:

1) If the simple form of a verb ends in –y after a consonant, change the –y to I and add –es. Examples: carry/ carries, try/tries
2) If the simple form of a verb ends –s, -z, -sh, -ch, -x, or –o (after a consonant), add –es. Examples: teach/teaches, pass/passes, go/goes
3) There are two irregular verb forms. Examples: be/is, have/has
4) In all other cases, add –s to the simple form. Examples: wear/wears, work/works, pay/pays.

Meanwhile, the negative formula as following:

- I **do not study** English everyday.
- He **does not play** tennis every week.
- You **do not work** together.
- The students **do not finish** their homework.

Based on example above, it can be seen that the use **do not** is before the simple form of the main verb for the first-person and the use **does not** for the third-person. Then, the verb in both is returned to the simple form and do not take –s / -es.

In addition, the interrogative formula as following:

```
S + do / does not + V1 + O + Adverb
```

- I **do not study** English everyday.
- He **does not play** tennis every week.
- You **do not work** together.
- The students **do not finish** their homework.

Based on example above, it can be seen that the use **do not** is before the simple form of the main verb for the first-person and the use **does not** for the third-person. Then, the verb in both is returned to the simple form and do not take –s / -es.

In addition, the interrogative formula as following:

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For example:

- Do you **study** English everyday?
- Does he **play** tennis?
- Do they **finish** their work at the moment?

The examples above show that the main verb in the question is also returned to the simple form. There is no final –s/-es in the question form.

Since the present tense refers to describe everyday activities and habit, the expression of the time can be neglected from pattern. Here are some example expressions for present time:\(^{11}\):

<table>
<thead>
<tr>
<th>Always</th>
<th>usually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>never</td>
</tr>
<tr>
<td>Sometimes</td>
<td>everyday</td>
</tr>
<tr>
<td>Every morning</td>
<td>seldom</td>
</tr>
</tbody>
</table>

2) The Use of Simple Present Tense

The use of simple present tense is declared by some linguist expert. One of them is Greenbaum who stated that simple present tense is used to refer to a situation set at a definite time at the moment such as:\(^ {12}\)

- The simple present tense is used for general statements of fact.
  - Water **consists** of hydrogen and oxygen
  - The world **is** round.
- The simple present tense is used to express habitual.
  - I **study** for two hours every night.
  - My **classes** begin at nine.
  - He always **eats** a sandwich for lunch.

Sum up, simple present tense could be used in situation happen right now.

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c. The Understanding of Simple Past Tense

Many other languages, however, often do not require such marking of the verb group where the time location is either unimportant or is clear from the context. This may partly explain why some learners of English tend, for example, to use past test when writing narrative.

Hall stated that simple past tense indicates a past action that occurred at a definite time in the past, whether that time is stated or not. It is in line with Thomson and Martinet who defines the simple past tense as the action completed in the past at definite time. Based on those definitions, it can be concluded that the simple past tense indicates the action or situation was completely happened in the past.

1) The Form of Simple Past Tense

The first type of the simple past tense uses the formula as following:

\[ S + V2 + O + Adverb \]

- We **listened** to the music after dinner.
- They **began** work together two days ago.
- The children **played** games last night.
- He **drank** his coffee this morning.

According to the example above, the form is used all subject, both singular and plural. The regular verb takes \(-ed\) ending in the past tense. Moreover, there are some spelling rules of regular verbs. Those are as following:

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

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

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3) If the simple form of a two syllable verb ends in a consonant + a vowel + a consonant, double final consonant only if the syllable is stressed. Examples: permit/permit, prefer/preferred, occur/occurred
4) If the simple form of a verb ends in –e, add only –d. Examples: tie/tied, change/changed, live/lived
5) Add –ed to simple form of all other regular verbs. Examples: want/wanted, ask/asked, belong/belonged.\(^{15}\)

Beside that, according to the examples above, there are the irregular verb forms. The irregular verbs do not take an –ed ending in the past form.

Meanwhile, the negative formula as following:

<table>
<thead>
<tr>
<th>S + did not + V1 + O + Adverb</th>
</tr>
</thead>
</table>

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

Based on the example above, it can be seen that the verb in the sentence is returned to the simple form. Then, the use did not is before the simple form of the main verb.

In addition, the interrogative formula as following:

<table>
<thead>
<tr>
<th>Did/ did not S + V1 + O + Adverb</th>
</tr>
</thead>
</table>

For example:
- Did you move to a new house last year?
- Did your mother cook last night?
- Didn’t you study English last night?
- Did he go to Surabaya last month?

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

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

- Yesterday
- The day before yesterday
- Last night
- Last week
- Last year
- In 1988
- In April 2009
- A year ago
- A few minute ago

2) The Use of Simple Past Tense

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

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

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

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

Sum up, simple past tense could be used in any kinds situations since those are used in past event.

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17 Sidney Greenbaum, *Student’s Grammar of the English Language*, p. 50-51.
2. Verb

a. The Meaning of Verb

According to Thornbury, the verb or verb phrase is often heavily packed with meaning. Besides, Worth stated that a verb is a word like buy, sell, be, seem, think, break, decided, etc. A verb can describe an action, a state, or a process. And according to Schibsbye, verb is defined as the sentence-forming element of a word-group.

In addition the site of answers.com, there is stated that:

Verb, part of speech typically used to indicate an action. English verbs are inflected for person, number, tense and partially for mood; compound verbs formed with auxiliaries (e.g., be, can, have, do, will) provide a distinction of voice. Some English verb like forms have properties of two parts of speech (e.g., participles may be used as adjectives and gerunds as nouns). Verbs are also classified as transitive (requiring a direct object) or intransitive.

Based on that explanation above, verb is described as action words which have meaning to do something.

b. The Form of Verb

All verbs are described as either regular or irregular, according to manner in which the principal parts are formed. The principal parts of a verb are the four simple forms upon which all tenses and other modifications of the verb are based.

a. For most verbs, the form the past and the past participle simply by adding -d or -ed to the present; form the present participle by adding -ing to the present.

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### Table 2.1
The Regular Verb

<table>
<thead>
<tr>
<th>PRESENT /SIMPLE FORM</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>PRESENT PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>taxi</td>
<td>taxied</td>
<td>taxied</td>
<td>taxing</td>
</tr>
<tr>
<td>drop</td>
<td>dropped</td>
<td>dropped</td>
<td>dropping</td>
</tr>
<tr>
<td>occur</td>
<td>occurred</td>
<td>occurred</td>
<td>occurring</td>
</tr>
<tr>
<td>offer</td>
<td>offered</td>
<td>offered</td>
<td>offering</td>
</tr>
<tr>
<td>warm</td>
<td>warmed</td>
<td>warmed</td>
<td>warming</td>
</tr>
<tr>
<td>die</td>
<td>died</td>
<td>died</td>
<td>dying</td>
</tr>
<tr>
<td>try</td>
<td>tried</td>
<td>tried</td>
<td>trying</td>
</tr>
<tr>
<td>issue</td>
<td>issued</td>
<td>issued</td>
<td>issuing</td>
</tr>
<tr>
<td>fill</td>
<td>filled</td>
<td>filled</td>
<td>filling</td>
</tr>
<tr>
<td>obey</td>
<td>obeyed</td>
<td>obeyed</td>
<td>obeying</td>
</tr>
</tbody>
</table>

b. Many verbs have principal that are irregularly formed. They are following list presents the ones most commonly used, beginning with the most irregular of all-to be.

### Table 2.2
The Irregular Verb

<table>
<thead>
<tr>
<th>PRESENT /SIMPLE FORM</th>
<th>PAST</th>
<th>PAST PARTICIPLE</th>
<th>PRESENT PARTICIPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>am, is, are</td>
<td>was, were</td>
<td>been</td>
<td>being</td>
</tr>
<tr>
<td>become</td>
<td>became</td>
<td>become</td>
<td>becoming</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>begun</td>
<td>beginning</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
<td>breaking</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
<td>brought</td>
<td>bringing</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
<td>bought</td>
<td>buying</td>
</tr>
<tr>
<td>catch</td>
<td>caught</td>
<td>caught</td>
<td>catching</td>
</tr>
</tbody>
</table>
c. The Uses of Verb

Verbs are words reveal what the subject does, or what is done to it. It expresses action, or state of being or condition and also indicates the tense (past, present, future) of the action. It takes on a pluralized or singular form in accordance with the number of subjects it is referring to.

- The present tense: to describe the situation at the moment and habitually activities.
  
  E.g. They swim every week.

- The past tense: to describe the situation happened in the past.
  
  E.g. He arrived in Surabaya last night.

- The present perfect tense: to indicates action that was started in the past and has recently been competed or is continuing up to the present time. It consists the verb have or has plus the past participle.

  E.g. She has always done what we expect of her.

- To form the past perfect tense. It consists of verb had plus the past participle. E.g. She had finished the job before we arrived.

- To form the future perfect tense. It consists of the verb shall have or will have plus the past participle.

  E.g. He will have finished the job by next Friday.

- To form the present progressive tense. It consists of the verb am, is, are plus the present participle.

  E.g. We are filling all order as fast as we can.

- To form the past progressive tense. It consists of the verb was or were plus the present participle.

  E.g. She was doing a good job when I last checked her (work).

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22 [http://www.libraryonline.com/ the verb.htm](http://www.libraryonline.com/ the verb.htm)
To form the *future progressive tense*. It consists of the verb **shall** or **will be** plus the present participle.

E.g. They *will be receiving* additional stock throughout the next two weeks.

**Plural and Singular**

In most cases, when the subject is singular, the verb is pluralized. When the verb represents two or more subjects, its form becomes singular. Important note: Linking verbs such as: am – is – are – was - were do not following this rule, and instead, agree with the subject in number and predicate – singular subject/singular verb – compound subjects or pluralized verb.

**a) Plural** – Compound subjects (two or more subjects—nouns, pronouns, or clauses) connected by *‘and’* taking on a plural predicate, will use a singular verb, *unless they refer to the same subject.*

- My parents and my wife **recommend** that I have an attorney present.
- My friend and mentor **recommends** that I have an attorney review the contract first. *(referring to one and the same person).*
- The building and equipment **are covered** under this insurance policy.

**b) Singular** - Subjects taking on a singular predicate, take on a plural verb.

- The baby **cries** whenever its mother leaves the room.
- Sally always **eats** her lunch at her desk.

**Passive Forms**

Most verbs that take an object can be used in both the active and passive voice. The passive voice focuses on the person or thing the action

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is done to. According to McGraw, in the passive voice the object of an active verb the subject of the passive verb.\textsuperscript{24} According to Sabin, the passive forms of a verb consist of some form of the helping verb to be plus the past participle.\textsuperscript{25} For example:

- **Active**: The repairman checks the phones every week.  
  (present tense)

- **Passive**: The phones are checked every week by the repairman.

- **Active**: The repairman checked the phones yesterday.  
  (Past tense)

- **Passive**: The phones were checked by repairman.

Based on the example above, active voice in present tense change into passive voice of verb is formed with am/ is/ are + past participle. Besides that, active voice in past tense change into passive voice of verbs is formed with was/ were + past participle.

B. The Reference of Action Intervention Alternative Chosen

1. Transformation Drill

   a. The Definition of Transformation Drill

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

   The appropriate method should be used in order to make the learning process really works. Nowadays, there are several methods proposed in order to achieve the goal of study. The Transformation drill is one of the methods proposed.

   According to Stevick the simplest drills are the familiar is the transformation drill ‘Change this sentence to the negative,’ or ‘Change these

\textsuperscript{25} William. A. Sabin, The Gregg Reference Manual 9\textsuperscript{th} ed.,............ p. 251
sentence to the past tense.\textsuperscript{26} David Cross in his book “A Practical Handbook of language Teaching” defined the transformation drill to transform a sentence is to change its structure.\textsuperscript{27}

Meanwhile, according to Scrivener, the transformation drill, the student can transforms a sentence of one kind form to another form.\textsuperscript{28} Based on that explanation, the transformation drill can be changed from a positive sentence to negative sentence, a interrogative sentence to negative sentence. Besides that, it can transform of tense, e.g. the transform of present tense sentence to past tense, and so on.

b. The Procedures of Transformation drill

To use the transformation drill in language teaching, the teacher needs to know the procedure of transformation drill. According to Earl W. Stevick, he classified the procedure into four steps. Here are they are as follow:\textsuperscript{29}

- **Write out the sentence.**
  If the sentence is long, simplify it in a way that preserves the points are interested in. For example, suppose the past form of the verb is used in the sentence ‘I traveled to work by train from Bekasi to Bogor station’s’. We might shorten this to ‘I travel to work by train’.

- **Supply between three and seven more sentences that follow the same pattern.**
  For example :  
  - I traveled to work by train.  
  - He bought a stamp in the post office.  
  - They went to supermarket.  

  And we must have to turn them into a transformation drill:  
  - I traveled to work by train.  
    I travel to work by train.

- He bought a stamp in the post office.
  He buys a stamp in the post office.
- They went to supermarket.
  They go to supermarket.

- Be sure that the points are teaching included in the response sentence of your drill.
The students can change the grammatical pattern sentences in the right form depend on the instructions.

- Make individual copies for the students.
There are two common types of drill which can make up readily as need them. One give a series of lexically unrelated sentences with blanks in them and direct the students to fill in correct form of verb in brackets. The other consists of sentence without blanks, into which the student is supposed to insert some specified word (not, already, etc.), in the proper place.

Consequently, for the transformation drill to be effective, all procedure above must be present in the teaching and learning process. A teacher should integrate with other commonly accepted good teaching practices. These other practice include promoting self- regulated learning, addressing student diversity and ability in teaching, designing authentic assessment and using questioning to develop students’ ability.

c. The Strengths and Weaknesses of Transformation Drill.
Transformational drill is one of the methods which can use in language teaching exactly in grammar. As a method, transformation drill has strengths and weaknesses in the process of teaching and learning. For the strength, it makes the teacher who teaches grammar become easier to reach the goal of teaching learning process. According to J.C. Richards and Theodore S. Rodgers, describe that transformation drill can be easy to memorize the specific grammatical patterns
and become focus of drill and pattern-practice exercises.\textsuperscript{30} Based on that explanation, transformation drill is the one of various kinds of drills which can develop students’ ability in grammatical patterns and easy for the students’ comprehension to learn transform the grammatical sentence, especially in simple present to simple past tense forms.

On the other hand, the weakness of transformation drill according to David Cross, described that transformation drills are difficult and learners need a lot of support if they are not to make mistakes and become discouraged.\textsuperscript{31} Based on the explanation, using the transformation drill must need a lot of support for the students in order to motivate to learn it. Besides, in preparing the examples of the pattern, teacher should recognize students’ diversity and ability so that easy to comprehend for each the students.

C. The Relevant Study

This section is devoted to the previous study specially those deal with the teaching grammar using transformation drill, to prove that teaching verb I (present tense) and verb II (past tense) by using transformation drill was succeed at SMPN 238 Jakarta, the writer gave one examples of a person who used transformation drill and can achieve the target but in different material. She is:

Resya Anggraini (103014032564) 2008 graduated from State University of Jakarta, Teaching the Simple Past Tense Based on Transformation Drill (an experimental study at SMPN 3 Babelan, Bekasi). She has analyzed and evaluated an aspect in teaching simple past tense through transformation drill. It shown that the use of transformation drill in teaching simple past tense has good influence and that all are indicated on the research. It can be seen of mean score of the post test.

Different from the skripsi that had been explained above, the writer focuses on using transformation drill of teaching verb I (present tense) and verb II (past tense) in conducting the classroom Action Research (CAR) to develop students’ mastery in verb I(present tense) and verb II (past tense).


\textsuperscript{31} David Cross, A Practical Handbook of Language Teaching, …. , p. 47.
D. The Conceptual Development of Action

There are many methods used in teaching language. Transformation drill is one of methods in teaching language that may support to produce sentences in response to cues. It can also be presented by using word card that is to exercise students’ understanding in change a sentence form. Transformation drill was developed to facilitate in change a grammar sentence form in another form depending on the instruction, for example to change present tense into past tense forms. As one of various grammatical structures, transformation drill should be taught and practiced in students’ life. By using transformation drill, it is hoped that the teacher will be able to motivate them to learn and pay attention to the material presented by the teacher, they are able to understanding English grammar well, and it helps students to understand concept of present tense and past tense forms and it will encourage students to learn English more effectively.

E. The Action Hypothesis

The action hypothesis that proposed in this research is “By using transformation drill in teaching verb I (present tense) and verb II (past tense) forms can develop students’ mastery in using verb I (present tense) and verb II (past tense) forms at VII grade students of SMPN 238 Jakarta academic year 2010/2011.”
CHAPTER III
STUDY METHODOLOGY

This chapter presents the purpose of study, the time and place of study, the method of study, the subject and the object study, the writer’s role on the study, the research design, the classroom action research procedure, the data and source the data, the instrument of data collection, the technique of collecting data, the technique of analysis data, the trustworthiness of study, and the criteria of action success.

A. Purpose of Study

The purposes of this study research are; first, to improve students’ ability in verb I (present tense) and verb II (past tense) by using transformation drill at SMPN 238 Jakarta, second, to solve the teacher’s problem in teaching verb I (present tense) and verb II (past tense), finally to evaluate the success of teaching learning activities.

B. The Time and Place of Study

This study was carried out from November 2010 – February 2011. The place was at VII.6 students of SMPN 238 Jakarta, academic year 2010/2011.

C. The Method of Study

The method used in this study is Classroom Action Research (CAR). According in Geoffrey E. Millis stated that the action research is any systematic inquiry conducted by teacher researchers, principals, school counselor or other stakeholder in the teaching / learning environment to gather information about how
their particular school operate, how they teach, and how well their students learn. The study of classroom action research (CAR) indicates as a process in which teachers investigate teaching and learning to improve students’ learning problems.

Based on the explanation above, that is why action research is different from the other more professional practice. Action research tries to take an action and effect positive educational change in the specific school environment that was studied.

D. The Subject and the Object of Study

1. The Subject of Study

   The subject that was observed in this study was the students of Junior High School at VII.6 SMPN 238 Jakarta, academic year 2010/2011. The students consists of 36 (thirty six), 15 boys and 21 girls.

2. The Object of Study

   The object of this study is Transformation Drill to improve students’ ability in using verb I (present tense) and verb II (past tense).

E. The Researcher’s Role on the Study

   In this research, the researcher act as teacher, planner, executor, and reporter. The position of the researcher is the main executor. The researcher making planning, doing the action planning, making test before CAR (pre-test) and after CAR (post test) in each cycle, observing, collecting, and analyzing the data and reporting the result of the researcher. Besides, the researcher is helped by the English teacher and she acts as observer.

F. The Research Design

   This action research would be carried out through two cycles. In the first cycle was consisted of three meetings and second cycle was consisted of two meetings. Both cycles consisted of teaching and learning process and test. Before conducting the

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teaching and learning activities, the researcher gave a pre-test, and post-test was given at the last of each cycle.

The design of classroom action research in this study used Kurt Lewin’s design. It consists of two cycles in which each cycle containing four phases; planning, acting, observing, and reflecting.

The design of this present research is illustrated as following:

**Figure 3.1**

**Kurt Lewin Action Research Design**

Adapted from Arikunto, 2009

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**G. The Classroom Action Research and Procedure**

As mentioned before, that this study followed Kurt Lewins’ design. Kurt Lewin suggests four phases for classroom action research. Those are planning, acting, observing, and reflecting. Those four phases is called as one cycle. The research will

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be use more than one cycle in case of the learning problem unfinished yet. Then, the researcher will be use the same concept for the second cycle and so on.

1. Planning

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

   a. the researcher and the observer discuss about the step which must be done in this research.
   b. the researcher planned the lesson plan of teaching learning based on the curriculum and syllabus.
   c. the researcher prepared the instrument such as; the interview guidelines, the questionnaire, observation note, and form of test.

2. Acting

In this phase, the writer and the teacher are collaborating to overcome the solution finding. The researcher uses the determined strategy while the teacher observes the condition of teaching learning activity. Arikunto assumed that the acting phase should be implemented at least two cycles continuously; and at the time period for each cycle depends on the material needs that existed in the semester or annual program designed by the teacher.\(^{35}\)

Related to the statement above, the writer and the teacher agree that the action would be implemented in two cycles.

3. Observing

In this phase, the researcher writes what all happened in the classroom during acting. In doing observation, the researcher used field note in support the data. It is about class situation and students’ participant. Collecting the data needs observation or assessment format which is arranged to accurate

performing scenario acting from time to time and the impact toward the process of teaching and learning activities in the classroom.

4. Reflecting

This is the last phase in Kurt Lewin’s cycle in which the teacher and the writer discuss about the implementation and data they gathered. If the problem is unfinished in the first cycle or still might have found some problems, so they should plan again a second cycle with the same concept as the first one; re-planning, re-acting, re-observing.

II. The Result of Action Intervention

The successful in using Transformation Drill are divided into several categories; first, by using Transformation Drill expected develop students’ understanding in learning verb I (present tense) and verb II (past tense), reduce their stress and create a positive mood in teaching learning process. Second, it can develop students’ ability in using verb I (present tense) and verb II (past tense). Third, it can improve students’ score in pre-test up to post-test. Finally, they can pass of the Minimum Mastery Criterion Kriteria Ketuntasan Minimal (KKM) is sixty (60).

I. The data and Source of the Data

1. Data

Data to this study were about the observation of the data and the research of the data. Observation of the data is the data which is used to control acting that was in planning and the result. Meanwhile, the researcher of the data is about the students’ ability in using verb I (present tense) and verb II (past tense).

2. Source of the Data

Source of data in this study was the VII. 6 grade students of SMPN 238 Jakarta, academic year 2010/2011. They consist of 36 students, 15 boys and 21 girls.
J. The Instrument of Data Collection

The instrument of data collection that is used by researcher are; first is test. Test was used to know the students’ achievement in understanding verb I (present tense) and verb II (past tense), the teacher gave 3 tests, they are pre-test, post-test 1 after first cycle and post-test 2 after second cycle. The items were consisted of 15 items multiple choice, and 10 items fill in the blank. Second, observation, it was conducted before and after implementation of Classroom Action Research (CAR). In doing the observation, the researcher prepared structured form of observation each of cycle, and the observer gave the score by choosing “yes or no”. if choose “yes” so the score is one (1). To know the percentage result the observation, the researcher used the formula:

\[
\text{The result of percentage} = \frac{\text{items number}}{\text{Maximum score}} \times 100\%
\]

Third, interview, it was conducted before and after implementation of CAR. The interview that was conducted before implementation of CAR is to know the problem in teaching grammar and the students’ difficulties in learning grammar. And the interview that was conducted after implementation of CAR is to know the success of using Transformation Drill, the teacher opinion about the general English class during CAR, the difficulty of teacher in CAR and the teacher overcomes the problems and difficulties in using transformation drill in CAR. Finally, field note, it was used to observe and to know activities of teacher and students in teaching learning process. They are about the class situation and students’ participation.

K. The Technique of Collecting Data

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

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

2. Interview

Before implementing CAR, the writer asks the teacher considering students’ problems in using verb I in the simple present and verb II in the simple past forms, and the method/technique usually the teacher uses in teaching it. After conducting the CAR, the writer also will be carried out the interview to investigate the teacher’s views and the writer uses structure interview.

3. Questionnaire

Another way to get the data, the writer will be carried out the questioner in two sessions, before and after implementation of CAR. The writer used yes/no response as the design of the questioner. The writer wants to know students response and experience about the ideas of transformation drill. Each questionnaire of ten questions which cover 3 categories; they are the students’ feeling toward understanding uses verb I in simple present and verb II in simple past forms, the implementation of the technique and the effects of transformation drill to knowledge improvement and grammar skill.
4. Test

This study uses pre-test and post-test for collecting the data. The pre-test is conducted before the implementation of transformation drill in teaching verb I in simple present and verb II in simple past forms. Meanwhile, the post-test will be conducted after the implementation of each cycle. Because of this research, the CAR consists of 2 cycles so the post-test already deliver in the final action of each cycle. Furthermore, the tests are done in form of multiple choices and fill in the blank type.

L. The Technique of Data Analysis

In data analysis, the data is derived from observation and interviews will be conducted by researcher to make her easier in reporting the research report. Then those data will be used to answer the second research question.

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

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

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

Then, to get the class percentage which passes the KKM 60, the writer uses the formula:

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

\(P\) : percentage  
\(F\) : number of students passing  
\(N\) : number of students

---

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

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

\[ P : \text{percentage of students’ improvement} \]
\[ y_1 : \text{post-test 1 result} \]
\[ y : \text{pre-test result} \]

\[ y_2 : \text{post-test 2} \]
\[ y : \text{pre-test result} \]

**M. The Trustworthiness of Study**

In trustworthiness, the researcher will discuss about data collection in every observation from performing action research cycles are analyzed descriptively by using percentage to see tendency that happened in learning activity.

In analyzed the test item, the writer uses two ways to know the trustworthiness of the data as follow:

---

1. Discriminating Power

The analysis of discriminating power of test items is to know the performance of the test through distinguishing students who have high achievement and low achievement. Discriminating power provides more detailed analysis of the test items than does item difficulty, because it shows how the top scores and lower scores performed on each item.\(^{39}\) The computing of discriminating power uses the formula following:\(^{40}\)

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

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

Next, the discriminating scale uses:

<table>
<thead>
<tr>
<th>DL</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6 – 10</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>


\(^{40}\) Wilmar Tambunan, *Evaluation of Students Achievement*, (Jakarta: Depdiknas, 1998), p.139
2. Difficulty Items

The researcher analyzes the students’ test. It is categorized into high, medium, and low. In this study the researcher compares the difficulty items analysis by comparing students who answer correctly with all of students who follow the data. The formula which is used is:

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

- \( P \): Index of difficulty
- \( R \): the total number of students who selected the correct answer
- \( T \): the total number of students including upper and lower group

The criterion using as follow:

**Table 3.2**
The Classification of Difficulty Level

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

N. The Criteria of the Action Success

The researcher will know the students’ success and failure in doing this action research. In this study, the criteria success research based on when there 70 % students could pass the target score of pre-test, post test 1 and post test 2 of the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM) at SMPN 238 Jakarta, where the writer did her research in 60 (sixty). So if when there 70 % students could pass the target score of pre-test, post test 1 and post test 2 of the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM), it means that the research could be called success, and the researcher can stop the next action.
CHAPTER IV
DESCRIPTION, DATA ANALYSIS, RESULT INTERPRETATION AND DISCUSSION

This chapter presents the description of the data gathered from the action activities. This chapter also presents the result of research. In this case, it discusses the way to develop students’ mastery in using verb I (present tense) and verb II (past tense) by using transformation drill at VII.6 grade students of SMPN 238 Jakarta, academic year 2010/2011.

A. The Description of the Data

Before the implementation of the action, the writer divided three parts of data description in order to know the obstacles teaching and learning activities. Those are pre-observation, pre-interview and pre-test. Here are the explanations:

1. The Result of Pre-Observation

The aim of pre-observation is to know the teaching and learning process directly before implementing the CAR. It was conducted on November 17th – 26th 2010 at VII-6 grade of SMPN 238 Jakarta at 08.10 A.M. – 09.30 A.M. There are 36 students in the class. Based on pre-observation, it is known that in teaching simple present and past tense at first grade of SMPN 238 Jakarta academic year 2010/2011, it can be seen that the students be passive. When the teacher taught the grammar, especially in simple present and simple past tense, she only told to the students about the rules which used in present and past tense. And then, she writes the example based on the rules to the students. So after that, she asked for
the students to make another example. Also, she gave a list regular and irregular verb on the whiteboard and the meaning. Then, she asked to students to memorize rules, examples and change of verb (regular and irregular verb) correctly. Consequently, it makes the students have less motivation to learning about grammar subject.

2. The Result of Pre-Interview

This interview conducted as informal/ unstructured interview. It was conducted on Friday, November 26th 2010, started at 10.00 A.M. – 11.20 A.M. in this part the writer asked some questions to the teacher about English teaching activities, emphasized on students’ condition in the class, the students’ difficulties in learning process, and also her teaching and learning method and technique.

Related to the students’ condition in the class, the teacher said that most of students did not like English lesson, because they think it is difficult. The teacher also said that the KKM in English subject is 60 (sixty). It is still hard to students get score above the KKM, because most of students at VII grade only get the English subject in the school.

Next about the students’ difficulties in learning process, the teacher said that most of students hard to listening, reading and grammar skills. The dominant students’ difficulties when do the grammar subject. They hard to different the use of verb, kinds of sentence, and memorize the rules. it is because of the seldom to do exercises in grammar skill.

At last, about the method and technique that she used in teaching and learning English, especially in grammar skill; she told use the three-phase technique. She only gave the rules to the students. After that, she asked to memorize the rules. Then, she made some examples based on the rules. She just took the sentences example of LKS and hand book.

3. The Result of Pre Questionnaire

The questionnaire was used to know the students’ response of teaching learning process before implementing CAR. The pre questionnaire was delivered on January 26th 2011, and the questionnaire consists of ten (10) statements. The
questioner covers three categories: the students response in teaching learning process (question number 1-4), the second categories was the result of students’ writing activity (question number 5-6), the last categories was the solution of the problem in teaching grammar (question number 7-10). The result of post questionnaire was as follow:

Table 4.1

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Answer</th>
<th>Yes</th>
<th>Percentage</th>
<th>No</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students felt satisfied with their English score</td>
<td>12</td>
<td>33.3%</td>
<td>24</td>
<td>66.7%</td>
</tr>
<tr>
<td>2</td>
<td>Students like to learn the English grammar</td>
<td>8</td>
<td>22.2%</td>
<td>28</td>
<td>77.8%</td>
</tr>
<tr>
<td>3</td>
<td>Students felt motivated in learning simple present and simple past tense</td>
<td>6</td>
<td>16.7%</td>
<td>30</td>
<td>83.3%</td>
</tr>
<tr>
<td>4</td>
<td>Students understood the simple present and simple past tense easily</td>
<td>7</td>
<td>19.4%</td>
<td>29</td>
<td>80.6%</td>
</tr>
<tr>
<td>5</td>
<td>Students have the difficulty in using different verb in simple present and simple past</td>
<td>10</td>
<td>27.8%</td>
<td>26</td>
<td>72.2%</td>
</tr>
<tr>
<td>6</td>
<td>Student could remember the formula the present and past tense</td>
<td>8</td>
<td>22.2%</td>
<td>28</td>
<td>77.8%</td>
</tr>
<tr>
<td>7</td>
<td>Students could do the exercise was given by teacher about the present and past tense</td>
<td>8</td>
<td>22.2%</td>
<td>28</td>
<td>77.8%</td>
</tr>
<tr>
<td>8</td>
<td>The students do the English exercise individually</td>
<td>6</td>
<td>16.7%</td>
<td>30</td>
<td>83.3%</td>
</tr>
<tr>
<td>9</td>
<td>The students do the English exercise in the group</td>
<td>32</td>
<td>88.9%</td>
<td>4</td>
<td>11.1%</td>
</tr>
<tr>
<td>10</td>
<td>The students use present and past tense in their life</td>
<td>2</td>
<td>5.6%</td>
<td>34</td>
<td>94.4%</td>
</tr>
</tbody>
</table>

Adapted from students’ answer sheet
Based on the result of pre questionnaire before the implementation of CAR, the writer would like to give some explanations. The pre questionnaire was administered on January 26th, 2011. Referring to the result of the data, generally it was found that students still have low motivation in learning verb I (present tense) and verb II (past tense) forms and most of them still have difficulties in using verb I (present tense) and verb II (past tense) meaningfully.

The result on the questionnaire revealed that from the first statement 67.7 % (24 students) did not feel satisfied with their English score and only 33.3 % (12 students) who feel satisfied. To statement number 2, only 22.2 % (8 students) like to learn English grammar and 77.8 % did not like to learn English grammar. Relating to the statement number 3, 83.3 % (30 students) said that they didn’t feel motivated in learning simple present and simple past tense, it means that only 16.7 % (6 students) who feel motivated of the material. For the statement number 4, only 19.4 % (7 students) can understand the simple present and simple past tense easily and 80.6 % (29 students) are hardly to understand. Then, for the statement number 5, 72.2 % (26 students) have difficulty in using different verb in the simple present and simple past tense and only 27.8 % (10 students) didn’t have difficulty. Next, for the statement number 6, it showed that only 22.2 % (8 students) could remember the formula of present and past tense. The responses for the next statement, number 7, showed that 22.2 % (8 students) could do the exercise was given by the teacher about present and past tense. To the statement number 9 showed that 88.9 % (32 students) do the English exercise in group. The responses to the last statement, number 10, showed that only 5.6 % (2 students) use present and past in their life.

Regarding to the result above, it can be concluded that students’ ability and students’ motivation in learning English grammar especially the present and past tense is still low and there was a need for the researcher to implement Transformation drill in order to improve students’ ability and motivation.
3. The Result of Pre-Test

The purpose of pre-test was to check how far the students' understanding about verb I (present tense) and verb II (past tense). It was conducted on Wednesday, January 26th 2011. There were 36 students who followed this test. They had to answer 15 multiple-choice and 10 fill in the blank items given by the writer.

The result of the pre-test can be seen in the table below:

**Table 4.2**

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Students’ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>64*</td>
</tr>
<tr>
<td>2</td>
<td>56</td>
</tr>
<tr>
<td>3</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
</tr>
<tr>
<td>6</td>
<td>56</td>
</tr>
<tr>
<td>7</td>
<td>44</td>
</tr>
<tr>
<td>8</td>
<td>64*</td>
</tr>
<tr>
<td>9</td>
<td>48</td>
</tr>
<tr>
<td>10</td>
<td>32</td>
</tr>
<tr>
<td>11</td>
<td>44</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
</tr>
<tr>
<td>13</td>
<td>44</td>
</tr>
<tr>
<td>14</td>
<td>32</td>
</tr>
<tr>
<td>15</td>
<td>48</td>
</tr>
<tr>
<td>16</td>
<td>52</td>
</tr>
<tr>
<td>17</td>
<td>68*</td>
</tr>
<tr>
<td>18</td>
<td>56</td>
</tr>
<tr>
<td>19</td>
<td>40</td>
</tr>
<tr>
<td>20</td>
<td>56</td>
</tr>
<tr>
<td>21</td>
<td>48</td>
</tr>
<tr>
<td>22</td>
<td>24</td>
</tr>
<tr>
<td>23</td>
<td>56</td>
</tr>
<tr>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>25</td>
<td>60*</td>
</tr>
<tr>
<td>26</td>
<td>60*</td>
</tr>
<tr>
<td>27</td>
<td>56</td>
</tr>
<tr>
<td>28</td>
<td>64*</td>
</tr>
<tr>
<td>29</td>
<td>48</td>
</tr>
<tr>
<td>30</td>
<td>64*</td>
</tr>
<tr>
<td>31</td>
<td>64*</td>
</tr>
</tbody>
</table>
The students who pass the KKM (60)

Based on the result of pre-test, the data showed that the mean score of this test is 50.22. The highest gained score 68, and the lowest gained score is 24. After getting students’ score, the writer calculated to get the mean score of the pre-test and the percentage of students who passed the KKM. The calculation is used as following:

$$\bar{X} = \frac{\Sigma x}{n}$$

$$\bar{X} = \frac{1080}{36}$$

$$\bar{X} = 50.22$$

From that computation, the mean score of the class in pretest is 50.22. It means that the students’ achievement score of verb I (present tense) and verb II (past tense) forms before implementing Classroom Action Research (CAR) is 50.22.

Then, the calculation to get the percentage of students who passed the KKM score, the writer computes by using the formula as follow:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{8}{36} \times 100\%$$

$$P = 22.22\%$$

From that computation, the students’ score percentage in the pretest is 22.22%. It means that there are 8 students who pass the KKM and there are 28 students are still below the KKM. It could be seen that students’ ability in using verb I (present tense)
and verb II (past tense) forms was still low because the score didn’t fulfill yet the target score that is students could pass KKM (60).

It can be concluded that the students Mastery in verb I (present tense) and verb II (past tense) is still low. Therefore, the writer conducted the Classroom action Research (CAR) by using transformation drill in each cycle are important to improve the students’ score.

B. The Implementation of the First Cycle

1. Planning

In this phase the writer and the teacher made a planning for the action based on the problem faced by the students in mastery of verb I (present tense) and verb II (past tense). Before implementing it, the writer prepare everything related to the action which are used in teaching and learning process, such as making lesson plans, preparing the material, preparing a teaching aids, preparing research instruments, such as the field notes/observational notes, and the post test. For teaching and learning activities, the writer used the simple present and simple past tense rules, the examples of the material, verb I and verb II lists (regular and irregular), and vocabulary items. In first meeting, the teacher taught them about simple present tense, in the second meeting the teacher taught about simple past tense (positive, negative and interrogative forms), and the third meeting of this phase, the teacher taught about simple past tense focused in regular and irregular verb. The way that used to teach the material was by giving verb list/word cards to the students and asked them to make simple present sentence of the word cards, so transform that sentence into simple past tense form.

2. Acting

This acting phase was accomplished on Friday, January 28th 2011, Wednesday, February 2nd 2011, and Friday, February 4th 2011. In first cycle which consisted of three meetings. The teacher implemented the teaching and learning process based on the lesson plan had been made. Here are their
activities that the teacher done while teaching and post teaching in the first cycle.

**First Meeting**

The first meeting in the first cycle was conducted on Friday, January 28\(^{th}\) 2011. It was followed by 34 students. In this activity, the transformation drill was introduced to the students. Most of them were presented in simple present form. The material which were given to the students in the first time are about the rule of simple present tense in positive, negative, and interrogative forms.

After that, the teacher gave to the students the way of using the verb in this form, such as: in the third person added –s/ -es in back of the verb, when the verb ends in –s, -ch, -sh, -x, or -z added –es, when the verb ends in vowel –y added –s, and when the verb ends consonant –y, change the –y to –i, so added –es. So, the teacher gave the example based on the material were taught.

Next, the teacher gave individual exercise to make a short paragraph about themselves and their family based on questions guided. The teacher gave an answer paper to them on by one. She asked to make a short sentence based on the questions chronologically. After that, the teacher asked to students to make group of 4 to complete the sentence using verb in the bracket in simple present form.

**Second Meeting**

The second meeting in the first cycle was conducted on Wednesday, February 2\(^{nd}\) 2011. It was followed by 36 students. In this activity, the students were taught simple past tense. Most of them were presented in simple past form. The activity which were given to the students about the rule of simple past tense in positive, negative, and interrogative forms.

After that, the teacher gave lists of adverb which were used in simple past tense to the students. She gave the way to make the sentence
of this form. First, the students learned to make positive form followed
with verb and without verb. For example with verb; I studied English last
night, example of without verb; I were busy yesterday. Next, the teacher
explained about negative and interrogative forms for the students.

Next, the teacher gave individual work to make three simple past
tense sentences in positive, negative and interrogative forms. After that,
the teacher asked for the students to make group of work (group of 4) to
complete short sentence in simple past tense with the correct word in
bracket.

❖ Third Meeting

The third meeting in the first cycle was conducted on Friday,
February 4th 2011. It was followed by 36 students. In this activity, the
students were taught simple past tense focused of regular and irregular
verbs.

The activities which were given in this phase for the first time,
the teacher gave the example of regular verb such as: study – studied, try
– tried, etc, and gave the example of irregular verb such as; become –
became, buy – bought, etc. The teacher asked for the students to
distinguish between regular and irregular verbs and remember change of
the verb such as; build – built, drink – drunk, forget – forgot, visit –
visited, call – called, go – went, try – tried, walk – walked, run – ran, play
– played, lose – lost.

After the teacher explained the different about regular/ irregular
verb and their changed, she gave the individual work to write verb of
present form and verb of past form in the paper sheet. Next, the teacher
asked to students to make group of 9. In each group got 10 word cards
contain of verb. They are asked to make sentence in simple present tense
with used the verb which were in the card. So, the teacher asked to the
students to change each of simple present sentence form into simple past
tense forms. Finally, the teacher gave the post-test 1 to know the students’
achievement score during first cycle activities.
3. Observing

In this phase, the observer accomplishes an observation phase during the teaching and learning process of the implementation. It is about the teacher’s performance, the teacher’s response, the students’ response, participation, and class condition during the teaching and learning process by using field note / unstructured-observation sheet.

However, in a part of learning process by using Transformation drill, the teacher usually looked nervously and also felt had some difficulties when she asked students to make sentence in simple present and simple past forms because they had not known the meaning of present and past in English. Mean that, they had very limited vocabularies unless it talked about the situation in the classroom.

Meanwhile, the class situation was still under control. It means that most of students cheated each other and still did not pay attention to the teacher’s explanation, some of them also did not response teachers’ question although its kinds of simple questions such as what are you doing now? They looked confuse to answer that question in English. They were not able to explain the lesson by their own language even thought the teacher had been performing the material clearly. View of students to ask incomprehensible material to the teacher, whether some students asked her about the difficulties made the sentence in simple present and simple past forms, the teacher directly to answer their confusing by give the example of sentence in the simple present form firstly, so she asked students to change in simple past tense forms together and so on.

In addition, there were found some students who actively in responding the teacher’s question correctly related to the questions in exercise sheet in the classroom liked what is your name? Where do you live?, How old are you? and What did you study last night? In the third action of cycle one, the teacher was held on posttest 1 to measure how well students’ mastery of verb I (present tense) and verb II (past tense) forms that had been studied. Based on the result of the posttest 1, the mean score of the class in English grammar of verb I (present tense) and verb II (past tense) forms test
gained 57.11 in which there were 18 students who passed the KKM 60 (sixty).

4. Reflecting

The writer and the teacher discussed about the conclusion of implementing the action. Then, they tried to modify the action in order students more comprehend in imperative sentences and in order 70% of students in the class could pass the KKM.

However, regarding the first cycle, the writer felt satisfied enough because her efforts to improve students’ mastery of verb I (present tense) and verb II (past tense) forms had been developed although not all the targets could not accomplish yet. Beside of that, the students seemed to accept the material easily by using Transformation Drill and some of them were not pay attention. It made the teacher confused toward the classroom management and view of them had limited motivation to study English. It could be showed through their thought that English as the difficult language to know the meaning but it can be easy to know the meaning by opening dictionaries and asking the teacher.

Next, the writer had to still reflect the implementation of using Transformation Drill. Here, the writer found the problem from the result of field notes of the teaching learning process. First, the teacher still had difficulties in managing the classroom through Transformation drill. In this case, the writer did to walk around the class; to check students’ equipment and asked them to be ready to learn. Its avoid students also made class noisy and they did not pay attention to the teacher’s activities in the classroom. Hence, the writer should be stricter in order the students did not make any noisy. Second, the material was too longer to be understood. To solve this problem, the writer explains the material by bringing a media into the classroom; it hoped students were enthusiastic in learning simple present and simple past forms through Transformation Drill. In this case, teaching learning process should be fun in order to keep students’ motivation and did not make stressful.
From the reflecting phase above, there must be more efforts to improve students’ mastery of verb I (present tense) and verb II (past tense) forms by using transformation drill. It needed to be improved again in the next cycle. This effort was done in the next lesson plan of cycle two.

C. The Implementation of the Second Cycle

1. Planning

As in the previous cycle, in this phase the writer and the teacher selected the material and the exercise into a lesson and modified it based on the result of reflecting phase in the first cycle. The lesson plan which had related with using transformation drill in teaching verb I (present tense) and verb II (past tense) forms. There were some modifications which were accomplished, such as the use of different material, media and exercise.

Furthermore, the writer also prepared the structured observation sheet and field note to note the class activities during teaching learning process. After that the writer also prepared the second post-test to know improvement the students’ mastery of verb I (present tense) and verb II (past tense) forms and the post-questionnaire to know students’ responses related to use of transformation drill in improving students’ mastery of verb I and verb II forms.

2. Acting

This acting phase was accomplished on Wednesday, February 9th 2011, and Friday, February 11th 2011. In second cycle which consisted of two meetings. The teacher implemented the teaching and learning process based on the lesson plan had been made. Here are their activities that the teacher done while teaching and post teaching in the second cycle.

❖ First Meeting

The first meeting in the second cycle was conducted on Wednesday, February 4th 2011. It was followed by 33 students. In the first cycle the students were taught the simple present tense. The activities
which were given to the students in the first time are about remain the rule of simple present tense, but for this phase focused in using of verb I in this form. After that, the teacher gave the some question for the students in simple present form, and they must answer the questions with the correct sentence. The aims are the students more response to the teacher command and in order to more comprehend to use the simple present tense.

After the teacher explained the material, she gave individual work to answer the questions with the correct tenses. Next, the teacher asked to students to make group of 4 to change verb and adverb of the sentence in the simple present form, for example went – go, yesterday – everyday, etc.

- **Second Meeting**

  The second meeting in the first cycle was conducted on Friday, February 11th 2011. It was followed by 36 students. This second meeting was same as third meeting in the first cycle, the teacher gave the students list of verb forms and she reviewed the material in the first meeting in the second cycle. The teacher asked to the students to memorize the change of verb I into the verb II with their seatmate.

  The teacher also guided them when they got difficulties in memorize the lists of verb. In order to know different of using verb I and verb II, the teacher made two sentences, the first sentence made in verb I and the second sentence made in verb II forms. After that, the teacher gave them some questions in simple past form. They must answer the question with the correct form. The students look enthusiastic when accept the teacher’s response.

  The activities process in this cycle could run better that the previous cycle. The students had become enthusiastic with the activities given by teacher. After the teaching and learning process in the second cycle, the writer gave a post-test to evaluate the students.
3. Observing

In the second cycle, generally the class condition in learning process was better than the previous cycle. It could be seen from the students who were ready to follow the lesson. Most of them were enthusiastic to answer the teacher’s questions. Most of students shown they were enjoyed followed in Transformation drill classroom and they initiated to tries speaking English although it’s not fluently and they could make simple present and simple past forms sentence correctly. Furthermore, when they were given individual exercises by the teacher, they did it individually without cheating one another. Related to the teacher’s performance, she showed some progresses. It meant that students could understand easily and could showed their action in responding the teacher or their friends instruction correctly because the teacher’s was an active instructor for the students and could have took a good decisions in teaching new material, also she initiative to be available interaction in the classroom. Automatically, it led a good feedback from students’ response in conveying their opinions. Shortly, most of students seemed quite active in the classroom. In the second action of cycle two, the teacher was held on posttest 2 regarding students’ mastery of verb I (present tense) and verb II (past tense) forms. Based on the result of the posttest 2, the mean score of the class in English grammar of verb I (present tense) and verb II (past tense) forms test gained 65.5 in which there were 26 students who passed the KKM 60 (sixty).

4. Reflecting

The reflection of Classroom Action Research (CAR) was carried out after getting the score result of verb I (present tense) and verb II (past tense) forms test. The writer felt satisfied that her efforts to improve the students’ comprehension of the imperative sentence had been realized. The students could understand the different of using verb I in present tense and verb II in past tense forms correctly. It was proven by their improving score from the posttest 1. Furthermore, they could easily to analyze the forms of sentence of
using the verb itself. Indeed, they seemed more interesting during the teaching learning process.

After achieving the target research of where minimally 70% students who passed the KKM, therefore the writer and the teacher decided to stop the Classroom Action Research (CAR) because it had already succeeded. Hence, the writer and the teacher did not have to revise the plan.

According to the result of the evaluation between the writer and the teacher, it could be assumed that the implementing of Classroom Action Research in improving students’ mastery of verb I (present tense) and verb II (past tense) forms by using transformation drill was appropriate with the planning that had been discussed by the writer and the teacher previously. In this case, every action was planned and prepared as good as possible so that the transformation drill classroom activities could be accomplished well to improve students’ comprehension of the imperative sentence.

D. The Data Analysis

After the implementation of first cycle and second cycle, the writer divided three parts of the data analysis in order to know the improvement students’ mastery in teaching and learning. They are the result of post interview, the result of field note, and the result of post-test in first cycle and second cycle. Here are the explanations:

1. The Result of Post Interview

This interview was conducted on Wednesday, February 11th 2011, started at 08.10 A.M. – 09.30 A.M. In this part the writer asked some questions to the teacher about English teaching activities, emphasized on students’ condition in the class, the students’ difficulties in learning process, and also her strategy to solve the difficulty in teaching and learning activities.

Related to the students’ condition in the class after the implementation, the teacher said that most of students look at more enthusiastic and take upon to express their argument though their ability stills less. Besides that, using transformation drill makes the students easy to understand the material.
Next about the students’ difficulties in learning process after implementation, the teacher said that she rather difficult to use the transformation drill technique, because of kinds of background students in the class. There are some students still hard to understand the material and most of them can to understand it.

At last, concerned with the teacher’s opinion in applying Transformation Drill in teaching verb I (present tense) and verb II (past tense) forms, the teacher stated that transformation drill is a suitable method that the teacher should use in teaching tenses. It can make the students to be active, feel enjoy and can reduce students’ stress in learning English especially in learning tenses.

2. The Result of Field Note
   a. The Situation of the Class
      At the beginning of the lesson in the first cycle, some students looked enthusiastic. The writer explained the procedures of the students and asked them to enjoy the time during the study.

      Most of students were enthusiastic and interested in the teaching and learning process. Although some of students looked confused with the method used, but they were able to adapt to the situation during the teaching learning process. Sometimes there were some students who did not give much attention to the material, but there were students so fun in the teaching learning process. From this point of view, the writer concluded that the students gave the more attention to the teacher’s material during the study.

   b. The Participation of the Students
      Most of students were interested in following the study using Transformation Drill since they should not only memorize the rules of the simple present tense and simple past tense but they also should know the verb must be used in both tenses. Besides that, they need to understand about the change from verb I into verb II and so on. Those made the students wanted to try what the teacher explained. When they asked to practice to make the
sentence in the present tense and past tense, most of them did it seriously. They always asked to the teacher if they forgot something.

From the point of view, it can be concluded that by using transformation drill, the students can be more enthusiastic and active in learning verb I and Verb II forms. In this case, they are motivated to be attractive.

c. The Comprehension of the Students

During the lesson, the teacher also emphasized on the comprehension of using the verb I in simple present tense and verb II in the simple past tense. To know whether the students had understood the verb given, the students asked to make a sentence in the verb I and change it into verb II forms. The teacher also corrected their sentences.

From first cycle to the second cycle, their comprehensions were getting better. In the first cycle, they more difficult and confuse in make sentence of the verb I, and then must be changed in verb II forms. In the next cycle they could make the sentences better than in the beginning of the cycle. Seeing that the students can make the sentence from the verb I and change it into verb II and so on in the last cycle better than before, the writer concludes that they can achieve a better progress in comprehension of using verb I and verb II forms.

2. The Result of Post Questionnaire

The post questionnaire was delivered on February, 11th 2011, and the questionnaire consists of ten (10) statements. The questioner covers three categories: the students response in teaching learning process (question number 1-4), the second category was the result of students’ writing activity (question number 5-6), the last category was the solution of the problem in teaching grammar (question number 7-10). The result of post questionnaire was as follow:
Table 4.3
The Result of the Post Questionnaire

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Answer</th>
<th>The Result of Students Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes</td>
</tr>
<tr>
<td>1</td>
<td>Student like the material present and past tense now</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>The teaching learning process was better than before implementation the</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>transformational drill</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The students felt motivated in teaching learning process after implementation</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>transformation drill</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>The strategy was suitable with the students’ expectation</td>
<td>28</td>
</tr>
<tr>
<td>5</td>
<td>The students could remember the formula present and past tense easier than before</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>The students could do the exercise of the present and past tense easier than</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>before</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The teacher gave opportunity to the students to work in group</td>
<td>36</td>
</tr>
<tr>
<td>8</td>
<td>Students used the opportunity to give question</td>
<td>26</td>
</tr>
<tr>
<td>9</td>
<td>The students ability in making the sentence was better than before the</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>implementation transformational drill</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The strategy could help the students to implement it in their daily life</td>
<td>19</td>
</tr>
</tbody>
</table>

Adapted from students’ answer sheet
In the first category, it showed that 83.3% (30 students) like the teaching learning process, especially in the material of present and past tense. Then, there were 75% (27 students) felt that the teaching learning process was better that before doing the implementing. Next, it showed that 83.3% (30 students) stated that the transformation drill was suitable to teach grammar.

In the second category showed that 69.4% (25 students) stated that Transformation drill could help students in remember the formula of present and past tense. Then, there were 75% (27 students) agreed that could do exercise easily after the teacher implemented the transformation drill in teaching present and past tense.

Then, in the last category, the data showed that all of students (100%) stated that the teacher gave opportunity for them to work in a group. Then, there were 72.2% (26 students) stated that they used the opportunity to give question to the teacher in teaching learning process. After that, there were 75% (27 students) stated that their ability in making the sentences was better after the teacher implemented the transformation drill. The last question in this category showed that 52.8% (19 students) implemented the present and past tense in their life.

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

3. The Result of Post-Test

a. The Result of Post-Test 1 in First Cycle

The purpose of post-test 1 was to check how far the students’ understanding about verb I (present tense) and verb II (past tense) during first cycle. It was conducted on Friday, February 4th 2011. There were 36 students who followed this test. They had to answer 15 multiple-choice and 10 fill in the blank items given by the writer.

The result of the post-test 1 can be seen in the table below:
Table 4.4
The Result of Post-Test 1

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Students’ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68*</td>
</tr>
<tr>
<td>2</td>
<td>60*</td>
</tr>
<tr>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>4</td>
<td>44</td>
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<tr>
<td>5</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>60*</td>
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<tr>
<td>7</td>
<td>56</td>
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<tr>
<td>8</td>
<td>68*</td>
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<td>9</td>
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<tr>
<td>10</td>
<td>44</td>
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<td>11</td>
<td>52</td>
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<tr>
<td>12</td>
<td>64*</td>
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<td>56</td>
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<tr>
<td>16</td>
<td>60*</td>
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<tr>
<td>17</td>
<td>76*</td>
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<td>18</td>
<td>64*</td>
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<td>52</td>
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<td>30</td>
<td>72*</td>
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<td>31</td>
<td>68*</td>
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<td>34</td>
<td>56</td>
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<tr>
<td>35</td>
<td>64*</td>
</tr>
<tr>
<td>36</td>
<td>56</td>
</tr>
</tbody>
</table>

| Mean \( \bar{x} = \frac{\Sigma x}{n} \) | 57.11 |

* The students who pass the KKM (60)
Based on the result of post-test 1, the data showed that the mean score of this test is 57.11. There were 18 students who passed KKM and there were 18 students whose score are below the KKM. The highest gained score 72, and the lowest gained score is 28. It can be conclude that the students’ achievement of verb I (present tense) and verb II (past tense) improved from the pre-test. Therefore, the writer must continue to the next cycle because the students could not achieve yet the standard of the Classroom Action Research (CAR) 70% of the Minimum Mastery Criterion- Kriteria Ketuntasan Minimum (KKM) (60).

b. The Result of Post-Test 2 in Second Cycle

The purpose of post-test 2 was to check how far the students’ understanding about verb I (present tense) and verb II (past tense) during first cycle. It was conducted on Friday, February 11th 2011. There were 36 students who followed this test. They had to answer 15 multiple-choice and 10 fill in the blank items given by the writer.

The result of the post-test 2 can be seen in the table below:

Table 4.5

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Students’ Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>76*</td>
</tr>
<tr>
<td>2</td>
<td>72*</td>
</tr>
<tr>
<td>3</td>
<td>48</td>
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<tr>
<td>4</td>
<td>48</td>
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<tr>
<td>5</td>
<td>56</td>
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<tr>
<td>6</td>
<td>68*</td>
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<tr>
<td>7</td>
<td>68*</td>
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<tr>
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<td>76*</td>
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<td>68*</td>
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<tr>
<td>11</td>
<td>56</td>
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<tr>
<td>12</td>
<td>68*</td>
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<tr>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>14</td>
<td>52</td>
</tr>
<tr>
<td>15</td>
<td>64*</td>
</tr>
</tbody>
</table>
Based on the result of post-test 1, the data showed that the mean score of this test is 65.5. It means that the mean in post-test 2 has improved from post-test 1. There were 26 students who passed the KKM score and 10 students were get score below the KKM. The highest gained score 88, and the lowest gained score is 32. It can be conclude that the students’ achievement in learning verb I (present tense) and verb II (past tense) forms by Transformation Drill has a significant improvement, it can be seen in the result of pre-test, post-test 1 and post-test 2. Based on the result above the writer and the researcher stopped to the next cycle, because the students could achieve the standard of criteria action success was 70%. To prove this statement the writer gave a table of students’ score in pre-test, post-test 1 and post-test 2 to compare the result of students’ score.

Furthermore, the writer used quantitative descriptive technique to analyze the data from the pre-test, post-test 1 and post-test 2. The writer
described the students’ score in pre-test, post-test 1 in the first cycle and post-test 2 in the second cycle in the table below:

Table 4.6
The Students’ Verb I (Present Tense) and Verb II (Past Tense) Forms Score of Pre-test, Post-test 1 and Post-test 2

<table>
<thead>
<tr>
<th>Students’ Number</th>
<th>Pre-Test</th>
<th>Post-test 1</th>
<th>Post-test 2</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<td>68*</td>
<td>76*</td>
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<tr>
<td>2</td>
<td>56</td>
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<td>72*</td>
</tr>
<tr>
<td>32</td>
<td>52</td>
<td>56</td>
<td>56</td>
</tr>
</tbody>
</table>
Based on table above, it is showed there were eight students who passed KKM in the pre-test, eighteen students in the post-test 1 and twenty six in the post-test 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 pre-test to post-test 1 until post-test 2 into percentage.

In analyzing the data of pre-test, the first step is to get the mean score of the test. It is calculated by using this formula:

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

From that calculation, it is showed the mean score of the test in the pre-test was 50.22. it means that the students’ verb I (present tense) and verb II (past tense) forms mean score of pre-test before implementing Classroom Action Research (CAR) or before using Transformation Drill in teaching verb I (present tense) and verb II (past tense) was 50.22.

Next, the step to know the percentage of students’ score who pass the Minimum Mastery Criterion-Kriteria Ketuntasan Minimum (KKM) in pre-test it used the formula as follow:

\[
P = \frac{F}{N} \times 100\%
\]
From the calculation above, it is known the students’ percentage score is 22.22%. It means that there are 8 students who passed the KKM and there are 28 students who still get score below the KKM. From the percentage above, the writer gave diagram to show the students’ achievement in mastery verb I (present tense) and verb II (past tense) forms is still low. The diagram as following:

![Diagram showing students' score distribution]

After that, the researcher calculated the result of post-test in cycle 1 to know the students’ score improvement from the pre-test to post-test 1 result. Then the first step is calculating the mean score of post-test 1. It is calculated by using the formula:

\[
P = \frac{X}{100}\%
\]

\[
X = \text{mean score of post-test 1}
\]
From the computation above, the students’ mean score of post-test 1 in the cycle 1 is 57.11. It means that there are some improvements in conducting the action by using Transformation Drill. It could be seen from the pre-test mean score (50.22) to the post-test 1 mean score (57.11). So it can be concluded that there is improvement of students’ score until $6.89 \ (57.11 - 50.22)$.

The next step is to get the percentage of students’ improvement score from pre-test to post-test 1. The writer used the formula:

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

$$P = \frac{57.11 - 50.22}{50.22} \times 100\%$$

$$P = \frac{6.89}{50.22} \times 100\%$$

P = 13.71\%

Based on the computation above, it could be seen that the percentage of the students’ improvement in mastery verb I (present tense) and verb II (past tense) forms from pre-test to post-test 1 is 13.71%. It means that the score in cycle 1 has improved. Therefore, the writer must conduct the post-test 2 in the second cycle, because it still needed more improvement to achieve the target of Classroom Action Research (70%).

Finally, to get the percentage of students who pass the Minimum Mastery criterion-Kriteria Ketuntasan Minimum (KKM) the calculation by using the formula:

$$P = \frac{F}{N} \times 100\%$$
From the computation, the class percentage which passes the KKM is 50%. It means that in the cycle 1 of the Classroom Action Research (CAR), there are 18 students who passed KKM and there are 18 students whose score are below the KKM. The class percentage of the post test 1 shows some students’ improvement of the class percentage in the pretest (22.22%). The students’ improvement which passes the KKM is 27.78% (50% - 22.22%). Even though it is still needed more improvement because it could not achieve yet 70% as the target of success Classroom action Research (CAR). The students’ score who pass the Minimum Mastery Criterion-Kriteria ketuntasan Minimum (KKM), it could be seen from the diagram below:

After the writer conducted cycle 2 of Classroom action Research, she gave to the students a test in order to know and to prove whether the application of using Transformation drill in teaching verb I (present tense) and verb II (past tense) forms successful and effective or not either from the result of pre-test to post-test 1. There are three steps to know this improvement.
Those are first step is to calculate the mean score of the test in post-test 2, it is used the formula:

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

\[ \bar{X} = \frac{2358}{36} \]

\[ \bar{X} = 65.5 \]

The calculation showed that the mean score for the post test 2 is 65.5. It shows that there are some students’ improvements score from the mean score of post test 1 (57.11) from the mean score of post-test in cycle 1.

Second step is to know the calculation of the percentage of students’ improvement score. The writer used the formula:

\[ P = \frac{y_2 - y_1}{y_1} \times 100\% \]

\[ P = \frac{65.5 - 50.22}{50.22} \times 100\% \]

\[ P = \frac{15.28}{50.22} \times 100\% \]

\[ P = 30.42\% \]

Based on the computation above, it could be known that the students’ score in the post-test 2 improves from 16.71% (30.42% - 13.71%) from the post-test 1 in the cycle 1.

Then the next step is to calculate the percentage from the students’ score who pass the Minimum Mastery Criterion- Kriteria Ketuntasan Minimal (KKM) in the post-test 2. The writer used the formula:

\[ P = \frac{F}{N} \times 100\% \]
From the calculation, the percentage of students who passes the KKM score is 72.22%. It means there improvement percentage from the post-test 1 is 22.22% (72.22% - 50%). In the post test 2, there are 26 students who passed the KKM and there are 10 students who still get score below the KKM. The class percentage of post-test 2 obviously shows some improvements from the previous test, the improvement is 50 % (72.22% - 22.22%) from the pre-test. The students’ score who pass the Minimum Mastery Criterion - Kriteria Ketuntasan Minimal (KKM) and who still get score below the KKM can be seen in the diagram below:

---

**E. The Interpretation of Test Result**

Based on the result of the pre-test, the post-test 1 and post-test 2, the writer can interpret the data, and she also gave the diagram before describing the result of pre-test, post-test 1 and post test 2. Here it is the diagram:
In the pre-test, the mean score of students on grammar test before CAR is 50.22. It is students’ grammar score before they use transformation drill technique. Meanwhile, the class percentage which passes KKM is 22.22%. It means there are only 8 students who pass the KKM (60) and there are 28 students are still below the KKM.

Next, the mean score in the post-test of cycle 1 is 57.11. It means that there are some students’ score improvement from the previous test (pre-test), that is 6.89 (57.11 – 50.22). Meanwhile, the class percentage which passes the KKM in post-test of cycle 1 is 50%. It shows there are 18 students who pass the KKM and there are 18 students whose score below the KKM. However, it is still needed more improvement because it could not achieve the target yet of success of CAR, that is 70%. That is why the writer and the teacher continue to the second cycle.

Furthermore, the mean score in the post-test of cycle 2 is 65.5. It shows the students’ improvement score 8.39 (65.5 – 57.11) from post-test in cycle 1. Meanwhile, the class percentage which passes the KKM is 72.22%. It means there are 26 students who pass the KKM and there are 10 students are under the target of KKM. The post-test of cycle 2 has fulfilled the target of CAR success, that is above 70 % students could pass the KKM. It can be said the CAR is success and the cycle of CAR is not continued.
F. Discussion

There were the improvements of the students’ mastery of verb I (present tense) and verb II (past tense) forms by using transformation drill. It could be showed by students’ actively when the teacher asked them to change of using of the verb I into verb II forms and verb II into verb I forms. Then, the procedures of verb I (present tense) and verb II (past tense) forms by using transformation drill were implemented when teaching and learning process in the classroom that the reason to make students improves in mastering verb I and verb II. After that, from the interpretation of the data analysis had been discussed that the mean of students at the first year of SMPN 238 Jakarta, they had been a good improving in verb I and Verb II forms by their own language.

The improving of students’ mastery of verb I (present tense) and verb II (past tense) forms can be result through the research improvement in reflecting the planning and acting in the cycle 1 to cycle 2. It accused that the identification and the analysis of the problems faced by the researcher in every cycle can be released and had showed an optimal result.
CHAPTER V
CONCLUSION AND SUGGESTION

After finishing the whole steps of this research, the writer would like to make some conclusions about the result of this research. After that, related to the conclusion the writer would give some suggestions.

A. Conclusion

Related to finding of this research, it could be said that this research was successful. First, it is proven by the test result, there were 15.22 improvements of students’ mean score from pretest to the posttest in the second cycle. In the pretest, there were only 8 students who passed KKM and the other 28 students were out of target. In the post test 1, there were 18 students or 50% students who passed the KKM. And in the result of cycle 2, there were 26 or 72.22% students who passed the KKM. Second, the interview result showed that the students’ mastery of verb I (present tense) and verb II (past tense) has improved and also helped the teacher in finding the appropriate strategy in teaching simple present tense and simple past tense. Third, based on the questionnaire result, it could be inferred that students more understand the material simple present and past tense easily after implementing the transformation drill technique in teaching learning process. The last, the observation result showed that the method can also increase the students’ involvement; it was found of the students were mastery in different of using verb I in simple present tense and verb II in simple past tense.
Based on the statement above, it could be concluded that Transformation drill could improve students’ mastery of verb I (present tense) and verb II (past tense) forms.

**B. Suggestion**

After finishing this CAR, the writer would like to give some suggestions for the teacher:

1. The teacher must be creative in creating the teaching learning activities, the teacher should focus on teaching learning strategies not only focus on transferring information.
2. Transformation drill is an appropriate method to improve students’ mastery on grammar skill especially to transform a sentence from simple present to simple past tense forms.
3. The writer hopes the teacher can applying the use of transformation drill in teaching simple present and simple past tense forms or another grammar material in the next new academic year.
BIBLIOGRAPHY


http://www.libraryonline.com/ the verb.htm
### THE STUDENTS’ SCORE OF PRE-TEST, POST-TEST 1, AND POST-TEST 2

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* Students who pass KKM
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 238 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Tema : 
Aspek / Skill : Writing (menulis)
Alokasi Waktu : 2 x 40 menit
Jenis Teks : Interpersonal
Tahun Pelajaran : 2009/ 2010

I. Standar Kompetensi

Menulis
(12) mengungkapkan makna dalam teks fungsional pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

II. Kompetensi Dasar

(12.1) mengungkapkan makna dalam teks fungsional pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat.

1. Tujuan Pembelajaran

Peserta didik diharapkan dapat:
1. Memahami bentuk formula Simple Present Tense dengan benar.
2. Memahami kalimat dalam simple present tense bentuk positif dengan benar.
3. Memahami penggunaan verb (kata kerja) dalam simple past tense bentuk positif.
4. Memahami kalimat dalam simple present tense bentuk negative.
5. Memahami kalimat dalam simple present tense bentuk interrogative.
2. Materi Pembelajaran

**Simple Present Tense**

Positive Pattern:  
\[
\begin{align*}
S (I, You, They, We) & + V1 \\
S (She, He, It) & + V1 + s/ es
\end{align*}
\]

- Adverb of time in Simple Present form: Always, usually, frequently, often, never, sometimes, everyday, every morning, once a month, on Sunday, seldom.
- In the 3rd person singular we normally add –s/ es to verb 1.
- When the verb ends in –s, -ch, -sh, -x, or –z, we add –es
  
  Ex:  - fix = fixes  
  - Rise = rises
- When the verb ends in vowels + (-y), we add –s:
  
  Ex:  - buy = buys  
  - Play = plays
  - etc
- When the verb ends in consonants + (–y), we change the –y to –i and add –es:
  
  Ex:  - marry = marries  
  - Cry = cries
  - etc

**Example**: Penggunaan Simple Present

a) untuk menyatakan kejadian yang terjadi berulang-ulang atau menjadi suatu kebiasaan. Ex: I *study* English everyday.

b) Untuk menyatakan kejadian yang telah dijadwalkan akan dilakukan pada waktu yang akan datang. Ex: The train *leaves* at 06.00 a.m.

c) Untuk menyatakan sesuatu yang sudah menjadi kebenaran unumatau kenyataan. Ex: The sun *rises* in the east.

Negative Pattern:  
\[
\begin{align*}
S (I, you, they, we) & + do not (don’t) + V1 \\
S (I, you, they, we) & + does not (doesn’t) + V1
\end{align*}
\]
Example:
- I do not study English everyday
- The train does not leave at 06.00 a.m.
- The sun does not rise in the west.

Interrogative:
- Do + S (I, you, they, we) + V1 + ?
- Does + S (She, He, It) + V1 + ?

Example:
- Do I study English everyday? Yes, you do / No, you don’t
- Does the train leave at 06.00 a.m.? Yes, it does / No, it doesn’t
- Does the sun rise in the east? Yes, it does

3. Langkah-langkah Pembelajaran

a) Kegiatan Pendahuluan
- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berkaitan dengan kondisi siswa
- Mengabsen dan member motivasi siswa
- Memberitahukan kepada siswa topic pembelajaran yang akan dibahas
- Memberitahukan siswa tujuan pembelajaran yang akan dipelajari

b) Kegiatan Inti
- Menjelaskan materi yang berkaitan dengan topic
- Memberikan contoh disetiap masing-masing materi yang dibahas (pola positif, negative dan kalimat tanya dalam simple present tense)
- Memberikan latihan individu kepada siswa membuat paragraph singkat tentang diri sendiri dan keluarganya berdasarkan question to guide.
- Memberikan latihan berkelompok (group of 4) melengkapi kalimat menggunakan kata kerja didalam kurung dalam bentuk present tense.
- Membahas latihan berkelompok secara bersama-sama.

c) Kegiatan Penutup
- Menyimpulkan materi pembelajaran
- Memberikan tugas rumah yang berkaitan dengan topic yang telah dibahas pada hari ini
Mengakhiri kegiatan dan memberi salam

4. **Sumber Belajar**
   1. Buku teks (Arono Wardiman, dkk. English in Focus for grade VII, Depdiknas)
   2. Buku teks (Tim MGMP Bahasa Inggris SMP Provinsi Jkt, Student Activity Books kelas VII)
   3. Silabus SMP kelas VII
   4. Laptop
   5. LCD

5. **Indikator**
   1. Memahami bentuk formula Simple Present Tense dengan benar.
   2. Memahami kalimat dalam simple present tense bentuk positif dengan benar.
   3. Memahami penggunaan verb (kata kerja) dalam simple past tense bentuk positif.
   4. Memahami kalimat dalam simple present tense bentuk negative.
   5. Memahami kalimat dalam simple present tense bentuk interrogative.

6. **Penilaian**
   a. Teknik : Pertanyaan tulis
   b. Bentuk : Kalimat / fill in the blank
   c. Instrument : Terlampir

7. **Pedoman Penilaian**
   1. Setiap jawaban benar diberi nilai 1
   2. Skor maksimal: 1 x 10 = 10
   3. Nilai maksimal: 10
   4. Nilai siswa : \[ \text{Jml jawaban benar} \times 10 = \text{Nilai siswa} \]
                  Nilai maksimal
A. Make a short sentence based on guide questions below!
   1. What is your name?
   2. Where do you live?
   3. Where/when were you born?
   4. How old are you?
   5. What is your father and mother name?
   6. How many sister or brother do you have?

B. Complete these sentence below using verbs in the brackets in simple present form!
   1. The earth ...... (go) round the sun.
   2. James ...... (live) in Jakarta.
   3. We always ...... (speak) English in the classroom.
   4. They ...... (walk) to school together.
   5. He ...... (wear) a suit.
   6. She ...... (work) in the hospital.
   7. The sun ...... (rise) in the east.
   8. My mother ...... (buy) vegetable in the market.
   9. Luna ...... (come) from Bandung.
   10. My brother ...... (finish) his homework.
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 238 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Tema : 
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Alokasi Waktu : 4 x 40 menit
Jenis Teks : Interpersonal
Tahun Pelajaran : 2009/ 2010

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1. Tujuan Pembelajaran
Peserta didik diharapkan dapat:
6. Memahami bentuk formula Simple Past Tense dengan benar.
7. Memahami kalimat dalam simple present tense bentuk positif dengan benar.
8. Memahami penggunaan verb (kata kerja) dalam simple past tense bentuk positif.
10. Memahami kalimat dalam simple past tense bentuk negative.
11. Memahami kalimat dalam simple past tense bentuk interrogative.
2. Materi Pembelajaran  
Pertemuan 1  

Simple Past Tense  

a) Positive Pattern:  

\[ S \ (I, \ You, \ They, \ We, \ She, \ He, \ It) + V2 \]  

- Adverb of time in Simple Past Tense: yesterday, last week, last month, last year, two days ago, three months ago, etc.  

Example: Penggunaan Simple Present  

d) untuk menyatakan kejadian di waktu lampau pada waktu tertentu, dan sekarang sudah selesai.  

Ex: - I \( went \) to Surabaya last week.  
- We \( studied \) English last night.  
- She \( bought \) vegetables in the market yesterday.  

e) Untuk menyatakan kebiasaan yang dilakukan pada masa lampau, sekarang tidak dilakukan lagi.  

Ex: - I never smoked.  
Ex: - He always drank coffee.  

Positive Pattern tanpa di ikuti kata kerja:  

\[ S \ (you, \ they, \ we) + \ were + \ bukan \ verb \]  

\[ S \ (I, \ She, \ He, \ It) + \ was + \ bukan \ verb \]  

Example: - You \( were \) busy yesterday.  
- He \( was \) in hospital last week  

b). Negative Pattern:  

\[ S + \ did \ not \ (didn’t) + V1 \]  

Example:  
- I \( did \ not \) study English yesterday.  
- She \( did \ not \) go to Yogyakarta last week.  
- They \( did \ not \) help him.  

c). Interrogative:  

\[ \text{Did} + S + V1 + \ ? \]
Example:  
- did you study English yesterday? Yes, I did / No, I didn’t
- Did she go to Yogyakarta last week? Yes, she did / No, she didn’t
- did they help him? Yes, they did/ No, they didn’t

Pertemuan Ke-2:
Changing Verb I to Verb II in Regular and Irregular Verb

a) Regular verb : one that follows the pattern of taking –ed for the
simple past tense and past participle. As regular verbs follow a fixed pattern.

Example:

<table>
<thead>
<tr>
<th>Present tense (V1)</th>
<th>Past Tense (V2)</th>
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<tbody>
<tr>
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<td>try</td>
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<tr>
<td>enjoy</td>
<td>enjoyed</td>
</tr>
<tr>
<td>play</td>
<td>played</td>
</tr>
</tbody>
</table>

Note: for verbs ending with consonant +y, change y to I and add –ed. Verbs
ending with vowel +y add –ed only.

<table>
<thead>
<tr>
<th>Present tense (V1)</th>
<th>Past Tense (V2)</th>
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<tbody>
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<td>fix</td>
<td>fixed</td>
</tr>
<tr>
<td>sew</td>
<td>sewed</td>
</tr>
</tbody>
</table>

Note: for most verbs ending with one vowel and one consonant, double the
final consonant and add –ed. For verbs ending with vowel +w or x, add
–ed only.
**Common Exceptions:**

<table>
<thead>
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<th>Past Tense (V2)</th>
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<td>travel</td>
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</tr>
<tr>
<td><strong>arrive</strong></td>
<td><strong>arrived</strong></td>
</tr>
</tbody>
</table>

**Note:** for verbs endings in e, add –d only: arrive – arrived

b) **Irregular Verb:** Verbs do not use –ed in the past form

Some Examples:

<table>
<thead>
<tr>
<th>Present tense (V1)</th>
<th>Past Tense (V2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>become</td>
<td>became</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
</tr>
<tr>
<td>bring</td>
<td>brought</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>build</td>
<td>built</td>
</tr>
<tr>
<td>Come</td>
<td>came</td>
</tr>
<tr>
<td>drink</td>
<td>drank</td>
</tr>
<tr>
<td>drive</td>
<td>drove</td>
</tr>
<tr>
<td>eat</td>
<td>ate</td>
</tr>
<tr>
<td>fall</td>
<td>fell</td>
</tr>
<tr>
<td>feel</td>
<td>felt</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
</tr>
<tr>
<td>fly</td>
<td>flew</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
</tr>
<tr>
<td>get</td>
<td>got</td>
</tr>
<tr>
<td>give</td>
<td>gave</td>
</tr>
</tbody>
</table>
3. Langkah-langkah Pembelajaran

Pertemuan 1

d) Kegiatan Pendahuluan
- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berkaitan dengan kondisi siswa
- Mengabsen dan memberi motivasi siswa
- Mengulas topik sebelumnya tentang simple present tense
- Memberitahukan kepada siswa topic pembelajaran yang akan dibahas
- Memberitahukan siswa tujuan pembelajaran yang akan dipelajari

e) Kegiatan Inti
- Menjelaskan materi yang berkaitan dengan topic
- Memberikan contoh disetiap masing-masing materi yang dibahas (pola positif, negative dan kalimat tanya dalam simple past tense)
- Memberikan latihan individu kepada siswa membuat 3 contoh kalimat simple past tense dalam bentuk positif, negative, dan tanya.
- Memberikan latihan berkelompok (group of 4) melengkapi cerita singkat berdasarkan kata-kata yang sudah tersedia.
- Membahas latihan berkelompok secara bersama-sama.

f) Kegiatan Penutup
- Menyimpulkan materi pembelajaran
- Memberikan tugas rumah yang berkaita dengan topic yang telah dibahas pada hari ini
- Mengakhiri kegiatan dan memberi salam
Pertemuan Ke-2:

a) Kegiatan Pendahuluan
- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berkaitan dengan kondisi siswa
- Mengabsen dan memberi motivasi siswa
- Mengulas topik sebelumnya tentang pola simple past tense
- Memberitahukan kepada siswa topic pembelajaran yang akan dibahas
- Memberitahukan siswa tujuan pembelajaran yang akan dipelajari

b) Kegiatan Inti
- Menjelaskan materi yang berkaitan dengan topic
- Memberikan contoh disetiap masing-masing materi yang dibahas membedakan regular dan irregular verb
- Memberikan latihan individu kepada siswa membuat kata kerja bentuk present (V1) dan Past (V2) dari kata-kata yang sudah tersedia tanpa melihat kamus.
- Memberikan latihan berkelompok (group of 9) menulis kalimat sederhana dalam bentuk simple present tense menggunakan kata kerja yang terdapat pada kartu.
- Siswa merubah kalimat simple present tense kedalam simple past tense.
- Membahas latihan berkelompok secara bersama-sama.
- Memberikan Post-Test I

c) Kegiatan Penutup
- Menyimpulkan materi pembelajaran
- Memberikan tugas rumah yang berkaita dengan topic yang telah dibahas pada hari ini (menghafal kata keja V1 dan V1)
- Mengakhiri kegiatan dan memberi salam

4. Sumber Belajar
1. Buku teks (Arono Wardiman, dkk. English in Focus for grade VII, Depdiknas)
2. Buku teks (Tim MGMP Bahasa Inggris SMP Provinsi Jkt, Student Activity Books kelas VII)
3. Silabus SMP kelas VII
4. Laptop
5. LCD

5. **Indikator**
   1. Memahami bentuk formula Simple Past Tense dengan benar.
   2. Memahami kalimat dalam simple present tense bentuk positif dengan benar.
   3. Memahami penggunaan verb (kata kerja) dalam simple past tense bentuk positif.
   4. Memahami perbedaan antara regular dan irregular verb.
   5. Memahami kalimat dalam simple past tense bentuk negative.

6. **Penilaian**
   d. Teknik : Pertanyaan tulis
   e. Bentuk : Kalimat / fill in the blank
   f. Instrument : Terlampir

7. **Pedoman Penilaian**
   5. Setiap jawaban benar diberi nilai 1
   6. Skor maksimal: 1 x 10 = 10
   7. Nilai maksimal: 10
   8. Nilai siswa : \( \text{Jml jawaban benar} \times 10 = \text{Nilai siswa} \)
      Nilai maksimal
LAMPIRAN

A. Make 3 sentence in simple past tense (positive, negative, and interrogative forms)

I. Positive Forms (+)
   1) ...............................................................  
   2) ...............................................................  
   3) ...............................................................  

II. Negative Forms (-)
   1) ...............................................................  
   2) ...............................................................  
   3) ...............................................................  

III. Interrogative Forms (?)
   1) ...............................................................  
   2) ...............................................................  
   3) ...............................................................  

B. Complete the short story below in the simple past tense with the correct word (group of 4).

Thirty thousand years ago, there . . . . . . . (not be) any people in America. However, there . . . . . . (be) people in Northeastern Asia. They . . . . . . . (be) hunters. They . . . . . . . (eat) caribou.

Slowly the weather . . . . . . . . (begin) to change. It . . . . . . . . (become) extremely cold, everything . . . . . . . . (freeze). The caribou usually . . . . . . . (eat) grass. But the grass . . . . . . . (freeze). The caribou . . . . . . . (have) nothing to eat.
LAMPIRAN

A. Change verb 1 to verb 2 and verb 2 to verb 1 below with correct answer (without look at dictionary)! (Individual task)

<table>
<thead>
<tr>
<th>NO</th>
<th>PRESENT TENSE (V1)</th>
<th>PAST TENSE (V2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Be</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Became</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Buy</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Build</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Drink</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Forget</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Ran</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Found</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Teach</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>brought</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Fly</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Visit</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Studied</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Played</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Hugged</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Call</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Go</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Lose</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Try</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>walked</td>
<td></td>
</tr>
</tbody>
</table>
### Instruction: make a sentence from the word cards below in simple present tense and change it in the simple past form! (group of 9)
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 238 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Tema : 
Aspek / Skill : Writing (menulis)
Alokasi Waktu : 2 x 40 menit
Jenis Teks : Interpersonal
Tahun Pelajaran : 2009/ 2010

I. Standar Kompetensi

Menulis
(12) mengungkapkan makna dalam teks fungsional pendek sangat sederhana berbentuk descriptive dan procedure untuk berinteraksi dengan lingkungan terdekat.

II. Kompetensi Dasar

(12.2) mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima kasih untuk berinteraksi dengan lingkungan terdekat.

1. Tujuan Pembelajaran

Peserta didik diharapkan dapat:
1. Memahami pola simple present tense dengan benar.
2. Memahami penggunaan verb (kata kerja) dalam kalimat simple present tense bentuk positif.
3. Memahami penggunaan verb dalam kalimat simple present tense bentuk negative.
4. Memahami penggunaan verb dalam kalimat simple present tense bentuk interrogative.
2. Materi Pembelajaran

**Simple Present Tense**

**Positive Pattern:**

- S (I, You, They, We) + V1
- S (She, He, It) + V1 + s/ es

- Adverb of time in Simple Present form: Always, usually, frequently, often, never, sometimes, everyday, every morning, once a month, on Sunday, seldom.
- In the 3\textsuperscript{rd} person singular we normally add –s/ es to verb 1.

**Example:**

a) Penggunaan verb dalam subject (I, You, They, We)
- I go to grandmother’s house every week
- You play tennis every evening
- They study English on Monday and Wednesday
- We swim in the pool twice a week.

b) Penggunaan verb dalam subject (She, He, It)
- She goes to grandmother’s house every week.
- He plays tennis every evening.
- Amir/ Ani studies English on Monday and Wednesday.
- Water boils at 100 celcius.

**Negative Pattern:**

- S (She, He, It) + does not (doesn’t) + V1
- S (I, you, they, we) + do not (don’t) + V1

**Example:**

- I do not study English everyday
- The train does not leave at 06.00 a.m.
- She does not study English on Monday
- They do not play tennis every evening.
**Interrogative:**

| Do + S (I, you, they, we) + V1 + ? | Does + S (She, He, It) + V1 + ? |

**Example:**
- Do I study English everyday? Yes, you do / No, you don’t
- Does the train leave at 06.00 a.m.? Yes, it does / No, it doesn’t
- Do they play tennis every evening? Yes, they do, No, they don’t

3. Langkah-langkah Pembelajaran

**g) Kegiatan Pendahuluan**

- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berkaitan dengan kondisi siswa
- Mengabsen dan member motivasi siswa
- Mengulas topic pembahasan minggu lalu
- Memberitahukan kepada siswa topic pembelajaran yang akan dibahas
- Memberitahukan siswa tujuan pembelajaran yang akan dipelajari

**h) Kegiatan Inti**

- Menjelaskan materi yang berkaitan dengan topic
- Memberikan contoh disetiap masing-masing materi yang dibahas (pola positif, negative dan kalimat tanya dalam simple present tense)
- Memberikan pertanyaan lisan kepada siswa dalam bentuk kalimat
  Tanya berbentuk simple present tense
  e. g. teacher : what do you do on Sunday?
  student : I go to mall.
- Memberikan pertanyaan tulis kepada siswa dan siswa akan merubah kedalam simple present tense yang benar.
  e. g. – I goes to Bandung once a month. (false)
  - I go to Bandung once a month. (true)
- Memberikan latihan individu kepada siswa menjawab pertanyaan pada paper sheet dengan pola simple present yang benar.
- Memberikan latihan berkelompok (group of 4) merubah kalimat kedalam bentuk simple present yang benar.
- Membahas latihan berkelompok secara bersama-sama.
i) Kegiatan Penutup

- Menyimpulkan materi pembelajaran
- Memberikan tugas rumah yang berkaitan dengan topic yang telah dibahas pada hari ini
- Mengakhiri kegiatan dan memberi salam

4. Sumber Belajar

6. Buku teks (Arono Wardiman, dkk. English in Focus for grade VII, Depdiknas)
7. Buku teks (Tim MGMP Bahasa Inggris SMP Provinsi Jkt, Student Activity Books kelas VII)
8. Silabus SMP kelas VII
9. Laptop
10. LCD

5. Indikator

8. Memahami bentuk formula Simple Present Tense dengan benar.
9. Memahami penggunaan verb dalam simple present tense bentuk positif dengan benar.
10. Memahami penggunaan verb (kata kerja) dalam simple present tense bentuk negative dengan benar.
11. Memahami penggunaan verb dalam simple present tense bentuk interrogative dengan benar.

6. Penilaian

  g. Teknik : Pertanyaan tulis
  h. Bentuk : Kalimat / fill in the blank
  i. Instrument : Terlampir
7. **Pedoman Penilaian**

9. Setiap jawaban benar diberi nilai 1

10. Skor maksimal: 1 x 10 = 10

11. Nilai maksimal: 10

12. Nilai siswa : \( \text{Jml jawaban benar} \times 10 = \text{Nilai siswa} \)

   Nilai maksimal
LAMPIRAN

A. Answer the question below with the correct of formula simple present tense!

1. What time usually you wake up in the morning?
2. What do you do before you go to school?
3. What do you do after you go home from the school?
4. What do you do if you don’t have homework?
5. What do you do in weekend?
6. Do you have brother or sister?
7. Do you have long hair?
8. Do you like milk?
9. Do you study English everyday?
10. Do you sleep early every night?

B. Changes the sentence below in the correct simple present tense form!

(group of 4)

1. My mother went to market everyday
2. I goes to library everyday.
3. She play badminton yesterday.
4. You studies Biology every Tuesday.
5. They swim every week.
6. She teach me English every week.
7. The students finished their home work two days ago.
8. Do you plays football every week?
9. Does we come to your house every evening?
10. I cleaned motorcycle every week.
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMPN 238 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VII / 2
Tema :
Aspek / Skill : Writing (menulis)
Alokasi Waktu : 2 x 40 menit
Jenis Teks : Interpersonal
Tahun Pelajaran : 2009/ 2010

II. Standar Kompetensi

Menulis

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II. Kompetensi Dasar

(12.2) mengungkapkan makna dan langkah retorika dalam esei pendek sangat sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima kasih untuk berinteraksi dengan lingkungan terdekat.

8. Tujuan Pembelajaran

Peserta didik diharapkan dapat:
12. Memahami pola simple past tense dengan benar.
13. Memahami penggunaan verb (kata kerja) dalam kalimat simple past tense bentuk positif.
14. Memahami penggunaan verb dalam kalimat simple past tense bentuk negative.
15. Memahami penggunaan verb dalam kalimat simple past tense bentuk interrogative.
16. Memahami perubahan bentuk kata kerja dari Verb I ke Verb II.
9. Materi Pembelajaran

**Simple Past Tense**

b) **Positive Pattern:**

\[
S \ (I, \ You, \ They, \ We, \ She, \ He, \ It) + V2
\]

- Adverb of time in Simple Past Tense: yesterday, last week, last month, last year, two days ago, three months ago, etc.

**Example:**
- I went to Surabaya last week.
- We studied English last night.
- She bought vegetables in the market yesterday.
- You visited my house last night.
- They played bicycle two days ago.

Positive Pattern tanpa diikuti kata kerja:

\[
S \ (I, \ She, \ He, \ It) + \ was + \ bukan \ verb
\]

**Example:**
- You were busy yesterday.
- He was in hospital last week.

b). **Negative Pattern:**

\[
S \ + \ did \ not \ (didn’t) + V1
\]

**Example:**
- I did not study English yesterday.
- She did not go to Yogyakarta last week.
- They did not help him.

c). **Interrogative:**

\[
Did + S + V1 + ?
\]

**Example:**
- Did you study English yesterday? Yes, I did / No, I didn’t.
- Did she go to Yogyakarta last week? Yes, she did / No, she didn’t.
- Did they help him? Yes, they did / No, they didn’t.

b) **Changing Verb I to Verb II**

- Regular Verb: mempunyai pola perubahan dari V1 ke V2 yang teratur, dibelakang kata ditambahi –ed.
Example: - study – studied
- Play – played
- Try – tried
- Call – called
- Visit – visited
- Etc.

c) Irregular Verb: mempunyai bentuk perubahan verb yang tidak konsisten/tidak tetap.
Example: - sing – sang
- Drink – drank
- Drive – drove
- Buy – bought
- Find – found
- Feel – felt
- Go – went
- Have – had
- Etc.

10. Langkah-langkah Pembelajaran

j) Kegiatan Pendahuluan
- Greeting (memberi salam dan tegur sapa)
- Tanya jawab berkaitan dengan kondisi siswa
- Mengabsen dan member motivasi siswa
- Mengulas topic pembahasan minggu lalu tentang simple present tense
- Memberitahukan kepada siswa topic pembelajaran yang akan dibahas
- Memberitahukan siswa tujuan pembelajaran yang akan dipelajari

k) Kegiatan Inti
- Menjelaskan materi yang berkaitan dengan topic
- Memberikan contoh disetiap masing-masing materi yang dibahas (pola positif, negative dan kalimat tanya dalam simple present tense)
• Memberikan pertanyaan lisan kepada siswa dalam bentuk kalimat
  Tanya berbentuk simple past tense.
  e.g. teacher : fitri, what did you do in two days ago?
  Student : I went to cinema with my friends

• Memberikan pertanyaan tulis kepada siswa dan siswa akan merubah
  kedalam simple past tense yang benar.
  e. g. instruction: change this sentence in the correct simple past tense!

  a) - I go to Semarang every year (simple Present)
      - I went to Semarang last year (simple past)
  b) - My brother plays football every evening
      - My brother played football last evening.

• Memberikan latihan individu kepada siswa menjawab pertanyaan pada
  paper sheet tentang kegiatan yang dilakukan dengan pola simple past
  yang benar.

• Memberikan latihan berkelompok (group of 4) merangkai kalimat dan
  memilih verb yang digunakan dengan benar

• Membahas latihan berkelompok secara bersama-sama.
• Memberikan siswa Post – test II.

l) Kegiatan Penutup
• Menyimpulkan materi pembelajaran
• Memberikan tugas rumah yang berkaita dengan topic yang telah
dibahas pada hari ini
• Mengakhiri kegiatan dan memberi salam

11. Sumber Belajar
11. Buku teks (Arono Wardiman, dkk. English in Focus for grade VII,
Depdiknas)
12. Buku teks ( Tim MGMP Bahasa Inggris SMP Provinsi Jkt, Student
Activity Books kelas VII)
13. Silabus SMP kelas VII
14. Laptop
15. LCD

12. Indikator
12. Memahami bentuk formula Simple Past Tense dengan benar.
14. Memahami penggunaan verb (kata kerja) dalam simple past tense bentuk negative dengan benar.
15. Memahami penggunaan verb dalam simple past tense bentuk interrogative dengan benar.

17. Penilaian
j. Teknik : Pertanyaan tulis
k. Bentuk : Kalimat / fill in the blank
l. Instrument : Terlampir

18. Pedoman Penilaian
13. Setiap jawaban benar diberi nilai 1
14. Skor maksimal: 1 x 10 = 10
15. Nilai maksimal: 10
16. Nilai siswa : \( \text{Jml jawaban benar} \times 10 = \text{Nilai siswa} \)
   Nilai maksimal
A. Write down ten things that you did and didn’t last Sunday. You may use the verb in the circle.

Name: ........................................

What did you do last Sunday?  What didn’t you do last Sunday?

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

B. Arrange this sentence below and choose the correct verb! (group of 4)

1. (buy; bought) – My brother – last- a story- morning- book.
2. My father – wallet- (lose; lost) his- yesterday.
3. the rivers- in- last – (didn’t froze; didn’t freeze)- winter- The water.
4. us- English- He- year- (teach; taught)- last.
5. born- My brother- years- (was; were)- three- ago.
6. yesterday- (cook; cooked)- My mother- vegetables.
8. ten- The train- (was; were)- late- minutes.
9. last- I- week- (went; go)- Jakarta- to.
10. I- busy- (was; were) yesterday.
PRE-TEST

Name: ........................................
Class: ........................................
Date: .........................................

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

1. I .......... busy at the moment.
   a. is c. were
   b. am d. was

2. He ........ English everyday.
   a. didn’t studied c. don’t study
   b. didn’t study d. doesn’t study

3. Mario .......... at home last night.
   a. are c. were
   b. Is d. was

4. Agustina always ........ from 9.00 a.m. to 5.00 p.m.
   a. Study c. studied
   b. Studies d. is studying

5. I .......... work last week.
   a. don’t c. doesn’t
   b. didn’t d. hasn’t

   a. buy c. bought
   b. buys d. buying

7. She .......... neatly everyday.
   a. type c. typed
   b. typing d. types

8. He .......... us Biology last year.
   a. taught c. teaching
   b. teach d. teaches

9. .......... he in the hospital every night?
   a. am c. is
   b. were d. was

10. He usually .......... his hand before lunch.
    a. Washed c. washing
    b. Wash d. washed

11. .......... you play football last night?
    a. Do c. does
    b. did d. was

12. We .......... to your house two days ago.
    a. come c. came
    b. coming d. comed

13. The train leaves at ten .......... .
    a. last night c. every morning
    b. last week d. yesterday

    a. want c. wants
    b. wanting d. wanted

15. We were in Bandung .......... .
    a. now c. next week
    b. three days ago d. every week
B. Use a suitable form of the verb given to complete the sentence.

2. She .................. (visit) my grandmother every Sunday.
3. My father ................. (teach) me English everyday.
4. What did the headmaster ............... (tell) to the students?
5. John .............. (meet) his sister in her apartment yesterday.
6. We ................. (go) to the post office last morning.
7. They .................. (be) in Jakarta last month.
8. He .................. (be) very tired at the moment.
9. My sister usually ........ (study) at seven o’clock p.m.
10. Rudi .............. (buy) some books in the book store last week.
11. She .................. (be) very angry with me yesterday.
THE ANSWERS KEY

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

1. B
2. B
3. D
4. B
5. B
6. C
7. D
8. D
9. C
10. A
11. B
12. C
13. C
14. D
15. B

B. Choose a suitable form of the verb given in the brackets.

1. Visits
2. Teaches
3. Tell
4. met
5. Went
6. were
7. is
8. studies
9. bought
10. was
A. Choose the correct answers by crossing a, b, c, or d!

1. Mr. Burhan . . . . . . one of the English teacher in our school this year.
   a. Is  b. Am  c. are  d. was
2. The sun . . . . . in the west.
   a. Didn’t rise  b. Don’t rise  c. doesn’t rise  d. didn’t rises
3. The lectures in my first year . . . . . . sometimes long and boring.
   a. Is  b. Are  c. was  d. were
4. Agustina always . . . . . . from 9.00 a.m. to 5.00 p.m.
   a. Study  b. Are  c. studied  d. is studying
5. The witness . . . . . . to tell the truth yesterday.
   a. Don’t want  b. Doesn’t want  c. didn’t want  d. didn’t wanted
6. Yusuf and I . . . . . . to discuss the problems this morning.
   a. Try  b. Trying  c. tries  d. tried
7. I always . . . . . . the news program on TV.
   a. Watches  b. Watch  c. watched  d. is watching
8. She . . . . . . fried rice for my breakfast this morning.
   a. Eat  b. Eaten  c. ate  d. is eating
9. . . . . he love music?
   a. Does  b. Did  c. do  d. were
10. James . . . . . . in Zurich.
    a. Leave  b. Live  c. lives  d. lived
11. A : what . . . . he do for the exam?
    B : he studied hard.
    a. Did  b. Does  c. do  d. were
12. My father . . . . . . his wallet yesterday.
    a. Lose  b. Lost  c. loses  d. losed
13. I play tennis . . . .
    a. Yesterday  b. Last week  c. two days ago  d. twice a week
14. My mother . . . . . . vegetables yesterday.
    a. Cooks  b. Cooked  c. cook  d. is cooking
15. My brother was born . . . . .
    a. On Monday  b. Now  c. three years ago  d. today
B. Choose a suitable form of the verb given in the brackets.

1. Water . . . . . . . . . . (consist) of hydrogen and oxygen.
2. I . . . . . . . . . . . (read) an article in the magazine two days ago.
3. John . . . . . . . . . . (meet) his sister in her apartment yesterday.
4. Most rivers . . . . . . . (flow) into the sea.
5. Mary and Charles . . . . . . . (like) reading.
6. I . . . . . . . . . . . (go) to Jakarta yesterday morning.
7. I . . . . . . . . . . . (not, work) last week.
8. He . . . . . . . . . . . . (drive) a car last night.
9. Mrs. Rauli . . . . . . . (teach) us English every week.
10. Mamat . . . . . . . . (not, finish) their homework everyday.
THE ANSWER KEY

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

1. A
2. C
3. D
4. B
5. C
6. D
7. B
8. C
9. A
10. C
11. A
12. B
13. D
14. B
15. C

B. Choose the suitable form of the verb given in the brackets.

1. Consists
2. Read
3. Met
4. Flows
5. Like
6. Went
7. Did not work
8. Drove
9. Teaches
10. Does not finish
A. Choose the correct answers by crossing a, b, c, or d!

1. I . . . . . . always hungry every night.
   a. Is     c. be
   b. Am     d. are

2. She . . . . . . work in hospital.
   a. Doesn’t c. don’t
   b. Didn’t d. weren’t

3. Robby . . . . . . sad two days ago.
   a. Were c. was
   b. Are d. is

4. Rose . . . . . . up very early every day.
   a. Got c. gotten
   b. Get d. gets

5. My father . . . . . . sick two days ago.
   a. Weren’t c. wasn’t
   b. Isn’t d. didn’t

6. My mother . . . . . . the clothes yesterday morning.
   a. Iron c. irons
   b. Ironed d. is ironing

7. She usually . . . . . . part-time, twenty hour a week.
   a. Work c. worked
   b. Works d. working

8. They . . . . . . about the murder last week.
   a. Lie c. lay
   b. Lies d. laying

9. A : was she an engineer?
   B : . . . . . . . . . .
   a. No, she was c. Yes, she weren’t

10. Jeremy . . . . . . in the capital.
    a. Live c. living
    b. Leave d. lives

11. . . . . . . your family live in this city?
    a. Do c. did
    b. Does d. was

12. Last night, I . . . . . my grandfather on the phone.
    a. Call c. called
    b. Calls d. calling

13. Rudi and Amir does this work . . . .
    a. Every week c. last week
    b. Next week d. yesterday

14. I . . . . . . to the airport last week.
    a. Go c. gone
    b. Went d. goes

15. Did you come to the concert . . . .
    a. Last night c. today
    b. Tomorrow d. this morning
B. Choose the right verbs in the brackets to complete the sentence.

1. I ( play; plays ) football every Sunday.
2. My friends and I often ( have; had ) lunch in the canteen.
3. Laura ( meet; met ) his daughter in her apartment last night.
4. We ( don’t; doesn’t ) go to the movies.
5. My twin brother ( come; came ) home late last week.
6. His uncle ( take; took ) pictures of this family last year.
7. He ( go ; went ) to the police station last month.
8. The students ( finish; finishes ) their home works.
9. Does she ( make; makes ) their friends?
10. I ( eat; ate ) bread for my breakfast this morning.
THE ANSWERS KEY

POST- TEST II

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

1. B
2. A
3. C
4. D
5. C
6. B
7. B
8. C
9. B
10. D
11. A
12. C
13. A
14. B
15. A

B. Choose the right verb in the brackets to complete the sentence.

1. Play
2. Have
3. Met
4. Don’t
5. Came
6. Took
7. Went
8. Finishes
9. Make
10. Ate
## Item Analysis of English Pre-Test

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* UG : Upper Group

* LG : Lower Group
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* UG : Upper Group

* LG : Lower Group
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# Item Analysis of English Post-test 2

N: 36  
MG: 18  
UG: 9  
LG: 9

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* UG : Upper Group

* LG : Lower Group
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<tr>
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<td>USED</td>
<td>USED</td>
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<tr>
<td>0.6 – 1.0</td>
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### Observational Notes for Needs Analysis

**Action**: Pre-observation  
**Date**: Wednesday, November 17\(^{th}\) – 26\(^{th}\) 2010  
**Time**: 08.10 a.m.– 09.30 a.m.  
**Topic**: The use of simple present tense and simple past tense

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
</table>
| • Listening to the teacher’s explanation about the formula of simple present and simple past tense. | • Student’s are involved in Individual work  

• Students look a picture of William Jones then they have to guess what he does.  

• Students look a picture of two persons then they have to guess what they did. | • The teacher explained the formula of simple present tense, delivered some examples and ask student to change the sentence into negative and interrogative form.  

• The teacher explained the formula of simple past tense, delivered some examples and ask student to change the sentence into negative and interrogative form. | • Most of students didn’t work together  

• Most of students cheated each other and the teacher ignored them.  

• Most of students seemed not understand how to write the question because the teacher’s direction was probably so fast and unclear. |
Observational Notes for Needs Analysis

Action: 1st of 1st cycle
Date: Friday, January 28th 2011
Time: 10.00 a.m. – 11.20 a.m.
Topic: The use of simple present tense

<table>
<thead>
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<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
</table>
| • Listening to the teacher’s explanation about the formula of simple present tense. | • Students’ are involved in:  
- Group of work (group of 4)  
- Individual work  
• Students make short paragraph about yourself and your family) | The teacher explained the formula of simple present tense, concerning affirmative, negative and yes/no question, and engages students to make some sentence. | • Some of students could answer the teacher’s question correctly  
• Most of students didn’t work together  
• Most of student cheated each other and the teacher ignored them  
• Most of student seemed not understand how to write some sentence because the teacher’s direction was probably so fast and unclear |
| • Doing exercise in individual work (make a positive/affirmative sentence from the words below and change into negative and interrogative |  |  |  |
| • Doing exercise in group of 4 to complete the sentence with the correct verb |  |  |  |
**Observational Notes for Needs Analysis**

Action: 2\textsuperscript{nd} of 1\textsuperscript{st} cycle  
Date: Wednesday, February 2\textsuperscript{nd} 2011  
Time: 08.10 a.m. – 09.30 a.m.  
Topic: The use of simple past tense

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
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</thead>
</table>
| ● Listening to the teacher’s explanation about the formula of simple past tense.  
● Doing exercise individual work to make 3 sentences in positive, negative, and interrogative form.  
● Doing exercise in group of 4 to complete the short story with the correct word. | Students’ are involved in:  
- Group of 4  
- Individual work | The teacher explained the formula of simple past tense, concerning affirmative, negative and yes/no question. | ● Most of students didn’t pay attention to the teacher’s explanation  
● Most of students didn’t work together  
● Most of students cheated each other and the teacher ignored them  
● Most of students seemed not understand how to complete the story with the correct word because the teacher’s direction was probably so fast and unclear |
Observational Notes for Needs Analysis

Action : 3rd of 1st cycle
Date : Friday, February 4th 2011
Time : 10.00 a.m. – 11.20 a.m.
Topic : The use of simple past tense

<table>
<thead>
<tr>
<th>What learners do</th>
<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
</tr>
</thead>
</table>
| • Reviewing the formula of simple past tense. | Students’ are involved in:  
  - Individual work  
  - Group work | The teacher explained again the formula simple past tense, concerning on the use of regular verb and irregular verb, engage students to make a sentence in simple past tense based on their word card. | • Some students could answer the teacher's questions correctly related to the reviewing of the last material.  
• Some students enthusiastic to write the sentence in simple past form.  
• The students did the post-test 1 individually |
| • Doing exercise in individual work to complete the verb I and verb II without dictionary. | | | |
| • Doing exercise in group work (group of 10) to change the sentences in present tense to past tense | | | |
| • Doing evaluation (post test 1 of CAR) | | | |
Observational Notes for Needs Analysis

Action : 1st of 2nd cycle
Date : Wednesday, February 9th, 2011
Time : 08.10 a.m. – 09.30 a.m.
Topic : The use of simple present tense

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<th>Comment</th>
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<tr>
<td>• Reviewing the formula of simple present tense.</td>
<td>Students’ are involved in: - Individual work - Group of work</td>
<td>The teacher explained again the formula simple present tense, concerning in affirmative or positive sentence, and engage students to answer question into simple present sentence correctly.</td>
<td>• The teacher asked some question related to the concept of simple present tense and most of students could answer the teacher’s questions correctly.</td>
</tr>
<tr>
<td>• Doing exercise in individual work to answer the questions in use simple present tense correctly.</td>
<td></td>
<td></td>
<td>• Some students seem enthusiastic and feel easy to write the sentence.</td>
</tr>
<tr>
<td>• Doing exercise in the group work (group of 4) to change the simple past tense sentences into simple past tense.</td>
<td></td>
<td></td>
<td>• The students discussed actively in their group; most of them spoke out their arguments.</td>
</tr>
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</table>
Observational Notes for Needs Analysis

Action : 2nd of 2nd cycle
Date : Friday, February 11th 2011
Time : 10.00 a.m. – 11.20 a.m.
Topic : The use of simple past tense

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<th>What this involves</th>
<th>Teacher’s purpose</th>
<th>Comment</th>
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<tbody>
<tr>
<td>• Reviewing the formula of simple past tense.</td>
<td>Students’ are involved in: - Individual work - Group of work</td>
<td>The teacher explained again the formula of simple past tense, concerning in use irregular verb and engage student to make a sentence simple past tense form based on their activity.</td>
<td>• The teacher asked some question related to the concept of simple present tense and most of students could answer the teacher’s questions correctly.</td>
</tr>
<tr>
<td>• Doing exercise in individual work to make some sentences based on their activity on holiday.</td>
<td></td>
<td></td>
<td>• Some students seem enthusiastic and feel easy to write the sentence.</td>
</tr>
<tr>
<td>• Doing exercise in group of work (group of 4) to arrange some word to make good sentence.</td>
<td></td>
<td></td>
<td>• The students discussed actively in their group; most of them spoke out their arguments.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The students did the post-test 2 of CAR individually.</td>
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CATATAN LAPANGAN
SIKLUS I PERTEMUAN PERTAMA

Lokasi Penelitian     : SMPN 238 Jakarta
Hari/ Tanggal           : Jumat/ 28 Januari 2011
Aktivitas                   : Pembelajaran Bahasa Inggris (Simple Present Tense)
Siklus                        : Satu

Proses Pengajaran dan Pembelajaran di Kelas:
Kegiatan pembelajaran dimulai pada pukul 10:00 WIB, diikuti oleh 34 siswa dengan materi pembelajaran mengenai simple present tense. Kegiatan berakhir pada pukul 11:20 WIB.

Aktivitas Guru:
- Guru memberikan motivasi kepada siswa serta menjelaskan tujuan pengajaran.
- Guru menanyakan siswa tentang simple present tense yang telah dipahami siswa.
- Guru menjelaskan tentang simple present tense dan kegunaan verb yang dipakai dalam bentuk simple present tense.
- Guru memberikan beberapa contoh kalimat sederhana dengan perubahan bentuk verb yang dipakai dalam kalimat berpola positif, negative dan tanya.
- Guru meminta beberapa siswa untuk membuat contoh kalimat positif sederhana dengan verb yang diberikan oleh guru.
- Guru meminta beberapa siswa lainnya untuk merubah kalimat tersebut kedalam bentuk negative atau tanya.

Aktivitas dan Keadaan Siswa:
- Siswa tampak terlihat masih bingung dengan pola-pola bentuk kalimat dalam simple present tense.
- Siswa masih ragu dalam membuat kalimat sederhana dari verb yang diberikan oleh guru.
- Sebagian dari mereka masih keliru dengan penggunaan akhiran verb s/ es yang dipakai untuk orang ketiga.
- Siswa masih terlihat bercanda saat guru mulai menjelaskan materi pelajaran.
- Beberapa siswa tidak bisa menjawab pertanyaan dari guru dengan benar.
- Beberapa siswa ketika diberikan tugas kelompok oleh guru mereka tidak mengerjakan secara bersama-sama, hanya mengandalkan teman yang lainnya.

Jakarta, 8 Februari 2011
Observer

Rauli Sidauruk, S.Pd
NIP. 19650216 199903 1 003
### Proses Pengajaran dan Pembelajaran di Kelas:

Kegiatan pembelajaran dimulai pada pukul 08:10 WIB, diikuti oleh 35 siswa dengan materi pembelajaran mengenai simple past tense. Kegiatan berakhir pada pukul 09:30 WIB.

### Aktivitas Guru:

- Guru memberikan motivasi kepada siswa serta menjelaskan tujuan pengajaran.
- Guru menanyakan siswa tentang simple past tense yang telah dipahami siswa.
- Guru menjelaskan tentang simple past tense bentuk positif, negative dan tanya.
- Guru memberikan beberapa contoh kalimat sederhana dengan perubahan bentuk verb yang dipakai dalam kalimat berpola positif, negative dan tanya.
- Guru meminta beberapa siswa untuk membuat contoh kalimat positif sederhana dengan verb yang diberikan oleh guru.
- Guru meminta beberapa siswa lainnya untuk merubah kalimat tersebut kedalam bentuk negative atau tanya.
- Guru meminta siswa untuk membuat kelompok dengan beranggotakan 4 orang, lalu melengkapi cerita singkat berdasarkan kata-kata yang sudah tersedia.

### Aktivitas dan Keadaan Siswa:

- Siswa tampak terlihat masih bingung dan keliru dengan pola-pola bentuk kalimat dalam simple present tense dan bentuk verb dalam simple past tense.
- Siswa masih ragu dalam membuat kalimat sederhana dari verb yang diberikan oleh guru.
- Siswa masih terlihat bercanda dan mengabaikan saat guru mulai menjelaskan materi pelajaran.
• Beberapa siswa tidak bisa menjawab pertanyaan dari guru dengan benar.
• Siswa rebut saat pembagian kelompok.
• Beberapa siswa ketika diberikan tugas kelompok oleh guru mereka tidak mengerjakan secara bersama-sama, hanya mengandalkan teman yang lainnya.
• Siswa terdengar sangat berisik ketika sedang membahas pekerjaan kelompok mereka.

Jakarta, 8 Februari 2011
Observer

Rauli Sidauruk, S.Pd
NIP. 19650216 199903 1 003
CATATAN LAPANGAN  
SIKLUS I PERTEMUAN KETIGA

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<td>Jumat/ 4 Februari 2011</td>
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<tr>
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<td>Satu</td>
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**Proses Pengajaran dan Pembelajaran di Kelas:**

Kegiatan pembelajaran dimulai pada pukul 10:00 WIB, diikuti oleh 36 siswa dengan materi pembelajaran mengenai Regular dan Irregular verb. Kegiatan berakhir pada pukul 11:20 WIB.

**Aktivitas Guru:**

- Guru memberikan motivasi kepada siswa serta menjelaskan tujuan pengajaran.
- Guru menanyakan siswa tentang verb yang telah dipahami siswa.
- Guru menjelaskan tentang regular dan irregular verb dan perbedaan yang harus diperhatikan ketika menggunakan kedua verb tersebut.
- Guru memberikan beberapa contoh verb yang sering dipakai dikehidupan sehari-hari atau didalam kelas dan perubahannya ke dalam verb I dan verb II.
- Guru menjelaskan kegunaan verb I dan verb II kepada siswa.
- Guru memberikan contoh kalimat yang menggunakan verb I dan verb II agar siswa tahu perubahan di masing-masing verb tersebut.
- Guru meminta siswa menjawab perubahan verb dari bentuk I ke bentuk II yang dituliskan di papan tulis.
- Guru meminta siswa untuk menghafal perubahan dari verb tersebut.
- Guru meminta siswa mmbentuk kelompok beranggotakan 4 orang.
- Guru membagikan word card kepada siswa untuk membuat kalimat sederhana dengan kata-kata yang sudah tersedia dalam bentuk simple present tense (verb I), lalu merubahnya kedalam bentuk simple past tense (Verb II).

**Aktivitas dan Keadaan Siswa:**

- Siswa tampak terlihat berantusias saat pembelajaran berlangsung.
- Sebagian siswa masih ragu dalam membuat perubahan dari verb I ke verb II
yang diberikan oleh guru.

- Sebagian dari mereka masih keliru dengan penggunaan verb I dan verb II dalam membuat kalimat sederhana.
- Siswa masih tampak bingung dengan perubahan bentuk irregular verb karena bentuknya tidak beraturan seperti regular verb.
- Konsentrasi siswa terhadap materi cukup bagus dan memberi perhatian yang baik terhadap guru yang sedang menerangkan.
- Beberapa siswa ketika diberikan tugas kelompok oleh guru mereka tidak mengerjakan secara bersama-sama, hanya mengandalkan teman yang lainnya.
- Ada 1 orang siswa yang terlihat sangat tidak memperhatikan dan dia hanya bermain dibelakang saat pelajaran dimulai sampai berakhir.

Jakarta, 8 Februari 2011
Observer

Rauli Sidauruk, S.Pd
NIP. 19650216 199903 1 003
### CATATAN LAPANGAN

#### SIKLUS II PERTEMUAN PERTAMA

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#### Proses Pengajaran dan Pembelajaran di Kelas:

Kegiatan pembelajaran dimulai pada pukul 08:10 WIB, diikuti oleh 36 siswa dengan materi pembelajaran mengenai simple present tense. Kegiatan berakhir pada pukul 09:30 WIB.

#### Aktivitas Guru:

- Guru memberikan motivasi kepada siswa serta menjelaskan tujuan pengajaran.
- Guru memberikan review terhadap materi yang telah dipelajari tentang simple present tense.
- Guru meminta siswa untuk memulis kalimat sederhana dalam bentuk simple present tense yang diberikan oleh guru.
- Guru meminta siswa menyebutkan verb yang terdapat dalam kalimat tersebut.
- Guru memberikan pertanyaan lisan kepada siswa, lalu siswa diminta untuk menjawabnya dalam bentuk kalimat simple present tense yang benar dan menulisannya di papan tulis.
- Guru meminta siswa lainnya untuk merubah kalimat tersebut kedalam bentuk simple past tense bentuk positif.

#### Aktivitas dan Keadaan Siswa:

- Siswa sudah mulai terbiasa terhadap perubahan bentuk verb dari verb I ke verb II.
- Siswa semakin percaya diri untuk mengerjakan latihan yang diberikan oleh guru.
- Kemampuan siswa dalam membuat kalimat verb I (simple present tense) sudah semakin bagus.
- Siswa terlihat lebih aktif dari yang sebelumnya.
- Sebagian besar siswa sudah mampu dalam merubah kalimat bentuk Verb I kedalam bentuk verb II.

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**Jakarta, 15 Februari 2011**

**Observer**

**Rauli Sidauruk, S.Pd**

**NIP. 19650216 199903 1 003**
CATATAN LAPANGAN

SIKLUS II PERTEMUAN KEDUA

Lokasi Penelitian : SMPN 238 Jakarta
Hari/ Tanggal     : Jumat/ 11 Februari 2011
Aktivitas         : Pembelajaran Bahasa Inggris (Simple Past Tense)
Siklus            : Dua

Proses Pengajaran dan Pembelajaran di Kelas:
Kegiatan pembelajaran dimulai pada pukul 08:10 WIB, diikuti oleh 36 siswa dengan materi pembelajaran mengenai simple past tense. Kegiatan berakhir pada pukul 09:30 WIB.

Aktivitas Guru:
- Guru memberikan motivasi kepada siswa serta menjelaskan tujuan pengajaran.
- Guru memberikan review terhadap materi yang telah diberikan.
- Guru meminta beberapa siswa untuk menuliskan kalimat sederhana di papan tulis yang diberikan oleh guru.
- Guru meminta siswa lainnya untuk menyebutkan verb dan jenisnya yang terdapat dalam kalimat tersebut.
- Guru memberikan pertanyaan lisan kepada siswa, lalu siswa diminta untuk menjawab pertanyaan tersebut kedalam bentuk simple past tense yang benar dan menuliskannya dipapan tulis.
- Guru meminta siswa yang lainnya untuk merubah kalimat tersebut kedalam bentuk verb I (simple present tense).

Aktivitas dan Keadaan Siswa:
- Siswa tampak sangat bersemangat ketika guru memberikan pertanyaan lisan kepada beberapa siswa.
- Para siswa terlihat senang ketika pembelajaran berlangsung.
- Siswa sangat memperhatikan ketika guru menjelaskan ataupun ketika salah seorang temannya sedang melaksanakan tugas dari guru.
- Kemampuan siswa dalam membuat kalimat sederhana simple past tense dan merubahnya kedalam bentuk present tense sudah banyak kemajuan.
- Siswa sudah lebih memahami pola perubahan verb dari verb I ke verb II dan begitupun sebaliknya.

Jakarta, 15 Februari 2011
Observer

Rauli Sidauruk, S.Pd
NIP. 19650216 199903 1 003
Interview Guidelines for the Needs Analysis (Before CAR)
Friday, November 26th 2010

R : The researcher
T : The teacher

A. Kategori kondisi umum kelas

R : Bagaimana tanggapan siswa Ibu selama ini dalam proses pembelajaran Bahasa Inggris?
T : Beragam, ada yang bilang mudah ada yang bilang sedang. Namun ada sebagian yang mengatakan bahwa bahasa inggris itu sulit.

R : Berapa nilai KKM untuk pelajaran Bahasa Inggris? Dan bagaimana hasil perolehan nilai Bahasa Inggris siswa Ibu?
T : KKM untuk pelajaran bahasa inggris yaitu 60. Hasil perolehan siswa juga bervariasi ada yang sudah melampaui KKM, ada juga yang mencukupi KKM adan ada juga yang belum mencukupi KKM.

B. Kategori kesulitan siswa yang dialami

R : Skill Bahasa Inggris apa yang dianggap paling sulit oleh siswa?
T : Kemampuan siswa sangat beragam. Beberapa siswa menyatakan bahwa mereka merasa lemah dalam bidang lestening dan reading skill, ada juga yang menyatakan bahwa mereka kesulitan dalam hal grammar.

R : Ketika mengerjakan soal Grammar kesulitan apa yang kiranya dialami oleh siswa?
T : kesulitan yang paling domonan saat mengarjakan grammar adalah dalam membedakan guna verbnya, membedakan jenis-jenis kalimatnya, dan juga kesulitan dalam menghafal formula kalimatnya.

R : Menurut Ibu, apa saja penyebab kesulitan yang dialami oleh siswa Ibu?
T : Banyak hal yang menyebabkan siswa kesulitan dalam memahami materi grammar. Namun yang paling inti ialah kurangnya mereka berlatih.
C. Kategori strategi pengajaran di dalam Grammar

R : Dari mana Ibu mendapatkan contoh-contok dalam pengajaran grammar?

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

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

T : Saya menggunakan three-pharse technique dalam pengajaran bahasa inggris di kelas.

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

T : Teks yang diajarkan untuk siswa kelas VII adalah descriptive dan procedure. Jenis grammar yang berhubungan dengan teks tersebut ialah simple present tense, dan dilihat dari banyaknya siswa mengalami kesulitan dalam penggunaanya, maka saya sarankan untuk menggunakan simple past tense juga dalam penelitian ini agar siswa dapat membedakan begaimana penggunaan simple present dan simple past tense apalagi penggunaan verb dan adverbial timenya.
Interview Guidelines for the Needs Analysis (After CAR)

Wednesday, February 9th 2011

R : The researcher
T : The teacher

A. Kategori kondisi umum kelas

R : Bagaimana kondisi siswa ibu dalam pembelajaran penggunaan verb dalam present and past tense setelah menggunakan teknik Transformation Drill?
T : Mereka terlihat lebih bersemangat, mulai berani mengungkapkan pendapat meskipun kelancaran berbahasanya masih kurang.
R : Apakah ibu merasa termotivasi setelah menggunakan teknik Transformation Drill dalam pembelajaran penggunaan verb dalam present tense dan past tense?
T : iya, selama ini saya hanya terpaku pada buku teks, hanya sesekali mencari materi atau contoh-contoh sesuai kondisi mereka.
R : Bagaimana kemampuan pemahaman grammar siswa Ibu setelah menerapkan teknik Transformation drill dalam mengajarkan present tense dan past tense?
T : terlihat mereka lebih mudah dalam memahami materi yang disampaikan. Mudah- mudahan kondisi ini bisa di pertahankan.

B. Kategori kesulitan yang dialami

R : Apakah Ibu mengalami kesulitan dalam menerapkan pembelajaran grammar dengan menggunakan teknik Transformation Drill?
T : lumayan agak repot
R : Apa penyebab dari kesulitan dalam menerapkan teknik Transformation Drill?
T : keberagaman kemampuan siswa yang ada dikelas membuat agak sedikit sulit merancang lesson plan.
C. Kategori pendapat mengenai transformation drill

R : Bagaimanakah tanggapan ibu mengenai transformation drill?

T : menurut saya transformation drill merupakan metode yang tepat dalam mengajarkan tenses. Itu dapat membuat siswa lebih aktif, merasa santai dan dapat mengurangi kejenuhan siswa dalam belajar bahasa inggris khususnya dalam mempelajari tenses.
The Improvement of Students’ Score during CAR

![Graph showing improvement of students' scores during CAR with comparisons between pre-test and post-tests 1 and 2.]