TEACHING THE SIMPLE PAST TENSE BY USING
TEAMS GAMES TOURNAMENTS (TGT)

(An Experimental Study at the Second Grade of
SMP Islam Al-Mukhlishin Ciseeng Bogor)

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

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JAKARTA
2010/1431 H
ACKNOWLEDGEMENTS

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

All praise be to Allah, Lord of the world for his blessing, help and guidance, so this "Skripsi" can be finished properly. Peace and blessing be upon our Prophet Muhammad SAW, his family, his companions and his followers, Amen.

The writer would like to express his greatest honor to his beloved family: his parents, H. Abu Yazid Al-Busthomi (Alm) and Hj. Latifah, his uncle and aunty (H. Toifur and Hj. Maesaroh), his senior and yunior brothers (Ang H. Saeful Anwar, Lc., Sufyan Tsauri, S.Kom., Abdul Fatah Arrozaqi, 'Abdu Fadhillah and Salman Al-Farisi), his senior sisters (Hj. Imroaazah, S.Pd and her family and Tukhfatul Muluk, S.Pd and her family) for their supports, advises, love, understanding, and financial encouragement.

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May Allah The Almighty bless them all. Amen. Finally, the writer aware of the mistake he made and still far from being perfect. He hopes some suggestions and critics from the reader for this simple paper so that this writing may better.

Jakarta, 19th May 2010

The writer
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CONCLUSION AND SUGGESTION

A. Conclusion

From the calculation of the gain score it's shows that the experiment class have higher score than those of the control class which mean that the teams games tournaments is effective in teaching the simple past tense in SMP Islam Al-Mukhlishin Ciseeng Bogor.

The writer got the calculation that $t_o$ is 25.87 and $t_{table}$ of degree of significance 5% is 2.9 and 1% is 0.58. It means that alternative hypothesis (Ha) is accepted and null hypothesis is rejected because $t_o > t_{table}$. It can be inferred that teaching the simple past tense by using teams games tournament is more effective than teaching the simple past tense by using Grammar Translation Method.

B. Suggestion

Based on conclusion above, the writer makes some suggestions especially to the English teacher whose concern on teaching learning process in the classroom, as follows:

1. The teams games tournament is better technique to teach simple past tense because can dissolve social barriers and improve student attitude.
2. Teams games tournament is easy to implement and inexpensive because It doesn't require costly materials or special facilities.
3. The writer suggests that the teacher don't use Teams Games Tournament technique when the time allocation is not enough.
4. The teacher has to divide the member of teams carefully
5. The teacher should prepare the questions for the tournament before the games will be start.
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The Examination Committee of Faculty of Tarbiyah and Teachers Training certifies that the 'skripsi' entitle: "TEACHING THE SIMPLE PAST TENSE BY USING TEAMS GAMES TOURNAMENTS (An Experimental Study at Second Grade of SMP Islam Al-Mukhlisini Ciseeng Bogor)" written by M. Sifa Sofwan, student's registration number: 103014027007 was examined on June 16th 2010 and was declared to have passed and therefore, fulfilled one of the requirements for the Degree of S.Pd (Bachelor of Arts) in Department of English Education.

Jakarta, June 21th 2010

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ENDORSEMENT BY THE EXAMINATION COMMITTEE
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APPENDIX

Key answer of research instrument

1. A
2. A
3. B
4. A
5. B
6. C
7. B
8. B
9. B
10. D
11. C
12. B
13. D
14. B
15. A
16. D
17. B
18. C
19. B
20. A
1. I ………… Toba Lake, the largest lake in Indonesia last year.
   a. visited  
   b. invited  
   c. wanted  
   d. played

2. Ian Fleming …….. up the member of a rare class of Englishmen for whom all option are open.
   a. grew    
   b. awoke   
   c. spoke   
   d. lifted

3. Sandy ………… home by an express train two days ago.
   a. stopped   
   b. traveled  
   c. wrote    
   d. ate

4. Where did Karen and her nephew, Becky ………… along the Great Wall yesterday?
   a. walk    
   b. walked   
   c. sit     
   d. sang

5. The student of SMP Islam Mukhlishin ………… to the guide explanation very well in Prambanan temple.
   a. told     
   b. listened 
   c. kept    
   d. walked

6. Whose students did my teacher …………. yesterday morning?
   a. advised  
   b. listen   
   c. advise   
   d. listened

7. Long time ago, All people in the kingdom ………… many presents to the palace to express their happiness.
   a. sent  
   b. borrowed  
   c. enjoyed  
   d. loved

8. Prabu and Queen never ………… that their beloved princess would did that cruel thing.
   a. think  
   b. thought  
   c. are thinking  
   d. are thought

9. Little Mantu ………….. in a village deep in the jungle where elephants helped the men with their work.
   a. life    
   b. lived   
   c. live    
   d. love

10. Two days later we ………… on Senggigi Beach, lied in the warmth sun.
11. Her eyes are red, because she …………… two hours ago.
   a. is crying   c. was crying
   b. cry         d. cried

12. The bus ………… to Jakarta at 05.00 o'clock p.m.
   a. leave          c. leaved
   b. leaves         d. left

13. I……………. to my new boarding house already.
   a. has moved      c. moved
   b. move           d. have moved

14. I am sure that My teacher …………. us again next week.
   a. punish         c. punished
   b. will punish    d. has punished

15. Upin and Ipin ………….. bath before I went to school
   a. had taken      c. took
   b. have had taken d. have been taking

16. Hasan told me, "I ………………. for you since 3 hours ago".
   a. waited         c. will wait
   b. am going to wait d. have been waiting

17. Tono and his friends always …………. Dzuhur in the mosque everyday.
   a. have prayed    c. are praying
   b. pray           d. will pray

18. LB LIA Bogor ………….. on its new class next semester exactly on April.
   a. are going      c. is going on
   b. have gone      d. went

19. When I …………. child, my mother would tell me prophet story before I went to bed.
   a. are            c. is
   b. was           d. were

20. Who …………. English lesson at the second grade of SMP Islam Mukhlishin next year.
   a. will teach    c. teach
   b. is teaching   d. have been teaching
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP : SMP ISLAM AL MUKHLISHIN
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ II

Standar Kompetensi

Membaca : Memahami makna dalam esei pendek sederhana berbentuk simple past tense untuk berinteraksi dengan lingkungan sekitar

Berbicara : Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana berbentuk simple past tense untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar

Membaca : Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Berbicara : Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi, dan mengingkari informasi, meminta, memberi dan menolak pendapat, dan menawarkan/menerima/menolak sesuatu.

Linguistic Aspects : 1. Tanda Baca
Penggunaan huruf besar, huruf kecil, tanda koma, dan titik dengan benar
2. Structure
Simple Past Tense

Indikator : 1. Membaca nyaring dan bermakna teks esei berbentuk narrative/recount
2. Mengidentifikasi berbagai makna teks narrative/recount
3. Mengungkapkan makna dalam percakapan yang berbentuk: Meminta, memberi dan mengingkari informasi
4. Siswa dapat menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar
5. Siswa dapat mencocokan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense
6. Siswa dapat membentuk kalimat negative dan interrogative Simple Past Tense
7. Siswa dapat membedakan penggunaan form of be dengan subjek yang berbeda dengan kalimat
I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

a. Membaca nyaring dan bermakna teks esei berbentuk narrative / recount
b. Mengidentifikasi berbagai makna teks narrative / recount

c. Mengungkapkan makna dalam percakapan yang berbentuk: Meminta, memberi dan mengingkari informasi
d. Mengunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
e. Mencocokan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.
f. Membentuk kalimat negative dan interrogative Simple Past Tense.
g. Membedakan penggunaan form of be dengan subjek yang berbeda dengan kalimat

II. Materi pembelajaran

Membaca

a. Beberapa teks kalimat sederhana secara fungsional sebagai berikut:
   1. Bakri saw a musical show last Saturday night
   2. The audiences enjoyed the show very much

b. Kosa kata terkait tema/ jenis teks:
   seperti: performance, musician, show dsb.

c. Verb. Simple past tense: S + Verb II + Object
   Example: The show ended at eleven o’clock

Berbicara

a. Percakapan-percakapan singkat memuat ungkapan-ungkapan sebagai berikut:
   1. A: Where were you last night?
      B: I went out with my brother to see a music concert.
   2. A: What kind of music did they perform?
      B: They played pop music, rock and jazz.

b. Kosa kata terkait tema/ jenis teks:
   seperti: music, rock, jazz dsb.


d. Ungkapan baku
   - I’m sorry because I thought
   - Okay, thanks

III. Metode pembelajaran / Teknik :

Pendekatan : Cooperative learning
Metode : Student team learning
Strategi : Teams Games Tournament

IV. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan
   - Guru mengucapkan salam ketika memasuki kelas
   - Guru memperkenalkan diri kepada siswa
   - Guru mengabsen siswa
   - Tanya jawab berbagai hal hobbies khususnya musik
   - Siswa dapat mengidentifikasi berbagai makna teks narrative / recount
   - Guru akan menyampaikan metode yang akan digunakan selama kegiatan belajar mengajar
- Memotivasi siswa dengan menjelaskan bahwa skor yang diperoleh pada games dan tournament, baik skor individu maupun skor kelompok adalah salah satu komponen penilaian yang penting

b. Kegiatan Inti

1. Guru membacakan nama-nama kelompok yang terdiri dari 4 sampai 5 siswa
2. Menyajikan informasi tentang aturan games dan tournament, baik secara lisan maupun dengan demonstrasi
3. Guru memberikan penjelasan tentang materi yang diajarkan
4. Guru membagi siswa-siswa menjadi 6 kelompok sesuai dengan academic score secara merata.
5. Guru melakukan brainstorming dalam kelompok dan mendiskusikan tentang hobbies
6. Selanjutnya guru mengambil dari 6 kelompok tersebut menjadi 3 peserta tournament dalam satu meja secara acak sampai semua mendapat pasangan dan meja masing-masing.
7. 3 peserta tersebut duduk dalam satu meja dan games dimulai.
8. Peserta pertama mengambil amplop yang berisi soal dan mengambil salah satu soal saja
9. Peserta kedua membaca soal yang diambil orang pertama
10. Peserta pertama menjawab pertanyaan
11. Peserta kedua dan ketiga berhak memberikan jawaban setelah orang pertama menjawab karena kurang tepat.
12. Peserta ketiga mengambil jawaban untuk mengecek ketiga jawaban tersebut apakah benar atau salah.
13. Setiap jawaban yang benar akan diberikan kartu dan point sedangkan jawaban yang salah tidak mendapatkan (discard) kartu dan point
14. Peserta yang mendapat point paling banyak bumping up (pindah ke meja kelompok diatasnya) sedangkan peserta yang medapat point paling rendah bumping down (pindah ke kelompok dibawahnya).
15. Setelah tournament berakhir setiap peserta akan kembali pada kelompoknya masing-masing.
16. kelompok yang mendapat point paling banyak mendapatkan hadiah diakhir minggu.

Kegiatan Penutup
1. Menanyakan kesulitan siswa selama PBM.
2. Bersama-sama siswa melakukan evaluasi/refleksi terhadap kegiatan yang telah dilakukan baik dari sisi materi pembelajaran yang direview pada games dan tournament; maupun dari sisi keterampilan kooperatif yang sedang dilatihkan oleh guru
3. Memberikan motivasi kepada siswa.
4. Memberi tugas rumah supaya banyak membaca
5. Guru mengucapkan salam penutup

5. Sumber Belajar
   a. Buku Bahasa Inggris
   b. Hand Out
   c. Media.

6. Penilaian
   a. Teknik : merespon ungkapan secara lisan dan tulisan
   b. Bentuk : mendengarkan kata-kata yang hilang dari dialog
   c. Instrument :
I. Read the text carefully to answer the following question based on the text!

Mr. Bakri is a manager of a factory. He is very busy but he still spends some of his time for music. He likes music very much although he can’t play it. He can’t work well without listening to music. He has a tape recorder in his room. He has many cassettes, he can listen to music anytime.

Last Sunday he saw a musical show with his son who also likes music. They went to Taman Ismail Marzuki by car. They left at seven o’clock and came at half past seven. There were many people who wanted to see the show because the ticket was cheaper than before. Mr. Bakri and his son got the ticket easily because people stood in line.

The show began at eight o’clock. The first performance was Bismiq Band. It had four musicians Jojo and Aan played the guitars, Adit was the drummer, and Wijaya played the organ. The sang “Angan” at first and the second song was “Dust in The Wind”. They played very well. The next was Amuba Band. It performance two country songs. The audiences enjoyed the show very much. It ended at eleven o’clock.

II. Practice the dialogue with your partner in front of class.

Danu: Hi, Dito. Where were you last night? I called you but your mother said that you were not home

Dito: Oh yes, I went out with my brother to see a music concert.

Danu: Really? Where did the concert take place?

Dito: In my brother's campus. The concert was very great, you know.

Danu: Who was in concert? Did they invite famous musicians or singers?

Dito: Well, actually there were no professional musicians. Only the campus band. But the played music very well.

Danu: Oh yeah? What kind of music did they perform?

Dito: They played pop music, rock and jazz. The singer were awesome too. They had great voice.

Danu: Why didn't you tell me about that before? If so I could go too. You know, I like go to a music concert too.

Dito: I'm sorry, because I thought you had your own agenda. But don't worry next time I will tell you

Danu: Okay, thanks.

TGT: Reading and Speaking (The Simple Past Tense)

<table>
<thead>
<tr>
<th>1. Who is manager of a factory?</th>
<th>2. Did he like music very much?</th>
<th>3. When did he see a musical show with his son?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. What is the past form of “GO”?</td>
<td>5. Where did they by car?</td>
<td>6. What did they leave and come?</td>
</tr>
<tr>
<td>7. Why were there many people who wanted to see the show?</td>
<td>8. How long did they need to get to place of musical show?</td>
<td>9. What is the past form of “GET”?</td>
</tr>
<tr>
<td>10. When did the show begin?</td>
<td>11. What was the first performance of the show?</td>
<td>12. What did Aan and Jojo play?</td>
</tr>
<tr>
<td>13. What is the past form of “ENJOY”?</td>
<td>14. What should the people do to get the ticket?</td>
<td>15. What did the show end?</td>
</tr>
<tr>
<td>16. Last month my parents, sister, brother and I …………. to the zoo? a. go b. gone c. want d. went</td>
<td>17. There ……. a lot of people watching a giant snake in the zoo last month. a. is b. were b. was d. are</td>
<td>18. On the way home from the zoo last month, we ………. at the Borobudur temple for half an hour. a. stopped b. will stop c. stop d. are stopping</td>
</tr>
</tbody>
</table>
19. Where did Mr. Bakri and his son ………… a musical show yesterday?  
a. saw  c. see  
b. seen  d. soon  

20. Jafar didn't ………… a biggest concert in TMII last week.  
a. watching  c. watched  
b. watch  d. watches  

21. Andi and Lala ………… the ticket of drama easily because people stood in line last night.  
a. get  c. got  
b. are getting  d. gotten  

22. The audiences ………… the show of the drama very much last night.  
a. enjoyed  b. enjoying  
b. enjoy  d. were enjoyed  

23. My uncle ………… a director at Taman Ismail Marzuki three years ago.  
a. is  c. was  
b. were  d. are  

24. Thousand of years ago people ………… in caves.  
a. life  c. live  
b. love  d. lived  

25. Did these people ………… weapons from sharp rock or animal bones thousand of years ago?  
a. made  c. make  
b. are making  d. are making  

26. I ………… four courses next semester in my campus.  
a. am taking  b. was taking  
b. taken  d. took  

27. Toni ………… at eight tomorrow evening.  
a. arrived  c. arrive  
b. will arrive  d. is arriving  

28. I ………… any parties since I came here  
a. has attended  b. attend  
c. have attended  d. attended  

29. My father always ………… the news paper everyday in the store.  
a. bought  b. have bought  
c. buy  d. is buying  

30. What have you learned since you ………… here?  
a. come  b. coming  
c. came  d. have been coming  

**ANSWERS**

**AP TGT: Reading and Speaking**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mr. Bakri</td>
<td>16</td>
<td>d. went</td>
</tr>
<tr>
<td>2</td>
<td>Yes, He did</td>
<td>17</td>
<td>b. were</td>
</tr>
<tr>
<td>3</td>
<td>Last Sunday</td>
<td>18</td>
<td>a. stopped</td>
</tr>
<tr>
<td>4</td>
<td>WENT</td>
<td>19</td>
<td>c. see</td>
</tr>
<tr>
<td>5</td>
<td>Taman Ismail Marzuki</td>
<td>20</td>
<td>b. watch</td>
</tr>
<tr>
<td>6</td>
<td>left at seven o'clock and came half past seven</td>
<td>21</td>
<td>c. got</td>
</tr>
<tr>
<td>7</td>
<td>The ticket was cheaper than before</td>
<td>22</td>
<td>a. enjoyed</td>
</tr>
<tr>
<td>8</td>
<td>30 minutes</td>
<td>23</td>
<td>b. were</td>
</tr>
<tr>
<td>9</td>
<td>GOT</td>
<td>24</td>
<td>d. lived</td>
</tr>
<tr>
<td>10</td>
<td>at eight o'clock</td>
<td>25</td>
<td>c. make</td>
</tr>
<tr>
<td>11</td>
<td>Bismiq Band</td>
<td>26</td>
<td>a. am taking</td>
</tr>
<tr>
<td>12</td>
<td>Guitars</td>
<td>27</td>
<td>b. will arrive</td>
</tr>
<tr>
<td>13</td>
<td>ENJOYED</td>
<td>28</td>
<td>c. have attended</td>
</tr>
<tr>
<td>14</td>
<td>People stood in line</td>
<td>29</td>
<td>c. buy</td>
</tr>
<tr>
<td>15</td>
<td>at eleven o'clock</td>
<td>30</td>
<td>d. have been coming</td>
</tr>
</tbody>
</table>

**D. Pedoman Penilaian**

1. setiap jawaban benar skor 10  
2. jumlah skor maksimal 10 x 30 = 0  
3. Nilai Maksimal = 10  
4. nilai siswa skor perolehan x 10
Skor maksimal

### F. Rublik Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Isi benar, cara baca benar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Isi benar, cara baca kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab.</td>
<td>0</td>
</tr>
</tbody>
</table>

Bogor, 06 Januari 2009

Guru Praktikan

M. Sifa Sofwan

103014027007
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP : SMP ISLAM AL MUKHLISHIN
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII / II

Standar Kompetensi

Membaca : Memahami makna dalam esei pendek sederhana berbentuk simple past tense untuk berinteraksi dengan lingkungan sekitar

Berbicara : Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana berbentuk simple past tense untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar

Membaca : Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

Berbicara : Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, meminta, memberi, dan mengingkari informasi, meminta, memberi dan menolak pendapat, dan menawarkan/menerima/menolak sesuatu.

Linguistic Aspects : 1. Tanda Baca
Penggunaan huruf besar, huruf kecil, tanda koma, dan titik dengan benar
2. Structure
   Simple Past Tense

Indikator : 1. Membaca nyaring dan bermakna teks esei berbentuk narrative / recount
2. Mengidentifikasi berbagai makna teks narrative / recount
3. Mengungkapkan makna dalam percakapan yang berbentuk: Meminta, memberi dan mengingkari informasi
4. Siswa dapat menggunakan kata kerja dalam bentuk raSimple Past Tense dengan benar
5. Siswa dapat mencocokan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense
6. Siswa dapat membentuk kalimat negative dan interrogative Simple Past Tense
7. Siswa dapat membedakan penggunaan form of be dengan subjek yang berbeda dengan kalimat
I. Tujuan pembelajaran

Pada akhir pembelajaran siswa dapat:

a. Membaca nyaring dan bermakna teks esei berbentuk narrative / recount

b. Mengidentifikasi berbagai makna teks narrative / recount

c. Mengungkapkan makna dalam percakapan yang berbentuk: Meminta, memberi dan mengingkari informasi

d. Menggunakan kata kerja dalam bentuk percakapan yang berbentuk: Simple Past Tense dengan benar.

e. Mencocokkan kalimat yang sesuai dengan fungsi-fungsi Simple Past Tense.

f. Membentuk kalimat negative dan interrogative Simple Past Tense.

g. Membedakan penggunaan form of be dengan subjek yang berbeda dengan kalimat

II. Materi pembelajaran

Membaca

a. Beberapa teks kalimat sederhana secara fungsional sebagai berikut:
   1. Bakri saw a musical show last Saturday night
   2. The audiences enjoyed the show very much

b. Kosa kata terkait tema / jenis teks:
   seperti: performance, musician, show dsb.

c. Verb. Simple past tense: S + Verb II + Object
   Example: The show ended at eleven o’clock

Berbicara

a. Percakapan-percakapan singkat memuat ungkapan-ungkapan sebagai berikut
   1. A: Where were you last night?
      B: I went out with my brother to see a music concert.
   2. A: What kind of music did they perform?
      B: They played pop music, rock and jazz.

b. Kosa kata terkait tema / jenis teks:
   seperti: music, rock, jazz dsb.


d. Ungkapan baku
   - I’m sorry because I thought
   - Okay, thanks

III. Metode pembelajaran / Teknik:

Metode Pembelajaran : Grammar Translation Method
Model : Lines

IV. Langkah-langkah Kegiatan

a. Kegiatan Pendahuluan
   - Guru mengucapkan salam ketika memasuki kelas
   - Guru memperkenalkan diri kepada siswa
   - Guru mengabsen siswa
   - Tanya jawab berbagai hal hobbies khususnya musik
   - Siswa dapat mengidentifikasi berbagai makna teks narrative / recount
   - Guru akan menyampaikan metode yang akan digunakan selama kegiatan belajar mengajar
   - Guru membagikan siswa teks
b. Kegiatan Inti

1. Guru meminta siswa membaca teks yang sudah dibagikan sebelumnya
2. Setiap siswa membaca beberapa baris dan menerjemahkannya ke dalam bahasa mereka
3. Guru memberikan kosakata baru
4. Guru memberikan beberapa menit kepada siswa untuk maju bergantian mempraktekkan percakapan yang telah diberikan dan dilanjutkan menjawab pertanyaan dari teks
5. Guru memberitahu kegiatan selanjutnya, memberikan kosakata baru dan meminta siswa untuk mendapatkan makna didalam bahasa inggris
6. Guru memberikan aturan grammar dan meminta siswa mempelajarinya secara deduktive dan menghapalkannya.

Kegiatan Penutup
1. Menanyakan kesulitan siswa selama PBM.
2. Bersama-sama siswa melakukan evaluasi/refleksi terhadap kegiatan yang telah dilakukan dengan metode grammar translation method
3. Memberikan motivasi kepada siswa.
4. Memberi tugas rumah supaya banyak membaca
5. Guru mengucapkan salam penutup

5. Sumber Belajar
   a. Buku Bahasa Inggris
   b. Hand Out
   c. Media.

6. Penilaian
   a. Teknik : merespon ungkapan secara lisan dan tulisan
   b. Bentuk : mendengarkan kata-kata yang hilang dari dialog
   c. Instrument :

I. Read the text carefully to answer the following question based on the text!

   Mr. Bakri is a manager of a factory. He is very busy but he still spends some of his time for music. He likes music very much although he can’t play it. He can’t work well without listening to music. He has a tape recorder in his room. He has many cassettes, he can listen to music anytime.

   Last Sunday he saw a musical show with his son who also likes music. They went to Taman Ismail Marzuki by car. They left at seven o’clock and came at half past seven. There were many people who wanted to see the show because the ticket was cheaper than before. Mr. Bakri and his son got the ticket easily because people stood in line.

   The show began at eight o’clock. The first performance was Bismiq Band. It had four musicians Jojo and Aan played the guitars, Adit was the drummer, and Wijaya played the organ. The sang “Angan” at first and the second song was “Dust in The Wind”. They played very well. The next was Amuba Band. It performance two country songs. The audiences enjoyed the show very much. It ended at eleven o’clock.

II. Practice the dialogue with your partner in front of class.

   Danu : Hi, Dito. Where were you last night? I called you but your mother said that you were not home
   Dito : Oh yes, I went out with my brother to see a music concert.
   Danu : Really? Where did the concert take place?
   Dito : In my brother’s campus. The concert was very great, you know.
   Danu : Who was in concert? Did they invite famous musicians or singers?
   Dito : Well, actually there were no professional musicians. Only the campus
band. But the played music very well.
Danu : Oh yeah? What kind of music did they perform?
Dito : They played pop music, rock and jazz. The singer were awesome too.
They had great voice.
Danu : Why didn't you tell me about that before? If so I could go too. You know,
I like go to a music concert too.
Dito : I'm sorry, because I thought you had your own agenda. But don't worry
next time I will tell you
Danu : Okay, thanks.

D. Pedoman Penilaian

1. setiap jawaban benar skor 10
2. jumlah skor maksimal 5 x 5 = 25
3. Nilai Maksimal 10
4. nilai siswa skor perolehan x 10
   Skor maksimal

F. Rubrik Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Setiap jawaban benar, tata bahasa benar</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Setiap jawaban benar, tata bahasa kurang tepat</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Setiap jawaban benar Pronunciation kurang tepat</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab.</td>
<td>0</td>
</tr>
</tbody>
</table>

Bogor, 06 Januari 2009

Guru Praktikan

M. Sifa Sofwan
103014027007
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP : SMP ISLAM AL MUKHLISHIN
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ II

Standar Kompetensi

**Mendengarkan** : Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar berbentuk *simple past tense*

**Menulis** : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *simple past tense* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

**Mendengarkan** : Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

**Menulis** : Mengungkapkan makna dalam bentuk teks fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Linguistic Aspects** : 1. Tanda Baca
   Penggunaan huruf besar, huruf kecil, tanda koma, dan titik dengan benar
   2. Structure
      *Simple Past Tense*

**Indikator** : 1. Siswa merespon ungkapan meminta, memberi, menolak informasi
   2. Siswa dapat mengungkapkan makna dalam bentuk teks fungsional sederhana
   3. Siswa dapat menggunakan kata kerja dalam bentuk *Simple Past Tense* dengan benar
   4. Siswa dapat mencocokan kalimat yang sesuai dengan fungs-fungsi *Simple Past Tense*
4. Siswa dapat membentuk kalimat negative dan interrogative Simple Past Tense
5. Siswa dapat membedakan penggunaan form of be dengan subjek yang berbeda dengan kalimat

Jenis teks : Recount/ Narative
Tema : Hobbies
Aspek/skill : Listening/ Writing
Alokasi waktu : 2x 40 menit

I. Tujuan pembelajaran
Pada akhir pembelajaran siswa dapat:
   a. Merespon pernyataan meminta, memberi dan menolak informasi.
   b. Siswa dapat mengungkapkan makna dalam bentuk teks fungsional sederhana
   c. Mengunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
   d. Mencocokan kalimat yang sesuai dengan fungs-fungsi Simple Past Tense.
   e. Membentuk kalimat negative dan interrogative Simple Past Tense.
   f. Membedakan penggunaan form of be dengan subjek yang berbeda dengan kalimat

II. Materi pembelajaran
   a. Percakapan-percakapan singkat memuat ungkapan-ungkapan sebagai berikut:
      1. A: Where were you last night?
         B: I went out with my brother to see a music concert.
      2. A: What kind of music did they perfom?
         B: They played pop music, rock and jazz.
   b. Kosa kata terkait tema/ jenis teks:
      seperti: music, rock, jazz dsb.
   d. Ungkapan baku
      - I’m sorry because I thought
      - Okay, thanks

III. Metode pembelajaran / Teknik :
   Pendekatan : Cooperative learning
   Metode : Student team learning
   Strategi : Teams Games Tournament

IV. Langkah-langkah Kegiatan
   a. Kegiatan Pendahuluan
      - Guru mengucapkan salam ketika memasuki kelas
      - Guru memperkenalkan diri kepada siswa
      - Guru mengabsen siswa
      - Tanya jawab berbagai hal hobbies khususnya musik
      - Siswa dapat mengidentifikasi berbagai makna teks narrative / recount
      - Guru akan menyampaikan metode yang akan digunakan selama kegiatan belajar mengajar
- Memotivasi siswa dengan menjelaskan bahwa skor yang diperoleh pada games dan tournament, baik skor individu maupun skor kelompok adalah salah satu komponen penilaian yang penting

b. Kegiatan Inti

1. Guru membacakan nama-nama kelompok yang terdiri dari 4 sampai 5 siswa
2. Menyajikan informasi tentang aturan games dan tournament, baik secara lisan maupun dengan demonstrasi
3. Guru memberikan penjelasan tentang materi yang diajarkan
4. Guru membagi siswa-siswa menjadi 6 kelompok sesuai dengan academic score secara merata.
5. Guru melakukan brainstorming dalam kelompok dan mendiskusikan tentang hobbies
6. Selanjutnya guru mengambil dari 6 kelompok tersebut menjadi 3 peserta tournament dalam satu meja secara acak sampai semua mendapat pasangan dan meja masing-masing.
7. 3 peserta tersebut duduk dalam satu meja dan games dimulai.
8. Peserta pertama mengambil amplop yang berisi soal dan mengambil salah satu soal saja
9. Peserta kedua membaca soal yang diambil orang pertama
10. Peserta pertama menjawab pertanyaan
11. Peserta kedua dan ketiga berhak memberikan jawaban setelah orang pertama menjawab karena kurang tepat.
12. Peserta ketiga mengambil jawaban untuk mengecek ketiga jawaban tersebut apakah benar atau salah.
13. Setiap jawaban yang benar akan diberikan kartu dan point sedangkan jawaban yang salah tidak mendapatkan kartu dan point
14. Peserta yang mendapat point paling banyak bumping up (pindah ke meja kelompok diatasnya) sedangkan peserta yang medapat point paling rendah bumping down (pindah ke kelompok dibawahnya).
15. Setelah tournament berakhir setiap peserta akan kembali pada kelompoknya masing-masing.
16. kelompok yang mendapat point paling banyak mendapatkan hadiah diakhir minggu.

Kegiatan Penutup

1. Menanyakan kesulitan siswa selama PBM.
2. Bersama-sama siswa melakukan evaluasi/refleksi terhadap kegiatan yang telah dilakukan baik dari sisi materi pembelajaran yang direview pada games dan tournament; maupun dari sisi keterampilan kooperatif yang sedang dilatihkan oleh guru
3. Memberikan motivasi kepada siswa.
4. Memberi tugas rumah supaya banyak membaca
5. Guru mengucapkan salam penutup

5. Sumber Belajar
   a. Buku Bahasa Inggris
   b. Hand Out
   c. Script dialog
   c. Media.

6. Penilaian
   a. Teknik : merespon ungkapan secara lisan dan tulisan
   b. Bentuk : mendengarkan kata-kata yang hilang dari dialog
   c. Instrument :

I. Listen carefully and fill in the blank after that change to the past form!

GOOD BYE

I can .......... the pain living in your eyes
And I .......... how hard you try
You deserve to have so much more
I can’t feel your heart and I ..................
And I’ll never criticize you’ve meant to my life

I don’t .......... let you down
I don’t want to led you on
Idon’t want to .......... you back
From where you .......... belong

You would never ask me why
My heart is so ................
I just can’t live a lie any more
I would rather .......... my self
Than to ever make you ..........
There’s nothing like to .......... but goodbye

I. Affirmative
**S + V 2 + (....)**

(Subject + simple past tense or verb two regular and irregular)

Examples:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>stood</td>
</tr>
<tr>
<td>You</td>
<td>bought</td>
</tr>
<tr>
<td>They</td>
<td>gave</td>
</tr>
</tbody>
</table>

The verb **be**

**S + was/were + substantive (adverb of place) + (....)**

Examples:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Was/were</th>
<th>Substantive (Adverb of Place)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>were</td>
<td>Students</td>
</tr>
<tr>
<td>He</td>
<td>was</td>
<td>here</td>
</tr>
<tr>
<td>She</td>
<td>was</td>
<td>in the garden</td>
</tr>
</tbody>
</table>

The past of the verb **be** (am, is, are) is **was/were**:

I/He/She/It: **was**  We/you/they: **were**

**II. Negative Statements**

**S + Did + not + Simple form + (....)**

Example:
### Subject Did + not Simple Form

<table>
<thead>
<tr>
<th>Subject</th>
<th>Did + not</th>
<th>Simple Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>did not/ didn’t</td>
<td>come</td>
</tr>
<tr>
<td>You</td>
<td>did not/ didn’t</td>
<td>sit</td>
</tr>
<tr>
<td>He</td>
<td>did not/ didn’t</td>
<td>meet</td>
</tr>
</tbody>
</table>

To make a negative statement be, we use formula:

\[ S + \text{was/were} + \text{no} + \text{Substantive (Adverb of Place)} \]

**Example:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Was/were</th>
<th>Substantive (Adverb of Place)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>were not</td>
<td>Students</td>
</tr>
<tr>
<td>He</td>
<td>was not</td>
<td>here</td>
</tr>
<tr>
<td>She</td>
<td>was not</td>
<td>in the garden</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### III. Interrogative

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

\[ \text{Did} + S + \text{Simple Form} + (...) \]

**Example:**

<table>
<thead>
<tr>
<th>Did</th>
<th>Subject</th>
<th>Simple Form</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
<td>we</td>
<td>go</td>
<td>to the class?</td>
</tr>
<tr>
<td>Did</td>
<td>she</td>
<td>bring</td>
<td>a pen?</td>
</tr>
</tbody>
</table>

2) To make interrogative negative form of verb other than be. The formula is:

\[ \text{Didn’t} + S + \text{Simple Form} + (...) \]
Example:

<table>
<thead>
<tr>
<th>Didn’t</th>
<th>Subject</th>
<th>Simple Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn’t</td>
<td>we</td>
<td>understand the lesson?</td>
</tr>
<tr>
<td>Didn’t</td>
<td>she</td>
<td>buy some ice cream?</td>
</tr>
</tbody>
</table>

3) To make the interrogative affirmative statement of verb be, we put *was/were* before the subject. The formula is:

\[
\text{Was/ were + S + Substantive (Adverb of Place) + (…)}
\]

Example:

<table>
<thead>
<tr>
<th>Was/were</th>
<th>Subject</th>
<th>Substantive (Adverb of Place)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Were</td>
<td>we</td>
<td>there</td>
<td>yesterday?</td>
</tr>
<tr>
<td>Was</td>
<td>she</td>
<td>in the kitchen</td>
<td>this morning</td>
</tr>
</tbody>
</table>

4) To make the interrogative negative statement of verb be, we put *wasn’t/weren’t* before the subject. The formula is:

\[
\text{Was/ were + S + Substantive (Adverb of Place) + (…)}
\]

Example:

<table>
<thead>
<tr>
<th>Wasn’t/ Weren’t</th>
<th>Subject</th>
<th>Substantive (Adverb of Place)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Weren’t</td>
<td>they</td>
<td>in the station</td>
<td>this morning?</td>
</tr>
<tr>
<td>Weren’t</td>
<td>we</td>
<td>in the airport</td>
<td>last night?</td>
</tr>
<tr>
<td>Wasn’t</td>
<td>she</td>
<td>a dentist?</td>
<td></td>
</tr>
</tbody>
</table>

GOOD BYE

I can see the pain living in your eyes
And I know how hard you try
You deserve to have so much more
I can’t feel your heart and I sympathize
And I’ll never criticize you’ve meant to my life

I don’t want to let you down
I don’t want to led you on
I don’t want to hold you back
From where you might belong

You would never ask me why
My heart is so disguised
I just can’t live a lie any more
I would rather hurt my self
Than to ever make you cry
There’s nothing like to say but goodbye

II. Change the sentences below into positive, negative and interrogative form of simple past tense!

17. Sandy and Erwin are in the canteen
   (+) .................................................................
   (-) .................................................................
   (?) .................................................................

18. Cinta bring a new dictionary
    (+) .................................................................
    (-) .................................................................
    (?) .................................................................

19. The students played basketball in the yard
    (+) .................................................................
    (-) .................................................................
    (?) .................................................................

20. Mira see a concert of music last night
    (+) .................................................................
    (-) .................................................................
    (?) .................................................................

21. The audiences enjoye the beatiful song
    (+) .................................................................
    (-) .................................................................
    (?) .................................................................

TGT: Listening and Writing (The Simple Past Tense)

1. What the title of the song? 2. I can ....... the pain living in 3. What is the past form of the
<table>
<thead>
<tr>
<th>Number</th>
<th>Original Sentence</th>
<th>Answer to Question</th>
<th>Question</th>
<th>Answer to Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>And I ........ how hard you try.</td>
<td>your eyes</td>
<td>word of (the answer of number 2)</td>
<td>6. I can’t feel your heart and I ..................</td>
</tr>
<tr>
<td>7.</td>
<td>What is the past form of the word of (the answer of number 6)?</td>
<td>8. I don’t ........... let you down</td>
<td>9. Change the sentence of number 8 into affirmative (positive) sentence (past tense)</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>I don’t want to ........... you back</td>
<td>11. What is the simple form of the word of (the answer of number 10)</td>
<td>12. Who is the singer of this song (Goodbye)?</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>From where you .......... belong</td>
<td>14. My heart is so ..........</td>
<td>15. Change the sentence of number 14 into interrogative sentence (past tense)</td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>I would rather .......... my self</td>
<td>17. What is the past form of the word of (the answer of number 12)?</td>
<td>18. Than to ever make you ..........</td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>What is the past form of the word of (the answer of number 14)?</td>
<td>20. There’s nothing like to .......... but goodbye.</td>
<td>21. Change the sentence into negative sentence (past tense). Sandy and Erwin were in the canteen</td>
<td></td>
</tr>
<tr>
<td>22.</td>
<td>Change the sentence into interrogative sentence (past tense). Cinta brought a new dictionary</td>
<td>23. Change the sentence into affirmative sentence (past tense) The students played basketball in the yard</td>
<td>24. Change the sentence into negative sentence (past tense). Mira saw a concert of music last night</td>
<td></td>
</tr>
<tr>
<td>25.</td>
<td>Change the sentence into interrogative sentence (past tense). The audiences enjoyed the beatiful song</td>
<td>26. I .............. Toba Lake, the largest lake in Indonesia last year. a. visited c. wanted b. invited d. played</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>The student of SMP Islam Mukhlishin ........... to the guide explanation very well in Prambanan temple. a. told c. kept b. listened d. walked</td>
<td>29. Long time ago, All people in the kingdom ........... many presents to the palace to express their happiness. a. sent c. enjoyed b. borrowed d. loved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30.</td>
<td>Sandy ........... Home by an express train two days ago. a. stopped c. wrote b. traveled d. ate</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ANSWERS
**AP TGT: Listening and Writing (The Simple Past Tense)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The title of the song is <strong>GOODBYE</strong></td>
</tr>
<tr>
<td>2</td>
<td>SEE</td>
</tr>
<tr>
<td>3</td>
<td>SAW</td>
</tr>
<tr>
<td>4</td>
<td>KNOWED</td>
</tr>
<tr>
<td>5</td>
<td>And I did not know how hard you try</td>
</tr>
<tr>
<td>6</td>
<td>SYMPATHIZE</td>
</tr>
<tr>
<td>7</td>
<td>SYMPATHIZED</td>
</tr>
<tr>
<td>8</td>
<td>WANT</td>
</tr>
<tr>
<td>9</td>
<td><strong>I wanted</strong> to let you down</td>
</tr>
<tr>
<td>10</td>
<td>HOLD</td>
</tr>
<tr>
<td>11</td>
<td>HELD</td>
</tr>
<tr>
<td>12</td>
<td>AIR SUPPLY</td>
</tr>
<tr>
<td>13</td>
<td>MIGHT</td>
</tr>
<tr>
<td>14</td>
<td>DISQUISED</td>
</tr>
<tr>
<td>15</td>
<td>My heart was so <strong>disquised</strong></td>
</tr>
<tr>
<td>16</td>
<td>HURT</td>
</tr>
<tr>
<td>17</td>
<td>HURT</td>
</tr>
<tr>
<td>18</td>
<td>CRY</td>
</tr>
<tr>
<td>19</td>
<td>CRIED</td>
</tr>
<tr>
<td>20</td>
<td>SAY</td>
</tr>
<tr>
<td>21</td>
<td>Sandy and Erwin were not in the canteen</td>
</tr>
<tr>
<td>22</td>
<td>Did Cinta bring a new dictionary?</td>
</tr>
<tr>
<td>23</td>
<td>The students play basketball in the yard</td>
</tr>
<tr>
<td>24</td>
<td>Mira did not see a concert of music last night</td>
</tr>
<tr>
<td>25</td>
<td>Did The audiences enjoy the beautiful song?</td>
</tr>
<tr>
<td>26</td>
<td>a. visited</td>
</tr>
<tr>
<td>27</td>
<td>b. thought</td>
</tr>
<tr>
<td>28</td>
<td>b. listened</td>
</tr>
<tr>
<td>29</td>
<td>a. sent</td>
</tr>
<tr>
<td>30</td>
<td>b. traveled</td>
</tr>
</tbody>
</table>

---

**d. Pedoman Penilaian**

1. setiap jawaban skor 10
2. jumlah skor maksimal 10x30 = 300
3. Nilai maksimal = 10
4. Nilai siswa = \[\text{skor perolehan} \times 10 \div \text{skor maksimal}\]

**F. Rubrik Penilaian**

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Isi benar, tata bahasa benar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Isi benar, tata bahasa kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Isi dan tata bahasa salah</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab</td>
<td></td>
</tr>
</tbody>
</table>

---

Bogor, 06 Januari 2010

Guru Praktikan
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

SMP : SMP ISLAM AL MUKHLISHIN
Mata Pelajaran : Bahasa Inggris
Kelas/ Semester : VIII/ II

Standar Kompetensi

**Mendengarkan** : Memahami makna dalam percakapan transaksional dan interpersonal pendek sederhana untuk berinteraksi dengan lingkungan sekitar berbentuk *simple past tense*

**Menulis** : Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *simple past tense* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar

**Mendengarkan** : Merespon makna yang terdapat dalam percakapan transaksional (*to get things done*) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, dan meminta, memberi dan mengingkari informasi, meminta, memberi, dan menolak pendapat, dan menawarkan / menerima / menolak sesuatu.

**Menulis** : Mengungkapkan makna dalam bentuk teks fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.

**Linguistic Aspects** : 1. Tanda Baca

Penggunaan huruf besar, huruf kecil, tanda koma, dan titik dengan benar

2. Structure

Simple Past Tense

**Indikator** : 1. Siswa merespon ungkapan meminta, memberi, menolak informasi

2. Siswa dapat mengungkapkan makna dalam bentuk teks fungsional sederhana

2. Siswa dapat menggunakan kata kerja dalam bentuk Simple Past Tense dengan benar

3. Siswa dapat mencocokan kalimat yang sesuai dengan fungs-fungsi Simple Past Tense
4. Siswa dapat membentuk kalimat negative dan interrogative Simple Past Tense
5. Siswa dapat membedakan penggunaan form of be dengan subjek yang berbeda dengan kalimat

Jenis teks : Recount/ Narative
Tema : Hobbies
Aspek/skill : Listening/ Writing
Alokasi waktu : 2x 40 menit

I. Tujuan pembelajaran
Pada akhir pembelajaran siswa dapat:
a. Merespon pernyataan meminta, memberi dan menolak informasi.
b. Siswa dapat mengungkapkan makna dalam bentuk teks fungsional sederhana
c. Mengunakan kata kerja dalam bentuk Simple Past Tense dengan benar.
d. Mencocokan kalimat yang sesuai dengan fungs-fungs Simple Past Tense.
e. Membentuk kalimat negative dan interrogative Simple Past Tense.
f. Membedakan penggunaan form of be dengan subjek yang berbeda dengan kalimat

II. Materi pembelajaran
a. Percakapan-percakapan singkat memuat ungkapan-ungkapan sebagai berikut:
   1. A: Where were you last night?
      B: I went out with my brother to see a music concert.
   2. A: What kind of music did they perfom?
      B: They played pop music, rock and jazz.

b. Kosa kata terkait tema/ jenis teks:
   seperti: music, rock, jazz dsb.
d. Ungkapan baku
   - I’m sorry because I thought
   - Okay, thanks

III. Metode pembelajaran / Teknik :
Metode Pembelajaran : Grammar Translation Method
Model : Lines

IV. Langkah-langkah Kegiatan
a. Kegiatan Pendahuluan
   - Guru mengucapkan salam ketika memasuki kelas
   - Guru memperkenalkan diri kepada siswa
   - Guru mengabsen siswa
   - Tanya jawab berbagai hal hobbies khususnya musik
   - Siswa dapat mengidentifikasi berbagai makna teks narrative/recount
   - Guru akan menyampaikan metode yang akan digunakan selama kegiatan belajar mengajar
   - Guru membagikan siswa teks listening (lagu)
b. Kegiatan Inti

1. Guru meminta siswa membaca teks yang sudah dibagikan sebelumnya
2. Setiap siswa membaca beberapa baris dan menerjemahkan ke dalam bahasa mereka
3. Guru memberikan kosakata baru
4. Guru memberikan beberapa menit kepada siswa untuk mendengar lagu yang diputar oleh guru dan menjawab pertanyaan dari teks
5. Guru memberitahu kegiatan selanjutnya, memberikan kosakata baru dan meminta siswa untuk mendapatkan makna dalam bahasa inggris
6. Guru memberikan aturan grammar dan meminta siswa mempelajarinya secara deduktive dan menghapalkannya.

Kegiatan Penutup

1. Menanyakan kesulitan siswa selama PBM.
2. Bersama-sama siswa melakukan evaluasi/refleksi terhadap kegiatan yang telah dilakukan dengan metode grammar translation method
3. Memberikan motivasi kepada siswa.
4. Memberi tugas rumah supaya banyak membaca
5. Guru mengucapkan salam penutup

5. Sumber Belajar
   a. Buku Bahasa Inggris
   b. Hand Out
   c. Script dialog
   c. Media.

6. Penilaian
   a. Teknik : merespon ungkapan secara lisan dan tulisan
   b. Bentuk : mendengarkan kata-kata yang hilang dari dialog
   c. Instrument :

I. Listen carefully and fill in the blank after that change to the past form!

GOOD BYE

I can .......... the pain living in your eyes
And I .......... how hard you try
You deserve to have so much more
I can’t feel your heart and I ..................
And I’ll never criticize you’ve meant to my life

I don’t ............ let you down
I don’t want to led you on
Idon’t want to ............ you back
From where you .......... belong

You would never ask me why
My heart is so .................
I just can’t live a lie any more
I would rather .......... my self
Than to ever make you ..........
There’s nothing like to ........... but goodbye

I. Affirmative

\[
S + V 2 + (....) \\
( Subject + simple past tense or verb two regular and irregular)
\]
Examples:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb 2 (regular or irregular)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Stood</td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>Bought</td>
<td>a new car</td>
</tr>
<tr>
<td>They</td>
<td>gave</td>
<td>some clothes</td>
</tr>
</tbody>
</table>

The verb be

\[
S + was/were + substantive (adverb of place) + (...)
\]
Examples:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Was/were</th>
<th>Substantive (Adverb of Place)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>Were</td>
<td>Students</td>
</tr>
</tbody>
</table>
He
She
was
was
here
in the garden
last week
this afternoon

The past of the verb be (am, is, are) is was/were:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Did + not</th>
<th>Simple Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>did not/ didn’t</td>
<td>come</td>
</tr>
<tr>
<td>You</td>
<td>did not/ didn’t</td>
<td>sit</td>
</tr>
<tr>
<td>He</td>
<td>did not/ didn’t</td>
<td>meet</td>
</tr>
</tbody>
</table>

II. Negative Statements

S + Did + not + Simple form + (…)

Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Did + not</th>
<th>Simple Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>did not/ didn’t</td>
<td>come yesterday</td>
</tr>
<tr>
<td>You</td>
<td>did not/ didn’t</td>
<td>sit here</td>
</tr>
<tr>
<td>He</td>
<td>did not/ didn’t</td>
<td>meet marry</td>
</tr>
</tbody>
</table>

To make a negative statement be, we use formula:

S + was/were + no + Substantive (Adverb of Place)

Example:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Was/were</th>
<th>Substantive (Adverb of Place)</th>
</tr>
</thead>
<tbody>
<tr>
<td>They</td>
<td>were not Students yesterday</td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>was not here last week</td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>was not in the garden this afternoon</td>
<td></td>
</tr>
</tbody>
</table>

III. Interrogative

1) To make the interrogative affirmative statement of verb other than be, we put Did before the subject. The formula is:
**Did + S + Simple Form + (...)**

Example:

| Did     | Subject | Simple Form       |  
|---------|---------|-------------------|---
| Did     | we      | go                | to the class?  
| Did     | she     | bring             | a pen?        |

2) To make interrogative negative form of verb other than be. The formula is:

**Didn’t + S + Simple Form + (...)**

Example:

| Didn’t  | Subject | Simple Form       |  
|---------|---------|-------------------|---
| Didn’t  | we      | understand        | the lesson?  
| Didn’t  | she     | buy               | some ice cream? |

3) To make the interrogative affirmative statement of verb be, we put was/were before the subject the formula is:

**Was/ were + S + Substantive (Adverb of Place) + (...)**

Example:

| Was/were | Subject | Substantive (Adverb of Place) |  
|----------|---------|-----------------------------|---
| Were     | we      | there                       | yesterday?  
| Was      | she     | in the kitchen              | this morning |

4) To make the interrogative negative statement of verb be, we put wasn’t/weren’t before the subject. The formula is:

**Was/ were + S + Substantive (Adverb of Place) + (...)**

Example:
<table>
<thead>
<tr>
<th>Wasn’t/ Weren’t</th>
<th>Subject</th>
<th>Substantive (Adverb of Place)</th>
<th>Substantive (Adverb of Place)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weren’t</td>
<td>They</td>
<td>in the station</td>
<td>this morning?</td>
</tr>
<tr>
<td>Weren’t</td>
<td>we</td>
<td>in the airport</td>
<td>last night?</td>
</tr>
<tr>
<td>Wasn’t</td>
<td>she</td>
<td>a dentist?</td>
<td></td>
</tr>
</tbody>
</table>

GOOD BYE

I can see the pain living in your eyes
And I know how hard you try
You deserve to have so much more
I can’t feel your heart and I sympathize
And I’ll never criticize you’ve meant to my life

I don’t want to let you down
I don’t want to led you on
I don’t want to hold you back
From where you might belong

You would never ask me why
My heart is so disguised
I just can’t live a lie any more
I would rather hurt my self
Than to ever make you cry
There’s nothing like to say but goodbye

II. Change the sentences below into positive, negative and interrogative form of simple past tense!

7. Sandy and Erwin are in the canteen
(+) ......................................................................
(-) ......................................................................
(?) ......................................................................

8. Cinta bring a new dictionary
(+) ......................................................................
(-) ......................................................................
(?) ......................................................................

9. The students played basketball in the yard
(+) ......................................................................
(-) ......................................................................
10. Mira see a concert of music last night
(+) .................................................................
(-) .................................................................
(?) .................................................................

11. The audiences enjoye the beatiful song
(+) .................................................................
(-) .................................................................
(?) .................................................................

d. Pedoman Penilaian
1. setiap jawaban skor 10
2. jumlah skor maksimal 10x30 = 300
3. Nilai maksimal = 10
4. Nilai siswa = skor perolehan x 10
   skor maksimal

F. Rubrik Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Isi benar, tata bahasa benar</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Isi benar, tata bahasa kurang tepat</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Isi dan tata bahasa salah</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Tidak menjawab</td>
<td></td>
</tr>
</tbody>
</table>

Bogor, 06 Januari 2010

Guru Praktikan

M. Sifa Sofwan
103014027007
CHAPTER I

INTRODUCTION

A. The Background of Study

Indonesia is a developing country; therefore education has been the main priority in the development of the nation. To support its development, Indonesia has to create an international understanding with many countries in the world. To promote the international understanding, English plays an important role as media of communication.

English is one of the most important languages in this global era and has important roles in the several fields like culture, technology, sport, and especially in education. Besides that, in line with the rapid flow of globalization and foreign investors to Indonesia, English as an International language is very much needed in business.

To make Indonesian people mastering in English language isn’t easy. They have to comprehend the language skills. The language skills are writing, speaking, listening and reading. Speaking and writing involve language production and are therefore often referred to as productive skill. On the other hand, listening and reading involve receiving messages and therefore often referred to as receptive skill. Besides the four skills, people have to comprehend the grammar accurately.

According www.englishclub.com

Grammar is the system of a language.¹

Sometimes, some people describe that grammar as the "rules" of a language; but in fact no language has rules. If we use the word "rules", we suggest that somebody created the rules first and then spoke the language, like a new game.

¹ http://www.englishclub.com/grammar/grammar-what.htm
But languages did not start like that. Languages started by people making sounds which evolved into words, phrases and sentences. Hence, in grammar the student learn the rules to build the better structure of sentences, for example: they need to know that the verb be in the third person singular use was in the simple past tense (e.g. 'he was in the office', 'she was a student', 'it was there'), they also need to know about modal auxiliaries are followed by bare infinitives without 'to' so that they can eventually avoid making mistakes likes * 'He must to go' but every student exactly find a lot of problem while they learn it likes difficult to understand and confusing.

One of the parts in grammar is tense, According to Rebecca E. Hayden and Friends in their book “Mastering American English, A Handbook-Workbook of Essentials”:

Tense refers to the form of verb used; for example, he goes (simple present), he went (simple past), he has gone (present perfect)

Betty Schrampfer Azar presents an overview of English verb tenses are the simple tense, the progressive tense, the perfect tense and the perfect progressive tense. Lock assert, “ in English there are six tenses: the present tense, the past tense, the future tense, the present perfect tense, the past perfect, and the future perfect tense. John S. Hartanto and friends present that tenses are: simple present, present continuous, present perfect, present perfect continuous, simple past, past continuous, past perfect, past perfect continuous, simple future, future continuous, future perfect, future perfect continuous, future past, future past continuous, future past perfect, future past perfect continuous.

The Simple tenses are simple present, simple past and simple future. Simple past tense indicates a situation began and ended in the past, usually it used to tell something that occurred or over period of time in the past. In simple past tense, there are regular and

---


7 Betty Schrampfer Azar, *Understanding and Using English*...........p.2
irregular verbs which sometimes make the students confusing because they difficult to
different and know it. Negative, affirmative and interrogative are the form of simple past that
the students have to memorize it. Beside that the use of simple past tense makes the student to
be careful because sometimes it is same with another tense.

Based on the problem above like regular and irregular verb, form of simple past tense
and the use of simple past tense the teacher has to search or looking to the way and methods
or technique in teaching the simple past effectively. The students will be happy and feel
certain in their learning activities if the method or technique is suitable.

There are many ways and methods to get the English teaching method effectively. One of the methods is Cooperative learning.

Cooperative learning is not a new idea in education. In the first century, Quintillion
argued that students could benefit from teaching one another. The Roman philosopher,
Seneca advocated cooperative learning through such statements as, "Qui Docet Discet" (when
you teach, you learn twice). Johann Amos Comenius (1592-1679) believed that students
would benefit both by teaching and being taught by other students. In the late 1700s Joseph
Lancaster and Andrew Bell made extensive use of cooperative learning groups in England,
and the idea was brought to America when a Lancastrian school was opened in New York
City in 1806. Within the Common School Movement in the United States in the early 1800s
there was a strong emphasis on cooperative learning. In the last three decades of the 19th
Century, Colonel Francis Parker brought to his advocacy of cooperative learning enthusiasm,
idealism, practicality, and an intense devotion to freedom, democracy, and individuality in
the public schools. His fame and success rested on his power to create a classroom
atmosphere that was truly cooperative and democratic. Parker's advocacy of cooperation
among students dominated American education through the turn of the century. Following
Parker, John Dewey promoted the use of cooperative learning groups as part of his famous
project method in instruction.8

Student Team Learning methods are cooperative learning techniques developed and
research at Johns Hopkins University. In student team learning methods there are five

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8 Articles Cooperative Learning, Values, and Culturally Plural Classrooms, David W. Johnson and Rogers.
principal that have been developed and extensively researched. There are general cooperative learning methods adaptable to most subject and grade levels: Student Teams-Achievement Divisions (STAD), Teams-Games-Tournaments (TGT), and Jigsaw II and the remaining two are comprehensive curricula designed for use in particular grade levels: Cooperative Integrated Reading and Composition (CIRC) for reading and writing instruction in grade 2-8, and Team Accelerated Instruction (TAI) for mathematics in grades 3-6.  

To teach grammar of past tense in heterogeneous and different culture background of students, the writer tries Teams Games Tournaments technique of Cooperative Learning method.

Teams Games Tournaments is a structure for reorganizing the classroom into four-or-five member teams, each having members from all levels of achievement. A rank-ordering procedure is used to form teams of comparable ability. The teams sit together and regularly engage in peer tutoring sessions in preparation for TGT tournaments. Skill exercise games are played during weekly tournaments. They focus on the objectives being taught at the time. During the games, students compete individually as representatives of their teams against two or three other students of comparable ability.

Teams Games Tournaments optimizes content mastery through both competition and cooperation. In a Teams Games Tournaments lesson, students at different ability level work together in study teams to review key content and help each other shore up gaps in their learning. Students then leave their study teams to compete in an academic tournament with students from other study teams. During the tournament, students gain points for their study team by answering questions challenging other players’ answer. Thus the study teams that are most cooperative-that do the best job of preparing all members to succeed in competition-earn the most points.

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Based on the explanation above, the writer is interested in applying teams games tournament as a technique of cooperative learning method that can improve the student's cooperation and competition with other students although has heterogeneous ability, ethnic, and different background of culture in learning English. This is reason why the writer chooses the title of the paper, "Teaching The Simple Past Tense by Using Teams Games Tournaments (An Experimental Study at the Second Grade of SMP Islam Al-Mukhlishin Ciseeng Bogor)".

B. Limitation and Formulation of the Problem

The writer limits the discussion to avoid misunderstanding in interpreting the problem, it is necessary to make limitation of the problem. The writer will limit the problem as follows:

1. Teams Games Tournaments is technique that writer analyses in this Skripsi
2. The writer limits the subject matter to the learning English grammar on the simple past tense
3. The English grammar that is taught in the second grade of SMP Islam Al-Mukhlishin is the simple past tense
4. The significant effect for students in teaching the simple past tense by using teams games tournaments technique that the writer wants to find.

Based on the identification of the problem above, the writer tries to formulate the problem as follow: Is there any significant effect for students in learning simple past tense by using teams games tournament?

C. Objectives of the Research

The general objectives of this research is to find out whether or not there is significant effect between student's score in learning simple past tense by using teams games tournaments and without teams games tournaments at second grade of SMP Islam Al-Mukhlishin Ciseeng Bogor.
D. Method of the Research

This research employs experimental method. The writer will teach the simple past tense in two classes (first class as an experimental class and second class as control class). Experimental class is taught by using teams games tournament technique in teaching simple past tense and control class is taught without teams games tournaments.

The writer will take the pre-test first to know that the student in both classes have the same intelligent and at the end of experiment, the writer take the post-test to two classes and compare the achievement of the study.

E. Significance of the Research

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

a. The research will give the teachers an alternative technique in teaching grammar especially simple past tense by using teams games tournaments.

b. The research expects that this technique can improve student attitudes and dissolve social barriers of students.

c. The result of this research can increase the writer's experience in teaching grammar especially simple past tense by using teams games tournaments.

F. The Hypotheses of the Research

a. Alternative hypothesis: Alternative hypothesis (Ha) means that there is positive significant difference in the result of the teaching the simple past tense by using teams games tournaments.

b. Null hypothesis: Null hypothesis (Ho) means that there is not any significant difference in the result of teaching the simple past tense by using teams games tournaments.
CHAPTER II
THEORETICAL FRAME WORK

A. THE SIMPLE PAST TENSE

1. The Definition of Simple Past Tense

According to Michael Swan said, “The simple past tense is often used with references to finished periods and moments of time.”

Betty Schrampfer Azar said, ”The simple past tense indicates that an activity or situation began and ended at a particular time in the past.

The past tense is a verb tense expressing action, activity, state or being in the past of the current moment (in an absolute tense system), or prior to some other event, whether that is past, present, or future (in a relative tense system).

Nasrun Mahmud said, “The simple past tense is formed with the past form of the verbs which may be either regular, i. e. by adding -ed to the infinitive form (incidentally, most verbs are regular) or irregular which must be learned and memorized in each case. For example: He played football yesterday and He went to Yogyakarta last week.

Rebecca E. Hayden and friends described that simple past tense can formulate in diagram as follow:

3 Http://en.wikipedia.org/wiki/Past_tense, 11 November 2009
The symbol (x) indicating the past activity could be placed anywhere on the line extending from the moment of speaking into the past.

From the diagram above Rebecca E. Hayden and friends described that simple past tense expresses activities that existed or occurred in the past.5

Marcela Frank said,“ simple past tense represent define time, it refers to event that were completed before the statement is made”.

It often accompanied by such expression or definite past as yesterday, last year, two years ago, etc.6

2. The Form of Simple Past Tense

Aj. Thomson and A.V Martinet, “The simple past tense in regular verb is formed by adding –ed to the infinitive, verb ending in –e add –d only, the negative of regular verb and irregular verb is formed with did not (didn’t) and the infinitive. The interrogative of regular and irregular with did + subject + infinitive’.7

The form of simple past tense are:

a. Affirmative Statements

1) To make an affirmative statement, the verb other than be we use the following, formula:

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S + V 2 + (…)
(Subject + simple past tense or verb two regular and irregular)

Examples:

| Subject | Verb 2 (regular or irreguler) | (…)
|---------|-------------------------------|---
| I       | Stood                        | a new car
| You     | Bought                       | some clothes
| They    | gave                         | English lesson
| We      | studied                      | tennis
| She     | played                       |
| He      | swam                         |

2) The verb be

To make an affirmative statement, the verb be we use the formula:

S + was/were + substantive (adverb of place) + (…)

Examples:

| Subject | Was/were | Substantive (Adverb of Place)
|---------|----------|-----------------------------
| They    | were     | students                    |
| He      | was      | here                        |
| She     | was      | in the garden               |
| I       | was      | in the class                |
| You     | were     | in the library              |

The past of the verb be (am, is, are) is was/were:

I/He/She/It: was  We/you/they: were

Was and were are the past tense forms of be and use was with first and third person singular, were with other persons.

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b. Negative Statements

1) To make negative statements, the verb other than be we use formula:

\[
S + \text{Did + not + Simple form + (…)}
\]

Example:

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<th>Subject</th>
<th>Did + not</th>
<th>Simple Form</th>
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<td>I</td>
<td>did not/ didn’t</td>
<td>come</td>
<td>yesterday</td>
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<td>You</td>
<td>did not/ didn’t</td>
<td>sit</td>
<td>here</td>
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<td>He</td>
<td>did not/ didn’t</td>
<td>meet</td>
<td>marry</td>
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<td>They</td>
<td>did not/ didn’t</td>
<td>speak</td>
<td>English</td>
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<td>We</td>
<td>did not/ didn’t</td>
<td>drink</td>
<td>the coffee</td>
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2) To make a negative statement be, we use formula:

\[
S + \text{was/were + no + Substantive (Adverb of Place)}
\]

Example:

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<tr>
<td>Did</td>
<td>Subject</td>
<td>Simple Form</td>
<td>Did he go to the class?</td>
<td>Did she bring a pen?</td>
<td>Did you sleep today?</td>
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</table>

2) To make interrogative negative form of verb other than be. The formula is:

**Didn’t + S + Simple Form + (…)**

Example:

<table>
<thead>
<tr>
<th>Didn’t</th>
<th>Subject</th>
<th>Simple Form</th>
<th>Didn’t we understand the lesson?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Didn’t</td>
<td>she</td>
<td>buy some ice cream?</td>
<td></td>
</tr>
<tr>
<td>Didn’t</td>
<td>you</td>
<td>study last night?</td>
<td></td>
</tr>
<tr>
<td>Didn’t</td>
<td>he</td>
<td>sit here?</td>
<td></td>
</tr>
</tbody>
</table>

3) To make the interrogative affirmative statement of verb be, we put **was/were** before the subject the formula is:

**Was/ were + S + Substantive (Adverb of Place) + (…)**

Example:

<table>
<thead>
<tr>
<th>Was/ were</th>
<th>Subject</th>
<th>Substantive (Adverb of Place)</th>
<th>Were we there yesterday?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Were</td>
<td>you</td>
<td>busy?</td>
<td>Was in the village this morning</td>
</tr>
<tr>
<td>Was</td>
<td>he</td>
<td></td>
<td>Was he last month?</td>
</tr>
</tbody>
</table>

4) To make the interrogative negative statement of verb be, we put **wasn’t/weren’t** before the subject. The formula is:

**Was/ were + S + Substantive (Adverb of Place) + (…)**

Example:
### 3. The Use of the Simple Past Tense

According to Michael Swan's opinion on “Practical English Usage” that “we use the simple past tense to talk about many kinds of past events: short, quickly finished actions and happenings, longer situations, and repeated events.

Peter *broke* a window last night.

I *spent* all my childhood in Scotland

Regularly every summer, Janet *fell* in love.  

According Martin Parrot, "We use the past simple when show finished periods of time, precise detail, time anchor and kinds of events."

The Simple Past Tense is used to indicate an action that took place in the past (strictly speaking: *before now*) with emphasis on the time the action took place.

According to Rebecca E. Hayden and friends, there are some usage of simple past tense, as follow:

a. The simple past tense is used to expresses activities that existed or occurred in the past. Modifiers indicating time often specify a definite time in the past, but in some situations the time is not specified. Example:

1) They left an hour ago.

2) I received two letters from home last Monday.

3) We were very sorry to hear about the accident.

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10 Michael Swam, *Practical English*……..p.416


12 Drs. Nasrun Mahmud, *English for*……..p.15
4) She had two extra tickets for the show.

The time signal from the examples above are Yesterday, Last night, Two days ago, and in 1975.

b. To express activities that existed or occurred over a period of time in the past. In some situations, modifiers indicating time specify the period of activity. Example:

1) I was there during the summer of 2002.

2) Mr. Hubbard served as chairman of the committee for two years.

3) During the spring vacation, the students went on a camping trip.

c. To express activities that existed or occurred at the intervals in past time. Modifiers indicating frequency often indicate the intervals of the activity. Example:

1) My grandfather rode a horse to school every day when he was child.

2) We saw him from time to time.

3) Andy heard the clock strike every hours last night.\(^\text{13}\)

\(^\text{13}\) Rebecca E. Hayden and Friends, *Mastering American*……p.81-83
B. TEAMS GAMES TOURNAMENTS

I. THE DEFINITIONS OF TEAMS GAMES TOURNAMENTS

Teams-Games-Tournament is a structure for reorganizing the classroom into four-or five-member teams, each having members from all levels of achievement.\textsuperscript{14}

Teams-Games-Tournament is the same as STAD in every respect but one; instead of quizzes and the individual improvement score system, Teams-Games-Tournament uses academic tournaments, in which students compete as representatives of their teams with members of other teams who are like them in past academic performance. Teams-Games-Tournament is very frequently used in combination with STAD, adding an occasional tournament to the usual STAD structure.\textsuperscript{15}

Teams-Games-Tournament is one of the team learning strategies designed by Robert E. Slavin for review and mastery learning of material.\textsuperscript{16} and Teams-Games-Tournament is one of Student Team Learning methods which are cooperative learning techniques developed and researched at Johns Hopkins University.

All cooperative learning methods share the idea that the students work together to learn and are responsible for their teammates' learning as well as their own. In addition to the idea of cooperative work, Student Team Learning methods emphasize the use of goals and team success, which can be achieved only if a members of the team learn the objectives being taught. That is, in Student Team Learning the students' tasks are not to do something as a team to learn something as a team.

Three concepts are central to all Student Team Learning methods—team rewards, individual accountability, and equal opportunities for success. Teams may earn certificates or other team rewards if they achieve above a designated criterion. Teams do not compete to earn scarce rewards; all (or none) of the teams may achieve the criterion in a given week.


\textsuperscript{16} Meg O'Mahony, \textit{Teams-Games-Tournament (TGT): Cooperative Learning and Review}. (NABT Conference 14 October 2006). momahony@uts.utoronto.ca, p.2
Individual accountability means that the team's success depends on the individual learning of all team members. Accountability focuses the activity of the team members on helping one another learn and making sure that everyone on the team is ready for a quiz or any other assessment that students take without teammate help.

Equal opportunities for success means that students contribute to their teams by improving on their own past performance. This ensure high, average, and low achievers are equally challenged to do their best, and that the contributions of all members are valued.\(^{17}\)

Based on the all statements above, the writer summarizes that Teams Games Tournaments is a technique of student team learning methods (cooperative learning techniques) which reorganizing the classroom into four or five member teams to master material initially presented by the teacher. Teams Games Tournaments is not just making student into teams but they should learn to think, solve the problems, integrate and apply knowledge and skills in order the outcomes like increase students achievement and improve inter group relation can be reached.

2. THE COMPONENTS OF TEAMS GAMES TOURNAMENTS

a. Class Presentation

Material in Teams Games Tournament is initially introduced in a class presentation. This is most often direct instruction or a lecture-discussion conducted by the teacher, but could include audiovisual presentations. Class presentation in teams games tournaments differ for usual teaching only in that they must be clearly focused on the Teams-Games-Tournament unit.\(^{18}\)

b. Teams

Students are assigned by the teacher to four-or five-member teams. Each team reflects a cross-section of the academic ability, race, and sex composition of the class. The teacher ranks the students from top to bottom on past academic performance in the skill area to be taught and then forms teams which contain high achiever, a low achiever, and two to three

\(^{17}\) Robert E. Slavin, *Cooperative Learning*.......... p.4

\(^{18}\) Robert E. Slavin, *Cooperative Learning*.......... p.84
average achievers. The teams are balanced on race and sex composition. Team membership
remains constant over the course of the TGT instructional period.\textsuperscript{19}

c. Games

The games are composed of content-relevant questions designed to test the knowledge
students gain from class presentations and team practice. Games are played at tables of three
students, each of whom represents a different team. Most games are simply numbered
questions on a ditto sheet. A student picks a numbered card and attempts to answer the
question corresponding to the number. A challenge rule permits players to challenge one
another's answers.

d. Tournament

The tournament is the structure in which the games take place. It is usually held at the
end of a week or a unit, after the teacher has made a class presentation and the teams have
had time to practice with the worksheets. For the first tournament, the teacher assigns
students to tournament tables-the highest three students in past performance to table 1, the
next three to table 2, and so on. This equal competition, like the individual improvement
score system in STAD, make it possible for students of all levels of past performance to
contribute maximally to their team scores if they do their best.

After the first tournament, students change tables depending on their own
performance in the most recent tournament. The winner at each table is "bumped up" to the
next higher table; the second soccer stays at the same table; and the low scorer is "bumped
down". In this way, if students have been miss assigned at first, they will eventually be
moved up or down until they reach their true level of performance.

e. Team Recognition

Teams may earn certificates or other rewards if their average scores exceed a certain
criterion. Students' teams scores may also be used to determine up to 20 percent of their
grades.

\textsuperscript{19}David L. DeVries and fiends. Team-Games-Tournament \ldots \ldots \textsuperscript{p.17}
3. THE PROCEDURES OF TEAMS GAMES TOURNAMENTS

a. STUDY TEAMS (also called Home Teams)
The students reinforce, review and study the material cooperatively in these teams.
Set-up: Heterogeneous Teams
a) Generate a ranked class list of all students.
The ranking should be academic, by marks.
b) Team size: 4 students
To make the teams, divide the total number of students by 4.
\[ \text{30 students} \div 5 = 6 \]
c) Number students, beginning at the top.
Reverse the numbering the second time through.
e.g. 1,2,3,4,5,6,6,5,4,3,2,1,1,2,... etc.
d) This will generate academically heterogeneous teams of about equal ability.
Balance the teams for sex, ethnicity, etc. while trying to maintain academic “equality”.
Purpose: Students may review using a specific format, a review sheet, informally, quizzing each other, etc.

b. TOURNAMENT
After the designated study time, the students then compete in the tournament.
Set-up: Homogeneous (Tournament) Teams
a) Use the same ranked student list.
b) Form groups of 3 (alternate size is 4).
c) Cluster students by 3’s, going down the ranked student list. This will result in the 3 strongest students competing together, the 3 weakest together, etc.

Format:
a) Have a deck of numbered cards (1 - 30) available for each tournament table.
b) Make up a worksheet of 30 numbered questions (simple past tense).
c) Make up a numbered answer sheet.
d) Each team picks up an envelope/deck of cards, question and answer sheet
   (depend on the subject see appendix).
e) Students draw cards at each table. The highest number goes first.
f) The 1st student pulls a card from the envelope and reads out the number.
The 2nd student (with the question sheet) reads the question out loud. The 1st student answers the question. The 3rd student (with the answer sheet) tells if the answer is correct. If correct, the 1st student keeps the card. If incorrect, the question (2nd) student may challenge answer. If they get the answer correct, they may keep the card. If still incorrect, the card goes to a “discard” pile. g) The game proceeds clockwise. After each question (whether correct or incorrect) each student changes “jobs”. It continues until the time is up.

c. SCORING

Scoring is done for all the tournament tables using Table 1 (attached). Each player will take back 2 to 6 points to their Study Team. Study Team points are totaled. They need to be normalized to a group size of 4 using Table 2. (Study teams of 5 students will bring back more points; teams of 3, fewer points.)

d. BUMPING

The members of tournament tables can be bumped up or down. Each winner moved to a higher-level table, the “loser” moves to an “easier” table. This ensures that all students are playing with same-ability students and are winners about equally often.20

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20 Meg O' Mahony, *Teams-Games-Tournament* .................p. 2-5
### TABLE 1: Calculating Tournament Points

#### For a 4-Player Game

| Player          | T   | I   | E   | S
|-----------------|-----|-----|-----|-----
|                 | None| Top | Middle | Low | 3-way for Top | 3-way for Low | 4-way | Low and High |
| Top Scorer      | 6 points | 5 | 6 | 6 | 5 | 6 | 4 | 5 |
| High Middle Scorer | 4 points | 5 | 4 | 4 | 5 | 3 | 4 | 5 |
| Low Middle Scorer | 3 points | 3 | 4 | 3 | 5 | 3 | 4 | 3 |
| Low Scorer      | 2 points | 2 | 2 | 3 | 2 | 3 | 4 | 3 |

#### For a 3-Player Game

| Player          | T   | I   | E   | S
|-----------------|-----|-----|-----|-----
|                 | No Ties | Top Score | Low Score | 3-way Tie |
| Top Scorer      | 6 points | 5 | 6 | 4 |
| Middle Scorer   | 4 points | 5 | 3 | 4 |
| Low Scorer      | 2 points | 2 | 3 | 4 |

#### For a 2-Player Game

| Player          | T I E S
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<tr>
<td></td>
<td>No Ties</td>
<td>Tied</td>
</tr>
<tr>
<td>Top Scorer</td>
<td>6 points</td>
<td>4</td>
</tr>
<tr>
<td>Low Scorer</td>
<td>2 points</td>
<td>4</td>
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TABLE 2: Pro-Rating Scores for Teams with 2, 3 or 5 Members

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<thead>
<tr>
<th>Raw Scores</th>
<th>5-Member Team</th>
<th>3-Member Team</th>
<th>2-Member Team</th>
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4. THE ADVANTAGES AND DISADVANTAGES OF TEAMS GAMES TOURNAMENTS

Teams Games Tournament has advantages and disadvantages like another technique because there is no the method or technique which is perfect. Here are the advantages and disadvantages:

a. The Advantages of TGT

a. Incorporates the best of cooperation and competition
b. Meets all the requirements of an effective cooperative learning strategy.
c. Builds student learning through repetition and variation
d. Provides the teacher with good assessment data
e. Uses a motivation-based scoring model.
f. Increase academic achievement
g. Improve student attitudes
h. Create student peer tutoring
i. Simulate the outside world
j. Dissolve social barriers

b. The Disadvantages of TGT

a. Most teammates will get along with one another, especially after they have had a couple of weeks to get used to working together.
b. Wasting the time because the tournament should take place over period of several weeks, preferably a semester.
c. The absences of student in tournament sessions is a problem for the teacher. The teacher should handle absences of the student until the successfully tournament is over.
C. Grammar Translation Method

1. The Understanding of the Grammar Translation Method.

In applied linguistics, the grammar translation method is a foreign language teaching method derived from the classical (sometimes called traditional) method of teaching Greek and Latin. 21

Howatt (1984:131) points out, 'grammar' and 'translation' are actually not the distinctive features of Grammar Translation Method, since they were already well-accepted as basic principles of language teaching. The aims are rather: to develop logical thinking, to develop, at least in the better learners, an ability to read original texts in the languages concerned. 22

Grammar Translation Method was in fact first known in the United States as the Prussian Method. 23 By the nineteenth century, this approach based on the study of Latin had become the standard way of studying foreign language in schools. A typical textbook in the mid-nineteenth century thus consisted of chapters or lessons organized around grammar points. Each grammar point was listed, rules on its use were explained, and it was illustrated by sample sentences.

Grammar Translation dominated European and foreign language teaching from the 1840s to the 1940s, and modified form it continues to be widely used in some parts of the world today. This method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists. Although the Grammar-Translation Method often creates frustration for the students because the students have to be able to read and translate literary masterpieces and classics, it makes few demands on teachers. It used in situations where understanding literary texts is the primary focus of foreign language study and there is little need for speaking knowledge of the language.

From the explanation above, we know that Grammar Translation Method is old method. It was called Classical or Traditional method of teaching Latin and Greek. It was


widely used in some parts of the world today. Grammar Translation method emphasizes the written language at the expense of the spoken and stressed in structures and vocabularies.

2. The Principal Characteristics of The Grammar Translation Method

The principal characteristics of the Grammar Translation Method were these:

1. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study.

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

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

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

5. Accuracy is emphasized.

6. Grammar is taught deductively.

7. The student's native language is the medium of instruction. 24

3. The Techniques of The Grammar Translation Method

There are some useful techniques associated with the Grammar Translation Method:

1. Translation of A Literary Passage

   The reading passage then provides the focus for several class vocabulary and grammatical structures in the passage are studied in subsequent lessons. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

2. Reading Comprehension Questions

   The first group of questions asks for information contained within the reading passage. In order to answer the second group of questions, students will have to make inferences based on their understanding of the passage. They will have to answer

24 Jack C Richards and Rodgers Theodore S, "Approaches and Methods...........p.3-4
questions about the passage even though the answers are not contained in the passage itself.

3. Cognates

Students are taught to recognize cognates by learning the spelling or sound patterns that correspond between the languages. Students are also asked to memorize words. This technique, of course, would only be useful in languages that share cognates.

4. Deductive Application of Rule

Once students understand a rule, they are asked to apply it to some different examples.

5. Fill-In-The-Blanks

They fill in the blanks with new vocabulary items or with items of a particular grammar type, such as prepositions or verbs with different tenses.

6. Memorization

Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them.

7. Use Words In Sentences

In order to show that students understand the meaning and use of a new vocabulary item, they make up sentences in which they use the new words.

8. Composition

The teacher gives the students a topic to write about in the target language. The topic is based upon some aspect of the reading passage of the lesson. \(^{25}\)

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CHAPTER III

PROFILE OF SMP ISLAM AL-MUKHLISHIN

A. The History of SMP Islam Al-Mukhlishin

SMP Islam Al-Mukhlishin is a formal school which states under Orphan Foundation / Pondok Pesantren Al Mukhlishin which is established on December 23rd 1983. Meanwhile, SMP Islam Al-Mukhlishin starts to accept new students in Learning Year 1984 / 1985 with Operational License Number: 364/102.4/R.1986 on April 18th 1986.


A year later SMP Islam Al-Mukhlishin committed reaccreditation and declared “DAPAT MANDIRI” and had a status “DIAKUI” with the Decision Letter from The Head of District Office of Culture and Education Department of West Java Province number: 1083/102.07/D.87 on November 23rd 1987. Since then, SMP Islam Al-Mukhlishin is able to conduct National Examination / School Examination.

In year 1998 the number of SSN and SDN are changed into (SSN) 204.020.519.134 and (SDN): 2002050075. On December 1998 committed reaccreditation and the result was “DISAMAKAN” with the Decision Letter from The Head of District Office of Culture and Education Department of West Java Province number: 1658a/102.7/MN/1999 on March 15th 1999.

In year 2005 National Standard Agency accredited the school with “B” accreditation in tone with the government regulation number 19 year 2005 about National Education Standard, and decided three subjects which will be tested in National Examination, they are Indonesian Language, Mathematics and English Language, meanwhile other subjects which are taught until third grade (based on curriculum 2004) become school’s authority and responsibility.

In year 2008 National Standard Agency accredited the school with “A” (Very Good) accreditation which is stated in Bandung on November 25th 2008.
B. Vision and Mission SMP Islam Al-Mukhlishin

I. Vision of SMP Islam Al-Mukhlishin

To make SMP Islam Al-Mukhlishin becomes:

- Excellent in achievement
- Pioneer of Cooperation
- Model in applying knowledge, faith, and service

II. Mission of SMP Islam Al-Mukhlishin

- To create a good quality education
- To manage working achievement, worship achievement based on moral guidance toward science and faith.
- Respecting the different
- Managing good and harmonious relationships by increasing service to everyone.

C. The Purpose of SMP Islam Al-Mukhlishin

a. The Purposes of SMP Islam Al-Mukhlishin within 5 years:

1. Fulfilling fair and equal education in school
2. Fulfilling good quality education which will produce academic and non-academic achievements.
3. Fulfilling supreme attitude and behavior based on faith and virtue.
4. Fulfilling transparent, accountable, and participative toward all related subjects.

b. The Purposes of SMP Islam Al-Mukhlishin within 1 year:

1. Even distribution and extension access.
2. Managing the number of study groups and other support rooms which are in tone with SPM and SNP in National Standard School.
3. Quality and Relevance.
Several analysis of education situations which are expected in a year ahead based on the explanation in PP No. 19 Year 2005 in SMP Islam Al-Mukhlishin are:

a) The Standard of Content (Curriculum)

- The existence of SMP Islam Al-Mukhlishin’s curriculum mapping equipment for 7th and 8th grade.
- The existence of syllabus and lesson plan development SMP Islam Al-Mukhlishin’s curriculum comprehensively for each subject.
- The existence of innovative and comprehensive assessment system development for each subject for 7th, 8th and 9th grade.

b) The Standard of Educator and Education Worker

- Achieving the development of education competence on Mathematics and Science subject using English as language used in class.
- Applying Money to the educator and school management comprehensively and continuously.
- 10% improvement on digital school administration.

c) The Standard of Learning Process

- Achieving the development of innovative learning models for 7th, 8th and 9th grade.
- Achieving the development of varieties learning strategy for 7th, 8th and 9th grade.

d) The Standard of Education facility

- Providing a complete 75% learning equipments in tone with achievement indicator and basic competence for each subject for 7th, 8th and 9th grade.
- Managing service improvement in using library and internet as the learning source.
e) The Standard of Graduation

- Managing the improvement of Minimum Graduation Criteria for each subject every semester for 7th, 8th and 9th grade.
- Managing the improvement of learning achievement in tone with graduation competence limit.

f) The Standard of School Institution Management

- Managing the improvement of MBS application in school autonomy era.
- Managing the development of efficiency concept for school organizer function.
- Managing the improvement of cooperation with parents, committee and society in succeeding NSS (National Standard School).
- Managing the improvement of parents, committee and society participation in committing learning and teaching.
- Managing the improvement of education information service professionally and proportionally correlate with the demand and technology improvement.

g) The Standard of Expense

- Managing the improvement of internal and external cooperation with the financier.
- Managing the improvement of fund management and administration establishment.

h) The Standard of Assessment

- Providing an innovative assessment model equipment for 7th, 8th and 9th grade.
- Managing the improvement of evaluation test instrument or equipment for 7th, 8th and 9th grade.
D. Strategic Program

1. The improvement of equal and fair education system in school.
2. The improvement of supreme attitude and behavior based on faith and virtue.
3. The improvement of transparent, accountable and participative toward all related subjects

E. Application Strategy

1. Making good relationship with Local Government, Education Department, School Committee and Stakeholder.
2. Making efficient use of human resources and other resources in school.
3. Making good relationship with religious organization and making effective use of students in religious activities.
4. Making efficient use of human resources in applying school base management.

F. Expected Result

1. The existence of fair and equal education in school.
2. The existence of good quality education which will produce academic and non-academic achievements.
3. The existence of supreme attitude and behavior based on faith and virtue.
4. The existence of transparent, accountable and participative toward all related subjects.

G. The State of Educators, Employees and Students SMP Islam Al-Mukhlishin

To achieve the purpose of education which has been determined before in learning activity, it must be supported by several engaged elements, such as educators, employees and students.

a. The State of Educators

The numbers of educators that teach in SMP Islam Al-Mukhlishin Ciseeng are 31 educators with different education background. Almost all of the educators have high education. It means that Al Mukhlishin Islamic Junior
High School has a commitment to raise the quality of educators by hiring educator which have good competence and loyalty toward education.

The following are list of the educators based on sex classification:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>20 people</td>
</tr>
<tr>
<td>Women</td>
<td>11 people</td>
</tr>
<tr>
<td>Total</td>
<td>31 people</td>
</tr>
</tbody>
</table>

b. The State of Employees

Employee is one of education worker elements and has an important role in school. Other education worker must cooperate with them well to achieve the purpose of education which has been determined. There are 4 employees that work in SMP Islam Al-Mukhlishin Ciseeng.

The following are list of employees that work in Al Mukhlishin Islamic Junior High School Ciseeng based on sex classification:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>2 people</td>
</tr>
<tr>
<td>Women</td>
<td>2 people</td>
</tr>
<tr>
<td>Total</td>
<td>4 people</td>
</tr>
</tbody>
</table>

c. The State of Students

The numbers of students of SMP Islam Al-Mukhlishin Ciseeng in learning year 2009/2010 are 222 persons. They are 79 students for 7th Grade and divided into 3 classes, 72 students for 8th grade and divided into 2 classes and 71 students for 9th grade and divided into 2 classes.

The following are list of the students based on sex classification:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>112 students</td>
</tr>
<tr>
<td>Women</td>
<td>110 students</td>
</tr>
<tr>
<td>Total</td>
<td>222 students</td>
</tr>
</tbody>
</table>

The facility and infrastructure in SMP Islam Al-Mukhlishin

The facility and infrastructure which school has are very complete and will support the learning process well. The completeness of facility and infrastructure will support the quality of its graduation. It is because the quality of a school can be
measured not only by its educators quality but also form the completeness of school’s facility and infrastructure.

The following are facility and equipment that SMP Islam Al-Mukhlishin has:

**Table 3.1**

The facility and infrastructure in SMP Islam Al-Mukhlishin

Tahun Ajaran 2009/2010

<table>
<thead>
<tr>
<th>Kind of Room/ Infrastructure</th>
<th>Amount</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STUDYING ROOM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom</td>
<td>8</td>
<td>Good</td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>English Laboratory</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Science Laboratory</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Computer Laboratory</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Art Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Crafting Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Multifunction Room/Hall</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td><strong>OFFICE ROOM</strong></td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>Principal Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Vice Principal Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Teacher Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Management Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>School Committee Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td><strong>SUPPORTING ROOM</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Warehouse</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Room</td>
<td>Qty</td>
<td>Grade</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>Counseling Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>School Health Unit Room</td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>Scouts / Red Cross Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>OSIS/PASKIBRA Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Worship Room</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Principal’s Toilet</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Teacher’s Toilet</td>
<td>1</td>
<td>Good</td>
</tr>
<tr>
<td>Student’s Toilet</td>
<td>4</td>
<td>Good</td>
</tr>
</tbody>
</table>

Based on the table above, the writer concludes that SMP Islam Al-Mukhlishin has enough facility and infrastructure to conduct a good quality education.
CHAPTER IV

RESEARCH METHODOLOGY
AND RESEARCH FINDINGS

A. Research Methodology

1. The Purpose of the Research

The purpose of the research is to find out the effectiveness of Teams Games Tournament (TGT) in teaching the Simple Past Tense at second grade of SMP Islam Al-Mukhlishin Ciseeng Bogor.

2. Place and Time

The place for the research is SMP Islam Al-Mukhlisin, located on Jl. H. Usa Po.Box 23/Pru/Ciseeng Bogor 16330. He conducted this research from Januari 19 until February 9, 2010.

3. Population and Sample

The population of this research is the second grade students of SMP Islam Al-Mukhlisin Ciseeng Bogor. The total number of students in the second grade is 72 students which is divided into two classes. Class A consists of 37 and Class B consists of 35 students. The writer only took 30 students from the A class and 30 students from the B class, so both classes consist of 60 students. Class A as the experiment class and class B as the control class.

4. Instrument of the Research

The writer used tests as instrument of the research. The tests consist of 20 items of multiple choice; 10 items for past tense and 10 items for other tenses.

5. Technique of Data collecting

The techniques of data collecting in this research are:

a. Pre-test
The pre-test was given by the writer in the beginning of attending class for experiment and control class to know the students' knowledge of the material that will be taught.

b. Post-test.
The post test was given by the writer at the end of class for the experiment and control class after the lesson had been taught.

6. Technique of Data analysis

In analyzing the data, the writer uses the comparative technique. The comparative technique is an analysis technique to evaluate hypothesis concerning differences between two variables examined statistically.

In the comparative technique, the variables are compared to know whether the differences are significant. The writer uses \( t\)-test to prove statistically whether there is significant difference between two variables, in case between using Teams Games Tournament and without Teams Games Tournaments.

The formula of \( t\)-test which was used in this research is:

\[
t = \frac{M_1 - M_2}{SE_{M_1-M_2}}
\]

- \(M_1\) : Mean of the Difference of Experiment Class
- \(M_2\) : Mean of the Difference of Control Class
- \(SE_{M_1}\) : Standard Error of Experiment Class
- \(SE_{M_2}\) : Standard Error of Control Class

The procedures of calculation were as follows:

a. Determining Mean of Variable X, the formula is:

\[M_1 = \frac{\sum X}{N_1}\]

b. Determining Mean of Variable Y, the formula is:

\[M_2 = \frac{\sum Y}{N_2}\]
c. Determining Standard of Deviation Score of Variable X, the formula is:

\[ SD_1 = \sqrt{\sum \frac{X^2}{N_1}} \]

d. Determining Standard of Deviation Score of Variable Y, the formula is:

\[ SD_2 = \sqrt{\sum \frac{Y^2}{N_2}} \]

e. Determining Standard Error of Mean of Variable X, the formula is:

\[ SE_{M_1} = \frac{SD_1}{\sqrt{N_1 - 1}} \]

f. Determining Standard Error of Mean of Variable Y, the formula is:

\[ SE_{M_2} = \frac{SD_2}{\sqrt{N_2 - 1}} \]

g. Determining Standard Error of Difference of Mean of Variable X and Variable Y, with formula:

\[ t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \]

i. Determining t-table in significance level 5% with Degree of Freedom (df):

\[ df = (N1+N2) - 2 \]

Variable X : teaching the simple past tense by using TGT

Variable Y : teaching the simple past tense without TGT

B. RESEARCH FINDINGS

1. Description of Data

It has been mentioned in the previous chapter that the writer will do field research by experiment. The writer will get the data from pre-test and post-test of the experimental class and the controlled class.

The table 4.1 below shows the result of the test that analyzes the students’ scores in controlled class (variable X). The scores of post-test was higher than pre-test because the treatment was done after pre-test. The writer taught students by using teams games tournament and continued with post-test.
Table 4.1

The scores of students’ test in Experimental Class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>55</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>70</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>55</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>5</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>75</td>
<td>20</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td>65</td>
<td>30</td>
</tr>
<tr>
<td>8</td>
<td>35</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>75</td>
<td>35</td>
</tr>
<tr>
<td>10</td>
<td>35</td>
<td>55</td>
<td>20</td>
</tr>
<tr>
<td>11</td>
<td>40</td>
<td>65</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>45</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>30</td>
<td>55</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>30</td>
<td>65</td>
<td>35</td>
</tr>
<tr>
<td>15</td>
<td>45</td>
<td>70</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>30</td>
<td>60</td>
<td>30</td>
</tr>
<tr>
<td>17</td>
<td>35</td>
<td>65</td>
<td>25</td>
</tr>
<tr>
<td>18</td>
<td>30</td>
<td>75</td>
<td>35</td>
</tr>
<tr>
<td>19</td>
<td>50</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td>20</td>
<td>45</td>
<td>55</td>
<td>10</td>
</tr>
<tr>
<td>21</td>
<td>35</td>
<td>60</td>
<td>25</td>
</tr>
<tr>
<td>22</td>
<td>55</td>
<td>85</td>
<td>30</td>
</tr>
<tr>
<td>23</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>24</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>25</td>
<td>50</td>
<td>80</td>
<td>30</td>
</tr>
<tr>
<td>26</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>27</td>
<td>50</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>28</td>
<td>55</td>
<td>80</td>
<td>25</td>
</tr>
<tr>
<td>29</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
</tbody>
</table>
Statistical Data of Pre-test of Experiment Class

1. Frequency Distribution

a. Highest score (H) and Lowest score (L)
   \[ H = 55 \]
   \[ L = 30 \]

b. Range
   \[ R = H - L \]
   \[ R = 55 - 30 \]
   \[ R = 25 \]

c. Number of class (K)
   \[ K = 1 + 3.3 \log N \]
   \[ K = 1 + 3.3 \log 30 \]
   \[ K = 1 + 4.9 \]
   \[ K = 5.9 \approx 6 \]

d. Interval
   \[ I = \frac{R}{K} \]
   \[ I = \frac{25}{6} \]
   \[ I = 4.16 \approx 4 \]

<table>
<thead>
<tr>
<th>Interval scores</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>54 – 57</td>
<td>3</td>
</tr>
<tr>
<td>50 – 53</td>
<td>6</td>
</tr>
<tr>
<td>46 – 49</td>
<td>0</td>
</tr>
<tr>
<td>42 – 45</td>
<td>5</td>
</tr>
<tr>
<td>38 – 41</td>
<td>7</td>
</tr>
<tr>
<td>34 – 37</td>
<td>4</td>
</tr>
<tr>
<td>30 – 33</td>
<td>5</td>
</tr>
</tbody>
</table>
2. Mean

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

\[ M_x = \frac{1260}{30} \]

\[ M_x = 42 \]

3. Median

\[ N = 2n + 1 \]

<table>
<thead>
<tr>
<th>30</th>
<th>30</th>
<th>30</th>
<th>30</th>
<th>30</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>35</td>
<td>35</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>45</td>
<td>45</td>
<td>45</td>
<td>50</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>50</td>
<td>50</td>
<td>50</td>
<td>55</td>
<td>55</td>
<td>55</td>
</tr>
</tbody>
</table>

\[ N = 2n + 1 \]

\[ 30 = 2n + 1 \]

\[ 30 - 1 = 2n \]

\[ 2n = 29 \]

\[ n = 14.5 \approx 15 \]
The result of median is the number
\[ 15 + 1 = 16 \]
\[ = 40 \]

**Statistical Data of Pos-test of Experiment Class**

1. Frequency Distribution
   a. Highest score (H) and Lowest score (L)
      \[ H = 85 \]
      \[ L = 55 \]
   b. Range
      \[ R = H - L \]
      \[ R = 85 - 55 \]
      \[ R = 30 \]
   c. Number of class (K)
      \[ K = 1 + 3.3 \log N \]
      \[ K = 1 + 3.3 \log 30 \]
      \[ K = 1 + 4.9 \]
      \[ K = 5.9 \approx 6 \]
   d. Interval
      \[ I = \frac{R}{K} \]
      \[ I = \frac{30}{6} \]
      \[ I = 5 \]

<table>
<thead>
<tr>
<th>Interval scores</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 – 89</td>
<td>1</td>
</tr>
<tr>
<td>80 – 84</td>
<td>3</td>
</tr>
<tr>
<td>75 – 79</td>
<td>5</td>
</tr>
<tr>
<td>70 – 74</td>
<td>6</td>
</tr>
<tr>
<td>65 – 69</td>
<td>4</td>
</tr>
<tr>
<td>60 – 64</td>
<td>7</td>
</tr>
<tr>
<td>55 – 59</td>
<td>4</td>
</tr>
</tbody>
</table>
2. Mean

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

\[ M_x = \frac{2020}{30} \]

\[ M_x = 67.3 \approx 67 \]

3. Median

\[ N = 2n + 1 \]

55 55 55 55 60 60
60 60 60 60 60 65
65 65 65 70 70 70
70 70 70 75 75 75
75 75 80 80 80 85

\[ N = 2n + 1 \]

\[ 30 = 2n + 1 \]

\[ 30 - 1 = 2n \]

\[ 2n = 29 \]

\[ n = 14.5 \approx 15 \]
The result of median is the number

\[ 15 + 1 = 16 \]

\[ = 70 \]

From the table above (data of experiment class), it can be seen that the lowest score of pre-test 30 and the highest score is 55. Then the lowest score of post test is 55, and the highest score is 85. It means that post-test score is higher than pre-test.

The table 4.1 below shows the result of the test that analyzes the students’ scores in controlled class (variable Y). The scores of post-test was not significant enough better than pre-test although the writer did the treatment after pre-test because the teaching learning process was monotone and static. The writer taught students without using teams games tournament and continued with post-test.

**Table 4.4**
The scores of students’ test in Controlled class

<table>
<thead>
<tr>
<th>Students</th>
<th>Pre-test</th>
<th>Post-test</th>
<th>Gained Scored</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>35</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>35</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>35</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>9</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>10</td>
<td>30</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>11</td>
<td>40</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>30</td>
<td>35</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>30</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td>16</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>17</td>
<td>30</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>18</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>19</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>20</td>
<td>35</td>
<td>40</td>
<td>5</td>
</tr>
<tr>
<td>21</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>22</td>
<td>55</td>
<td>70</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>30</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td>40</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>25</td>
<td>35</td>
<td>60</td>
<td>15</td>
</tr>
<tr>
<td>26</td>
<td>40</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td>45</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>28</td>
<td>50</td>
<td>60</td>
<td>10</td>
</tr>
<tr>
<td>29</td>
<td>30</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>30</td>
<td>35</td>
<td>50</td>
<td>15</td>
</tr>
<tr>
<td>N=30</td>
<td>1135</td>
<td>1365</td>
<td>210</td>
</tr>
</tbody>
</table>

**Statistical Data of Pre-test of Controlled Class**

1. **Frequency Distribution**
   a. Highest score (H) and Lowest score (L)
      
      \[
      H = 55  \\
      L = 30  
      \]

   b. Range
      
      \[
      R = H - L  \\
      R = 55 - 30  \\
      R = 25  
      \]

   c. Number of class (K)
      
      \[
      K = 1 + 3.3 \log N  \\
      K = 1 + 3.3 \log 30  \\
      K = 1 + 4.9  \\
      K = 5.9 \approx 6  
      \]
d. Interval

\[ I = \frac{R}{K} \]

\[ I = \frac{25}{6} \]

\[ I = 4.16 \approx 4 \]

<table>
<thead>
<tr>
<th>Interval scores</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>54 – 57</td>
<td>1</td>
</tr>
<tr>
<td>50 – 53</td>
<td>2</td>
</tr>
<tr>
<td>46 – 49</td>
<td>0</td>
</tr>
<tr>
<td>42 – 45</td>
<td>6</td>
</tr>
<tr>
<td>38 – 41</td>
<td>5</td>
</tr>
<tr>
<td>34 – 37</td>
<td>6</td>
</tr>
<tr>
<td>30 – 33</td>
<td>10</td>
</tr>
</tbody>
</table>

2. Mean

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

\[ M_x = \frac{1135}{30} \]

\[ M_x = 37.8 \approx 38 \]
3. Median

\[
N = 2n + 1
\]

\[
\begin{array}{ccccccc}
30 & 30 & 30 & 30 & 30 & 30 \\
30 & 30 & 30 & 30 & 35 & 35 \\
35 & 35 & 35 & 35 & 40 & 40 \\
40 & 40 & 40 & 45 & 45 & 45 \\
45 & 45 & 45 & 50 & 50 & 55 \\
\end{array}
\]

\[
N = 2n + 1
\]

\[
30 = 2n + 1
\]

\[
30 – 1 = 2n
\]

\[
2n = 29
\]

\[
n = 14.5 \approx 15
\]

The result of median is the number

\[
15 + 1 = 16
\]

\[
= 35
\]

**Statistical Data of Pos-test of Controlled Class**

1. Frequency Distribution

   a. Highest score (H) and Lowest score (L)

   \[
   H = 70
   \]

   \[
   L = 30
   \]

   b. Range

   \[
   R = H – L
   \]

   \[
   R = 70 – 30
   \]

   \[
   R = 40
   \]

   c. Number of class (K)

   \[
   K = 1 + 3.3 \text{ Log } N
   \]

   \[
   K = 1 + 3.3 \text{ Log } 30
   \]

   \[
   K = 1 + 4.9
   \]

   \[
   K = 5.9 \approx 6
   \]

   d. Interval

   \[
   I = \frac{R}{K}
   \]

   \[
   I = \frac{40}{6}
   \]

   \[
   I = 6.8 \approx 7
   \]
Table 4.6

<table>
<thead>
<tr>
<th>Interval scores</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>65 – 71</td>
<td>1</td>
</tr>
<tr>
<td>58 – 64</td>
<td>3</td>
</tr>
<tr>
<td>51 – 57</td>
<td>0</td>
</tr>
<tr>
<td>44 – 50</td>
<td>11</td>
</tr>
<tr>
<td>37 – 43</td>
<td>11</td>
</tr>
<tr>
<td>30 – 36</td>
<td>4</td>
</tr>
</tbody>
</table>

2. Mean

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

\[
M_x = \frac{1365}{30} = 45.5
\]
3. Median

\[ N = 2n + 1 \]

<table>
<thead>
<tr>
<th>30</th>
<th>30</th>
<th>30</th>
<th>35</th>
<th>40</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
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<td>50</td>
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<td>50</td>
</tr>
<tr>
<td>50</td>
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<td>50</td>
<td>50</td>
<td>50</td>
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</tr>
<tr>
<td>50</td>
<td>50</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>70</td>
</tr>
</tbody>
</table>

\[ N = 2n + 1 \]

\[ 30 = 2n + 1 \]

\[ 30 - 1 = 2n \]

\[ 2n = 29 \]

\[ n = 14.5 \approx 15 \]

The result of median is the number

\[ 15 + 1 = 16 \]

\[ = 50 \]

From the table above (data of control class), it can be seen that the lowest score of pre-test 30 and the highest score is 55. Then the lowest score of post test is 30, and the highest score is 70. It means that post-test score is higher than pre-test.

2. The analysis of Data

The writer found from the result of pre-test and post-test (controlled and experiment class) that the score of experiment class (1260 and 2020) was higher than controlled class (1135 and 1365) because in experiment class, the students enjoyed to following the teaching learning process nicely like; the student always play the games and tournament after the class presentation is over. From the tournament the students can get or give the information and material from their teams and can compete with other teams happily. It proved that using Teams Games Tournament in teaching simple past tense has positive effects to the student scores.

The writer also used statistic calculation of the t-test to make the data clearly. The t-test formula with degree of significance 5% and 1% looks like as follows.
Table 4.3
The Result Calculation of Both Experimental Class and Controlled Class

<table>
<thead>
<tr>
<th>Students</th>
<th>(X)</th>
<th>(Y)</th>
<th>X</th>
<th>Y</th>
<th>$x^2$</th>
<th>$y^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>0</td>
<td>-18.5</td>
<td>-7</td>
<td>342.25</td>
<td>49</td>
</tr>
<tr>
<td>2</td>
<td>30</td>
<td>10</td>
<td>6.5</td>
<td>3</td>
<td>42.25</td>
<td>9</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>15</td>
<td>-3.5</td>
<td>8</td>
<td>12.25</td>
<td>64</td>
</tr>
<tr>
<td>4</td>
<td>5</td>
<td>0</td>
<td>-18.5</td>
<td>-7</td>
<td>342.25</td>
<td>49</td>
</tr>
<tr>
<td>5</td>
<td>20</td>
<td>5</td>
<td>-3.5</td>
<td>-2</td>
<td>12.25</td>
<td>4</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>5</td>
<td>-3.5</td>
<td>-2</td>
<td>12.25</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>30</td>
<td>0</td>
<td>6.5</td>
<td>-7</td>
<td>12.25</td>
<td>49</td>
</tr>
<tr>
<td>8</td>
<td>25</td>
<td>5</td>
<td>1.5</td>
<td>-2</td>
<td>2.25</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>35</td>
<td>10</td>
<td>11.5</td>
<td>3</td>
<td>132.25</td>
<td>9</td>
</tr>
<tr>
<td>10</td>
<td>20</td>
<td>10</td>
<td>-3.5</td>
<td>3</td>
<td>12.25</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>0</td>
<td>-3.5</td>
<td>-7</td>
<td>12.25</td>
<td>49</td>
</tr>
<tr>
<td>12</td>
<td>25</td>
<td>5</td>
<td>1.5</td>
<td>-2</td>
<td>2.25</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>25</td>
<td>5</td>
<td>1.5</td>
<td>-2</td>
<td>2.25</td>
<td>4</td>
</tr>
<tr>
<td>14</td>
<td>35</td>
<td>10</td>
<td>11.5</td>
<td>3</td>
<td>132.25</td>
<td>9</td>
</tr>
<tr>
<td>15</td>
<td>25</td>
<td>5</td>
<td>1.5</td>
<td>-2</td>
<td>2.25</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>30</td>
<td>10</td>
<td>6.5</td>
<td>3</td>
<td>42.25</td>
<td>9</td>
</tr>
<tr>
<td>17</td>
<td>25</td>
<td>10</td>
<td>1.5</td>
<td>3</td>
<td>2.25</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
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<td>5</td>
<td>11.5</td>
<td>-2</td>
<td>132.25</td>
<td>4</td>
</tr>
<tr>
<td>19</td>
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<td>10</td>
<td>6.5</td>
<td>3</td>
<td>42.25</td>
<td>9</td>
</tr>
<tr>
<td>20</td>
<td>10</td>
<td>5</td>
<td>-13.5</td>
<td>-2</td>
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</tr>
<tr>
<td>21</td>
<td>25</td>
<td>5</td>
<td>1.5</td>
<td>-2</td>
<td>2.25</td>
<td>4</td>
</tr>
<tr>
<td>22</td>
<td>30</td>
<td>15</td>
<td>6.5</td>
<td>8</td>
<td>42.25</td>
<td>64</td>
</tr>
<tr>
<td>23</td>
<td>20</td>
<td>0</td>
<td>-3.5</td>
<td>-7</td>
<td>12.25</td>
<td>49</td>
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<tr>
<td>24</td>
<td>25</td>
<td>10</td>
<td>1.5</td>
<td>-3</td>
<td>2.25</td>
<td>9</td>
</tr>
<tr>
<td>25</td>
<td>30</td>
<td>15</td>
<td>6.5</td>
<td>8</td>
<td>42.25</td>
<td>64</td>
</tr>
<tr>
<td>26</td>
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<td>0</td>
<td>3.5</td>
<td>-7</td>
<td>12.25</td>
<td>49</td>
</tr>
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<td>5</td>
<td>1.5</td>
<td>-2</td>
<td>2.25</td>
<td>4</td>
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<td>28</td>
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<td>10</td>
<td>1.5</td>
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<td>2.25</td>
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<td>3</td>
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<td>15</td>
<td>15</td>
<td>-8.5</td>
<td>8</td>
<td>72.25</td>
<td>64</td>
</tr>
</tbody>
</table>

\[
\begin{array}{llllll}
N=30 & \sum X= 705 & \sum Y= 210 & \sum x = 14 & \sum y= -6 & \sum x^2=1677.5 & \sum y^2 = 680 \\
MX = \frac{705}{30} & MY = \frac{210}{30} & & & & \\
23.5 & 7 & & & & \\
\end{array}
\]

Note:

- \(X\) = the students' gained scores of the experiment class
- \(Y\) = the students' gained scores of the controlled class
- \(x\) = \(X - MX\)
- \(y\) = \(Y - MY\)

a. Determining Mean 1 (\(M_1\)) the formula is:

\[
M_1 = \frac{\sum x}{N_1}
\]

\[
M_1 = \frac{705}{30} = 23.5
\]

b. Determining Mean 2 (\(M_2\)) the formula is:

\[
M_2 = \frac{\sum Y}{N_2}
\]

\[
M_2 = \frac{210}{30} = 7
\]

c. Determining Standard of Deviation Score of Variable X, the formula is:

\[
SD_1 = \sqrt{\frac{\sum X^2}{N_1}}
\]

\[
SD_1 = \sqrt{\frac{1677.5}{30}} = 7.48
\]
d. Determining Standard of Deviation Score of Variable Y, the formula is:

\[
SD_2 = \sqrt{\frac{\sum Y^2}{N_2}} \quad SD_2 = \sqrt{226667}
\]

\[
SD_2 = \frac{680}{\sqrt{30}} \quad SD_2 = 4.76
\]

e. Determining Standard Error of Mean of Variable X, the formula is:

\[
SE_{M_1} = \sqrt{\frac{SD_1}{N_1 - 1}} \quad SE_{M_1} = \sqrt{0.257931}
\]

\[
SE_{M_1} = \sqrt{\frac{7.48}{30 - 1}} \quad SE_{M_1} = 0.50
\]

f. Determining Standard Error of Mean of Variable Y, the formula is:

\[
SE_{M_2} = \sqrt{\frac{SD_2}{N_2 - 1}} \quad SE_{M_2} = \sqrt{0.1641379}
\]

\[
SE_{M_2} = \sqrt{\frac{4.76}{30 - 1}} \quad SE_{M_2} = 0.40
\]

g. Determining Standard Error of Difference of Mean of Variable X and Variable Y \((SE_{M_1-M_2})\), the formula is:

\[
SE_{M_1-M_2} = \sqrt{SE_{M_1}^2 - SE_{M_2}^2}
\]

\[
= \sqrt{0.50^2 - 0.40^2}
\]

\[
= \sqrt{0.25 - 0.16}
\]

\[
= \sqrt{0.41}
\]

\[
= 0.64
\]
h. Determining Standard Error of Difference of Mean of Variable X and Variable Y, with formula:

\[ t_o = \frac{M_1 - M_2}{SE_{M_1 - M_2}} \]

\[ t_o = \frac{23.5 - 7}{0.64} \]

\[ t_o = 25.78 \]

i. Determining t-table in significance level 5% with Degree of Freedom (df):

\[ df = (N1+N2) - 2 \]

\[ = (30+30) - 2 \]

\[ = 58 \]

The writer gained the t-table:

Degree of significant 5% = 2.9%

Degree of significant 1% = 0.58%

j. The comparison between \( t_o \) and t-table

From the calculation above, it is assumed that the score of experiment class is higher than the score of controlled class. The writer also got the result of the comparison between \( t_o \) and t-table:

\[ 25.78 > 2.9 = t_o > t_{table} \]

From the result of statistic calculation, it was found the value of the \( t_o \) was 25.78 and the degree of freedom (df) was 58. In this research, the writer used the degree of significance 5% and 1%.

By comparing value of \( t_o = 25.78 \) and \( t_{table} \) on the degree of significance 5% = 2.9 and 1% = 0.58, the writer can summarize that \( t_o \) was higher than t-table.
3. The Testing of The Hypotheses

To prove the hypothesis, the data that was obtained from the experiment class and the controlled class was calculated by using t-test formula with the assumption as follow:

1. If $t_o > t_{table}$ : The alternative hypothesis (Ha) is accepted and null hypothesis is rejected. It means that there is an effect and significance difference between the result after the taught simple past tense by using teams games tournaments and without using teams games tournaments at the second grade of SMP Islam Al-Mukhlisin Ciseeng Bogor.

2. If $t_o < t_{table}$ : The alternative hypothesis (Ha) is rejected and null hypothesis is rejected. It means that there is no effect and no significance difference between the result after the taught simple past tense by using teams games tournaments and without using teams games tournaments at the second grade of SMP Islam Al-Mukhlisin Ciseeng Bogor.

The result of statistic calculation indicates that $t_o > t_{table}$ in 5% ($t_o > t_{table} = 25.78 > 2.9$ in significance level 5%) as included as significant level. It means that $t_o$ is higher than $t_{table}$ and the alternative hypothesis is accepted and null hypothesis is rejected because $t_o$ is higher than $t_{table}$.

4. Interpretation of Data

Based on the analysis on the results in the table above, there is obvious difference between the average score from the results of teaching the simple past tense by using teams games tournaments (TGT) and teaching the simple past tense without teams games tournaments (TGT). It can be inferred that teaching the simple past tense by using teams games tournaments (TGT) is more effective than teaching the simple past tense without using teams games tournaments (TGT).

The writer summarizes that teaching the simple past tense by using teams games tournaments (TGT) gives positive effect and can improve students’ achievement of tenses especially the simple past tense.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the calculation of the gain score it's shows that the experiment class have higher score than those of the control class which mean that the teams games tournaments is effective in teaching the simple past tense in SMP Islam Al-Mukhlishin Ciseeng Bogor.

The writer got the calculation that $t_o$ is 25.87 and $t_{table}$ of degree of significance 5% is 2.9 and 1% is 0.58. It means that alternative hypothesis (Ha) is accepted and null hypothesis is rejected because $t_o > t_{table}$. It can be inferred that teaching the simple past tense by using teams games tournament is more effective than teaching the simple past tense by using Grammar Translation Method.

B. Suggestion

Based on conclusion above, the writer makes some suggestions especially to the English teacher whose concern on teaching learning process in the classroom, as follows:

1. The teams games tournament is better technique to teach simple past tense because can dissolve social barriers and improve student attitude.
2. Teams games tournament is easy to implement and inexpensive because It doesn't require costly materials or special facilities.
3. The writer suggests that the teacher don't use Teams Games Tournament technique when the time allocation is not enough.
4. The teacher has to divide the member of teams carefully
5. The teacher should prepare the questions for the tournament before the games will be start.
BIBLIOGRAPHY


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ENDORSEMENT BY THE EXAMINATION COMMITTEE
The Examination Committee of Faculty of Tarbiyah and Teachers Training certifies that the 'skripsi' entitle: "TEACHING THE SIMPLE PAST TENSE BY USING TEAMS GAMES TOURNAMENTS (An Experimental Study at Second Grade of SMP Islam Al-Mukhlishin Ciseeng Bogor)" written by M. Sifa Sofwan, student's registration number: 103014027007 was examined on June 16th 2010 and was declared to have passed and therefore, fulfilled one of the requirements for the Degree of S.Pd (Bachelor of Arts) in Department of English Education.

Jakarta, June 21th 2010

The Examination Committee

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

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