TEACHING SIMPLE PAST TENSE BY USING COOPERATIVE LEARNING
(An Experimental Study at Second Grade of “MTs. Pembangunan UIN Jakarta”)

A ‘Skripsi’
Presented to the Faculty of Tarbiyah and Teachers’ Training
In Partial Fulfillment of the Requirements
For Degree of S.Pd (Bachelor of Arts) in English Language Education

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2010
ABSTRACT

HIZBULLAH. 105014000298 (TEACHING SIMPLE PAST TENSE BY USING COOPERATIVE LEARNING (AN EXPERIMENTAL STUDY AT THE SECOND GRADE OF MTs PEMBANGUNAN UIN JAKARTA))

Advisor: Drs. H. Bahrul Hasibuan, M.Ed

Key words: Simple Past, Cooperative Learning, Teaching.

Cooperative Learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and which each learner in groups and in which learner is held accountable for his or her own learning and is motivated to increase the learning of others. Cooperative learning has many kinds of technique; one of the techniques is Jigsaw. Jigsaw is an instructional technique that promotes cooperative learning in creating or in learning content. It is based on dividing a task among students so that they must pool their contributions to complete an assignment.

The purpose of the study is to find the empirical evidence whether or not there is significant difference between students’ score in learning simple past tense by using cooperative learning, especially using jigsaw technique and by using Grammar Translation Method in teaching simple past tense.

The techniques of collecting data used in this research are pre-test and post-test. Pre test was given before the writer began the teaching learning process in two classes and Post test was given after four times of meetings. Pre test and post test are similar in form.

To analyze the data the writer used t-test. The writer compared the score between the experimental class and the control class. This technique is useful to know whether there is a significant different between two variables.

From this research, the writer found (from statistic calculation) that the value of the t₀ was 8.64 and the degree of freedom (df) was 56. In this research, the writer used the degree of significance 5 %. It can be seen that the df 56 and degree of significance 5% = 2,00
ACKNOWLEDGEMENT

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

All praise be to Allah, Lord of the worlds, who has given the Mercy and Blessing so the writer can accomplish his “Skripsi” Peace and salutation be upon the prophet Muhammad SAW, his families, companions, and his followers forever.

This “Skripsi” is written to fulfill one of the requirements for the degree of S.Pd (Bachelor of Arts) in the Department of English Education in the Faculty of Tarbiyah and Teachers’ Training, Syarif Hidayatullah State Islamic University.

In this occasion, the writer would like to express his greatest appreciation, honor and gratitude to his beloved family, his parents, H. Bukhari and Hj. Husniah, his sister, Miratul Husna, S.Pd, also his grandfather, TGH. Yusuf Abdussatar for their love, care, support, irreplaceable encouragement and patience to motivate the writer to finish his study.

The writer also would like to express his gratitude to Mr. Drs. H. Bahrul Hasibuan M.Ed. for his time, advice, guidance, and correction in finishing this “Skripsi”

The writer realizes that he would have never completed writing His this “Skripsi” without the help of people around him. Therefore, he would like to give his gratitude and appreciation to:

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7. All of his friends class A 2005 of English Department for sharing their knowledge, time and being great friends.
8. To any other person who cannot be mentioned one by one for their any contribution to the writer during finishing his “Skripsi”

May Allah, the Almighty bless them all, so be it.
Finally, the writer realizes that this “Skripsi” is still far from being perfect, therefore, the criticism and suggestions would be acceptable to make it better.

Jakarta, June 1\textsuperscript{th} 2010

The writer
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CHAPTER I
INTRODUCTION

A. The Background of the Study

Teaching and learning cannot be separated, because they are two processes that are related to each other. Teaching is a process of transferring knowledge to someone, and learning is a process of getting knowledge from someone.

H. Douglas Brown in *Principles of Language Learning and Teaching* states that:

… Learning is “acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction.” A more specialized definition might read as follows: “Learning is relatively permanent change in behavioral tendency and is the result of reinforced practice” (Kimble & Garmezy 1963: 133). Similarly, teaching, which is implied in the first definition of learning, may be defined as “showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.” Teaching cannot be defined apart from learning. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

English as a foreign language in Indonesia is taught from elementary school to university. The goal of this teaching is not only to enable the students to understand the language, but also to enable them to use the language in oral and written activities. Hence, if the students want to master English well, they have to master four basic language skills: listening, speaking, reading, and writing. Besides the four language skills, the students need to have a capability of grammar. Grammar is necessary to communicate because it can avoid misunderstanding. With grammar the students can communicate their message clearly and precisely.

In grammar we learn the rules to construct the good sentences. Meanwhile, students who learn English find a number of problems, one of them is grammar.

---

Some students think of grammar as boring subject. When they learn English they try to avoid the grammar because it is confusing and difficult to understand. For some students who have lack knowledge in grammar, of course they will get confused.

W. Stannard Allen in *Living English Structure* states: “English has three … time divisions, past, present, and future…”\(^2\). “many grammarians prefer to treat English as having only two tenses, present and past, with numerous so-called tense construction dealing with various aspects of these two tenses”.\(^3\) Absolutely, the verb in English is influenced by the time. So the verb is related to the time.

One of tenses that expresses action that happens at the past is simple past tense. The Simple Past Tense is used to express the past action. It is used to tell something that happened in the past. In reality, many students are not able to use the simple past tense. There are some difficulties in learning the simple past tense for the students. First, they have lack of knowledge of regular and irregular verbs. Second, they do not memorize the form of regular and irregular verbs. Third, they are confused to use of the simple past tense. We can see that the students’ English scores are still low. Many of them still make mistake in using the simple past tense.

The difficulties of students in using the simple past tense are caused by two factors, internal and external. Internally, the ability in using the simple past tense is affected by motivation in learning, interest in learning, style in learning and so on. Externally, it includes methodology. Therefore, as a professional job, a teacher needs to make an enjoyable classroom for the students to make them enjoy the material. The teacher needs to have knowledge of various kinds of methods. The teachers need to motivate the students to learn English. By using suitable method, the teacher hopes that students will enjoy their learning activities.

Hence, it is necessary for the teacher to find new ways in teaching simple past tense, because by using a new way, the teacher will be easier to control the class. When the writer did the observation at second grade of MTs Pembangunan

UIN Jakarta, the English teacher still used GTM in teaching English especially teaching simple past tense. This way is not fully involved the students in teaching learning process. Hence, the writer would like to apply the easiest way to teach simple past tense. According to the writer the easiest way to teach simple past tense is cooperative learning. Cooperative learning is an alternative method to be used in the classroom. It is a method where the students work in group to achieve the material. Cooperative learning is a learning model. It uses small groups that consist of 4-6 members of students in a group, as Slavin states that, “in cooperative learning method, students work together in four-member teams to master material initially presented by the teacher.”

Cooperative learning has many kinds of technique; one of the techniques is Jigsaw. Jigsaw is an instructional technique that promotes cooperative learning in creating or in learning content. It is based on dividing a task among students so that they must pool their contributions to complete an assignment.

In other cases, there are many teachers use Grammar Translation Method in their classrooms. The use of Grammar Translation Method in teaching English can make students feel bored if the method is used in every teaching learning activity.

Cooperative learning is not only grouping the students into groups and giving them the task, but also making the teacher monitor and ask them to be more active.

To make simple past tense easier to learn, the writer would like to apply cooperative learning method that can motivate students in learning English. This is the reason why the writer chooses the title of the paper, “Teaching Simple Past Tense by Using Cooperative Learning (An Experimental Study at the Second Grade of MTs Pembangunan UIN Jakarta)”.

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B. The Limitation and Formulation of the Problem

- The problem that will be discussed in this paper is limited only on using of cooperative learning method, especially using jigsaw technique in teaching simple past tense at the second grade of MTs Pembangunan UIN Jakarta.

- The formulation of the problem which is going to be discussed in this paper as follows: is there any significant influence for students in learning simple past tense by using Cooperative Learning, especially using jigsaw technique and by using Grammar Translation Method in teaching the simple past tense?

C. The Objective of the Study

Based on the formulation above, the objectives of study are to find the empirical evidence whether or not there is significant difference between students’ score in learning simple past tense by using cooperative learning, especially using jigsaw technique and by using Grammar Translation Method in teaching simple past tense.

D. The Significance of the Study

The result of this research is expected to be useful for increasing the writer’s perspective and for giving the English teachers an alternative method in teaching grammar by using the simple past tense using cooperative learning, especially by using jigsaw technique.

E. The Method of Research

This research employs experimental method. The writer will teach the simple past tense in two different classes – an experimental class and a control class using two different techniques. Experimental class is taught by using cooperative learning, especially by using jigsaw technique in teaching simple past tense and control class is taught by using Grammar Translation Method in teaching simple past tense. The writer will take the pre-test first to know that the student in both classes have the same knowledge and have not been taught the simple past tense before. At the end of the experiment, the writer held the post-test
to two classes and compares the achievement of the students which is the higher score in both classes.

F. The Hypotheses of the Research
a. Alternative hypothesis: Alternative hypothesis ($H_a$) means that there is positive significant difference in the result of teaching the Simple Past Tense using Cooperative Learning.
b. Null Hypothesis: Null Hypothesis ($H_o$) means that there is not any significant difference in the result of teaching the Simple Past Tense using Cooperative Learning.

G. The Organization of the Writing
This paper is organized into four chapters, they are:

Chapter I is Introduction which consist of six parts: the background of the study, the limitation and formulation of the problem, the objective of the study, the significance of the study, the method of the research, the hypotheses of the research, and the organization of the writing.

Chapter II is theoretical framework which consists of three parts. The first part is included of the understanding of the simple past tense, the form of the simple past tense, and the use of the simple past tense. The second part is the cooperative learning which covers the understanding of the cooperative learning, the elements of the cooperative learning, the principles of the cooperative learning, the types of the cooperative learning, and The Jigsaw technique. The third part is included of The Understanding of The Grammar Translation Method and The Techniques of The Grammar Translation Method.

Chapter III is the implementation of the Research which covers two parts. The first part is The Methodology of the Research. It contains of the place and time of the research, the objective of the research, the population and sample
of the research, the instruments of the research, the technique of data collecting, the technique of data analysis, and the procedure of the research. The second part is The Finding of the Research. It contains of the description of the data, the analysis of data, the testing of the hypotheses, and the interpretation of the data

\textbf{Chapter IV} is conclusions and suggestions
CHAPTER II

THEORETICAL FRAMEWORK

A. The Simple Past Tense

1. The Understanding of the Simple Past Tense

The simple past tense consists of three words: simple, past, and tense. The writer would like to describe them one by one according to Oxford Advanced Learner’s Dictionary. Simple is (1) not complicated; easy to understand and do, (2) used to describe the present or past tense of a verb that is formed without using an auxiliary verb.\(^1\) Past is (1) gone by in time, (2) connected with the form of a verb used to express actions in the past.\(^2\) Tense is any of the forms of a verb that may be used to show the time of the action or state expressed by the verb: the past/ present/ future tense\(^3\)

There are several definitions of the simple past tense based on grammarians’ statement. According to Marcella Frank, the simple past tense represents definite time. It refers to event that was completed before the statement is made.\(^4\) While according to Elaine Kirn, use the simple past tense to talk about completed past events and activities.\(^5\) Azar also states that simple past tense is used to indicate that an activity or situation began and ended at particular time in the past.\(^6\)

The simple past tense is usually used in reference to definite time in the past that took place before the present moment and excludes the present, hence, it can be referred to as the ‘exclusive past’. The simple past tense is often found with time adverbials indicating a definite past time, e.g. yesterday, last week, two years ago, etc.\(^7\)

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\(^3\) A. S. Hornby, *Oxford Advanced Learner’s Dictionary*, p. 1393
\(^7\) http://www3.telus.netlinguisticsissuesthai.html
From the several definitions above, the writer summarizes that the simple past tense is a form that indicates an activity or a situation happened in the past and completed before the statement is made. The simple past tense usually uses expression of definite time in the past when action was completed, such yesterday, last week, last years, etc.

2. The Form of the Simple Past Tense

<table>
<thead>
<tr>
<th></th>
<th>Examples</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>I <em>stayed</em> up late last night.</td>
<td>All regular verbs take – <em>ed</em> or –<em>d</em> ending in the past tense.</td>
</tr>
<tr>
<td></td>
<td>We <em>listened</em> to music after dinner.</td>
<td>This form is used for all subjects, both singular and plural.</td>
</tr>
<tr>
<td></td>
<td>The children <em>played</em> games in the living room</td>
<td></td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>Her roommate <em>didn’t like</em> that restaurant.</td>
<td>For negative past tense verbs, use <em>did not</em> before the simple form of the main verb. The contraction for <em>did not</em> is <em>didn’t</em>.</td>
</tr>
<tr>
<td></td>
<td>We <em>didn’t order</em> a pizza last night.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My family <em>didn’t own</em> a computer until recently.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I <em>didn’t live</em> in a dorm last year.</td>
<td></td>
</tr>
</tbody>
</table>

b. Yes/No Questions and Short Answers. \(^9\)

Simple past tense yes/no question includes did (n’t) before the subject. Note that the main verb in the question is in the simple form. There is no final –ed ending in the question form.

---

Table 2.2

<table>
<thead>
<tr>
<th>Possible Answer</th>
<th>Examples</th>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative Questions</strong></td>
<td>Did your mother cook last night?</td>
<td>Yes, she did.</td>
<td>No, she didn’t.</td>
</tr>
<tr>
<td></td>
<td>Did you move to a new apartment?</td>
<td>Yes, I did.</td>
<td>No, I didn’t.</td>
</tr>
<tr>
<td></td>
<td>Did the neighbors visit last week?</td>
<td>Yes, they did.</td>
<td>No, they didn’t</td>
</tr>
<tr>
<td><strong>Negative Questions</strong></td>
<td>Didn’t she rent a video last night?</td>
<td>Yes, she did.</td>
<td>No, she didn’t</td>
</tr>
<tr>
<td></td>
<td>Didn’t he call you at home?</td>
<td>Yes, he did.</td>
<td>No, he didn’t.</td>
</tr>
<tr>
<td></td>
<td>Didn’t they paint their house a few years ago?</td>
<td>Yes, they did.</td>
<td>No, they didn’t</td>
</tr>
</tbody>
</table>

All of the explanations above are regular verb forms. The following explanations are irregular verb form, here they are:

a. Affirmative
   1. The verb other than be: 10
      S + Verb 2 +…
      Examples:
      • They drank coffee after dinner
      • He met his friend after class
      • You sat near me in class
      • We ate in the restaurant
   2. The verb be:11
      • Those cakes were nice
      • I was angry because they were late
      • I was tired last night
      • You were late yesterday

---
10. Lynda Berish and Sandra Thibaudeau, *Grammar Connection 1*, (Ontario: Prentice Hall Canada Inc, 1995), p. 113
b. Negative

1. The verb other than be:¹²

   \[ S + \text{did not} + \text{Verb 1} + \ldots \]

   Examples:
   - He didn’t go to Bali on vacation
   - Her friend didn’t speak Spanish
   - They send us three postcards

2. The verb be:

   \[ S + \text{was/were} + \text{not} + \ldots \]

   Examples:
   - They weren’t able to come because they were so busy
   - We weren’t tired
   - The hotel was comfortable but it wasn’t expensive

c. Interrogative

1. To make interrogative affirmative form of other than be, we use the following formula

   \[ \text{Did} + \text{subject} + \text{Verb 1} + \ldots ? \]

   Examples:
   - Did you read a book yesterday?
   - Did we sing last Sunday?
   - Did they go out five minutes ago?
   - Did she swim last Sunday?

2. To make an interrogative negative form of the verb other than be:

   \[ \text{Didn’t} + \text{subject} + \text{Verb 1} \]

   Examples:
   - Didn’t he sleep last night?
   - Didn’t they speak English two days ago?
   - Didn’t we watch movie last night?
   - Didn’t she buy a magazine just now?

3. To make an interrogative affirmative statement of verb be, we use the following formula:

   \[ \text{Was} / \text{were} + \text{subject} + \ldots \]

---

Example:

- Were you a smart student?
- Were they in the market last Sunday?
- Were we in the office five minutes ago?
- Was she a teacher?

4. To make an interrogative negative statement of verb be, we use the following formula:

\[ \text{Wasn’t / weren’t} = \text{subject} + \ldots \]

Example:

- Weren’t you in the classroom yesterday?
- Weren’t they at theater last night?
- Wasn’t she a nurse two years ago?
- Wasn’t he a pilot last year?

English verbs are divided into two classes: regular and irregular verbs. Most verbs in English are regular verbs, it is usually formed by adding – \(ed\) or –\(d\). While the irregular verbs have their own pattern. The following chart lists are the rules of regular and irregular verbs.

Spelling of regular affirmative past tense forms.\(^\text{13}\)

<table>
<thead>
<tr>
<th>Most regular verbs:</th>
<th>work → worked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add – (ed)</td>
<td>help → helped</td>
</tr>
<tr>
<td></td>
<td>star → started</td>
</tr>
<tr>
<td></td>
<td>rain → rained</td>
</tr>
<tr>
<td></td>
<td>stay → stayed</td>
</tr>
<tr>
<td></td>
<td>show → showed</td>
</tr>
<tr>
<td></td>
<td>wonder → wondered</td>
</tr>
<tr>
<td></td>
<td>visit → visited</td>
</tr>
<tr>
<td></td>
<td>gallop → galloped</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verb ending in – (e):</th>
<th>hope → hoped</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add - (d)</td>
<td>decide → decided</td>
</tr>
</tbody>
</table>

Verbs ending in one stressed vowel + one shop → shopped
Consonant (except w, x or y):
Double the consonant and add - ed
plan → planned
refer → referred
regret → regretted
row → rowed
box → boxed
play → played

Verbs ending in consonant + - y
hurry → hurried
Change y to i and add – ed
cry → cried
study → studied

Many verbs have irregular past tense forms. These verbs do not take an –ed ending in the past form.14

<table>
<thead>
<tr>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Form</td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td>cost</td>
</tr>
<tr>
<td>cut</td>
</tr>
<tr>
<td>hit</td>
</tr>
<tr>
<td>hurt</td>
</tr>
<tr>
<td>bend</td>
</tr>
<tr>
<td>build</td>
</tr>
<tr>
<td>lend</td>
</tr>
<tr>
<td>dream</td>
</tr>
<tr>
<td>have</td>
</tr>
<tr>
<td>hear</td>
</tr>
<tr>
<td>begin</td>
</tr>
<tr>
<td>bleed</td>
</tr>
<tr>
<td>come</td>
</tr>
</tbody>
</table>

So, the writer abridges that the form of simple past tense in irregular verbs has no fixed pattern to follow; therefore, we need to memorize them.

3. The Use of the Simple Past Tense

According to Wishon and Burks, there are some uses of simple past tense, they are:

a. It is used to report a state or activity which can be ascribed to a definite past time. A past adverbial is either expressed or else understood from the context in which the past tense is used.

Example:

- The airplane arrived at noon
- She finished her university studies at the age of twenty
- I had a busy day yesterday; I wrote many letters
- I received some visitors and cleaned my desk
• I saw him three years ago.

b. It is used for activities that were occurred over period of time in the past, but are now finished, or that were occurred at intervals in the past, but don’t occurred now.

Example

• Last week, I worked until midnight every night
• Before the war, I worked for an insurance company
• I lived there for five years before 1950

c. It is used to describe customary or habitual action in the past. The past tense of the verb use combines with to to form an auxiliary.

Example

• I used to be a boy scout
• I used to get up at 05.30 every morning

d. The past form of do as an auxiliary is used with simple form of the verb to express emphasis

Example

• I did study for the examination
• No matter what lisa said, she did finish the work\(^\text{15}\)

While according to Marcella Frank, the past tense indicates definite time terminating in the past, whether a time word is given or not. It is the required tense in statements about persons who are now dead (Shakespeare lived in England), unless the statement has some relevance to the present (Shakespeare is the greatest playwright ever produced in England).\(^\text{16}\)

The past tense may refer to:

1. One event completed in the past:

I saw him last night
They left two hours ago

The word ago requires the use of the past tense, even if the time indicated comes almost up to the present – They left one minute ago.


2. Repeated events completed in the past and no longer happening:
   Last year it rained frequently in this area.
   (custom) When I was young, I went swimming every day.

3. Duration of an event completed in the past:
   He lived in New York for thirty years and then he decided to return to France.
   In Columbus’ day, people believed that the earth was flat.

   The past form used as a subjunctive in if or as if clauses, and in that clauses after the verb wish, represents present time:

   If he studied harder now, he would get better grades.

   She wishes she were rich instead of beautiful.

   From the several explanations above, the writer resumes that the simple past tense is a form that indicates activities or events before now or in the past and at one particular time in the past. These events began and ended in the past and the time signal usually use yesterday, two days ago, last week, etc. In addition, the writer may conclude that the simple past tense can use in subjunctive, habitual action in the past, and to express emphasis in doing something.

B. The Cooperative Learning

1. The Understanding of the Cooperative Learning

   Classroom is a place where students study together with their classmates. In Indonesian school, the number of students in a class is big – approximately 35 to 40 students. This is one of the challenges in teaching today. Teachers are expected to teach in a way that enables students to learn materials in the classroom cooperatively.

   Cooperative Language Learning (CLL) is part of a more general instructional approach also known as Collaborative learning (CL). Cooperative Learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. It has been defined as follows: “Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in
which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.”

While according to Jane Arnold states; cooperative learning is more than just small group activity. In a well-structured cooperative task, there is a genuine information gap, requiring learners to both listen to and contribute to development of an oral, written or other product which represents the group’s efforts, knowledge and perspectives. Johnson also states that cooperative is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes beneficial to themselves and all other group members. Cooperative learning is the instructional use of small groups through which students work together to maximize their own and each other’s learning. It may be contrasted with competitive learning in which students work against each other to achieve an academic goal such as a grade of “A.”

According to Jacobs and Stephen in Richards and Willy’s book, cooperative learning is more than just putting students into groups and giving them something to do. Cooperative learning principles and techniques are tools which teachers use to encourage mutual helpfulness in the groups and the active participation of all members.

Cooperative Learning creates opportunity for students to help their group members to solve their learning problems which in small group students feel more comfortable asking for help. In cooperative learning students can work their assignment together. Cooperative learning grounded in the belief in that learning is most effective when students are actively involved in sharing ideas and work cooperatively to complete academic tasks.

The success of cooperative learning depends on organization of group work because cooperative learning has goal to enhance learning and achievement by encouragement of interaction and cooperation from each other.

Based on the all statements above, the writer summarizes that cooperative learning is a learning model which provides opportunity to interact and communicate with each other. Cooperative learning is not just putting students into group but they should learn social skills. The cooperative learning requires students to be active in the group and achieve the main goals of every member in the group.

---

2. The Elements of the Cooperative Learning

There are five elements that should have understood in order to cooperative learning are successful:

- Positive interdependence
- Group formation
- Individual accountability
- Social skills
- Group processing

a. Positive interdependence occurs when group members feel that what helps one member helps all and what hurts one member hurts all. It is created by the structure of CL tasks and by building a spirit of mutual support within the group. For example, a group may produce a single product such as an essay or the scores for members of a group may be averaged.\(^{20}\)

b. Group formation is an important factor in creating positive interdependence. Factors involved in setting up groups include:

- Deciding on the size of the group: this will depend on the tasks they have to carry out, the age of the learners, and time limits for the lesson. Typical group size is form two to four.
- Assigning students to groups: groups can be teacher-selected, random, or student-selected, although teacher-selected is recommended as the usual mode so as to create groups that are heterogeneous on such variables as past achievement, ethnicity, or sex.
- Student roles in groups: each group member has a specific role to play in a group, such as noise monitor, turn-taker monitor, recorder, or summarizer.\(^{21}\)

c. Individual accountability is encouraged through the assignment of specific roles or tasks, and individuals are held accountable for the success of each of the other members. Accountability is also developed through activities which ask learners to engage in self-evaluation concerning their participation in the group, the value of their contributions and their attitudes and actions towards the other members. While all models encourage individual responsibility to the group, the degree to

which students are evaluated in terms of their group participation varies in the
different cooperative learning models.22
d. Social skills. For cooperative groups to succeed, individual members need to
develop not only linguistic but also social skills which facilitate teamwork, create
trust and enhance communication, leadership, problem-solving and decision-
making in group interaction. They need to learn how to work together as a team
and how to help each other, assuming responsibility for their own and each others’
learning. Needed are skills in negotiating (clarifying, seeking clarification,
checking for comprehension, probing for more information) as well as group
interaction skills in turn-taking, listening, encouraging, helping, disagreeing
appropriately and accepting others’ opinions and disagreements.23
e. Group processing. Besides engaging in group tasks, learners also need to reflect
upon their group’s experiences, noting how group members interacted doing that
task, the kind and number of contributions each made, and the difficulties that
were encountered as different views were suggested or one member was
noticeably silent or vocal. Through this processing, learners acquire or refine
metacognitive and socio-affective strategies of monitoring, learning from others,
and sharing ideas and turns. In that reflection they also engage in language use
that is not typically available or fostered in traditional language classrooms or
activities.24

Cooperative learning teams are deliberately heterogeneous and consist of two to
four members. In bigger groups, there is a high achiever, one or two average achievers
and a low achiever. The groups are chosen by the teacher after careful consideration. The
teams are responsible for learning the task together, helping each other. Learners are
encouraged to explain ideals or skills to one another, each member being an active
participant and an important resource person for whole team.

From all explanations above, the writer brief that in order to cooperative
learning more effective, teachers must understand the nature of cooperation and essential
components of cooperative learning. Teachers also have to understand the process of

22. Jane Arnold, Affect in, …P. 228
23. Jane Arnold, Affect in, …P. 228
24. Jane Arnold, Affect in Language…P. 228-229
five elements of cooperative learning as mentioned above - Positive interdependence, Group formation, Individual accountability, Social skills, and Group processing.

3. **The Principles of the Cooperative Learning**

In cooperative learning the teacher and students should have known and understood some principles in cooperative learning, they are:

a. Students are encouraged to think of ‘positive interdependence’ which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of the group.

b. In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together. The teacher usually assigns students to the groups so that the groups are mixed-males and females, different ethnic group, different proficiency levels, etc. This allows students to learn from each other and also gives them practice in how to get along with people different from themselves.

c. The efforts of an individual help not only the individual to be rewarded, but also others in the class.

d. Social skills such as acknowledging another’s contribution, asking others to contribute, and keeping the conversation calm need to be explicitly taught.

e. Language acquisition is facilitated by students interacting in the target language.

f. Although students work together, each student is individually accountable.

g. Responsibility and accountability for each other’s learning is shared.

h. Each group member should be encouraged to feel responsible for participating and for learning. Leadership is ‘distributed.’

i. Teachers not only teach language; they teach cooperation as well. Of course, since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes.25

Based on the principles of cooperative learning above, the writer resumes that when students have not been taught how to work with others, teachers should not expect to be able to put them together in groups and ask them work together effectively but teachers should consider skills of students. Teachers have to understand that students need to be taught interpersonal and small group learning skills in order to students can adapt with other students.

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4. The Types of the Cooperative Learning

Johnson et al., (1994:4-5) describe three types of cooperative learning groups.

a. Formal cooperative learning groups. These last from one class period to several weeks. These are established for a specific task and involve students working together to achieve shared learning goals.

b. Informal cooperative learning groups. These are ad-hoc groups that last from a few minutes to a class period and are used to focus student attention or to facilitate learning during direct teaching.

c. Cooperative base groups. These are long term, lasting for at least a year and consist of heterogeneous learning groups with stable membership whose primary purpose is to allow members to give each other the support, help, encouragement, and assistance they need to succeed academically.26

Based on types above the writer infer that in groups, each student asked by teacher to work together in doing the tasks and students also asked in full attention during teaching learning process. The purposes of these types are to give students support, help, and assistance to make progress.

5. The Jigsaw Technique

In cooperative learning method, there are many techniques used in teaching and learning process. Those are used as a tool of learning at various level of education and various subjects. One of the cooperative learning techniques is Jigsaw. Jigsaw is a teaching technique used in small group instruction. Students of a normal-sized class (26 to 33 students) are divided into competency groups of four to six students, each of which is given a list of subtopics to research. Individual members of each group then break off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting body in the role of instructor for their subcategory.27

In this technique the teacher is not sole provider of knowledge but the teacher asks students get the material in other resources. Jigsaw technique is efficient way to learn and students are active participants in the learning process.

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a. Steps in Implementation

According to Aronson (2008) there are ten steps considered important in the implementation of the jigsaw classroom.

1. Students are divided into a 5 or 6 person jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race.
2. One student should be appointed as the group leader. This person should initially be the most mature student in the group.
3. The day’s lesson is divided into 5-6 segments (one for each member).
4. Each student is assigned one segment to learn. Students should only have direct access to only their own segment.
5. Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.
6. Temporary experts groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group.
7. Students come back to their jigsaw group.
8. Students present his or her segment to the group. Other members are encouraged to ask question for clarification.
9. The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.
10. A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.28

From several steps above, the writer abridges that the teacher has to do the steps of jigsaw technique. If one of the techniques doesn’t do in the classroom, the process of teaching learning is not effective because all of the techniques are related to each other.

C. The Grammar Translation Method

1. The Understanding of The Grammar Translation Method

The Grammar Translation Method is not new. It has had different names, but it has been used by language teachers for many years. At one time it was called the Classical Method since it was first used in the teaching of the classical language, Latin and Greek. Earlier in this century, this method was used for the purpose of helping students read and appreciate foreign language literature. It was also hoped that, through the study of the grammar of the target language, students would become more familiar with the grammar of their native language and that this familiarity would help them speak and write their native language better.

Grammar Translation dominated European and foreign language teaching from the 1840s to the 1940s, and in modified form it continues to be widely used in some parts of the world today. Although the Grammar-Translation Method often creates frustration for students, it makes few demands on teachers. It is still used in situations where understanding literary texts is the primary focus of foreign language study and there is little need for a speaking knowledge of the language.

The grammar translation method instructs students in grammar and provides vocabulary with direct translations to memorize.

By mastering grammar rules and memorizing vocabularies, students will be able to comprehend texts without misinterpretation. Moreover, if the students have mastered grammar rules and vocabularies, they are able to comprehend and translate the target language into their native language; they will be able to write a text in the target language correctly.

From the statements above we know that Grammar Translation Method is not new method. It was called Classical method and used in teaching Latin and Greek. It was widely used in several countries. Grammar Translation Method stresses in Structures and vocabularies. The teacher’s roles in this method is teach students patterns in grammar, give students vocabulary lists, and ask them to memorize the vocabularies.
2. The Techniques of The Grammar Translation Method

There are some useful techniques associated with the Grammar-Translation Method. Below is an expanded description of some of these techniques.\(^{29}\)

a. Translation of a Literary Passage

Students translate a reading passage from the target language into their native language. The reading passage then provides the focus for several classes: vocabulary and grammatical structures in the passage are studied in subsequent lessons. The passage may be excerpted from some work from the target language literature, or a teacher may write a passage carefully designed to include particular grammar rules and vocabulary. The translation may be written or spoken or both. Students should not translate idioms and the like literally, but rather in a way that shows that they understand their meaning.

b. Reading Comprehension Question

Students answer questions in the target language based on their understanding of the reading passage. Often the questions are sequenced so that 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. This means they will have to answer questions about the passage even though the answers are not contained in the passage itself. The third group of questions requires students to relate the passage to their own experience.

c. Antonyms/Synonyms

Students are given one set of words and are asked to find antonyms in the reading passage. A similar exercise could be done by asking students to find synonyms for a particular set of words. Or students might be asked to define a set of words based on their understanding of them as they occur in the reading passage. Other exercises that ask students to work with the vocabulary of the passage are also possible (Allen 1983).

d. 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 that look like

cognates but have meanings in the target language that are different from those in the native language. This technique, of course, would only be useful in languages that share cognates.

e. Deductive Application of Rule
Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

f. Fill-in-the-blanks
Students are given a series of sentences with words missing. 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.

g. Memorization
Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations.

h. 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.

i. 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. Sometimes, instead of creating a composition, students are asked to prepare a précis of the reading passage.

From those lists of techniques which is used in Grammar Translation Method, the writer briefs that this method only focus on the development of reading and writing skills in the context of translation, while very little attention was placed on any productive aspects of the language.

**Framework of thinking**

1. Cooperative Learning improve achievement of the students

2. Cooperative learning improve students’ interest in teaching learning process
3. In cooperative Learning, the students not only learn from their teacher but also learn from their classmate (student-centered), but in Grammar Translation Method the student just learn from their teacher (teacher-centered).

4. The students in Cooperative Learning are more active than Grammar Translation Method.

5. The students in Cooperative Learning need to each other because the materials are related to each other.
CHAPTER III

THE IMPLEMENTATION OF THE RESEARCH

A. The Methodology of the Research

1. The Place and Time of the Research

   The research was done at MTs Pembangunan UIN Jakarta. The writer chose the school because the writer believed that Jigsaw Technique could be applied in that school and also many people assumed that MTs Pembangunan UIN Jakarta has good quality.

   The writer did the research from 8\textsuperscript{th} to 25 March 2010. He made it in four meetings in each class – experiment class and control class.

2. The Objective of the Research

   The objective of the research is to find the empirical evidence whether or not there is significant difference between students’ score in learning simple past tense by using cooperative learning, especially using Jigsaw Technique and by using Grammar Translation Method in teaching simple past tense.

3. The Population and Sample of the Research

   In this research, the writer took population from the second year of students at MTs Pembangunan UIN Jakarta. The second grade of this school consists of seven classes with total 242 students.

   The sample of this research is 58 (fifty-eight) students which constitute two classes (8F and 8D) decided using purposive cluster sampling technique.
4. The instruments of the Research

The writer used test as an instrument of the research. He took pre-test first in both of classes - experiment class and control class – to know that the students relatively have the same knowledge background. In taking test the writer used the same type of test in both experiment class and control class.

After four times of meetings, the writer held Post test. The writer compared the scores of pre-test and post-test to identify the significant influence of using Jigsaw Technique in teaching Simple Past tense.

For the item of test, the writer used multiple choices. The test consisted of twenty five items. The score per item is 4. It means that if the students choose the answer of 1 item correctly, they will get 4 scores. We can see that the possible highest score of this test is 100 scores.

5. The Technique of Data Collecting

The writer used the test to collect the data. The pre-test and post-test were administered to both classes. Pre test was given before the writer began the teaching learning process in two classes and Post test was given after four times of meetings. Pre test and post test are similar in form.

6. The Technique of Data Analysis

The experiment class and controlled class are tested. The writer compared the score to see the average of the gained scores. The higher gained score indicate the influence.
The formula of t-test which was used in this research is:

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

- \( M_1 \) : 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:

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

d. 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:

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

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

\[ SD_2 = \sqrt{\frac{\sum Y^2}{N_2}} \]
e. Determining Standard Error of Mean of Variable X, the formula is:

$$SE_{M1} = \frac{SD_1}{\sqrt{N_1-1}}$$

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

$$SE_{M2} = \frac{SD_2}{\sqrt{N_2-1}}$$

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

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

h. Determining $t_o$ with formula:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

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

$$df = (N1+N2) - 2$$

Variable X : teaching grammar by using Jigsaw technique.

Variable Y : teaching grammar by using Grammar Translation Method.

7. The Procedure of the Research

Before doing the experiment, the writer observed the location and population were carried out. The research was done in two different classes, namely experiment class and control class. The writer employed Cooperative Learning – especially Jigsaw Technique - in an experiment class and Grammar Translation Method in control class.

This research was started with the same type pre-test and then followed by the teaching – learning activities for four meetings which
are conducted in each class. Afterwards the same type post-test was given to both experiment class and control class. For more detailed activities in teaching learning process, look at the appendices (RPP).

Then the writer made a calculation of the result from both of tests. The further explanation will be discussed later.

**B. The Finding of the Research**

1. **The Description of the Data**

   From the two tables below (1 and 2), there was score improvement that happened in experiment class and controlled class. In both of the classes, the writer did different treatment and also held pre-test and post-test. The explanations were below.

   The table of experiment class showed that the student scores of post-test was higher than pre-test. It was caused because the treatment was done after pre-test - the writer taught students by using Jigsaw Technique for four meetings. After teaching, the writer held post test.

   The table of controlled class showed that there was improvement of score from controlled class (from pre-test to post-test) but it was not significant enough although the writer did treatment by using Grammar Translation Method. It was caused the students of this class were not fully involved in teaching learning process.
For more complete data see tables below.

Table 3.1
The Students’ Scores of Experiment Class (VIII.F)

<table>
<thead>
<tr>
<th>Students (N1)</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>56</td>
<td>72</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>64</td>
<td>84</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>72</td>
<td>88</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>56</td>
<td>88</td>
<td>32</td>
</tr>
<tr>
<td>9</td>
<td>76</td>
<td>92</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>48</td>
<td>76</td>
<td>28</td>
</tr>
<tr>
<td>11</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>64</td>
<td>88</td>
<td>24</td>
</tr>
<tr>
<td>13</td>
<td>56</td>
<td>68</td>
<td>12</td>
</tr>
<tr>
<td>14</td>
<td>64</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>15</td>
<td>64</td>
<td>68</td>
<td>4</td>
</tr>
<tr>
<td>16</td>
<td>44</td>
<td>68</td>
<td>24</td>
</tr>
<tr>
<td>17</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>18</td>
<td>48</td>
<td>76</td>
<td>28</td>
</tr>
<tr>
<td>19</td>
<td>48</td>
<td>76</td>
<td>28</td>
</tr>
<tr>
<td>20</td>
<td>48</td>
<td>72</td>
<td>24</td>
</tr>
<tr>
<td>21</td>
<td>64</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>22</td>
<td>72</td>
<td>96</td>
<td>24</td>
</tr>
<tr>
<td>23</td>
<td>72</td>
<td>92</td>
<td>20</td>
</tr>
<tr>
<td>24</td>
<td>64</td>
<td>96</td>
<td>32</td>
</tr>
</tbody>
</table>
Statistical Data of Pre-test of experimental class

1. Frequency Distribution
   a. Highest Score (H) and Lowest Score (L)
      
      \[
      H = 80 \\
      L = 36
      \]
   
   b. Range
      
      \[
      R = H - L \\
      = 80 - 36 \\
      = 44
      \]
   
   c. Number of Class (K)
      
      \[
      K = 1 + 3.3 \log N \\
      = 1 + 3.3 \log 29 \\
      = 1 + 4.825 \\
      = 6 + 1 \\
      = 7
      \]
d. Interval

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

\[ \frac{74}{6} = 7.33 \]

\[ = 7 \]

Table 3.2

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval Scores</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36 – 42</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>43 – 49</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>50 – 56</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>57 – 63</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>64 – 70</td>
<td>8</td>
</tr>
<tr>
<td>6</td>
<td>71 – 77</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>78 – 84</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Mean

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

\[ \frac{1712}{28} = 59.03 \]
3. Median

\[ N = 2n + 1 \]

\[ \begin{array}{cccccccc}
36 & 44 & 48 & 48 & 48 & 48 & 52 & 52 \\
52 & 52 & 52 & 56 & 56 & 56 & 60 & 60 \\
60 & 60 & 64 & 64 & 64 & 64 & 64 & 64 \\
64 & 64 & 64 & 64 & 64 & 64 & 72 & 72 \\
72 & 72 & 72 & 76 & 80 &
\end{array} \]

\[ N = 2n + 1 \]

\[ 29 = 2n + 1 \]

\[ 29 - 1 = 2n \]

\[ 2n = 28 \]

\[ n = 14 \]

The result of median is the number

\[ 14 + 1 = 15 \]

\[ = 60 \]
Statistical Data of Post-test of experimental class

1. Frequency Distribution

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

      \[ H = 96 \]
      \[ L = 68 \]

   b. Range

      \[ R = H - L \]
      \[ = 96 - 68 \]
      \[ = 28 \]

   c. Number of Class (K)

      \[ K = 1 + 3.3 \log N \]
      \[ = 1 + 3.3 \log 29 \]
      \[ = 1 + 4.825 \]
      \[ = 6 \]

   d. Interval

      \[ I = \frac{R}{K} \]
      \[ = \frac{28}{6} \]
      \[ = 4.66 \]
      \[ = 5 \]
Table 3.3

Interval of Post-Test of the Students of Experiment Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval Scores</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>68 – 72</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>73 – 77</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>78 – 82</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>83 – 87</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>88 – 92</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>93 – 97</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Mean

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

\[
= \frac{2316}{29}
\]

= 79.86

3. Median

\[N = 2n + 1\]

68 68 68 72 72 72
72 72 72 76 76 76
76 80 80 80 80 80
80 84 84 88 88 88
88 92 92 96 96
\[ N = 2n + 1 \]

\[ 29 = 2n + 1 \]

\[ 29 - 1 = 2n \]

\[ 2n = 28 \]

\[ n = 14 \]

The result of median is the number

\[ 14 + 1 = 15 \]

\[ = 80 \]

From the data of experiment class above, it can be seen that the lowest score of pre-test is 36 and the highest score is 80. Then the lowest score of post test is 68, and the highest score is 96. It means that post-test score is higher than pre-test.
### Table 3.4

The Students’ Scores of Controlled Class (VIII.D)

<table>
<thead>
<tr>
<th>Student</th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Gained Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>2</td>
<td>40</td>
<td>76</td>
<td>36</td>
</tr>
<tr>
<td>3</td>
<td>52</td>
<td>76</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>64</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>52</td>
<td>68</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>72</td>
<td>84</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>52</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>80</td>
<td>88</td>
<td>8</td>
</tr>
<tr>
<td>11</td>
<td>48</td>
<td>60</td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td>56</td>
<td>68</td>
<td>12</td>
</tr>
<tr>
<td>13</td>
<td>60</td>
<td>80</td>
<td>20</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>72</td>
<td>12</td>
</tr>
<tr>
<td>15</td>
<td>60</td>
<td>68</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>52</td>
<td>68</td>
<td>16</td>
</tr>
<tr>
<td>17</td>
<td>56</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>18</td>
<td>44</td>
<td>52</td>
<td>8</td>
</tr>
<tr>
<td>19</td>
<td>60</td>
<td>76</td>
<td>16</td>
</tr>
<tr>
<td>20</td>
<td>48</td>
<td>64</td>
<td>16</td>
</tr>
<tr>
<td>21</td>
<td>68</td>
<td>80</td>
<td>12</td>
</tr>
<tr>
<td>22</td>
<td>52</td>
<td>72</td>
<td>20</td>
</tr>
<tr>
<td>23</td>
<td>52</td>
<td>68</td>
<td>16</td>
</tr>
<tr>
<td>24</td>
<td>72</td>
<td>72</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>60</td>
<td>64</td>
<td>4</td>
</tr>
</tbody>
</table>
Statistical Data of Pre-test of controlled class

1. Frequency Distribution

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

       \[ H = 80 \]
       \[ L = 36 \]

   b. Range

       \[ R = H - L \]
       \[ = 80 - 36 \]
       \[ = 44 \]

   c. Number of Class (K)

       \[ K = 1 + 3.3 \log N \]
       \[ = 1 + 3.3 \log 29 \]
       \[ = 1 + 4.825 \]
       \[ = 6 + 1 \]
       \[ = 7 \]

   d. Interval

       \[ I = \frac{R}{K} \]
Table 3.5

Interval of Pre-Test of the Students of controlled Class

<table>
<thead>
<tr>
<th>No.</th>
<th>Interval Scores</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36 – 42</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>43 – 49</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>50 – 56</td>
<td>9</td>
</tr>
<tr>
<td>4</td>
<td>57 – 63</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>64 – 70</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>71 – 77</td>
<td>4</td>
</tr>
<tr>
<td>7</td>
<td>78 – 84</td>
<td>1</td>
</tr>
</tbody>
</table>

2. Mean

\[ M_x = \frac{\sum x}{n} \]
3. Median

\[ N = 2n + 1 \]

36 40 44 44 48 48
48 52 52 52 52 52
52 52 56 56 60 60
60 60 60 60 64 68
72 72 72 72 80

\[ N = 2n + 1 \]
29 = 2n + 1
29 – 1 = 2n
2n = 28
n = 14

The result of median is the number

\[ 14 + 1 = 15 \]

\[ = 56 \]

**Statistical Data of Post-test of controlled class**

1. Frequency Distribution
a. Highest Score (H) and Lowest Score (L)

\[ H = 88 \]
\[ L = 52 \]

b. Range

\[ R = H - L \]
\[ = 88 - 52 \]
\[ = 36 \]

c. Number of Class (K)

\[ K = 1 + 3.3 \log N \]
\[ = 1 + 3.3 \log 29 \]
\[ = 1 + 4.825 \]
\[ = 6 \]

d. Interval

\[ I = \frac{R}{K} \]
\[ = \frac{36}{6} \]
\[ = 6 + 1 \]
\[ = 7 \]

Table 3.6

Interval of Post-Test of the Students of controlled Class
<table>
<thead>
<tr>
<th>No.</th>
<th>Interval Scores</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>52 – 58</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>59 – 65</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>66 – 72</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>73 – 79</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>80 – 86</td>
<td>5</td>
</tr>
<tr>
<td>6</td>
<td>87 – 93</td>
<td>2</td>
</tr>
</tbody>
</table>

2. Mean

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

\[ = \frac{2060}{29} \]

\[ = 71.03 \]

3. Median

\[ N = 2n + 1 \]

52 56 60 60 60 64
64 64 68 68 68 68
68 68 72 72 72 72
72 76 76 76 80 80
80 84 84 88 88 88

\[ N = 2n + 1 \]

29 = 2n + 1
29 – 1 = 2n

2n = 28

n = 14

The result of median is the number

14 + 1 = 15

= 72

From the data of controlled class above, it can be seen that the lowest score of pre-test is 36 and the highest score is 80. Then the lowest score of post test is 52, and the highest score is 88. It means that post-test score is higher than pre-test.

2. The analysis of Data

The analysis of data from the result of pre-test and post tense (experiment and controlled class), the writer found that score of experiment class was higher than controlled class. See table 3.1 and table 3.4. It happened because the students of experiment class were fully involved in teaching learning process (student-centered) and they need each other because the material related to each other. In experiment class, the students were more active than controlled class because they always move to another group. It proved that using Jigsaw Technique in teaching simple past tense has significant influence 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% looks like as follows.

Table 3.7
The Result of the Calculation of the Test Both Experiment Class and Controlled Class

<table>
<thead>
<tr>
<th>Students Identification Number</th>
<th>X</th>
<th>Y</th>
<th>X</th>
<th>Y</th>
<th>x²</th>
<th>y²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20</td>
<td>24</td>
<td>-0.82</td>
<td>9.66</td>
<td>0.67</td>
<td>93.31</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>36</td>
<td>-4.82</td>
<td>21.66</td>
<td>23.23</td>
<td>469.15</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>24</td>
<td>-0.82</td>
<td>9.66</td>
<td>0.67</td>
<td>93.31</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>20</td>
<td>-0.82</td>
<td>5.66</td>
<td>0.67</td>
<td>32.03</td>
</tr>
<tr>
<td>5</td>
<td>16</td>
<td>16</td>
<td>-4.82</td>
<td>1.66</td>
<td>23.23</td>
<td>2.75</td>
</tr>
<tr>
<td>6</td>
<td>16</td>
<td>16</td>
<td>-4.82</td>
<td>1.66</td>
<td>23.23</td>
<td>2.75</td>
</tr>
<tr>
<td>7</td>
<td>20</td>
<td>12</td>
<td>-0.82</td>
<td>-2.34</td>
<td>0.67</td>
<td>5.47</td>
</tr>
<tr>
<td>8</td>
<td>32</td>
<td>12</td>
<td>11.18</td>
<td>-2.34</td>
<td>124.99</td>
<td>5.47</td>
</tr>
<tr>
<td>9</td>
<td>16</td>
<td>12</td>
<td>-4.82</td>
<td>-2.34</td>
<td>23.23</td>
<td>5.47</td>
</tr>
<tr>
<td>10</td>
<td>28</td>
<td>8</td>
<td>7.18</td>
<td>-6.34</td>
<td>51.55</td>
<td>40.19</td>
</tr>
<tr>
<td>11</td>
<td>20</td>
<td>12</td>
<td>-0.82</td>
<td>-2.34</td>
<td>0.67</td>
<td>5.47</td>
</tr>
<tr>
<td>12</td>
<td>24</td>
<td>12</td>
<td>3.18</td>
<td>-2.34</td>
<td>10.11</td>
<td>5.47</td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>20</td>
<td>-8.82</td>
<td>5.66</td>
<td>77.79</td>
<td>32.03</td>
</tr>
<tr>
<td>14</td>
<td>16</td>
<td>12</td>
<td>-4.82</td>
<td>-2.34</td>
<td>23.23</td>
<td>5.47</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
<td>8</td>
<td>-16.82</td>
<td>-6.34</td>
<td>282.91</td>
<td>40.19</td>
</tr>
<tr>
<td>16</td>
<td>24</td>
<td>16</td>
<td>3.18</td>
<td>1.66</td>
<td>10.11</td>
<td>2.75</td>
</tr>
<tr>
<td>17</td>
<td>20</td>
<td>4</td>
<td>-0.82</td>
<td>-10.34</td>
<td>0.67</td>
<td>106.91</td>
</tr>
<tr>
<td>18</td>
<td>28</td>
<td>8</td>
<td>7.18</td>
<td>-6.34</td>
<td>51.55</td>
<td>40.19</td>
</tr>
<tr>
<td></td>
<td>19</td>
<td>20</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
<td>----</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>16</td>
<td>7.18</td>
<td>1.66</td>
<td>51.55</td>
<td>2.75</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$\sum x = 604$</td>
<td>$\sum y = 1416$</td>
<td>0</td>
<td>0</td>
<td>1480</td>
<td>1488</td>
<td></td>
</tr>
<tr>
<td>MX = 606:29</td>
<td>MY = 14620:29</td>
<td>20.82</td>
<td>14.34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 (M₁) the formula is:
\[ M₁ = \frac{\sum X}{N₁} \]
\[ = \frac{20}{29} \]
\[ = 0.69 \]
\[ = 20.82 \]

b. Determining Mean 2 (M₂) the formula is:
\[ M₂ = \frac{\sum Y}{N₂} \]
\[ = \frac{140}{28} \]
\[ = 5 \]
\[ = 14.34 \]

c. Determining Standard of Deviation Score of Variable X (SD₁) the formula is:
\[ SD₁ = \sqrt{\frac{\sum X^2}{N₁}} \]
\[ = \sqrt{\frac{1400}{29}} \]
\[ = 7.14 \]

d. Determining Standard of Deviation Score of Variable Y (SD₂), the formula is:
SD_2 = \sqrt{\frac{\sum Y^2}{N_2}}
\sqrt{\frac{1480}{29}}
= 7.16

e. Determining Standard Error of Mean of Variable X (SE_{M1})
the formula is:
SE_{M1} = \sqrt{\frac{SD_1}{N_1-1}}
= \frac{7.14}{\sqrt{28-1}}
= 0.50

f. Determining Standard Error of Mean of Variable Y (SE_{M2}),
the formula is:
SE_{M2} = \sqrt{\frac{SD_2}{N_2-1}}
= \frac{7.16}{\sqrt{28-1}}
= 0.50

g. Determining Standard Error of Difference of Mean of Variable X
and Variable Y (SE_{M1-M2}), the formula is:
SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}
\[ = \sqrt{0.50^2 + 0.50^2} \]
\[ = \sqrt{0.25 + 0.25} \]
\[ = \sqrt{0.5} \]
\[ = 0.70 \]

h. Determining \( t_o \) with formula:

\[ t_o = \frac{M_1 - M_2}{SEM} \]
\[ = \frac{20.82 - 14.34}{0.78} \]
\[ = 8.64 \]

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

\[ df = (N_1 + N_2) - 2 \]
\[ = (29 + 29) - 2 \]
\[ = 56 \]

The writer gained \( t_{table} \);

Degree of significance 5% = 2.00

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

From the calculation above, it is clear 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 \( t_{table} \):

\[ 8.64 > 2.00 \quad \Rightarrow \quad t_o > t_{table} \]

From the result of statistic calculation, it was found the value of the \( t_o \) was 8.64 and the degree of freedom (df) was 56. In this research, the writer used the
degree of significance 5%. It can be seen that the df 56 and degree of significance 5% = 2.00

By comparing the value of $t_o = 8.64$ and t-table on the degree of significance 5% = 2.00, the writer summarized that $t_o$ was higher than t-table.

3. **The Testing of The Hypotheses**

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

1. **If $t_o > t_{table}$**
   : The alternative hypothesis (Ha) is accepted and the null hypothesis is rejected. It means that there is significant difference between the result after teaching simple past tense by using Jigsaw technique and by using Grammar Translation Method at the second grade of MTs Pembangunan UIN Jakarta.

2. **If $t_o < t_{table}$**
   : The alternative hypothesis (Ha) is rejected and the null hypothesis is accepted. It means that there is no significant difference between the results after teaching simple past tense by using Jigsaw technique and through Grammar Translation Method at the second grade of MTs Pembangunan UIN Jakarta.

4. **The Interpretation of Data**
Based on the analysis of the result above, it can be observed that the scores of students who have been taught simple past tense by using Jigsaw technique are higher than those who have been taught by using Grammar Translation method. It means that teaching simple past tense by using Jigsaw technique is more effective than by using Grammar Translation Method since the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

The writer summarizes that teaching simple past tense by using Jigsaw technique has positive influence for the second grade of MTs Pembangunan UIN Jakarta.
Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN
(The Controlled Class)

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : MTs Pembangunan UIN Jakarta
Kelas dan Semester : VIII (delapan) / 2
Aspek / Skill : 4 skill (Mendengarkan, Berbicara, Membaca, dan Menulis)
Alokasi Waktu : 4 x 80 menit (4 x Pertemuan)

I. STANDAR KOMPETENSI
Mendengarkan
1. Memahami makna dalam teks lisan fungsional dan monolog pendek berbentuk simple past tense untuk berinteraksi dengan lingkungan sekitar.

Berbicara
1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk simple past tense untuk berinteraksi dengan lingkungan sekitar.

Membaca
1. Memahami makna teks tulis fungsional dan surat pendek sederhana berbentuk simple past tense yang berkaitan dengan lingkungan sekitar.

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

II. KOMPETENSI DASAR
Mendengarkan
1. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur berbicara di telepon.
2. Merespon makna yang terdapat dalam monolog pendek secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
Berbicara
1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk simple past tense.

Membaca
1. Membaca nyaring bermakna teks tulis fungsional dan surat berbentuk recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

Menulis
1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount

III. INDIKATOR
Mendengarkan
1. Mengidentifikasi makna percakapan dalam tindak tutur berbicara di telepon
2. Memahami instruksi lisan dan melengkapi kalimat rumpang dalam bentuk percakapan di telepon

Berbicara
1. Menemukan informasi rinci dalam teks lisan.
2. Membuat catatan tentang informasi penting dari teks lisan.
3. Melafalkan kalimat dengan intonasi yang tepat.
Membaca
1. Memahami isi wacana.
2. Menjawab pertanyaan dari wacana tersebut.

Menulis
1. Membuat gagasan utama dengan menggunakan kosakata dan tata tulis dengan benar.
2. Menghasilkan teks yang berbentuk simple past tense.

IV. TUJUAN PEMBELAJARAN
1. Mengidentifikasi makna percakapan dalam tindak tutur berbicara di telepon
3. Mengidentifikasi informasi rinci dalam teks lisan.
5. Mengidentifikasi kalimat dengan intonasi yang tepat.
6. Mengidentifikasi isi surat yang berbentuk simple past tense.
7. Mengidentifikasi pertanyaan dari wacana tersebut.
8. Mengidentifikasi gagasan utama dengan menggunakan kosakata dan tata tulis dengan benar
9. Mengidentifikasi teks yang berbentuk simple past tense.

V. MATERI PEMBELAJARAN
Mendengarkan

Listen to the teacher and then complete the conversation below!

Talking about weekend

Elizabeth : ……, Cindy?
Cindy : I’m fine, thanks.
Elizabeth : ……..?
Cindy : I stayed at home and watched my favorite television program. And on Sunday …… with my mother at Citra. And ……..
Elizabeth: ……. My uncle from Surabaya were visiting. So I showed him around.

Listen to the teacher and complete the following conversation!

Dini: ------, please?
Febrian: It’s me. Who is it?
Dini: Hi, Ian. It’s Dini, here -----. this morning we went on an ------ to observe plants at the beach with Mr. Hartono.
Febrian: ------
Dini: ------! We got some instructions from Mr. Hartono. He told us what must we did ------ he divided us in 5 groups. ------ we worked using the equipment we had prepared. ------ we concluded our observation.
Febrian: ------
Dini: ------ By the way why were you absent today?
Febrian: I got a toothache.
Dini: I hope you get better soon. ------ See you

Berbicara

Study the text below!

Hi friends, you know! I had a camp on my holiday. What a lovely day I had! You won’t believe it.

Idan, Ajeng, Sekar and I decided to hike up a mountain. Guess what? When we left the camp, the sun was shining and there wasn’t cloud on the sky. When we stopped to have lunch, they sky was getting dark. As you can guess. We went back to the camp. You know what happened then? Well, on the way to the camp, suddenly the sky became even darker, and the rain poured down. We were getting very wet, very fast. Then just as suddenly, the rain stopped. Arriving at the camp, the sun was shining again.

You know, what an impressive experience I had. I enjoyed every minute.
a. Statements with Past Tense Verbs.

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**Membaca**

Dear marry,

Yesterday afternoon I went a dentist, Dr. Salijiyana at “Bhayangkara Public Hospital”. You know, It was my first time so that I felt nervous to wait my name called.

First a nurse called my name and asked me to sit on a special chair. Then the doctor tilted the chair. He cleaned my teeth, he used a little round brush and special tooth powder. After that he shows me how to keep my teeth clean. He used a big set of false teeth and a big tooth brush to show me how to brush the teeth rightly. Brush down on the top teeth, from the gums. Brush up to the bottom teeth, from the gums. When he saw a soft spot in a tooth, he cleaned the spot away with his drill. Then he filled the tooth. Well, it was my impressive experience.

Sincerely yours

Robert
a. Affirmative

1. The verb other than be:

   \( S + \text{Verb 2} + \ldots \)

   Examples:
   - They drank coffee after dinner
   - He met his friend after class
   - You sat near me in class
   - We ate in the restaurant

2. The verb be:

   - Those cakes were nice
   - I was angry because they were late
     - I was tired last night
     - You were late yesterday

b. Negative

1. The verb other than be:

   \( S + \text{did not} + \text{Verb 1} + \ldots \)

   Examples:
   - He didn’t go to Bali on vacation
   - Her friend didn’t speak Spanish
     - They send us three postcards

2. The verb be:

   \( S + \text{was/were} + \text{not} + \ldots \)

   Examples:
   - They weren’t able to come because they were so busy
   - We weren’t tired
   - The hotel was comfortable but it wasn’t expensive.
Many verbs have irregular past tense forms. These verbs do not take an –ed ending in the past form.

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<td>think</td>
<td>thought</td>
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</table>

**VI. SUMBER DAN MEDIA PEMBELAJARAN**

1. Sumber Pembelajaran : Buku Bahasa Inggris JOYFUL ENGLISH BOOK 2 for SMP / MTs Class VIII
   : Syllabus
   : Buku- buku bahasa Inggris yang berkaitan dengan simple past tense (Understanding and Using English Grammar, Modern English. Etc.)

**VII. METODE PEMBELAJARAN**

Metode Pembelajaran : Grammar Translation Method
Model : lines

**VIII. RENCANA PEMBELAJARAN**

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Alokasi Waktu</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Motivasi</td>
<td>5 menit</td>
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<tr>
<td>1.</td>
<td>Guru mengucapkan salam pembuka</td>
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</tr>
<tr>
<td>2.</td>
<td>Guru memberikan motivasi kepada siswa</td>
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</tr>
<tr>
<td>2.</td>
<td>Pendahuluan</td>
<td>2 menit</td>
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<tr>
<td>1.</td>
<td>Guru membagikan siswa teks</td>
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</tr>
<tr>
<td>3.</td>
<td>Kegiatan inti</td>
<td>63 menit</td>
</tr>
<tr>
<td>----</td>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>1.</td>
<td>Guru meminta siswa membaca teks yang sudah dibagikan</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Setiap siswa membaca beberapa baris dan menerjemahkannya ke dalam bahasa mereka</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Guru memberikan beberapa kosakata baru</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Guru memberikan beberapa menit kepada siswa untuk menjawab pertanyaan dari teks</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Guru memberi tau kegiatan selanjutnya, memberikan kosakata baru dan meminta siswa untuk mendapatkan makna di dalam bahasa mereka dan makna dalam bahasa inggris.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>Evaluasi</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guru mengevaluasi kegiatan-belajar mengajar, jika ada siswa kurang paham, guru dapat memberi penjelasan secara singkat agar siswa lebih paham tentang materi tersebut.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Game (jika waktu cukup)</td>
<td></td>
</tr>
</tbody>
</table>

IX. PENILAIAN

Penilain Proses : Dilakukan pada saat proses kegiatan belajar mengajar berlangsung

Jakarta, 9 April 2010

Guru praktikan

Guru Bidang Studi

HIZBULLAH  
105014000298

WIWIN WIWITRI, S.Pd
RENCA PELAKSANAAN PEMBELAJARAN
(The Experiment Class)

Mata Pelajaran : Bahasa Inggris
Satuan Pendidikan : MTs Pembangunan UIN Jakarta
Kelas dan Semester : VIII (delapan) / 2
Aspek / Skill : 4 skill (Mendengarkan, Berbicara, Membaca, dan Menulis)
Alokasi Waktu : 4 x 80 menit (4 x Pertemuan)

I. STANDAR KOMPETENSI
Mendengarkan
1. Memahami makna dalam teks lisan fungsional dan monolog pendek berbentuk simple past tense untuk berinteraksi dengan lingkungan sekitar.

Berbicara
1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk simple past tense untuk berinteraksi dengan lingkungan sekitar.

Membaca
1. Memahami makna teks tulis fungsional dan surat pendek sederhana berbentuk simple past tense yang berkaitan dengan lingkungan sekitar.

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

II. KOMPETENSI DASAR
Mendengarkan
1. Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur berbicara di telepon.
2. Merespon makna yang terdapat dalam monolog pendek secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
Berbicara

1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar.
2. Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk simple past tense.

Membaca

1. Membaca nyaring bermakna teks tulis fungsional dan surat berbentuk recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
2. Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar.

Menulis

1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar.
2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount

III. INDIKATOR

Mendengarkan

1. Mengidentifikasi makna percakapan dalam tindak tutur berbicara di telepon
2. Memahami instruksi lisan dan melengkapi kalimat rumpang dalam bentuk percakapan di telepon

Berbicara

1. Menemukan informasi rinci dalam teks lisan.
2. Membuat catatan tentang informasi penting dari teks lisan.
3. Melafalkan kalimat dengan intonasi yang tepat.

**Membaca**
1. Memahami isi wacana.
2. Menjawab pertanyaan dari wacana tersebut.

**Menulis**
1. Membuat gagasan utama dengan menggunakan kosakata dan tata tulis dengan benar.
2. Menghasilkan teks yang berbentuk simple past tense.

**IV. TUJUAN PEMBELAJARAN**
1. Mengidentifikasi makna percakapan dalam tindak tutur berbicara di telepon
3. Mengidentifikasi informasi rinci dalam teks lisan.
5. Mengidentifikasi kalimat dengan intonasi yang tepat.
6. Mengidentifikasi isi surat yang berbentuk simple past tense.
7. Mengidentifikasi pertanyaan dari wacana tersebut.
8. Mengidentifikasi gagasan utama dengan menggunakan kosakata dan tata tulis dengan benar
9. Mengidentifikasi teks yang berbentuk simple past tense.

**V. MATERI PEMBELAJARAN**

**Mendengarkan**

*Listen to the teacher and then complete the conversation below!*

*Talking about weekend*

Elizabeth : ……., Cindy?
Cindy : I’m fine, thanks.
Elizabeth : ………?*
Cindy: I stayed at home and watched my favorite television program. And on Sunday …… with my mother at Citra. And ……..

Elizabeth: ……. My uncle from Surabaya were visiting. So I showed him around.

Listen to the teacher and complete the following conversation!

Dini: ------, please?
Febrian: It’s me. Who is it?
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Dini: ------! We got some instructions from Mr. Hartono. He told us what must we did ------ he divided us in 5 groups. ------ we worked using the equipment we had prepared. ------ we concluded our observation.
Febrian: ------
Dini: ------ By the way why were you absent today?
Febrian: I got a toothache.
Dini: I hope you get better soon. ------ See you

Study the text below!

Hi friends, you know! I had a camp on my holiday. What a lovely day I had! You won’t believe it.

Idan, Ajeng, Sekar and I decided to hike up a mountain. Guess what? When we left the camp, the sun was shining and there wasn’t cloud on the sky.

When we stopped to have lunch, they sky was getting dark.

As you can guess. We went back to the camp. You know what happened then? Well, on the way to the camp, suddenly the sky became even darker, and the rain poured down. We were getting very wet, very fast. Then just as suddenly, the rain stopped. Arriving at the camp, the sun was shining again.

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Membaca

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Sincerely yours

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1. The verb other than be:

   S+ Verb 2 +…

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   - Those cakes were nice
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   S + did not + Verb 1+…

   Examples:
   - He didn’t go to Bali on vacation
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   - They send us three postcards

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   S + was/were + not +…

   Examples:
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   - The hotel was comfortable but it wasn’t expensive.
Many verbs have irregular past tense forms. These verbs do not take an –ed ending in the past form.

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<td>grew</td>
<td>Many verbs have vowel changes in the past tense.</td>
</tr>
<tr>
<td>bleed</td>
<td>bled</td>
<td>know</td>
<td>knew</td>
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<td>come</td>
<td>came</td>
<td>ride</td>
<td>rode</td>
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<td>choose</td>
<td>chose</td>
<td>ring</td>
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<td>drank</td>
<td>run</td>
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<tr>
<td>drive</td>
<td>drove</td>
<td>sing</td>
<td>sang</td>
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<td>ate</td>
<td>take</td>
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<td>fall</td>
<td>fell</td>
<td>tear</td>
<td>tore</td>
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<td>found</td>
<td>throw</td>
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<td>got</td>
<td>win</td>
<td>won</td>
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<td>give</td>
<td>gave</td>
<td>write</td>
<td>wrote</td>
<td></td>
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<tr>
<td>be</td>
<td>was/were</td>
<td>leave</td>
<td>left</td>
<td>Many verbs have consonant and vowel changes in the past tense.</td>
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<tr>
<td>----</td>
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<td>------</td>
<td>-------------------------------------------------------------</td>
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<tr>
<td>bring</td>
<td>brought</td>
<td>lie</td>
<td>lay</td>
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</tr>
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<td>buy</td>
<td>bought</td>
<td>pay</td>
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<td>do</td>
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<td>sleep</td>
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<td>flew</td>
<td>teach</td>
<td>taught</td>
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<td>went</td>
<td>tell</td>
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<tr>
<td>keep</td>
<td>kept</td>
<td>think</td>
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</tr>
</tbody>
</table>

VI. SUMBER DAN MEDIA PEMBELAJARAN


VII. METODE PEMBELAJARAN

Metode Pembelajaran: Kelompok
Strategi: Jigsaw technique.
Model: Circle
Pendekatan: Student Center

VIII. RENCANA PEMBELAJARAN

<table>
<thead>
<tr>
<th>No</th>
<th>Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Motivasi</td>
<td>5 menit</td>
</tr>
<tr>
<td></td>
<td>1. Guru mengucapkan salam pembuka</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Guru memberikan motivasi kepada siswa</td>
<td></td>
</tr>
</tbody>
</table>
## 2. Pendahuluan

1. Guru membagi siswa ke dalam 7 kelompok yang setiap kelompok berjumlah 5 orang dengan cara acak, setelah itu guru meminta siswa berkumpul sesuai dengan kelompok yang telah ditentukan
2. Siswa diminta untuk memilih 1 wakil untuk presentasi di depan kelas.

## 3. Kegiatan inti

1. Guru memberikan materi kepada semua kelompok
2. Para anggota kelompok dari kelompok yang berbeda dengan topik yang sama bertemu untuk diskusi (tim ahli) saling membantu satu sama lain tentang topik *May I Speak to Rian, Please!* yang ditugaskan kepada mereka. kemudian siswa-siswa tersebut kembali pada kelompok asal untuk menjelaskan kepada anggota kelompok yang lain tentang apa yang telah mereka pelajari sebelumnya pada pertemuan kelompok ahli.
3. Selanjutnya dilakukan presentasi masing-masing kelompok atau dilakukan pengundian salah satu kelompok untuk menyajikan hasil diskusi kelompok yang telah dilakukan agar guru dapat menyamakan persepsi pada materi pembelajaran yang telah didiskusikan.
4. Guru memberikan kuis untuk siswa secara individual

## 4. Evaluasi

1. Guru mengevaluasi kegiatan belajar mengajar, jika ada siswa kurang paham, guru dapat memberi penjelasan secara singkat agar siswa lebih paham tentang materi tersebut.
2. Game (jika waktu cukup)
IX. PENILAIAN

Penilain Proses : Dilakukan pada saat proses kegiatan belajar mengajar berlangsung

Jakarta, 9 April 2010

Guru praktikan

Guru Bidang Studi

HIZBULLAH
105014000298

WIWIN WIWITRI, S.Pd
APPENDICES
Appendix 3

The Test

1. Mr. John ……English last night.
   a. Study  c. Studied
   b. Studying d. Will study
2. After playing football, the boys ……..sleepy yesterday.
   a. Was  c. Is
   b. Were  d. are
   a. Studied  c. Will study
   b. Was studying  d. Studying
4. Yesterday, the students …….. English.
   a. Are studying  c. Study
   b. Were studied d. Studied
5. My friend, Mr. Sofyan, didn’t come to my wedding party because I ……to invite him.
   a. Forgot  c. Will forget
   b. Forget  d. Have forgotten
6. My mother was cooking when my father.
   a. Came  c. Come
   b. Comes  d. Was coming
7. I ……. my money yesterday.
   a. Lose  c. Losing
   b. Lost  d. Will lose
8. The sun ……..in the West.
   a. Rises  c. Set
   b. Rise  d. Sets
9. When I ……..at home, Mr. Murwanto was reading a book.
   a. Arrived  c. Am arriving
   b. Arrive  d. Will arrive
10. ………they go to Puncak next week?
   a. Do  c. Did
    b. Will d. Does
11. Taufik Hidayat always ……every morning.
   a. Practice   c. Practices
   b. Practicing  d. Practiced

12. I ……study for the examination last month
   a. Do          c. Will do
   b. Am doing    d. Did

13. The students studied English in the classroom yesterday.
    The negative sentence is:
    The students ……… English in the classroom yesterday.
   a. Not study   c. Didn’t studied
   b. Do not study d. Didn’t study

14. Last year it ……frequently in this area
   a. Rained   c. Rains
   b. Will rain d. Raining

15. Yunita: I ……… home at 9 o’clock last night.
   a. Come   c. Came
   b. Coming d. Will come

16. How often ………Tennis every week?
   a. Did you play   c. Do you play
   b. Will you play d. did you played

17. I saw many people here ………
   a. Now   c. Tomorrow
   b. Yesterday   d. Everyday

18. If the weather is clear and sunny, we ……Swimming.
   a. Have gone   c. Go
   b. Will go    d. wearing

19. Last year, Indonesia ……rice to Brunei.
   a. Will export   c. Exported
   b. Export   d. Is exporting

20. Rosa: yesterday morning, my mother saw you in the market. What did you buy there?
    Atika: I ……a head of cabbage.
   a. Buy   c. Am buying
b. Bought        d. Will buy

21. My father….. me to the bookshop last Monday.
   a. Took        c. Takes
   b. Will take   d. Is taking

22. You….football yesterday afternoon.
   a. Play        c. Will play
   b. Are playing d. Played

23. Did you…..me at the bus station yesterday morning?
   a. Saw         c. Seeing
   b. See         d. Will see

24. Did she buy some books?
   a. Yes, she did c. Yes, she do
   b. Yes, she is  d. Yes, she does

25. We all….. to school early yesterday.
   a. Come        c. Are coming
   b. Came        d. Will come