

**THE EFFECTIVENESS OF USING ALIBI GAME ON TEACHING SIMPLE PAST
TENSE AT THE EIGHTH GRADE OF SMP AL-ISLAM 1 SURAKARTA
IN THE ACADEMIC YEAR 2018/2019**

THESIS

**Submitted as a Partial Requirements
For Undergraduate Degree in English Language Education**



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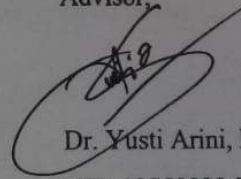
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Here with, I state all statements, opinion, and analysis that I have written in this thesis are my original work. I optimally conducted my own research with the help of some references and suggestions. If any claim related to the analysis that I made persist in the future, I would be fully responsible for the clarification.

Surakarta, July 2019

The Researcher

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DEDICATION

Alhamdulillah *rabbi' alamin*, praise thanks to Allah who has given all the blessing, I would dedicate this thesis to the people who I love yesterday, now and tomorrow ever after.

1. My beloved father and mother (Mr. Suparto and Mrs. Endah Purwaningsih) who always give me support, spirit and motivation.
2. My beloved brother and sister (Dian Eka Prasetya, Elli Hasbi Sahaq, Arif Elsa Mahendra, Nurullita Dewi, Afan Kurniawan)
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MOTTO

“And for those who fear Allah, he will make their path easy”

(QS. At-Talak:4)

“So, verily the hardship, there is ease”

(Q.S Al-Insyirah:5)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **"ANALYSIS OF DIRECTIVE SPEECH ACT USED BY LECTURER IN TRANSLATION CLASS AT SEVENTH SEMESTER ENGLISH LANGUAGE EDUCATION STATE ISLAMIC INSTITUTE OF SURAKARTA IN ACADEMIC YEAR OF 2018/2019"** is my real masterpiece. The things out my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the next researcher and the reader in general.

Surakarta, July 2019

The Researcher

Pepi Permatasari

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ABSTRACT

Pepi Permatasari. 2019. *The Effectiveness of Using Alibi Game on Teaching Simple Past Tense at the Eighth Grade of Smp Al-Islam 1 Surakarta in The Academic Year 2018/2019*. Thesis. English Language Eductaion, Cultures and Languages Faculty. IAIN Surakarta.

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Based on Helen (2000:4), grammars of language describe how word combine into clause, sentences and texts, so our visual grammar will describe the way in which depicted people, places and things combine in visual statements of greater or lesser complexity and extension. The objectives of the research were to find out whether there is significant difference of students' achievement in simple past tense taught by using Alibi Game and those taught by using Lecturing technique and to find out whether using Alibi Game is effective to teach grammar at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019.

The research design was quasi experimental research with pretest-posttest control group design. This research was conducted in SMP Al-Islam 1 Surakarta. The population of this research was the regular class of eighth grade of SMP Al-Islam that consisted of 7 classes. Two classes were choosen as the sample of the research. There were VIII H as the experimental group who taught by using Alibi Game and VIII F as the control group who taught by using Lecturing technique. Both classes were taught simple past tense in 4 meetings. This research used cluster random sampling technique. Moreover, the technique of collecting data used structure test especially for simple past tense. The test was multiple choice that consists of 40 items for pre-test and 40 items for post-test. Then, the technique to analyze the data, the researcher applied normality test from Liliefors formula, homogeneity test from F table, and independent sample t-test for hypothesis testing.

From the independent sample t-test of the post score, the t_{observed} was higher than t_{table} ($t_{\text{observed}} > t_{\text{table}} = 3.94 > 2.007$). Therefore, the null hypothesis is rejected and the working hypothesis is accepted. It means that there is a significant difference between the experimental group and the control group. Then, the result of the pre-test showed that the mean score of the experimental group was 67.44 and the mean score of the control group was 67.37. After the treatment, the mean score of experimental group was 75.81 and the mean score of control group was 70.77. Therefore, the null hypothesis is rejected and the working hypothesis is accepted. It means that Alibi Game is effective to use on teaching simple past tense. The results indicated that, there is significant differences of students' achievement in simple past tense who are taught by using between Alibi Game and those taught by using Lecturing technique and Alibi Game is effective to use on teaching simple past tense at eighth-grade students of SMP Al Islam 1 Surakarta in academic year 2018/2019.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is a set of rules used by human as a tool of their communication (Sanggam, 2008:1). People use language to convey the message each other. Language is the main way to share or advice the people feeling. According to Brown (2007:6) language is systematic; it is used for communication and acquired by all people in much the same way.

There are many kinds of language in the world. English is one of the international languages. According to David (2003: 69)three quarters of the world's population are able to use English. It means that most of people in the world use English language to communicate with others. English is foreign language in Indonesia. It is important subject taught in elementary school till university moreover and event in the kindergarten. Thus, It can be concluded that it is not the new subject for students, but also it is still to be a difficult subject to learn for them.

Learning English means learning its two aspects; skill and component (Heaton, 2000:4). Four major skills through language are listening, speaking, reading and writing; meanwhile the components that are actually as the requirements include grammar, vocabulary, and pronunciation. From those components, grammar is considered the most important as it serves as the foundation for more advanced language learning (Cahyono, 2011:8)

Based on Brown (2000:10), grammar has subordinate role to the communicative functions of language. It mediates between the systems of meaning. Grammar is defined as a study of what forms or pattern are possible in a language, (Cahyono 2011:173). According to Sidney (2002: 1) grammar is the central component in language. It mediates between the systems of meaning, on the other. Moreover, Harmer (2006:56) said that teacher's chief task when teaching grammar is to show the students what the language meant and how it is used and must also show them what the grammatical form of the new language is and how it is said and written. Therefore, the students must practice to use grammar in the four skills of English. Without grammar, words cannot be combined and there will be just a chaotic collection of separate words. According to Kollin (2012:5), grammar is the social implication of usage, thus people must know about grammar in order to use the language appropriately in social contexts.

Grammar is very complex, because of that the teacher needs syllabus to select the materials and activities that will be used in the grammar class. For being more interesting, the teacher has to create many ways in explaining the English material, thus it can be understood by the student. Some considerations of selecting good materials and activities can help the teacher to make decision of what will the students do in classroom. In language, grammar is actually something of a more less phenomenon, with some rules applying more consistently than others (Joyce, 2000:5). One of the phenomenon is tenses. There are many tenses used in English lessons. One of

the tense is simple past tense, in which it has to be learnt by eighth grade students of junior high school. The students have to understand what the essence and should be able to reconstruct simple past tense in writing. According to Alexander (2000:126), past tense is generally used to talk about events, actions or situations which happened in the past and are now finished.

Based on the journal of Lien (2017) he said that learning grammar often regarded as boring and uninteresting activities. When the teacher used teacher-centered technique, the students do not allow to express their idea clearly and accurately. He also said that game can be used in order to help all students practice English more naturally and accurately and help them know the way to use the grammar rules.

The researcher had observed the students of SMP Al-Islam 1 Surakarta in second semester and the subject is tenses. There are some materials from the syllabus for eighth grade students that should be learned, such as simple present tense, simple past tense, simple past continuous tense. While they were studying, the teacher used power point presentation to teach the students, thus the teacher use Lecturing technique to deliver the materials to the students. It made the students bored, chatting with desk friend or sleepy, almost of the students do not pay attention with the teaching learning process.

Based on the observation above, the researcher tries to apply Alibi Game as the technique in teaching simple past tense. According to Wheatley (in Mella, 2016:58), Alibi Game is highly detective game in which a murder has taken place and one of six infamous criminals must be blamed. The players

are detectives and move around a map of Britain and in various towns get to look at one of the cards which may help provide an alibi for one of the suspects, advanced the investigation further or merely cause a delay. When enough information has been gathered a player can race back to the town the murderer is in and arrest him to win.

The reason why the researcher chooses Alibi Game, it can improve students' ability in simple past tense because in this game the students should use simple past tense. According to Hadfield in (2005:21), Alibi game is a game which talk about event that happened in the past. Alibi game is a kind of teaching technique that designed which allow the students can learn to be a good teamwork, responsible and confidence. Josh (in Antoni, 2013:5) explains the strength of Alibi Game consists of 1) Solve the students' problem in grammar. Here, the teacher can stimulate the students by providing them with some clues of past tense. 2) Enrich students' vocabulary. During the learning process, the teacher would break down the word by defining the word, finding the synonym/antonym of the word if possible, and finally have the students make a sentence of the word. 3) Make the relation between the teacher and students become closer. This game needs the communication between teacher and students. 4) Make the students to think critically. 5) Make the students more confident. In this game, all of the students should take a part in this game and they have to share their idea to the others. Therefore, Alibi Game can increase not only students' grammatical achievement but also the students try to be critical, to be more active.

Based on the explanation above, the researcher will carry out the research entitled “The Effectiveness of Using Alibi Game on Teaching Simple Past Tense at the Eighth Grade of SMP Al-Islam 1 Surakarta in the academic year 2018/2019”

B. Problem Identification

Based on the background of the study the researcher can identify many problems why students' achievement in simple past tense at the eighth grade of SMP Al-Islam 1 Surakarta still low. They are as follows: (1) Do the students understand how to make good sentence in simple past? (2) Do the students understand how to use the formula of simple past tense?(3) What is the suitable technique to teach simple past tense for eighth grade students of SMP Al-Islam 1 Surakarta in academic year 2018/2019?(4) Is the technique effective to teach simple past tense for eighth grade students of SMP Al-Islam 1 Surakarta in academic year 2018/2019?

C. Problem Limitation

In this research, the researcher focuses on the Alibi Game as the technique in teaching simple past tense. It is aimed at knowing whether there is significant difference of students' achievement in simple past tense taught by using Alibi Game and those taught by using Lecturing technique at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019 and at knowing whether using Alibi Game is effective rather than Lecturing

technique in teaching simple past tense at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year 2018/2019.

The researcher limits the research at the eighth grade students of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019. The researcher chooses simple past tense because this tense is considered difficult by the students.

D. Problem Statement

Based on the background of the study, the researcher identifies the problem, as follow:

1. Is there any significant difference of students' achievement in simple past tense taught by using Alibi Game and those taught by using Lecturing technique at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019?
2. Is using Alibi Game effective to teach grammar at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019?

E. Objective of the Study

Based on the problem statement above, the objectives of the research are to find out whether there is significant difference of students' achievement in simple past tense taught by using Alibi Game and those taught by using Lecturing technique at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019 and to find out whether using Alibi Game is

effective to teach grammar at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019.

F. Benefit of the Study

Based on the objectives above, this study are benefits both theoretically and practically.

1. Theoretical benefits

Theoretically, the benefits of this study are follows:

- a. The finding of this study is expected to be useful to give information about English teaching learning process using Alibi Game.
- b. The finding of this study can help teacher in making students more enjoy to learn English.
- c. The finding of this study can be used as a reference by another researcher who wants to conduct a research about an applying of game in English teaching process.

2. Practical benefits

Practically, the benefits of this study are follows:

- a. For the students

The finding of the study will help them have new motivation and spirit to learn English. They will find new learning style by using this educated game. This study can help the students to feel enjoy in the process of learning English.

b. For the teacher

The finding of this research will help the teacher in delivering English material for the students using Alibi Game as a technique. This study also helps the teacher to be creative and they will create new other teaching style anymore.

c. For the other researcher

This research is valuable for enriching the literary study, especially for the researcher who wants to take research about the study of game as a technique in English teaching learning process.

G. Definition of Key Terms

1. Alibi Game

According to Wheatley (in Mella, 2016:58), Alibi Game is highly detective game in which a murder has taken place and one of six infamous criminals must be blamed. The players are detectives and move around a map of Britain and in various towns get to look at one of the cards which may help provide an alibi for one of the suspects, advanced the investigation further or merely cause a delay. When enough information has been gathered a player can race back to the town the murderer is in and arrest him to win.

2. Simple Past Tense

According to Alexander (2000:126) past tense is generally used to talk about events, actions or situations which happened in the past and are now finished.

3. Effectiveness

Effective is a measure of the strength of one variable's effect on another or the relationship between two or more variables (Richards and Schmidt, 2010:190). In this research the effectiveness is significant increase of students' score after being taught by using Alibi Game.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review on Grammar

a. Definition of Grammar

Grammar is part of language, it is applied to differ human communication. Based on Helen (2000: 4), grammars of language describe how word combine into clause, sentences and texts, so our visual grammar will describe the way in which depicted people, places and things combine in visual statements of greater or lesser complexity and extension. Grammar is essentially about the system and patterns that used to select and combine words (Joyce, 2000: 4). People must share a common system when they communicated. It is because when they used different system, they will be not understand the communication. People must know about grammar in order to use the language appropriately in social contexts. Thus, common systems and grammar is one of essential systems.

Harmer (2007:12) defines grammar as the description of the ways in which words can change their forms and can be combined into sentences in that language. Based on the statement above grammar is the combining of one word to another. According to Thornbury (2000:1), grammar is a description of the rules that

govern how a language's sentences are formed. Moreover, Kollin (2012:5) defines that grammar is formal description of the rule; it refers to the branch of linguistic science. It means that grammar is the rule that must be obedient by the writer in writing.

Grammar is conventionally seen as the study of the syntax and morphology of sentences. Syntax is the system of rules that cover the order of words in a sentence, while the systems of rules that cover the formation of words is called morphology (Thornbury,2002:2). According to Nunan (2003:154), grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. Hornby (2010:559) defined grammar as the rules in a language for changing the form of words and joining them into sentences. Grammar is also the system of rules governing the conventional arrangement and relationship of words in a sentence (Brown, 2007:362). People learn how to construct a good message based on the rules they have known and try to convey the message to the others. These rules are termed as grammar. The mechanism of grammar cannot be seen concretely, because it is rather abstractly represented in the human mind, but people know it is there because it works. One way of describing this mechanism is by means of a set of rules which allow us to put words together in certain ways which do not allow others. The meaning of a message conveyed by language has to be converted

into words put together according to grammatical rules and these words are then conveyed by sounds.

From the statements above, it can be concluded that grammar is description of rules which word can change their forms or it can be combined into sentences.

b. Grammatical Ability

Purpura (2004:86) defines grammatical ability as the capacity to realize grammatical knowledge accurately and meaningfully in testing other language-use situation. This definition refers to grammatical form and grammatical meaning. Further, he explains that both of knowledge of grammatical forms and meanings refers to phonology, lexis, morphosyntax, cohesion, information management and interaction. These are used on both the (sub)sentential and suprasentential levels. The components of grammatical knowledge along with a list of possible grammatical points that can be used to measure each component can be seen in the following figure (Purpura, 2004:91).

Figure 2.1 Component of Grammatical Knowledge



Based on figure 2.1 it can be concluded that grammatical knowledge is divided into two categories. The first category is grammatical form that consists of phonological form, lexical form, morphosyntactic form, cohesive form, information management form, interactional form. Then, the second one is grammatical meaning that consists of phonological meaning, lexical meaning, morphosyntactic meaning, cohesive meaning, information

management meaning, interactional meaning. Although in the figure explains two categories, the researcher only uses grammatical form to test the students' knowledge of simple past tense. Because in this research the researcher only focus on the form of simple past tense.

c. Teaching Grammar

According to Freeman (2009:256) states that teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately. There are two major ways in teaching grammar namely teaching grammar deductively and teaching grammar inductively. Thornburry (2002:29) explains that teaching grammar deductively means the teacher start with presentation of a rule and it is followed by examples in which the rule is applied. Furthermore, teaching grammar inductively means that the teachers start with some examples from which a rule is inferred.

Celce Murcia (2000:27) states that grammar lesson consists of four parts as follows:

- 1) **Presentation:** in this part, the teacher introduce the grammar structure either inductively or deductively.
- 2) **Focused practice:** in this part, the teacher allows the students to manipulate the structure in question while all other variables are held constant. The purpose of this step is to allow the learner in gaining control of the form without the added

pressure and distraction of trying to use the form for communication.

- 3) Communicative practice is a part in which the students engages in communicative activities to practice the structure being learnt.
- 4) Teacher feedback and correction. In this part, the teacher can give some corrections throughout the lesson based on the phase of the lesson. There is one element of correction, however, that it should be remain constant, regardless of when correction is made, teacher feedback should attempt to engage the students cognitively rather than point out the error and provide the appropriate target form.

Based on the explanation above, it can be regarded that in teaching grammar, the teacher should cover some activities such as explanation, practice and the feedback. Those activities are important to make students understand about grammar easily.

d. Testing Grammar

Thornburry (2002:141) mentioned two ways in testing grammar as follows:

- 1) Testing grammar using discrete-item test. It is a test where the individual components of the students' knowledge are tested using task such as gap fills or multiple choice tasks.

- 2) Testing grammar in an oral performance test. This test is fine to test a functional objective, for example ordering meal, but concerns in grammar testing.

From the explanation above, it can be simplified that there are two main ways to test grammar ability. The first is used written test and the second used oral test.

e. Division of Grammar

According to Kollin (2012:5), grammar is divided into three branches, as follow:

- 1) Descriptive Grammar

It is guided by the work of linguists, who look at the way language is actually used. It describes the way people speak in everyday situation. Such a description recognizes a wide variety of grammatical forms.

- 2) Structural Grammar

It describes about the structuralists examined sentences objectively, paying particular attention to how words change in sound and spelling (their form and how they are used in sentences (their function).

- 3) Transformational Grammar

It wanted to unlock the secrets of language, to build a model of our internal rules, a model that would produce all of the grammatical and non grammatical sentences. It might be useful

to think of our built in language system as a computer program.

From the explanation above, it can be concluded that grammar has three branches such as descriptive grammar, structural grammar, and transformational grammar. In this research, the researcher discuss about structural grammar especially in simple past tense sentence.

2. Review on Simple Past Tense

a. Definition of Simple Past Tense

In term of definition, different linguists define past tense differently. However the definitions are more or less same. Frank (1990:49) states that past tense represents definite time, it refers to events what were completed before the statement is made. It is often accompanied by such expression of definite past as yesterday last year, two years ago, etc. It means that simple past tense shows an action in the past taking place that ends when the speaker uses it in real communication. In the same line, according to Alexander (2000:126) past tense is generally used to talk about events, actions or situations which happened in the past and are now finished. It can be seen that past tense used to talk about an action that happened in the past.

Moreover, Azar (2002:27) said that past tense indicates that an activity or situation began and ended at a particular time in the past.

Therefore, it is used to express the situation or activity that exist in the past.

Furthermore, according to Michael (2002:469), simple past tense is the one most often used to talk about past. It can refer to short, quickly finished actions and events, to longer actions and situations, and to repeated happenings.

From the definition above, it can be said that simple past tense is a form that indicates an activity or situation that happened in the past.

b. The Forms of Simple Past Tense

According to John (2006:18), simple past tense is a regular past form end in *ed*, some verbs have an irregular past form, it uses *did* and *were/was* in negatives and questions.

Moreover, Murphy (2012:10) states that “very often the past simple ends in *-ed* (regular verb). Example: *the police stopped me on my way home last night*. But many verbs are irregular. The past simple not end in *-ed*. For example:

get → go → I got good mark at math test yesterday

go → went → My sister went to market this morning.

It means that regular verb is formed by adding *-d* or *-ed* to the basic verbs. Here are some formulas in the simple past tense:

1) Affirmative statements

For making an affirmative statements, we use this formula:

a) S + V₂ + (O/Adv).

Example: He bought some fruits yesterday.

She visited my house last week.

b) S + to be (was/were) + Adj/Adv.

Example: She was absent yesterday.

They were at home last holiday.

2) Negative Statements

For making a negative statements, we use this formula:

a) S + did + V₁ + (O/Adv).

Example: She didn't go to school yesterday.

They didn't come to his party last month.

b) S+ to be (was/were) + not + Adj/Adv.

Example: She was not absent yesterday.

They were not at home last holiday.

3) Interrogative Statements

For making an interrogative statements, we put did before the subject, the formula is:

a) Did + S + V₁ + (O/Adv)?

Example: Did you go to school yesterday?

Did She buy fruits yesterday?

b) Was/were)+ Subject + Adj/Adv?

Example: Was she absent yesterday?

Were they at home last holiday?

4) Adverb of Time

According to Anggraini (2014:70), there are some adverb of time in simple past tense as follows:

Yesterday last.... This morning

Two days ago ago

From the explanation above, it can be regarded that past tense has three formulas. Each formula has different function there are affirmative, negative and interrogative.

c. The Use of Simple Past Tense

Parrot (2004:219) explains the use of the simple past tense:

1) Finish periods of time

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

2) Time anchor

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

Besides, Azar (2003:25) states some usage of simple past tense as follows:

- 1) The simple past tense used to talk about activities or situation that began and ended in the past (e.g. yesterday, last night, two days ago, in 1990).

Example:

- a) She slept well last night.
- b) Mary walked downtown yesterday.
- c) He visited my house yesterday.

- 2) For expressing the duration of an event completed in the past.

Example:

- a) I lived in Sragen for two years. (but I do not live there now)
- b) Shinta was in Paris for two years. (Shinta is in Jakarta now)
- c) He studied in junior high school for three years. (he is in vocational high school now).

- 3) For expressing the habitual action in the past.

Example:

- a) They always helped us when we were in difficulty.
- b) Miss Widi always gave me a present when I went to her house.
- c) She always read comic when she was bored.

Based on the explanation above, it can be concluded that simple past tense has some functions consist of explaining activities that began and ended in the past, duration of event in the past and explain about habitual action in the past.

d. Grade of Sentence

According to Sidney (2002:125) sentence is divided into three categories as follows:

1) Simple Sentence

a sentence that consists of one clause. It has no conjunction.

For example: I am just a students

The girls are playing baseball

2) Compound Sentence

Compound or multiple sentence is a sentence that contains one or more clauses (structures that can be analyzed in terms of sentence elements such as subject and predicate). The coordinated clauses are normally linked by one of the coordinating conjunctions (and, or, but).

For example: She is a superb administrator, and everybody knows that.

Send it to me by post or bring it around yourself.

3) Complex Sentence

Complex sentence is a multiple sentence in which one or more subordinate clauses are embedded.

For example: Everybody knows that she is a superb administrator.

I am glad that you are joining our sompany.

From those explanations above, it can be concluded that sentence has three categories, they are simple sentence; compound sentence and complex sentence. In this research, the researcher uses simple sentence and compound sentence of simple past tense.

3. Games as Learning Technique

a. Definition of Games

Games are form of play. However, games provide an environment in which game players can learn about themselves. Games provide an environment in which one can interact with other people and develop certain types of social skills (Moursund, 2015:21). Games provide an environment in which one can develop a variety of thinking and problem solving skills that are useful in both non-game and game environments. Games provide an environment in which one can gain in mental maturity.

According to Hadfield (2005:5), game is an activity with rules, a goal and element of fun. Based on the statement above, the definition of game is an interested way in teaching learning which aim is making the students to feel enjoy.

Wright (2006:2) states that the enjoyment of game is not restricted by age. Knowing the condition, both of young learners and adult students are enjoyable to play game. This partly depends on the students' sociocultural background, early teenagers tend to be more self-conscious and adjust to their background when

selecting the appropriate game for them. Games, which can be played in pairs or group, can particularly useful. It is clear to all observes of classroom practice that the teacher's believe is usefulness and appropriateness of a game affects to the students' motivation.

From the statement above, the writer concludes that games as technique in teaching English, provide environment for students and aimed to make students enjoy to learn English.

b. Advantages and Disadvantages of Using Games

1) Advantages of Using Games

According to Vernon (in Ibrahim, 2016:57), there are some advantages of games in teaching grammar:

a) Create a Competitive Spirit

Regular games may inspire the students to study more regularly. Giving a material reward such as candy or extra credit will make the students more enjoy in learning.

b) Assessing Verbal Grammar

Homework, tests and quizzes are vital to asses written grammar skill. Verbal grammar skills are harder to assess without time-consuming verbal tests. Using grammar games can help teacher in assessing the students' abilities in a non invasive manner. Verbal grammar games can help the teacher understand the verbal grammar skill of each of

students while they have fun. The teacher can take detailed notes about each student during the game. Then, the teacher can combine the notes with their class work to create a detailed assessment of their grammar.

c) Creates Communication

Team-based grammar games force students to communicate with one another. Learning proper communication is a vital part of education. Students who cannot communicate properly or use proper grammar may struggle later in education and life. Students will discuss proper grammar with each other constantly during the game. They may even consult their grammar book during the game to help them during the game. The discussion and repetition of these rules may help students remember them more effectively than rote memorization.

d) Real World Practice

Memorizing grammar rules is important but does not give students real world experience using grammar. Grammar games make students use their grammar in a real-world context. Using these rules in context can help strengthen their understanding of grammar rules. For example, students may play a game where they must write and use proper grammar in a play. Hearing the proper grammar can help reinforce how it sounds. Understanding

how it should sound, can help them instinctively hear poor grammar.

From the explanation above, it can be concluded that the advantage of using games can make the students feeling better in learning English.

2) Disadvantages of Using Games

Vernon (in Ibrahim, 2016:58), mentions that some games are just “time fillers”. It means that they do not involve specific skill, sub-skill, grammar point, etc, to practice or learn with them. These types of games are simply to have fun, so they only waste teaching and learning time.

From the explanation above means that teacher should be carefull when choose games for teaching grammar. If teacher chooses wrong games the aim of learning activities cannot be reached.

c. Types of Games

According to Ellis (2002:174), language games can be classified according to the kinds of language focus they have, the kinds of resources, classroom management and any other organization they need. However they also classify many different games into two main types, they are accuracy focused game and fluency focused game. Accuracy focused or language control game

aim to score more point than others, usually to find a winner. This kind of game tends to focus on comprehension (listening and reading) as well as production (speaking and writing).

Hadfield (2005:5) states there are eighth types of games based on the categorize of the resources. They are guessing games and listening games, simples games and paper games (spelling game and consequences), word card games, game using sentences card, dice games, board games, and game using chart or matrices.

According to the classification of games above, some games will contain elements of more than one type:

- 1) Sorting, ordering, arranging games, for example students have a set of card with different topics and they have to sort them based on the topic.
- 2) Information gap games where one or more people have information and other people need to complete the question.
- 3) Guessing games is a game variation on information gap games. For instance, one students who has a flash card cannot show it to others but must instead mime it to others, and then other students have to guess the word from his or her performance.
- 4) Searching games, another version of two-way information games, with everyone seeking and giving information. For example, everyone is given a clue to find out who the criminal is. They have to ask and then reply to their partners to solve the problem.

- 5) Matching games where the participants need to find a match for a word, picture, or card.
- 6) Labeling games is the form of matching, the participant matches labels and pictures.
- 7) Exchanging games where the students are bartering cards, other objects, or ideas.
- 8) Role play games (Alibi Game) where the students play roles that they do not play in real life.
- 9) Board games that are many involve moving markers along a path.

All types of games above will help teachers in selecting the appropriate game to teach some materials. Selecting and setting up games are easier when they were classified it first into some categories. After knowing the appropriate games to use, the teacher can properly decide the suitable games for a certain learning objective.

4. Review on Alibi Game

a. Definition of Alibi Game

According to Wheatley (in Mella, 2016:58), Alibi Game is highly detective game in which a murder has taken place and one of six infamous criminals must be blamed. The players are detectives and move around a map of Britain and in various towns get to look at one of the cards which may help provide an alibi for

one of the suspects, advanced the investigation further or merely cause a delay. When enough information has been gathered a player can race back to the town the murderer is in and arrest him to win. Moreover, Hansson (in Antoni, 2013:4) states that Alibi Game is a role play game. This game introduces students about the police and suspects. In this game, some students become police and some others become suspects. The police role is to interrogate the suspects of the crime happened. The suspects' role is telling their alibi in such a way in order to pass the interrogation and tell a strong alibi to make sure that they did not involve in the crime. According to Hadfield (2005: 21) Alibi game is a game which talk about event that happened in the past. It is a kind of teaching technique that design which allow the students can learn to be a good teamwork, responsible and confidence. It can be appropriate game to solve grammar.

In addition, Bromley and Musser (1993:3) state that Alibi Game is a game that shares some similarities with clues, but adds some other questions to the mix, like what time of day did it happen, and what was the killer's motive.

From some definitions above can be simply that Alibi Game is a role play game where the students will become police and suspects and it uses some clues to describe the time.

b. Procedure of Alibi Game

According to Hadfield (2005:21), there are some procedures to play Alibi Game as follows:

- 1) The teacher explains about past tense and the structure of it.
- 2) The teacher divide a class into four groups and each group consists of 5 until 7 students.
- 3) Each group will point out two students to be the “suspects”.

Actually they have to choose of one story and construct an alibi showing that they were together at another place at that time.

The suspect must leave the room and prepare their alibi. The stories must be identical. If the stories are not the same, they are guilty.

- 4) The teacher should explain to the class that the police need to collect information from the suspects and tried to find any relevant information. Before going through this phase, the teacher should provide clue about the possible questions, answers, and conversation that might occur between the suspects and the police.

Table 2.1 Example of Questions by Wright, 2006: 166)

Place	Bank
Theme	A robber in the bank
Questions asked by the police	The possible answered by the suspects
Where were you at 7.15 p.m?	I was in the bank
Why did you do go there?	I wanted to take some money
What was Clara wearing?	She was wearing a purple dress She was wearing the black pants
What did you talk about?	We talked about about work

Who else did you see?	I saw my friend's father I saw my brother there
How long did you stay ?	I stayed about an hour
How did you get there?	I got there by bus
What did she looks like?	She was tall, with red hair

5) After that, the suspects are interrogated by the police, the students who acts as police try to work out whether the two suspects found guilty or not. If the two stories of the suspect correlate, the suspects are innocent.

6) At the end of the game, the students have to write up a report of what happened. They can also decide on an appropriate punishment for the suspects. The other group should make score about the group that perform in front of the class.

Based on the explanation above, the procedure of Alibi Game stands of six phases. The researcher concluded that every step of Alibi Game gives detail activity. It appears what the teacher and the students do in learning. The process starts from explaining the material, then divide the students become two groups and make students play their roles.

c. Advantages and Disadvantages of Alibi Game

a. Advantages of Alibi Game

The advantages of Alibi Game, according to Josh (in Antoni, 2013:5) as follows:

1) Solve the students' problem in grammar

Here, the teacher can stimulate the students by providing them with some clues of past tense. The teacher might also provided the students with the example of sentences in past tense. Then, the teacher has to ask the students about their past experiences to stimulate their thinking by using past tense.

2) Enrich students' vocabulary

During the learning process, they might not know about the meaning of certain word. Then, the teacher would break down the word by defining the word, finding the synonym/antonym of the word if possible, and finally have the students make a sentence of the word.

3) Make the relation between the teacher and students become closer

This game needs the communication between teacher and students. Students can share their idea to the teacher for winning the game.

4) Make the students to think critically

For winning this game the students should collect information from the suspect. The group that has the detailed information and can catch the suspect will be the winner.

5) Make the students more confident

All the students should take a part in this game and they have to share their idea to the others.

Based on the explanation above, it can be believed that the advantages of Alibi Game are solving the students' problem in simple past tense, make the students being more confident and make the teacher-students relation being closer.

b. Disadvantages of Alibi Game

The disadvantages of Alibi Game as follows:

1) Take a lot of time

It needs well time management and teacher need to control the class well in order to stay in the purpose of the game.

2) Need a good group working.

It needs the teacher attention to manage the class and makes students to do their part well.

It can be concluded that the disadvantages of Alibi Game for teaching learning process are taking a lot of time and need a group working from teacher.

5. Review on Lecturing Technique

a. Definition of Lecturing Technique

According to Brown (2002:99), the term lecture was derived from the Medieval Latin "Lecture" to read aloud. Lecture consisted

of an oral reading of a text followed by a commentary. Moreover, Brown and Race (2002:16), lecturing is a traditional form of teaching with the primary objective of importing knowledge to learners about a particular topic. The teacher has to introduce topics, summarize the main points of the learning activity and stimulate further learning. All these activities require the use of Lecturing technique. Brown and Race (2002:183) state lecturing is presenting in a comprehensive way a subject to a group of people, aiming at transferring knowledge and accomodating learning acces.

Lecturing is the most common method of teaching higher education and it is clearly an important activity for both staff and students. The aims of lectures are different from those of small groups and laboratory sessions in that lectures are usually delivered to a large audience and are designed for specific purposes such as: presenting information; clarifying topics and issues; encouraging students to think about the topic; creating interest; providing the students with the opportunity to get benefit from the lecturer's experience and scholarship; and using the lecturer's time and expertise in an economical way.

Lecturing technique become a common technique in traditional method. The teacher taught the students by explaining the form of sentences, drilling it to students and asking to do some written exercise at students' worksheet or textbook. This made the students being passive. Students learn through listening and observation

while the teacher gives them instruction based on the textbooks, lectures, and individual written assignment only. It means that lecturing will make the students have a low participation in the class activities.

Based on the explanation above, it can be concluded that Lecturing technique is the traditional style of teaching still found in many schools. In this technique, the teacher plays important role for teaching learning process.

b. Types of Lecturing Technique

Lecturing technique has some types in teaching learning process. Lowman (in Gurpreet Kaur, 2011:11) has classified the major types of lectures as follows:

- a. Formal Oral Essay: this model can be considered as a highly polished kind of lecture that presents information primarily to support a conclusion. In this process the lecturer has reviewed and selected from a large body of knowledge the theories, research studies, and argument that support his conclusion. This most formal of such lectures are written out and read to the students. Listening to one can be an emotionally and intellectually significant experience but this kind of lecture is rarely used in teaching process.

- b. Expository Lecture: in this lecture the instructor does most of the talking, with only occasional question from the students. These lectures are less elaborately planned than oral essay.
- c. Provocative Lecture: there is more intention of provoking thought in this process. Here the teacher challenges students' existing knowledge and helps them to form a more complex and integrated perspective.
- d. Lecture Discussion: here the teacher encourages students to comment or express concern rather than simply raise questions. The lecture-discussion class begins with the instructor speaking for few minutes and then stimulating a few minutes of discussion around a key point in his remarks. During such discussion the instructor offers brief clarification or integration between students comments, but students do most of talking.
- e. Lecture Recitation: in this model the teacher stops to ask specific questions or requests students to read prepared material aloud. But the teacher provides the questions and students share what they know or have prepared.
- f. Lecture Laboratory: in this lecture, students follow short lectures by making their own observation, experiment, or other independent work. This lecture used in science as well as in studio art and writing class.
- g. Lecture Discussion Cycle: as it was described, the lecture discussion method encourages students to think about the

content being presented as well as heightening their involvement in the lecture proceedings. So it can be considered as a more valuable method than others, thereby the cycle of this method is presented here to illustrate the process of teaching according to the lecture method.

Based on the theory above, it can be concluded that in Lecturing technique, there are some types that can be used by the teacher. Choosing one of the are based on the needs and class' condition.

c. Advantages and Disadvantages of Lecturing Technique

a. Advantages of Lecturing Technique

Lecturing technique has some advantages. As stated by Sampath (in Gurpreet Kaur, 2011:12) as follows:

- 1) The proper perspective and orientation of a subject can be presented and the general outline of scope of the subject can be brought out.
- 2) Many facts can be presented in a short time in an impressive way.
- 3) The lecture can stimulate very good interest in the subject.
- 4) Greater attention could be secured and maintained, as interest leads to attention.

5) Lecture can present a number of facts belonging for different subject and also it can facilitate inter-disciplinary approach to topics.

Based on the theory above, it can be concluded that the advantage of Lecturing technique is the teacher will be more creative in arranging the material of teaching learning process.

b. Disadvantages of Lecturing Technique

Brown and Race (2002:110) state Lecturing technique has some disadvantages as follows:

- 1) It waste time to repeat the material already present in the books.
- 2) For making the lecturer impressive, the teacher may care with the manner and style but ignore the content.
- 3) If the teacher very fast, the students cannot take notes easily
- 4) In the process of learning, the students are more passive than be active in the class.
- 5) The problem solving of students may disappear in the Lecturing technique.
- 6) There is no cooperation and interaction between the teacher and the students in the learning process.

Besides Lecturing technique has some advantages, it also has some disadvantages there are students being passive,

students being unconfident and it will take more time for repeating the material.

d. Procedure of Lecturing Technique

The procedures of Lecture technique according to Brown (2002:74):

- 1) Use an introduction that will catch the lecturer's interest
- 2) Provide a brief overview of the lecturer's content either verbally, with a handout, or through an outline on the whiteboard or powerpoint presentation.
- 3) Explain the material briefly.
- 4) Allow the students to ask some question related to the materials.
- 5) Determine the key points to be developed during the class sessions. When every nuance, detail, or instance of a topic is discussed, or when too many ideas are presented and not well developed, students often lose sight of the idea.
- 6) Ask for and answer students' questions
- 7) Close by restating the materials.

Based on the explanation above, Lecturing technique has some procedure. It relates to the observation and individually work of the students.

B. Previous Study

There has been several studies in applying games in English teaching learning process. Mella Wiani a student of English Department of State University Padang conducted research entitled “Using Alibi Game to Teach Recount Text to Senior High School Students”. The researcher focuses on the problem faced by the students that have difficulties in speaking with the correct grammar and tenses. Related to the purpose of the study, the research design used was experimental design.

The result of the research are: (1) Alibi Game was a good strategy in teaching oral recount text. (2) Alibi Game helped students to solve problems in generic structure of oral recount text. (3) Alibi Game helped students to solve their problem in oral recount text, such as: the students’ lack of vocabulary, the students lack of understanding about grammar especially in using the appropriate tense.

Wili Antoni from English Language Education of Untan Pontianak conducted a research entitled “Improving Students Ability by Using Alibi Game”. The purpose of this research is to know the use of Alibi Game as technique to improve students’ ability in oral recount text. This research design was a classroom action research. The classroom action research was conducted in three cycles. The subject of the research was students of SMA Santo Paulus. In this research the researcher taught oral recount text by using Alibi Game. The result of this research showed that after conducting the actions, there are the implementation of Alibi Game in teaching oral recount text. Alibi Game could improve students ability in

oral recount text. It can be seen from mean progress score of pre-test and post test. The mean score of pre-test was 55.04, the mean score of post-test 1 was 67.84 and the mean score of post-test 2 was 76.90.

Leonard Ashok and Sasi Revathi from Kannampalayam, Coimbatore conducted a research entitled “Effectiveness of Language Games in Learning English Grammar”. The propose of this research is to find out the effectiveness of language games in learning English grammar of grade VII students. The study used quantitative research which is implemented language game technique for the experimental group and conventional technique for the control group. The result from this study shows that there were significant differences in the achievement scores (19.63) of students who were taught to language game as technique higher than the students who were taught by conventional technique (11.0).

Jarrah Mohammad Al-Jarrah, Oraib Tamimi Waari and Rania Hassan Talafhah from Islamic University of Minnesota, USA conducted a research entitled “Improving English Grammar Achievement through Educational Games among Eleventh Grade Students in East Jerussalem”. The propose of this research is to investigate the use of educational games to improve English grammar achievement among eleventh grade students at a high school in East Jerussalem. This research used experimental approach. The experimental group was taught grammar using educational games and the control group was taught using traditional technique. The result shown that there are significant difference between the experimental and control

group. It was proven by the mean score of experimental group (77.6) is higher than the mean score of control group (68.7).

Nur Utami, a student of English Education of IAIN Surakarta conducted a research entitled “The Effectiveness of Using Slim Game to Teach Grammar (An Experimental Study on the eighth grade students of SMPN 1 Manyaran in the academic year of 2015/2016)”. The purpose of this research is to find out whether or not there is any significant difference in achievement of simple past tense on the eighth grade students of SMPN 1 Manyaran in the academic year of 2015/2016. This research used a true experimental research with quantitative approach. The result of this research showed that Slim Game is an effective technique to teach grammar on the eighth grade students of SMPN 1 Manyaran in the academic year of 2015/2016. It can be seen from the mean scores of the experimental group (78.08) is higher than the control group (70.96).

The similarities between those previous studies and this study is: (1) The previous study and this research using language games as a technique in teaching and learning process. The differences between those previous studies and this study are: (1) The first previous study used Alibi Game to teach oral recount text and this research used Alibi Game to teach simple past tense, (2) The second study used CAR as type of research and this research used quasi experimental research, (3) The third research chose present tense as the variable of the research and this research chose simple past tense as the variable of the research, (4) The fourth research used verb search game to teach grammar and this research used Alibi Game to teach

grammar. (5) the fifth previous study used Slim Game to teach simple past tense while this research used Alibi Game to teach simple past tense.

C. Rationale

According to Alexander (2000:126), past tense is generally used to talk about events, actions or situations which happened in the past and are now finished. It means that past tense is used to show what someone or things do in the past. After the researcher had conducted pre-research in SMP Al-Islam 1 Surakarta, the students have some problems in simple past tense. They still got difficulties in using formula of past tense. Sometimes they made some mistake when changing the verb form. Furthermore, the students have a little interest in learning simple past tense.

Based on the explanation above, it is very important to teach simple past tense using effective technique. The researcher decided to use Alibi Game as technique on teaching simple past tense. Josh (in Antoni, 2013:5) explains the strength of Alibi Game consists of 1) Solve the students' problem in grammar. Here, the teacher can stimulate the students by providing them with some clues of past tense. 2) Enrich students' vocabulary. During the learning process, the teacher would break down the word by defining the word, finding the synonym/antonym of the word if possible, and finally have the students make a sentence of the word. 3) Make the relation between the teacher and students become closer. This game needs the communication between teacher and students. 4) Make the

students to think critically. 5) Make the students more confident. In this game, all of the students should take a part in this game and they have to share their idea to the others. Therefore, Alibi Game can increase not only students' grammatical achievement but also the students try to be critical, to be more active. Antoni (2013:11) states that Alibi Game is effective to teach oral recount text and grammar.

Wheatley (1985) as cited in Mela clarify that Alibi Game is highly detective game in which a murder has taken place and one of six infamous criminals must be blamed. The players are detectives and move around a map of Britain and in various towns get to look at one of the cards which may help provide an alibi for one of the suspects, advanced the investigation further or merely cause a delay. When enough information has been gathered a player can race back to the town the murderer is in and arrest him to win. Moreover, Hansson (in Antoni, 2013:4) states that Alibi Game is a role play game. This game introduces students about the police and suspects. In this game, some students become police and some others become suspects.

Based on some statements above, Alibi Game enables the students and the teacher to do the teaching learning process of simple past tense using technique that is usually used in class. Alibi Game requires the team work for all the students. It also helps the students to improve their motivation in learning simple past tense. In conclusion the researcher assumes that teaching simple past tense using Alibi Game is more effective than teaching simple past tense using Lecturing technique.

D. Hypothesis

Hypothesis is the provisional answer to the problem of the research that theoretically considered possibly or highest the level of his truth. It is provisional truth determined by researcher that should be tested and proved (Arikunto, 2006:116).

The researcher formulates the hypothesis based on the problem statements as follow:

a) Ho: There is no significant difference of students' achievement in simple past tense taught by using Alibi Game and those taught by using Lecturing technique at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019.

Ha: There is significant difference of students' achievement in simple past tense taught by using Alibi Game and those taught by using Lecturing technique at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019

b) Ho: Alibi Game is not effective to use on teaching simple past tense at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019.

Ha: Alibi Game is effective to use on teaching simple past tense at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducted the research, the researcher used experimental design in this research. Sugiyono (2017:107) defines experimental research as a research that used to find out whether or not there is an effect of treatment with other conditions that controlled. In other words, experimental research tries to examine whether or not there is a causal relationship. It means that in experimental design, the researcher gives treatment to the objects and see the effect of the treatment that given to them.

According to Sugiyono (2017:108), there are several kinds of experimental research: pre-experimental design, true experimental design, factorial design and quasi-experimental design. The type of experimental research that is applied in this study is quasi-experimental. Sugiyono (2017:114) said that quasi-experimental is an experimental study in which the unit of the objects are not decided in random conditions. Quasi-experimental has two kinds of the design model, those are time-series design and nonequivalent control group design. For this study, the researcher use nonequivalent control group design. Because the researcher wants to know

about the effect of this strategy in experimental group before and after given treatment. The illustration of pre-test and post-test design as follows:

Table 3.1 Design of Research

E	: O ₁	X ₁	O ₂
P	: O ₁	X ₂	O ₂

E : Experimental group

P : Control group

X₁ : Treatment in experimental group

X₂ : Treatment in control group

O₁ : Pre-test

O₂ : Post-test

In the process of research, the researcher taught two classes. One class as an experimental group which taught use Alibi Game. Whereas the other class namely as a control group in which this class taught using the Lecturing technique which the original teacher commonly uses in the teaching and learning process. Both of classes were given same lesson material. The treatment plan in experimental group and control group will be presented in the Table 3.2

Table 3.2 Treatment Design

No	Activity	Experimental Group	Control Group
1	Pre-teaching	The researcher gave pre test for experimental group	The researcher gave pre test for control group
2	While-	The researcher taught using Alibi	The researcher taught using

	teaching	<p>Game in the experimental group. The steps in teaching simple past tense by using Alibi Game were as follows:</p> <ol style="list-style-type: none"> a. The researcher opening class by greetimng and praying. After that check the students' attendance list. b. The researcher gave example of sentence and asked the students to analyze the structure of the sentence. c. The researcher explained the learning material about simple past tense and the students have to pay attention to the researcher's explanation. d. The students were divided into four groups. e. The students were asked to move with their own group based on the researcher's command. f. The researcher asked the students to choose a story and based on the theme that had been set by the researcher. g. The students had to point out two person from their group to be the suspect. h. The researcher asked the students who were in the class to make some question that would be interrogated the suspect based on the clue. 	<p>Lecturetechnique in control group. The procedure in teaching simple past tense by using Lecture technique were as folllows:</p> <ol style="list-style-type: none"> a. The researcher opening class by greetimng and praying. After that check the students' attendance list. b. The researcher explained the material, then gave the example of simple past tense in front of the class and asked the students to read example of simple past tense. c. The students should pay attention for the researcher's explanation. d. The researcher commanded the students to make the example of simple past tense. e. The researcher gave worksheet about simple past tense. f. The students and the researcher discussed the answer of the task together. g. The researcher gave additional question to check the students' understanding.
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		<p>i. The other group should be the judge and made judgement for the suspect.</p> <p>j. After the students had already, the researcher asked the suspect to come in the class.</p> <p>k. The researcher asked the police to interrogated. While the police interrogated the suspect, the researcher asked the other group to check their grammatical. If the police and the suspect use wrong structure the other group should give minus for the group.</p> <p>l. In the last session, the researcher asked the students to summing up the score for every team that be a winner and will get reward.</p>	
3.	Post-teaching	The researcher gave post-test to the students.	the researcher gives post test the students

B. Place and Time of the Research

1. Setting of Place

The place of the study was at SMP Al-Islam 1 Surakarta. This school has three buildings, they are A building which is called Begalon as the place for teaching and learning process and as PK, B building is called Nirbitan Baru as laboratory which is integrated with C building. C Building is called Nirbitan as the place for teaching and learning process especially for regular class. A building is located in Jl. Mr. Muh. Yamin

no. 125 Surakarta whereas C building is located in Jl. Ponconoko 37 Nirbitan, Surakarta. It is near the main street of Jl. Veteran.

2. Setting of Time

This research did observation from the beginning until the end of the research during 2018-2019. It can be seen in table 3.3

Table 3.3 Research Schedule

No	Activities	2018		2019						
		Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
1	Pre-research	■								
2	Title Consultation	■	■	■	■					
3	ProposalDraft Seminar	■	■	■	■					
4	Proposal Examination					■				
5	Research					■	■	■		
6	Thesis Draft							■	■	
7	Munaqosah									■

C. Population, Sample, and Sampling

1. Population

Fraenkel and Wallen (2009:91) defines population as the group of interest to the researcher, the group whom the researcher would like to generalize the results of the study. Population can be defined as totality of the presumable-whole grade, result for counting and measuring, quantitative and qualitative about the certain features from the whole

group which is wanted to find out its feature. The population of the research is regular students at the eighth grade of SMP Al- Islam 1 Surakarta in the academic year of 2018/2019 which consists of 7 classes. The total population is about 193 students. The total class can be seen in the Table 3.4:

Table 3.4 The Total of Regular Students of Eighth Grade

No	Class	Total (Students)
1	8C	30
2	8D	27
3	8E	28
4	8F	27
5	8G	28
6	8H	27
7	8I	26

2. Sample

According to Fraenkel and Wallen (2009:91), sample is the group on which information is obtained. The, Creswell (2012:142) states that sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population. In this study, the researcher chose two classes of the eighth-grade students of SMP Al-Islam 1 Surakarta. They were VIII F class and VIII H class. Which consist of 27 students in each of class. The first class as an experimental group was VIII H class, in which was given the treatment by using Alibi Game and the other class as a control group is VIII F class, in which was

given Lecturing technique. Both of them taught the same material that was about simple past tense.

3. Sampling

Fraenkel and Wallen (2009:91) states that sampling refers to the process of selecting the sample of individuals who will participate the observed or questioned. In this research, the researcher used cluster random sampling technique. The sampling technique in this research used cluster random sampling technique in which every class or unit has an equal chance of being selected from the frame or list. The researcher used lottery to choose the two classes for the sample.

The researcher took two classes among the seven classes randomly. That are VIII F and VIII H classes as the sample of research. Arikunto (2012:125) states that the procedures in lottery as follows:

- a. Make a list of all seven classes.
- b. Give each class a code
- c. Write each code on a piece of paper and enrolling the pieces
- d. Take two roll of paper randomly. The taken roll will be the classes for the sample
- e. The classes being a sample of the research are VIII H and VIII F.

D. Technique of Collecting Data

Before analyzing the data, the researcher collects the data to carry out the research. The technique of collecting data in the quantitative research can be done by using test, questionnaire, interview, and structural observation. In this study, the researcher uses a test to collect the data from the subject.

According to Brown (2004:3), test is a method of measuring a person's ability, knowledge or performance in a given domain. Collecting the data using test was done by giving the subject several questions to answer. The instrument of the data used multiple choice test that consist of 40 numbers and 4 alternative choices. The learners answered the question relating to the structure that was given by the researcher. There were two kinds of test that often used to collect the data, they are pretest and posttest.

1. Pre-test

Pre-test is used to know the beginning condition of the subject before giving a treatment. In this study, the researcher gave a pre-test to both of the groups. It is given in order to know how the students' understanding about simple past tense before giving the treatment. The other hand, the researcher took the score to get first information.

2. Post-test

Post-test is used to know the subject's condition after giving a treatment. Post-test is given in order to know how the condition of the students and how the improving of experimental group especially when

the treatment has given to them. Post-test also given to both of the groups, in experimental and control group.

E. Technique of Validity and Realibility Data

Before the instruments are used to collect the data, it should be examined the validity and reliability first. By using a valid and reliable instrument, it can be expected to get a valid and reliable result too. If the instrument is not examined the validity and reliability, the data from using those instruments will be doubted its validity. So that the aim of validity and reliability data is to know whether the instruments that will be used to collect the data are valid and reliable or not.

The quality of the data, whether it is good or bad, it is based on the instrument used. Validity and reliability of research instrument is a major process of gathering the data. Kahn (2010) in Sugiyono (2017:176) states that validity and reliability are essential to the effectiveness of any data gathering procedure. Arikunto (2006:219) states that a good instrument must meet two important requirements, which are valid and reliable.

1. The Validity of The Instrument

To examine the validity of the instrument, the instrument was tried out first and checked its validity using the formula of Pearson Product Moment. Here si the formula:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{((n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2))}}$$

Where:

r_{xy} : the coefficient of the correlation between variable X and Y

X : the sum of the scores of each item

Y : the sum of scores of each student

n : the number of the students

(Siregar, 2013:48)

2. Reliability of the instrument

The instrument which has been tried out will be checked its reliability.

The researcher used Kuder-Richardson formula 20 (K-R20). The formula is as follow (Sugiyono 2017:186)

$$r_i = \frac{k}{(k-1)} \left(\frac{S_t^2 - \sum p_i q_i}{S_t^2} \right)$$

Where:

r : Coefficient of reliability using KR-20

k : number of item

S : standard deviation

p : the sum of correct answer divided by n

q : i - p

$\sum pq$: the sum of the multiplication of p and q

F. Technique of Analyzing Data

The strategy of data analysis used statistical analysis. After the researcher had got the student scores of the experimental and control group, the score was checked for post-test of both groups. The first step was the researcher calculated the mean score of experimental group. The scores from the experimental and control group would be analyzed by using T-test. It was used T-test with the level of significance 0.05 (5%). There are three kinds of data that would be tested in experimental research. They are data description, pre-requisite test and hypothesis test.

1. Data Description

a. Mean

Gunawan (2015:11) states that mean is the quotient of several scores which have been summed up with the total respondent. The following is formula to get the mean:

$$\bar{X} = \frac{\sum fx}{f}$$

Where:

\bar{X} : mean

$\sum fx$: total of scores

f : total of students

b. Mode

Gunawan (2015:15) states that mode is score which occurs most frequently. Here is the formula:

$$Mo = L + i \frac{f_1}{f_1 + f_2}$$

Where:

Mo : Mode

L : the lower limit of the interval within the mode lies.

I : interval

f_1 : the frequency of the interval containing mode reduced by that of the previous interval

f_2 : the frequency of the interval containing mode reduced by that of the following interval

c. Median

Median is point below which 50% of scores fall and above which 50% fall (Gunawan, 2015: 15). Median can be determined by using the following formula:

$$Me = L + i \left(\frac{\frac{n}{2} - cfb}{f} \right)$$

Where:

Me : median

L : the lower limit of interval within which the median lies

i : interval (class width)

- n : number of students
- cfb : the cumulative frequency in all interval below the interval containing the median.
- F : the frequency of cases within the interval containing the median.

d. Range

Gunawan (2015:22) states that range is the gap between the highest score and the lowest score. It can be determined by using the following formula:

$$R = H - L$$

Where:

- R : range
- H : the highest score
- L : the lowest score

e. Standard Deviation

According to Brown (1996:107), standard deviation is a sort of average of the differences of all scores from the mean. It can be calculated by using the following formula:

$$SD = \sqrt{\frac{\sum fx^2 - \frac{(\sum fx)^2}{n}}{n-1}}$$

Where:

SD : standard deviation

$\sum fx^2$: total of score

n : total of sample

2. Pre-requisite Test

Before the data are tested and analysed using independent sample, T test, they have to be checked their normality and homogeneity.

a. Normality test

Normality test used to test the sample from the population that is going to be analyzed whether both groups have normal distribution or not the normality test analysed by Liliefors formula. There are several steps are follows:

1) Determining X_1 sort score from the lowest score until the highest score.

2) Determining the Z_1 score, using formula:

$$Z = \frac{(x_1 - \bar{x})}{s}$$

3) To determin $F(Z_1)$, using formula:

$F(Z_1) = 0,5 -$ (Look the value of Z_1 based on Standard normal distribution table)

4) To determin $S(Z_1)$, using formula:

$$S(Z_1) = \frac{\text{students number}}{\text{the sum of students}}$$

5) To determine the normality, $L_o = F(Z_1) - S(Z_1)$

L_o is the highest value of normality

L_t is the value from Liliefors table

The data is normal if L_o is lower than L_t or $L_o < L_t$ and the data is abnormal if L_o is higher than L_t or $L_o > L_t$.

b. Homogeneity Test

Homogeneity test used to know, whether the samples are homogeneous or not. In this research the researcher used the following formula to test the homogeneity of the population variant:

$$F = \frac{\text{the biggest variant}}{\text{the smallest variant}}$$

If $F \text{ value} \leq F \text{ table}$, it can be concluded that the data are homogeneous.

3. Hypothesis Testing

The researcher examined the data in the following steps to answer the objective of the study. Firstly, the test did in both group, experimental group using Alibi Game and control group using Lecturing technique. Secondly, the result of the test scored using analytic scale. Thirdly, the mean score of two groups determined. Finally, the mean compared by applying T-test formula. T-test used to differentiate between the students' result of simple past tense achievement using Alibi Game and using

Lecturing technique was significant or not. Arikunto (2007: 172), the formula as follow:

$$t = \frac{M_E - M_C}{\sqrt{\frac{\Sigma X_1^2 + \Sigma X_2^2}{N(N-1)}}$$

Where:

- t : The coefficient of “t” observed
- M_1 : the mean variable of experimental group
- M_2 : the mean variable of control group
- N_1 : total subject of experimental group
- N_2 : total subject of control group
- ΣX_1^2 : the total square of experimental group
- ΣX_2^2 : the total square of control group

By getting the degree of freedom (df or db) = ($N_1 + N_2$) – 2, so that the researcher can find out the table in significance level 5%. If t_o higher than t_{table} , so H_o is rejected, it means there is significant differences of students’ achievement in simple past tense who are taught by using between Alibi Game and those taught by using Lecturing at eighth-grade students of SMP Al Islam 1 Surakarta. Whereas if t_o smaller than t_{table} , so that H_o is accepted, it means there is no significant differences of students’ achievement in simple past tense who are taught by using between Alibi Game and those taught by using Lecturing technique.

If the mean score (\bar{X}) of the students are taught by using Alibi Game is higher than those who are taught by Lecturing technique, it

means that Alibi Game is effective to use on teaching simple past tense at the eighth grade of SMP Al-Islam 1 Surakarta. Whereas if the mean score (\bar{X}) of the students are taught by using Alibi Game is smaller than those who are taught by Lecturing technique, it means that Alibi Game is not effective to use on teaching simple past tense at the eighth grade of SMP Al-Islam 1 Surakarta.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

1. Data Description

a. First Hypothesis

The purpose of this research are to find out whether there is significant difference of students' achievement in simple past tense taught by using Alibi Game and those taught by using Lecturing technique. This research conducted at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019. The researcher chose two classes as the sample. There were VIII H as an experimental group and VIII F as an control group. In which for the experimental group, the students were taught by using Alibi Game and for the control group, the students were taught by using Lecturing technique. The researcher conducted this research in 4 meetings.

After administered pre-test and post-test the researcher got the data. Next, the researcher analyze the data to answer the research question number one, and to test there is significance difference score before and after being taught by using Alibi Game by using independent sample test. The output were as follows:

1) Seeking Mean

$$\begin{aligned}\text{Mean experimental (X}_E\text{)} &= \frac{\Sigma XE}{n} = \frac{2047}{27} \\ &= 75.81\end{aligned}$$

$$\begin{aligned}\text{Mean control (X}_C\text{)} &= \frac{\Sigma XC}{n} = \frac{1911}{27} \\ &= 70.78\end{aligned}$$

2) Seeking $\Sigma(\bar{X}-X)^2$ (see the table)

$$\text{Group X}_E = 2068.07$$

$$\text{Group X}_C = 1826.67$$

3) Seeking variance

$$\begin{aligned}S_E^2 &= \frac{\Sigma (X-\bar{X})^2}{nE-1} = \frac{2068.07}{26} \\ &= 79.54\end{aligned}$$

$$\begin{aligned}S_C^2 &= \frac{\Sigma (X-\bar{X})^2}{nC-1} = \frac{1826.67}{26} \\ &= 70.26\end{aligned}$$

4) Seeking sum of variance (S)

$$\begin{aligned}S &= \sqrt{\frac{(nE-1)SE^2 + (nC-1)SC^2}{(nE+nC)-2}} \\ &= \sqrt{\frac{(26)79.54 + (26)70.26}{(27+27)-2}} \\ &= \sqrt{\frac{3894.74}{52}} \\ &= 8.65\end{aligned}$$

5) Seeking t

$$\begin{aligned}
 t &= \frac{XE - XC}{X \sqrt{\frac{1}{nE} + \frac{1}{nC}}} \\
 &= \frac{79.54 - 70.26}{8.65 \sqrt{\frac{2}{27}}} \\
 &= 3.94
 \end{aligned}$$

Based on the calculation above it can be seen that the t_{obtained} is higher than t_{table} ($3.94 > 2.007$). It means that there is significance different of students' achievement in simple past tense taught by using Alibi Game and those taught by using Lecturing technique. This research conducted at the eighth grade of SMP Al-Islam 1 Surakarta in the academic year of 2018/2019.

b. Second Hypothesis

The purpose of this research also to find out whether using Alibi Game is effective to teach grammar. To know whether Alibi Game is effective or not, the researcher did pre-test in both of the groups, then gave the treatment by doing different technique. In the experimental group using Alibi game technique and the control group using Lecturing technique. After the treatment had done, the researcher gave post-test in both of the groups in order to get the grammar score of the students. The data in this research were obtained from the structure test's score. The data was taken from the pre-test and post-test score of experimental and control group. The description of the data included

the mean, the median, the mode, the standart deviation, and frequency distribution followed by histogram and table. The researcher got the data from pre-test in which taken before the treatment was given to the students and post-test in which taken after the treatment was given to the students. The description of the data was divided into four groups they are as follows:

- 1) The data from students' pre-test in simple past tense for the group taught by Alibi Game (pre-test experimental group)
- 2) The data from students' post-test in simple past tense for the group taught by Alibi Game (post-test experimental group)
- 3) The data from students' pre-test in simple past tense for the group taught by Lecturing technique (pre-test control group)
- 4) The data from students' post-test in simple past tense for the group taught by Lecturing technique (post-test control group)

The data of each group were presented as follows:

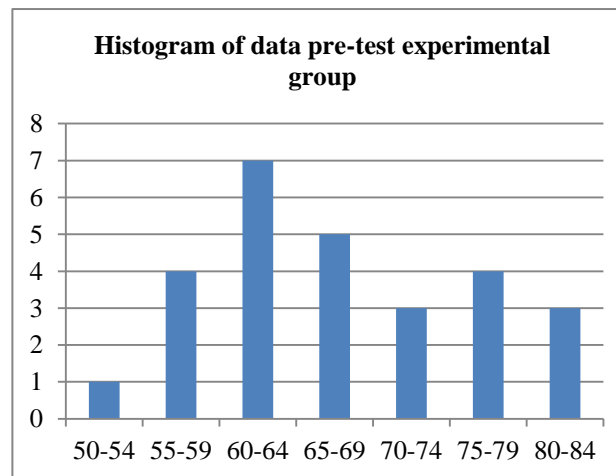
- a) The data of experimental group pre test

The data of students' pre-test in simple past tense was taken before the group taught by using Alibi Game. The score were obtained from 27 students. The frequency distribution of the data is presented in Table 4.1 that showed the score was 55 up to 85.

Table 4.1 Frequency Distribution of Pre-test in Experimental Group

Interval	F	X	Fx
55-59	3	57	171
60-64	7	58	406
65-69	4	62	248
70-74	6	72	432
75-79	3	77	231
80-84	3	82	246
85-89	1	87	87
Sum	27	495	1821

Meanwhile, the histogram of the data is presented in Figure 4.1

Figure 4.1 Histogram of Pre-test in Experimental Group

The description analysis from the histogram in Figure 4.1, it can be known that the class of the data was 5.72. The length was 5. The mean was 67.44. The median was 68. The mode was 62.64. And the last standard deviation was 9.77

b) The data of experimental group post-test

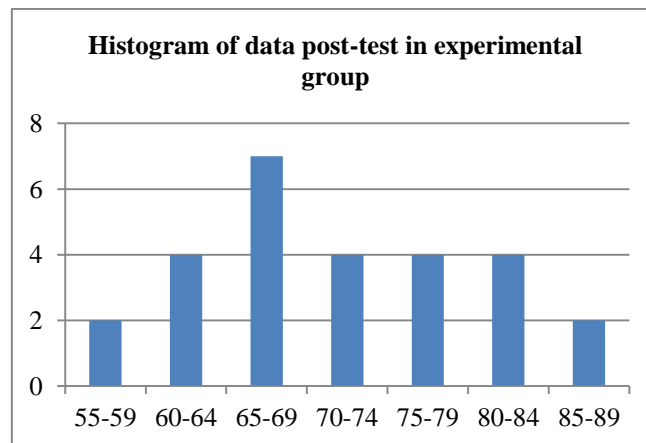
In this part, the data of students' post-test in simple past tense was taken after the group taught by using Alibi Game. The score were obtained from 27 students. The frequency distribution of the data is presented in Table 4.2 that showed the score was 60 up to 90.

Table 4.2 Frequency Distribution of Post-test in Experimental Group

Interval	f	X	Fx
60-64	3	62	186
65-69	4	67	268
70-74	5	72	360
75-79	4	77	308
80-84	5	82	410
85-89	5	87	435
90-94	1	92	92
Sum	27	539	2059

Meanwhile, the histogram of the data is presented in Figure 4.2

Figure 4.2 Histogram of Post-test in Experimental Group



The description analysis from the histogram in Figure 4.2, it can be known that the class of the data was 5.72. The length was 5. The mean was 76.25. The median was 78.41. The mode was 83. And the last standard deviation was 8.84

c) The data of control group pre-test

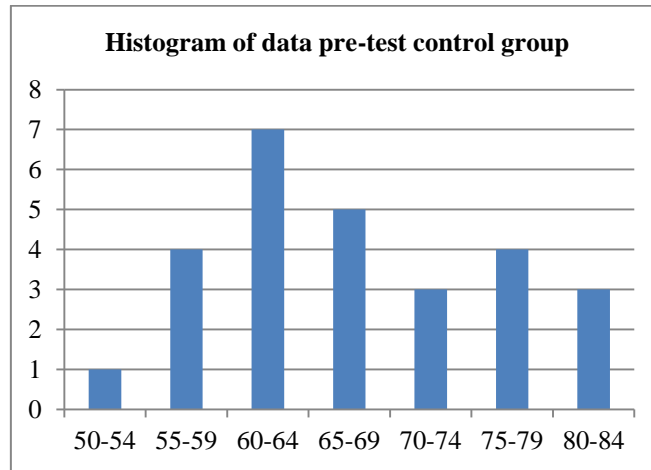
The data of students' pre-test in simple past tense was taken from the group that taught by using Lecturing technique. The score were obtained from 27 students. The frequency distribution of the data is presented in Table 4.3 that showed the score was 50 up to 80.

Table 4.3 Frequency Distribution of Pre-test in Control Group

Interval	f	x	Fx
50-54	1	52	52
55-59	4	57	228
60-64	7	62	434
65-69	5	67	335
70-74	3	72	216
75-79	4	77	308
80-84	3	82	246
Sum	27	469	1819

Meanwhile, the histogram of the data is presented in Figure 4.3

Figure 4.3 Histogram of Pre-test in Control Group



The description analysis from the histogram in Figure 4.3, it can be known that the class of the data was 5.72. The length was 5. The mean was 67.37. The median was 65.85. The mode was 62.72. And the last standard deviation was 8.65.

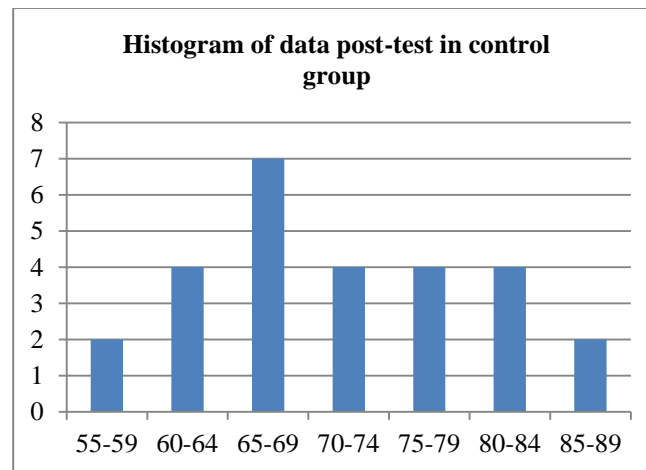
d) The data of control group post-test

The data of students' post-test in simple past tense was taken from the group that taught by using Lecturing technique. The score were obtained from 27 students. The frequency distribution of the data is presented in Table 4.4 that showed the score was 55 up to 85

Table 4.4 Frequency Distribution of Post-test in Control Group

Interval	F	x	F _x
55-59	2	57	114
60-64	4	62	248
65-69	7	67	469
70-74	4	72	288
75-79	4	77	308
80-84	4	82	328
85-89	2	87	174
Sum	27	504	1929

Meanwhile, the histogram of the data is presented in Figure 4.4

Figure 4.4 Histogram of data post-test in control group

The description analysis from the histogram in Figure 4.4, it can be known that the class of the data was 5.72. The length was 5. The mean was 71.44. The median was 70. The mode was 68. And the last standard deviation was 8.69.

2. Data Analysis

Before analyzing the data using inferential analysis, normality and homogeneity test must be done. The normality test aims to know the sample was in normal distribution and homogeneity test aims to know that the data were homogenous. So, the normality and homogeneity test were as the prerequisite of testing hypothesis and the score were obtained from the students' of post-test score. Each test were presented in the following section.

a. Normality Test

The sample was in normal distribution if L_o ($L_{obtained}$) was lower than $L_t(L_{table})$, $\alpha = 0.05$. L stands for Liliefors. The data was obtained from post-test score of the students.

Table 4.5 Normality Test

No	Data of Sample	Number of Sample	L_o ($L_{obtained}$)	L_t (L_{table})	Alfa (α)	Distribution of Population
1	Post-test Exp.	27	0.115	0.170	0.05	Normal
2	Post-test Control	27	0.125	0.170	0.05	Normal

From the table 4.5, it can be known that the data of post-test in experimental class and control class were in normal distribution. For 27 students as the sample, the value of L_t (L_{table}) was 0.170. It means that L_o ($L_{obtained}$) should be lower than L_t (L_{table}). The experimental group was 0.115 and the control group was 0.125. Thus, the data of post-test in the

experimental and control group ($0.115 < 0.170$; $0.125 < 0.170$) were in the normal distribution.

b. Homogeneity Test

Homogeneity test was done to know the data were homogeneous. If F_o ($F_{obtained}$) was lower than F_t (F_{table}), $\alpha = 0.05$, it can be said that the data were homogenous.

Table 4.6 Homogeneity Test

No	Data	Number of Sample	F_o ($F_{obtained}$)	F_t (F_{table})	Alfa (α)	Verb
1 .	Post-test Exp. & Control	27	1.064	4.26	0.05	Homogeneous

Based on the calculation above, it can be seen that $F_{obtained}$ of post-test experimental and control class was 1.064. which lower than F_{table} at level significance ($\alpha = 0.05$) with df ($2-1=1$) and df2 ($27-2-1 =24$) 4.26. Thus, $F_o < F_t$ ($1.064 < 4.26$) and data were homogeneous.

c. Hypothesis Testing

1) First Hypothesis

The first hypothesis of this research says that there is significant difference of students' achievement in simple past tense taught by using Alibi Game and those taught by using Lecturing technique at

the eighth grade of SMP Al-Islam 1 Surakarta. To test the hypothesis, the researcher used independent sample test. The score was obtained from the students post-test score, both of experimental group and control group. The score were obtained from 27 students as the sample in each group. H_0 was rejected if $t_o > t_{table}$ means that there was significance difference. The procedure of t test should be done as follows:

(a) Seeking Mean

$$\begin{aligned} \text{Mean experimental (X}_E\text{)} &= \frac{\Sigma XE}{n} = \frac{2047}{27} \\ &= 75.81 \end{aligned}$$

$$\begin{aligned} \text{Mean control (X}_C\text{)} &= \frac{\Sigma XC}{n} = \frac{1911}{27} \\ &= 70.78 \end{aligned}$$

(b) Seeking $\Sigma(\bar{X}-X)^2$ (see the table)

$$\text{Group X}_E = 2068.07$$

$$\text{Group X}_C = 1826.67$$

(c) Seeking variance

$$\begin{aligned} S_E^2 &= \frac{\Sigma (X-\bar{X})^2}{nE-1} = \frac{2068.07}{26} \\ &= 79.54 \end{aligned}$$

$$\begin{aligned} S_C^2 &= \frac{\Sigma (X-\bar{X})^2}{nC-1} = \frac{1826.67}{26} \\ &= 70.26 \end{aligned}$$

(d) Seeking sum of variance (S)

$$\begin{aligned}
 S &= \sqrt{\frac{(nE-1)SE^2 + (nC-1)SC^2}{(nE+nC)-2}} \\
 &= \sqrt{\frac{(26)79.54 + (26)70.26}{(27+27)-2}} \\
 &= \sqrt{\frac{3894.74}{52}} \\
 &= 8.65
 \end{aligned}$$

(e) Seeking t

$$\begin{aligned}
 t &= \frac{XE - XC}{S \sqrt{\frac{1}{nE} + \frac{1}{nC}}} \\
 &= \frac{79.54 - 70.26}{8.65 \sqrt{\frac{2}{27}}} \\
 &= 3.94
 \end{aligned}$$

(f) T_{table} with db (α ; $(n_E + n_C) - k$) or (5% ; 52) = 2.007

(g) Criteria

Accept H_0 if $t_o < t_{table}$

Accept H_a if $t_o > t_{table}$

(h) Conclusion

Because $t_o > t_{table}$ ($3.94 > 2.007$) for level significance 0.05. so H_0 is rejected. It means that there is difference between students' achievement in simple past tense of experimental group and control group.

2) Second Hypothesis

The second hypothesis of this research says that Alibi Game is effective to teach grammar at the eighth grade of SMP Al-Islam 1

Surakarta. To test the hypothesis, the researcher used comparing mean. The score was obtained from the students post-test score, both of experimental group and control group. The score were obtained from 27 students as the sample in each group. H_0 was rejected if $t_o > t_{table}$ means that Alibi Game is effective to use on teaching simple past tense at the eighth grade of SMP Al-Islam 1 Surakarta. The procedure of comparing mean should be done as follows:

(a) Seeking Mean

$$\begin{aligned} \text{Mean experimental (X}_E\text{)} &= \frac{\Sigma XE}{n} = \frac{2047}{27} \\ &= 75.81 \end{aligned}$$

$$\begin{aligned} \text{Mean control (X}_C\text{)} &= \frac{\Sigma XC}{n} = \frac{1911}{27} \\ &= 70.78 \end{aligned}$$

(b) Conclusion

Because the mean score (\bar{X}) of texperimental group (75.81) is higher than control group (70.77). So, H_0 is rejected. It means that Alibi Game is effective to use on teaching simple past tense at the eighth grade of SMP Al-Islam 1 Surakarta.

B. Discussion

1. First Hypothesis

Based on the result of t-test, it can be concluded that there is a significance difference of students' achievement in simple past tense

between those taught by using Alibi Game and those taught by using Lecturing technique. It can be proven from the score result of t test, t_o (3.94) is higher than t_{table} (2.007). It means that the students who are taught by using Alibi Game have better achievement in simple past tense than those who are taught by using Lecturing technique. The statement supported by Josh (in Antoni, 2013:5), Alibi Game can solve the students' problem in grammar. The theory also has similarity with the result of first hypothesis in this research. The similarity is the students who taught by using Alibi Game, will be get high score in grammar because they will be more confident to make their own sentence in simple past tense. .

2. Second Hypothesis

The result of comparing mean analysis shows that the mean score (\bar{X}) of the students are taught by using Alibi Game (75.81) is higher than those who are taught by Lecturing technique (70.77). It can be said that Alibi Game is effective to use on teaching simple past tense than the other technique. The statements supported by According to Hadfield (2005:21) Alibi game is a game which talk about event that happened in the past. It is a kind of teaching technique that design which allow the students can learn to be a good teamwork, responsible and confidence. It can be appropriate game to solve grammar. Through using Alibi Game, the teaching and learning process will be more interesting, make the students being active and

makes students become more confident because in this game, the students have to share their idea to the others. The similarity between the theory and the result is Alibi Game is effective to teach grammar, the students who taught by using Alibi Game will get high score in grammar and also they will be more active, confident and interest in the teaching and learning process.

From those analysis, the researcher could conclude that the use of Alibi Game gives significance effect . The effect can be seen in the score result of post-test between the students in the experimental group and control group of SMP Al-Islam 1 Surakarta. In the experimental group, the teaching and learning process is more enjoyable and it makes the students' interest in simple past tense increasing. Furthermore, the students also felt happy and enthusiasm to join the teaching learning process. It is because they are very enjoy in Alibi Game process in the class and their preception of grammar lesson is boring being changing.

The different condition of teaching learning process happens in the control group. The situation is boring and monotonous. The students also become passive in the class, they listen to the teacher's explanation. It is because the technique that used by the teacher in control group is less suitable for the students. As the result, the students felt bored and sleepy while joining the class and their attention to the material were low

Based on the discussion above, it can be concluded that the result of this research, there is significant differences of students' achievement in

simple past tense who are taught by using between Alibi Game and those taught by using Lecturing technique and Alibi Game is effective to use on teaching simple past tense at eighth-grade students of SMP Al Islam 1 Surakarta in academic year 2018/2019.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

The objective of this study was to find out whether there is a significant differences of students' achievement in simple past tense between the students taught by using Alibi Game and the students taught by Lecturing technique and to find out whether using Alibi Game is effective to teach grammar. In order to gain the objective of the study, the researcher conducted an experimental research. The research was conducted in eighth grade students of SMP Al Islam 1 Surakarta in academic year 2018/2019.

After had conducted the research, the researcher got several results, those are follows:

1. First, there is a significance difference on the students' achievement in simple past tense between the students who are taught by using Alibi Game and those who are taught by using Lecturing technique at the eighth grade students of SMP Al Islam 1 Surakarta in academic year 2018/2019. It can be proven by t_o (3.94) which is higher than t_{table} (2.007). It indicated that the students who are taught by using Alibi Game have better achievement in simple past tense than those who are taught by using Lecturing technique.

2. Second, Alibi Game is effective to use on teaching simple past tense at eighth grade students of SMP Al-Islam 1 Surakarta in academic year 2018/2019. It can be proven by the mean score of VIII H as the experimental group 75.81 (post-test) which is higher than the mean score of VIII F as the control group 70.77 (post-test). It indicated that the students who taught by using Alibi Game will get high score in grammar and they will be more active, confident and interest in the teaching and learning process.

B. Implication

The result of the research shows that there is significant differences of students' achievement in simple past tense who are taught by using between Alibi Game and those taught by using Lecturing technique and Alibi Game is effective to use on teaching simple past tense at eighth-grade students of SMP Al Islam 1 Surakarta in academic year 2018/2019. Alibi Game would make the students have more motivation to learn the material especially simple past tense. Because in this technique the students should be active, critical and work together with their group. The students felt more enjoyable during the learning process. In other hand, both the technique used in this research will affect the students. It means that the teacher should be aware to choose the technique that is effective to teach the material in the classroom.

C. Suggestion

Based on the result, the researcher would like to present some suggestion as follows:

1. To the teacher
 - a. English teacher should use Alibi Game in teaching and learning process in the classroom. Because this technique will make the students' interest in simple past tense more increasing.
 - b. The teacher should monitor the group activities in order to make students more active.
 - c. The teacher should give more motivation to the students during the teaching and learning process.
2. To the students
 - a. The students can enrich their vocabularies and their knowledge about simple past tense.
 - b. The students should be more active and more practice in English especially in simple past tense.
3. For the other researchers
 - a. The researcher can apply this technique in other field.
 - b. The researcher can use it as a reference for other studies.

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APPENDIX 1

STUDENTS' SCORE

A. Score of Pre-test and Post-test Experimental Group

VIII H			
No	Nama	Experimental	
		pre test	post test
1	Afifah Zulfa N	55	60
2	Ahmad Mufid S. N	80	85
3	Alfika Bilqis P. N	58	65
4	Ananda Aulia N	83	85
5	Bagas Satria P	63	68
6	Faiq Al-Baihaqi	65	73
7	Faiza Firdausy	73	88
8	Hafiza Nur Sabrina	75	83
9	Haris Bachtiar E	68	70
10	Ibrahim	60	78
11	Indrasti Widat N	60	70
12	Khalila Hanun M	85	90
13	Latif Damar Muh	60	65
14	Nadia Novelia P	73	80
15	M Fariz Abror	73	83
16	Nisa Alifatun N	70	83
17	Nur Alfiyatul Izzah	70	78
18	Rafi Aryasatya	63	73
19	Rais Alimulhaq	65	63
20	Siti Nur Halimah	55	63
21	Sofiah Nur A	73	80
22	Stephani H. W	80	88
23	Syifa' Tazkiya H	78	85
24	Tegar Bayu Segara	60	78
25	Vischania Faza Amalia	75	70
26	Yasmin	65	78
27	Zata Yummi	63	65
Jumlah Skor		1848	2047
Rata-Rata		68.44	75.81

B. Score of Pre-test and Post-test Control Group

VIII F			
No	Nama	Control	
		pre test	post test
1	Amajida As Syifa	70	63
2	Amelia Nayya F	60	63
3	Annisa Cinta N	60	63
4	Bagas Dzaki A	50	55
5	Cantika N. A	75	73
6	Dinda Soffin A. R	75	80
7	Fahrezi F. R	63	65
8	Faidatus Syifa'	68	70
9	Fauzan Triargi W	60	75
10	Fransisca E A	60	68
11	Hanif Satrio D	68	65
12	Hanifah Nur S.	73	73
13	Ilham Arza Syahputra	70	75
14	Imtihan Rosyif	80	85
15	Ismara Faza P.A	75	68
16	Khoiruriziq Mirobi	80	83
17	Marsa Ananda S.	68	78
18	Muhammad Rois Aminudin	55	65
19	Nabila Dzalfa L. M	68	73
20	Nabilla Waryana	58	75
21	Nadia Felisha A	60	55
22	Nisrina Hasna F	78	80
23	Nugraheni A.S	63	68
24	Reisayto P. Y. U	68	85
25	Shofia Azzahro	55	63
26	Talitha Lubna B.	55	65
27	Yordan Satria N	80	80
Jumlah		1795	1911
Rata-Rata		66.48	70.78

APPENDIX 2

CALCULATION DATA

A. Distribution Frequency of Grammar Test

1. Experimental Group's Pre-test

Interval	f	Cfb	X	x ²	Fx	fx ²
55-59	3	3	57	3249	171	9747
60-64	7	10	58	3364	406	23548
65-69	4	14	62	3844	248	15376
70-74	6	20	72	5184	432	31104
75-79	3	23	77	5929	231	17787
80-84	3	26	82	6724	246	20172
85-89	1	27	87	7569	87	7569
	27		495	35863	1821	125303

$$\text{Class} = 5.72$$

$$\text{Length} = 5$$

$$\text{Mean} = 67.44$$

$$\text{Median} = 68$$

$$\text{Mo} = 62.64$$

$$\text{SD} = 9.77$$

Calculation of Mean, Median, Mode and Standard Deviation

$$\text{a. The highest score} = 85$$

$$\text{b. The lowest score} = 55$$

$$\text{c. Range is } 85-55 = 30$$

$$\begin{aligned} \text{d. Number of class} &= 1 + (3.3) \log 27 \\ &= 1 + (3.3) 1.431 \\ &= 1+4.72 \\ &= 5.72 \sim 6 \end{aligned}$$

$$\text{e. Interval (i)} = \frac{30}{6} = 5$$

$$\text{f. Mean} = \frac{\sum fx}{f} = \frac{1821}{27} = 67.44$$

$$\text{g. Median} = L + i \left(\frac{\frac{n}{2} - cfb}{f} \right)$$

$$= 60.5 + 5 \left(\frac{\frac{27}{2} - 3}{7} \right)$$

$$= 60.5 + 5 \left(\frac{13.5 - 3}{7} \right)$$

$$= 68$$

h. Mo

$$= L + i \left(\frac{f_1}{f_1 + f_2} \right)$$

$$= 60.5 + 5 \left(\frac{3}{3+4} \right)$$

$$= 60.5 + 2.14$$

$$= 62.64$$

i. SD

$$= \sqrt{\frac{\sum fx^2 - \frac{(\sum fx)^2}{n}}{n-1}}$$

$$= \sqrt{\frac{125303 - \frac{3316041}{27}}{26}}$$

$$= \sqrt{\frac{125303 - 122816.3}{26}}$$

$$= 9.77$$

2. Experimental Group's Post-test

Interval	F	cfb	X	x^2	fx	fx^2
60-64	3	3	62	3844	186	11532
65-69	4	7	67	4489	268	17956
70-74	5	12	72	5184	360	25920
75-79	4	16	77	5929	308	23716
80-84	5	21	82	6724	410	33620
85-89	5	26	87	7569	435	37845
90-94	1	27	92	8464	92	8464
	27		539	42203	2059	159053

Class = 5.72

Length = 5

Mean = 76.25

Median = 78.41

Mo = 83

SD = 8.84

3. Control Group's Pre-test

Interval	F	cfb	X	x^2	Fx	$f x^2$
50-54	1	1	52	2704	52	2704
55-59	4	5	57	3249	228	12996
60-64	7	12	62	3844	434	26908
65-69	5	17	67	4489	335	22445
70-74	3	20	72	5184	216	15552
75-79	4	24	77	5929	308	23716
80-84	3	27	82	6724	246	20172
	27		469	32123	1819	124493

Class = 5.72

Length = 5

Mean = 67.37

Median = 65.85

Mo = 62.72

SD = 8.65

4. Control Group's Post-test

Interval	F	cfb	X	x^2	Fx	$f x^2$
55-59	2	1	57	3249	114	6498
60-64	4	5	62	3844	248	15376
65-69	7	12	67	4489	469	31423
70-74	4	16	72	5184	288	20736
75-79	4	20	77	5929	308	23716
80-84	4	24	82	6724	328	26896
85-89	2	26	87	7569	174	15138
	27		504	36988	1929	139783

Class = 5.72

Length = 5

Mean = 71.44

Median = 70

Mo = 68

SD = 8.69

B. Normality Test

1. Normality Test of Experimental Group's Pre-test

Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
55	-1.573276921	0.0578274	0.0370	0.0207903	0.0207903
55	-1.573276921	0.0578274	0.0741	-0.0162467	0.0162467
58	-1.222215129	0.1108131	0.1111	-0.0002980	0.0002980
60	-0.988173934	0.1615337	0.1481	0.0133856	0.0133856
60	-0.988173934	0.1615337	0.1852	-0.0236514	0.0236514
60	-0.988173934	0.1615337	0.2222	-0.0606885	0.0606885
60	-0.988173934	0.1615337	0.2593	-0.0977255	0.0977255
63	-0.637112142	0.2620259	0.2963	-0.0342704	0.0342704
63	-0.637112142	0.2620259	0.3333	-0.0713074	0.0713074
63	-0.637112142	0.2620259	0.3704	-0.1083445	0.1083445
65	-0.403070947	0.3434480	0.4074	-0.0639594	0.0639594
65	-0.403070947	0.3434480	0.4444	-0.1009964	0.1009964
65	-0.403070947	0.3434480	0.4815	-0.1380335	<u>0.1380335</u>
68	-0.052009154	0.4792607	0.5185	-0.0392578	0.0392578
70	0.18203204	0.5722212	0.5556	0.0166657	0.0166657
70	0.18203204	0.5722212	0.5926	-0.0203714	0.0203714
73	0.533093833	0.7030157	0.6296	0.0733861	0.0733861
73	0.533093833	0.7030157	0.6667	0.0363490	0.0363490
73	0.533093833	0.7030157	0.7037	-0.0006880	0.0006880
73	0.533093833	0.7030157	0.7407	-0.0377251	0.0377251
75	0.767135028	0.7784994	0.7778	0.0007216	0.0007216
75	0.767135028	0.7784994	0.8148	-0.0363154	0.0363154
78	1.11819682	0.8682585	0.8519	0.0164067	0.0164067
80	1.352238015	0.9118504	0.8889	0.0229615	0.0229615
80	1.352238015	0.9118504	0.9259	-0.0140755	0.0140755
83	1.703299807	0.9557440	0.9630	-0.0072190	0.0072190
85	1.937341002	0.9736482	1.0000	-0.0263518	0.0263518

$$L_o = 0.138$$

$$L_{table} = 0.170$$

The highest score (L_o max) is 0.138. Because L_o is lower than L_{table} ($L_o < L_{table}$; $0.138 < 0.170$), the sample is in normal distribution.

2. Normality Test of Experimental Group's Post-test

Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
60	-1.7732409	0.0380944	0.0370	0.001057	0.001057
63	-1.436864991	0.0753782	0.0741	0.001304	0.001304
63	-1.436864991	0.0753782	0.1111	-0.035733	0.035733
65	-1.212614386	0.1126386	0.1481	-0.035510	0.035510
65	-1.212614386	0.1126386	0.1852	-0.072547	0.072547
65	-1.212614386	0.1126386	0.2222	-0.109584	0.109584
68	-0.876238477	0.1904502	0.2593	-0.068809	0.068809
70	-0.651987872	0.2572045	0.2963	-0.039092	0.039092
70	-0.651987872	0.2572045	0.3333	-0.076129	0.076129
70	-0.651987872	0.2572045	0.3704	-0.113166	0.113166
73	-0.315611963	0.3761485	0.4074	-0.031259	0.031259
73	-0.315611963	0.3761485	0.4444	-0.068296	0.068296
78	0.245014551	0.5967774	0.4815	0.115296	<u>0.115296</u>
78	0.245014551	0.5967774	0.5185	0.078259	0.078259
78	0.245014551	0.5967774	0.5556	0.041222	0.041222
78	0.245014551	0.5967774	0.5926	0.004185	0.004185
80	0.469265156	0.6805599	0.6296	0.050930	0.050930
80	0.469265156	0.6805599	0.6667	0.013893	0.013893
83	0.805641065	0.7897751	0.7037	0.086071	0.086071
83	0.805641065	0.7897751	0.7407	0.049034	0.049034
83	0.805641065	0.7897751	0.7778	0.011997	0.011997
85	1.02989167	0.8484696	0.8148	0.033655	0.033655
85	1.02989167	0.8484696	0.8519	-0.003382	0.003382
85	1.02989167	0.8484696	0.8889	-0.040419	0.040419
88	1.366267579	0.9140725	0.9259	-0.011853	0.011853
88	1.366267579	0.9140725	0.9630	-0.048890	0.048890
90	1.590518184	0.9441410	1.0000	-0.055859	0.055859

$$L_o = 0.115$$

$$L_{table} = 0.170$$

The highest score (L_o max) is 0.115. Because L_o is lower than L_{table} ($L_o < L_{table}$; $0.115 < 0.170$), the sample is in normal distribution.

3. Normality Test of Control Group's Pre-test

Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
50	-1.902756191	0.028536183	0.0370	-0.0085009	0.0085009
55	-1.325515549	0.092500108	0.0741	0.0184260	0.0184260
55	-1.325515549	0.092500108	0.1111	-0.0186110	0.0186110
55	-1.325515549	0.092500108	0.1481	-0.0556480	0.0556480
58	-0.979171164	0.163747707	0.1852	-0.0214375	0.0214375
60	-0.748274907	0.227147179	0.2222	0.0049250	0.0049250
60	-0.748274907	0.227147179	0.2593	-0.0321121	0.0321121
60	-0.748274907	0.227147179	0.2963	-0.0691491	0.0691491
60	-0.748274907	0.227147179	0.3333	-0.1061862	0.1061862
60	-0.748274907	0.227147179	0.3704	-0.1432232	<u>0.1432232</u>
63	-0.401930521	0.34386758	0.4074	-0.0635398	0.0635398
63	-0.401930521	0.34386758	0.4444	-0.1005769	0.1005769
68	0.175310121	0.56958202	0.4815	0.0881005	0.0881005
68	0.175310121	0.56958202	0.5185	0.0510635	0.0510635
68	0.175310121	0.56958202	0.5556	0.0140265	0.0140265
68	0.175310121	0.56958202	0.5926	-0.0230106	0.0230106
68	0.175310121	0.56958202	0.6296	-0.0600476	0.0600476
70	0.406206378	0.657704516	0.6667	-0.0089622	0.0089622
70	0.406206378	0.657704516	0.7037	-0.0459992	0.0459992
73	0.752550763	0.774140043	0.7407	0.0333993	0.0333993
75	0.98344702	0.837306261	0.7778	0.0595285	0.0595285
75	0.98344702	0.837306261	0.8148	0.0224914	0.0224914
75	0.98344702	0.837306261	0.8519	-0.0145456	0.0145456
78	1.329791405	0.908206496	0.8889	0.0193176	0.0193176
80	1.560687662	0.940701268	0.9259	0.0147753	0.0147753
80	1.560687662	0.940701268	0.9630	-0.0222617	0.0222617
80	1.560687662	0.940701268	1.0000	-0.0592987	0.0592987

$$L_o = 0.143$$

$$L_{table} = 0.170$$

The highest score (L_o max) is 0.143. Because L_o is lower than L_{table} ($L_o < L_{table}$; $0.143 < 0.170$), the sample is in normal distribution.

4. Normality Test of Control Group's Post-test

Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	F(Zi)-S(Zi)
55	-1.882360743	0.029893526	0.0370	-0.0071435	0.0071435
55	-1.882360743	0.029893526	0.0741	-0.0441805	0.0441805
63	-0.92792431	0.176723417	0.1111	0.0656123	0.0656123
63	-0.92792431	0.176723417	0.1481	0.0285753	0.0285753
63	-0.92792431	0.176723417	0.1852	-0.0084618	0.0084618
63	-0.92792431	0.176723417	0.2222	-0.0454988	0.0454988
65	-0.689315202	0.245312467	0.2593	-0.0139468	0.0139468
65	-0.689315202	0.245312467	0.2963	-0.0509838	0.0509838
65	-0.689315202	0.245312467	0.3333	-0.0880209	0.0880209
65	-0.689315202	0.245312467	0.3704	-0.1250579	<u>0.1250579</u>
68	-0.331401539	0.370170601	0.4074	-0.0372368	0.0372368
68	-0.331401539	0.370170601	0.4444	-0.0742738	0.0742738
68	-0.331401539	0.370170601	0.4815	-0.1113109	0.1113109
70	-0.092792431	0.463034232	0.5185	-0.0554843	0.0554843
73	0.265121231	0.604541964	0.5556	0.0489864	0.0489864
73	0.265121231	0.604541964	0.5926	0.0119494	0.0119494
73	0.265121231	0.604541964	0.6296	-0.0250877	0.0250877
75	0.50373034	0.692774557	0.6667	0.0261079	0.0261079
75	0.50373034	0.692774557	0.7037	-0.0109291	0.0109291
75	0.50373034	0.692774557	0.7407	-0.0479662	0.0479662
78	0.861644002	0.805558275	0.7778	0.0277805	0.0277805
80	1.100253111	0.864389072	0.8148	0.0495743	0.0495743
80	1.100253111	0.864389072	0.8519	0.0125372	0.0125372
80	1.100253111	0.864389072	0.8889	-0.0244998	0.0244998
83	1.458166773	0.92760271	0.9259	0.0016768	0.0016768
85	1.696775881	0.95513048	0.9630	-0.0078325	0.0078325
85	1.696775881	0.95513048	1.0000	-0.0448695	0.0448695

$$L_o = 0.125$$

$$L_{table} = 0.170$$

The highest score (L_o max) is 0.125. Because L_o is lower than L_{table} ($L_o < L_{table}$; $0.125 < 0.170$), the sample is in normal distribution.

C. The Data Before Treatment

No	Score of Pretest		No	Nilai $(X-\bar{X})^2$	
	Experimental	Control		Experimental	Control
1	60	68	1	71.30864198	2.3058985
2	73	60	2	20.75308642	42.009602
3	68	63	3	0.197530864	12.120713
4	73	80	4	20.75308642	182.75034
5	80	68	5	133.5308642	2.3058985
6	80	68	6	133.5308642	2.3058985
7	60	75	7	71.30864198	72.565158
8	70	68	8	2.419753086	2.3058985
9	85	75	9	274.0864198	72.565158
10	83	55	10	211.8641975	131.82442
11	65	60	11	11.86419753	42.009602
12	75	60	12	42.97530864	42.009602
13	75	80	13	42.97530864	182.75034
14	65	68	14	11.86419753	2.3058985
15	60	70	15	71.30864198	12.379973
16	63	50	16	29.64197531	271.63923
17	70	70	17	2.419753086	12.379973
18	73	73	18	20.75308642	42.491084
19	55	55	19	180.7530864	131.82442
20	73	78	20	20.75308642	132.67627
21	78	75	21	91.30864198	72.565158
22	58	80	22	109.0864198	182.75034
23	63	63	23	29.64197531	12.120713
24	60	58	24	71.30864198	71.935528
25	65	55	25	11.86419753	131.82442
26	63	60	26	29.64197531	42.009602
27	55	60	27	180.7530864	42.009602
Sum	1848	1795	Sum	1898.66	1950.74074
Mean	68.44	66.48	Mean	70.320	72.249

1. Seeking Mean

$$\begin{aligned}\text{Mean experimental (X}_E\text{)} &= \frac{\Sigma XE}{n} = \frac{1848}{27} \\ &= 68.44\end{aligned}$$

$$\begin{aligned}\text{Mean control (X}_C\text{)} &= \frac{\Sigma XE}{n} = \frac{1795}{27} \\ &= 66.48\end{aligned}$$

2. Seeking $\Sigma (X - \bar{X})^2$ (see the table)

$$\text{Group X}_E = 1898.66$$

$$\text{Group X}_C = 1950.74$$

3. Seeking variance

$$\begin{aligned}S_E^2 &= \frac{\Sigma (X - \bar{X})^2}{nE - 1} = \frac{1898.66}{26} \\ &= 73.02\end{aligned}$$

$$\begin{aligned}S_C^2 &= \frac{\Sigma (X - \bar{X})^2}{nC - 1} = \frac{1950.74}{26} \\ &= 75.02\end{aligned}$$

4. Seeking sum of variance (S)

$$\begin{aligned}S &= \sqrt{\frac{(nE - 1)S_E^2 + (nC - 1)S_C^2}{(nE + nC) - 2}} \\ &= \sqrt{\frac{(26)73.02 + (26)75.02}{(27 + 27) - 2}} \\ &= \sqrt{\frac{3849.40}{52}} \\ &= 8.60\end{aligned}$$

5. Seeking t

$$\begin{aligned}t &= \frac{X_E - X_C}{X \sqrt{\frac{1}{nE} + \frac{1}{nC}}} \\ &= \frac{68.44 - 66.48}{8.60 \sqrt{\frac{2}{27}}} \\ &= 0.838\end{aligned}$$

6. Seeking t_{table}

$$T_{\text{table}} \text{ with db } (\alpha ; n_E + n_C - k) \text{ or } (5\% ; 52) = 2.007$$

7. Criteria

Accept H_0 if $t_o < t_{table}$

Accept H_a if $t_o > t_{table}$

8. Conclusion

Because $t_o < t_{table}$ ($0.838 < 2.007$) for level significance 0.05, so H_0 is accepted. It means that there is no difference between students' achievement in simple past tense experimental group and control group before learning.

D. Homogeneity Test

Data of Experimental and Control Group's Post-Test

No	X ₁	X ₁	$X_1 - \bar{X}_1$	$X_2 - \bar{X}_2$	$(X_1 - \bar{X}_1)^2$	$(X_2 - \bar{X}_2)^2$
1	60	63	15.81	7.78	250.11	60.49
2	85	63	-9.19	7.78	84.37	60.49
3	65	63	10.81	7.78	116.96	60.49
4	85	55	-9.19	15.78	84.37	248.94
5	68	73	7.81	-2.22	61.07	4.94
6	73	80	2.81	-9.22	7.92	85.05
7	88	65	-12.19	5.78	148.48	33.38
8	83	70	-7.19	0.78	51.63	0.60
9	70	75	5.81	-4.22	33.81	17.83
10	78	68	-2.19	2.78	4.78	7.72
11	70	65	5.81	5.78	33.81	33.38
12	90	73	-14.19	-2.22	201.22	4.94
13	65	75	10.81	-4.22	116.96	17.83
14	80	85	-4.19	-14.22	17.52	202.27
15	83	68	-7.19	2.78	51.63	7.72
16	83	83	-7.19	-12.22	51.63	149.38
17	78	78	-2.19	-7.22	4.78	52.16
18	73	65	2.81	5.78	7.92	33.38
19	63	73	12.81	-2.22	164.22	4.94
20	63	75	12.81	-4.22	164.22	17.83
21	80	55	-4.19	15.78	17.52	248.94
22	88	80	-12.19	-9.22	148.48	85.05
23	85	68	-9.19	2.78	84.37	7.72
24	78	85	-2.19	-14.22	4.78	202.27
25	70	63	5.81	7.78	33.81	60.49
26	78	65	-2.19	5.78	4.78	33.38
27	65	80	10.81	-9.22	116.96	85.05
Sum	2047	1911			2068.07	1826.67
Mean	75.81	70.78				

1. Seeking Variance

a. Experimental Group

$$\begin{aligned}
 S^2 &= \frac{\Sigma (X-\bar{X})^2}{n-1} \\
 &= \frac{2068.07}{(26)} \\
 &= 79.54
 \end{aligned}$$

b. Control Group

$$\begin{aligned}
 S^2 &= \frac{\Sigma (X-\bar{X})^2}{n-1} \\
 &= \frac{1826.67}{(26)} \\
 &= 70.26
 \end{aligned}$$

2. Standart Deviation

a. Experimental Group

$$\begin{aligned}
 SD &= \sqrt{\frac{\Sigma(X1-\bar{X}1)^2}{(n-1)}} \\
 &= \sqrt{79.54} \\
 &= 8.91
 \end{aligned}$$

b. Control Group

$$\begin{aligned}
 SD &= \sqrt{\frac{\Sigma((X1-\bar{X}1)^2)}{(n-1)}} \\
 &= \sqrt{70.26} \\
 &= 8.38
 \end{aligned}$$

3. The formula of F test:

$$\begin{aligned}
 F &= \frac{\text{the biggest variant}}{\text{the smallest variant}} \\
 &= \frac{8.91}{8.38} \\
 &= 1.064
 \end{aligned}$$

4. Finding F_{table} with:

$$\text{Df1} = k(\text{variable}) - 1 = 2 - 1 = 1$$

$$\text{Df2} = n - k - 1$$

$$= 27 - 2 - 1$$

$$= 24$$

$$= 4.26$$

In this calculation, the value of F_{obtained} is 1.064, then the value of F_{table} with df1 (2-1=1) and df2 (27-2-1=24) is 4.26. Because the value of F_{obtained} is lower than F_{table} ($1.064 \leq 4.26$), it means that the data are homogeneous.

E. The Data After Treatment

No	Score of Post-test		No	Nilai $(\bar{X}-X)^2$	
	Experimental	Control		Experimental	Control
1	60	63	1	250.108	60.494
2	85	63	2	84.368	60.494
3	65	63	3	116.960	60.494
4	85	55	4	84.368	248.938
5	68	73	5	61.071	4.938
6	73	80	6	7.923	85.049
7	88	65	7	148.479	33.383
8	83	70	8	51.627	0.605
9	70	75	9	33.812	17.827
10	78	68	10	4.775	7.716
11	70	65	11	33.812	33.383
12	90	73	12	201.219	4.938
13	65	75	13	116.960	17.827
14	80	85	14	17.516	202.272
15	83	68	15	51.627	7.716
16	83	83	16	51.627	149.383
17	78	78	17	4.775	52.160
18	73	65	18	7.923	33.383
19	63	73	19	164.219	4.938
20	63	75	20	164.219	17.827
21	80	55	21	17.516	248.938
22	88	80	22	148.479	85.049
23	85	68	23	84.368	7.716
24	78	85	24	4.775	202.272
25	70	63	25	33.812	60.494
26	78	65	26	4.775	33.383
27	65	80	27	116.960	85.049
Sum	2047	1911		2068.07	1826.67
Mean	75.81	70.77		76.60	67.65

1. Seeking Mean

$$\begin{aligned}\text{Mean experimental (X}_E\text{)} &= \frac{\Sigma XE}{n} = \frac{2047}{27} \\ &= 75.81\end{aligned}$$

$$\begin{aligned}\text{Mean control (X}_C\text{)} &= \frac{\Sigma XC}{n} = \frac{1911}{27} \\ &= 70.78\end{aligned}$$

2. Seeking $\Sigma(\bar{X}-X)^2$ (see the table)

$$\text{Group X}_E = 2068.07$$

$$\text{Group X}_C = 1826.67$$

3. Seeking variance

$$\begin{aligned}S_E^2 &= \frac{\Sigma (X-\bar{X})^2}{nE-1} = \frac{2068.07}{26} \\ &= 79.54\end{aligned}$$

$$\begin{aligned}S_C^2 &= \frac{\Sigma (X-\bar{X})^2}{nC-1} = \frac{1826.67}{26} \\ &= 70.26\end{aligned}$$

4. Seeking sum of variance (S)

$$\begin{aligned}S &= \sqrt{\frac{(nE-1)SE^2 + (nC-1)SC^2}{(nE+nC)-2}} \\ &= \sqrt{\frac{(26)79.54 + (26)70.26}{(27+27)-2}} \\ &= \sqrt{\frac{3894.74}{52}} \\ &= 8.65\end{aligned}$$

5. Seeking t

$$t = \frac{XE - XC}{X \sqrt{\frac{1}{nE} + \frac{1}{nC}}}$$

$$= \frac{79.54 - 70.26}{8.65 \sqrt{\frac{2}{27}}}$$
$$= 3.94$$

6. T_{table} with db (α ; $(n_E + n_C) - k$) or (5% ; 52) = 2.007

7. Criteria

Accept H_0 if $t_o < t_{\text{table}}$

Accept H_a if $t_o > t_{\text{table}}$

8. Conclusion

Because $t_o > t_{\text{table}}$ ($3.94 > 2.007$) for level significance 0.05. so H_0 is rejected. It means that there is difference between students' achievement in simple past tense of experimental group and control group.

APPENDIX 3
SYLLABUS

SILABUS

Mata Pelajaran	: Bahasa Inggris
Sekolah	: SMP Al-Islam 1 Surakarta
Kelas	: VIII
Tahun Pelajaran	: 2018/ 2019

Kompetensi Inti :

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya

KI 3 : Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN
<p>3.8 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, sesuai dengan konteks penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis yang menyatakan dan menanyakan tentang hubungan sebab akibat dan hubungan kebalikan,</p> <p><i>Fungsi sosial</i></p> <ul style="list-style-type: none"> Memberitahukan alasan dan akibat dari suatu keadaan dalam menjaga hubungan interpersonal dengan guru dan teman <p><i>Struktur teks</i></p> <p>a. <i>Why didn't you go to school yesterday? I couldn't go to school yesterday because I was ill.</i></p> <p>b. <i>Why are you late? I got up late, so I am late.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ menonton beberapa contoh kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan sesuai konteksnya. Siswa membaca kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan Siswa menirukan model pengucapan dan intonasi dari kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan dalam berbagai konteks

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN
	<p>c. <i>I tried to do the test well although it was difficult for me.</i></p> <p>d. <i>I was overslept but I went to school</i></p> <p><i>Unsur kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi, kosakata dan tata bahasa.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan hubungan sebab/akibat tindakan/kejadian yang terjadi selama proses pembelajaran, di dalam kelas, di luar kelas, maupun di lingkungan sekitar</p>	<p>Mengeksplorasi</p> <ul style="list-style-type: none"> • Siswa membaca contoh-contoh kalimat menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan dari berbagai sumber lain. • Siswa menyusun kalimat acak menjadi kalimat sebab akibat. • Siswa menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan, struktur teks, dan unsur kebahasaan, serta format penulisannya. • Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari kalimat/ungkapan menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalika <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa menyatakan dan menanyakan hubungan sebab akibat dan hubungan kebalikan dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN
<p>3.9 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial <i>menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda</i>, sesuai dengan konteks penggunaannya .</p> <p>4.10 Menyusun teks lisan dan tulis untuk <i>menyatakan dan menanyakan tentang perbandingan jumlah dan sifat orang, binatang, benda</i>, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda.</p> <p><i>Fungsi sosial</i></p> <p>Membandingkan jumlah, sifat orang, binatang dan benda untuk menjaga hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i></p> <p>a. <i>Who has more population, China or Indonesia? China does.</i></p> <p>b. <i>Who is taller , your brother or your sister?</i></p> <p><i>My brother is taller than my sister.</i></p> <p>a. <i>Bandung is bigger than Bogor, but Jakarta is the biggest</i></p> <p>b. <i>Tiger is the wildest animal in the world</i></p> <p><i>Unsur kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi, kosakata (jumlah, dan sifat orang, binatang dan benda) dan tata bahasa (simple present tense)</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan <i>menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda</i>, di lingkungan sekitar</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ membacabeberapa contoh pernyataan dan pertanyaan perbandingan jumlah dan sifat orang, binatang, benda sesuai konteksnya. Siswa mengikuti kalimat menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, Siswa menirukan model pengucapan dan intonasi dari kalimat menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai ungkapan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, dalam berbagai konteks <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca contoh-contoh kalimat/ungkapan yang menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda dari berbagai sumber lain. Siswa menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, makna dan fungsi ungkapan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, struktur teks, dan unsur kebahasaan, serta format penulisannya. Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial,

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN
		<p>struktur teks dan unsur kebahasaan dari kalimat/ungkapan menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan perbandingan jumlah dan sifat orang, binatang, benda, dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya
<p>3.10 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya .</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda</p> <p><i>Fungsi sosial</i></p> <p>Mendeskripsikan orang, binatang dan benda untuk kepentingan menjual, membeli, mengenalkan, melaporkan kehilangan.</p> <p><i>Struktur teks</i></p> <ol style="list-style-type: none"> Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan Penyebutan sifat orang, binatang, benda dan bagiannya, dan Penyebutan tindakan dari atau terkait dengan orang, binatang, benda <p>Panjang teks: kurang lebih 6 (enam) kalimat.</p> <p><i>I have a niece. Her name is Fanny. She is five years old. She has chubby cheeks and flat nose. Her eyes are slanted. She looks funny when she smiles.</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/membaca/menonton beberapa contoh teks deskriptif singkat dan sederhana tentang orang, benda dan binatang. Siswa mengikuti mengucapkan teks deskriptif singkat dan sederhana tentang orang, benda dan binatang Siswa membaca untuk memahami berbagai informasi dan makna teks deskriptif singkat dan sederhana tentang orang, benda dan binatang dengan pengucapan dan intonasi yang baik Siswa berlatih menentukan informasi rinci <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa menanya perbedaan antar berbagai teks descriptive singkat dan sederhana tentang orang, benda dan binatang, dalam berbagai konteks</p> <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca contoh-contoh teks descriptive singkat dan sederhana tentang orang, benda dan binatang dari berbagai sumber lain.

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	<p><i>Unsur kebahasaan</i></p> <p>(1) Pertanyaan dan pernyataan tentang deskripsi</p> <ul style="list-style-type: none"> • <i>How does your brother look like?</i> • <i>He's short and wears glasses</i> <p>(2) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(3) Kata ganti <i>it, they, she, we, dst; our, my, your, their, dst.</i></p> <p>(4) Kata sifat, tanpa atau dengan penambahan kata <i>quite, very</i>, atau kombinasi seperti <i>dark brown, nice little cat</i>, dan sebagainya.</p> <p>(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><i>Topik</i></p> <ul style="list-style-type: none"> • Berbagai hal terkait dengan <i>orang, binatang dan benda di sekitar rumah, sekolah dan lingkungan.</i> 	<ul style="list-style-type: none"> • Siswa mendeskripsikan dengan singkat dan sederhana tentang orang, benda dan binatang untuk tujuan menjual, membeli, mengenalkan, melaporkan kehilangan menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> • Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan untuk mendeskripsikan orang, benda atau binatang dengan tujuan menjual, membeli, mengenalkan, atau melaporkan kehilangan,. • Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. • Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks deskriptif tentang orang, benda dan binatang dengan tujuan menjual, membeli, mengenalkan, melaporkan kehilangan. <p>Mengomunikasikan</p> <ul style="list-style-type: none"> • Siswa mendeskripsikan orang benda dan binatang untuk mengenalkan, menjual atau melaporkan kehilangan dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya • Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya
3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial <i>menyatakan dan menanyakan tindakan/kejadian yang</i>	<p>Teks lisan dan tulisan menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau</p> <p><i>Fungsi sosial</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> • Siswa mendengarkan/ menonton beberapa contoh kalimat /ungkapan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau, berdasarkan konteks yang

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<p><i>dilakukan/terjadi di waktu lampau</i>, sesuai dengan konteks penggunaannya</p> <p>4.13 Menyusun teks lisan dan tulis untuk <i>menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau</i>, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<ul style="list-style-type: none"> Menyatakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau Untuk menjaga hubungan interpersonal dengan guru dan teman <p><i>Struktur teks</i></p> <p>a. <i>Where were your brothers a few minutes ago?</i> <i>They were at home.</i></p> <p>b. <i>What did you do after school yesterday?</i> <i>I took a rest.</i></p> <p>c. <i>Where did they spend their last holiday?</i> <i>They went to Bali</i></p> <p>d. <i>Did you and Ali come to the meeting?</i> <i>No, I didn't.</i></p> <p><i>But Ali did</i></p> <p>e. <i>What was your mother doing when you came home?</i> <i>She was cooking in the kitchen</i></p> <p><i>Unsur kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi, kosakata (kata tanya: <i>when, where, while</i>, kata penghubung <i>before, after</i>) dan tata bahasa (<i>simple past tense</i> dan <i>past continuous tense</i>)</p> <p><i>Topik</i></p> <ul style="list-style-type: none"> Berbagai hal terkait dengan kegiatan yang terjadi di sekitar rumah, sekolah dan lingkungan waktu lampau 	<p>sesuai</p> <ul style="list-style-type: none"> Siswa mengikuti mengucapkan kalimat /ungkapan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau Siswa membaca untuk memahami makna dan bentuk kalimat /ungkapan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau dengan pengucapan dan intonasi yang baik <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat /ungkapan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/ terjadi di waktu lampau, dalam berbagai konteks <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca contoh-contoh kalimat /ungkapan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau dari berbagai sumber lain. Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau menggunakan Bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan untuk kalimat /ungkapan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau. Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan

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		<p>dari kalimat /ungkapan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.</p> <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau dengan bahasa Inggris, di dalam dan di luar kelas serta lingkungan sekitar sesuai dengan konteksnya Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya
<p>3.12 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.14 Menangkap makna teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa.</p> <p>4.15 Menyusun teks <i>recount</i> lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>Teks lisan dan tulis berbentuk <i>recount</i> dengan menyatakan dan menanyakan tentang kejadian, dan peristiwa, pendek dan sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menguraikan pengalaman, peristiwa, kejadian untuk melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb.</p> <p><i>Struktur teks</i></p> <ol style="list-style-type: none"> Orientasi: menyebutkan tujuan dan peristiwa/kejadian/ pengalaman secara umum Uraian tindakan/kejadian secara berurut dan runtut Penutup (seringkali ada): komentar atau penilaian umum. <p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> Uraian tindakan dalam Past Tense: Simple and Continuous, <i>woke, took, went, got, did, had, was waiting, were sleeping</i> Adverbia penghubung waktu: <i>first, then, after that, before,</i> 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/ menonton beberapa contoh teks <i>recount</i> dengan menyatakan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, berdasarkan konteks yang sesuai Siswa mengikuti mengucapkan kalimat dalam teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, Siswa membaca untuk memahami makna dan bentuk kalimat terdapat dalam teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, Siswa berlatih menentukan informasi rinci <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa, dalam berbagai konteks <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca contoh-contoh teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa dari berbagai sumber lain. Siswa menceritakan kegiatan,

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	<p><i>at last, finally</i>, dsb.</p> <p>(3) Adverbia dan frasa preposisional penunjuk waktu: <i>yesterday, last month, on Monday, an hour ago, immediately</i>, dsb.</p> <p>(4) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(5) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p>Topik</p> <p>Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan masyarakat sekitar siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p>Multimedia</p> <ul style="list-style-type: none"> Foto peristiwa, buku harian, dekorasi, yang membuat tampilan teks lebih menarik 	<p>kejadian, dan peristiwa yang terjadi menggunakan Bahasa Inggris</p> <ul style="list-style-type: none"> Siswa menuliskan pengalaman mereka yang menyenangkan. <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta format penulisan yang digunakan dalam berbagai teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa,. Siswa menanyakan balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks <i>recount</i> tentang kegiatan, kejadian, dan peristiwa yang terjadi. <p>,Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa mempresentasikan tulisan tentang pengalaman yang menyenangkan Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya
<p>3.14 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial dari teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sesuai dengan konteks penggunaannya</p> <p>4.16 Menangkap makna pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana.</p> <p>4.17 Menyusun teks tulis</p>	<p>Teks lisan dan tulisteks pesan singkat dan pengumuman/pemberitahuan</p> <p><i>Fungsi sosial</i></p> <p>Menyampaikan pesan dan memberi tahu untuk mencapai tujuan dengan sentuhan personal dalam komunikasi antar guru dan siswa.</p> <p><i>Struktur teks</i></p> <p>Ungkapan baku dari sumber-sumber otentik:</p> <p>a. Pesan singkat: <i>I'm busy now. Please call me in a few</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan /membaca beberapa contoh pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana Siswa mengikuti mengucapkan kalimat pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana Siswa membaca untuk memahami berbagai informasi, makna dari pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan

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<p>pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p><i>minutes. Make sure you lock the gate when you leave. Sure. Yes, I will.</i></p> <p>b. Pengumuman (<i>notice</i>): ‘<i>Flag ceremony will be held on Monday, 17 August. Attendance is compulsory. An exam is in progress. Please be quite. No parking in front of gates.</i>’</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata dan tata bahasa yang lazim digunakan: <i>Imperratives</i></p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku santun, peduli, dan disiplin.</p> <p><i>Multimedia</i></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<p>pengucapan dan intonasi yang baik</p> <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai pesan singkat dan pengumuman/ pemberitahuan (<i>notice</i>), sangat pendek dan sederhana, dalam berbagai konteks <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca contoh-contoh pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana dari berbagai sumber lain. Siswa menyampaikan pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana. Siswa menanyakan balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana <p>Mengomunikasikan</p> <ul style="list-style-type: none"> Siswa menyampaikan pesan singkat dan pengumuman/pemberitahuan (<i>notice</i>), sangat pendek dan sederhana dengan ucapan, intonasi dan ekspresi dan performan yang baik dalam setiap ada kesempatan Siswa menulis jurnal untuk mengungkapkan pengalaman yang

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN
		mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya
<p>3.14 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif berbentuk fabel, sesuai dengan konteks penggunaannya</p> <p>4.18 Menangkap makna teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana penggunaannya</p>	<p>Teks naratif lisan dan tulis, berbentuk fabel pendek dan sederhana</p> <p><i>Fungsi sosial</i></p> <p>Memperoleh hiburan, menghibur dan mengajarkan nilai-nilai luhur melalui cerita dengan tokoh binatang</p> <p><i>Struktur teks</i></p> <p>a. Orientasi: menyebutkan tempat dan waktu dan memperkenalkan tokoh-tokohnya</p> <p>b. Evaluasi: terhadap masalah yang dihadapi tokoh</p> <p>c. Komplikasi: muncul krisis</p> <p>d. Resolusi: krisis berakhir secara baik atau tidak baik bagi tokoh</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Deskripsi orang, benda, dan uraian kejadian/peristiwa, dan ungkapan perasaan, dalam past tense atau present tense</p> <p>(2) Kalimat langsung dan tidak langsung</p> <p>(3) Adverbia penghubung waktu: <i>first, then, after that, before, dsb.</i></p> <p>(4) Adverbia dan frasa preposisional penunjuk waktu: <i>a long time ago, one day, in the morning, the next day, immediately, dsb.</i></p> <p>(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.</p> <p><i>Topik</i></p> <p>Cerita yang memberikan keteladanan tentang perilaku</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan cerita/ menonton beberapa tayangan fabel berdasarkan konteks yang sesuai Siswa membaca untuk memahami berbagai informasi, makna dan pesan moral dalam fabel (dengan pengucapan dan intonasi yang baik) Siswa berlatih menentukan informasi rinci <p>Menanyakan</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai fabel, dalam berbagai konteks <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa membaca contoh-contoh fabel dari berbagai sumber lain. Siswa menceritakan kembali teks naratif berbentuk fabel yang dibacanya/didengarnya menggunakan Bahasa Inggris dalam kegiatan lain yang terstruktur <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis fungsi sosial, struktur teks dan unsur bahasa serta pesan moral yang terdapat dalam berbagai teks naratif berbentuk fabel. Siswa menanyakan balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. Siswa menyimpulkan hasil analisisnya terkait Fungsi sosial, struktur teks dan unsur kebahasaan dari teks naratif berbentuk fabel <p>Mengomunikasikan</p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN
	<p>disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<ul style="list-style-type: none"> Siswa membacakan cerita fabel yang pernah dibacanya atau yang pernah didengarnya dengan ucapan, intonasi dan ekspresi dan performan yang baik Siswa menulis jurnal untuk mengungkapkan pengalaman yang mereka peroleh selama pembelajaran, hal-hal yang sulit dan mudah dipelajari dan strategi yang sudah atau akan dilakukan untuk mengatasinya
<p>3.15 Memahami fungsi social dan unsur kebahasaan dalam lagupesan dalam lagu. 4.19 Menangkap makna lagu.</p>	<p>Lagu pendek dan sederhana</p> <p><i>Fungsi sosial</i></p> <p>Menghibur, mengungkapkan perasaan, mengajarkan pesan moral</p> <p><i>Unsur kebahasaan</i></p> <ol style="list-style-type: none"> Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu. Ejaan dan tulisan tangan dan cetak yang jelas dan rapi. Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisa) <p><i>Topik</i></p> <ul style="list-style-type: none"> Lagu-lagu tentang keteladanan yang menginspirasi 	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan lagu yang diperdengarkan lewat kaset, CD, video atau yang dinyanyikan oleh Guru atau teman dengan penuh perhatian Siswa megikuti dan menyanyikan lagu bersama untuk lebih memahami dan menghayati makna dalam lagu tsb. <p>Menanya</p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan lagu, dalam berbagai konteks</p> <p>Mengeksplorasi</p> <p>Siswa mendengarkan lagu lagu lainnya dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang benar dan sesuai dengan konteks di dalam dan di luar kelas</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing siswa menganalisis beberapa lagu yang didengarnya dengan fokus pada fungsi sosial, ungkapan, dan unsur kebahasaan serta genre yang digunakan dalam lagu tersebut Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. <p>Mengomunikasikan</p>

KOMPETENSI DASAR	MATERI POKOK	PEMBELAJARAN
		<ul style="list-style-type: none"> • Siswa menyalin lagu sederhana dengan tulisan yang rapi dan menuliskan pesan yang terkandung dalam lagu. • Pada saat yang sama, antar siswa melakukan penilaian sejawat, tentang lagu yang dinyanyikan yang dilakukan siswa di dalam maupun di luar kelas. • Siswa menuliskan pengalaman belajarnya dalam buku <i>learningjournal</i> terkait: perasaan, manfaat, hal-hal yang diperoleh serta kesulitan yang dialami selama pembelajaran

APPENDIX 4
INSTRUMENT OF TRY OUT

Blueprint of Try Out Instrument

Basic Competence:

Understanding the structure simple past tense sentence.

Concept	Indicator	Number of Item	Total
Grammatical ability is the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations	Inflectional affixes (-ed)	1,3,10,15,25,27,29,33,34,36,39, 44,48,50	14
	Syntactic structure (tenses)	4,8,9,12,13,16,18,21,22,28,30,36,42,43,45,46	16
	Interrogation	2,5,7,14,18,20,23,24,31,37,40,47,49	13
	Time or Duration	6,11,17,19,26,38,41	7
Total			50

Date : Monday, 29 April 2019
Time : 07.00-selesai

Class: VIII

TRY OUT

Choose the correct sentence form to fill the blank!

1. Mom a scarf for me last winter.
 - a. knites
 - b. knited
 - c. knit
 - d. knitted
2. ... Aldo.. his new house by himself last year?
 - a. Does/design
 - b. Do/design
 - c. Did/designed
 - d. Did/design
3. Two men ... a my friend's brother two weeks ago.
 - a. kidnap
 - b. kidnapping
 - c. kidnapped
 - d. kidnaps
4. I ... you in the drugstore last night.
 - a. see
 - b. saw
 - c. seen
 - d. seeing
5. ... the event succesful two weeks ago?
 - a. Wasn't
 - b. Weren't
 - c. Isn't
 - d. Aren't
6. Your mother was a famous actress.....
 - a. in 2010
 - b. tomorrow
 - c. next year
 - d. now
7. ... you ... Hana an ice cream yesterday?
 - a. Did/gave
 - b. Did/given
 - c. Do/gives
 - d. Did/give
8. Sandra and her brother ... to Padang last holiday.
 - a. gone
 - b. went
 - c. go
 - d. goes
9. Louis ... a great painter in 1980s.
 - a. were
 - b. was
 - c. is
 - d. been
10. Jane and Miko ... online game last Sunday.
 - a. play
 - b. to play
 - c. played
 - d. plays
11. We went to Solo...
 - a. yesterday
 - b. tomorrow
 - c. next holiday
 - d. the day after tomorrow
12. Louis, Bella and I ... on the way to Surabaya this evening.
 - a. were
 - b. was
 - c. are
 - d. is

13. Mr. Haikal ... my private English tutor when I was in the elementary school.
- is
 - was
 - were
 - are
14. ... he ... you the adress a few minutes ago?
- Do/tell
 - Did/told
 - Did/telling
 - Did/tell
15. I ... any English club in 2014.
- joining
 - join
 - joined
 - joins
16. Jeni ... Kiki in 2008.
- met
 - meet
 - meets
 - meeting
17. Paul was seasick when he was in the ship ...
- next trip
 - tomorrow
 - now
 - last holiday
18. ... your friend angry with you three days ago?
- Are
 - Were
 - Was
 - Is
19. Mom bought some sandwiches ...
- two hours later
 - this morning
 - next hour
 - tomorrow
20. ... the performance over a couple hours ago?
- Was
 - Is
 - Were
 - Are
21. Jojo .. for dinner last night.
- did not cooked
 - did not cook
 - do not cook
 - does not cook
22. Jim's presentation ... so good last Wednesday.
- were not
 - was not
 - is not
 - did not
23. ... Annisa and Annita ... to Miss Anne about their project this morning?
- Do/talk
 - Did/talked
 - Did/talk
 - Did/talking
24. ... Hani sleepy during the seminar this afternoon?
- Was
 - Is
 - Were
 - Are
25. Jono ... in Mongolia for five years.
- lives
 - live
 - living
 - lived
26. Ben watched the movie ...
- next morning
 - now
 - last night
 - later

27. Kelly ... a movie a week ago.
a. watch
b. watched
c. watches
d. watch
28. Helen ... her pencil case at school this afternoon.
a. leave
b. leaving
c. to leave
d. left
29. Mr and Mrs Joko ... to Kanada in 2000.
a. travel
b. travelled
c. to travel
d. travels
30. I ... a bottle of soda before having breakfast yesterday morning.
a. drank
b. drink
c. drunk
d. drinking
31. you English this morning?
a. Do/studies
b. Did/studied
c. Did/study
d. Are/studying
32. ... the boys ... the window yesterday morning?
a. Did/break
b. Did/broke
c. Did/brokes
d. Do/breaking
33. Boni ... my book this morning.
a. return
b. returns
c. returned
d. to return
34. Dad ... his car two days ago.
a. wash
b. washed
c. washing
d. washes
35. I ... my grandmother last month.
a. visits
b. visiting
c. visit
d. visited
36. Salma and Jane ... doctors in K Hospital last year.
a. are
b. is
c. was
d. were
37. ... dad's car in the garage this morning?
a. Was
b. Were
c. Are
d. Is
38. All my friends were nice to me during the camping ...
a. tomorrow morning
b. now
c. last holiday
d. next holiday
39. They ... at the man who was sitting under the tree.
a. look
b. looks
c. looked
d. looking
40. ... She ... to the party last night?
a. Did/come
b. Did/came
c. Did/coming
d. Do/come

41. We went to Solo....
a. next week
b. last year
c. the day after tomorrow
d. now
42. Boni three pieces of cake this morning.
a. eating
b. eats
c. eaten
d. ate
43. The weather cold yesterday.
a. were
b. are
c. is
d. was
44. Sylvia ... cats when she was a kid.
a. loved
b. love
c. loves
d. loving
45. Ana the best students last year.
a. are
b. were
c. was
d. is
46. They ... come to the party last night.
a. did not came
b. do not come
c. does not come
d. did not come
47. ... she with you yesterday?
a. are
b. was
c. is
d. were
48. The girl under the tree this morning.
a. cried
b. cry
c. cries
d. crying
49. ... you ... at home last night?
a. Did/stay
b. Did/stayed
c. Do/stay
d. Does/stay
50. My sister ... me to do my homework yesterday.
a. help
b. helps
c. helped
d. helping

KEY ANSWER OF TRY OUT TEST

- | | |
|-------|-------|
| 1. D | 26. C |
| 2. D | 27. B |
| 3. C | 28. D |
| 4. B | 29. B |
| 5. A | 30. A |
| 6. A | 31. C |
| 7. D | 32. A |
| 8. B | 33. C |
| 9. B | 34. B |
| 10. C | 35. D |
| 11. A | 36. D |
| 12. A | 37. A |
| 13. B | 38. C |
| 14. D | 39. C |
| 15. C | 40. A |
| 16. A | 41. B |
| 17. D | 42. D |
| 18. C | 43. D |
| 19. B | 44. A |
| 20. A | 45. C |
| 21. B | 46. D |
| 22. B | 47. B |
| 23. C | 48. A |
| 24. A | 49. A |
| 25. D | 50. C |

APPENDIX 5

VALIDITY AND RELIABILITY

OF TRY OUT TEST

A. The Validity of The Data

The calculation of validity try-out test of students' achievement in simple past tense using "Person Product Moment" formula, as follows:

$$r_{xy} = \frac{N(\sum xy) - (\sum x)(\sum y)}{\sqrt{((n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2))}}$$

For example item number 15 calculated:

$$r_{xy} = \frac{(28)(705) - (19)(918)}{\sqrt{((28)(19) - (19)^2)(28(32560) - (918)^2)}}$$

$$r_{xy} = \frac{19740 - 17442}{\sqrt{(532 - 361)(911680 - 842724)}}$$

$$r_{xy} = \frac{2298}{\sqrt{(171)(68956)}}$$

$$r_{xy} = \frac{2298}{3433,87}$$

$$r_{xy} = 0.6692$$

Based on the result of calculation above, it can be seen that the r_{xy} (0.6692) is higher than r_{table} n for 28 at the level of significance (α) 0.05 = 0.374. Thus, $r_{xy} > r_{table}$ (0.6692 > 0.374) and the item number is valid. For the other items calculated in same way.

B. The Reliability of the Data

To know whether the instrument is reliable or not r_o is compared with r_{table} . The reliability of students' try out test is calculated using Kuder-Richardson formula 20 (K-R20) as follows:

$$r_i = \frac{k}{(k-1)} \left(\frac{S_t^2 - \sum p_i q_i}{S_t^2} \right)$$

$$r_i = \frac{44}{(44-1)} \left(\frac{90.1269 - 10.6146}{90.1269} \right)$$

$$r_i = 1.0232 (0.8822)$$

$$r_i = 0.9027$$

Based on the calculation above, the r_i (0.9027) is higher than r_{table} for $N = 28$ at the level of significance (α) $0.05 = 0.374$. Thus, $r_i > r_{table}$ ($0.9027 > 0.374$) and it is reliable.

10	11	12	13	14	15	16	17	18	19	20	21	22	23
0	1	1	0	1	1	0	1	1	0	0	0	1	1
1	1	1	1	0	1	1	1	0	1	1	1	0	0
1	1	1	1	1	1	0	1	1	1	1	1	1	1
1	1	0	0	0	1	1	1	0	1	0	1	1	0
1	1	1	1	1	1	1	0	1	1	0	1	1	1
1	1	0	1	0	0	1	1	0	0	0	1	0	0
1	1	0	1	0	1	0	0	0	1	1	1	0	1
1	1	1	1	1	1	1	1	1	1	0	1	1	1
1	0	1	1	0	0	0	1	0	1	0	1	0	0
1	1	0	0	0	1	1	1	1	0	0	0	1	1
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1	1	1	1	0	0	0	1	1	0	1	0	0	0
1	0	0	1	1	0	1	0	0	1	0	0	0	1
1	1	1	0	0	0	1	1	0	1	1	0	0	0
1	1	0	0	1	1	0	1	1	1	1	1	0	0
1	0	1	0	1	0	0	0	1	1	0	1	1	1
1	1	0	0	0	0	1	0	1	0	0	0	0	1
0	0	0	1	1	1	0	0	1	1	0	1	0	0
1	0	0	0	0	1	0	0	1	1	0	0	0	0
0	1	0	1	1	0	1	0	1	0	1	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	1	1	0	1	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	0	1	1	1	1	1	1	1	1	1	1	1
1	1	0	1	1	1	1	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1	1	1	1	0	0	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1
0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374
0.3933	0.499	0.3732	0.465	0.4963	0.6692	0.4837	0.4121	0.407	0.4057	0.391	0.436	0.4494	0.4881
VALID	VALID	NVALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID

Item

24	25	26	27	28	29	30	31	32	33	34	35	36	37	38
1	0	1	0	1	1	0	0	1	q	0	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	1	1	1	0	1	1	0	1	1	1	1	1	1	1
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1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	0	0	0	1	1	1	0	0	0
1	0	1	1	0	0	0	1	0	0	1	1	1	0	1
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1
0	0	1	1	0	1	0	0	0	1	1	0	0	1	0
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1
1	0	1	1	1	1	1	1	1	1	1	0	1	1	1
0	1	1	1	0	0	0	0	0	1	1	1	1	0	0
1	1	0	0	0	0	1	0	1	1	0	1	0	1	1
1	0	0	0	0	1	0	0	1	0	1	0	0	1	1
0	1	1	0	1	1	1	1	0	1	0	1	1	0	1
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0	0	0	0	1	0	0	1	1	0	0	0	1	0	0
1	1	1	0	1	1	1	1	0	1	1	1	1	1	0
1	0	0	1	0	0	1	1	0	0	0	1	1	1	1
1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	0	1	1	1	1	0	1	1	1	1	0
1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1	1	1	0	1	1	1	1
1	1	1	1	1	1	0	0	1	1	1	1	1	1	1
0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374
0.458	0.436	0.441	0.436	0.449	0.4323	0.4063	0.436	0.449	0.4135	0.4735	0.4793	0.471	0.479	0.5155
VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID	VALID

39	40	41	42	43	44	45	46	47	48	49	50	Jumlah
0	0	0	0	1	1	1	0	0	1	1	0	24
1	1	1	0	1	0	1	1	0	1	1	1	42
0	1	1	1	1	0	1	1	1	1	1	1	41
1	1	0	1	1	1	0	0	1	0	1	0	22
1	1	0	1	1	0	0	1	1	1	1	1	44
0	0	1	1	1	1	1	0	0	1	1	0	25
1	1	0	0	0	1	1	0	1	0	1	1	28
1	1	1	0	1	1	1	1	0	1	0	1	44
1	0	0	0	0	1	1	0	1	1	0	0	20
1	1	0	1	1	1	0	1	1	1	1	1	38
1	0	1	1	1	0	0	1	1	1	1	1	39
0	0	0	1	0	0	1	1	1	0	0	0	24
0	0	1	1	1	0	1	1	0	0	1	1	24
0	1	1	1	1	1	0	0	0	0	1	1	27
0	1	0	1	0	1	1	0	0	1	1	1	31
1	1	1	1	1	0	1	0	0	0	0	1	25
0	1	0	1	1	1	0	1	1	0	0	0	22
0	0	0	0	0	1	1	0	1	1	1	1	25
1	0	1	1	1	0	1	0	0	1	0	1	23
1	0	1	0	0	1	0	1	0	1	0	1	20
1	0	0	1	1	1	1	1	0	1	0	0	39
1	1	0	1	1	1	1	1	1	1	0	0	26
1	1	1	0	1	0	1	0	0	0	1	1	44
1	1	1	0	1	1	1	1	1	1	1	0	43
1	0	1	1	1	1	0	1	0	1	1	1	44
1	1	1	1	1	0	0	1	0	1	1	1	45
1	1	1	1	1	0	1	1	1	1	1	1	45
1	1	1	1	1	1	0	1	1	1	1	1	44
0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	0.374	
0.4246	0.4183	0.3881	0.0414	0.4521	-0.2757	-0.1362	0.5196	0.0152	0.3902	0.425	0.40829	
VALID	VALID	VALID	NVALID	VALID	INVALID	INVALID	VALID	NVALID	VALID	VALID	VALID	
											Jml Vld	43
											mean	32.79
											st dev	33.11
											var	32.77

APPENDIX 6
INSTRUMENT OF PRE-TEST

Blueprint of Pre-test

Basic Competence:

Understanding the structure simple past tense sentence.

Concept	Indicator	Number of Item	Total
Grammatical ability is the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations	Inflectional affixes (-ed)	1,2,10,15,22,25,26,28,30,33,37,40	12
	Syntactic structure (tenses)	4,6,8,9,12,14,16,19,20,29,36,38	12
	Interrogation	2,5,7,13,18,21,27,31,34,39	10
	Time or Duration	11,17,23,24,32,35	6
Total			40

Date : Monday, 30 April 2019
Time : 07.00-selesai

Class: VIII

PRE TEST

Choose the correct sentence form to fill the blank!

1. Mom a scarf for me last winter.
 - a. knites
 - b. knited
 - c. knit
 - d. knitted
2. Two men ... a my friend's brother two weeks ago.
 - a. kidnap
 - b. kidnapping
 - c. kidnapped
 - d. kidnaps
3. ... Aldo.. his new house by himself last year?
 - a. Does/design
 - b. Do/design
 - c. Did/designed
 - d. Did/design
4. I ... you in the drugstore last night.
 - a. see
 - b. saw
 - c. seen
 - d. seeing
5. ... the event succesful two weeks ago?
 - a. Wasn't
 - b. Weren't
 - c. Isn't
 - d. Aren't
6. Your mother was a famous actress.....
 - a. in 2010
 - b. tomorrow
 - c. next year
 - d. now
7. ... you ... Hana an ice cream yesterday?
 - a. Did/gave
 - b. Did/given
 - c. Do/gives
 - d. Did/give
8. Sandra and her brother ... to Padang last holiday.
 - a. gone
 - b. went
 - c. go
 - d. goes
9. Louis ... a great painter in 1980s.
 - a. were
 - b. was
 - c. is
 - d. been
10. Jane and Miko ... online game last Sunday.
 - a. play
 - b. to play
 - c. played
 - d. plays
11. We went to Solo...
 - a. yesterday
 - b. tomorrow
 - c. next holiday
 - d. the day after tomorrow
12. Louis, Bella and I ... on the way to Surabaya this evening.
 - a. were
 - b. was
 - c. are
 - d. is

13. ... he ... you the adress a few minutes ago?
 a. Do/tell
 b. Did/told
 c. Did/telling
 d. Did/tell
14. Mr. Haikal ... my private English tutor when I was in the elementary school.
 a. is
 b. was
 c. were
 d. are
15. I ... any English club in 2014.
 a. joining
 b. join
 c. joined
 d. joins
16. Jeni ... Kiki in 2008.
 a. met
 b. meet
 c. meets
 d. meeting
17. Paul was seasick when he was in the ship ...
 a. next trip
 b. tomorrow
 c. now
 d. last holiday
18. ... the performance over a couple hours ago?
 a. Was
 b. Is
 c. Were
 d. Are
19. Jojo .. for dinner last night.
 a. did not cooked
 b. did not cook
 c. do not cook
 d. does not cook
20. Jim's presentation ... so good last Wednesday.
 a. were not
 b. was not
 c. is not
 d. did not
21. ... Annisa and Annita ... to Miss Anne about their project this morning?
 a. Do/talk
 b. Did/talked
 c. Did/talk
 d. Did/talking
22. Jono ... in Mongolia for five years.
 a. lives
 b. live
 c. living
 d. lived
23. Ben watched the movie ...
 a. next morning
 b. now
 c. last night
 d. later
24. Helen left her pencil case at school
 a. now
 b. tomorrow
 c. next day
 d. this afternoon.
25. Kelly ... a movie a week ago.
 a. watch
 b. watched
 c. watches
 d. watch
26. Mr and Mrs Joko ... to Kanada in 2000.
 a. travel
 b. travelled
 c. to travel
 d. travels

27. you English this morning?
 a. Do/studies
 b. Did/studied
 c. Did/study
 d. Are/studying
28. Boni ... my book this morning.
 a. return
 b. returned
 c. returns
 d. to return
29. Salma and Jane ...doctors in K Hospital last year.
 a. are
 b. is
 c. was
 d. were
30. I ... my grandmother last month.
 a. visits
 b. visiting
 c. visit
 d. visited
31. ... dad's car in the garage this morning?
 a. Was
 b. Were
 c. Are
 d. Is
32. All my friends were nice to me during the camping ...
 a. tomorrow morning
 b. now
 c. last holiday
 d. next holiday
33. They ... at the man who was sitting under the tree.
 a. look
 b. looks
 c. looked
 d. looking
34. ... She ... to the party last night?
 a. Did/come
 b. Did/came
 c. Did/coming
 d. Do/come
35. We went to Solo....
 a. next week
 b. last year
 c. the day after tomorrow
 d. now
36. Boni three pieces of cake this morning.
 a. eating
 b. eats
 c. eaten
 d. ate
37. Sylvia ... cats when she was a kid.
 a. loved
 b. love
 c. loves
 d. loving
38. They ... come to the party last night.
 a. did not came
 b. do not come
 c. does not come
 d. did not come
39. ... she with you yesterday?
 a. Are
 b. Was
 c. Is
 d. Were
40. My sister ... me to do my homework yesterday.
 a. help
 b. helps
 c. helped
 d. helping

KEY ANSWER OF PRE TEST

- | | |
|-------|-------|
| 1. D | 21. C |
| 2. C | 22. D |
| 3. D | 23. C |
| 4. B | 24. D |
| 5. A | 25. B |
| 6. A | 26. C |
| 7. D | 27. C |
| 8. B | 28. B |
| 9. B | 29. D |
| 10. C | 30. D |
| 11. A | 31. A |
| 12. A | 32. C |
| 13. D | 33. C |
| 14. B | 34. A |
| 15. C | 35. B |
| 16. A | 36. D |
| 17. D | 37. A |
| 18. A | 38. D |
| 19. B | 39. B |
| 20. B | 40. C |

APPENDIX 7

LESSON PLAN OF

EXPERIMENTAL GROUP

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Kelompok Eksperimen

Satuan Pendidikan	: SMP Al-Islam 1 Surakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Genap
Materi pokok	: Teks lisan dan tulis menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau
Alokasi waktu	: 4 pertemuan (8 JP)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial *menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau*, sesuai dengan konteks penggunaannya
 Indikator :
 - 3.11.1 Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau
 - 3.11.2 Menentukan struktur teks sesuai dengan konteks penggunaannya.
- 4.12 Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau*,
 - 4.12.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.

C. Tujuan Pembelajaran

- 1. Siswa mampu memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau.
- 2. Siswa mampu mengidentifikasi struktur kalimat untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau.
- 3. Siswa mampu mengidentifikasi unsur-unsur kebahasaan dari kalimat untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau.

D. Materi Pembelajaran

1. Fungsi sosial :

- a. Menyatakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau
- b. Untuk menjaga hubungan interpersonal dengan guru dan teman

2. Struktur teks :

- a. Where **were** your brothers a few minutes ago? They **were** at home.
- b. What **did** you **do** after school yesterday? I **took** a rest.
- c. Where **did** they **spend** their last holiday? They **went** to Bali
- d. **Did** you and Ali **come** to the meeting? No, I **didn't**. But Ali **did**
- e. What **was** your mother **doing** when you came home? She **was cooking** in the kitchen

3. Unsur Kebahasaan

Ucapan, tekanan kata, intonasi, kosakata (kata tanya: when, where, while, kata penghubung before, after) dan tata bahasa (simple past tense dan past continuous tense)

4. Topik

Berbagai hal terkait dengan *kegiatan yang terjadi di sekitar rumah, sekolah dan lingkungan waktu lampau*

Simple Past Tense

- a. **Definition Simple Past Tense** is used to talk about events, actions or situations which happened in the past and are now finished.

- b. **Social Function:**

Based on the definition above, it can be concluded that the social function of the *simple past tense* is To express activities or action that exist in the past.

c. Sentence Structure of Simple Past Tense

1) Positive Statement

S + V₂ + (O/Adv).

Example: He bought some fruits yesterday

She visited my house last week.

S + to be (was/were) + Adj/Adv.

Example: She was absent yesterday.

They were at home last holiday.

2) Negative Sentence

S + did + V₁ + (O/Adv).

Example: She didn't go to school yesterday.

They didn't come to his party last month

S + to be (was/were) + not + Adj/Adv.

Example: She was not absent yesterday.

They were not at home last holiday.

3) Interrogative Sentence

Did + S + V₁ + (O/Adv)?

Example: Did you go to school yesterday?

Did She buy fruits yesterday?

Was/were)+ Subject + Adj/Adv?

Example: Was she absent yesterday?

Were they at home last holiday?

Time signal for this tenses are:

Yesterday

Last night

Last week	Last month
Last yesr	The day before
Ago	At the time
In the past	In the early
In 1990	When

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Teknik : Alibi Game

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Kertas
2. Alat/bahan : Whiteboard
3. Sumber Belajar : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2014. *"Bahasa Inggris When English Rings a Bell"*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud., English in Focus for Grade VIII Junior High School SMP/MTs.

G. Langkah-Langkah Pembelajaran

Pertemuan I

1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

2. Kegiatan Inti (60')

Guru	Siswa
Mengamati	
<p>(Class Presentation)</p> <p>a. Menunjukkan slide yang berisi contoh simple past tense.</p> <p>b. Meminta beberapa siswa untuk membacakan contoh simple past tense.</p> <p>c. Bersama dengan siswa mendiskusikan struktur dari kalimat past tense</p> <p>d. Menjelaskan slide yang terkait dengan rumus dan bentuk simple past tense.</p>	<p>a. Mengamati slide berisi kalimat simple past tense</p> <p>b. Mengucapkan kalimat sesuai perintah guru</p> <p>c. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat simple past tense.</p> <p>d. Mendengarkan penjelasan guru yang ditunjukkan di dalam slide</p>
Menanya	
<p>a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan simple past tense.</p>	<p>a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan simple past tense.</p>
Mencoba	
<p>a. Membagi siswa dalam 4 grup</p> <p>b. Memberikan teks yang berisi beberapa kalimat dan meminta siswa untuk mengklasifikasikan kalimat tersebut.</p> <p>c. Meminta siswa bekerja dalam tim untuk membahas struktur kalimat yang termasuk ke dalam simple past tense.</p> <p>d. Membimbing siswa dalam berkelompok</p>	<p>a. Mengikuti perintah guru.</p> <p>b. Membaca dan mengklasifikasikan kalimat dalam teks.</p> <p>c. Membahas struktur kalimat simple past tense bersama tim</p> <p>d. Mengerjakan lembar kegiatan secara kerja tim</p>
Menalar	
<p>a. Memastikan setiap tim bekerja sama untuk saling bertukar informasi terkait dengan lembar kegiatan yang diberikan oleh guru</p>	<p>a. Menjelaskan materi terkait simple past tense kepada anggota lain.</p>
Mengkomunikasikan	
<p>a. Meminta perwakilan tim untuk maju ke depan membacakan hasil diskusi.</p>	<p>a. Maju ke depan membacakan hasil diskusi.</p>

3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

Pertemuan II

1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

2. Kegiatan Inti (60')

Guru	Siswa
Mengamati	
<ol style="list-style-type: none"> a. Menunjukkan slide yang berisi contoh simple past tense. b. Meminta beberapa siswa untuk membacakan contoh simple past tense. c. Bersama dengan siswa mendiskusikan struktur dari kalimat past tense d. Menjelaskan slide yang terkait dengan rumus dan bentuk simple past tense. 	<ol style="list-style-type: none"> a. Siswa mengamati slide berisi kalimat simple past tense b. Siswa mengucapkan kalimat sesuai perintah guru c. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat simple past tense. d. Siswa mendengarkan penjelasan guru yang ditunjukkan di dalam slide
Menanya	
<ol style="list-style-type: none"> a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan simple past tense. 	<ol style="list-style-type: none"> b. Siswa bertanya apa yang belum diketahui dan dirasa sulit terkait dengan simple past tense.
Mencoba	
<ol style="list-style-type: none"> a. Meminta siswa berkelompok sesuai kelompok yg ditentukan. b. Meminta tiap grup menyusun suatu cerita bertema kejadian di toko, swalayan c. Meminta tiap grup menunjuk 2 siswa sebagai <i>suspect</i> sedangkan siswa yang lain sebagai <i>police</i>. d. Meminta <i>police</i> untuk menyiapkan beberapa pertanyaan terkait dengan cerita. Sedangkan <i>suspect</i> harus menyusun alibi yang sama. 	<ol style="list-style-type: none"> a. Mengikuti perintah guru. b. Menyusun cerita terkait kejadian c. <i>Police</i> membahas pertanyaan yang akan diinterogasikan. <i>Suspect</i> membahas alibi yang akan dinyatakan.

e. Membimbing siswa dalam menyusun pertanyaan dan alibi.	
Menalar	
<p>a. Mempersiapkan clue terkait dengan cerita yang harus diperankan oleh siswa.</p> <p>b. Menjelaskan peraturan permainan. Game dimulai ketika guru membunyikan ketukan tiga kali. Grup yang lain bertugas sebagai <i>judge</i> yang nantinya akan membuat laporan terkait kalimat yang diucapkan strukturnya benar atau tidak. Kalimat dengan struktur salah akan mengurangi poin grup tersebut.</p>	<p>a. Mempersiapkan diri</p> <p>b. Duduk sesuai grup</p> <p>c. Mendengarkan instruksi guru dan bersiap untuk memulai interogasi.</p>
Mengkomunikasikan	
<p>a. Menginstruksikan siswa untuk melakukan interogasi</p> <p>b. Meminta siswa untuk menulis kesimpulan dari interogasi dan menghitung skor dari grup yang sudah maju</p>	<p>a. Menginterogasi <i>suspect</i></p> <p>b. Menulis hasil interogasi dan menulis jumlah skor.</p>

3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

Pertemuan III

1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

2. Kegiatan Inti (60')

Guru	Siswa
Mengamati	
a. Menunjukkan slide yang berisi contoh simple past tense. b. Meminta beberapa siswa untuk membacakan contoh simple past tense. c. Bersama dengan siswa mendiskusikan struktur dari kalimat past tense d. Menjelaskan slide yang terkait dengan rumus dan bentuk simple past tense.	a. Siswa mengamati slide berisi kalimat simple past tense b. Siswa mengucapkan kalimat sesuai perintah guru c. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat simple past tense. d. Siswa mendengarkan penjelasan guru yang ditunjukkan di dalam slide
Menanya	
a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan simple past tense.	a. Siswa bertanya apa yang belum diketahui dan dirasa sulit terkait dengan simple past tense.
Mencoba	
a. Meminta siswa berkelompok sesuai kelompok yg ditentukan. b. Meminta tiap grup menyusun suatu cerita bertema kejadian di house/office. c. Meminta tiap grup menunjuk 2 siswa sebagai <i>suspect</i> sedangkan siswa yang lain sebagai <i>police</i> . d. Meminta <i>police</i> untuk menyiapkan beberapa pertanyaan terkait dengan cerita. Sedangkan <i>suspect</i> harus menyusun alibi yang sama. e. Membimbing siswa dalam menyusun pertanyaan dan alibi.	a. Mengikuti perintah guru. b. Menyusun cerita terkait kejadian c. <i>Police</i> membahas pertanyaan yang akan diinterogasikan. <i>Suspect</i> membahas alibi yang akan dinyatakan.
Menalar	
a. Mempersiapkan clue terkait dengan cerita yang harus diperankan oleh siswa. b. Menempatkan siswa ke dalam grup c. Menjelaskan peraturan permainan. Game dimulai ketika guru membunyikan ketukan tiga kali. Grup yang lain bertugas sebagai <i>judge</i> yang nantinya akan membuat laporan terkait kalimat yang diucapkan strukturnya benar atau	a. Mempersiapkan diri b. Duduk sesuai grup c. Mendengarkan instruksi guru dan bersiap untuk memulai interogasi.

tidak. Kalimat dengan struktur salah akan mengurangi poin grup tersebut.	
Mengkomunikasikan	
<ul style="list-style-type: none"> a. Menginstruksikan siswa untuk melakukan interogasi b. Meminta siswa untuk menulis kesimpulan dari interogasi dan menghitung skor dari grup yang sudah maju 	<ul style="list-style-type: none"> a. Menginterogasi <i>suspect</i> b. Menulis hasil interogasi dan menulis jumlah skor.

3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

Pertemuan IV

1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

2. Kegiatan Inti (60')

Guru	Siswa
Mengamati	
<ul style="list-style-type: none"> a. Menunjukkan slide yang berisi contoh simple past tense. b. Meminta beberapa siswa untuk membacakan contoh simple past tense. c. Bersama dengan siswa mendiskusikan struktur dari kalimat past tense d. Menjelaskan slide yang terkait dengan rumus dan bentuk simple past tense. 	<ul style="list-style-type: none"> a. Siswa mengamati slide berisi kalimat simple past tense b. Siswa mengucapkan kalimat sesuai perintah guru c. Bersama dengan guru, siswa berdiskusi mengenai struktur kalimat simple past tense. d. Siswa mendengarkan penjelasan guru yang ditunjukkan di dalam slide
Menanya	
<ul style="list-style-type: none"> a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan simple past tense. 	<ul style="list-style-type: none"> a. Siswa bertanya apa yang belum diketahui dan dirasa sulit terkait dengan simple past tense.

Mencoba	
<ul style="list-style-type: none"> a. Meminta siswa berkelompok sesuai kelompok yg ditentukan. b. Meminta tiap grup menyusun suatu cerita bertema kejadian di bank/restoran. c. Meminta tiap grup menunjuk 2 siswa sebagai <i>suspect</i> sedangkan siswa yang lain sebagai <i>police</i>. d. Meminta <i>police</i> untuk menyiapkan beberapa pertanyaan terkait dengan cerita. Sedangkan <i>suspect</i> harus menyusun alibi yang sama. e. Membimbing siswa dalam menyusun pertanyaan dan alibi. 	<ul style="list-style-type: none"> a. Mengikuti perintah guru. b. Menyusun cerita terkait kejadian c. <i>Police</i> membahas pertanyaan yang akan diinterogasikan. <i>Suspect</i> membahas alibi yang akan dinyatakan.
Menalar	
<ul style="list-style-type: none"> a. Mempersiapkan clue terkait dengan cerita yang harus diperankan oleh siswa. b. Menempatkan siswa ke dalam grup c. Menjelaskan peraturan permainan. Game dimulai ketika guru membunyikan ketukan tiga kali. Grup yang lain bertugas sebagai <i>judge</i> yang nantinya akan membuat laporan terkait kalimat yang diucapkan strukturnya benar atau tidak. Kalimat dengan struktur salah akan mengurangi poin grup tersebut. 	<ul style="list-style-type: none"> a. Mempersiapkan diri b. Duduk sesuai grup c. Mendengarkan instruksi guru dan bersiap untuk memulai interogasi.
Mengkomunikasikan	
<ul style="list-style-type: none"> a. Menginstruksikan siswa untuk melakukan interogasi b. Meminta siswa untuk menulis kesimpulan dari interogasi dan menghitung skor dari grup yang sudah maju 	<ul style="list-style-type: none"> c. Menginterogasi <i>suspect</i> d. Menulis hasil interogasi dan menulis jumlah skor.

3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

H. Penilaian

1. Teknik penilaian : tertulis
2. Bentuk Penilaian : essay
3. Skor :
 - a. Skor Maksimal : 15
 - b. Benar : 1
 - c. Salah : 0

Surakarta, Mei 2019

Disetujui oleh,

Guru Pamong

Farida Hayati S,Pd

NIP

Mahasiswa

Pepi Permatasari

NIM 153221250

Lampiran 1:**Exercise of the First Activity Sheet****Work in pairs. Choose the correct sentence of simple past tense!**

1. She read a book this morning.
 She reads a book this morning.
 She has read a book this morning.
2. They didn't sang a song two days ago.
 They don't sing a song two days ago.
 They didn't sing a song two days ago.
3. We spoke not Russian.
 We did not spoke Russian.
 We did not speak Russian.
4. Did you saw her last night?
 Did you see her last night?
 Have you seen her last night?
5. When did Anne find the keys?
 When does Anne find the keys?
 When did Anne found the key?
6. The hotel room were very nice.
 The hotel room was very nice.
 The hotel room are very nice.
7. Steven forgot his homework yesterday.
 Steven forgotted his homework yesterday.
 Steven forgots his homework yesterday.
8. Julia didn't watch the film last week.
 Julia didn't watched the film last week.
 Julia didn't watchs the film last week.
9. Did the cat run after the dog?
 Did the cat ran after the dog?
 Did the cat runs after the dog?

10. They ride their bikes to the garden yesterday.
They rode their bikes to the garden yesterday.
They rides their bikes to the garden yesterday.
11. Andrew invited his friend to his house two weeks ago.
Andrew invites his friend to his house two weeks ago.
Andre invite friend to his house two weeks ago.
12. Were she late this morning?
Are she late this morning?
Was she late this morning?
13. The boys swaps comics last month.
The boys swapped comics last month.
The boys swapp comics last month.
14. Their parents was not in the restaurant last night.
Their parents are not in the restaurant last night.
Their parents were not in the restaurant last night.
15. Did Lee drew a picture?
Did Lee draw a picture?
Did Lee draws a picture?

The Answer Key of the First Activity Sheet

1. She read a book this morning.
2. They didn't sing a song two days ago.
3. We did not speak Russian.
4. Did you see her last night?
5. When did Anne find the keys?
6. The hotel room was very nice.
7. Steven forgot his homework yesterday.
8. Julia didn't watch the film last week.
9. Did the cat run after the dog?
10. They rode their bikes to the garden yesterday.
11. Andrew invited his friend to his house two weeks ago.
12. Was she late this morning?
13. The boys swapped comics last month.
14. Their parents were not in the restaurant last night.
15. Did Lee draw a picture?

Exercise of the Second Activity Sheet

A. Work in pairs. Fill the blank with the correct form!

1. Mr Rahmad ____ (ask) his students to do experiment yesterday.
2. Dona ____ (forget) to do her homework this morning.
3. I ____ (have) very funny experience on my first day at school.
4. My family and I ____ (leave) Yogya at 7 a.m yesterday.
5. Dina ____ (not enjoy) the last Saturday party.

B. Complete the following sentences into positive, negative or interogative!

1. Malik studied Javanesse at 8 am this morning.

(-)

(?)

2. They didn't spend their time in Alaska last holiday.

(+)

(?)

3. Did the teacher write the material on the whiteboard yesterday?

(+)

(-)

4. He cleaned his room this morning.

(-)

(?)

5. She didn't visit her parents last weekend.

(+)

(?)

The Answer Key of the Second Activity Sheet

A.

1. Asked
2. Forgot
3. Had
4. Left
5. Didn't enjoy

B.

1. Malik did not study Javanese at 8 am this morning
Did Malik study Javanese at 8 am this morning?
2. They spent their time in Alaska last holiday.
Did they spend their time in Alaska last holiday?
3. The teacher wrote the material on the whiteboard yesterday.
The teacher didn't write the material on the whiteboard yesterday.
4. He didn't clean his room this morning.
Did he clean his room this morning?
5. She visited her parents last weekend.
Did she visit her parents last weekend?

Text for the First Case of Alibi Game

Second Meeting

Theme : Theft

Place : Store

Last night between 6pm and 9 pm a diamond was stolen from a store on the main street of our town .The diamond was priceless. Nobody knows exactly when the diamond was stolen but it was certainly taken between 6pm and 9pm. Two people were seen outside the shop last night and have been taken in for questioning by the police.

(Adopted from eslsite.com)

Theme : Robbery

Place : Market

Yesterday at 10.pm-11pm the Money Credit Machine was robbed. The police found any hole in that machine. Noone knows about the suspect. The machine had at least \$30million. The two people were seen near the Money Credit Machine will be asked by the police.

(Adopted from eslsite.com)

Peraturan :

1. Apabila jawaban antara *suspect 1* dan *suspect 2* berbeda maka dianggap bersalah.
2. Buatlah pertanyaan sesuai dengan clue yang diberikan

Contoh:

Apabila clue *wear* maka pertanyaan dapat berupa:

Did you wear black skirt?

Did your friend wear black skirt?

Apabila clue *what/do* maka pertanyaan dapat berupa:

What did you do?

What did she do? Etc

Apabila clue *to be* maka pertanyaan dapat berupa:

Was your friend with you?

Were you at the office?

3. Apabila jawaban maupun pertanyaan yang diucapkan tidak lengkap maka akan dikurangi poinnya.

Contoh:

Yes, I met her (salah)

Yes, I met her at the restaurant (benar)

No, I didn't meet her (salah)

No, I didn't meet her at the restaurant. (benar)

4. Selain itu, kalimat yang diucapkan harus sesuai struktur simple past tense, jika ada kesalahan poin grup tersebut akan dikurangi.

Contoh:

She wear black skirt (salah)

She wore black skirt (benar)

5. Di akhir permainan, grup dengan skor tertinggi akan mendapatkan hadiah

Clue of First Case of Alibi Game

Place :Store

Clue 1: -wear -to be
 -what/do -where/go
 -where/meet

Clue 2: -what/wear -how/go
 -to be -what/see
 -meet

Place : Market

Clue 1: - why/go -what/do
 - meet -know
 - what/wear

Clue 2: -go -what/know
 -where/meet -see
 -wear

Exercise of the Third Activity Sheet**A. Work in pairs. Fill the blank with the correct form!**

1. I ____ (pay) the phone bill yesterday.
2. The teacher ____ (bring) the exams corrected.
3. We ____ (fly) to the USA on a great airplane.
4. Lucio ____ (stop) at the corner of the road yesterday.
5. Dr. Johnson ____ (get up) early this morning.

B. Complete the following sentences into positive, negative or interogative!

1. Ana was very diligent.

(-)

(?)

2. Sue and Peter didn't meet at the party last night.

(+)

(?)

3. Did the girl wear skirts at school yesterday?

(+)

(-)

4. The old lady didn't carry heavy bags yesterday morning.

(+)

(?)

5. Were you Indian?

(+)

(-)

The Answer Key of the Third Activity Sheet

A.

1. Paid
2. Brought
3. Flew
4. Stopped
5. Got up

B.

1. Ana wasn't diligent
Was Ana diligent?
2. Sue and Peter met at the party last night.
Did Sue and Peter meet at the party last night?
3. The girl wore skirts at school yesterday
The girl didn't wear skirts at school yesterday?
4. The old lady carried heavy bags yesterday morning.
Did the old lady carry heavy bags yesterday morning?
5. You were Indian.
You were not Indian.

Text for the Second Case of Alibi Game

Third Meeting

Theme: Robbery

Place : House

The incident occurred around 8pm when the homeowner was asleep yesterday. The robbers came into the house by breaking a window. They brought some money and took a key motor lying in the living room. The witness said that there were two robbers and they brought a big bag. The bag had black color. Nobody knows where the robber is. Two people was seen around the house at that time will be interrogated by the police.

(Adopted from eslsite.com)

Theme: Theft

Place : Office

Yesterday at 2 pm a laptop with very important data on it was stolen from a manager's desk. The CCTV took the picture of the suspect. There were two suspect. The first suspect used cap with masker and the second one used black glasses. They escaped using car. The police will be questioned two people who work in that time to find out the suspect.

(Adopted from UsingEnglish.com)

Peraturan :

1. Apabila jawaban antara *suspect 1* dan *suspect 2* berbeda maka dianggap bersalah.
2. Buatlah pertanyaan sesuai dengan clue yang diberikan

Contoh:

Apabila clue *wear* maka pertanyaan dapat berupa:

Did you wear black skirt?

Did your friend wear black skirt?

Apabila clue *what/do* maka pertanyaan dapat berupa:

What did you do?

What did she do? Etc

Apabila clue *to be* maka pertanyaan dapat berupa:

Was your friend with you?

Were you at the office?

3. Apabila jawaban maupun pertanyaan yang diucapkan tidak lengkap maka akan dikurangi poinnya.

Contoh:

Yes, I met her (salah)

Yes, I met her at the restaurant (benar)

No, I didn't meet her (salah)

No, I didn't meet her at the restaurant. (benar)

4. Selain itu, kalimat yang diucapkan harus sesuai struktur simple past tense, jika ada kesalahan poin grup tersebut akan dikurangi.

Contoh:

She wear black skirt (salah)

She wore black skirt (benar)

5. Di akhir permainan, grup dengan skor tertinggi akan mendapatkan hadiah

Clue of Second Case of Alibi Game

Place :House

Clue 1: -why/go -what/wear
 -see -to be
 -bring

Clue 2: -go -wear
 -what/see -what/do
 -what/bring

Place : Office

Clue 1: - work -what/do
 - what/wear -know
 - when/go out

Clue 2: -to be -what/know
 -what/do -see
 -wear

Exercise for the Fourth Activity Sheet

A. Work in pairs. Fill the blank with the correct form!

1. My sister ____ (say) someone ____ (bring) me some fruits yesterday.
2. The girl ____ (play) the piano at 10.30 when she ____ (hear) a noise.
3. ____ the boy ____ (sit) in the library yesterday?
4. Some of students ____ (not understand) the material, then teacher ____ (ask) the students to do some exercise.
5. They ____ (know) each other very well when they ____ (be) kids.

B. Complete the following sentences into positive, negative or interogative!

1. You did not eat cookies after dinner yesterday.

(+)

(?)

2. Tom wanted to go to the movies alone last night.

(-)

(?)

3. They came out of the house yesterday.

(-)

(?)

4. He didn't learn yesterday.

(+)

(?)

5. Did she find the book?

(+)

(-)

The Answer Key of the Fourth Activity Sheet**A.**

1. said, brought.
2. played, heard
3. did, sit
4. didn't understand, asked
5. knew, were

B.

1. You ate cookies after dinner yesterday.
Did you eat cookies after dinner yesterday?
2. Tom didn't want to go to the movies alone last night.
Did Tom want to go to the movies alone last night?
3. They didn't come out of the house yesterday.
Did they come out of the house yesterday?
4. He learnt yesterday.
Did he learn yesterday?
5. She found the book.
She didn't find the book

Text for the Third Case of Alibi Game

Fourth Meeting

Theme: Theft

Place : Bank

Last night between 6pm and 9 pm some money were robbed from bank. The security said that the robbers wear a black mask and they brought a gun. They ran after they had got the money. They escaped using a black car. Two people who were around the bank at that time will be interrogated by the police.

(Adopted from eslsite.com)

Theme: Theft

Place : Restaurant

Yesterday at 9 pm a car that parking in front of restaurant was stolen by someone. The car has white color. The witness said that the thief was two people. They wear black suit and black cap. They walked around the restaurant twice every hour.

(Adopted from UsingEnglish.com)

Peraturan :

1. Apabila jawaban antara *suspect* 1 dan *suspect* 2 berbeda maka dianggap bersalah.
2. Buatlah pertanyaan sesuai dengan clue yang diberikan

Contoh:

Apabila clue what/do maka pertanyaan dapat berupa

What did you do?

What did she do? etc

3. Apabila jawaban maupun pertanyaan yang diucapkan tidak lengkap maka akan dikurangi poinnya.

Contoh:

Yes, I met her (salah)

Yes, I met her at the restaurant (benar)

4. Selain itu, kalimat yang diucapkan harus sesuai struktur simple past tense, jika ada kesalahan poin grup tersebut akan dikurangi.

Contoh:

She wear black skirt (salah)

She wore black skirt (benar)

5. Di akhir permainan, grup dengan skor tertinggi akan mendapatkan hadiah

Clue of Third Case of Alibi Game

Place :Bank

Clue 1: -know -how/go
 -wear -what/lookslake
 -what/do

Clue 2: -wear -when/leave
 -see -what/do
 -what/bring

Place : Restaurant

Clue 1: - what/order -what/looks like
 - see -what/wear
 - when/leave

Clue 2: -what/see -what/looks like
 -how/go -where/go
 -wear

Worksheet of Alibi Game**Name group :****Theme :****Place :****Conclusion :****Mistake :****Score :****Name assessor group :**

APPENDIX 8
WORKSHEET OF ALIBI GAME

A. Students' Group

Group 1	Ahmad Mufid Ibrahim Tegar Bayu Faiza Firdausy Nadia Novelia Sofia Nur Yasmin
Group 2	Bagas Satria Latif Damar Afifah Zulfa Hafiza Nur Nisa Alifatun Stephani H. Zata Yumni
Group 3	Faiq Al-Baihaqi M Fariz A Rafi Aryasatya Alfika Bilqis Indrasti Widat Nur Alfiyatul Syifa Tazkiya
Group 4	Haris Bachtiar Rais Alimulhaq Ananda Aulia Khalila Hanun Siti Nur H Vischania Faza Amalia

Worksheet of Alibi Game

Name group : 1

Theme : Theft

Place : Store

Conclusion : The suspect were guilty

Mistake :

- kurang tempatnya (Harusnya I met her in the ...)
- harusnya was (I was)
- harusnya I went
- harusnya I wore
- bukan where did you met tp meet
- bukan was you with friend tp were

Score : 12

Name assessor group : Group 4

Worksheet of Alibi Game

Name group : 4

Theme : Robbery

Place : Market

Conclusion : The suspect were guilty

Mistake : - She wear blackskirt → wore
- Do you see the man ? → Did
- Do you go to the market ? → Do
- Where Do you meet → Did

Score : 12

Name assessor group : group 1

Worksheet of Alibi Game

Name group : 1

Theme : Theft

Place : Office

Conclusion : The suspect were guilty

Mistake : Were your friend with you? was

Yes, I see the man saw

Yes I were with my friend was

Score : 16

Name assessor group : 4

B. GROUP SCORE**Group 1**

Case	Point
First Case	12
Second Case	16
Third Case	18
Total	46

Group 2

Case	Point
First Case	14
Second Case	17
Third Case	18
Total	49

Group 3

Case	Point
First Case	13
Second Case	17
Third Case	17
Total	47

Group 4

Case	Point
First Case	12
Second Case	15
Third Case	18
Total	45

APPENDIX 9

LESSON PLAN OF

CONTROL GROUP

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Kelompok Control

Satuan Pendidikan	: SMP Al-Islam 1 Surakarta
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Genap
Materi pokok	: Teks lisan dan tulisan menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau
Alokasi waktu	: 4 pertemuan (8 JP)

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan social dan alam dalam jangkauan pergaulan dan keberadaannya.
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial *menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau*, sesuai dengan konteks penggunaannya

Indikator :

- 3.11.1 Memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau
- 3.11.2 Menentukan struktur teks sesuai dengan konteks penggunaannya.
- 4.12 Menyusun teks lisan dan tulis untuk *menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau*,
- 4.12.1 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau.

C. Tujuan Pembelajaran

- 1. Siswa mampu memahami fungsi sosial untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau.
- 2. Siswa mampu mengidentifikasi struktur kalimat untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau.
- 3. Siswa mampu mengidentifikasi unsur-unsur kebahasaan dari kalimat untuk menyatakan dan menanyakan tindakan/kejadian di waktu lampau.

D. Materi Pembelajaran

1. Fungsi sosial :

- a. Menyatakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau
- b. Untuk menjaga hubungan interpersonal dengan guru dan teman

2. Struktur teks :

- a. Where **were** your brothers a few minutes ago? They **were** at home.
- b. What **did** you **do** after school yesterday? I **took** a rest.
- c. Where **did** they **spend** their last holiday? They **went** to Bali
- d. **Did** you and Ali **come** to the meeting? No, I **didn't**. But Ali **did**
- e. What **was** your mother **doing** when you came home? She **was cooking** in the kitchen

3. Unsur Kebahasaan

Ucapan, tekanan kata, intonasi, kosakata (kata tanya: when, where, while, kata penghubung before, after) dan tata bahasa (simple past tense dan past continuous tense)

4. Topik

Berbagai hal terkait dengan *kegiatan yang terjadi di sekitar rumah, sekolah dan lingkungan waktu lampau*

Simple Past Tense

a. **Definition Simple Past Tense** is used to talk about events, actions or situations which happened in the past and are now finished.

b. Social Function:

Based on the definition above, it can be concluded that the social function of the *simple past tense* is To express activities or action that exist in the past.

c. Sentence Structure of Simple Past Tense

1) Positive Statement

S + V₂ + (O/Adv).

Example: He bought some fruits yesterday

She visited my house last week.

S + to be (was/were) + Adj/Adv.

Example: She was absent yesterday.

They were at home last holiday.

2) Negative Sentence

S + did + V₁ + (O/Adv).

Example: She didn't go to school yesterday.

They didn't come to his party last month

S + to be (was/were) + not + Adj/Adv.

Example: She was not absent yesterday.

They were not at home last holiday.

3) Interrogative Sentence

Did + S + V₁ + (O/Adv)?

Example: Did you go to school yesterday?

Did She buy fruits yesterday?

Was/were)+ Subject + Adj/Adv?

Example: Was she absent yesterday?

Were they at home last holiday?

Time signal for this tenses are:

Yesterday	Last night
Last week	Last month
Last year	The day before
Ago	At the time
In the past	In the early
In 1990	When

E. Metode Pembelajaran

1. Pendekatan : Scientific Approach
2. Teknik : Lecture Laboratory Technique

F. Media, Alat, dan Sumber Pembelajaran

1. Media : Kertas
2. Alat/bahan : Whiteboard
3. Sumber Belajar : Kementerian Pendidikan dan Kebudayaan Republik Indonesia. 2014. *“Bahasa Inggris When English Rings a Bell”*. Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud., English in Focus for Grade VIII Junior High School SMP/MTs.

G. Langkah-Langkah Pembelajaran

Pertemuan I

1. Kegiatan Pendahuluan (10')

- a. Salam pembuka

- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

2. Kegiatan Inti (60')

Guru	Siswa
Mengamati	
<ul style="list-style-type: none"> a. Menampilkan contoh kalimat simple past tense. b. Meminta beberapa siswa untuk membacakan contoh simple past tense. c. Mendiskusikan struktur kalimat simple past tense. 	<ul style="list-style-type: none"> a. Mengamati contoh kalimat simple past tense b. Membaca kalimat simple past tense c. Berdiskusi mengenai struktur kalimat simple past tense.
Menanya	
<ul style="list-style-type: none"> a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan simple past tense. 	<ul style="list-style-type: none"> a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan simple past tense.
Mencoba	
<ul style="list-style-type: none"> a. Meminta siswa mencari contoh kalimat simple past tense di buku. b. Meminta siswa menganalisis struktur kalimat simple past tense di buku. c. Meminta siswa untuk membuat kalimat simple past tense. 	<ul style="list-style-type: none"> a. Mencari kalimat simple past tense di buku. b. Menganalisis struktur kalimat simple past tense c. Membuat kalimat simple past tense
Menalar	
<ul style="list-style-type: none"> a. Meminta siswa untuk mengerjakan latihan soal dari simple past tense yang telah dibahas dengan teman sebangku. b. Membimbing siswa yang mengalami kesulitan. c. Memberikan beberapa pertanyaan kembali terkait dengan penjelasan materi yang telah dibahas 	<ul style="list-style-type: none"> a. Mengerjakan latihan soal dengan teman sebangku. b. Berusaha untuk menjawab pertanyaan guru.
Mengkomunikasikan	
<ul style="list-style-type: none"> a. Meminta siswa menukarkan hasil pekerjaannya kepada teman lain. b. Bersama-sama dengan siswa berdiskusi membahas jawaban dari 	<ul style="list-style-type: none"> a. Menukarkan hasil pekerjaan. b. Bersama dengan guru berdiskusi membahas latihan soal.

latihan soal yang telah ditukarkan dengan teman serta guru menambahkan beberapa pertanyaan kembali untuk mengecek pengetahuan siswa.	
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3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

Pertemuan II

1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

2. Kegiatan Inti (60')

Guru	Siswa
Mengamati	
a. Menampilkan contoh kalimat simple past tense. b. Meminta beberapa siswa untuk membacakan contoh simple past tense. c. Mendiskusikan struktur kalimat simple past tense.	a. Mengamati contoh kalimat simple past tense b. Membaca kalimat simple past tense c. Berdiskusi mengenai struktur kalimat simple past tense.
Menanya	
a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan simple past tense.	a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan simple past tense.
Mencoba	
a. Meminta siswa mencari contoh kalimat simple past tense di buku. b. Meminta siswa menganalisis struktur kalimat simple past tense di buku. c. Meminta siswa untuk membuat kalimat simple past tense.	a. Mencari kalimat simple past tense di buku. b. Menganalisis struktur kalimat simple past tense c. Membuat kalimat simple past tense

Menalar	
<ul style="list-style-type: none"> a. Meminta siswa untuk mengerjakan latihan soal dari simple past tense yang telah dibahas dengan teman sebangku. b. Membimbing siswa yang mengalami kesulitan. c. Memberikan beberapa pertanyaan kembali terkait dengan penjelasan materi yang telah dibahas 	<ul style="list-style-type: none"> a. Mengerjakan latihan soal dengan teman sebangku. b. Berusaha untuk menjawab pertanyaan guru.
Mengkomunikasikan	
<ul style="list-style-type: none"> a. Meminta siswa menukarkan hasil pekerjaannya kepada teman lain. b. Bersama-sama dengan siswa berdiskusi membahas jawaban dari latihan soal yang telah ditukarkan dengan teman serta guru menambahkan beberapa pertanyaan kembali untuk mengecek pengetahuan siswa. 	<ul style="list-style-type: none"> a. Menukarkan hasil pekerjaan. b. Bersama dengan guru berdiskusi membahas latihan soal.

3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

Pertemuan III

1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa

d. Apersepsi

2. Kegiatan Inti (60')

Guru	Siswa
Mengamati	
a. Menampilkan contoh kalimat simple past tense. b. Meminta beberapa siswa untuk membacakan contoh simple past tense. c. Mendiskusikan struktur kalimat simple past tense.	a. Mengamati contoh kalimat simple past tense b. Membaca kalimat simple past tense c. Berdiskusi mengenai struktur kalimat simple past tense.
Menanya	
a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan simple past tense.	a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan simple past tense.
Mencoba	
a. Meminta siswa mencari contoh kalimat simple past tense di buku. b. Meminta siswa menganalisis struktur kalimat simple past tense di buku. c. Meminta siswa untuk membuat kalimat simple past tense.	a. Mencari kalimat simple past tense di buku. b. Menganalisis struktur kalimat simple past tense c. Membuat kalimat simple past tense
Menalar	
a. Meminta siswa untuk mengerjakan latihan soal dari simple past tense yang telah dibahas dengan teman sebangku. b. Membimbing siswa yang mengalami kesulitan. c. Memberikan beberapa pertanyaan kembali terkait dengan penjelasan materi yang telah dibahas	a. Mengerjakan latihan soal dengan teman sebangku. b. Berusaha untuk menjawab pertanyaan guru.
Mengkomunikasikan	
a. Meminta siswa menukarkan hasil pekerjaannya kepada teman lain. b. Bersama-sama dengan siswa berdiskusi membahas jawaban dari latihan soal yang telah ditukarkan dengan teman serta guru menambahkan beberapa pertanyaan	a. Menukarkan hasil pekerjaan. b. Bersama dengan guru berdiskusi membahas latihan soal.

kembali untuk mengecek pengetahuan siswa.	
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3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

Pertemuan IV

1. Kegiatan Pendahuluan (10')

- a. Salam pembuka
- b. Berdoa
- c. Cek kehadiran siswa
- d. Apersepsi

2. Kegiatan Inti (60')

Guru	Siswa
Mengamati	
<ol style="list-style-type: none"> a. Menampilkan contoh kalimat simple past tense. b. Meminta beberapa siswa untuk membacakan contoh simple past tense. c. Mendiskusikan struktur kalimat simple past tense. 	<ol style="list-style-type: none"> a. Mengamati contoh kalimat simple past tense b. Membaca kalimat simple past tense c. Berdiskusi mengenai struktur kalimat simple past tense.
Menanya	
<ol style="list-style-type: none"> a. Memberi kesempatan kepada siswa untuk bertanya apa yang belum diketahuinya terkait dengan simple past tense. 	<ol style="list-style-type: none"> a. Bertanya apa yang belum diketahui dan dirasa sulit terkait dengan simple past tense.
Mencoba	
<ol style="list-style-type: none"> a. Meminta siswa mencari contoh kalimat simple past tense di buku. b. Meminta siswa menganalisis struktur kalimat simple past tense di buku. c. Meminta siswa untuk membuat kalimat simple past tense. 	<ol style="list-style-type: none"> a. Mencari kalimat simple past tense di buku. b. Menganalisis struktur kalimat simple past tense c. Membuat kalimat simple past tense

Menalar	
<ul style="list-style-type: none"> a. Meminta siswa untuk mengerjakan latihan soal dari simple past tense yang telah dibahas dengan teman sebangku. b. Membimbing siswa yang mengalami kesulitan. c. Memberikan beberapa pertanyaan kembali terkait dengan penjelasan materi yang telah dibahas 	<ul style="list-style-type: none"> a. Mengerjakan latihan soal dengan teman sebangku. b. Berusaha untuk menjawab pertanyaan guru.
Mengkomunikasikan	
<ul style="list-style-type: none"> a. Meminta siswa menukarkan hasil pekerjaannya kepada teman lain. b. Bersama-sama dengan siswa berdiskusi membahas jawaban dari latihan soal yang telah ditukarkan dengan teman serta guru menambahkan beberapa pertanyaan kembali untuk mengecek pengetahuan siswa. 	<ul style="list-style-type: none"> a. Menukarkan hasil pekerjaan. b. Bersama dengan guru berdiskusi membahas latihan soal.

3. Kegiatan Penutup (10')

- a. Membuat refleksi/kesimpulan pelajaran.
- b. Berdoa
- c. Salam penutup

H. Penilaian

- 1. Teknik penilaian : tertulis
- 2. Bentuk Penilaian : essay
- 3. Skor :
- a. Skor Maksimal : 15

- b. Benar : 1
- c. Salah : 0

Surakarta, Mei 2019

Disetujui oleh,

Guru Pamong

Mahasiswa

Farida Hayati S,Pd

NIP

Pepi Permatasari

NIM 153221250

Lampiran I

Exercise of the First Activity Sheet

Work in pairs. Choose the correct sentence of simple past tense!

1. She read a book this morning.
 She reads a book this morning.
 She has read a book this morning.
2. They didn't sang a song two days ago.
 They don't sing a song two days ago.
 They didn't sing a song two days ago.
3. We spoke not Russian.
 We did not spoke Russian.
 We did not speak Russian.
4. Did you saw her last night?
 Did you see her last night?
 Have you seen her last night?
5. When did Anne find the keys?
 When does Anne find the keys?
 When did Anne found the key?
6. The hotel room were very nice.
 The hotel room was very nice.
 The hotel room are very nice.
7. Steven forgot his homework yesterday.
 Steven forgotted his homework yesterday.
 Steven forgots his homework yesterday.
8. Julia didn't watch the film last week.
 Julia didn't watched the film last week.
 Julia didn't watchs the film last week.
9. Did the cat run after the dog?
 Did the cat ran after the dog?
 Did the cat runs after the dog?

10. They ride their bikes to the garden yesterday.
They rode their bikes to the garden yesterday.
They rides their bikes to the garden yesterday.
11. Andrew invited his friend to his house two weeks ago.
Andrew invites his friend to his house two weeks ago.
Andre invite friend to his house two weeks ago.
12. Were she late this morning?
Are she late this morning?
Was she late this morning?
13. The boys swaps comics last month.
The boys swapped comics last month.
The boys swapp comics last month.
14. Their parents was not in the restaurant last night.
Their parents are not in the restaurant last night.
Their parents were not in the restaurant last night.
15. Did Lee drew a picture?
Did Lee draw a picture?
Did Lee draws a picture?

Exercise of the Second Activity Sheet

A. Work in pairs. Fill the blank with the correct form!

1. Mr Rahmad ____ (ask) his students to do experiment yesterday.
2. Dona ____ (forget) to do her homework this morning.
3. I ____ (have) very funny experience on my first day at school.
4. My family and I ____ (leave) Yogya at 7 a.m yesterday.
5. Dina ____ (not enjoy) the last Saturday party.

B. Complete the following sentences into positive, negative or interogative!

1. Malik studied Javanese at 8 am this morning.

(-)

(?)

2. They didn't spend their time in Alaska last holiday.

(+)

(?)

3. Did the teacher write the material on the whiteboard yesterday?

(+)

(-)

4. He cleaned his room this morning.

(-)

(?)

5. She didn't visit her parents last weekend.

(+)

(?)

Exercise of the Third Activity Sheet

A. Work in pairs. Fill the blank with the correct form!

1. I ____ (pay) the phone bill yesterday.
2. The teacher ____ (bring) the exams corrected.
3. We ____ (fly) to the USA on a great airplane.
4. Lucio ____ (stop) at the corner of the road yesterday.
5. Dr. Johnson ____ (get up) early this morning.

B. Complete the following sentences into positive, negative or interogative!

1. Ana was very diligent.

(-)

(?)

2. Sue and Peter didn't meet at the party last night.

(+)

(?)

3. Did the girl wear skirts at school yesterday?

(+)

(-)

4. The old lady didn't carry heavy bags yesterday morning.

(+)

(?)

5. Were you Indian?

(+)

(-)

Exercise for the Fourth Activity Sheet

A. Work in pairs. Fill the blank with the correct form!

1. My sister ____ (say) someone ____ (bring) me some fruits yesterday.
2. The girl ____ (play) the piano at 10.30 when she ____ (hear) a noise.
3. ____ the boy ____ (sit) in the library yesterday?
4. Some of students ____ (not understand) the material, then teacher ____ (ask) the students to do some exercise.
5. They ____ (know) each other very well when they ____ (be) kids.

B. Complete the following sentences into positive, negative or interrogative!

1. You did not eat cookies after dinner yesterday.

(+)

(?)

2. Tom wanted to go to the movies alone last night.

(-)

(?)

3. They came out of the house yesterday.

(-)

(?)

4. He didn't learn yesterday.

(+)

(?)

5. Did she find the book?

(+)

(-)

Lampiran II**The Answer Key of the First Activity Sheet**

1. She read a book this morning.
2. They didn't sing a song two days ago.
3. We did not speak Russian.
4. Did you see her last night?
5. When did Anne find the keys?
6. The hotel room was very nice.
7. Steven forgot his homework yesterday.
8. Julia didn't watch the film last week.
9. Did the cat run after the dog?
10. They rode their bikes to the garden yesterday.
11. Andrew invited his friend to his house two weeks ago.
12. Was she late this morning?
13. The boys swapped comics last month.
14. Their parents were not in the restaurant last night.
15. Did Lee draw a picture?

The Answer Key of the Second Activity Sheet**A.**

1. Asked
2. Forgot
3. Had
4. Left
5. Didn't enjoy

B.

1. Malik did not study Javanese at 8 am this morning
Did Malik study Javanese at 8 am this morning?
2. They spent their time in Alaska last holiday.
Did they spend their time in Alaska last holiday?
3. The teacher wrote the material on the whiteboard yesterday.
The teacher didn't write the material on the whiteboard yesterday.
4. He didn't clean his room this morning.
Did he clean his room this morning?
5. She visited her parents last weekend.
Did she visit her parents last weekend?

The Answer Key of the Third Activity Sheet**A.**

1. Paid
2. Brought
3. Flew
4. Stopped
5. Got up

B.

1. Ana wasn't diligent
Was Ana diligent?
2. Sue and Peter met at the party last night.
Did Sue and Peter meet at the party last night?
3. The girl wore skirts at school yesterday
The girl didn't wear skirts at school yesterday?
4. The old lady carried heavy bags yesterday morning.
Did the old lady carry heavy bags yesterday morning?
5. You were Indian.
You were not Indian.

The Answer Key of the Fourth Activity Sheet**A.**

1. said, brought.
2. played, heard
3. did, sit
4. didn't understand, asked
5. knew, were

B.

1. You ate cookies after dinner yesterday.
Did you eat cookies after dinner yesterday?
2. Tom didn't want to go to the movies alone last night.
Did Tom want to go to the movies alone last night?
3. They didn't come out of the house yesterday.
Did they come out of the house yesterday?
4. He learnt yesterday.
Did he learn yesterday?
5. She found the book.
She didn't find the book.

APPENDIX 10
INSTRUMENT OF POST TEST

Blueprint of Post-test

Basic Competence:

Understanding the structure simple past tense sentence.

Concept	Indicator	Number of Item	Total
Grammatical ability is the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language-use situations	Inflectional affixes (-ed)	7,8,11,15,18,23,27,29,33,38,40	11
	Syntactic structure (tenses)	1,3,5,10,12,14,17,19,21,25,28,31,32,34	14
	Interrogation	2,13,20,24,30,35,36,39	8
	Time or Duration	4,6,9,16,22,26,37	7
Total			40

Date : Monday, 13 May 2019
Time : 07.00-selesai

Class: VIII

POST TEST

Choose the correct sentence form to fill the blank!

1. Donna late to school this morning.
 - a. came
 - b. come
 - c. comes
 - d. coming
2. ... they ... holiday in Turkey last year?
 - a. Does/spend
 - b. Do/spend
 - c. Did/spent
 - d. Did/spend
3. Adam me last night.
 - a. didn't called
 - b. don't call
 - c. didn't call
 - d. doesn't call
4. They played badminton
 - a. now
 - b. two days ago
 - c. next month
 - d. tomorrow
5. We ... about the news.
 - a. doesn't know
 - b. didn't know
 - c. didn't knew
 - d. don't know
6. He got much money...
 - a. yesterday
 - b. everyday
 - c. today
 - d. tomorrow
7. Teacher about recount text yesterday.
 - a. explained
 - b. explain
 - c. explains
 - d. explaining
8. My father in bank in 2010.
 - a. work
 - b. works
 - c. worked
 - d. working
9. I read magazine
 - a. now
 - b. this morning
 - c. tomorrow
 - d. today
10. They ... to the party last night.
 - a. didn't came
 - b. don't come
 - c. didn't come
 - d. doesn't come
11. Taufik the tree yesterday.
 - a. climb
 - b. climbs
 - c. climbed
 - d. climbing
12. She ... my friend when I was in junior high school.
 - a. is
 - b. are
 - c. were
 - d. was

13. you.... tennis last week?
a. Do/play
b. Did/play
c. Does/play
d. Did/played
14. Rina ... me to the bookstore last Monday.
a. took
b. take
c. will take
d. takes
15. I ... in Bandung last Sunday.
a. arrive
b. arrives
c. arrived
d. will arrive
16. We went to Solo....
a. next week
b. the day after tomorrow
c. last year
d. now
17. ... Rino in the bookstore yesterday?
a. Was
b. Is
c. Are
d. Were
18. He ... me to make this cake last night.
a. help
b. helped
c. helps
d. helping
19. The cat ... under the table an hour ago.
a. sleep
b. slept
c. sleeps
d. slept
20. ... you ... the accident yesterday?
a. Did/watch
b. Did/watched
c. Do/watch
d. Does/watch
21. He ... in a public garden this afternoon.
a. sit
b. sits
c. sitting
d. sat
22. Jim was sick
a. everyday
b. two weeks ago
c. now
d. later
23. The doctor my blood pressure yesterday.
a. measure
b. measures
c. measured
d. measuring
24. ... she ... the letter for me two days ago?
a. Do/write
b. Did/write
c. Does/write
d. Did/wrote
25. Mr Anto ... my neighbour when I was in Makasar.
a. were
b. is
c. was
d. are
26. He was the best runner ...
a. now
b. later
c. tomorrow
d. in 2009

27. Last year, I ... to Korea.
a. travels
b. travelled
c. travel
d. travelling
28. Salma and Jane ... in my home yesterday.
a. are
b. is
c. was
d. were
29. Melinda ... her sister to take a rest last night.
a. suggested
b. suggest
c. suggests
d. suggesting
30. ... you ... the instruction?
a. Did/follow
b. Do/follow
c. Did/followed
d. Does/follow
31. Andi ... me his dictionary two days ago.
a. lend
b. lent
c. lending
d. lends
32. ... your brother at home yesterday?
a. Was
b. Were
c. Are
d. Is
33. Boni ... my book this morning.
a. return
b. returns
c. returned
d. to return
34. Lisa ... breakfast at 8 am this morning.
a. has
b. had
c. have
d. haves
35. ... he ... a bird yesterday?
a. Does/catch
b. Did/catch
c. Do/catch
d. Did/caught
36. Ana the best students last year?
a. Are
b. Were
c. Was
d. Is
37. I met with your father ...
a. two weeks ago
b. next week
c. the day after tomorrow
d. now
38. She ... very hard to do this homework yesterday.
a. try
b. tries
c. trying
d. tried
39. ... you at the bookstore yesterday?
a. Are
b. Were
c. Was
d. Is
40. Luna ... from this university last year.
a. graduated
b. graduates
c. graduate
d. will graduate

KEY ANSWER OF POST-TEST

- | | |
|-------|-------|
| 1. A | 21. B |
| 2. D | 22. B |
| 3. C | 23. C |
| 4. B | 24. B |
| 5. B | 25. C |
| 6. A | 26. D |
| 7. A | 27. B |
| 8. C | 28. D |
| 9. B | 29. A |
| 10. C | 30. A |
| 11. C | 31. B |
| 12. D | 32. A |
| 13. B | 33. C |
| 14. A | 34. B |
| 15. C | 35. B |
| 16. C | 36. C |
| 17. A | 37. A |
| 18. B | 38. D |
| 19. B | 39. B |
| 20. A | 40. A |

APPENDIX 11
PHOTOGRAPH OF
STUDENTS' ACTIVITY

A. Experimental Group



B. Control Group



APPENDIX 12

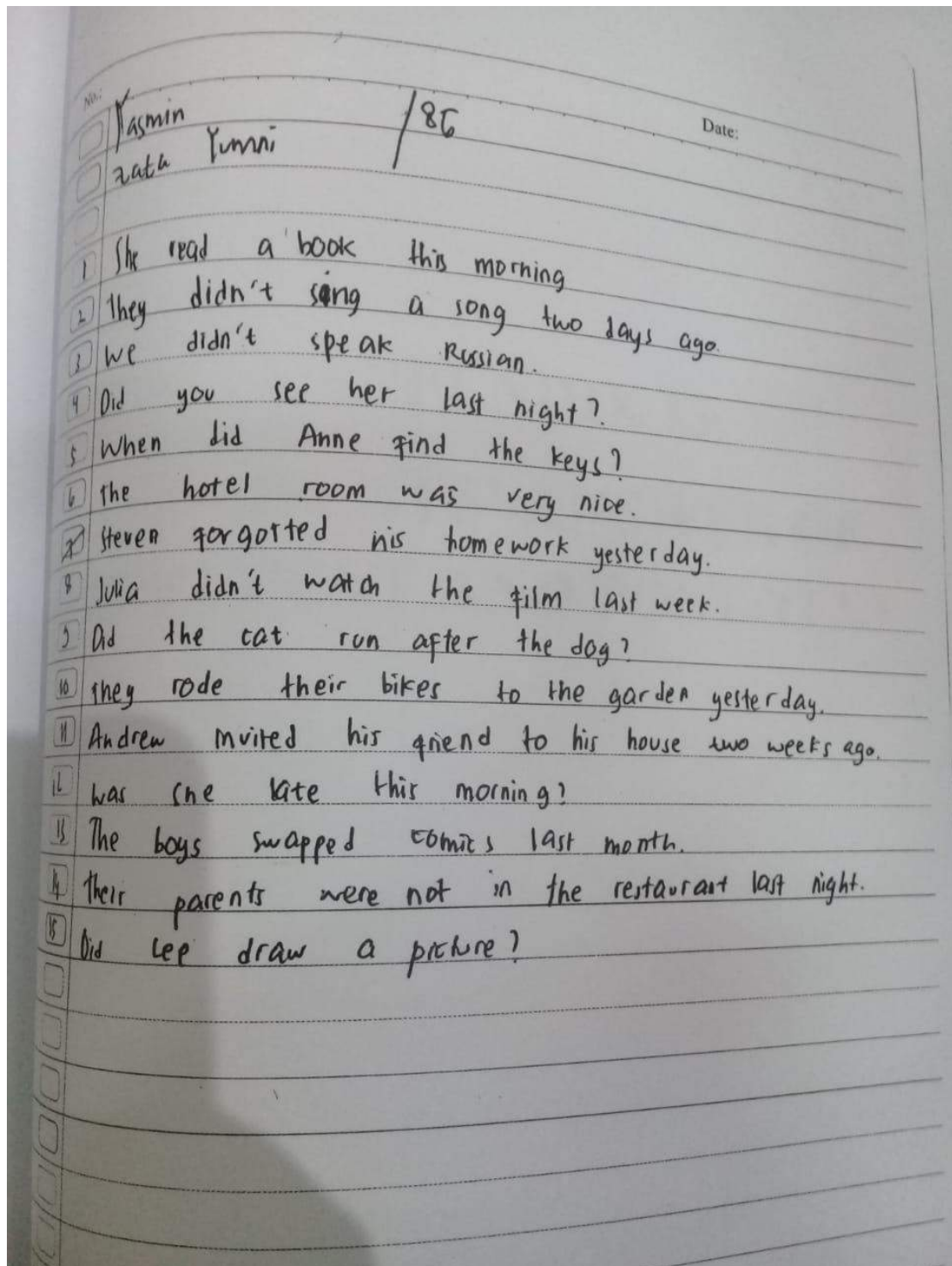
THE EXAMPLE OF

STUDENTS' ACTIVITY

Work in pairs. Choose the correct sentence of simple past tense!

1. She read a book this morning.
She reads a book this morning.
She has read a book this morning.
2. They didn't sang a song two days ago.
They don't sing a song two days ago.
They didn't sing a song two days ago.
3. We spoke not Russian.
We did not spoke Russian.
We did not speak Russian.
4. Did you saw her last night?
Did you see her last night?
Have you seen her last night?
5. When did Anne find the keys?
When does Anne find the keys?
When did Anne found the key?
6. The hotel room were very nice.
The hotel room was very nice.
The hotel room are very nice.
7. Steven forgot his homework yesterday.
Steven forgotted his homework yesterday.
Steven forgots his homework yesterday.
8. Julia didn't watch the film last week.
Julia didn't watched the film last week.
Julia didn't watchs the film last week.
9. Did the cat run after the dog?
Did the cat ran after the dog?
Did the cat runs after the dog?

10. They ride their bikes to the garden yesterday.
They rode their bikes to the garden yesterday.
They rides their bikes to the garden yesterday.
11. Andrew invited his friend to his house two weeks ago.
Andrew invites his friend to his house two weeks ago.
Andre invite friend to his house two weeks ago.
12. Were she late this morning?
Are she late this morning?
Was she late this morning?
13. The boys swaps comics last month.
The boys swapped comics last month.
The boys swapp comics last month.
14. Their parents was not in the restaurant last night.
Their parents are not in the restaurant last night.
Their parents were not in the restaurant last night.
15. Did Lee drew a picture?
Did Lee draw a picture?
Did Lee draws a picture?



Hana : Ananda Aulia / 86
Khaula Hanun / 86

- 1 She read a book this morning
- 2 They didn't sing a song two days ago.
- 3 We didn't speak Russian
- 4 Did you see her last night?
- 5 When did Anne find the keys?
- 6 The hotel room was very nice.
- 7 Steve forgot his homework yesterday.
- 8 Julia didn't watch the film last week.
- 9 Did the cat run after the dog?
- 10 They rode their bikes to the garden yesterday.
- 11 Andrew invited his friend to his house two weeks ago.
- 12 Was she late this morning?
- 13 The boys swapped comics last month.
- 14 Their parents ^{were} ~~are~~ not in the restaurant last night.
- 15 Did Lee draw a picture?

Ahmad Mufid SN VIII
 bagas Satria P VIII

No.:

Date:

- 1 She read a book this morning
- 2 They didn't sing a song two days ago.
- 3 We didn't speak Russian.
- 4 Did you see her last night?
- 5 When did Anne find the keys?
- 6 the hotel room was very nice.
- 7 Steven forgot his homework yesterday.
- 8 Julia didn't watch the film last week.
- 9 Did the cat run after the dog?
- 10 they rode their bikes to the garden yesterday
- 11 Andrew invited his friend to his house two weeks ago.
- 12 Was she late this morning?
- 13 ~~They~~ The boys swapped comics last month.
- 14 Their parents are not in the restaurant last night.
- 15 Did Lee draw a picture?

APPENDIX 13

STUDENTS' ANSWER OF

PRE-TEST AND POST-TEST

**STUDENTS' ANSWER OF
EXPERIMENTAL GROUP PRE TEST**

LEMBAR JAWABAN
SMP AL-ISLAM 1 SURAKARTA
TAHUN AJARAN 2018/2019

Nama: Afifah Zulfa No: 01
Kelas: 8H

NILAI

55

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

22

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

LEMBAR JAWABAN
 SMP AL-ISLAM 1 SURAKARTA
 TAHUN AJARAN 2018/2019

Nama: Indrasri Widat N No: 11
 Kelas: VII H

NILAI
60

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

24

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

**STUDENTS' ANSWER OF
CONTROL GROUP PRE TEST**

LEMBAR JAWABAN
SMP AL-ISLAM 1 SURAKARTA
TAHUN AJARAN 2018/2019

Nama: Cantika NA No: 6
Kelas: 8F

NILAI

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

10

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

LEMBAR JAWABAN
SMP AL-ISLAM 1 SURAKARTA
TAHUN AJARAN 2018/2019

Nama: Fahrezi FR No: 07
Kelas: 8F

NILAI

63

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

25

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	R	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

**STUDENTS' ANSWER OF
EXPERIMENTAL GROUP POST
TEST**

LEMBAR JAWABAN
SMP AL-ISLAM 1 SURAKARTA
TAHUN AJARAN 2018/2019

Nama: Faiza Firdausy No: 57
 Kelas: 8H

NILAI
88

35

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

LEMBAR JAWABAN
 SMP AL-ISLAM 1 SURAKARTA
 TAHUN AJARAN 2018/2019

Nama: Ananda Aullia N. No: A
 Kelas: 8H

NILAI
 85

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

**STUDENTS' ANSWER OF
CONTROL GROUP POST TEST**

LEMBAR JAWABAN
SMP AL-ISLAM 1 SURAKARTA
TAHUN AJARAN 2018/2019

Nama: NABILLA WARYANA No: 20

Kelas: VII F

NILAI

75

31

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

LEMBAR JAWABAN
 SMP AL-ISLAM 1 SURAKARTA
 TAHUN AJARAN 2018/2019

Nama: Nadia Felisha A. No: ZL
 Kelas: SF

NILAI
55

9

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

APPENDIX 14
L TABLE, F TABLE, R
TABLE AND T TABLE

L table

Ukuran	Taraf Nyata (α)				
Sampel (n)	0,01	0,05	0,10	0,15	0,20
4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,229	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
> 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

F table

df untuk penyebut (N2)	df untuk pembilang (N1)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	161	199	216	225	230	234	237	239	241	242	243	244	245	245	246
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.40	19.41	19.42	19.42	19.43
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.22	2.20
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.28	2.25	2.22	2.20	2.18
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.24	2.20	2.18	2.15	2.13
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.20	2.16	2.14	2.11	2.09
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.17	2.13	2.10	2.08	2.06
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.14	2.10	2.08	2.05	2.03
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01
31	4.16	3.30	2.91	2.68	2.52	2.41	2.32	2.25	2.20	2.15	2.11	2.08	2.05	2.03	2.00
32	4.15	3.29	2.90	2.67	2.51	2.40	2.31	2.24	2.19	2.14	2.10	2.07	2.04	2.01	1.99
33	4.14	3.28	2.89	2.66	2.50	2.39	2.30	2.23	2.18	2.13	2.09	2.06	2.03	2.00	1.98
34	4.13	3.28	2.88	2.65	2.49	2.38	2.29	2.23	2.17	2.12	2.08	2.05	2.02	1.99	1.97
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.07	2.04	2.01	1.99	1.96
36	4.11	3.26	2.87	2.63	2.48	2.36	2.28	2.21	2.15	2.11	2.07	2.03	2.00	1.98	1.95
37	4.11	3.25	2.86	2.63	2.47	2.36	2.27	2.20	2.14	2.10	2.06	2.02	2.00	1.97	1.95
38	4.10	3.24	2.85	2.62	2.46	2.35	2.26	2.19	2.14	2.09	2.05	2.02	1.99	1.96	1.94
39	4.09	3.24	2.85	2.61	2.46	2.34	2.26	2.19	2.13	2.08	2.04	2.01	1.98	1.95	1.93
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92
41	4.08	3.23	2.83	2.60	2.44	2.33	2.24	2.17	2.12	2.07	2.03	2.00	1.97	1.94	1.92
42	4.07	3.22	2.83	2.59	2.44	2.32	2.24	2.17	2.11	2.06	2.03	1.99	1.96	1.94	1.91
43	4.07	3.21	2.82	2.59	2.43	2.32	2.23	2.16	2.11	2.06	2.02	1.99	1.96	1.93	1.91
44	4.06	3.21	2.82	2.58	2.43	2.31	2.23	2.16	2.10	2.05	2.01	1.98	1.95	1.92	1.90
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89

R table

n	Taraf Signifikan		n	Taraf Signifikan		n	Taraf Signifikan	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	10	0,195	0,256
13	0,553	0,684	37	0,325	0,418	12	0,176	0,230
14	0,532	0,661	38	0,320	0,413	15	0,159	0,210
15	0,514	0,641	39	0,316	0,408	17	0,148	0,194
16	0,497	0,623	40	0,312	0,403	20	0,138	0,181
17	0,482	0,606	41	0,308	0,398	30	0,113	0,148
18	0,468	0,590	42	0,304	0,393	40	0,098	0,128
19	0,456	0,575	43	0,301	0,389	50	0,088	0,115
20	0,444	0,561	44	0,297	0,384	60	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

T table

df	Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
		0.50	0.20	0.10	0.050	0.02	0.010	0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72689	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24		0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25		0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26		0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27		0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28		0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29		0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30		0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31		0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32		0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33		0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34		0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35		0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36		0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37		0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38		0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39		0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40		0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

APPENDIX 15
LETTER OF PERMISSION



**YAYASAN PERGURUAN AL – ISLAM
SEKOLAH MENENGAH PERTAMA (SMP)
AL – ISLAM 1 SURAKARTA
TERAKREDITASI A**

Jl. Mr. Muh Yamin 125 – Jln. Ponconoko 37 Surakarta 57154 Telp. (0271) 718825 – 718066
web site : www.smp1alislam.sch.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN

Nomor : 412/L.03.51/SMP₃₄/PL/2019

Yang bertanda tangan di bawah ini Kepala Sekolah Menengah Pertama (SMP) Al-Islam 1 Surakarta, menerangkan bahwa :

N a m a : PEPI PERMATASARI
N I M : 153221250
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Adab dan Bahasa
Perguruan Tinggi : Institut Agama Islam Negeri Surakarta

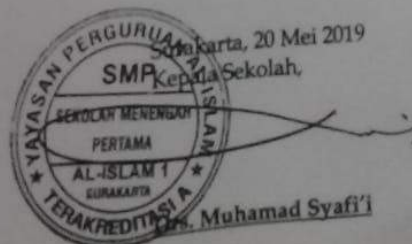
telah mengadakan penelitian di SMP Al- Islam 1 Surakarta pada :

Waktu : Tanggal 29 April 2019 s.d. 17 Mei 2019

sebagai syarat pembuatan skripsi dengan judul :

“THE EFFECTIVENESS OF USING ALIBI GAME ON TEACHING SIMPLE PAST TENSE AT THE EIGHT GRADE OF SMP AL-ISLAM 1 SURAKARTA IN THE ACADEMIC YEAR 2018/2019”

Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.



Surakarta, 20 Mei 2019
Kepala Sekolah,

Drs. Muhamad Syafi'i