

**THE INFLUENCE OF USING CLIMBING GRAMMAR MOUNTAIN (CGM)
GAME TOWARDS STUDENTS' SIMPLE PAST TENSE MASTERY AT
THE SECOND SEMESTER OF THE EIGHTH GRADE AT MTs NEGERI 1
CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2016/ 2017**



A Thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

THE INFLUENCE OF USING CLIMBING GRAMMAR MOUNTAIN GAME TOWARDS STUDENTS' SIMPLE PAST TENSE MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE AT MTs NEGERI 1 CENTRAL LAMPUNG IN THE ACADEMIC YEAR OF 2016/ 2017

By

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In this research the writer focused on the students' grammar mastery of simple past tense. Simple past tense is one of the subjects of the structure that must students learn and master. This thesis discussed the influence of using climbing grammar mountain game in teaching simple past tense. The objective of the research is to know whether there is a significant influence of using climbing grammar mountain game towards students' simple past tense mastery. It is expected that the result of the study will provide a deeper understanding about the use of climbing grammar mountain game for English teachers and for the readers.

The methodology of this research was quasi experimental design. The writer did three steps in conducting this research: pre-test, treatment, and post-test. the population of this research was the eighth grade of MTs Negeri 1 Central Lampung. The sample of this research was chosen by doing cluster random sampling technique. The sample consisted of two classes, one as a experimental class and another class as a control class. This research was held in three meetings 2x40 minutes for each meeting. This design used pre-test and post-test to find out students' simple past tense mastery test. After giving the post-test, the writer analyzed the data by using independent samples test.

From the data analysis it was found that the result of T-Test is 0.045. This result is consulted to the score of the value significant generated Sig. (Pvalue) $< \alpha = 0.05$. Therefore, H_0 is rejected and H_a is accepted. In other words, from this research it is known that climbing grammar mountain game caan improve the students' simple past tense mastery. It can be concluded that there is a significant influence of using climbing grammar mountain game towards students' simple past tense mastery.

Key words: Climbing Grammar Mountain Game, Simple Past Tense Mastery, Quasi Experimental Design.



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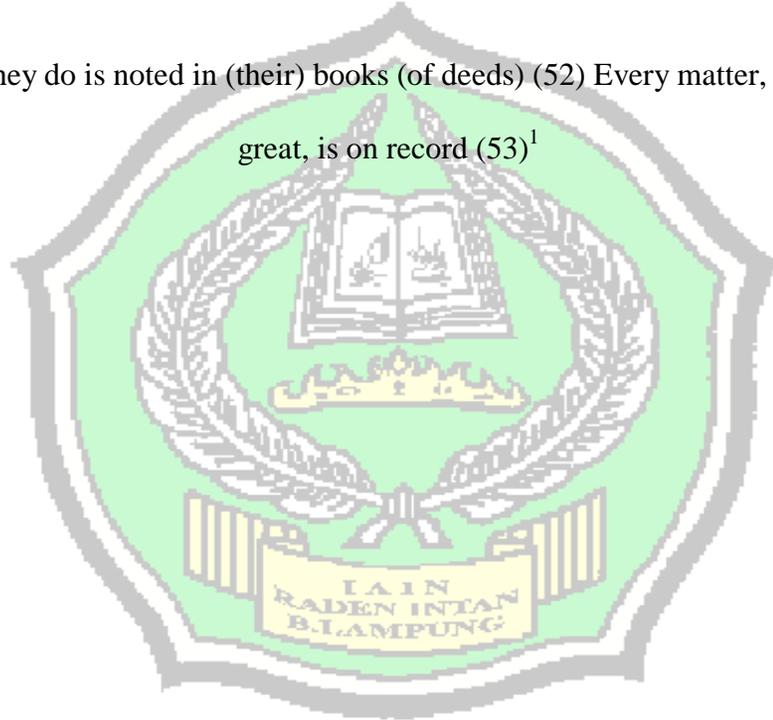
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MOTTO

وَكُلُّ شَيْءٍ فَعَلُوهُ فِي الْزُّبُرِ ﴿٥٢﴾ وَكُلُّ صَغِيرٍ وَكَبِيرٍ مُسْتَطَرٌّ ﴿٥٣﴾

All that they do is noted in (their) books (of deeds) (52) Every matter, small and great, is on record (53)¹

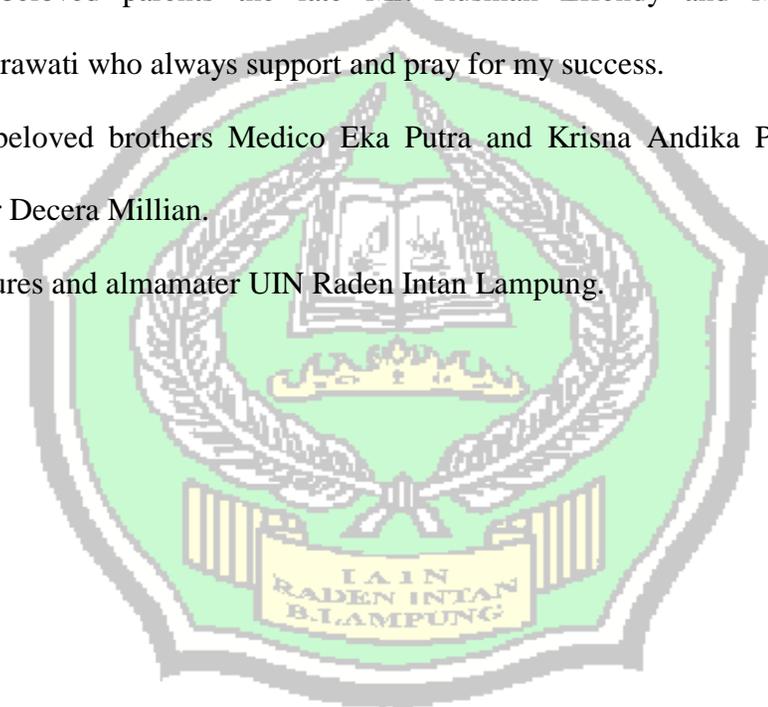


¹Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation* (New Delhi: Millat Book Centre), p. 590.

DEDICATION

Praise and gratitude to Allah the Almighty for this abundant blessing to me, and from my deep of heart and great love, this thesis is dedicated to:

1. My beloved parents the late Mr. Rusman Effendy and Ms. Dewi Samirawati who always support and pray for my success.
2. My beloved brothers Medico Eka Putra and Krisna Andika Putra, and sister Decera Millian.
3. Lectures and almamater UIN Raden Intan Lampung.



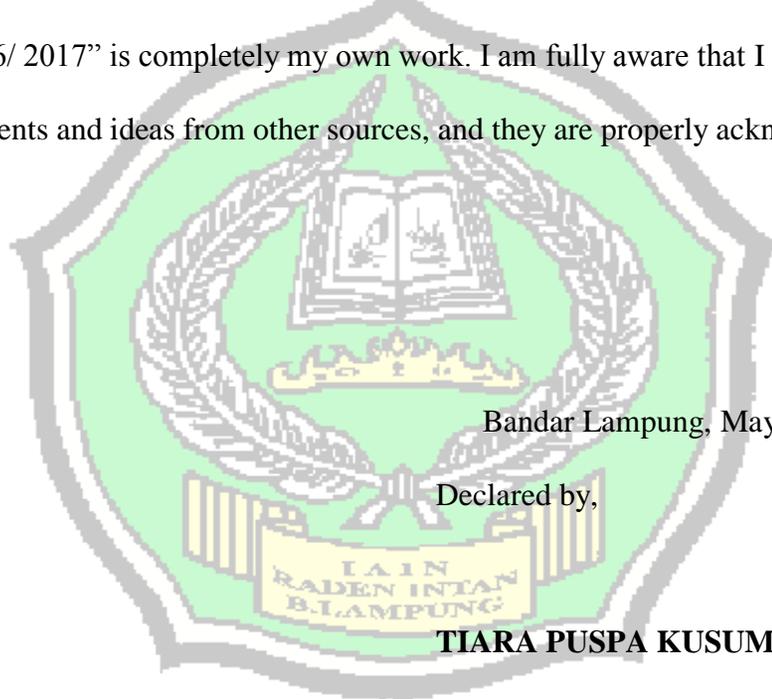
DECLARATION

Hereby, I state this thesis entitled “The Influence of Using Climbing Grammar Mountain Game Towards Students’ Simple Past Tense Mastery at the Second Semester of the Eighth Grade at MTs Negeri 1 Central Lampung in the Academic Year of 2016/ 2017” is completely my own work. I am fully aware that I have quoted some statements and ideas from other sources, and they are properly acknowledge in this thesis.

Bandar Lampung, May 16th, 2017.

Declared by,

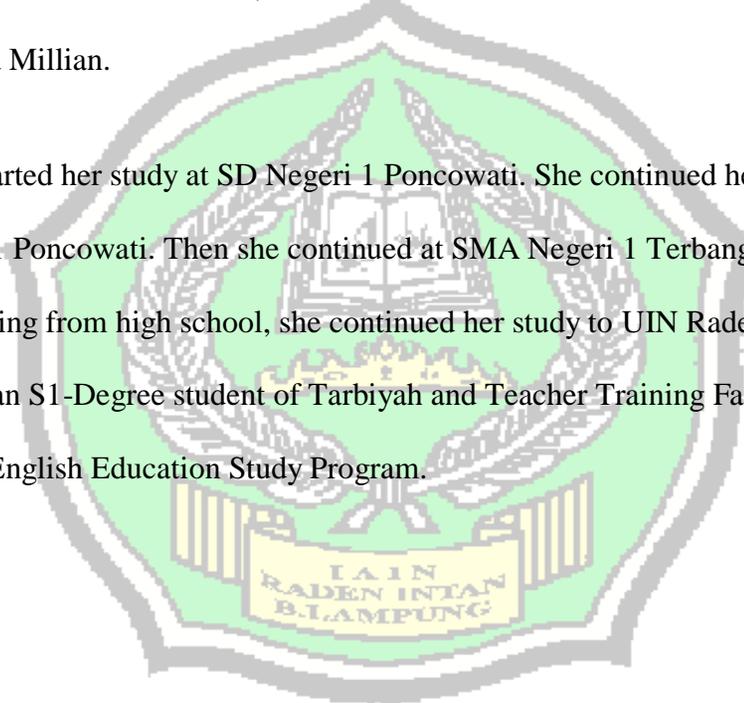
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CURRICULUM VITAE

The writer's name is Tiara Puspa Kusuma. She was born in Palembang on April 28th, 1993. She is the fourth child of four children of Mr. Rusman Effendy and Mrs. Dewi Samirawati. She has two brothers; Medico Eka Putra and Krisna andika Putra, and sister; Decera Millian.

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Praise be to Allah the Almighty for the blessing given to her during her study and for completing this final project. Besides, she is also grateful to many people for contributing their ideas and time given to her in completing this thesis entitled “The Influence of Climbing Grammar Mountain Game Towards Students’ Simple Past Tense Mastery at the Second Semester at the Eighth Grade of MTs Negeri 1 Central Lampung in the Academic Year of 2016/ 2017”. This thesis is presented to the English Education Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill students’ partial fulfillment of the requirement to obtain S1-Degree.

Then, the writer would like to thank the following people for their ideas, time, and guidance for this thesis:

1. The Dean of Tarbiyah and Teacher Training Faculty Dr. H. Chairul Anwar M. Pd, UIN Raden Intan Lampung with all staff who had given the writer opportunity to study until the end of this thesis composition.
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3. Mr. Bambang Irfani M. Pd the advisor who has giving guidance and help to finish this thesis.

4. Mr. Deri Herdawan M. Pd the co-advisor who has giving guidance and supervision to finish this thesis.
5. All lectures of English Education Department of UIN Raden Intan Lampung.
6. All writers' close friends of English Department of UIN Raden Intan Lampung.

Finally, none or nothing is perfect and neither is thesis. Any correction, comments, and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, May 16th, 2017.

The Writer,

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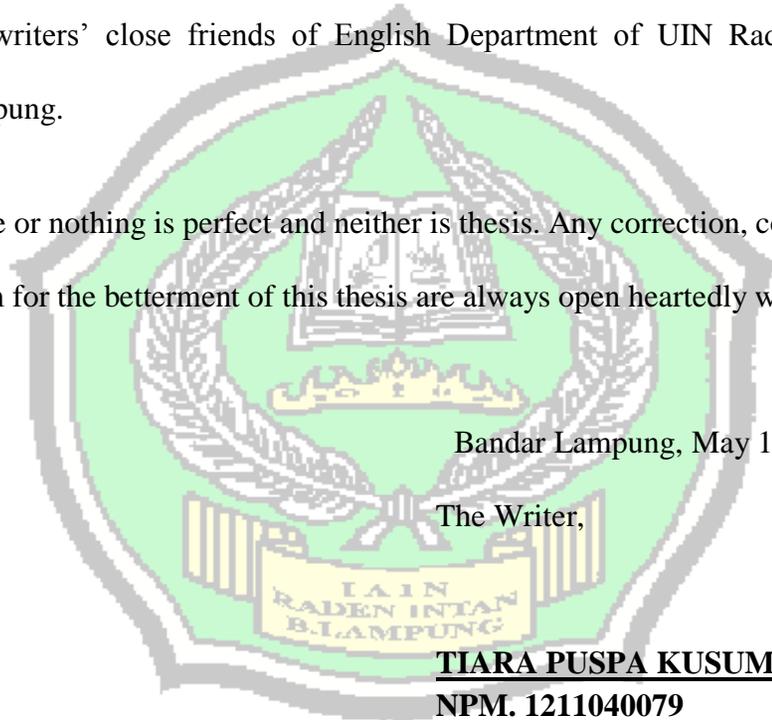


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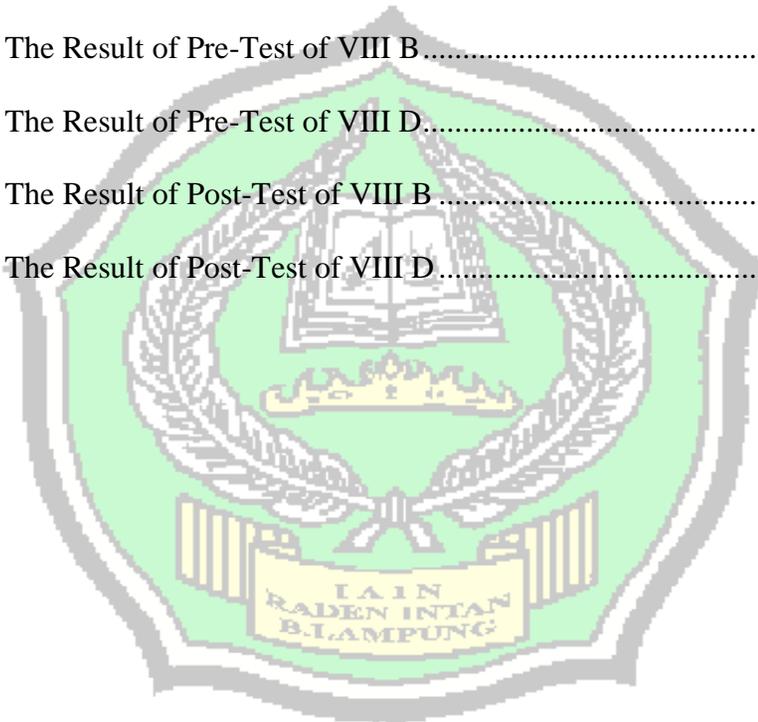


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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is important in human life, as human being, people use language to communicate with one and another. It is also used to deliver message or ideas from the speaker to the listener and from the writer to the reader. Without language it is impossible for people or everyone to join interaction each other in daily life or in learning something and also the human activities can not run well without language. Siahaan says, "Language is a set of rules, which is used as a tool of human communication".² It means that by the language people communicate with others will be easier. They can easily join interaction in daily life or in learning something. Without language it is impossible for everyone to gain knowledge, have interaction with others, or learn.

In Indonesia, English is a foreign language that is taught formally from junior high school through university levels as a compulsory subject. It is also taught at elementary school as local content. According to Harmer, English as a foreign language that is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in target language country.³ Although English is not used for communication in their daily

²Sanggam Siahaan, *Issues in Linguistics* (Yogyakarta: Graha Ilmu, 2008),p. 185.

³Jeremy Harmer, *How to Teach Writing*(Edinburgh Gate: Pearson Education Limited, 2004), p. 39.

lives, there are many people study English in formal or non formal, realizing that English is important for our education. English became one of requirements subjects that should be passed from the last national examination. It proves that English is important to be learnt.

All around the world, many people learn English because they think it will be useful in some ways for international communication. Such students of general English often do not have a particular reason for going to English class, but simply wish to learn to speak (read and write) the language effectively for wherever this may be useful for them. That is why, the purposes students have for learning will have an effect on what it is they want and need to learn and as a result will influence what they are taught.

In learning English, there are four English skills namely; listening, speaking, reading, and writing. While, language components include grammar, vocabulary, pronunciation and others. The four skills are bases of learning English and the English components are taught to support the four English skills.

Grammar is one of the components that must be mastered by the students to learn English. That is why, learning english grammar is very important to understand English easier. Harmer states that studying grammar means knowing how different

grammatical elements can be strung together to make chains of words.⁴ It means that grammar is important because of mastering grammar, the students will know how to arrange a phrase, a clause in a sentence, and help to communicate well.

Tense is one of grammatical rules to learn grammar because tense is important in grammar. According to Sam, tenses is one of important parts of structure in English, in teaching learning English the teacher should make the students understand about tenses which are used to make them able to make sentence because tense is a verb form that are used in certain time.⁵ Tense has sixteen parts, they are; simple present tense, present continuous tense, present perfect tense, present perfect continuous tense, simple past tense, past continuous tense, past perfect tense, past perfect continuous tense, simple future tense, future continuous tense, future perfect tense, future perfect continuous tense, past future tense, past future continuous tense, past future perfect tense and past future perfect continuous tense.

Every component of tense has different function, especially in simple past tense. It is impossible for the students to have a good mastery of English without good understanding of the use tenses. They have a lot of difficulties in expressing ideas or mastering the language skills if they have problems with the learning material especially tenses. Thus, the English curriculum for junior high school students especially at the second semester of the eighth grade contain the material of use of

⁴Jeremy Harmer, *The Practice of English Language Teaching*(Edinburgh Gate: Longman, 2007), p. 32.

⁵A. Susanto Mahfan Sam, *Complete English Grammar* (Jakarta: Sandro Jaya, 2005), p. 152.

tenses. It means that junior high school students are expected to master the use of tenses.

Based on preliminary research through interviewing Mr. Tugiman as English teacher of the eighth grade at MTs Negeri 1 Central Lampung, the students have difficulty in learning simple past tense.⁶The students were still confuse in using simple past tense coorectly in form of verbal and nominal sentence in positive, negative, interrogative, time signals and when the regular and irregular verb was used. When the writer asked some of the students, they said that English was hard to learn. It causes the students' score was still low.

Table. 1
The Students' Test Score at the Eighth Grade of MTs Negeri 1 Central Lampung in Academic Year 2016/ 2017

No.	Score	Class						Total	Percentage
		VIII A	VIII B	VIII C	VIII D	VIII E	VIII F		
1.	< 73	18	13	16	12	12	8	145	65%
2.	≥ 73	22	24	25	25	24	25	79	35%
Total		40	37	41	37	36	33	224	100%

Source: The data of documentation of the Eighth Grade of MTS Negeri 1 Central Lampung in Academic Year of 2016/ 2017

Based on the table above, it can be known that achievement of grammar especially in simple past tense from students in MTs Negeri 1 Central Lampung was still optimal yet, there were 79 or 35% students that qualified from the KKM (Kriteria Ketuntasan

⁶Tugiman, *An Interview with the Writer*, MTs Negeri 1 Central Lampung, Terbanggi Besar, June 3rd, 2016.

Minimum) score while 65% of them not yet complete. The KKM score is 73. That is why, 145 students had difficulty in learning simple past tense correctly.

According to the students also, it happens because the teacher did not use effective and interesting technique to teach simple past tense. Their teacher always use drill technique in teaching English as a basis in teaching.⁷ Consequently, the students got bored and had difficulties to understand it. In this case, the writer interested to increase students' grammar especially in simple past tense mastery by using game to learn grammar.

The purpose of using game is to make the students easy to understand the material. By using games the students were expected to be able to work cooperatively with other friends. Playing games enable the objective achievement through experience in a pleasant, informal, and relaxe atmosphere. This condition was very helpful to motivate and support the students, so that they could understood the material and their score was increase.

One of game that can be applied in classroom is Climbing Grammar Mountain Game. According to Gunn and McCallum, Climbing Grammar Mountain Game helps improve the students' understanding of grammatical usage and helps the students

⁷Imam, Siti, and Ilham, *An Interview with the Writer*, MTs Negeri 1 Central Lampung, Terbanggi Besar, June, 3th 2016.

learn from others through peer review, team work, and group discussion.⁸ Based on Kartiana and Sunaryo research that the use of climbing grammar mountain game brings many advantages in classroom. It can make the students more attractive to find grammatical feature in the text, it can build they embittered to play the game.⁹ It means that Climbing Grammar Mountain Game focuses the students' attention on grammatical usage and sentence construction.

Based on the background above the writer was interested in conducting a research about the students in learning grammar especially simple past tense, and this research is entitled: "The Influence of Using Climbing Grammar Mountain Game towards Students' Simple Past Tense Mastery at the Second Semester of the Eighth Grade at MTs Negeri 1 Central Lampung in Academic Year of 2016/ 2017.

B. Identification of the Problem

Based on the background of the problem, the writer identified the problems are as follows:

1. The students had difficulty in learning simple past tense, because the students still confuse in using simple past tense corectly in form of verbal and nominal sentence in positive, negative, interrogative and time signals..

⁸Cindy Gunn, Ann McCallum, *Climbing Grammar Mountain Game: An Interactice Learning Experience* (Washington DC: ET Publisher, 2005), p. 41.

⁹Mei Kartina, Drs. Sunaryo, *Journal of Using Climbing Grammar Mountain Game to Assess Students Grammar Ability in Senior High School*, (Padang: Universitas Negeri Padang, 2014), p. 6.

2. The students' motivation in learning simple past tense is still low, they assumed English was hard to learn.
3. The teacher did not use effective and interesting technique to teach simple past tense.

C. Limitation of the Problem

Based on the identification above, the writer focused on the influence of using climbing grammar mountain game towards students' simple past tense mastery.

D. Formulation of the Problem

The writer formulate the problem as follows: Is there a significant influence of using climbing grammar mountain game towards students' simple past tense mastery?

E. Objectives of the Research

Based on formulation of the problem, the objective of the research was:

to know whether there is a significant influence of using climbing grammar mountain game towards students' simple past tense mastery.

F. Use of the Research

1. To give information on the research about the influence of the use of climbing grammar mountain game towards students' simple past tense mastery.
2. To motivate the students at the eighth grade of MTs Negeri 1 Central Lampung in studying English grammar, especially in simple past tense.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students at the first semester at the eighth grade students of MTs Negeri 1 Central Lampung.

2. Object of the Research

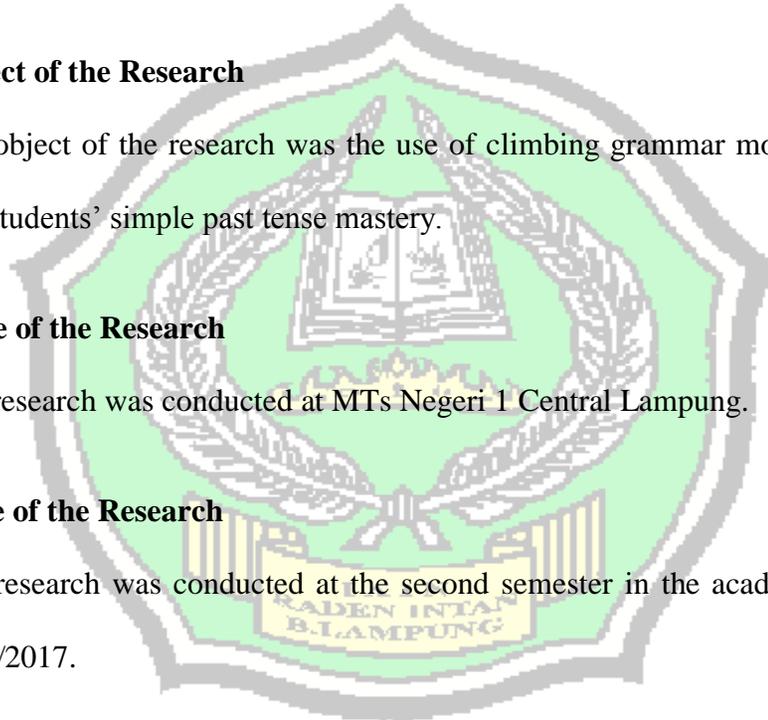
The object of the research was the use of climbing grammar mountain game and students' simple past tense mastery.

3. Place of the Research

The research was conducted at MTs Negeri 1 Central Lampung.

4. Time of the Research

The research was conducted at the second semester in the academic year of 2016/2017.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theory

1. Teaching English as a Foreign Language

Teaching is the systematic activity includes many complements. Every component cannot be separated, but it has to be run together dependently and continually. In addition, teaching is guiding and facilitating learning, enabling the learners learn will determine our philosophy of education, teaching style, approach, methods, games and classroom technique. According to Harmer, teaching means to give knowledge or to instruct or train someone.¹⁰ It means that to show somebody how to do something or to change somebody's ideas.

The nature of language means that the characteristics of language and the language of the learners in particular. The nature of the language is included the characteristics of learners for instance their age, their interested of their cultural background and their previous knowledge about the language they are learning. The aim of instructional, for instance, is to decide what skill the learners are able to do at the end of instructions. It means that foreign language has different characteristics from mother tongue, so learning foreign language is not as simple as we think. It takes long time and much practice.

¹⁰Jeremy Harmer, *How to Teach Writing*(Edinburgh Gate: Pearson Education Limited, 2004), p. 56.

Teaching English as a foreign language means that English is used by the people not as their mother tongue or their native language. In Indonesia, English is taught as the foreign language. English has been taught to the students from elementary school up to the university. As a foreign language, English is not only used for daily communication. Since it is taught in school as one of the compulsory subjects, English becomes a need that must be mastered.

Setiyadi states that English is really a foreign language for language learners in Indonesia.¹¹ It means that in Indonesia, English is just learn at school as a compulsory subject. Students seldom use English in the society, because they usually use a language based on their mother tongue.

According to Wilkins, “Foreign Language” is one in which the target language is not the mother tongue of any groups within the country where it is being learned and has not any internal communication either.¹² It means that the students how learn English as a foreign language have a little opportunity to practice the language in real communication.

Maxom states that, the aim of TEFL is to produce students who can speak the language almost as well as you can, at the most. As soon as the students feel confident that they can use English for whether purposes they need,they often get on

¹¹Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 32.

¹²D. A. Wilkins, *Linguistics in Language Teaching* (London: Edward Arnold Publisher, 1980), p. 7

with their live.¹³It can be said that basically the purpose of TEFL is students can feel confident that they can use English for whatever purposes they need and wherever they use it.

In addition Murcia states that the goal of teaching a second or foreign language would be to gain the ability to communicate in target language that is in language learners.¹⁴ In other words, in teaching English as a foreign language, a teacher should be able to make his or her students use the language in communication.

From the statement above, English as a International language has a big influence in human life. By language we can communicate and interact with other people from different countries in the world. In Indonesia, English as a foreign language should be learned by the students.

2. Simple Past Tense

a. Concept of Grammar

Grammar is one of the skills that must be mastered by the students to learn English. Because the grammatical rules of Indonesian language are different from English. That is why, learning English grammar is very important to understand English teacher. Brown says that grammar is the system of rules governing the conventional

¹³Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (Southern Gate: John Wiley & Sons Ltd, 2009), p. 20.

¹⁴Marianne Celce Murcia, *Teaching English as a Second or Foreign Language* (Massachussets: House Publishing Company. Inc, 1978), p. 3.

arrangement and relationship of words in sentences.¹⁵ Thornbury states that grammar is partly the study of what forms (or structure) are possible in language, thus a grammar is a description of the rules that govern how language's sentences are formed.¹⁶ While, Harmer states that grammar is not just concerned with syntax, however. The way words are formed and can change their form in order to express different meanings, is also at the heart of grammatical knowledge.¹⁷ Based on three statements above, the writer assumes that by mastering grammar can help the students to complete sentences correctly.

Grammar is also called as organization words that combination into sentences to express thought and feeling or to express the idea in written. In teaching English as a foreign language, the students need to master grammar because by mastering grammar students will be able to speak and write English correctly, it is fact that different countries have different languages and every language has system which is called grammar.

Grammar is important because it is the language that makes it possible to talk about language. People associate grammar with errors and correctness. But knowing about grammar also help to understand what about make a sentence, paragraphs clear, interesting and precise. It means that grammar is a study about pattern or rule to make

¹⁵H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*(San Fransisco: Longman, 2000), p. 362.

¹⁶Scott Thornbury, *How to Teach Grammar*(Edinburgh Gate:Pearson Education Limited, 1999), p. 1.

¹⁷Jeremy Harmer, *Op. Cit.* p. 32.

a good sentence. With grammar mastery the students will be able to construct some words to be new sentences or utterances easily.

b. Concept of Tense

Tense is one of important parts of structure in English. Commonly, people think that tenses are the same as time. Wishon states that, "Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tenses in actual usage refers consistently only to grammatical form. Often tense and time do not correspond at all."¹⁸ Richards states that, "Tense is the relationship between the form of the verb and time of the action or states it describes."¹⁹ It means that tense has a relation of the time.

Tense divided into four major parts; present, past, future and past future. In every it major parts of tense also has four subdivided. Present tense has four, namely; simple present tense, present continuous tense, present perfect tense and present perfect continuous tense. past; simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. It the same thing with future and past future. It means that tense has sixteen tenses. See at figure. 1.

¹⁸George E. Wishon, Julia M. Burks, *Let's Write English* (New York: Litton Education, 1980), p.192.

¹⁹Jack. C Richards, Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistics* (3rd Ed) (Edinburgh Gate: Pearson Education Limited, 2002),p. 590.

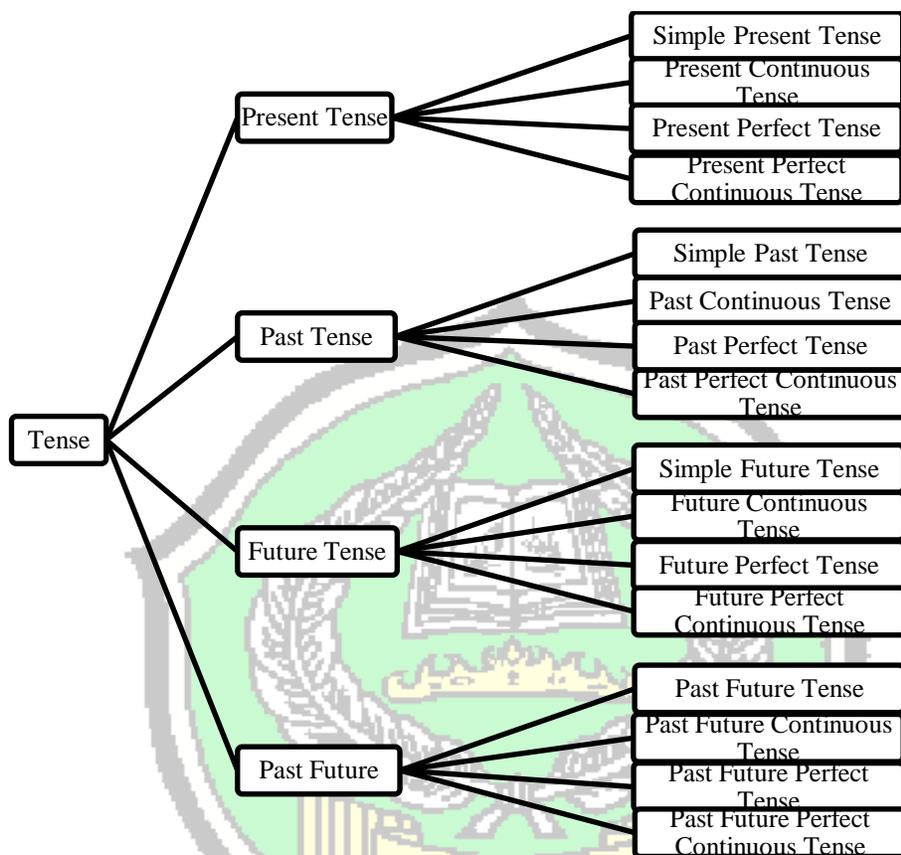


Figure 1.
Classification of Tense.²⁰

Every component of tense has different function in time. It is impossible for the students to have a good mastery of English without good understanding of the use tenses. So, in this research the writer interested to identify simple past tense because the English curriculum for junior high school students especially at the first semester of the eighth grade contain the material of use of tenses. It means that junior high school students are expected to master the use of tenses.

²⁰Jhon S. Hartanto, *English Grammar* (Indah Surabaya: Surabaya, 2003), p. 248.

c. Concept of Simple Past Tense

Simple Past Tense is used to indicate completed in the past without indicating any connection with the present. Azar states that simple past tense is an activity or situation began and ended at a particular time in the past.²¹ Beside that according to George, simple past tense is used to report a state or activity which can be ascribed to a definite past time.²² Simple past tense also called the simple past, is used for past actions that happened either at specific time, which can either be given by a time phrase (yesterday, last year, etc) or understood from the context.²³ It means that simple past tense is used to express the idea that happens, activity or event in the past time

In simple past tense, we must use the specific verb. Verb in the past time also called Verb-2, the transformation of Present. The verb of simple past tense divided into two parts, are regular and irregular verb.²⁴ So, simple past tense also has the specific verb and has two categories of verb are; regular and irregular verb.

²¹Betty Azar Schramper, *Understanding and Using English Grammar* (New Jersey: Practice Hall Regents, 1989), p. 24.

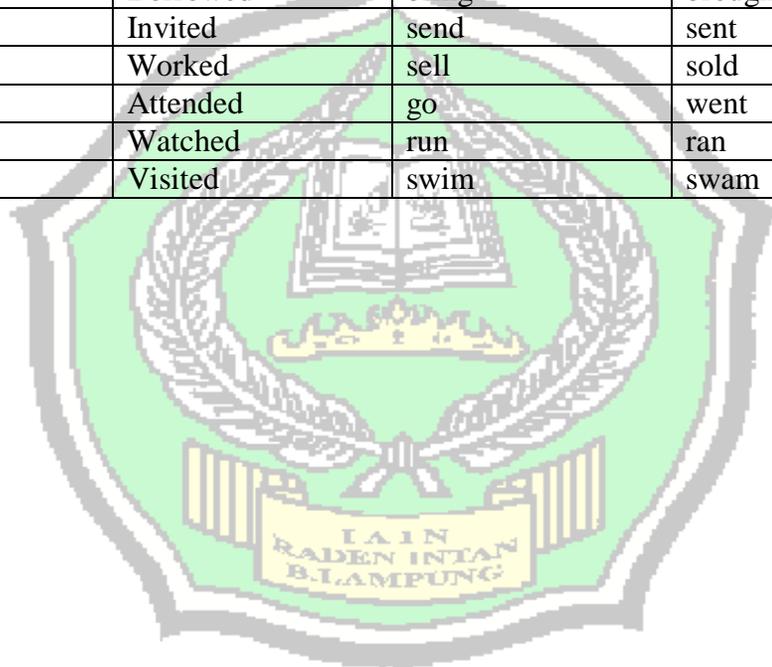
²²George E. Wishon, Julia M. Burks, *Op.Cit*, p. 195.

²³<http://www.usingenglish.com/glossary/simple-past.html#zbL1AatdJq5hm2L.99>

²⁴Pardiyono, *Bahasa Inggris 16 Tenses* (Yogyakarta: Andi Publisher, 2007), p. 59.

Table 2.
Regular and Irregular Verb

Regular Verbs		Irregular Verbs	
study	Studied	come	came
Play	Played	take	took
Help	Helped	write	wrote
cook	Cooked	buy	bought
borrow	Borrowed	bring	brought
invite	Invited	send	sent
work	Worked	sell	sold
attend	Attended	go	went
watch	Watched	run	ran
visit	Visited	swim	swam



a. Verbal Sentence

- **Positive Form:**

Formula : **Subject + Verb 2 + Object**²⁷

Example:

1. They watched television yesterday evening
2. This morning I cleaned my teeth
3. Caroline went to the cinema three times last week.²⁸

- **Negative Form**

Formula : **Subject + did + not + Verb 1 + Object**²⁹

Example:

1. I did not watch television yesterday
2. Maria did not do anything a few minutes ago
3. They did not invite her to the party.³⁰

²⁷Raymond Murphy, *Essential Grammar in Use* (2nd Ed) (London: Cambridge University Press, 2001), p. 32.

²⁸*Ibid*, p. 30

²⁹*Ibid*, p. 32.

- **Interrogative Form**

Formula : **Did + Subject + Verb 1 + Object ?**³¹

Example:

1. Did she go away last week?
2. Did you do the shopping? No, I didn't have time
3. Did you see Joe yesterday? Yes, I did.³²

b. Nominal Sentence

- **Positive Form**

Formula : **Subject + Was/ Were + Noun/ Adjective/ Adverb**³³

Example:

1. I was tired last night
2. The weather was good last week

³⁰*Ibid*

³¹*Ibid*

³²*Ibid*

³³*Ibid*, p. 28.

3. Last year Rachel and Mita were 22 years old.³⁴

- **Negative Form**

Formula : **Subject + Was/ Were + Not + Noun/ Adjective/ Adverb**³⁵

Example:

1. They were not here last sunday
2. The hotel was not expensive
3. They were not be able to come because they were so busy.³⁶

- **Interrogative Form**

Formula : **Was/ Were + Subject + Noun/ Adjective/ Adverb?**³⁷

Example:

1. Were you late? No, I wasn't
2. Was Ted at work yesterday? Yes, he was
3. Were Sue and Steve at the party? No, They weren't.³⁸

³⁴*Ibid*

³⁵*Ibid*

³⁶*Ibid*

³⁷*Ibid*

³⁸*Ibid*

d. Concept of Simple Past Tense Mastery

Mastery is a complete or the state of having control over something superiority in competition, victory eminent, or through knowledge. In addition, Flexner in the random house dictionary of the English language says that “mastery deals with command, grasp, as of a subject.³⁹ It means that mastery is a complete of having control over something superiority in through knowledge of a subject. According to Messer mastery is the broad knowledge and skill is understanding the world of physical objects.⁴⁰ It can be concluded that mastery is have a broad competence of knowledge in understanding the objects.

According to Wishon, past tense is used to report a state or activity which can be ascribed to a definite past time.⁴¹ Past tense is used to talk about activities or situations that began and ended at a particular time in the past.⁴² Simple past tense has time expression, and two categories of verb, namely; Regular Verb and Irregular Verb. To be (was, were) followed by adjective, adverb or noun. In form of negative, we need to use auxiliary verb *didn't*. To make interrogative sentence, auxiliary *did*, *was*, *were* is in front of the sentence, while the Verb 2 is formed to Verb 1.⁴³ It means

³⁹Marta Dinata, *The Correlation between Students' Vocabulary Mastery towards Their Translation Ability*, at the Eleventh Grade SMAN 7 Bandar Lampung in the Academic Year of 2010/2011 (IAIN Raden Intan Lampung, Bandar Lampung, 2010), A Thesis, p. 9.

⁴⁰David J. Messer, *Mastery Motivation in Early Childhood* (London: Routledge, 2003), p. 230.

⁴¹George E. Wishon, Julia M. Burks, *Let's Write English* (North York: Van Nostrand Reinhold Ltd, 1980), p. 195.

⁴²Betty Scramper Azar, *Fundamentals of English Grammar* (3rd Ed) (Englewood Cliffs: Pearson Educated, 2003), p. 32.

⁴³Pardiyono, *Op. Cit*, pp. 62-63.

that past tense is used to tell the situation or activities at the past time and also has the specific criteria.

From the explanation above, it can be concluded that simple past tense mastery is the competence of knowledge in understanding of a tense used to talk the situation or activities at the past time in form of verbal and nominal sentence in positive, negative, interrogative and its' particular time signals.

3. Climbing Grammar Mountain Game

a. Concept of Game

Games help and encourage many learners in sustaining their interest and work. By using game the students will be feel enjoy, happy and relax in following the lesson. Game is a structural activity that can be used in teaching learning activity and in the game it is not only to get fun but there also a goal and structure. By conducting games, teachers can create more useful and meaningful situations for understanding the languages. In conducting language games, both teachers and learners have critical roles to make it understandable and applicable. Games can be useful for teachers as well in their educational aspects.

Hadfield says that a game is an activity with rules, a goal and an element of fun. There are two kinds of game: Competitive game in which players or team race to be the first to reach the goal, and Cooperative games, in which players or teams work

together towards a common goal.⁴⁴ According to Agoestyowati “learning a new language should be fun, interactive and exciting. The use of games in a learning environment will not only change the dynamic of the class, but also rejuvenate students and help the brain to learn more effectively.”⁴⁵ Agoestyowati adds game allow the students to work co-operatively, compete with each other, strategize, think in different way, compare and share knowledge, learn from other, learn from mistakes, work in a less stressful and more productive environment and allow students to have fun.

Based on the definitions above, it can beconcluded that one element necessary for succesful teaching and learning in class is engage. Game is an activity with rules, a goal, and an element of fun. Game can stimulate the students to learn English better, particullary structure and grammar.

b. Concept of Climbing Grammar Mountain Game

Gunn and McCallum introduce new game in teaching grammar namely Climbing Grammar Mountain Game. Climbing Grammar Mountain Game is an easy game that is prepared and adapted to unique needs of different classrooms.

Climbing Grammar Mountain Game is a game that provides a way to address grammatical usage and sentence construction in such a way that the target structure is

⁴⁴Jill Hadfield, *Intermediet Vocabulary Games* (Edinburgh Gate: Pearson Education Limited, 1999), p. 4.

⁴⁵Redjeki Agoestyowati, *102 English Games (for A to Z)* (Jakarta: PT. Gramedia Pustaka utama, 2007), p. 8.

being reviewed and reinforced in an interesting and engaging manner.⁴⁶ The students gain satisfaction and confidence by putting to use what they have studied.

Climbing Grammar Mountain Game helps the students to learn from other through such activities such as team work. By using this technique, students had to learn, review, and analyze the grammar structures in group in order all the members of group are able to understand and comprehend the role.⁴⁷ It means that, Game “Climbing Grammar Mountain” can be used as a reinforcing technique.

From the explanation above, it can be concluded that climbing grammar mountain game is a game to help the students to provide the grammatical usage and sentence construction through review, and analyze the grammar structures in group with interesting and engaging manner, so all of the students in group are able to understand.

c. Procedure of Climbing Grammar Mountain Game

1. Draw 4 vertical climbing lines on the board or on a overhead transparency.

Leave space on the bottom of the transparency to show one sentence at a time

⁴⁶Cindy Gunn, Ann McCallum, *Climbing Grammar Mountain Game: An Interactive Learning Experience* (Washington DC: ET Publisher, 2005), p. 41.

⁴⁷Dian Arista, Sudarsono, and Surmiyati, *Journal of Climbing Grammar Mountain Game as a Reinforcing Technique in Teaching expressing Daily Activities* (Pontianak: Tanjungpura University), p. 2.

100		100		100		100	
90		90		90		90	
80		80		80		80	
70		70		70		70	
60		60		60		60	
50		50		50		50	
40		40		40		40	
30		30		30		30	
20		20		20		20	
10		10		10		10	
0		0		0		0	
Team 1		Team 2		Team 3		Team 4	

Figure 2.
Scoring of Climbing Grammar Mountain Game

2. Ask the students to get into teams of four or five people depending on how many students are in the class. Have the students choose a name for their team
3. Start by playing a practice round of the game
4. Provide the whole class with a correct sentence that is fairly easy to identify as correct. Ask each team how many vertical feet (up to a maximum of 20) they are willing to award to it. Show how you would move a player up the mountain by that many vertical feet
5. Next, provide a sentence that is incorrect. If students award any vertical distance to it, they must go back down the mountain that many feet. If students recognize the sentence as incorrect and do not wager any vertical feet on it, they can stay where they are. Allow them a chance to correct the sentence for five bonus points

6. After the practice round, begin the actual play, using the sentences you prepared
7. Draw one sentence at a time
8. Show the first team one of sentence and have them make their play. If the sentence is incorrect, give the playing team the first chance to correct the sentence for 5 bonus feet. If that team cannot correct the sentence, open it up to the rest of the class and give the answering team an extra 5 bonus feet
9. Then, move on to the next team, drawing a new sentence
10. The game continues until you have used all.⁴⁸

d. Procedure of Teaching Simple Past Tense by Using Climbing Grammar Mountain Game

1. Draw 4 vertical climbing lines on the whiteboard. See at figure 2
2. Teacher divides the students into 4 groups consists of 5 or 6 depending on how many students are inthe class. Then, the teacher arrange the group on the side of classroom, it's suppose to each of group to become careful with other group

⁴⁸Cindy Gunn, Ann McCallum, *Op, Cit*, p. 40.

3. Provide the whole class with some correct and incorrect sentences in simple past tense that is easy to identify
4. Before starting the game, teacher give 10 point to each group.
Start by playing the game
5. Ask each team how many vertical feet they are willing to award it (maximum 20)
6. If the students can not recognize the sentence as correct or incorrect, they must go back down the mountain that many feet. If the students recognize the sentence as correct or incorrect, they can stay where they are.
7. If that team can not correct the sentence, give the chance to other team to correct the sentence for 5 bonus points.

e. The Advantages and Disadvantages of Using Climbing Grammar Mountain Game

The advantages of playing climbing grammar mountain game are:

1. It encourages students' motivation in learning grammar.
2. It can increase students' enthusiastic. Since it is competitive game, students will work hard to find the right answer in order to win the game.
3. The students' competence in using simple past can be increased since in playing the game.
4. It overcomes students' boredom in learning grammar because students' like something enjoyable and fun.

5. Increase positive feelings and improve self-confidence because learners do not afraid of punishment or criticism while practicing the target language freely.

The Disadvantages of Playing Climbing Grammar Mountain Game are:

1. The class will be noisy. Considering that climbing grammar mountain game, students are given a competition. They who will win or lose remain unanswered until the game is over. Their enthusiasm of it that makes the class noisy.
2. It takes long time. Since it is a game, it takes a long times because the instruction is too much and there are a lot of students that should be controlled.
3. Since there are many groups in the class. It will be difficult for teacher to measure the students one by one.⁴⁹

4. Drill Technique

a. Concept of Transformation Drill Technique

Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio-lingual method approaches to language teaching, which placed emphasis on repeating structural patterns through oral practice. Harmers states that drilling is mechanical ways if getting students to demonstrate and practice

⁴⁹Indah Safitri, The Use of Climbing Grammar Mountain to Improve Students' Skill in Past Tense, An Experimenta Study of the Eighth Grade Students of MTs Yaspia Ngroto Gubug Grobogan inthe Academic Year of 2015/ 2016, (IAIN Salatiga, Salatiga, 2015), A Thesis, pp. 40-41.

their ability to use specific language items in a controlled manner.⁵⁰ Drilling is a technique that is still used by many teachers when introducing new language items to their students.

Drills have several kinds, in this research the teacher uses transformation drill to teach grammar especially in simple past tense. Transformation drills can provide students with a small degree of creativity and cognitive effort.

b. Procedure of Teaching Simple Past Tense by Using Transformation Drill Technique

The teacher uses transformation drill in teaching simple past tense, transformation drill is a kind of drill technique.

1. The teacher gives explanation kind of sentence pattern of simple past tense in positive, negative, and interrogative sentence in form of verbal or nominal sentence
2. Students are asked to transform the simple present tense into simple past tense sentence
3. And then, ask the students to change into negative and interrogative sentence.⁵¹

Example:

Teacher: Tina eats noodle

Students: Tina ate noodle just now

⁵⁰Jeremy Harmer, *Op. Cit*, p. 123

⁵¹Diane Larsen, Freeman, *Technique and Principle in Language Teaching* (New York: Oxford University Press, 2000), p. 49.

Students: Tina didn't eat noodle just now

Did Tina eat noodle just now?

c. Advantages and Disadvantages of Drill Technique

The Advantages of Drill Technique are;

1. The teacher can encourage the students to concentrate on difficulties, because all of the student's thought or feel, must only focus on the material or subject that are being trained
2. Develop student's mind
3. Pattern practice helps the students to form habits which enable the students to use the pattern.⁵²

Based on the explanation above, it can be concluded that process teaching learning of drill technique only focus on the material. So, all of the students only focus on the subject that are being trained.

The Disadvantages of Drill Technique are;

1. It makes the students feel lazy to study
2. This is not very creative
3. The more exercises which given, it will make the students feel hate to the teacher or to the material.
4. It makes the students bored and unsatisfying.⁵³

⁵²Jack C. Richards and Theodore S. Rodgers, *Op. Cit*, p. 127.

Based on the explanation above, it can be concluded that the students will get easy bored and lazy to study because all of the students must only focus on the material.

B. Frame of Thinking

A game can motivate the students. Teaching through a game can be contextual and meaningful. Game also advantageous in the process of learning and teaching. It can make the students pay attention from on specific structure, grammar patterns and vocabulary item. It involves participation from both slow and fast learners, and suits the age of the individuals and the levels of language skills.

Climbing Grammar Mountain Game is a game to teach grammar. Climbing grammar mountain game focuses the students' attention on grammatical usage and sentence construction. So, by using this game the students can analyze a sentence as a good sentence or not and make a sentence in the simple past tense well. Besides that, this game provides a way to address an interesting and engaging manner.

The writer thinks that the teacher should motivate and help the students increase their simple past tense in their learning English process. It means that climbing grammar mountain game is one of techniques in learning and teaching English that can improve students' understanding of the fundamentals of effective written communication, especially grammatical usage, sentence construction, paragraphing, and essay development. Climbing grammar mountain game also can help the

⁵³Syakur, *Op. Cit.*, pp. 33-34.

students learn from others through such activities as peer review, team work and group discussion to easily the students learn grammar.

The students have chance to explore their mastery about simple past tense. Through the use of an interactive, student-centered game activity, students may internalize the structures of grammar so critical for effective written and spoken communication. This game creates an atmosphere of learning, becomes fun for the students, as well as easily applied in the classroom. In addition game also stresses the cooperation group which can build up a good behavior such as, helping each other, tolerance and mutual respect among the students. Therefore, the writer assumes that climbing grammar mountain game can help the students and can increase students' grammar mastery especially in simple past tense.

C. Hypothesis

Based on theories and the frame of thinking, the writer formulated the hypotheses of as follows:

H_0 = There is no significant influence of using climbing grammar mountain game towards students' simple past tense mastery.

H_a = There is a significant influence of using climbing grammar mountain game towards students' simple past tense mastery.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the writer used experimental design. According to Setiyadi, experimental design intended to find the relation of variables in valid which can be used to search the conclusion in general.⁵⁴ Then, experimental has three types they are; 1) pre-experimental design, this section presents two designs that have been as pre-experimental because they provide little or no control of extraneous variable. Unfortunately one finds that design are still used in educational research. 2) True experimental, Setiyadi states that true experimental method has three basic characteristic; a) a control group (or group) is present, b) both of the subject are chosen by random, c) initial test is given to see the capabilities of the two groups. 3) Quasi experimental design includes assignment, but not random assignment of participant to group.

From the statements above, the writer used quasi experimental research design to know the influence of using climbing grammar mountain game towards students' simple past tense mastery. This design used because if the writer randomly assigns the students to classes, it would disturb classroom learning. Therefore, when randomized designs are not feasible, the writer must use of quasi experimental design.

⁵⁴Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p. 125.

In this research, the writer used two classes, one as experimental class that was given treatment by using climbing grammar mountain game and the other one as a control class that was taught by using drill technique.

The design is illustrate as follows:

Table. 3
Randomized Subjects Pre-Test Post-Test Control Group Design

Group	Pre-Test	Independent Variable	Post-Test
E	Y_1	X	Y_2
C	Y_1	O	Y_2

Adapted from Donald Ary

Notes:

E : The first group (experimental class)

C : The second group (control class)

Y_1 : Pre-Test

Y_2 : Post-Test

X : Treatments by using Climbing Grammar Mountain game

O : Treatments by using Drill Technique.⁵⁵

⁵⁵Donald Ary, Lucy Chanser Jacob, and Cris Sorensen, *Introduction to Research in Education* (8th Ed), (Wadsworth: Cengage Learning, 2006), p. 316.

B. Variable of the Research

In this research, there are two variables, namely:

1. The independent variable of the research is using climbing grammar mountain game (X).
2. The dependent variable is students' simple past tense mastery (Y).

C. Operational Definition of the Variable

The operational definition of variable is to describe the characteristics of the variable that is investigated, as follows:

1. Independent Variable (X)

Climbing Grammar Mountain Game is a game to help the students to provide the grammatical usage and sentence construction through review, and analyze the grammar structures in group with interesting and engaging manner, so all of the students in group are able to understand.

2. Dependent Variable (Y)

Simple Past Tense Mastery is the competence of knowledge in understanding of a tense used to talk the situation or activities at the past time in form of verbal and nominal sentence in positive, negative, interrogative and the particular time signals.

D. The Population, Sample and Sampling Technique

1. Population of the Research

According to Arikunto, population is all research subjects.⁵⁶ It is supposed by Bambang Setiyadi who states that all individuals which can be the target in research are called population.⁵⁷ Thus, the population in this research is all the students at the eighth grade of MTs Negeri 1 Central Lampung in 2016/2017. The total number of the students are 224 students that consist of six class.

Table. 4
The Total Numbers of the Students at the Eighth Grade of MTs Negeri 1
Central Lampung in the Academic Year of 2016/ 2017

NO	Class	Gender		Total
		Male	Female	
1	VIII A	11	29	40
2	VIII B	17	20	37
3	VIII C	15	26	41
4	VIII D	18	19	37
5	VIII E	21	15	36
6	VIII F	17	16	33
Total		99	125	224

Source: The data of documentation of the Eighth Grade of MTS Negeri 1 Lampung Tengah in academic year of 2016/ 2017

⁵⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta,1993), p. 102.

⁵⁷Ag. Bambang Setiyadi, *Op. Cit*, p. 38.

2. Sample of the Research

According to Arikunto, sample is several or representation of population research.⁵⁸

The samples of this research are two classes. One as experimental class which the students was taught by using climbing grammar mountain game, another class as control class, which the students was taught by using drill technique. In this research the writer used two classes, they are VIII B as the experimental class consisting of 37 students and VIII D as the control class consisting 37 students.

3. Sampling Technique

In conducting this research, the writer took sample from the population of the research by using *cluster random technique* because the population is in group and considered homogenous.⁵⁹ Therefore, Umar states that the way to take in cluster random sampling one of which is lottery way, that is give the number of all members of the population, then randomly selected numbers according to a lot of the number of sample is needed.⁶⁰ Steps in determining the experimental class and control class as follows:

- a. The first, the writer provided six pieces of paper, eachpieces of paper contains the name of classes, took papers into glass and then the writer shaked the glass.

⁵⁸Sugiyono, *Metode Penelitian Pendekatan Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2010), p. 104.

⁵⁹Suharsimi Arikunto, *Op. Cit*, p. 177.

⁶⁰Husein Umar, *Metode Penelitian Untuk skripsi dan Thesis* (Jakarta: Rajawali Press, 2011), p. 79.

- b. The second, the writer took one of the pieces, the first piece taken as experimental class, then the writer took it back into glass.
- c. The third, the writer took another piece, the second piece is as the control class of this research.

E. Data Collecting Technique

In collecting the data, the writer used test as a instrument in collecting the data. The test consists of pre-test and post-test. the test used to know the students' ability in their simple past tense mastery. In this research the writer used the data:

1. Pre – test

Pre-test was done to know the students' simple past tense mastery before the treatments. The test was given to the students. Students have to answer the question and the writer got score. The scoring based on the correct answer. The result of the test was written in the scoring column on the paper.

2. Post – test

Post-test was done to know the students' simple past tense mastery after they taught by using climbing grammar mountain game. The system and the difficult of post-test is the same as the pre-test, because both of them was used to measure the students' simple past tense mastery by using climbing grammar mountain game in order to know whether there is significant influence of the use climbing grammar mountain game towards students' simple past tense mastery or not.

F. Instrument of the Research

In this research, the instrument was test. According to Arikunto, instrument is a tool that used in collecting the data.⁶¹ The test of pre-test and post-test is consisted of 50 items for pre-test and post-test before validity, the research was multiple choice test with 4 options a, b, c, and d. The test consists of simple past tense of nominal and verbal in form of positive, negative, and interrogative sentence and also time signals. The purpose of the test is to measure their influence of using climbing grammar mountain game towards students' simple past tense mastery. The specification of simple past tense test can be seen on the table below:

Table. 5
The Items of Test for Pre-Test and Post-Test Before Validity

Question	(+)	(-)	(?)	Number (Odd)			Number (Even)		
				(+)	(-)	(?)	(+)	(-)	(?)
Verbal	8	8	8	1, 17, 41	7, 25, 29, 31, 43	23, 35, 37, 39	10, 12, 18, 42, 44	22, 34, 36	2, 30, 32, 38
Nominal	5	5	5	-	3, 5, 45, 49	11, 15	6, 20, 40, 46, 48	14	26, 28, 50
Time Signals	4	3	4	13, 33	9, 19, 27	21, 47	8, 24	-	4, 16
Total	17	16	17	25			25		
	50			50					

⁶¹Suharsimi Arikunto, *Op. Cit.*, p. 62.

Table. 6
The Items of Test for Pre-Test After Validity

Question	(+)	(-)	(?)	Number (Odd)			Number (Even)		
				(+)	(-)	(?)	(+)	(-)	(?)
Verbal	3	4	5	17	25, 29	23, 37	10, 44	22, 36	30, 32, 38
Nominal	1	3	2	-	3, 45	-	46	14	26, 28
Time Signals	2	3	2	13, 33	9, 19, 27	21	-	-	4
Total	6	10	9	13			12		
	25			25					

Table. 7
The Items of Test for Post-Test After Validity

Question	(+)	(-)	(?)	Number (Odd)			Number (Even)		
				(+)	(-)	(?)	(+)	(-)	(?)
Verbal	3	4	5	17	25, 29	23, 37	10, 44	22, 36	30, 32, 38
Nominal	1	3	2	-	3, 45	-	46	14	26, 28
Time Signals	2	3	2	13, 33	9, 19, 27	21	-	-	4
Total	6	10	9	13			12		
	25			25					

G. Research Procedure

There are three procedures that were done by the writer, they were:

1. Planning

Before apply the research procedure, the writer made some planning to run the application well. There are some steps that should be planned by the writer.

The procedure of making planning of this research can be seen as follows:

a. Determining the subject

The writer determined the subject, in this phase the writer chose the second semester of the eighth grade students of MTs Negeri 1 Central Lampung as the subject of the research, one class was the experimental class and the other one was the control class.

b. Preparing the try out and analyzing the data

The writer prepared try-out that was given to the students of MTs Negeri 1 Central Lampung. The writer prepared try-out test for pre-test and post-test, the total number of the test was 25 items. After the try-out was given to the students, the writer analyzed the data that got from try-out to evaluate the test items that would be tested in pre-test and post-test.

c. Preparing the pre test

The writer prepared a kind of the test (called pre-test) that was given to the students. The writer used the test instrument which has already been tried out and validated.

d. Determining the material to be taught

The writer determined the material that was taught to the students. It was about simple past tense. It consists of simple past tense in positive, negative, interrogative, and time signals in form of verbal and nominal.

e. Preparing the treatment

The writer taught simple past tense by using climbing grammar mountain game in one of class as experimental class and taught by using drill technique in one of class as the control class.

f. Preparing the post-test

The writer prepared a kind of test (called post-test) that was given to the students. By giving the post-test, the writer knew whether the students improved their simple past tense mastery or not.

2. Application

After making the planning, the writer tried to apply the research procedure that has been already planned. There were some steps in doing this research:

a. In the first meeting, the writer gave try-out

The test was multiple choices that consists of 50 items in pre-test and post-test with 4 options (a, b, c and d). This test was given to the students who were not for sample of research.

b. In the second meeting, the writer gave pre-test

The test was multiple choices that consists of 25 items with 4 options (a, b, c and d). The total number of the test items determined by the validity and reliability analysis of the try-out. It means that only the valid and reliable test items were used in pre-test.

c. Giving the treatment

After giving the pre-test to the students, the writer conducted the treatment. There were three meetings in control class and three meetings in experimental class. The writer conducted the meeting by using Climbing Grammar Mountain Game in one class as experimental class. While in other one as control class the writer conducted the treatment by using drill technique.

d. In the last meeting, the writer gave post-test.

The test was multiple choices that consists of 25 items with 4 options (a, b, c and d).

The total number of the test items was determined by the validity and realibility analysis of the try out. By giving the post-test, the writer knew whether the students improved their simple past tense mastery or not.

3. Reporting

The last point that should be done in the research procedure is reporting. There were three steps done in reporting. The steps are as follows:

- a. Analyzing the data that already obtained from try-out test.
- b. Analyzing the data that already obtained from pre-test and post-test.
- c. Making a report on the findings

H. Scoring System

Before getting the score, the writer determined the procedure to be used in scorning the students' work. In order to do that, the writer used Arikunto's formula. The ideal highest score is 100. The score of pre-test and post-test were calculated by using the following formula:

$$S = \frac{r}{n} . 100$$

Notes:

S : The score of the test

r : The total of the right answer

n : The total items.⁶²

I. The Validity and Reliability

To know whether the test is good or not, some criteria should be considered. The criteria of a good test are validity (content validity and construct validity) and reliability.

1. Validity of the test

Validity is the development of sound evidence to demonstrate that the test interpretation (scores about the concept or construct that the test is assumed to measure) matches its proposed use. A test is valid if the test can really test what needs to be tested correctly. In other words, it has high accuracy to measure the aspect that needs to be measured.

a. Content validity

According to Setiyadi, content validity is associated with all the test items contained in a measuring instrument.⁶³ To get the content validity, the test was adapted with the students' book. The test was determined according to the material that teaches to the students. It means that the test has content validity since the test is a good representation of material studied in the classroom. In this step, the writer adapted 50 items in a multiple choice test from the students' book.

⁶²Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bina Aksara, 2013), p. 272

⁶³Ag. Bambang Setiyadi, *Op. Cit.*, p. 22.

b. Construct validity

Construct validity is a second category of validity that the teacher must be aware of in considering language test. It means that the items should really show whether they have mastered the simple past tense or not. The test items should measure the students' simple past tense mastery. An instrument can be called valid when it can measure what is wanted. To measure the validity of the instrument, the writer used construct validity. Based on the result, there were 25 items that validated.

c. Internal validity

After scoring the try-out test, item analysis is carried out to find out the effectiveness of the items. In internal validity, the writer was done the item analysis. Item analysis discussed two main things. They are item difficulties and discriminating power.

1) Item difficulties

The item difficulties estimate how students are able to answer the test item correct or not. If most of students are able to answer the item correctly, it means that the item is too easy. If the items are too easy or difficult, the item should be revised. In this research, the writer used *Anates* to calculate the data obtained from the try-out to find out the item difficulty of each items.

2) Discriminating power

The item discrimination analysis indicates that the items discriminate able students from less able students. In this research, the writer used *Anates* to calculate the data obtained from the try-out to find out the item discrimination of each items. Based on the result, there were 25 items that dicriminated. (See on appendices 9 and 10).

2. Reliability of the Test

Reliability refers to whether the test is consistant in its scoring and gives us an indication of how accurate the test score are. Cresswell states that reliability means tht scores from an instrument are stable and consistent.⁶⁴ A test is reliable if the test is able to give constant result even though the test is given repeatedly to the same individuals or sample.

Reliable test is consistent and dependable. The issue of reliability of a test may best be addressed by considering a numbers of factors that may contribute to the unreliability of the test. Consider the following possibilities fluctuations in the students in scoring, in test administration and in the test itself. In this reseacrh, the writer used *Anates* to calculate the reliability of the test. Based on *Anates*, the result of reliability test of pre-test was 0.75 and post-test was 0.21. (See on appendices 9 and 10).

⁶⁴John W Creswell, *Educational Research* (4th Edition), (Lincoln: University of Nebaska, 2008), p. 159.

J. Data Analysis

To analyze the data, the writer used parametric statistic. In the parametric statistics, there are assumptions which must be fulfilled, they are; normality and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significances test, such as aanalysis of variance and least squares regression are widely used by writer in many disciplines, including, statistics parametric test to produce accurate result, the assumption underlying them such as normality and homogeneity test must be satisfied.

a. Normality of the Test

The writer used normality test to know whether the data have a normal distributed or not.⁶⁵ In this study the writer used statistical computation by using SPSS (Statistical Package for Social Science) for normality of test.

The hypotheses for the normality test are formulated as follows:

H_o : the data are normally distribution

H_a : the data are not normally distribution

While the criteria for acceptance of the normality test is as follows:

H_o is accepted if $\text{Sig (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$

⁶⁵Ag. Bambang Setiyadi, *Op. Cit*, p. 169.

b. Homogeneity of the Test

After the normality test, the writer determined the homogeneity of the test. homogeneity test used to know whether the data experimental class and control class are homogeneous or not. In this study, the writer used statistical computation by using SPSS (Statistical Package for Social Science) for homogeneity of test. The test of homogeneity employing Levene's Test.

The hypotheses are:

H_0 : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

While the criteria for acceptance of the homogeneity test is as follows:

H_0 is accepted if $\text{Sig (Pvalue)} > \alpha = 0.05$

H_a is accepted if $\text{Sig (Pvalue)} < \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normality test and homogeneity test are fulfilled, the writer used independent sample t-test. In this case, the writer used statistical computation by using SPSS (Statistical Package for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study.

The hypotheses are:

H_a : there is a significant influence of the use climbing grammar mountain game towards students' simple past tense mastery

Ho : there is no significant influence of the use climbing grammar mountain game towards students' simple past tense mastery

While the criteria of acceptance for the hypothesis is as follows:

Ho is accepted if Sig (Pvalue) $> \alpha = 0.05$

Ha is accepted if Sig (Pvalue) $< \alpha = 0.05$

CHAPTER IV RESULT AND DISCUSSION

A. Description of MTs Negeri 1 Central Lampung

1. The Situation of Research Place

MTs Negeri 1 Central Lampung is located on Jln. Negara No. 712 Kec. Terbanggi Besar Kel. Yukum Jaya Kab. Lampung Tengah Prov. Lampung. For conducting teaching learning process, MTs Negeri 1 Central Lampung had used its own buildings. The activities of teaching learning process are began in the morning at 07. 15 AM and finish at 13. 50 PM .

The school has 19 classes and has 639 students. Almost of the teachers of the school are graduated from S1 and Magister. There are some office in the school; headmaster office, teacher office, and administration office. This school also has library, science laboratory, computer laboratory, mushola, etc.

2. The Teacher and Staff of MTs Negeri 1 Central Lampung

The condition of the teacher and staff of MTs Negeri 1 Central Lampung 2016/ 2017 has people, they are;

- The Headmaster : 1 person
- The CO – headmaster : 4 person
- The Teacher : 44 people
- The Administration Staff : 12 people
- The Librarian : 1 person
- The Security : 1 person

Table. 8
The Number of Students at MTs Negeri 1 Central Lampung 2016/ 2017

No	Class	Total
1	VII A – G	189
2	VIII A – F	226
3	IX A – F	226
Total		641

Source: MTs Negeri 1 Central Lampung

3. The Facilities of MTs Negeri 1 Central Lampung

To support the teaching and learning process, MTs Negeri 1 Central Lampung have some facilities. This detail information about the number and the condition of teaching and learning facilities of MTs Negeri 1 Central Lampung can be presented.

Table. 9
The Room of MTs Negeri 1 Central Lampung

No	Kind of Room	Total	Condition
1	Headmaster room	1	Good
2	Teachers room	1	Good
3	Classroom	19	Good
4	TU room	1	Good
5	BK room	1	Good
6	OSIS room	1	Good
7	Aula	1	Good
8	Mosque	1	Good
9	UKS room	1	Good
10	Library	1	Good
11	Computer Laboratory	1	Good
12	Canteen	1	Good
13	Toilet	1	Good

B. Research Procedure

The research conducted in MTs Negeri 1 Central Lampung on January 23th, 2017. Before conducted the research, firstly the writer asked the permission to the headmaster and the English teacher at the school. After had the permission, the writer conducted through the following steps;

- a. Determining the subjects of the research are the students at the second semester of the eighth grade of MTs Negeri 1 Central Lampung
- b. Designing the test, which was the simple past tense test that consisted 50 items with four options a, b, c, and d.
- c. Determining the sample of research by used cluster random sampling
- d. Holding the try-out test to know the reliability of the test and validity of the test, it given to the students out of the research sample
- e. Holding pre-test in order to know the students' mastery of simple past tense before they had treatment
- f. Analyzing the data of pre-test
- g. Giving the treatment to the sample of the research that was context clues activities implemented in teaching and learning simple past tense by using climbing grammar mountain game
- h. Holding post-test in order to know the students' achievement of simple past tense after the treatment
- i. Analyzing the data of post-test. The data was analyzed by using statistical formula of SPSS (Statistical Package for social Science)

- j. Testing the hypothesis and made the conclusion
- k. Reporting the result of the research.

C. Process of Treatment

In this research, the writer gave three times for the treatment and began on January, 2017. The writer found that all activities could run well. All students paid attention to teacher seriously while presenting the lesson. the students did not seem to be the teacher seriously while presenting the lesson.the students did not seem to be worried and nervous anymore and they participated the class well. The treatments were very exciting and interesting to the students. They felt very interested in and enjoyable of the activities.

1. Description of the First Treatment on January 23rd, 2017

In the first treatment the students looked nervous. The writer asked to the students what simple past tense is. Some students knew simple past tense but they were still confused. So the writer gave explanation about simple past tense and reminded them about the formula of it for making easy the students to understand simple past tense. In the first treatment the writer focused on verbal sentence in form of positive, negative, and interrogative. Then the writer introduced climbing grammar mountain game. Then the writer explained to the students what climbing grammar mountain game itself.

Firstly, the writer draw 4 vertical climbing lines on the whiteboard. And then the writer divided the students into 4 teams. Provided the whole class with some correct and incorrect sentences simple past tense in verbal sentences in form of positive, negative, and interrogative sentence that is easy to identify. Before starting the game, the writer gave 20 points to each group. Start by playing the game. Gave one sentence and then ask the students to recognize and identify the sentence as correct or incorrect. Ask how many vertical feet they are willing to award it. If the team can not recognize and identify the sentence as correct or incorrect, they must go back down the mountain that many feet. If the team can recognize and identify the sentence as correct or incorrect, they can up to the points they are willing to award it. The game continues until one of them can reach the top of the grammar mountain. At the end of the treatment, the writer and the students concluded the material that have learned.

2. Description of the Second Treatment on January 25th, 2017

In the second treatment was better than the first. In this meeting the writer gave the same treatment to the students. Before start the lesson, the writer tried to review about simple past tense that they learned in previous meeting. In the second treatment the writer focused on nominal sentence in form of positive, negative, and interrogative. Then the writer reminded about the procedure of climbing grammar mountain game. Before applying this treatment the writer explained the material first.

Firstly in applying this game, the writer draw 4 vertical climbing lines on the whiteboard. And then the writer divided the students into 4 teams. Provided the whole

class with some correct and incorrect sentences simple past tense in nominal sentences in form of positive, negative, and interrogative sentence that is easy to identify. Before starting the game, the writer gave 20 points to each group. Start by playing the game. Gave one sentence and then ask the students to recognize and identify the sentence as correct or incorrect. Ask how many vertical feet they are willing to award it. If the team can not recognize and identify the sentence as correct or incorrect, they must go back down the mountain that many feet. If the team can recognize and identify the sentence as correct or incorrect, they can up to the points they are willing to award it. The game continues until one of them can reach the top of the grammar mountain. At the end of the treatment, the writer and the students concluded the material that have learned.

3. Description of the Third Treatment on January 30th, 2017

In the third treatment was better than before, because the students were familiar in teaching learning process through climbing grammar mountain game. In this meeting the writer gave the same treatment to the students. Before start the lesson, the writer tried to review about simple past tense that they learned in previous meeting. In the third treatment the writer focused on verbal and nominal sentence in form of positive, negative, interrogative, and also time signals. Then the writer reminded about the procedure of climbing grammar mountain game.

Firstly in applying this game, the writer draw 4 vertical climbing lines on the whiteboard. And then the writer divided the students into 4 teams. Provided the whole

class with some correct and incorrect sentences simple past tense in nominal sentences in form of positive, negative, and interrogative sentence that is easy to identify. Before starting the game, the writer gave 20 points to each group. Start by playing the game. Gave one sentence and then ask the students to recognize and identify the sentence as correct or incorrect. Ask how many vertical feet they are willing to award it. If the team can not recognize and identify the sentence as correct or incorrect, they must go back down the mountain that many feet. If the team can recognize and identify the sentence as correct or incorrect, they can up to the points they are willing to award it. The game continues until one of them can reach the top of the grammar mountain. At the end of the treatment, the writer and the students concluded the material that have learned.

D. Result of the Research

1. Result of Pre-Test

The witer conducted pre-test in order to see students' simple past tense mastery before treatment. The scores of the students' simple past tense mastery that were tested in pre-test can be seen in Figure 3 and 4

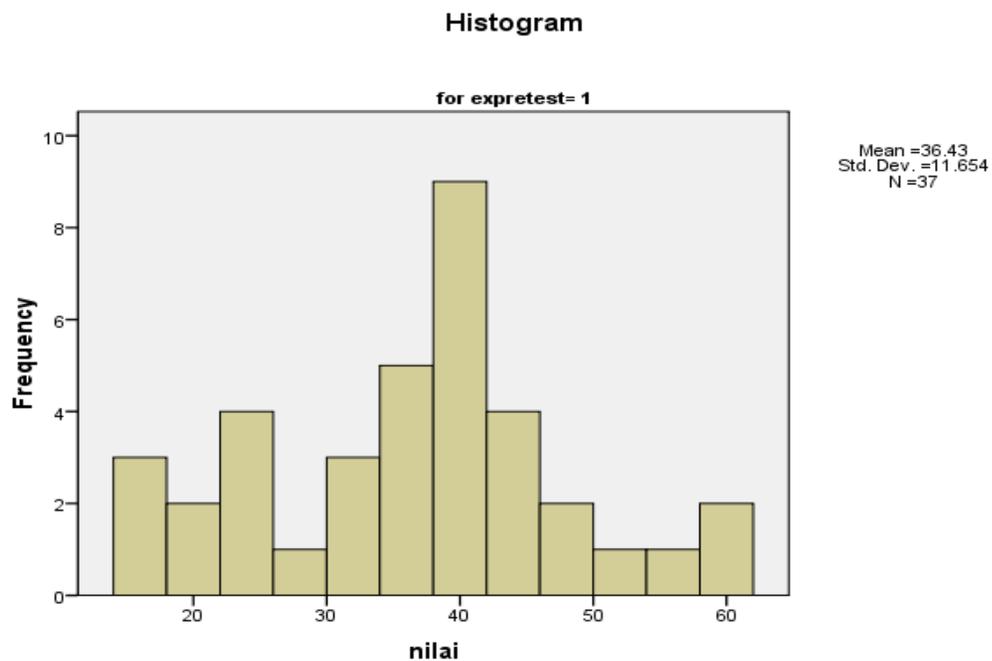


Figure. 3
The Result of Pre-Test of VIII B

Based on the figure. 3 that the mean of pre-test in experimental class was 36.43, deviation standard = 11.654, N = 37, median = 40.00, mode = 40, variance = 135.808, minimum score = 16, maximum score = 60.

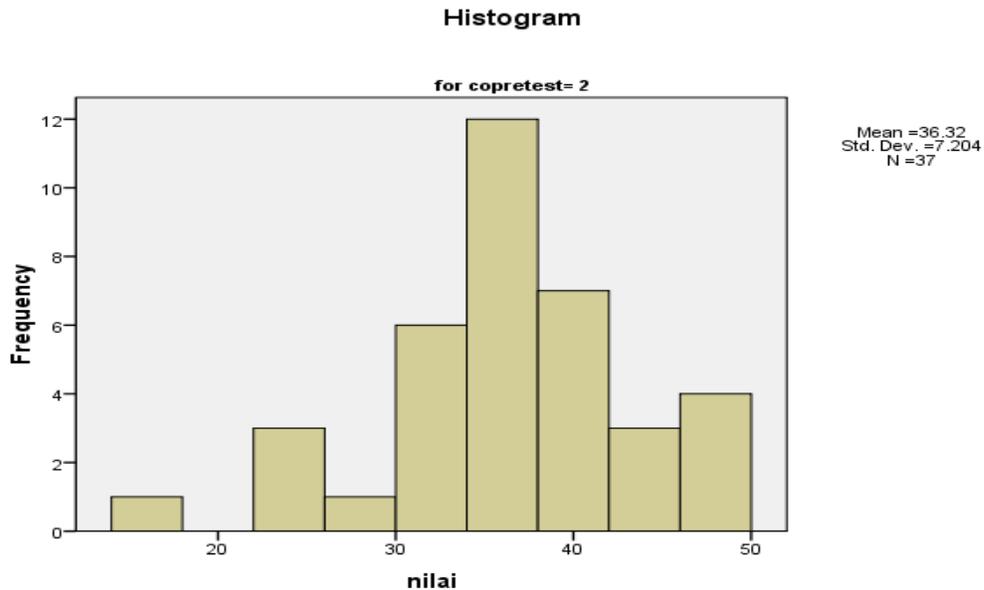


Figure. 4
The Result of Pre-Test of VIII D

Based on the figure. 4 that the mean of pre-test in experimental class was 36.32, deviation standard = 7.204, N = 37, median = 36.00, mode = 36, variance = 51.892, minimum score = 16, maximum score = 48.

2. Result of Post-Test

The writer also conducted post-test in order to know students' simple past tense mastery after treatment. The scores of the students' simple past tense mastery that were tested in post-test can be seen at figure 5 and 6

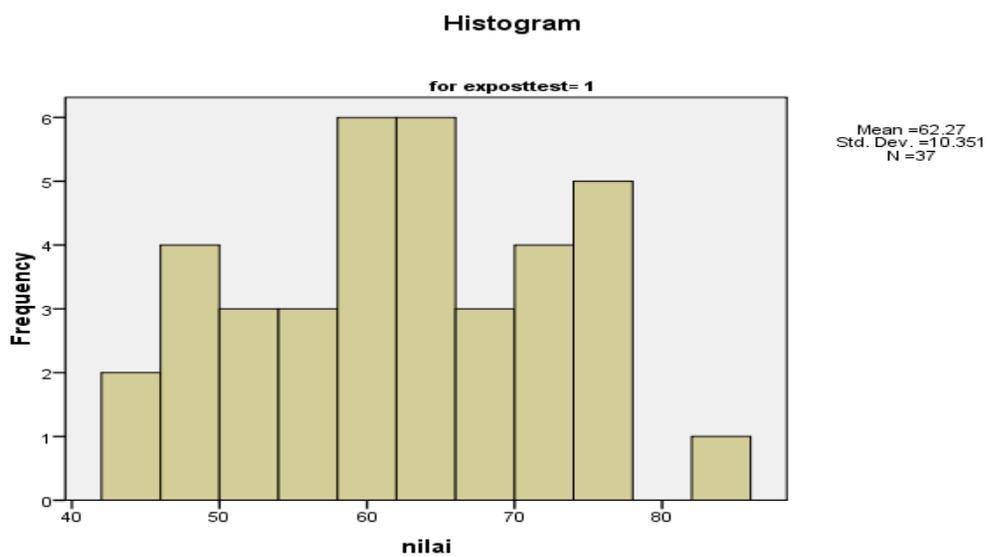


Figure. 5
The Result of Post-Test of VIII B

Based on the figure. 5 that the mean of pre-test in experimental class was 62.27, deviation standard = 10.351, N = 37, median = 64.00, mode = 60.00 and 64.00, variance = 107.147, minimum score = 44, maximum score = 84.

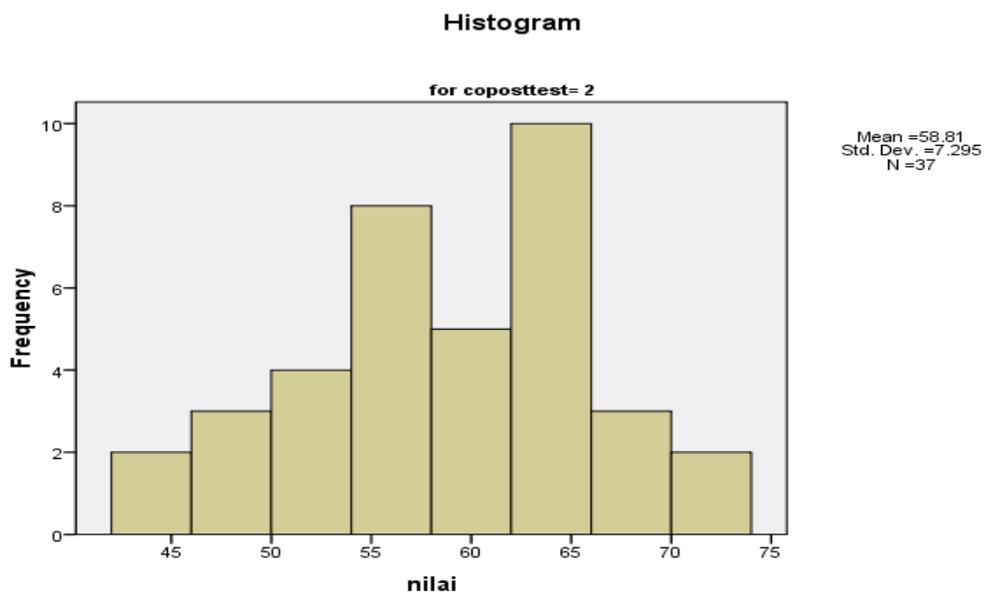


Figure. 6
The Result of Post-Test of VIII D

Based on the figure. 6 that the mean of pre-test in experimental class was 58.81, deviation standard = 7.295, N = 37, median = 60.00, mode = 64.00, variance = 53.213, minimum score = 44, maximum score = 72.

3. Gain Score

The writer got gain score from post test score – pre test score. gain score was used to analyze normality, homogeneity and independent T-test. If gain score in this manner positive gain score indicates that post-test score was higher than pre-test score, a negative gain score indicates that the post-test score was less than pre-test. This is detail score pre-test, post-test, and gain in experimental and control class;

VIII B (Experimental Class)

No	Student	Pre-Test	Post-Test	Gain
1	AS	20	48	28
2	AP	20	44	24
3	ANA	40	64	24
4	ASY	40	64	24
5	AAR	36	76	40
6	AEF	44	68	24
7	AF	32	52	20
8	CAR	36	56	20
9	DNA	40	56	16
10	DA	32	48	16
11	DSP	36	60	24
12	DYRD	32	68	36
13	FP	24	48	24
14	FCM	24	60	36
15	GA	24	48	24
16	IM	56	84	28
17	IF	36	76	40
18	KP	16	56	40
19	MKT	16	60	44
20	MZK	36	52	16
21	MNM	24	60	36
22	NAR	40	64	24
23	NPN	48	68	20
24	OW	44	76	32
25	PF	40	60	20
26	PNW	40	52	12
27	PW	40	64	24
28	RW	16	44	28
29	RI	52	76	24
30	RF	48	72	24
31	RA	40	64	24
32	RWAN	44	64	20
33	SL	40	60	40
34	SP	28	72	44
35	SC	60	72	12
36	TP	60	72	12

37	UBW	44	76	32
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VIII D (Control Class)

No	Student	Pre-Test	Post-Test	Gain
1	AA	36	48	12
2	AS	36	56	20
3	AFZ	40	56	16
4	AEP	36	64	28
5	AWP	48	68	20
6	ADT	24	64	40
7	AA	36	68	32
8	AMP	40	64	24
9	AN	36	44	8
10	API	48	60	12
11	BDM	48	56	8
12	DH	44	64	20
13	DA	44	64	20
14	DA	32	48	16
15	FLS	36	60	24
16	GF	36	68	32
17	HIS	36	60	24
18	IRP	28	64	36
19	KY	36	56	20
20	LP	32	60	28
21	LL	32	44	12
22	MLF	32	72	40
23	MA	24	72	48
24	MNWD	32	56	24
25	MRW	16	52	36
26	NRA	48	64	16
27	NH	24	48	24
28	PL	40	56	16
29	RA	36	56	20
30	RA	40	56	16

31	R	40	64	24
32	RA	40	60	20
33	S	40	52	12
34	SH	36	64	28
35	TP	44	64	20
36	VY	36	52	16
37	ZR	32	52	20

E. Result of Data Analysis

1. Fulfillment of the Assumptions

a. Result of Normality Test

The writer did normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

While the criteria for the normality test are as follows:

H_0 is accepted if Sig (Pvalue) $> \alpha = 0.05$

H_a is accepted if Sig (Pvalue) $< \alpha = 0.05$

Table. 10
The Normality Test of Experimental and Control Class

techni	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
score 1	.240	36	.000	.922	36	.014
2	.173	37	.007	.937	37	.038

a. Lilliefors Significance Correction

Based on the table. , it can be seen that Sig (Pvalue) for experimental class was 0.000 and Sig (Pvalue) for experimental class was 0.007 and $\alpha = 0.05$. It means that Sig (Pvalue) $< \alpha$ and H_a is accepted. The conclusion is the data are not normal distribution. It is calculated based on the gain of the experimental and control class.

1. The Result of Homogeneity Test

The writer did this homogeneity test to know whether the data is homogeneity or not. The writer used Levene Test using SPSS 16.00. the hypotheses for the homogeneity test are formulated as follows:

H_o : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

While the criteria for the homogeneity test are as follows:

H_o is accepted if Sig (Pvalue) $> \alpha = 0.05$

H_a is accepted if Sig (Pvalue) $< \alpha = 0.05$

Table. 11
The Homogeneity Test of Experimental and Control Class

	Levene Statistic	df1	df2	Sig.
score Based on Mean	.047	1	71	.828
Based on Median	.000	1	71	.983
Based on Median and with adjusted df	.000	1	70.944	.983

	Levene Statistic	df1	df2	Sig.
score Based on Mean	.047	1	71	.828
Based on Median	.000	1	71	.983
Based on Median and with adjusted df	.000	1	70.944	.983
Based on trimmed mean	.047	1	71	.829

Based on the table. , it can be seen that Sig (Pvalue) based on mean was 0.047, and $\alpha = 0.05$. It means that $\text{Sig (Pvalue)} > \alpha$ H_0 is accepted. The conclusion is that the data has same variance or homogeneous. It is calculated based on the gain of the experimental and control class.

2. The Result of Hypothetical Test

After the writer knew that the data is normal and homogeneous, the data was analyzed by using independent sample test in order to know the significance of the treatment effect. The hypotheses are:

H_0 : There is no influence of using climbing grammar mountain game towards students' simple past tense mastery at the second semester of the eighth grade at MTs Negeri 1 Central Lampung in the academic year of 2016/2017

Ha : There is a influence of using climbing grammar mountain game towards students' simple past tense mastery at the second semester of the eighth grade at MTs Negeri 1 Central Lampung in the academic year of 2016/ 2017

While the criteria for acceptance and rejection of the hypotheses are:

Ho is accepted if Sig (Pvalue) $> \alpha = 0.05$

Ha is accepted if Sig (Pvalue) $< \alpha = 0.05$

Table. 12
The Result of Mann-Whitney U

	score
Mann-Whitney U	501.000
Wilcoxon W	1.204E3
Z	-2.009
Asymp. Sig. (2-tailed)	.045

a. Grouping Variable: game

Based on the results obtained in the mann-whitney u in Table 11, that the value of significant generated Sig. (Pvalue) = 0.045 $< \alpha = 0.05$. So, Ha is accepted and Ho is rejected. Based on the computation, it can be concluded that there was a significant influence of using climbing grammar mountain game towards students' simple past tense mastery at the second semester of the eighth grade of MTs Negeri 1 Central Lampung.

F. Discussion

Based on the finding of the research, it was found that the students who were taught by using climbing grammar mountain game have increased the simple past tense mastery. Based on the result of the pre-test before climbing grammar mountain game was implemented, students' simple past tense mastery was higher than before. After getting the treatments and post-test was conducted, it found that there was significant differences between the experimental class and control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of experimental class was 36.43 and in the psot-test was 62.27 while the mean of pre-test score of control class was 36.32 and in the post-test was 58.81.

After the writer analyzed pre-test and post-test score, the writer used the data to find out gain score. Gain score obtained from post test score – pre test score. Gain score was used to analyze the data of normality test score and it showed that the data were normal. After the normality test, the writer analyzed the data of homogeneity test based on gain score and it showed that the data were homogeneous. According to the result of the students' pre-test score and post-test score, it shows that the students' post-test in higher than in pre-test.

Based on Dian Arista research,climbing grammar mountain game is proved as an effective technique to reinforce the mastery of simple past tense. Climbing grammar mountain game helped the students to learn from other through such activities as team work. By using this technique, students had learned, reviewed, and analyzed the

grammar structures in group in order all the members of group are able to understand and comprehend the role of simple past tense.

In general, teaching and learning process ran well. The students cooperated well throughout third treatments. Based on the analysis of the data and the testing of hypothesis, the result of the calculation by SPSS version 16.00 found that the hypothesis null (H_0) was rejected and the hypothesis alternative (H_a) was accepted. From the analysis above, we knew that the students using climbing grammar mountain game in teaching simple past tense could improve students' simple past tense mastery.

The result of the data analysis show that the used of climbing grammar mountain game in teaching simple past tense seem to be applicable for the eighth grade of MTs Negeri 1 Central Lampung. The game students' easier to learn simple past tense. then, students are enthusiastic through teaching and learning simple past tense by using climbing grammar mountain game.

From the explanation above, it can be concluded that there is influence of using climbing grammar mountain game towards students' simpl past tense mastery at the second semester of the eighth grade at MTs Negeri 1 Central Lampung in the academic year of 2016/ 2017.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in MTs negeri 1 Central Lampung in 2016/2017 academic year, the writer might draw conclusions as follows:

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is significant influence of using climbing grammar mountain game towards students' simple past tense mastery at the eighth grade of MTs Negeri 1 Central Lampung in 2016/2017 academic year. The significant influence can be seen from Sig. (2-tailed) is 0.045. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

By using climbing grammar mountain game, the students become more focus to follow the learning process. Furthermore, climbing grammar mountain game could help the students to provide the grammatical usage and sentence construction through review, and analyze the grammar structures in group with interesting and engaging manner. In other words, climbing grammar mountain game has influence on the students' simple past tense mastery at the second semester of the eighth grade of MTs Negeri 1 Central Lampung in 2016/2017 academic year.

B. Suggestion

Based on the result of this research, the writer proposed suggestions as follows:

1. For the Teacher

- a. Climbing grammar mountain game as an alternative technique of the teaching process is a good way to be applied in the eighth grade to improve students' simple past tense mastery
- b. Climbing grammar mountain game in teaching simple past tense is recommended for English teachers, especially for the junior high school teacher to attract the students' interest and solution in learning English
- c. The English teacher can help the students to increase simple past tense mastery by using effective and relevant technique or media. This can be done based on the technique or media, so they can develop their mastering in simple past tense
- d. The teacher should give motivation to the students in order they to do several practices in making the sentence in real situations.

2. For the Students

- a. The students should learn harder and more seriously in learning English in order to develop and increase their ability.
- b. The students should practice to use English in their daily activity.
- c. The students also should have motivation to learn English in order to move their English ability. The students have to practice make the sentences,

especially in simple past tense. The students should be more active in learning and practice English as much as possible.

3. For the Other Writer

- a. The writer applied climbing grammar mountain game to increase students' simple past tense mastery. Other writer can apply climbing grammar mountain game to increase students' mastery to other tenses.
- b. In this research the treatments were done three meetings. Other writer can spend more time in giving the treatments to the students, so that they can get enough exercise.
- c. In this research, the writer used climbing grammar mountain game to help the students of junior high school, especially in simple past tense. Other writer can use climbing grammar mountain game for elementary, junior, or senior high school.

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Appendix 1

Interview Guideline for the Teacher

1. How long have you been teaching English at this school?
2. How is the criteria of minimum standards (KKM) in English lesson?
3. In teaching English what are the problem that you face?
4. What technique that you use to teach grammar?

Appendix 2

Transcript of Interview with the Teacher

1. I've been teaching here since 1999
2. The criteria of minimum standart (KKM) of the school is 73
3. The problem are many student don't know how to make a sentence well in simple tense, and certainly some students have a differences ability from other students.
4. I just use based technique to teach grammar, explain the materials and then give some exercise to practice the students.

Appendix 3

Interview Guideline for the Students

1. Do you like learning English?
2. How is your teacher teaching English in the class?
3. What problem that you face in learning English?
4. As the students, what your opinion about your teacher in teaching English, and how should the teacher teaching English so you can get increase your score?

Appendix 4

Transcript of Interview with the Students

Interviewee : Imam Alfarizi

1. No, I dont like English, beacuse english is complicated to learn.
2. The teacher explains about the materials, do exercise, sometimes also give homework.
3. Many problem, cause I don't like English so i can't learn English.
4. I think the teacher should be creative in teaching English.

Interviewee : Siti Kholizah

1. Yes, i like English because English is very interesting to learn.
2. Make a note of materials, and then do exercise in LKS and textbook.
3. I always get a problem in grammar to make a sentence well, especially in simple past tense.
4. I think the teacher should be attractive in teaching grammar.

Interviewee : Ilham Jaya Kusuma

1. Not really, because English is hard to learn, so i lazy to know about English.
2. As usual, do the exercise, gives homework, and explain the materials. So i feel bored in learning English.

3. I don't know the vocabulary, and also i don't know how to make a sentence in English.
4. Maybe the teacher should be funny so the students feel enjoy to learn English.

Appendix 5

PRE-TEST BEFORE VALIDITY

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

1. Francis _____ home at 6 o'clock this morning.
 a. Leaves b. Leave c. Left d. Life
2. Did Jimmy _____ Japan last year?
 a. Gone b. Goes c. Went d. Go
3. Jane _____ happy in Britain.
 a. Was not b. Did not c. Were not d. Is not
4. Did you see Dave _____?
 a. Recently b. Next week c. Tonight d. Tomorrow
5. The weather _____ cold yesterday.
 a. Did not b. Were not c. Were d. Was not
6. I _____ born in Scotland.
 a. Did b. Was c. Were d. Am
7. You didn't _____ good French on the telephone yesterday.
 a. Spoke b. Speaks c. Speak d. Spoken
8. We went to the cinema _____.
 a. Tomorrow b. Next week c. Next Monday d. Last night
9. I didn't meet Sue _____.
 a. Tomorrow b. Next week c. This morning d. Tonight

10. My father _____ car last month.
a. Buy b. Bought c. Brought d. Buyed
11. Where _____ you at 11 o'clock last Friday morning?
a. Are b. Did c. Were d. Do
12. I _____ letter to you two weeks ago.
a. Sent b. Sended c. Sends d. Sending
13. A lion escaped from the national zoo _____.
a. tomorrow b. Yesterday c. Next Friday d. Next week
14. This time last year, we _____ in Paris, but in Rome.
a. Was not b. Is not c. Were not d. Are not
15. _____ Sue and Bill at the party?
a. Did b. Were c. Was d. Do
16. Did you come late to school _____?
a. every day b. Next month c. Tomorrow d. 2 hours ago
17. Madame Fernoff _____ in Britain last night.
a. Arrived b. Arrive c. Arives d. Arriving
18. I _____ six letters yesterday.
a. Writes b. Write c. Writing d. Wrote
19. Mita didn't work _____.
a. tomorrow b. On Tuesday c. Next month d. Next week
20. There _____ a training at the Mandarin Hotel.
a. Is b. Was c. Are d. Were

21. Did Angel throw away most of her old books _____?
a. Last night b. Next month c. Tonight d. Tomorrow
22. I _____ out last night.
a. Didn't goes b. Didn't gone c. Didn't went d. Didn't go
23. Did the phone _____ a few minutes ago?
a. Rang b. Ring c. Ringing d. Rung
24. The phone rang _____.
a. recently b. Tonight c. Next week d. Tomorrow
25. Terry didn't _____ to Glasgow last week.
a. Drive b. Driven c. Drives d. Drove
26. _____ John tired after the party last night?
a. Were b. Are c. Is d. Was
27. We didn't watch television _____.
a. tomorrow b. Next month c. Yesterday d. Tonight
28. _____ the shop closed yesterday?
a. Were b. Was c. Are d. Did
29. Jane didn't _____ her examination.
a. Passed b. Passes c. Passing d. Pass
30. Did you _____ your teeth this morning?
a. Cleaning b. Cleans c. Clean d. Cleaned
31. I didn't _____ the titanic film yesterday evening.
a. Enjoy b. Enjoyed c. Enjoys d. Did enjoyed

32. _____ the party finish at midnight?
a. Was b. Did c. Were d. Is
33. The banks were closed _____.
a. Next week b. Tomorrow d. Tonight d. On Saturday
34. Last night, Manchester United didn't _____ the football league championship.
a. Won b. Win c. Wonned d. Wins
35. How long did he _____ in Paris?
a. Leave b. Life c. Live d. Lived
36. I _____ you this morning in the market.
a. Didn't see b. Didn't saw c. Didn't seen d. Didn't sees
37. Did Mita _____ you at nine last night?
a. Called b. Calls c. Calling d. Call
38. Why didn't you _____ the seminar last week?
a. Attends b. Attend c. Attended d. Did attend
39. Did Florensia _____ to school yesterday?
a. Comes b. Came c. Comed d. Come
40. John _____ a good friend of me.
a. Were b. Are c. Was d. Is
41. Jane _____ her car keys this morning.
a. Lose b. Loss c. Lost d. Losed

42. Mita _____ her driving test yesterday.
- a. Failed b. Fail c. Fails d. Fall
43. I didn't _____ you, because I lost your number.
- a. Telephones b. Telephoned d. Telephoning d. Telephone
44. Carol _____ to Oxford in 1975.
- a. Moves b. Moved c. Moving d. Move
45. George _____ at work last week.
- a. Were not b. Did not c. Was not d. Is not
46. The palace _____ very beautiful.
- a. Were b. Did c. Are d. Was
47. Did you do the shopping _____?
- a. Always b. Tomorrow c. Yesterday d. Tonight
48. There _____ a good programme TV on last night about elephant.
- a. Did b. Were c. Was d. Is
49. Shinta _____ ill last night.
- a. Is not b. Was not c. Did not d. Were not
50. _____ Tina lazy last semester?
- a. Did b. Were c. Was d. Is

Appendix 6**The Answer Key of Pre-Test Before Validity**

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

Appendix 7**POST-TEST BEFORE VALIDITY**

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

1. Scientist _____ some fundamental discoveries in the 18th century.
a. Makes b. Made c. Make d. Maked
2. Did you _____fried rice for your breakfast this morning?
a. Eat b. Ate c. Eated d. Eats
3. Robby and his friend _____ here jus now.
a. Is not b. Were not c. Was not d. Are not
4. Did Florensia go to school _____?
a. This morning b. Tomorrow c. Next week d. Tonight
5. Nissa _____ a beautiful girl.
a. Were not b. Is not c. Was not d. Are not
6. I _____ very worried with my mother last week.
a. Were b. Did c. Was d. Do
7. My father didn't _____ me money today.
a. Gave b. Give c. Gived d. Gives
8. Matt visited his brother and sister in Australia _____.
a. Next week b. 3 weeks ago c. Tomorrow d. Tonight
9. Anton didn't play badminton _____.
a. next month b. Recently c. Tonight d. Tomorrow

10. Monica _____ ill two days ago.
a. Feels b. Felt c. Feel d. Feeling
11. _____ you born on July 30th, 1994?
a. Were b. Was c. Are d. Is
12. Marie _____ at the age of 86, in 1964.
a. Died b. Die c. Dies d. Did died
13. We went to the cinema _____.
a. Last night b. Tomorrow c. Next monday d. Next week
14. Ten years ago, a holiday trip to Australia _____ cheap.
a. Was not b. Did not c. Were not d. Is not
15. _____ Mita sad last night?
a. Was b. Is c. Did d. Were
16. Did you just stay at home _____?
a. Tonight b. Tomorrow c. Last night d. Next week
17. My cousins _____ a glass of hot chocolate this morning.
a. Drinks b. Drank c. Drunk d. Drink
18. The phone _____ recently.
a. Ring b. Rung c. Rang d. Ringed
19. I didn't hear any thunders during the storm _____.
a. Tonight b. Next week c. Last night d. Next month
20. Febrian _____ very happy on his birthday party last Sunday.
a. Were b. Did c. Done d. Was

21. Did it rain _____?
- a. Tonight b. Tomorrow c. Next month d. Yesterday
22. Jane didn't _____ many places in China.
- a. Visits b. Visited c. Visit d. Visitting
23. When did she _____ the letters?
- a. Sent b. Sends c. Send d. Sended
24. Sally went to school at 7a.m _____.
- a. This morning b. Everyday c. Tomorrow d. Today
25. The teacher didn't _____ English today.
- a. Teach b. Taught c. Teaching d. Teaches
26. _____ you disapointed with me yesterday?
- a. Are b. Did c. Were d. Was
27. Mr. Romi was not in his office _____.
- a. Next sunday b. Just now c. Tomorrow d. Now
28. _____ your boy a pupil of SMA Bakri in 2012?
- a. Did b. Were c. Was d. Are
29. Last week, i didn't _____ any package in the mail.
- a. Gotten b. Gets c. Get d. Got
30. Did you _____ a lot of fruits in the market today?
- a. Buys b. Buyed c. Bought d. Buy
31. We didn't _____ with his plan.
- a. To agree b. Agreeing c. Agreed d. Agree

32. Did you just _____ at home last night?
a. Stayed b. Stay c. Stays d. Staying
33. Doni left his house _____.
a. just now b. Every day c. Now d. Tomorrow
34. Nanda _____ pass the test of University enrolment last year.
a. Didn't b. Does c. Doesn't d. Don't
35. Did he _____ English last night?
a. Studies b. Studied c. Study d. Studying
36. Mita and I _____ go to the beach last Sunday.
a. Did b. Were c. Didn't d. Was
37. How long did he _____ in Paris?
a. Leave b. Life c. Live d. Lived
38. Did they _____ their homework last night?
a. Did b. Were c. Do d. Was
39. _____ Yoga sell his car three days ago?
a. Was b. Were c. Did d. Is
40. Mr. Romi _____ in his office just now.
a. Was b. Is c. Were d. Did
41. Mita _____ Jakarta last month.
a. Come b. Came c. Comes d. Comed
42. I _____ my mother last Sunday.
a. Call b. Called c. Calls d. Calling

43. Our English teacher _____ to teach us this morning.
a. Didn't come b. Did came c. Wasn't come d. Not came
44. The students _____ Mr. Ramli to clean the office room.
a. helps b. Help c. Helped d. Helping
45. John and Jane _____ at the school 3 hours ago.
a. Wasn't b. Didn't c. Aren't d. Weren't
46. Crawford _____ upset when she missed the train yesterday.
a. Were b. Are c. Was d. Did
47. Did you sleep early _____?
a. Tomorrow b. Last night c. Next Sunday d. Now
48. The teacher _____ angry to the students this morning.
a. Was b. Is c. Were d. Are
49. Mrs. Yoannita _____ here a few minutes ago.
a. Did b. Did not c. Was not d. Were
50. _____ the librarian in the library just now?
a. Did b. Was c. Were d. Is

Appendix 8**The Answer Key of Post-Test Before Validity**

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

Appendix 9

Anates of Pre-Test Validity

Rata2= 17.08

Simpang Baku= 5.81

KorelasiXY= 0.60

Reliabilitas Tes= 0.75

Butir Soal= 50

Jumlah Subyek= 37

No Butir Baru	No Butir Asli	Indeks DP (%)	Tkt. Kesukaran	Korelasi	Signifikansi
1	1	45,45	Sedang	0.237	-
2	2	27,27	Sedang	0.100	-
3	3	27,27	Sangat sukar	0.281	Signifikan
4	4	36,36	Sukar	0.412	Sangat Signifikan
5	5	9,09	Sangat Sukar	0.022	-
6	6	9,09	Sedang	0.089	-
7	7	-9,09	Sedang	0.084	-
8	8	27,27	Sedang	0.151	-
9	9	45,45	Sedang	0.421	Sangat Signifikan
10	10	18,18	Sangat Sukar	0.332	Signifikan
11	11	9,09	Sangat Sukar	0.200	-
12	12	18,18	Sedang	0.114	-
13	13	63,64	Sedang	0.568	Sangat Signifikan
14	14	27,27	Sangat Sukar	0.533	Sangat Signifikan
15	15	18,18	Sedang	0.234	-
16	16	18,18	Sangat Sukar	0.169	-
17	17	18,18	Sangat Sukar	0.332	Signifikan
18	18	-9,09	Sangat Sukar	-0.188	-
19	19	45,45	Sedang	0.286	Signifikan
20	20	-9,09	Sangat Sukar	-0.125	-
21	21	36,36	Sukar	0.280	Signifikan
22	22	36,36	Sedang	0.434	Sangat Signifikan
23	23	36,36	Sukar	0.478	Sangat Signifikan
24	24	0,00	Sedang	0.183	-
25	25	72,73	Sedang	0.553	Sangat Signifikan
26	26	45,45	Sukar	0.429	Sangat Signifikan
27	27	63,64	Sangat mudah	0.640	Sangat Signifikan
28	28	36,36	Sangat sukar	0.600	Sangat Signifikan

29	29	45,45	Sedang	0.335	Signifikan
30	30	54,55	Sedang	0.447	Sangat Signifikan
31	31	0,00	Sedang	0.057	-
32	32	27,27	Sukar	0.378	Sangat Signifikan
33	33	45,45	Sedang	0.412	Sangat Signifikan
34	34	18,18	Sangat Mudah	0.117	-
35	35	18,18	Sedang	0.157	-
36	36	45,45	Sedang	0.417	Sangat Signifikan
37	37	63,64	Sedang	0.512	Sangat Signifikan
38	38	36,36	Sedang	0.385	Sangat Signifikan
39	39	9,09	Mudah	0.106	-
40	40	0,00	Sukar	0.005	-
41	41	-9,09	Sedang	-0006	-
42	42	9,09	Sedang	0.038	-
43	43	9,09	Sangat mudah	0.137	-
44	44	54,55	Sukar	0.547	Sangat Signifikan
45	45	45,45	Sedang	0.391	Sangat Signifikan
46	46	36,36	Sedang	0.293	Signifikan
47	47	45,45	Sedang	0.207	-
48	48	18,18	Sukar	0.259	-
49	49	0,00	Sangat Sukar	0.195	-
50	50	27,27	Sukar	0.145	-

Appendix 10

Anates of Post-Test Validity

Rata2= 16.00

Simpang Baku= 2.54

KorelasiXY= 0.12

Reliabilitas Tes= 0.21

Butir Soal= 50

Jumlah Subyek= 37

No Butir Baru	No Butir Asli	Indeks DP (%)	Tkt. Kesukaran	Korelasi	Signifikansi
1	1	0,00	Sangat Sukar	0.237	-
2	2	40,00	Sedang	0.100	-
3	3	10,00	Sangat Sukar	0.281	Signifikan
4	4	-20,00	Mudah	0.412	Sangat Signifikan
5	5	10,00	Sangat Sukar	0.022	-
6	6	-10,00	Sukar	0.089	-
7	7	0,00	Sangat Sukar	0.084	-
8	8	20,00	Sedang	0.151	-
9	9	20,00	Sedang	0.421	Sangat Signifikan
10	10	0,00	Sangat Sukar	0.332	Signifikan
11	11	0,00	Sangat Sukar	0.200	-
12	12	-10,00	Sangat Mudah	0.114	-
13	13	0,00	Sangat Sukar	0.568	Sangat Signifikan
14	14	10,00	Sukar	0.533	Sangat Signifikan
15	15	0,00	Sukar	0.234	-
16	16	20,00	Sukar	0.169	-
17	17	10,00	Sedang	0.512	Sangat Signifikan
18	18	20,00	Sangat sukar	-0.188	-
19	19	30,00	Sangat mudah	0.286	Signifikan
20	20	20,00	Sukar	-0.125	-
21	21	30,00	Sedang	0.280	Signifikan
22	22	0,00	Sedang	0.434	Sangat Signifikan
23	23	20,00	Sedang	0.478	Sangat Signifikan
24	24	10,00	Sedang	0.183	-
25	25	30,00	Sedang	0.553	Sangat Signifikan
26	26	20,00	Sedang	0.429	Sangat Signifikan
27	27	0,00	Sedang	0.640	Sangat Signifikan
28	28	10,00	Sedang	0.600	Sangat Signifikan

29	29	30,00	Sukar	0.335	Signifikan
30	30	20,00	Sedang	0.447	Sangat Signifikan
31	31	40,00	Sedang	0.057	-
32	32	40,00	Sedang	0.378	Sangat Signifikan
33	33	50,00	Sedang	0.412	Sangat Signifikan
34	34	0,00	Sedang	0.117	-
35	35	20,00	Sukar	0.157	-
36	36	10,00	Sangat mudah	0.417	Sangat Signifikan
37	37	10,00	Sedang	0.512	Sangat Signifikan
38	38	10,00	Sukar	0.385	Sangat Signifikan
39	39	40,00	Sedang	0.106	-
40	40	10,00	Sangat sukar	0.005	-
41	41	10,00	Sedang	-0.006	-
42	42	10,00	Sedang	0.038	-
43	43	30,00	Sedang	0.137	-
44	44	-10,00	Sangat sukar	0.547	Sangat Signifikan
45	45	0,00	Sangat sukar	0.391	Sangat Signifikan
46	46	0,00	Sangat sukar	0.293	Signifikan
47	47	10,00	Sukar	0.207	-
48	48	20,00	Sedang	0.259	-
49	49	0,00	Sangat sukar	0.195	-
50	50	-10,00	Sukar	0.145	-

Appendix 11

PRE-TEST

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

1. Jane _____ happy in Britain.
a. Was not b. Did not c. Were not d. Is not
2. Did you see Dave _____?
a. Recently b. Next week c. Tonight d. Tomorrow
3. I didn't meet Sue _____.
a. Tomorrow b. Next week c. This morning d. Tonight
4. My father _____ car last month.
a. Buy b. Bought c. Brought d. Buyed
5. A lion escaped from the national zoo _____.
a. tomorrow b. Yesterday c. Next Friday d. Next week
6. This time last year, we _____ in Paris, but in Rome.
a. Was not b. Is not c. Were not d. Are not
7. Madame Fernoff _____ in Britain last night.
a. Arrived b. Arrive c. Arives d. Arriving
8. Mita didn't work _____.
a. tomorrow b. On Tuesday c. Next month d. Next week
9. Did Angel throw away most of her old books _____?
a. Last night b. Next month c. Tonight d. Tomorrow

10. I _____ out last night.
- a. Didn't goes b. Didn't gone c. Didn't went d. Didn't go
11. Did the phone _____ a few minutes ago?
- a. Rang b. Ring c. Ringing d. Rung
12. Terry didn't _____ to Glasgow last week.
- a. Drive b. Driven c. Drives d. Drove
13. _____ John tired after the party last night?
- a. Were b. Are c. Is d. Was
14. We didn't watch television _____.
- a. tomorrow b. Next month c. Yesterday d. Tonight
15. _____ the shop closed yesterday?
- a. Were b. Was c. Are d. Did
16. Jane didn't _____ her examination.
- a. Passed b. Passes c. Passing d. Pass
17. Did you _____ your teeth this morning?
- a. Cleaning b. Cleans c. Clean d. Cleaned
18. _____ the party finish at midnight?
- a. Was b. Did c. Were d. Is
19. The banks were closed _____.
- a. Next week b. Tomorrow c. Tonight d. On Saturday
20. I _____ you this morning in the market.
- a. Didn't see b. Didn't saw c. Didn't seen d. Didn't sees

21. Did Mita _____ you at nine last night?
- a. Called b. Calls c. Calling d. Call
22. Why didn't you _____ the seminar last week?
- a. Attends b. Attend c. Attended d. Did attend
23. Carol _____ to Oxford in 1975.
- a. Moves b. Moved c. Moving d. Move
24. George _____ at work last week.
- a. Were not b. Did not c. Was not d. Is not
25. The palace _____ very beautiful.
- a. Were b. Did c. Are d. Was

Appendix 12

The Answer Key of Pre-Test

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

Appendix 13

POST-TEST

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

1. Robby and his friend _____ here jus now.
a. Is not b. Were not c. Was not d. Are not
2. Did Florensia go to school _____?
a. This morning b. Tomorrow c. Next week d. Tonight
3. Anton didn't play badminton _____.
a. next month b. Recently c. Tonight d. Tomorrow
4. Monica _____ ill two days ago.
a. Feels b. Felt c. Feel d. Feeling
5. We went to the cinema _____.
a. Last night b. Tomorrow c. Next monday d. Next week
6. Ten years ago, a holiday trip to Australia _____ cheap.
a. Was not b. Did not c. Were not d. Is not
7. My cousins _____ a glass of hot chocolate this morning.
a. Drinks b. Drank c. Drunk d. Drink
8. I didn't hear any thunders during the storm _____.
a. Tonight b. Next week c. Last night d. Next month
9. Did it rain _____?
a. Tonight b. Tomorrow c. Next month d. Yesterday

10. Jane didn't _____ many places in China.
- a. Visits b. Visited c. Visit d. Visitting
11. When did she _____ the letters?
- a. Sent b. Sends c. Send d. Sended
12. The teacher didn't _____ English today.
- a. Teach b. Taught c. Teaching d. Teaches
13. _____ you disapointed with me yesterday?
- a. Are b. Did c. Were d. Was
14. Mr. Romi was not in his office _____.
- a. Next sunday b. Just now c. Tomorrow d. Now
15. _____ your boy a pupil of SMA Bakri in 2012?
- a. Did b. Were c. Was d. Are
16. Last week, i didn't _____ any package in the mail.
- a. Gotten b. Gets c. Get d. Got
17. Did you _____ a lot of fruits in the market today?
- a. Buys b. Buyed c. Bought d. Buy
18. Did you just _____ at home last night?
- a. Stayed b. Stay c. Stays d. Staying
19. Doni left his house _____.
- a. just now b. Every day c. Now d. Tomorrow
20. Mita and I _____ go to the beach last Sunday.
- a. Did b. Were c. Didn't d. Was

21. How long did he _____ in Paris?
- a. Leave b. Life c. Live d. Lived
22. Did they _____ their homework last night?
- a. Did b. Were c. Do d. Was
23. The students _____ Mr. Ramli to clean the office room.
- a. helps b. Help c. Helped d. Helping
24. John and Jane _____ at the school 3 hours ago.
- a. Wasn't b. Didn't c. Aren't d. Weren't
25. Crawford _____ upset when she missed the train yesterday.
- a. Were b. Are c. Was d. Did

Appendix 14

The Answer Key of Post-Test

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

Appendix 15

Gain Score

VIII B (Experimental Class)

No	Student	Pre-Test	Post-Test	Gain
1	AS	20	48	28
2	AP	20	44	24
3	ANA	40	64	24
4	ASY	40	64	24
5	AAR	36	76	40
6	AEF	44	68	24
7	AF	32	52	20
8	CAR	36	56	20
9	DNA	40	56	16
10	DA	32	48	16
11	DSP	36	60	24
12	DYRD	32	68	36
13	FP	24	48	24
14	FCM	24	60	36
15	GA	24	48	24
16	IM	56	84	28
17	IF	36	76	40
18	KP	16	56	40
19	MKT	16	60	44
20	MZK	36	52	16
21	MNM	24	60	36
22	NAR	40	64	24
23	NPN	48	68	20
24	OW	44	76	32
25	PF	40	60	20
26	PNW	40	52	12
27	PW	40	64	24
28	RW	16	44	28
29	RI	52	76	24
30	RF	48	72	24
31	RA	40	64	24

32	RWAN	44	64	20
33	SL	40	60	40
34	SP	28	72	44
35	SC	60	72	12
36	TP	60	72	12
37	UBW	44	76	32

VIII D (Control Class)

No	Student	Pre-Test	Post-Test	Gain
1	AA	36	48	12
2	AS	36	56	20
3	AFZ	40	56	16
4	AEP	36	64	28
5	AWP	48	68	20
6	ADT	24	64	40
7	AA	36	68	32
8	AMP	40	64	24
9	AN	36	44	8
10	API	48	60	12
11	BDM	48	56	8
12	DH	44	64	20
13	DA	44	64	20
14	DA	32	48	16
15	FLS	36	60	24
16	GF	36	68	32
17	HIS	36	60	24
18	IRP	28	64	36
19	KY	36	56	20
20	LP	32	60	28
21	LL	32	44	12
22	MLF	32	72	40
23	MA	24	72	48
24	MNWD	32	56	24
25	MRW	16	52	36
26	NRA	48	64	16
27	NH	24	48	24
28	PL	40	56	16
29	RA	36	56	20
30	RA	40	56	16

31	R	40	64	24
32	RA	40	60	20
33	S	40	52	12
34	SH	36	64	28
35	TP	44	64	20
36	VY	36	52	16
37	ZR	32	52	20

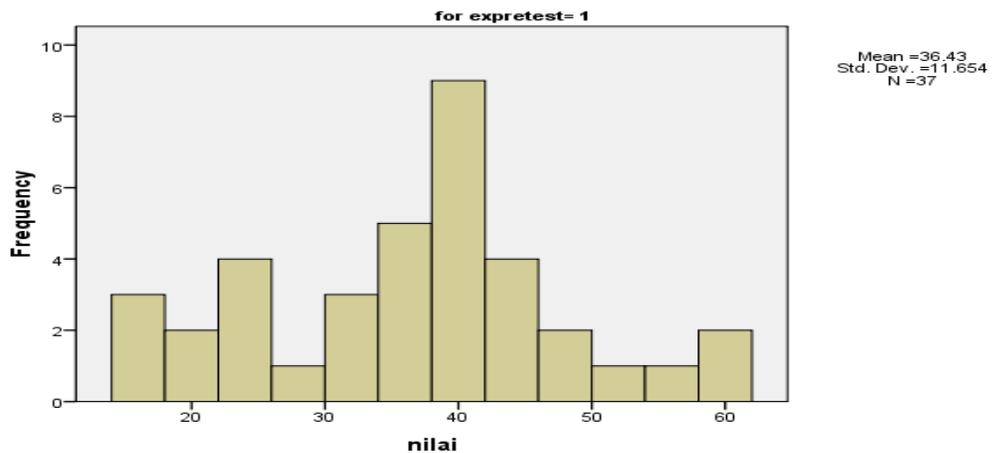
Appendix 16

Result of Pre-Test in Experimental Class

Descriptives

expretest			Statistic	Std. Error
nilai	1	Mean	36.43	1.916
		95% Confidence Interval for Lower Bound	32.55	
		Mean Upper Bound	40.32	
		5% Trimmed Mean	36.26	
		Median	40.00	
		Variance	135.808	
		Std. Deviation	11.654	
		Minimum	16	
		Maximum	60	
		Range	44	
		Interquartile Range	18	
		Skewness	-.006	.388
		Kurtosis	-.343	.759

Histogram



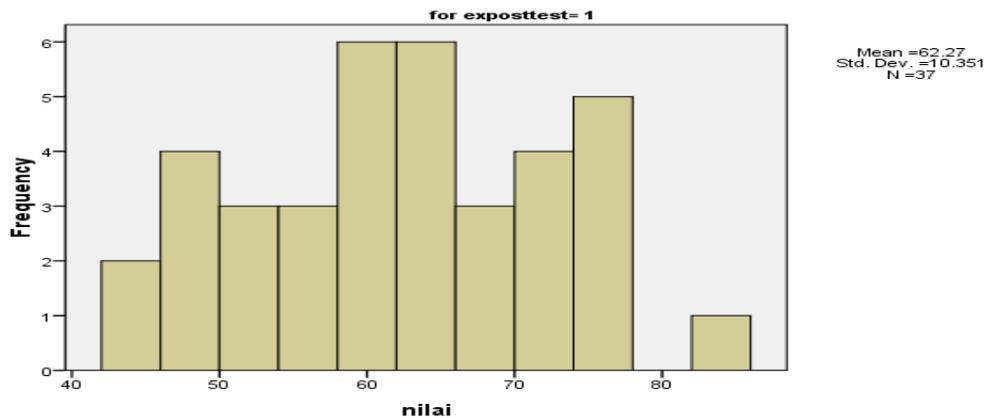
Appendix 17

Result of Post-Test in Experimental Class

Descriptives

exposttest			Statistic	Std. Error
nilai	1	Mean	62.27	1.702
		95% Confidence Interval for Lower Bound	58.82	
		Mean Upper Bound	65.72	
		5% Trimmed Mean	62.28	
		Median	64.00	
		Variance	107.147	
		Std. Deviation	10.351	
		Minimum	44	
		Maximum	84	
		Range	40	
		Interquartile Range	18	
		Skewness	-.011	.388
		Kurtosis	-.790	.759

Histogram



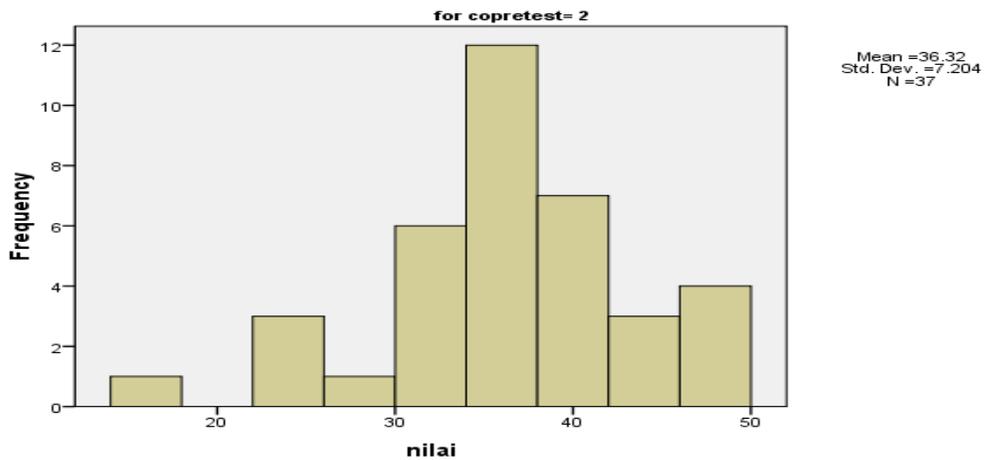
Appendix 18

Result of Pre-Test in Control Class

Descriptives

copretest			Statistic	Std. Error
nilai	2	Mean	36.32	1.184
		95% Confidence Interval for Lower Bound	33.92	
		Mean Upper Bound	38.73	
		5% Trimmed Mean	36.60	
		Median	36.00	
		Variance	51.892	
		Std. Deviation	7.204	
		Minimum	16	
		Maximum	48	
		Range	32	
		Interquartile Range	8	
		Skewness	-.550	.388
		Kurtosis	.789	.759

Histogram



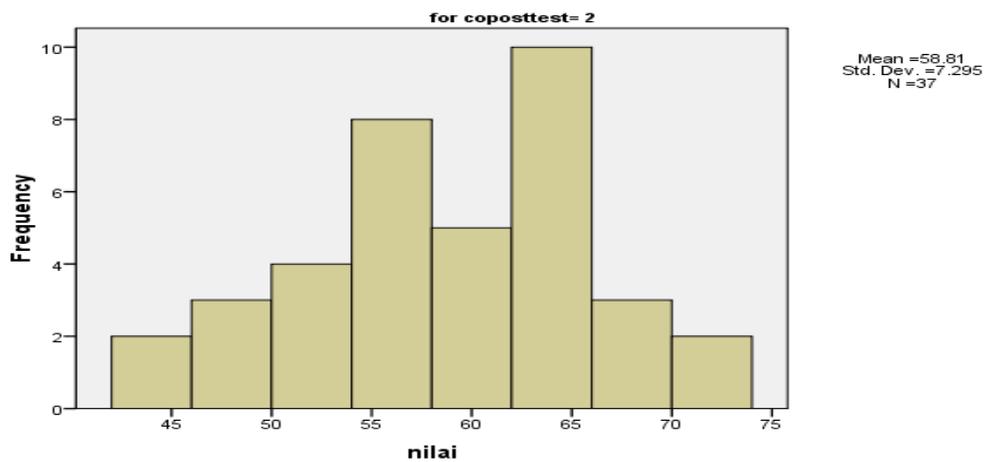
Appendix 19

Result of Post-Test in Control Class

Descriptives

coposttest			Statistic	Std. Error
nilai	2	Mean	58.81	1.199
		95% Confidence Interval for Lower Bound	56.38	
		Mean Upper Bound	61.24	
		5% Trimmed Mean	58.90	
		Median	60.00	
		Variance	53.213	
		Std. Deviation	7.295	
		Minimum	44	
		Maximum	72	
		Range	28	
		Interquartile Range	10	
		Skewness	-.258	.388
		Kurtosis	-.538	.759

Histogram



Appendix 20

Result of Normality and Homogeneity Test

Descriptives

game			Statistic	Std. Error
gain	1	Mean	26.38	1.482
		95% Confidence Interval for Mean	Lower Bound 23.37	
			Upper Bound 29.38	
		5% Trimmed Mean	26.20	
		Median	24.00	
		Variance	81.297	
		Std. Deviation	9.017	
		Minimum	12	
		Maximum	44	
		Range	32	
		Interquartile Range	14	
		Skewness	.415	.388
		Kurtosis	-.636	.759
			2	Mean
		95% Confidence Interval for Mean	Lower Bound 19.40	
			Upper Bound 25.57	
		5% Trimmed Mean	22.08	
		Median	20.00	
		Variance	85.646	
		Std. Deviation	9.254	
		Minimum	8	
		Maximum	48	

Range	40	
Interquartile Range	12	
Skewness	.817	.388
Kurtosis	.514	.759

Tests of Normality

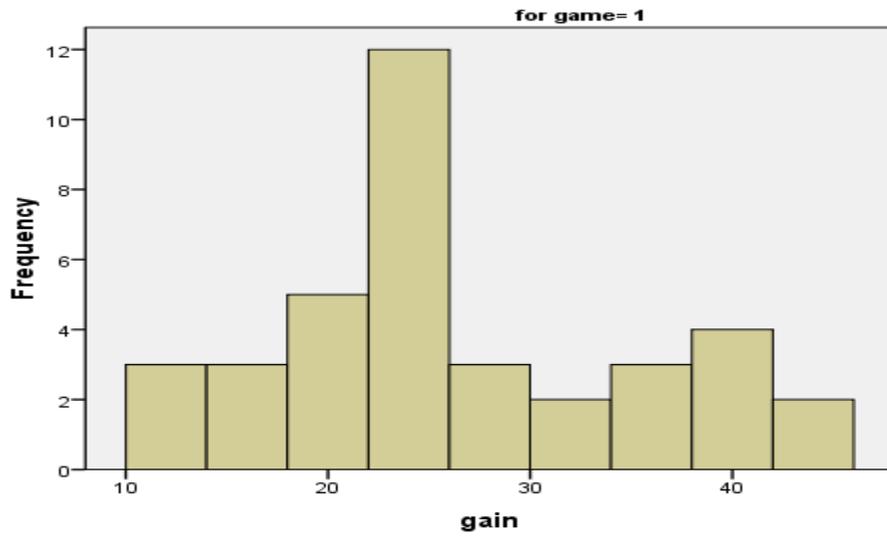
game		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
gain	1	.226	37	.000	.927	37	.019
	2	.173	37	.007	.937	37	.038

a. Lilliefors Significance Correction

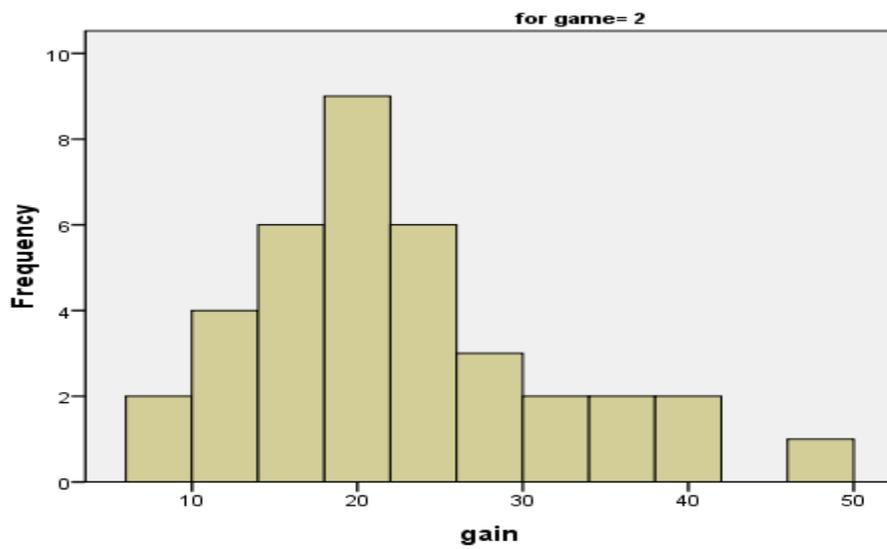
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
gain	Based on Mean	.011	1	72	.916
	Based on Median	.005	1	72	.943
	Based on Median and with adjusted df	.005	1	71.887	.943
	Based on trimmed mean	.013	1	72	.910

Histogram



Histogram



Appendix 21

Result of Mann-Whitney U

	gain
Mann-Whitney U	501.000
Wilcoxon W	1.204E3
Z	-2.009
Asymp. Sig. (2-tailed)	.045

Appendix 22

SILABUS PEMBELAJARAN

Sekolah : MTs Negeri 1 Lampung Tengah

Kelas : VIII (Delapan)

Mata Pelajaran : Bahasa Inggris

Semester : 2 (Dua)

Standar Kompetensi : Menulis

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.1.Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	1. Teks fungsional : - Notices - iklan 2. Tata bahasa - Imperratives - Getting attention - Comparison 3. Kosa kata Kata terkait tema	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk - memberi himbauan / peringatan	Menulis teks fungsional pendek berbentuk : - Notices - Iklan	Tes tulis Product	Essay Completion Penugasan	1. <i>Write sentences based on the situation given.</i> 2. <i>Complete the text using suitable word/words.</i> 3. <i>Write notices related to certain places</i> 4. <i>Write an advertisement promoting a certain product.</i>	4 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
1.2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	<p>dan jenis teks</p> <p>4. Tanda baca, Spelling</p> <p>1. Teks Essai <i>narrative / recount</i></p> <p>2. Ciri kebahasaan teks <i>narrative / recount</i></p> <p>3. Langkah retorika teks <i>narrative / recount</i></p> <p>4. Tatabahasa</p> <ul style="list-style-type: none"> - Simple past - Past continuous <p>5. Kosakata</p> <ul style="list-style-type: none"> - Kata terkait tema dan jenis teks <p>6. Tandabaca,</p>	<p>- mengiklan-kan sesuatu</p> <p>3. Melengkapi teks fungsional pendek</p> <p>4. Menulis teks fungsional pendek</p> <p>1. Review ciri kebahasaan teks <i>narrative/ recount</i></p> <p>2. Membuat kalimat sederhana terkait teks <i>narrative/ recount</i></p> <p>3. Mengembangkan langkah retorika teks <i>recount</i> dan <i>narrative</i></p> <p>4. Membuat draft teks <i>recount</i> dan</p>	Menulis teks pendek dan sederhana dalam bentuk <i>recount / narrative</i> dengan langkah retorika yang benar	<p>Tes tertulis</p> <p>Proyek</p>	<p>Uraian</p> <p>Penugasan</p>	<p><i>Write a short recount/narrative text based on:</i></p> <p><i>a. Your experience happend to you</i></p> <p><i>b. The story You have ever read</i></p> <p><i>c. Series of pictures given.</i></p> <p><i>Find 5 short texts of recount or narratives and expose them.</i></p>	8 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Buku cerita bahasa Inggris</p> <p>3. Gambar - gambar terkait cerita</p>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
	spelling	<i>narrative</i> 5. Menulis teks <i>recount</i> dan <i>narrative</i> berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding						
❖ Karakter siswa yang diharapkan : Dapat dipercaya (<i>Trustworthines</i>) Rasa hormat dan perhatian (<i>respect</i>) Tekun (<i>diligence</i>)								

Guru Mata Pelajaran

Tugiman S. Pd

Lampung Tengah,
Mahasiswa Praktikkan

Tiara Puspa Kusuma

Mengetahui;
Kepala MTs Negeri 1 Lampung Tengah

Appendix 23

LESSON PLAN

Experimental Class

Nama Sekolah : MTs Negeri 1 Lampung Tengah

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Pertemuan ke : 1

Aspek/ Skill : Menulis

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : Simple Past Tense

A. Standar Kompetensi : Mengungkapkan makna dalam teks fungsional dan essay pendek sederhana berbentuk *descriptive*, *narrative*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

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

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

E. Materi Pembelajaran

Simple Past Tense

Simple past tense express an action happened at a known in the past.

The formula of simple past tense:

Positive Form:

In verbal sentence : Subject + Verb 2 + Object

Example: They went to Bali last week

Negative Form:

In verbal sentence : Subject + Did + Not + Verb 1 + Object

Example: They did not go to Bali yesterday

Interrogative Form:

In verbal sentence : Question word + Did + Subject + Infinitive (Verb 1) + Object

Example: Where did you go last night?

There are some time signals in simple past tense, They are:

- A moment ago
- Two days ago
- A week ago
- Last January
- Last month
- An hour ago
- Several days ago
- A year ago
- Yesterday
- A few minutes ago

Contoh Teks Recount:

Borobudur Temple

Last holiday my friends and I visited Borobudur Temple. It is the biggest temple in the world. We went there by private car.

In there, we saw the wonderful Borobudur Temple. Then we had a chat with a foreign tourist to practice our English.

After taking a picture with the foreign tourist, we walked around Borobudur Temples' yard to buy some souvenirs.

Although we were very tired we felt very happy. It was the most unforgettable experience we have ever had.

F. Metode Pembelajaran/ Teknik:

Using Climbing Grammar Mountain Game

G. Langkah-langkah pembelajaran:

NO	Kegiatan Pembelajaran	Durasi	Karakter Bangsa
1	<p>Pre Activity</p> <ul style="list-style-type: none"> • Berdoa • Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruangan kelas. <ul style="list-style-type: none"> - <i>Good morning class!</i> • Mengecek kehadiran siswa <ul style="list-style-type: none"> - <i>I will check your attendance, please raise your hand and say present when you hear your name!</i> • Menanyakan materi minggu lalu kepada siswa <ul style="list-style-type: none"> - <i>Do you still remember our previous lesson?</i> <p>Apersepsi</p> <ul style="list-style-type: none"> • Game: Climbing Grammar Mountain Game 	10 Menit	<p>Religius Santun</p> <p>Disiplin</p> <p>Tanggung Jawab</p>
2	<p>Main Activity</p> <p><i>Eksplorasi</i></p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • Menjelaskan cara bermain climbing grammar mountain game • Menggambar 4 baris pendakian vertikal di papan tulis • Bagi setiap baris menjadi 10 segmen untuk mewakili kaki vertikal • Sebelum memulai permainan, minta siswa untuk membuat 4 team atau kelompok. Dan beri nama kelompok pada tiap kelompok. Lalu praktikkan permainan. • Siapkan serangkaian kalimat yg cukup mudah untuk diidentifikasi sebagai benar. Minta setiap team berapa banyak kaki vertikal nilai yang akan mereka pertaruhkan (maximum 20) • Jika team tidak bisa mengenalinya sebagai salah atau benar, maka team akan harus kembali menuruni gunung yang banyak kali. Tapi jika team mengenalinya sebagai benar 	60 Menit	<p>Kreatif Komunikatif Berani</p>

	<p>atau salah, maka mereka bisa tinggal di nilai kaki vertikal yang mereka pertaruhkan.</p> <ul style="list-style-type: none"> • Jika team tidak dapat memperbaiki kalimat, berikan kesempatan untuk kelompok lain, jika benar maka kelompok tersebut akan mendapatkan bonus 5 nilai kai vertikal. • Permainan berlanjut sampai semua kalimat telah digunakan, dan sampai di puncak kai gunung. <p>Elaborasi</p> <p>Dalam kegiatan Elaborasi siswa:</p> <ul style="list-style-type: none"> • Siswa mengidentifikasi kalimat sebagai benar atau salah • Kerja dalam kelompok dalam climbing grammar mountain game yang dipandu guru • Mempraktikkan climbing grammar mountain game di dalam kelas <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Memberi umpan balik positif dan penguatan dalam bentuk tertulis • Tanya jawab tentang materi yang telah dipelajari secara santun 		
3	<p>Kegiatan Penutup</p> <p>Dalam kegiatan penutup:</p> <ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan materi yang telah dipelajari • Salam penutup <i>Ok class, I think that's all for today. Thank you for you attention and see you next meeting!</i> 	10 Menit	Tanggung Jawab

H. Sumber / Media/ Alat:

Sumber : Buku English Focus Grade VIII/ I and LKS Bahasa Inggris

Alat : Spidol dan papan tulis

Media : Spidol dan papan tulis

I. Penilaian

- a. Teknik : Tes Tertulis
- b. Bentuk Instrument : Melengkapi Teks
- c. Instrument :

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

1. He _____ a glass of milk last night.
a. Drinks b. Drink c. Drank d. Drunk
2. I _____ my grandparents last Sunday.
a. Visits b. Visited c. Visit d. Visiting
3. My sister _____ fried rice last morning.
a. Cook b. Cooked c. Cooks d. Cooking
4. What did they do last week?
a. They play football c. They played football
b. They plays football d. They were playing football
5. We _____ our trip last weekend.
a. Enjoy b. Enjoys c. Enjoyed d. Enjoying
6. Did you come to the party last night?
a. Yes, I do c. Yes, I was
b. Yes, I did d. Yes, I am
7. She _____ her hands just now.
a. Does not wash c. Did not washed

Answer Key

1. C
2. B
3. B
4. C
5. C
6. B
7. B
8. A
9. B
10. A

LESSON PLAN

Experimental Class

Nama Sekolah : MTs Negeri 1 Lampung Tengah

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Pertemuan ke : 2

Aspek/ Skill : Menulis

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : Simple Past Tense

A. Standar Kompetensi : Mengungkapkan makna dalam teks fungsional dan essay pendek sederhana berbentuk *descriptive*, *narrative*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

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

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

E. Materi Pembelajaran

Simple Past Tense

Simple past tense express an action happened at a known in the past.

The formula of simple past tense:

Positive Form:

In nominal sentence : Subject + Was/ Were + Adjective/ Adverb/ Noun + Object

Example: She was angry just now

Negative Form:

In nominal sentence : Subject + Was/ Were + Not + Adjective/ Adverb/ Noun +
Object

Example: She was not angry just now

Interrogative Form:

In nominal sentence : Was/ Were + Subject + Noun/ Adjective/ Adverb?

Example: Was Tina angry just now? Yes, she was/ No, she wasn't

There are some time signals in simple past tense, They are:

- A moment ago
- Two days ago
- A week ago
- Last January
- Last month
- An hour ago
- Several days ago
- A year ago
- Yesterday
- A few minutes ago

Contoh Teks Recount:

Borobudur Temple

Last holiday my friends and I visited Borobudur Temple. It is the biggest temple in the world. We went there by private car.

In there, we saw the wonderful Borobudur Temple. Then we had a chat with a foreign tourist to practice our English.

After taking a picture with the foreign tourist, we walked around Borobudur Temples' yard to buy some souvenirs.

Although we were very tired we felt very happy. It was the most unforgettable experience we have ever had.

F. Metode Pembelajaran/ Teknik:

Using Climbing Grammar Mountain Game

G. Langkah-langkah pembelajaran:

NO	Kegiatan Pembelajaran	Durasi	Karakter Bangsa
1	<p>Pre Activity</p> <ul style="list-style-type: none"> • Berdoa • Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruangan kelas. <ul style="list-style-type: none"> - <i>Good morning class!</i> • Mengecek kehadiran siswa <ul style="list-style-type: none"> - <i>I will check your attendance, please raise your hand and say present when you hear your name!</i> • Menanyakan materi minggu lalu kepada siswa <ul style="list-style-type: none"> - <i>Do you still remember our previous lesson?</i> <p>Apersepsi</p> <ul style="list-style-type: none"> • Game : Climbing Grammar Mountain 	10 Menit	<p>Religius Santun</p> <p>Disiplin</p> <p>Tanggung Jawab</p>
2	<p>Main Activity</p> <p><i>Eksplorasi</i></p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none"> • Menjelaskan cara bermain climbing grammar mountain game • Menggambar 4 baris pendakian vertikal di papan tulis • Bagi setiap baris menjadi 10 segmen untuk mewakili kaki vertikal • Sebelum memulai permainan, minta siswa untuk membuat 4 team atau kelompok. Dan beri nama kelompok pada tiap kelompok. Lalu praktikkan permainan. • Siapkan serangkaian kalimat yg cukup mudah untuk diidentifikasi sebagai benar. Minta setiap team berapa banyak kaki vertikal nilai yang akan mereka pertaruhkan (maximum 20) • Jika team tidak bisa mengenalinya sebagai salah atau benar, maka team akan harus 	60 Menit	<p>Kreatif Komunikatif Berani</p>

	<p>kembali menuruni gunung yang banyak kai. Tapi jika team mengenalinya sebagai benar atau salah, maka mereka bisa tinggal di nilai kaki vertikal yang mereka pertaruhkan.</p> <ul style="list-style-type: none"> • Jika team tidak dapat memperbaiki kalimat, berikan kesempatan untuk kelompok lain, jika benar maka kelompok tersebut akan mendapatkan bonus 5 nilai kai vertikal. • Permainan berlanjut sampai semua kalimat telah digunakan, dan sampai di puncak kai gunung. <p>Elaborasi Dalam kegiatan Elaborasi siswa:</p> <ul style="list-style-type: none"> • Mengidentifikasi kalimat simple past tense yang terdapat dalam teks recount • Kerja dalam kelompok dalam climbing grammar mountain game yang dipandu guru <p>Konfirmasi Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Memberi umpan balik positif dan penguatan dalam bentuk tertulis • Tanya jawab tentang materi yang telah dipelajari secara santun 		
3	<p>Kegiatan Penutup Dalam kegiatan penutup:</p> <ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan materi yang telah dipelajari • Guru memberikan tugas atau pekerjaan rumah kepada siswa • Salam penutup <i>Ok class, I think that's all for today. Thank you for you attention and see you next meeting!</i> 	10 Menit	Tanggung Jawab

H. Sumber / Media/ Alat:

Sumber : Buku English Focus Grade VIII/ I and LKS Bahasa Inggris

Alat : Spidol dan papan tulis

Media : Spidol dan papan tulis

I. Penilaian

a. Teknik : Tes tertulis

b. Bentuk Instrument : Melengkapi Teks

c. Instrument :

Identify the text by circling “Simple Past Tense” forms

One autumn evening, Charles and Beth went to the theater. They attended a play.

The play started at 7.00 PM. Charles and Beth enjoyed the theater.

After the play, Charles and Beth walked together in the park. They walked beside the lake. The moon was bright. They talked about their future.

When Charles and Beth went home, their children were not asleep. They waited for Charles and Beth to return. They were excited to hear about the theater!

Charles told the children about the play. Then, Beth put the children to bed. Charles and Beth were very tired. It was a good night!

J. Pedoman Nilai:

Tiap nomor diberi nilai 1 (1 x 10 = 10)

Lampung Tengah,

Guru Mata Pelajaran

Mahasiswa Praktikkan

Tugiman S. Pd

Tiara Puspa Kusuma

Mengetahui;

Kepala MTs Negeri 1 Lampung Tengah

Answer Key

1. Went
2. Attended
3. Started
4. Enjoyed
5. Walked
6. Was bright
7. Talked
8. Were not asleep
9. Put
10. Were very tired

LESSON PLAN
Experimental Class

Nama Sekolah : MTs Negeri 1 Lampung Tengah

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Pertemuan ke : 3

Aspek/ Skill : Menulis

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : Simple Past Tense

A. Standar Kompetensi : Mengungkapkan makna dalam teks fungsional dan essay pendek sederhana berbentuk *descriptive*, *narrative*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

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

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

E. Materi Pembelajaran

Simple Past Tense

Simple past tense express an action happened at a known in the past.

The formula of simple past tense:

Positive Form:

In verbal sentence : Subject + Verb 2 + Object

Example: They went to Bali last week

In nominal sentence : Subject + Was/ Were + Adjective/ Adverb/ Noun + Object

Example: She was angry just now

Negative Form:

In verbal sentence : Subject + Did + Not + Verb 1 + Object

Example: They did not go to Bali yesterday

In nominal sentence : Subject + Was/ Were + Not + Adjective/ Adverb/ Noun +
Object

Example: She was not angry just now

Interrogative Form:

In verbal sentence : Question word + Did + Subject + Infinitive (Verb 1) + Object

Example: Where did you go last night?

In nominal sentence : Was/ Were + Subject + Noun/ Adjective/ Adverb?

Example: Was Tina angry just now? Yes, she was/ No, she wasn't

There are some time signals in simple past tense, They are:

- A moment ago
- Two days ago
- A week ago
- Last January
- Last month
- An hour ago
- Several days ago
- A year ago
- Yesterday
- A few minutes ago

Contoh Teks Recount:

Borobudur Temple

Last holiday my friends and I visited Borobudur Temple. It is the biggest temple in the world. We went there by private car.

In there, we saw the wonderful Borobudur Temple. Then we had a chat with a foreign tourist to practice our English.

After taking a picture with the foreign tourist, we walked around Borobudur Temples' yard to buy some souvenirs.

Although we were very tired we felt very happy. It was the most unforgettable experience we have ever had.

F. Metode Pembelajaran/ Teknik:

Using Climbing Grammar Mountain Game

G. Langkah-langkah pembelajaran:

NO	Kegiatan Pembelajaran	Durasi	Karakter Bangsa
1	<p>Pre Activity</p> <ul style="list-style-type: none">• Berdoa• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruangan kelas.<ul style="list-style-type: none">- <i>Good morning class!</i>• Mengecek kehadiran siswa<ul style="list-style-type: none">- <i>I will check your attendance, please raise your hand and say present when you hear your name!</i>• Menanyakan materi minggu lalu kepada siswa<ul style="list-style-type: none">- <i>Do you still remember our previous lesson?</i> <p>Apersepsi</p> <ul style="list-style-type: none">• Game: Climbing Grammar Mountain Game	10 Menit	Religius Santun Disiplin Tanggung Jawab
2	<p>Main Activity</p> <p><i>Eksplorasi</i></p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none">• Menjelaskan cara bermain climbing grammar mountain game• Menggambar 4 baris pendakian vertikal di papan tulis• Bagi setiap baris menjadi 10 segmen untuk mewakili kaki vertikal• Sebelum memulai permainan, minta siswa untuk membuat 4 team atau kelompok. Dan beri nama kelompok pada tiap kelompok. Lalu praktikkan permainan.• Siapkan serangkaian kalimat yg cukup mudah untuk diidentifikasi sebagai benar. Minta setiap team berapa banyak kaki vertikal nilai yang akan mereka pertaruhkan (maximum 20)	60 Menit	Kreatif Komunikatif Berani

	<ul style="list-style-type: none"> • Jika team tidak bisa mengenalinya sebagai salah atau benar, maka team akan harus kembali menuruni gunung yang banyak kai. Tapi jika team mengenalinya sebagai benar atau salah, maka mereka bisa tinggal di nilai kaki vertikal yang mereka pertaruhkan. • Jika team tidak dapat memperbaiki kalimat, berikan kesempatan untuk kelompok lain, jika benar maka kelompok tersebut akan mendapatkan bonus 5 nilai kai vertikal. • Permainan berlanjut sampai semua kalimat telah digunakan, dan sampai di puncak kai gunung. <p>Elaborasi Dalam kegiatan Elaborasi siswa:</p> <ul style="list-style-type: none"> • Siswa mengisi blank word pada teks recount • Kerja dalam kelompok dalam climbing grammar mountain game yang dipandu guru • Mempraktikkan climbing grammar mountain game di dalam kelas <p>Konfirmasi Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Memberi umpan balik positif dan penguatan dalam bentuk tertulis • Tanya jawab tentang materi yang telah dipelajari secara santun 		
3	<p>Kegiatan Penutup Dalam kegiatan penutup:</p> <ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan materi yang telah dipelajari • Guru memberikan tugas atau pekerjaan rumah kepada siswa • Salam penutup <i>Ok class, I think that's all for today. Thank you for you attention and see you next meeting!</i> 	10 Menit	Tanggung Jawab

H. Sumber / Media/ Alat:

Sumber : Buku English Focus Grade VIII/ I and LKS Bahasa Inggris

Alat : Spidol dan papan tulis

Media : Spidol dan papan tulis

I. Penilaian

a. Teknik : Tes tertulis

b. Bentuk Instrument : Melengkapi Teks

c. Instrument :

Put the verbs in brackets into the correct forms of simple past tense

Last morning on the Main Street, there _____ (1. To be) an old man who _____ (2. Wear) a ragged cloth and a man _____ (3. Stand) in front of the Old Man. The Old Man _____ (4. Try) to _____ (5. Beg).He _____ (6. Give) his hand to _____ (7. Ask) something that he needed. But a man _____ (8. Not give) anything and he just _____ (9. Look) an old man. How _____ (10.To be) poor an old man.

J. Pedoman Nilai:

Tiap nomor diberi nilai 1 (1 x 10 = 10)

Lampung Tengah,

Guru Mata Pelajaran

Mahasiswa Praktikkan

Tugiman S. Pd

Tiara Puspa Kusuma

Mengetahui;

Kepala MTs Negeri 1 Lampung Tengah

Answer Key

1. Was
2. Wore
3. Stood
4. Tried
5. Begged
6. Gave
7. Asked
8. Did not give
9. Looked
10. Was

LESSON PLAN

Control Class

Nama Sekolah : MTs Negeri 1 Lampung Tengah

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Pertemuan ke : 1

Aspek/ Skill : Menulis

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : Simple Past Tense

A. Standar Kompetensi : Mengungkapkan makna dalam teks fungsional dan essay pendek sederhana berbentuk *descriptive*, *narrative*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

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

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
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E. Materi Pembelajaran

Simple Past Tense

Simple past tense express an action happened at a known in the past.

The formula of simple past tense:

Positive Form:

In verbal sentence : Subject + Verb 2 + Object

Example: They went to Bali last week

Negative Form:

In verbal sentence : Subject + Did + Not + Verb 1 + Object

Example: They did not go to Bali yesterday

Interrogative Form:

In verbal sentence : Question word + Did + Subject + Infinitive (Verb 1) + Object

Example: Where did you go last night?

There are some time signals in simple past tense, They are:

- A moment ago
- An hour ago
- Two days ago
- Several days ago
- A week ago
- A year ago
- Last January
- Yesterday
- Last month
- A few minutes ago

Contoh Teks Recount:

Borobudur Temple

Last holiday my friends and I visited Borobudur Temple. It is the biggest temple in the world. We went there by private car.

In there, we saw the wonderful Borobudur Temple. Then we had a chat with a foreign tourist to practice our English.

After taking a picture with the foreign tourist, we walked around Borobudur Temples' yard to buy some souvenirs.

Although we were very tired we felt very happy. It was the most unforgettable experience we have ever had.

F. Metode Pembelajaran/ Teknik:

Transformation Drill Technique

G. Langkah-langkah pembelajaran:

NO	Kegiatan Pembelajaran	Durasi	Karakter Bangsa
1	<p>Pre Activity</p> <ul style="list-style-type: none">• Berdoa• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruangan kelas. - <i>Good morning class!</i>• Mengecek kehadiran siswa - <i>I will check your attendance, please raise your hand and say present when you hear your name!</i>• Menanyakan materi minggu lalu kepada siswa - <i>Do you still remember our previous lesson?</i> <p>Apersepsi</p> <ul style="list-style-type: none">• Diskusi tentang hal yang berkaitan tentang sebuah kegiatan/ kejadian• Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa• Eliciting tentang menjadi saksi dan menceritakan sebuah kegiatan/ kejadian A : What what did the teacher do there? B : She taught English there.	10 Menit	Religius Santun Disiplin Tanggung Jawab
2	<p>Main Activity</p> <p><i>Eksplorasi</i></p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none">• Memberikan gambaran umum tentang materi yang akan disampaikan	60 Menit	Kreatif

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

1. He _____ a glass of milk last night.
a. Drinks b. Drink c. Drank d. Drunk
2. I _____ my grandparents last Sunday.
a. Visits b. Visited c. Visit d. Visiting
3. My sister _____ fried rice last morning.
a. Cook b. Cooked c. Cooks d. Cooking
4. What did they do last week?
a. They play football c. They played football
b. They plays football d. They were playing football
5. We _____ our trip last weekend.
a. Enjoy b. Enjoys c. Enjoyed d. Enjoying
6. Did you come to the party last night?
a. Yes, I do c. Yes, I was
b. Yes, I did d. Yes, I am
7. She _____ her hands just now.
a. Does not wash c. Did not washed
b. Did not wash d. Do not wash
8. I _____ it by myself last month.
a. Made b. Make c. Was making d. Makes
9. _____ you sing a song a few minutes ago?

- a. Do b. Did c. Does d. Was

10. Did he send a letter?

- a. Yes, she did c. Yes, he did
b. Yes, he was d. Yes, he does

J. Pedoman Penilaian:

Tiap nomor yang benar diberi nilai 1 (1 x 10 = 10)

Lampung Tengah,

Guru Mata Pelajaran

Mahasiswa Praktikkan

Tugiman S. Pd

Tiara Puspa Kusuma

Mengetahui;

Kepala MTs Negeri 1 Lampung Tengah

Answer Key

1. C
2. B
3. B
4. C
5. C
6. B
7. B
8. A
9. B
10. A

LeSSON PLAN

Control Class

Nama Sekolah : MTs Negeri 1 Lampung Tengah

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Pertemuan ke : 2

Aspek/ Skill : Menulis

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : Simple Past Tense

A. Standar Kompetensi : Mengungkapkan makna dalam teks fungsional dan essay pendek sederhana berbentuk *descriptive*, *narrative*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

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2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

E. Materi Pembelajaran

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Positive Form:

In nominal sentence : Subject + Was/ Were + Adjective/ Adverb/ Noun + Object

Example: She was angry just now

Negative Form:

In nominal sentence : Subject + Was/ Were + Not + Adjective/ Adverb/ Noun +

Object

Example: She was not angry just now

Interrogative Form:

In nominal sentence : Was/ Were + Subject + Noun/ Adjective/ Adverb?

Example: Was Tina angry just now? Yes, she was/ No, she wasn't

There are some time signals in simple past tense, They are:

- A moment ago
- An hour ago
- Two days ago
- Several days ago
- A week ago
- A year ago
- Last January
- Yesterday
- Last month
- A few minutes ago

Contoh Teks Recount:

Borobudur Temple

Last holiday my friends and I visited Borobudur Temple. It is the biggest temple in the world. We went there by private car.

In there, we saw the wonderful Borobudur Temple. Then we had a chat with a foreign tourist to practice our English.

After taking a picture with the foreign tourist, we walked around Borobudur Temples' yard to buy some souvenirs.

Although we were very tired we felt very happy. It was the most unforgettable experience we have ever had.

F. Metode Pembelajaran/ Teknik:

Transformation Drill Technique

G. Langkah-langkah pembelajaran:

NO	Kegiatan Pembelajaran	Durasi	Karakter Bangsa
1	<p>Pre Activity</p> <ul style="list-style-type: none">• Berdoa• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruangan kelas.<ul style="list-style-type: none">- <i>Good morning class!</i>• Mengecek kehadiran siswa<ul style="list-style-type: none">- <i>I will check your attendance, please raise your hand and say present when you hear your name!</i>• Menanyakan materi minggu lalu kepada siswa<ul style="list-style-type: none">- <i>Do you still remember our previous lesson?</i> <p>Apersepsi</p> <ul style="list-style-type: none">• Tanya jawab tentang sebuah cerita• Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai mahasiswa	10 Menit	Religius Santun Disiplin Tanggung Jawab
2	<p>Main Activity</p> <p><i>Eksplorasi</i></p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none">• Memberikan gambaran umum tentang materi yang akan disampaikan• Memberikan beberapa contoh kalimat simple past tense dalam bentuk teks recount• Mendiskusikan isi yang terdapat dalam teks• Mendiskusikan hasil siswa <p><i>Elaborasi</i></p> <p>Dalam kegiatan Elaborasi siswa:</p> <ul style="list-style-type: none">• Mengidentifikasi kalimat simple past tense yang terdapat dalam teks recount• Mencoba memahami isi teks recount	60 Menit	Kreatif Komunikatif Berani

	<p>dengan menerjemahkan teks</p> <ul style="list-style-type: none"> • Menceritakan kembali teks recount di depan kelas <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Memberi umpan balik positif dan penguatan dalam bentuk tertulis • Tanya jawab tentang materi yang telah dipelajari secara santun 		
3	<p>Kegiatan Penutup</p> <p>Dalam kegiatan penutup:</p> <ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan materi yang telah dipelajari • Guru memberikan tugas atau pekerjaan rumah kepada siswa • Salam penutup <p><i>Ok class, I think that's all for today.</i></p> <p><i>Thank you for you attention and see you next meeting!</i></p>	10 Menit	Tanggung Jawab

H. Sumber / Media/ Alat:

Sumber : Buku English Focus Grade VIII/ I and LKS Bahasa Inggris

Alat : Spidol dan papan tulis

I. Penilaian

a. Teknik : Tes tertulis

b. Bentuk Instrument : Melengkapi Teks

c. Instrument :

Identify the text by circling “Simple Past Tense” forms

One autumn evening, Charles and Beth went to the theater. They attended a play.

The play started at 7.00 PM. Charles and Beth enjoyed the theater.

After the play, Charles and Beth walked together in the park. They walked beside the lake. The moon was bright. They talked about their future.

When Charles and Beth went home, their children were not asleep. They waited for Charles and Beth to return. They were excited to hear about the theater!

Charles told the children about the play. Then, Beth put the children to bed. Charles and Beth were very tired. It was a good night!

J. Pedoman Nilai:

Tiap nomor diberi nilai 1 (1 x 10 = 10)

Lampung Tengah,

Guru Mata Pelajaran

Mahasiswa Praktikkan

Tugiman S. Pd

Tiara Puspa Kusuma

Mengetahui;

Kepala MTs Negeri 1 Lampung Tengah

Answer Key

1. Went
2. Attended
3. Started
4. Enjoyed
5. Walked
6. Was bright
7. Talked
8. Were not asleep
9. Put
10. Were very tired

LESSON PLAN

Control Class

Nama Sekolah : MTs Negeri 1 Lampung Tengah

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Pertemuan ke : 3

Aspek/ Skill : Menulis

Alokasi Waktu : 2 x 40 Menit

Topik Pembelajaran : Simple Past Tense

A. Standar Kompetensi : Mengungkapkan makna dalam teks fungsional dan essay pendek sederhana berbentuk *descriptive*, *narrative*, dan *recount* untuk berinteraksi dengan lingkungan sekitar.

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

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Mengidentifikasi penggunaan simple past tense
2. Menuliskan kalimat positive, negative, dan interrogative dalam bentuk simple past tense secara sederhana
3. Memahami kalimat simple past tense dalam bentuk recount.

E. Materi Pembelajaran

Simple Past Tense

Simple past tense express an action happened at a known in the past.

The formula of simple past tense:

Positive Form:

In verbal sentence : Subject + Verb 2 + Object

Example: They went to Bali last week

In nominal sentence : Subject + Was/ Were + Adjective/ Adverb/ Noun + Object

Example: She was angry just now

Negative Form:

In verbal sentence : Subject + Did + Not + Verb 1 + Object

Example: They did not go to Bali yesterday

In nominal sentence : Subject + Was/ Were + Not + Adjective/ Adverb/ Noun +
Object

Example: She was not angry just now

Interrogative Form:

In verbal sentence : Question word + Did + Subject + Infinitive (Verb 1) + Object

Example: Where did you go last night?

In nominal sentence : Was/ Were + Subject + Noun/ Adjective/ Adverb?

Example: Was Tina angry just now? Yes, she was/ No, she wasn't

There are some time signals in simple past tense, They are:

- A moment ago
- Two days ago
- A week ago
- Last January
- Last month
- An hour ago
- Several days ago
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Contoh Teks Recount:

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F. Metode Pembelajaran/ Teknik:

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2	<p>Main Activity</p> <p><i>Eksplorasi</i></p> <p>Dalam kegiatan eksplorasi guru:</p> <ul style="list-style-type: none">• Memberikan sebuah teks recount dan meminta siswa untuk mengartikannya• Meminta siswa menceritakan kembali pengalaman menjadi saksi sebuah kejadian atau kegiatan	60 Menit	Kreatif Komunikatif

	<ul style="list-style-type: none"> • Mendiskusikan hasil siswa <p>Elaborasi</p> <p>Dalam kegiatan Elaborasi siswa:</p> <ul style="list-style-type: none"> • Mengidentifikasi kalimat simple past tense dalam teks recount • Menceritakan pengalaman menjadi saksi sebuah kejadian atau kegiatan • Menjawab pertanyaan yang diberikan guru berdasarkan kejadian/ kegiatan tersebut <p>Konfirmasi</p> <p>Dalam kegiatan konfirmasi guru:</p> <ul style="list-style-type: none"> • Memberi umpan balik positif dan penguatan dalam bentuk tertulis • Tanya jawab tentang materi yang telah dipelajari secara santun 		Berani
3	<p>Kegiatan Penutup</p> <p>Dalam kegiatan penutup:</p> <ul style="list-style-type: none"> • Siswa bersama guru menyimpulkan materi yang telah dipelajari • Guru memberikan tugas atau pekerjaan rumah kepada siswa • Salam penutup <p><i>Ok class, I think that's all for today.</i> <i>Thank you for you attention and see you next meeting!</i></p>	10 Menit	Tanggung Jawab

H. Sumber / Media/ Alat:

Sumber : Buku English Focus Grade VIII/ I and LKS Bahasa Inggris

Alat : Spidol dan papan tulis

I. Penilaian

a. Teknik : Tes tertulis

b. Bentuk Instrument : Melengkapi Teks

c. Instrument :

Put the verbs in brackets into the correct forms of simple past tense

Last morning on the Main Street, there _____ (1. To be) an old man who _____ (2. Wear) a ragged cloth and a man _____ (3. Stand) in front of the Old Man. The Old Man _____ (4. Try) to _____ (5. Beg). He _____ (6. Give) his hand to _____ (7. Ask) something that he needed. But a man _____ (8. Not give) anything and he just _____ (9. Look) an old man. How _____ (10. To be) poor an old man.

J. Pedoman Nilai:

Tiap nomor diberi nilai 1 (1 x 10 = 10)

Lampung Tengah,

Guru Mata Pelajaran

Mahasiswa Praktikkan

Tugiman S. Pd

Tiara Puspa Kusuma

Mengetahui;

Kepala MTs Negeri 1 Lampung Tengah

Answer Key

1. Was
2. Wore
3. Stood
4. Tried
5. Begged
6. Gave
7. Asked
8. Did not give
9. Looked
10. Was