

**THE INFLUENCE OF USING MAGIC WHEEL GAME TOWARDS
STUDENTS' SIMPLE PAST TENSE MASTERY AT THE FIRST SEMESTER
OF THE EIGHTH GRADE OF MTs NEGERI 2 LAMPUNG SELATAN IN
THE ACADEMIC YEAR OF 2016/2017**

A Thesis

Submitted as a partial fulfillment of the requirements for S1-Degree



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THE STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2017**

ABSTRACT

THE INFLUENCE OF USING MAGIC WHEEL GAME TOWARDS STUDENTS' SIMPLE PAST TENSE MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE AT MTs NEGERI 2 LAMPUNG SELATAN IN 2016/2017 ACADEMIC YEAR

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Based on the researcher's preliminary research in MTs Negeri 2 Lampung Selatan, the students' simple past tense mastery was still low; students got difficulty when they studied simple past tense. It was found that the total number of students who got difficulties in simple past tense was 140 from 212 students. It means that students who felt difficult to understand simple past tense are 63.52%. Therefore, the researcher used suitable technique that is magic wheel game to improve students' simple past tense mastery. The objective of this research is to know whether there is a significant influence of using magic wheel game towards students' simple past tense mastery at the eighth grade of MTs Negeri 2 Lampung Selatan in the academic year of 2016/2017.

The research methodology was quasi experimental design. In this research, the population was the eighth grade of MTs N 2 Lampung Selatan. The sample of this research was two classes consisting of 36 students for experimental class and 37 students for control class. In the experimental class, the research used magic wheel game and in the control class used lecturing technique. The treatments were held 3 meetings. In collecting the data, the researcher used instrument in the form of multiple choice questions which had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatments, the researcher gave pre-test for both classes. Then, after conducting the treatment, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that $\text{Sig.} = 0.045$ and $\alpha = 0.05$. it means H_a is accepted. Therefore, there is a significant influence of using magic wheel game towards students' simple past tense mastery at the first semester of the eighth grade at MTs Negeri 2 Lampung Selatan in 2016/2017 academic year.



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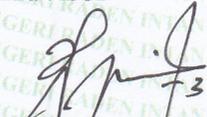
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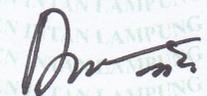
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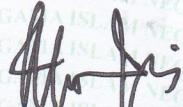
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DECLARATION

I hereby declare that the thesis entitled “The Influence of Using Magic Wheel Game Towards Students’ Simple Past Tense Mastery at The First Semester of the Eighth Grade of Mts N 2 Lampung Selatan in the Academic Year of 2016/2017” is completely my own work. I am fully aware that I had quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, December 2016

Declared by,



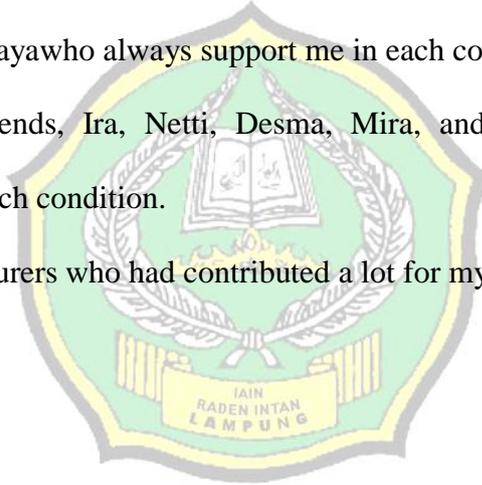

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DEDICATION

This thesis is dedicated to:

1. My the most honorable and beloved parents Mr. Busroni A and Mrs. Hamidah that always give me support, motivation, and prayer all the time for my success.
2. My beloved Brother and Sister, SyamsuddinPalasMarsabayaand Eva LismainiMarsabayawho always support me in each condition.
3. My beloved friends, Ira, Netti, Desma, Mira, and Inem who always support me in each condition.
4. My beloved lecturers who had contributed a lot for my development.



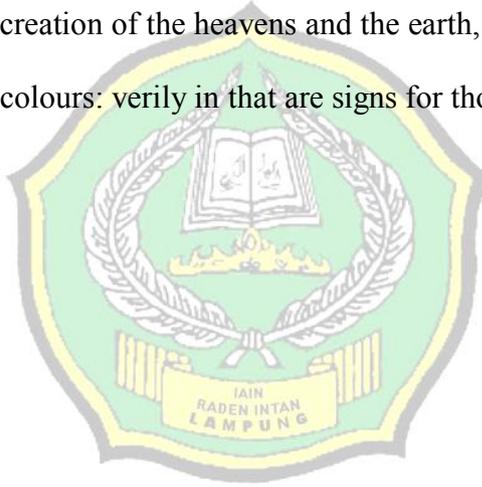
MOTTO

لَا يَسْتَدْلِكُ فِي إِنْ وَالْوَانِكُمْ أَلْسِنَتِكُمْ وَأَخْتَلَفُوا فِي الْأَرْضِ السَّمَوَاتِ خَلْقًا أَيَّتَهُ وَمِنْ

وَاللَّعَلِمِينَ

“Among His sign is the creation of the heavens and the earth, and the variations in your language and your colours: verily in that are signs for those who know”

(ArRuum 22)¹

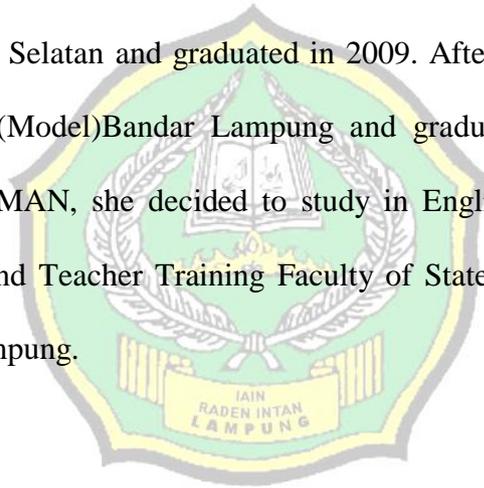


¹ <http://www.theholyyquran.com/quran/Ar-Ruum/English-Abdullah-Yusuf-Ali/ayat:22>

CURRICULUM VITAE

The researcher's name is NurulHasanahMarsabaya. She was born in PalasAji on April30th, 1994. She is the third child of Mr. Busroni A and Mrs. Hamidah. She lives on PalasAjistreet, Palas, Lampung Selatan.

The researcher began her study in Elementary School at SDN PalasAji in 2000 and graduated in 2006. She continued her study in Junior High School at MTsNegeri 2 Lampung Selatan and graduated in 2009. After that, she continued her study at MAN 1 (Model)Bandar Lampung and graduated in 2012. After finishing her study in MAN, she decided to study in English Education Study Program of Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies RadenIntan Lampung.



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Alhamdulillah, thanks to Allah the Almighty, for blessing, mercy and kindness. May shalawat and salam always be with the Prophet Muhammad SAW who brought us from the darkness to the lightness. This thesis entitled “The Influence of using magic wheel game towards Students’ Simple Past Tense Mastery at the first Semester of the Eighth Grade of MTsNegeri 2 Lampung Selatan in 2016/2017 Academic Year” is handed in as compulsory fulfillment of the requirement for S1 – degree of English study program at Tarbiyah Training Faculty, State Institute of Islamic Studies RadenIntan Lampung.

The researcher realizes that she cannot complete this final project without the help of others. The researcher has obtained a lot of help from many people during writing this final project and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitude and appreciation to:

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, December 2016

The Researcher

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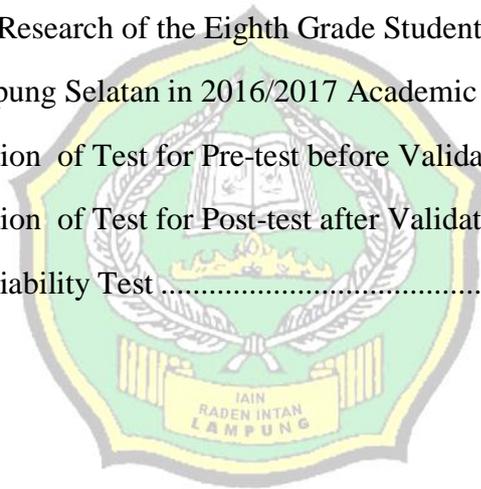
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CHAPTER I INTRODUCTION

A. Background of the Problem

Language is very important in our life because we use language to communicate with other people. Gelderen states that a language is a fundamental human faculty used for creative expression, face to face communication, scientific inquiry and many other purpose.¹ By using language, human can interact with other people and also it is used to deliver messages or ideas from the speakers to listeners and from the researchers to the readers in interactions among themselves or with their environment. The people can not live together in an organized social group without language. People can fulfill their needs of life by communication each other and people can transfer knowledge by using language. Setiyadi states that language is a system for the expression of meaning.² It means that language is also used to express ideas, thought opinions and feelings. So we can say that language is very important for individuals to live in the society.

There are many languages in the world. One of them is English. English as one of the international languages in the world that is used by almost all countries as a communication tools. English has great influence on human life in the world. With

¹ Elly Van Gelderen, *A History of the English Language*, (Amsterdam: John Benjamins Publishing, 2006), p. 1.

² Ag Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.10

this language, we can communicate and interact with other people who use English or who have learned this language. Moreover, in international communications, English has been accepted to be used in many fields of study or work, it can be conclude that English is a universal tool of communication.

English is really a foreign language for language learners in our country, Indonesia. English is learned by talking about the grammatical rules of English and errors are always corrected and it is not spoken in the society, accuracy is really focuses in learning English.³ Students only learn English at school or at courses and they seldom apply English in their conversation or in a natural situation. So, students do not have adequate exposure to comprehend English better.

In learning English there are four skills that must be studied by students, namely listening, speaking, reading, and writing. These skills are closely related one to another. The mastery of these skills should be supported by knowledge of the language components, such as vocabulary, spelling, pronunciation, grammar, etc.

Grammar is part of language components that must be mastered by the students. Grammar or structure is very important in English. Without structure, the meaning cannot be submitted. Harmer says that the grammar of language is the description of the ways in which words can change their forms and can be combined into sentences

³ *Ibid*, p.21

in that language.⁴ This statement shows us that grammar is the system of language which can help one to learn a language more quickly and more efficiently.

Grammar is the central component of language. Grammar is defined as “the set of rules that describe the structure of a language and control the way that sentences are formed.”⁵ It can be concluded that grammar is important because by mastering grammar, someone will know how to arrange or change word in a sentence. It can help us to communicate well. Simple past tense as one of grammatical items is very important, the students are expected to be able to master all tenses to comprehend English well especially simple past tense.

Based on preliminary research, the researcher found some students have low score in simple past tense. Students are still difficult to remember the formula and sentence patterns, as result the students have difficulty on how to make sentence using simple past tense correctly.

Based on the interview that was done on 19th of July 2016 by the researcher in MTs N 2 South Lampung. The English teacher, Mrs. Umi said that the ability of the students in learning grammar especially simple past tense is still low. Besides, they are still

⁴ Jeremy Harmer, *The Practice of English Language Teaching*, (3rd Ed.), (Edinburgh Gate: Longman, 2001), p.12

⁵ Yuru Shen, *Reconsidering English Grammar Teaching for Improving Non-English Majors' English Writing Ability*, Vol. 5, No. 11; 2012, Published by Canadian Center of Science and Education, . 74. <http://dx.doi.org/10.5539/elt.v5n11p74>. Accessed on January, 16th, 2016.

difficult to remember past form (V2) or the regular and irregular verb.⁶ The score of students in simple past tense can be seen below:

Table 1
The English Simple Past Tense Score of the First Semester of Eight Grade at MTs Negeri 2 Lampung Selatan in the Academic Year of 2016/2017

No	Class	Students' Score		Number of Students
		<78	≥78	
1	VIII A	6	26	32
2	VIII B	25	11	36
3	VIII C	29	6	35
4	VIII D	32	5	37
5	VIII E	24	12	36
6	VIII F	24	12	36
Total		140	72	212
Percentage		63.52%	36.47%	100%

Source: document of MTs Negeri2 Lampung Selatan

From the table above, it can be seen that from 212 students of eighth grade in MTs Negeri 2 Lampung Selatan there are 140 students got score under 78. This is because the Criteria of Minimum Mastery (KKM) score of English subject at that school is 72. It means that 63.52% of students got problems in simple past tense. So the students have difficulty in learning simple past tense correctly.

Besides that, the researcher interviewed some students of the eighth grade of MTs Negeri 2 Lampung Selatan. The researcher found that happened because the teacher did not use an interesting technique to teach simple past tense. The teacher has to monotonous technique in giving the material.

⁶ Umi Yuliasari, *Preliminary Research: Interview*, on 19th of July 2016, at MTs Negeri 2 Lampung Selatan, Unpublished.

In this research, the researcher were apply a technique that hopefully can develop the students' simple past tense mastery. The researcher chooses the Magic Wheel game in teaching simple past tense. It is supported by previous research that was done by eko efriyanto. Eko did the research by using magic wheel game towards Students' Present Continuous Tense Mastery at the Second Semester of the Eighth Grade of MTs Masyariqul Anwar Bandar Lampung in 2011/2012 Academic Year.⁷ And the result showed that magic wheel game has been successful increasing simple ast tense mastery.

In this case, the researcher tried applying Magic Wheel game in teaching grammar especially simple past tense because the researcher wants to know whether using Magic Wheel game can give significant influence towards the students' simple past tense or not. The researcher believes that by using Magic Wheel game the students can be able to motivate to learning English particularly in studying simple past tense. Based on the background above the researcher proposes a research entitled: The Influence of Using Magic Wheel Game towards Students' Simple Past Tense Mastery at the first Semester of The Eighth Grade of MTs N 2 Lampung Selatan in the Academic Year of 2016/2017.

⁷ Eko Efriyanto, *An SI Thesis: The Influence of Using Magic Wheel Game Towards Students Present Continuous Tense of the Eighth Grade of MTs Masyariqul Anwar Bandar Lampung in 2011/2012 Academic Year*, Bandar Lampung : IAIN Raden Intan Lampung, Unpublished

B. Identification of the Problem

Based on the background problem above, the researcher identified the problems as follows:

1. The students' simple past tense mastery was still low.
2. The students had difficulty in understanding grammar especially simple past tense.
3. The students got difficulties to memorize the pattern of simple past tense.
4. The students were easy to be bored in monotonous way of teaching grammar.

C. Limitation of the Problem

Based on the background of the problem, the researcher focused on the influence of using magic wheel game towards students' simple past tense mastery of nominal sentence, verbal sentence, regular and irregular verb at the first semester of the eighth grade of MTs N 2 Lampung Selatan.

D. Formulation of the Problem

Based on the limitation of the problem above, the researcher formulated the problem as follows:

“Is there any significant influence of using Magic Wheel game towards Students' Simple Past Tense Mastery at the first semester of the eighth grade of MTs N 2 Lampung Selatan?”

E. Objective of the Research

The objective of this research is to know whether there is significant influence of using magic wheel game towards students' simple past tense mastery at the first semester of the eighth grade of MTs N 2 Lampung Selatan.

F. Uses of the Research

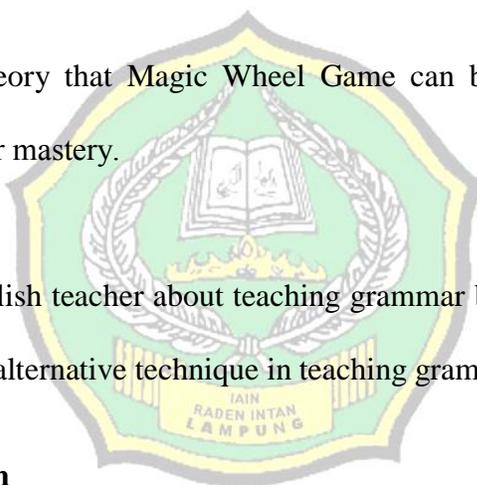
The uses of the research are as follows:

1. Theoretically

It can support theory that Magic Wheel Game can be applied to improve students' grammar mastery.

2. Practically

It can inform English teacher about teaching grammar by using Magic Wheel Game and one of alternative technique in teaching grammar.



G. Scope of the Research

1. Subject of the Research

The subject of the research was conducted at first semester of the eighth grade of MTs Negeri 2 Lampung Selatan.

2. Object of the Research

The object of the research was used Magic Wheel game to know whether is significant and students' simple past tense mastery.

3. Place of the Research

The research was conducted at MTs Negeri 2 Lampung Selatan.

4. Time of the Research

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



CHAPTER II REVIEW OF RELATED LITERATURE

A. Teaching English as a Foreign Language

Language is considered to be a system of symbols and words, primarily through oral and written communication as well as using expressions through body language. It is taught in schools, often widely, but it does not play an essential role in national or social life, for example in Spain, Brazil, and Japan.¹ Based on the statement above, English is the foreign language in Indonesia because it is taught in schools, often widely and does not play an essential role in national or social life. Harmer states, "English as a foreign language is generally taken to apply the students who one studying general English at the schools and institutes in their own country or as transitory visitors in a target language country."² It means that the purpose of teaching English as foreign language is to create a situation that the students can use English as a means of communication. The students should be put into situation that they can use English for communication both oral and written.

In this case, Krashen in Setiyadi differentiates the two different ways of gaining a target language. He states that there are two ways of developing ability in a target language such as acquisition and learning. Acquisition is defined as a subconscious process that is identical to the process used in first language acquisition in all

¹ Geoffrey Broughton, *Teaching English as Foreign Language*, (New York: Routledge, 1980), pp. 4-6.

² Jeremy Harmer, *The Practice of English Language Teaching*, (New York: Pearson Education Limited, 2007), p. 17.

important ways, while learning is defined as conscious knowing about a target language. While acquisition is taking place, language learners are not always aware of the results; they are not very concerned with grammatical rules and error correction. They are gaining a target language by living in the society where the language is used in their daily lives. When language learners talk about the rules of a target language, they correct errors, and people in the society do not speak the target language, they are learning the target language.³ From the statement above, it can be said that acquisitions is when someone learns language unconsciously in daily lives. Learning is when someone consciously wants to know and learn language. In Indonesia, the students who learn English as a foreign language do not use English for daily communication. It means that English is not spoken in the society, accuracy is really focus in learning English.

They use English only when they learn English subject in the classroom and the learner has no appropriate time to practice the knowledge outside the classroom. It is not the case when people learn English in countries where English as a second language, such as in Malaysia, Singapore, etc. English as a second language occurs in countries where English is spoken in the society. People in those countries emphasize on the ability and fluency in communications of daily lives. They acquire English because they are exposed to the language in the society. They are not always aware of

³ Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 21

the process of gaining the language.⁴ Referring to the theory of gaining a target language mentioned above, the process of gaining English in Indonesia is regarded more as learning while in Malaysia more as acquisition.

Teaching English as foreign language means that English is used by the people not as their mother tongue or their native language. According to Brown, "Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge and causing to know and understand."⁵ It means that by teaching someone will get knowledge and understand about something given by teacher.

Based on the explanation above, the researcher concluded that in teaching English as a foreign language, the teacher should assist and guide students in the mastery of the material. In other words the teacher as a facilitator must be able to provide a good method or technique in teaching and learning so that at the end of teaching activities English as foreign language the students will understand the subject that is taught.

B. English Grammar

Grammar is an important part of language teaching. There are some definitions about grammar according to experts. Thornbury states that a language is acquired through practice; it is merely perfected through grammar.⁶ According to Nelson, "grammar is

⁴ *Ibid*, p. 22.

⁵ H. Douglas Brown, *Principles of Language Learning and Teaching*, (Fifth Ed.), (San Francisco: Longman, 2007), p. 8.

⁶ Scott Thornbury, *How to Teach Grammar*, (Edinburgh Gate: Longman, 1999), p. 25.

study of how words combine to form sentences."⁷ Penny states that grammar is sometimes defined as the way words are put together to make correct sentences.⁸ It means that grammar is an important rule should be able to use the words and phrase to express meaning.

Furthermore, grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Thus grammar is a description of the rules that govern how a language's sentences are formed.⁹ According to Harmer, " grammar of language is description of the ways in which words can change their forms and can be combined into sentences in that language."¹⁰ It means that grammar is an important rule in language and of the ways in which words can change their forms.

From the explanation above, the researcher concluded that grammar is one of the elements of languages, grammar is the structure of language that must be mastered. It is clear that grammar is considered as a system of the rules of the language that is used in context of communication.

⁷ Gerald Nelson, *English An Essential Grammar*, (New York: Routledge, 2001), p. 1.

⁸ Penny Ur, *A Course in Language Teaching (Practice and Theory)*, (Cambridge: Cambridge University Press, 1991), p.75.

⁹ Thornbury, *Op.Cit*, p. 1.

¹⁰ Harmer, *Op.Cit*, p. 12.

C. Tenses in English

Tense is a category that locates a situation in time, to indicate when the situation takes place. 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. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all.¹¹ It means tense and time for showed situation time and place.

Tense is used to indicate an action in the specific time. Tenses may indicate whether an action, activity, or state is past, present, or future.¹² Hornby adds, "it means that tenses are important elements in learning English and tenses are a changing of the verb in a sentence that are related with time. Tense may also indicates whether an action, activity, or state is, was, or will be complete, or whether it is, was, or will be in progress over a period of time."¹³ It means in learning English there are sixteen kinds of tenses namely :

Table 2
The Kinds of Tenses

Tenses	Meaning	Example
Simple present tense	The simple present says that something was true in the past, is true in the present and will be true in the future.	Water consist of hydrogen and oxygen. The average person

¹¹ George E. Wishon, and Julia M. Burks, *Let's Write English*, (New York: Litton Educational Publishing, 1980), p.192.

¹² A. S Hornby, *Guide to Patterns and Usage in English*, (Second Ed.), (New York: Oxford University Press, 1975), p. 78.

¹³ *Ibid.*

	It expresses general statements of fact and timeless truths.	breathes 21,600 times a day.
Present continuous tense	The present continuous expresses an activity that is in progress at the moment of speaking. It is temporary activity met began in the past, is continuing at present, and will probably end at some point in the future.	John is sleeping right now. I need an umbrella because it is raining. The students are sitting at their desks right now.
Present perfect tense	The perfect tense expresses the idea that something happened (or never happened) before now, t an unspecified time in the past. The exact time it happened is not important.	They have moved into a new apartment. I have already seen that movie. Jack has not seen it yet.
Present perfect progressive	Present perfect progressive is used to indicate the duration of an activity that began in the past and continuous to the present.	I have been sitting here for two hours. I have been sitting here since seven o'clock. I have known alex since he was child.
Simple past tense	The simple past indicate that an activity or situation began ended at the particular time in the past.	I walked to school yesterday. John lived in Paris for ten years, but now he lives in Rome. I bought a new car three days ago.
Past progressive	Past progressive is both action occurred at the same time, but one action began earlier and was in progress when the other action occurred.	I was walking down the street when it began to rain. While I was walking down the street, it began to rain. At eight o'clock last night, I was studying.
Past perfect	The past perfect expresses an activity that was completed before another	Sam had already left by the time Ann got there. The thief simply walked

	activity or time in the past.	in. Someone had forgotten to lock the door.
Past perfect progressive	The past perfect progressive emphasizes the duration of an activity that was in progress before another activity or time in the past.	The police had been looking for the criminal for two years before. They caught him. Eric finally came at six o'clock. I had been waiting for him since four-thirty.
Simple future tense	When the speaker is making a prediction (a statement about something s/he thinks will be true or will occurring the future), either will or be going to is possible	According to the weather, it will be cloudy tomorrow. According to the weather report, it is going to be cloudy tomorrow. Be careful you will hurt yourself
Future progressive	The future progressive expresses an activity that will be in progress at the time in the future.	I will begin to study at seven. You will come at eight. I will studying when you come. Right now I'm sitting in the class.
Future perfect	The future perfect expresses an activity that will be completed before another time or event in the future.	I will graduate in November. I will see you in January. By the time I see you, I will have graduated. I will have finished my homework by the time. I go out on the date tonight.
Future perfect progressive	The future perfect progressive emphasizes the duration of an activity that will be in progress before another time or event in the future.	I will go to bed at ten p.m. Tom will get home at midnight. At midnight I will be sleeping. I will have been sleeping for two hours by the time Tom get home.
Past future tense	The forms of the past future	He said that he would

	tense are similar in structure and implication to those of the present future tense, only the auxiliary verb "will" or "shall" appears in its past form "would" or "should"	leave in three days. He promised that he would buy me a pair of gloves. I should play badminton last month
Past future continuous tense	To tell an action that will be going in the past and in this tense the action has not been completed	My brother would be finishing Thesis last week My brother would not be finishing Thesis last week
Past future perfect tense	Used to declare a sentence that would have occurred in the past. These tenses are combination of past + future perfect.	I should have seen John if I had come earlier She would have been married if her parents had permitted.
Past future continuous tense	is a form of the verb to an action or imaginary situation is underway at a specific point or during certain periods in the past.	We would have been working She would not have been driving

Source : Azar, *Understanding and Using English Grammar*, 1989.

From the table 2 there are sixteen tenses. The kinds of tenses namely simple present tense, simple past tense and simple future tense. From explanation above the researcher concluded that tenses describe the timing of an action whether something is happening now, has happened, or will happen. In teaching of tenses can be made fun, it depends on method or technique that taught the teacher in teaching grammar especially in tenses. There are sixteen tenses in learning English but the researcher will only focus on simple past tense.

D. Simple Past Tense

Simple past tense is used to report a state or activity which can be ascribed to a definite past time. A past adverbial is either expressed or else understood from the context in which the past tense is used.¹⁴ Simple past tense indicates that an activity or situation began and ended at a particular time in the past.¹⁵ It means that the past tense is a grammatical tense whose principal function is to place an action or situation in past time.

Table 3
Expressing Past time: Simple Past

Simple Past	
a. I walked to school yesterday. b. John bought a new car three days ago.	The simple past indicates that an activity or situation began and ended at a particular time in the past.
c. She was busy last night. d. John and Jane were at the school three hours ago.	The simple past form be are was and were.
e. Mr. Robert joined the party last night f. I studied at the library two hours ago.	Most simple past verb are formed by adding -ed to a verb, as in a, e, and f.
g. My brother read the newspaper two hours ago. h. You ate my toast yesterday.	Some verbs have irregular past forms, as in b, g, and h.

Source: Azar and Hagen: *Basic English Grammar*, 2006.

¹⁴ George E. Wishon, and Julia M. Burks, *Let'S Write English*, (Revised Ed.), (New York: Litton Educational Publishing International, 1980), p. 195.

¹⁵ Azar, *Op. Cit.*, p. 27.

From the table 3 about The simple past indicates that an activity or situation began and ended at a particular time in the past. The simple past form be are was and were.

From explanation above it can be concluded the formula of verbal and nominal sentence as follows:

1. Verbal Sentence

Subject (I, You, We, They, He, She, It)

a. Positive form:

Formula: Subject + Past Tense (Verb2) + O

Example:

1. She walked to school yesterday.
2. I drank coffee yesterday morning.

b. Negative form:

Formula: Subject + did + not + infinitive (verb 1) + O

Example:

1. She did not walk to school yesterday.
2. I did not drink coffee yesterday morning.

c. Interrogative form:

Formula: Did + subject + infinitive (verb 1) + O?

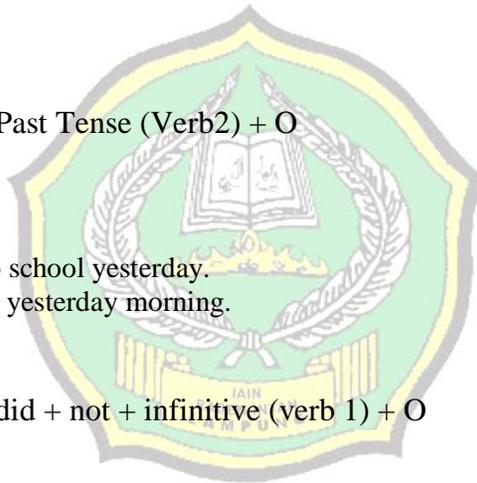
Example:

1. Did she walk to school yesterday? Yes, she did / No, she did not.
2. Did you drink coffee this morning? Yes, I did / No, I did not.

d. Question word form:

Formula: Question word + did + subject + infinitive (verb 1) + O?

Example:



1. Where did she walk yesterday? School / she walked to school yesterday.
2. When did you drink coffee? yesterday morning / I drink coffee yesterday morning.

2. Nominal Sentence

The past of be (was/were)

Singular: I/She/He/It	Was / wasn't
Plural: We/You/They	Were / weren't

a. Positive form:

Formula : Subject + was/were + noun/adjective/adverb

Example:

1. I was in class yesterday.
2. Alice was at the library yesterday.
3. They were at home last night.

b. Negative form:

Formula : Subject + was/were + not + noun/adjective/adverb

Example:

1. I was not (wasn't) in class yesterday.
2. Alice was not (wasn't) at the library yesterday.
3. They were not (weren't) at home last night.

c. Interrogative form:

Formula: Was/Were + subject + noun/adjective/adverb?

Example:

1. Were you in class yesterday? Yes, I was / No, I wasn't
2. Was Alice at the library yesterday? Yes, she was / No, she wasn't



3. Were they at home last night? Yes, they were / No, They weren't
- d. Question word form:

Formula: Question word + was/were + subject + noun/adjective/adverb?

Example:

1. Where were you yesterday? in class / I was in class yesterday.
2. Where was Alice yesterday? At the library / She was at the library yesterday.
3. Where were they last night? At home / They were at home last night.¹⁶

The time signals that use in this form are:¹⁷

Table 4
Time Signals

Yesterday	Last	Ago
Yesterday	Last night	Five minutes ago
Yesterday morning	Last week	Two hours ago
Yesterday afternoon	Last month	In 2000
Yesterday evening	Last year	Three days ago
	Last spring	a (one) week ago
	Last summer	six months ago
	Last Monday	a (one) year ago
	Last Tuesday	
	Last Wednesday, etc	

Source : Azar And Hagen: *Basic English Grammar*,2006

¹⁶ Betty Schramper Azar and Stacy A. Hagen, *Basic English Grammar, (Third Ed.)*, (Washington: ingman, 2006), p. 216.

¹⁷ *Ibid*, p. 325.

Here are the examples of Regular and Irregular verb:

Table 5

Example of Regular and Irregular Verb

	Simple Form	Simple past	Past participle
Regular Verb	clean cook decide play look walk study try finish watch wait	Cleaned cooked decided played looked walked studied tried finished watched waited	Cleaned cooked decided played looked walked studied tried finished watched waited
Irregular Verb	beat become buy bring catch come cut do draw eat feel find run say see sleep write	Beat became bought brought caught came cut did drew ate felt found ran said saw slept wrote	beaten become bought brought caught come cut done drawn eaten felt found run said seen slept written

Source : Azar And Hagen: *Basic English Grammar*,2006

E. Game in Teaching English

Game is one of other techniques in teaching English. By using game the students will feel enjoy, happy and relaxed in following the lesson.

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."¹⁸ Agoestyowati adds that game allow the students to work co-operatively, compete with each other, strategy, 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.

Richards and Schmidt state that, game (in language teaching) is an organized activity that usually has the following properties:

- a. A particular task or objective
- b. A set of rules
- c. Competition between players
- d. Communication between players by spoken or written language.¹⁹

Games can be described formally at various levels of detail. Wright states that games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so much understand

¹⁸ Redjeki Agoestyowati, *102 English Games*, (Jakarta :PT Gramedia Pustaka Utama, 2009), p. 23.

¹⁹ Jack. C Richards and Richard Schmidt, *Dictionary of Language Teaching and Applied Linguistics*, (Third Ed.), (New York: Person Education Publisher, 2002), p. 220.

what others are saying or have written, and they must speak or written in order to express their own point of view or give information.²⁰ It means that game in learning English can help to teacher to create and make the students happy and not bored in learning English.

F. Magic Wheel Game

In teaching simple past tense, the students may not be interested in learning a new tense. Copland, Garton and Davis states that magic wheel game is the technique of teaching english with circle containing the subject, verb, and object.²¹ It means that the students search and make a sentence using simple past tense based words in magic wheel game.

In the magic wheel game the students work by themselves and they are trained to make a sentence based on words in magic wheel game. Magic wheel game is one of game that can make the students interesting in teaching learning process.²² Because of the students must be think fast about this game. It means that, the students must be competitive to make some complete sentences beside words in the magic wheel game.

Magic wheel game is that the teacher gives clue on the white board (subject,verb, and object) and then the students work on the class and make sentence based on the

²⁰ Andrew Wright, Betteridge and Michael Buckby, *Games for Language Learning*. (New York: Cambridge University Press, 1983), p. 1.

²¹ Fiona Copland, Sue Garton and Monica Darvis, *Crazy Animals and others activities for Teaching English to Young Learner*, Available online at : [http://www.B639-Young-Learner-Activity-book v10](http://www.B639-Young-Learner-Activity-book-v10), Acessed on January, 16th, 2016.

²² Dessy Dinarty, *50 Games for Fun, Belajar Bahasa Inggris dengan Lebih Menyenangkan*. (Andi Publisher. 2006). P. 58.

clue.²³ It means that using magic wheel game the teacher and the students must be active to think fast during the material. So the lesson more interesting for the students and the teacher. Based those the explanation, it can be conclude that magic wheel game is one of game of teaching English with a word in circle.

G. Procedure of Teaching Simple Past Tense through Magic Wheel Game

There are some procedures of teaching simple past tense through magic wheel game as follows:

1. The students make sentences from the words on the magic wheel game.
2. The students will choose some words on the magic wheel game.
3. The students use simple past tense.
4. Only three sentence parts : subject,verb,object.
5. From three sentence parts the students will combine the formula of simple past tense to make a good sentence.
6. The students who make sentence in fifteen minutes is the winner.²⁴

H. The Advantages and the Disadvantages of Teaching Simple Past Tense Using Magic Wheel Game

Rusdiana in Kurnia states the advantages and the disadvantages of teaching simple past tense using magic wheel game are as follows:

²³ Dave Moursund, *Introduction to Using Games in Education : A Guide for Teachers and Parents*, (New York : University of Oregon, 2006), p. 116.

²⁴ Alan Maley, *Games for Children*, (New York : University Press), p. 44.

1. The Advantages of Teaching Simple Past Tense Using Magic Wheel Game

- a. The students can be more interested in learning the material. When the students are interested in learning material, they will give more attention to the lesson given.
- b. The teacher does not need to explain too many materials. The teacher just explains the materials need by the students because they can understand the material on that day by doing the games.²⁵

So, magic wheel game is good in use for the learning process simple past tense because of the fun and interesting to make students become active. Magic Wheel Game very well be used for teaching tenses.

2. The Disadvantages of Teaching Simple Past Tense Using Magic Wheel Game

- a. The students will be active and make noise. Sometimes they too much move and speak. That condition makes the teacher difficult to control them.²⁶

It can be concluded that a teacher should be patient in learning process and make the students can effective learning although condition in noise class. teachers must be smart to control the students while providing learning.

I. Concept of Lecturing Technique

Lecturing technique is oral presentation that used in the classroom where the teacher is as the central focus of information transfer.²⁷ It means this technique the teacher is

²⁵ Umi Kurnia, An S1 Thesis : *The Advantages and Disadvantages of Using Magic Wheel Game in Teaching Present Continuous to the Eight Grade of SMP 2 Banjir*. Bandar Lampung :IAIN Raden Intan Lampung, Unpublished, p. 43

²⁶ *Ibid.*

more active than the students. It is seen one-way communication so this method can make students passive in the teaching learning process and just teacher who active in the teaching learning process.

Lecturing technique is the meaner presentation of the lesson which done by the teacher with the verbal explanation directly.²⁸ It means that, the students listen the teacher explanation. And then, they do the task which is asked by the teacher.

From the explanation above, the writer concludes that lecturing technique is the technique of teacher use to teach in which the teacher is as central focus on giving the oral explanation to the students directly, just teacher who active in the class. In addition, lecturing technique is a good way providing an outline of an area of study as preparation for more detailed work carried out individually or in seminars or tutorials.

J. Procedure of Lecturing Technique

There are some procedures of using lecturing technique:

- 1) Presentation information
- 2) Clarifying topics and issues
- 3) Encouraging students to think about the topic
- 4) Creating interest

²⁷ Gurpreet Kaur, *Study and Analysis of Lecture Model of Teaching*, (International Journal of Educational Planing & Administration, Vol. 1, No.1, Research India Publication), p.9, available at: <http://www.ripublication.com/ijepa.htm>. Accessed on January, 16th, 2016.

²⁸ Syaiful Bahri Djamarah And Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p. 97.

- 5) Providing students with the opportunity to benefit from the lecture's experience and scholarship
- 6) In the last time the teacher ask the students to make a text based on the explanation that the teacher has explained
- 7) The teacher correct the result of students one by one.²⁹

K. The Advantages and The Disadvantages of Teaching Simple Past Tense Using Lecturing Technique

1) Advantages

There are some advantages of using Lecturing technique:

- a. This technique can make teacher to control the material and this technique can be used of the total students, in another words in the large class.
- b. This technique can make students can hear through speech from the teacher, then look the demonstrations about the material.³⁰

So, Lecturing technique is a good way of providing an outline of an area of study as preparation for more detailed work carried out individually or in seminars or tutorials. Lecturing technique very well be used for teaching tenses.

2) Disadvantages

There are some disadvantages of using Lecturing technique:

- a. This technique can make students bored.

²⁹ *Ibid*, p.100

³⁰ *Ibid*. p.12

- b. Because this technique is given by talkative teacher. So that, it is difficult to increase students ability in socialization, interpersonal related, and critical think ability.
- c. This technique happens in one-way communication, then the opportunity for controlling the students understand about the material is limited.³¹

So, a teacher must have a technique to make the students do not feel bored still enjoy learning in the classroom. Teachers try to make the classroom condition becomes fun.

L. Frame of Thinking

In teaching and learning English, we need not only the suitable material for the students but also the appropriate technique in giving material to make the students interest in learning English in the classroom. Simple past tense is used to report a state or activity which can be ascribed to a definite past time. A past adverbial is either expressed or else understood from the context in which the past tense is used.

Magic wheel game is a game of teaching tenses especially simple past tense that has a lot of ideas of words. Magic Wheel Game has six steps. One of the steps is magic wheel game very help the students to increase their simple past tense mastery. It produces many words, subjects, to be and etc. The students can make a sentence in the simple past tense using magic wheel game. Besides that, this game gives the

³¹ . *Ibid*

players chance to share their ideas about simple past tense, so they will try to produce much as possible about their knowledge of simple past tense.

The students have chance to explore their mastery about simple Past tense. By using Magic wheel game students could learn enjoy and easy to remember the way or the formula because they have done it repeatedly. This way helps the students to know the formula, function and the role to make sentences use simple past tense.

Based on those description, the researcher thinks that magic wheel game is one of techniques in learning and teaching English that can make the students interested in increasing their simple past tense. the teacher should motivate and help the students increase their simple past tense in their teaming English process.

M. The Hypothesis

Based on the theories and frame of thinking, the researcher make the hypothesis as follows:

H₀: There is no significant influence of using Magic wheel game toward students' simple past tense mastery at the first Semester of The Eighth Grade of MTs N 2 Lampung Selatan in the Academic Year of 2016/2017.

H_a: There is a significant influence of using Magic wheel game toward students' simple past tense mastery at the first Semester of The Eighth Grade of MTs N 2 Lampung Selatan in the Academic Year of 2016/2017.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used quantitative approach which is intended to see the students' ability which was taught by using magic wheel game. Sugiyono states that generally research method is a scientific way to get data for certain purpose and target.¹ It means that experimental design is a research design that is used to find the influence of one variable to another.

The researcher used quasi experimental research design. Quasi experimental design is a research design that includes assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create group for the experiment.² It means that the researcher cannot randomly assign students to experimental class and control class since the headmaster did not allow the researcher to create new class for the research. The design is illustrated as follows:

Select experimental group	Pretest	Experimental Treatment	Posttest
Select control group	Pretest	No Treatment	Posttest

¹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Cet. Keenam), (Bandung: Alfabeta, 2008), p. 3.

² John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309.

In this research, the students were given pre-test to know their simple past tense before treatment and posttest after the treatment by using Magic wheel game in experimental class and by using lecturing technique in control class. The pretest and posttest were conducted for control and experimental class.

B. Variable of the Research

Variable is everything which is specified by the researcher to be studied so that the researcher can get information from it then she can make conclusion of the study.³ There were two variables that was investigated in this research, those are:

1. Independent variable

Independent variable is presumed to effect (at least partly cause)or somehow influence at least one other variable.⁴ In this research was magic wheel game that was symbolized by (X).

2. Dependent variable

Dependent variable “depends on” what the independent variable does to it,how it affect it.⁵ In this research was the students’ simple past tense mastery that was symbolized by (Y).

³Sugiyono, *Op.Cit*, p. 60.

⁴ Op. Cit, p. 112.

⁵ Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education*, (New York: McGraw-Hill, 2008), p. 42.

C. Operational Definition of Variable

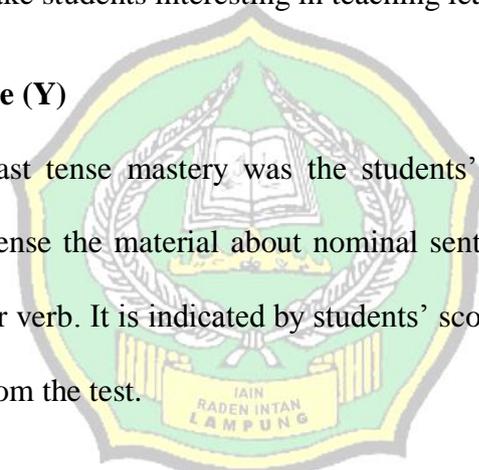
The operational of variables were as follows:

1. Independent Variable (X)

Magic wheel game was the technique of teaching English with circle containing the subject, verb, and object. The Magic Wheel game was also one of game that can make students interesting in teaching learning process.

2. Dependent Variable (Y)

Students' simple past tense mastery was the students' ability to understand about simple past tense the material about nominal sentence, verbal sentence, regular and irregular verb. It is indicated by students' score of simple past tense that was achieved from the test.



D. Population, Sample, and Sampling Technique

1. Population

The population is the whole subject that is studied in the research. It is supported by Sugiyono who states that population was all subject of the research.⁶ So population of this research was all students at the first semester of the eighth grade at MTs Negeri 2 Lampung Selatan in 2016/2017 academic year. The total numbers of population were 212 that consist of 6 classes.

⁶*Ibid*, p. 117.

Table 6
Population of TheResearch

Classes	Classification		Total
	Male	Female	
VIII.A	19	13	32
VIII.B	27	09	36
VIII.C	17	18	35
VIII.D	13	24	37
VIII.E	15	21	36
VIII.F	20	16	36
Total	111	101	212

Source: document of MTs Negeri 2 Lampung Selatan

2. Sample

Sample is part of population. According to Sugiyono “sample is part of the amount and characteristic which is owned by population.”⁷Sugiyono also states that a good sample is one that is representative of the population from which is selected.⁸ Based on two definitions above, it can be concluded that sample is the several of population that represents the population that will be studied. In this research, researcher took two classes, one as the experimental class and the other one as control class. They are VIII D as a control class consisting of 37 students and VIII E as an experimental class consisting of 36 students.

⁷*Ibid*, p. 118.

⁸*Ibid*.

3. Sampling Technique

In this research, the researcher took sample from the population of research by using cluster random sampling technique because the population is in groups and considered homogenous.⁹Steps in determining the experimental class and control are as follows:

1. The researcher made a kind of lottery.
2. The researcher prepared five pieces of paper consisting of the five classes, VIII.B, VIII.C, VIII.D, VIII.E, and VIII.F.
3. The papers were rolled and put into glass after that the researcher was going to shake and choose the experimental class first by putting one of them out the glass randomly.
4. The researcher did the same way to choose the control class.

E. Data Collecting Technique

The researcher used test as a technique in collecting the data. Arikunto defines test as a number of statements or questions used to measure skill, knowledge, intelligence, or talent belonged to individual and group.¹⁰ Based on the definition above, the researcher used test to collect the data. The researcher used pre-test and post-test.

⁹*Ibid*, p. 120.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 2010), p. 354.

1) Pre –test

The pretest was given before the treatment. The researcher gave pretest to the students in control class and the experimental class to measure their simple past tense before treatment. In pretest the students were asked to answer simple past tense test in form multiple choice questions about simple past tense based on the provide topics that consist of the result of the try out is gained with four alternative options and 60 minutes for time allocation.

2) Post-test

The posttest did after the students in experimental and control class were given the treatment. It was done to know the students' simple past tense mastery after they were taught by using magic wheel game. It was administered after treatment given to measure the influence of using magic wheel game towards students' simple past tense mastery . In the posttest the students also were asked to answer simple past tense test in form of multiple choice questions about simple past tense based on the provide topics with four alternative options and 60 minutes for time allocation.

F. Instrument of the Research

This research used multiple choice question (MCQ) as a tool for testing in order to know students' simple past tense mastery. The text contents 36 items with four alternative options. The test was aim to measure students' simple past tense

mastery. Some specifications commonly used in measuring simple past tense are :
 verbal form (positive, negative, interrogative, question word, time signal),
 nominal form (positive, negative, interrogative, question word, time signal).¹¹
 The researcher prepared the instrument in the form of multiple choice questions.
 The specification pretest and posttest before validity test can be seen in Table 7 :

Table 7

The Test Specifications for Pre-test and Post test before Validity Test

aspects		Odd	Even	Total	Odd Distribution	Even Distribution
Verbal Form	Positive	8	7	15	1,19,27,31,33,37 ,39,47	6,10,12,36,38,4 2,46,
	Negative	1	3	4	25	18,20,32
	Interrogative	3	2	5	7,13,17	16,34
	QuestionWord	3	2	5	21,43,45	28,44
	Time signals	1	2	3	11	8,50
Nominal Form	Positive	4	2	6	3,9,41,49	4,14
	Negative	2	2	4	15,35	2,24
	Interrogative	1	1	2	5	40
	QuestionWord	1	2	3	23	26,48
	Time Signal	1	2	3	29	22,30
Total		25	25	50	25	25
		50			50	

¹¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2003), p.206

Table 8
The Test Specifications for Pre-test and Post test after Validity Test

aspects		Odd	Even	Total	Odd Distribution	Even Distribution
Verbal Form	Positive	6	6	12	19,27,31,33,37, 47	10,12,36,38, 42,46,
	Negative	1	2	3	25	18,20
	Interrogative	3	-	3	7,13,17	
	QuestionWord	3	2	5	21,43,45	28,44
	Time signals	1	1	2	11	8
Nominal Form	Positive	2	1	3	3,41	14
	Negative	2	1	3	15,35	24
	Interrogative	1	-	1	5	
	QuestionWord	1	1	2	23	26
	Time Signal	1	1	2	29	30
Total		21	15	36	21	15
		36			36	

G. Research Procedure

There were three steps were done in conducting this research. They were :

1. Planning

- a. Determined the subject of the research

The subjects of the research were the students at the first semester of the Eighth grade of MTs N 2 Lampung Selatan.

b. Preparing try-out

The researcher prepared a kind of test (called try-out test) that was given to the students. The researcher prepared try-out test for pre-test and post-test. Then the researcher evaluated the test items that were tested in pre-test and post-test.

c. Preparing pre-test

The researcher prepared pre-test that was given to the students. The pre-test was given based on the questions select in the try out.

d. Determining the material to be taught

The researcher determined the material to be taught to the students, that is simple past tense mastery of verbal and nominal form. The researcher gave treatment using magic wheel game for Experimental class and lecturing technique for Control class.

e. Preparing post-test

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

2. Application

After making the plan, the researcher applied the research procedure that already planned. There were some steps in doing this research, they were

- a. In the first meeting, the researcher gave pre-test. This test in the form of simple past tense that consist of 30 items.

- b. In the second meeting, after given the pre-test to the students, the researcher conducted the 3 treatment by using magic wheel game in the experimental class and using lecturing technique in control class.
- c. In the last meeting, the researcher gave post-test. The test was multiple choice with 4 options a, b, c and d. The total number of the test items were determined by the validity and reliability analysis of the try out. After being determined by the validity and reliability, there were 30 questions of post-test.

3. Reporting

The last step that should be done in the research procedure was reporting. There were as follows:

1. Analyzing the data received from try-out
2. Analyzing the data received from pre-test and post-test
3. Making a report based on the findings.

4. Scoring

The ideal highest score is 100. The scores of pre-test and post-test was calculated by using the following formula:

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

n

Which: S : score of the test

r :total of the right answer

n : the total of items.

H. 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) and reliability.

1. Validity of Test

According to Arikunto, validity is a matter of relevance. It means that the test measures what is claimed to be measured.¹² That means the tests items said valid if they can investigate the data correctly. For measuring whether the test has a good validity or not, the researcher analyzed the test from content validity and construct validity.

1. a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹³ It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test

¹²Arikunto, *Op. Cit.*, p. 102.

¹³ John W. Best and James V. Kahn, *Research in Education* (7th ed) (New Delhi, PrenticeHall, 1995), p.219

adapted with the textbook and based on the syllabus for the eighth grade of junior high school.

2. Construct Validity

Best and Kahn say that Construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.¹⁴ It means that construct validity is showing the measurement used contained correct operation definite, which was based on the theoretical concept. In this research, the researcher administered the test whose the scoring covered eight aspect of simple past tense they are :verbal form (positive, negative, interrogative, question word, time signal), nominal form (positive, negative, interrogative, question word, time signal). At the beginning of activity, the researcher conducted validity of the test. To make sure, the researcher consulted to Mrs. Umi Yuliasari, S.Pd, as the English teacher of MTs Negeri 2 Lampung Selatan as validator, for determining whether the test has obtained construct validity or not.

The researcher did construct validity by consulting to the English lecturer on Tuesday, 19th July, 2016. After the lecturer analyzed the instruments and she concerned that the instrument were valid and she said that the content must be fixed and replaced so the researcher fixed and replaced wrong the content. The

¹⁴*Ibid*,p.219

result of validation form for simple past tense test was attached.(See appendix 3)

3. Item Validity

The researcher gave some questions to know valid or not the questions that was given to the students. The item validity used to measure the validity of the test items. The researcher gave the try out of the test to students from the different sample. The researcher gave the try out for pre-test and post test that was taken from one classes which consisted of 36 students in VIII B, try out for pre test and post test was held on July 28th, 2016. The number of items were 50 items. Then, the researcher evaluated the test items to get good items that were tested in test. In this research, the researcher use ANATES to calculate the data obtained from the try out to find out the item validity of each item. The result of the items try out for pre-test and post-test were: From 50 items of try out for Pre-test there were 36 items considered valid. There were number 3, 5, 7, 8, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 33, 35, 36, 37, 38, 41, 42, 43, 44, 45, 46, 47.

The researcher used 30 items from 36 for pretest and posttest because for easy to give a score and can make students do not bored to answer for the test.

2. Reliability

Reliability refers to whether the test is consistent in its scoring and gives us an indication of how accurate the test scores are. Arikunto says, reliability shows that an instrument can be believed to be used as a tool of data collecting technique when the instrument is good enough.¹⁵ In other word, good instrument is an instrument that can provide a steady data in accordance with reality and the result is consistent. In this case, the reliability of the test was calculated by using ANATES. Anates is application program capable of calculating the analysis for multiple choice and essay of items quickly, easily and accurately.¹⁶ It means that Anates is used to calculate the reliability of the test for multiple choice and essay of items quickly, easily and accurately. The criteria of reliability as follows:

Table 9
Criteria of Reliability Test

0.800 – 1.000	Very high reliability
0.600 – 0.800	High reliability
0.400 – 0.600	Fair reliability
0.200 – 0.400	Low reliability
0.00 – 0.200	Very low reliability ¹⁷

From the calculation of ANATES, it can be drawn a conclusion that the result of reliability for pre test and post test has a very high reliability because the result of

¹⁵*Ibid*, p. 142.

¹⁶Muchamad Arif, *Penerapan Aplikasi ANATES*, (Madura: Universitas Trunojoyo Madura, 2014), p. 5.

¹⁷Arikunto, *Op. Cit.*, p. 319.

posttest was 0.93. The researcher concluded that the degree of the level of reliability of the students was very high reliability. (See Appendices 15)

I. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They were normality test and homogeneity test.

1. Fulfilment of the Assumptions

The data gained were statistically analyzed by using strategies and steps as the following:

a. Normality Test

The normality test is used to know whether the data in the experimental class and control classes are normally distributed or not.¹⁸ In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test were formulated as follows:

Ho : The data are normally distributed.

Ha : The data are not normally distributed.

¹⁸Budiyono, *Statistika untuk penelitian*. (Surakarta: University press. 2004), p.170

While the criteria of acceptance or rejection of hypotheses for normality test are as follows :

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

b. Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

H_0 = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

H_0 is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test were fulfilled, the researcher used independent sample t-test. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social*

Science) for hypothetical of test. The purpose of using SPSS in this case was to practicality and efficiency in the study.

The hypotheses formulas are:

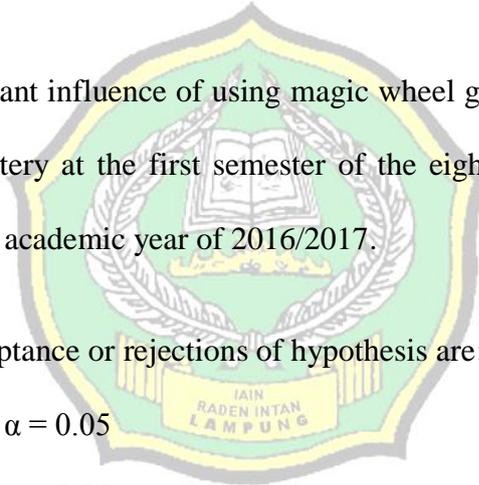
H_a : there is a significant influence of using magic wheel game towards students' simple past tense mastery at the first semester of the eighth grade of MTs N 2 lampung selatan in the academic year of 2016/2017.

H_0 : there is no significant influence of using magic wheel game towards students' simple past tense mastery at the first semester of the eighth grade of MTs N 2 lampung selatan in the academic year of 2016/2017.

While the criteria acceptance or rejections of hypothesis are:

H_a is accepted if $\text{sig.} < \alpha = 0.05$

H_0 is accepted if $\text{sig.} > \alpha = 0.05$



CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

The researcher got the data in the form of score. The score was derived from pre-test and post test. The pre test was held on December 10th, 2016 and post-test on December 16th, 2016. In pre test, the researcher gave the task for the students before treatment and in the post test, the researcher gave the task for student to answer the question after treatment.

1. Result of Pre test

The researcher conducted pre-test in order to see students' simple past tense mastery before the treatment. The scores of the students' simple past tense mastery that were tested in pre-test can be seen in figure 1 and figure 2.

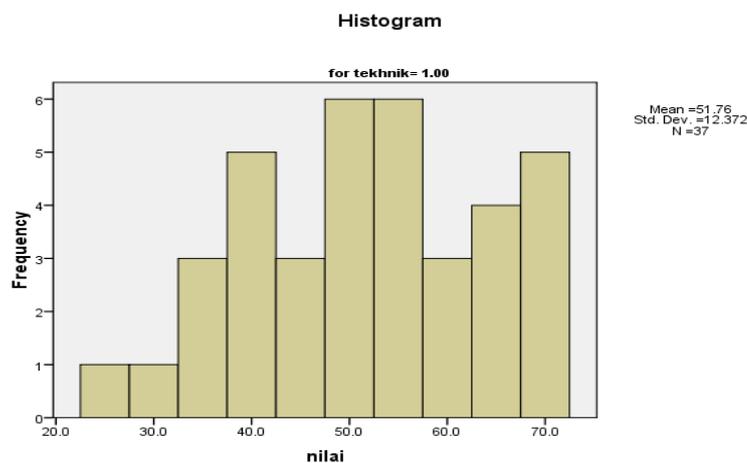


Figure 1
The Result of Pre-test of VIII D (Control Class)

Based on Figure 1 it could be seen that from figure there were 1 students got score 25 and 30, 3 students got score 35,45 and 60, 5 students got score 40 and 70, 6 students got score 50 and 55, and 4 students got score 65. Mean was 51.76, deviation standard was 12.372, N was 37, median was 50.000, mode was 50.0, variance was 152.340, minimum score was 25.0 and maximum score was 70.0.

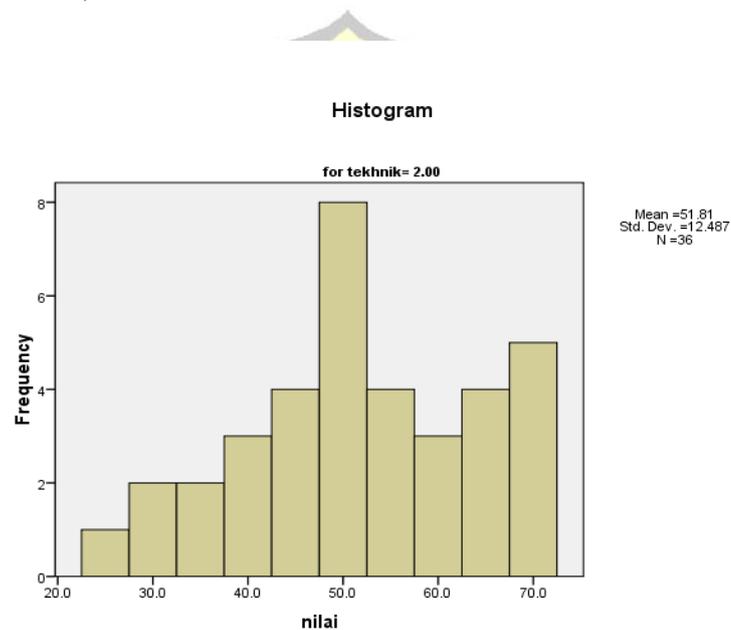


Figure 2
The Result of Pre-test of VIII E (Experimental Class)

Based on Figure 2 it could be seen that from figure there were 1 students got score 25, 2 students got score 30 and 35, 3 students got score 40 and 60, 4 students got score 45,55 and 65, 8 students got score 50, and 5 students got score 70 . Mean was 51.81, deviation standard was 12.487, N was 36, median was 1.000, mode was 1.00, variance was 0.253, minimum score was 25.0 and maximum score was 70.0.

2. Result of Post test

The researcher also conducted post-test in order to know students' simple past tense mastery after the treatment. The scores of the students' simple past tense mastery that were tested in post-test can be seen in figure 3 and figure 4.

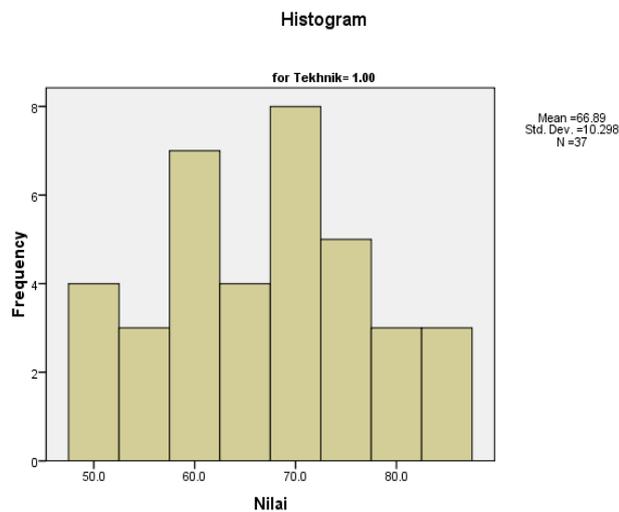


Figure 3
The Result of Post-test of VIII D(Control Class)

Based on Figure 3 it could be seen that from figure there were 4 students got score 50 and 65, 3 students got score 55,80 and 85, 7 students got score 60, 8 students got score 70, and 5 students got score 75 . Mean was 66.89, deviation standard was 10.298, N was 37, median was 69.250, mode was 70.0, variance was 120.605, minimum score was 50.0and maximum score was 90.0.

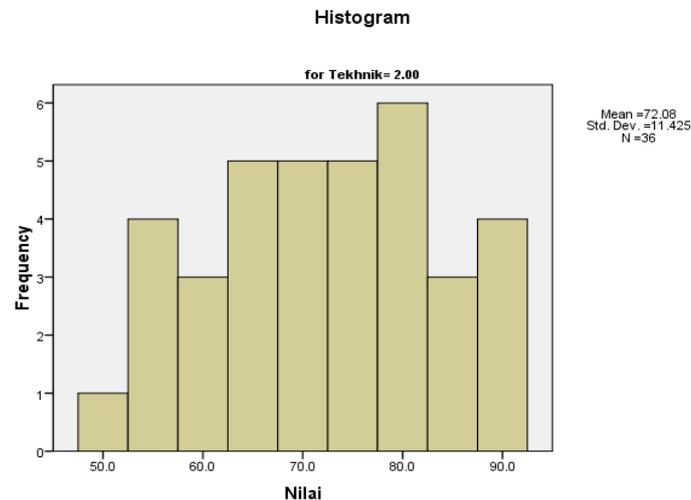


Figure 4
The Result of Post-test of VIII E (Experimental Class)

Based on Figure 4 it could be seen that from figure there were 1 students got score 50, 4 students got score 55 and 90, 3 students got score 60 and 85, 5 students got score 65,70 and 75, and 6 students got score 80 . Mean was 72.08, deviation standard was 11.425, N was 36, median was 1.5000, mode was 1.00, variance was 0.254, minimum score was 50.0 and maximum score was 90.0.

B. Data Analysis

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that was done, before the researcher analyzed the data by using t-test.

1. Fulfillment of the assumptions

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researcher in many disciplines, including, statistic parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

2. Result of Normality Test

The normality test was used to measure weather the data in the experimental class and control class are normally distributed or not.

The hypothesis formulas are:

H_0 = The data has normal distribution

H_a = The data do not has normal distribution

While the criteria acceptance or rejection of normally test are:

H_0 was accepted if $Sig. > \alpha = 0.05$

H_a was accepted if $Sig. < \alpha = 0.05$

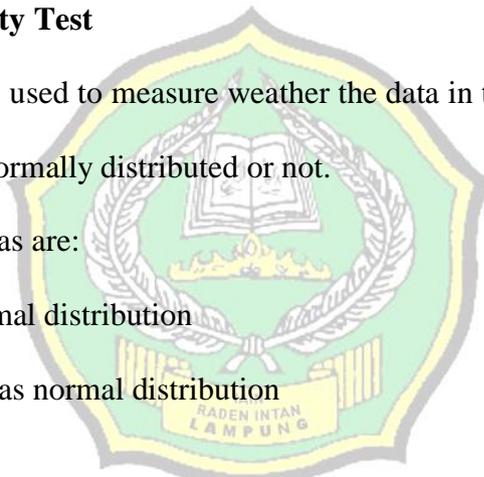


Table 10
The Normality Test of Experimental and Control Class

class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Control Class	.132	37	.102	.950	37	.100
Experimental Class	.117	36	.200*	.954	36	.136

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on Table 10, it can be seen that Pvalue (Sig.) for experimental class was 0.200 and Pvalue (Sig.) for control class was 0.102. Because *Sig.* (Pvalue) of

experimental class $> \alpha 0.05$. So, H_0 is accepted and *Sig.* (Pvalue) for the control class $> \alpha 0.05$. So, H_a is rejected. The conclusion is that the data in the experimental class and control class had normal distribution (See appendices 14).

3. Result of Homogeneity Test

After knowing the normality the data, the researcher calculated the homogeneity test to know whether the data were homogenous or not.

Table 11
The Homogeneity Test of Experimental Class and Control Class

Score

Levene Statistic	df1	df2	Sig.
.537	1	71	.466

Based on the Table 8, it can be seen that *Sig* (p_{value}) was 0.466, and $\alpha = 0.05$. It means that Sig (p_{value}) $> \alpha$ and H_0 is accepted. The conclusion is that the data has same variance or homogenous. It is calculated based on the gain of the experimental and control class. (See appendices 14).

4. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test were satisfied. Therefore, the researcher used the hypothetical test using SPSS (*Statistical Program for Social Science*), independent sample t-test.

The hypothesis formulas are:

H_0 : There is no significant influence of using magic wheel game towards students' simple past tense mastery at the first semester of the eighth grade of MTs Negeri 2 Lampung Selatan in 2016/2017 academic year.

H_a : There is a significant influence of using magic wheel game towards students' simple past tense mastery at the first semester of the eighth grade of MTs Negeri 2 Lampung Selatan in 2016/2017 academic year.

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

H_0 is accepted if $\text{Sig. (p}_{\text{value}}) > \alpha = 0.05$

H_a is accepted if $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$

Table 12
The Result of Hypothetical test

T	Df	Sig. (2-tailed)
2.040	71	.045

Based on the results obtained in the independent sample t-test in Table 12, that the value of significant generated $\text{Sig. (p}_{\text{value}})$ or Sig. (2-tailed) of the equal variance assumed = 0.045, and $\alpha = 0.05$. It means that $\text{Sig. (p}_{\text{value}}) < \alpha = 0.05$. So, H_0 is rejected and H_a is accepted. Based on the computation, it can be concluded that there was any influence of using magic wheel game towards students' simple past tense mastery at the first semester of the eighth grade of MTs Negeri 2 Lampung Selatan in 2016/2017 academic year. (see appendix 14)

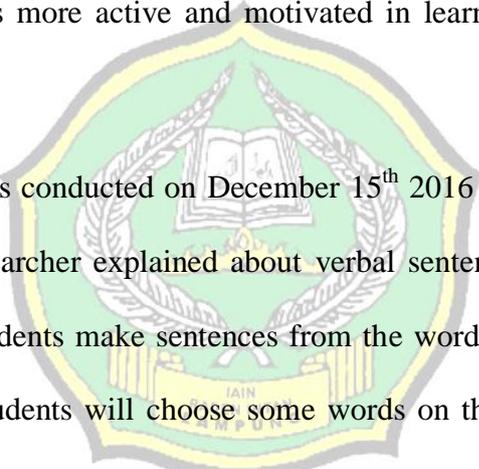
C. Discussion

At the beginning of the research, the pre-test was conducted on December 10th 2016 at 07.30 A.M for VIIIIE as the experimental class, and December 10th at 09.00 A.M for VI IID as the control class. The mean score of pre-test in experimental class was 51.81 and the mean score of pre-test in control class was 51.76, the normality test and homogeneity test showed that the data of pre-test were normal and homogenous. The pre-test was administered to know students' achievement in simple past tense mastery before they were given treatment by the researcher. In pretest researcher used 30 item form 36 item content valid because for easy to give a score and can make students do not bored to answer for the test and then more effective for time allocation.

In the first treatment, the researcher told to the students about the material and the focus of the study. The treatment was conducted on December 13th 2016 at 08.00 A.M. The researcher played a Magic wheel game about Nominal Sentence. The students make sentences from the words on the magic wheel game and then The students will choose some words on the magic wheel game after that The students use simple past tense Only three sentence parts : subject, verb, object.

From three sentence parts the students will combine the formula of simple past tense to make a good sentence. The second treatment was conducted on December 14th 2016 at 08.00 A.M. In this treatment, the researcher explained about verbal

sentence(regular verb)The students make sentences from the words on the magic wheel game and then The students will choose some words on the magic wheel game after that The students use simple past tenseOnly three sentence parts : subject,verb,object.Within the second treatment, it was better than the first treatment. It is because the students knew the material before the lesson began. Therefore, the students more active and motivated in learning process with the second treatment.



The third treatment was conducted on December 15th 2016 at 08.00 A.M. In this last treatment, the researcher explained about verbal sentence(regular verb and irregular verb)The students make sentences from the words on the magic wheel game and then The students will choose some words on the magic wheel game after that The students use simple past tenseOnly three sentence parts : subject,verb,object.In the third treatment, the result was better than previous treatment, because the students had been familiar with the technique and they had much better simple past tense.

After conducting three meetings of treatment, the researcher gave post test to the samples. The post test was conducted on December 16th 2016 at 08.00 A.M in control class and December 16th 2016 at 09.00 A.M in experimental class. The post-test was given to measure the improvement of students' simple past tense mastery in both classes after the treatments done. The mean score of post-test in experimental class was 72.08 and the mean of post-test in control class was 66.89.

Based on the result of the pre-test and post-test score, that there was influence between the experimental class and the control class where the pre-test and post-test score of the experimental class were higher. It can be seen from the mean in pre-test score of control class was 51.76 and in the post-test was 66.89 while the mean of pre-test score of experimental class was 51.81 and in the post-test was 72.08. It means that the most improvement was in the experimental class. While based on the calculation of the independent sample test, Sig. (p_{value}) was 0.00 and $\alpha = 0.05$. It means that Sig. (p_{value}) < $\alpha = 0.05$ and H_a is accepted. It means that the treatments had influence of using magic wheel game towards students' simple past tense mastery.

Because the alternative hypothesis is accepted, the researcher concludes that there was influence of using magic wheel game towards students' simple past tense mastery at the eighth grade of MTs Negeri 2 Lampung Selatan in academic year of 2016/2017. Therefore, it can be concluded that magic wheel game is one of good technique in motivating students in learning English, especially in simple past tense. This research has been used by Efriyanto entitled *The Influence of Using Magic Wheel Game Towards Students' Present Continuous Tense Mastery at the Second Semester of the Eighth Grade of MTs Masyariqul Anwar Bandar Lampung in 2011/2012 Academic Year* and increased the ability of the students grammar. So Magic Wheel Game can increase students simple past tense mastery.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in MTs Negeri 2 Lampung Selatan in the academic year of 2016/2017, the researcher might draw conclusions as follows:

In the previous chapter the researcher had analyzed the data statistically. Based on the statistically analysis, there is significant influence of using magic wheel game towards students' simple past tense mastery in the eighth grade of MTs Negeri 2 Lampung Selatan in 2016/2017 academic year. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the 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.

B. Suggestion

Based on the result of the research that was conducted, the researcher would like to give some suggestions of this research as follows:

1. For the Teacher

- a. In improving students' English ability including the language component, teacher should be able to apply different technique in teaching simple past tense as an alternative technique, which can

stimulate students' motivation in learning English, such as using magic wheel game.

- b. The teacher can use magic wheel game to improve the students' simple past tense mastery because the students can feel more enjoy to the lesson.

2. For the Students

The students should study hard and more practice their English regularly, they also can use magic wheel game to improve their simple past tense mastery because it can make them more active and creative in learning activity.

3. For the School

The school should provide some more English book and media such as sound system, LCD etc., also another facility for students to practice their English competency.

4. For Further Research

In this research, the researcher focused on the influence of using Magic wheel game towards students' simple past tense mastery. Therefore, it is suggested for the next researcher to investigate the influence of other technique towards English skills and components such as listening, speaking, reading, writing, vocabulary and grammar.

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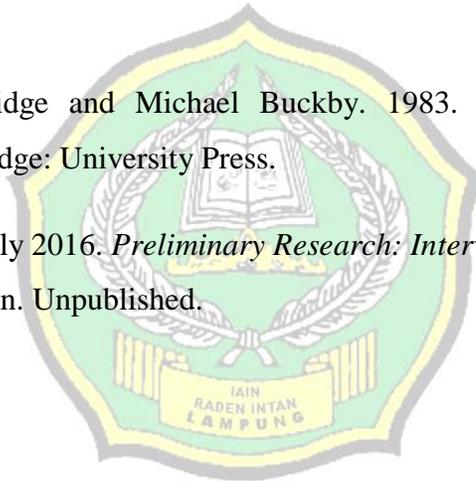
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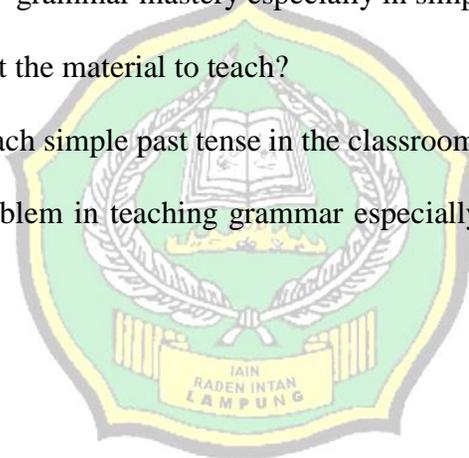


Appendix 1

The Interview Guidelines for the Teacher

The following are questions to the teacher:

1. How many classes in eighth grade and how many students in each class?
2. How is students' grammar mastery especially in simple past tense?
3. How did you get the material to teach?
4. How did you teach simple past tense in the classroom?
5. What is the problem in teaching grammar especially in teaching simple past tense?

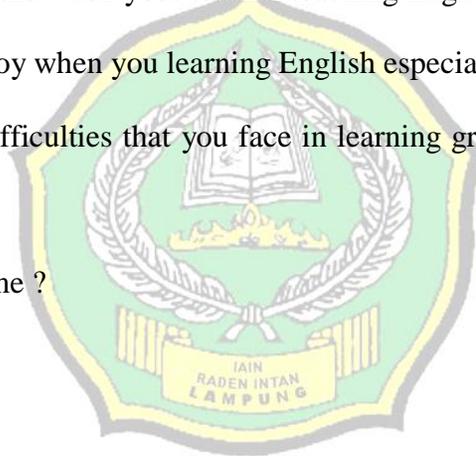


Appendix 2

The Interview Guidelines for the Students

The following are questions to the students:

1. Do you like English?
2. Do you understand when your teacher teaching English?
3. Do you feel enjoy when you learning English especially grammar?
4. What are the difficulties that you face in learning grammar especially simple past tense?
5. Do you like game ?



Appendix 3

Day / Date : Tuesday, 19 July 2016

Time : 08.00

Place : Mts N 2 Lampung Selatan

Interviewner : Nurul

Interviewee : Mrs. Umi

The Result of Teachers' Interview

No	Question	Answer	Conclusion
1	How many classes in eighth grade and how many students in each class?	There are six classes in eighth grade and each class has different number of students but each of the class has 35-40 students.	There are six classes in eighth grade at MTs Negeri 2 Lampung Selatan and there are 32-40 students in each class.
2	How is students' grammar mastery especially in simple past tense ?	Simple past tense mastery of some students was still low, but most of them in one class had good simple past tense mastery. It is because they still felt difficult in memorizing formula tenses especially simple past tense . Sometimes they were lazy to memorize.	The student simple past tense mastery was still low. It is because they still often difficult in memorizing formula tenses especially simple past tense .
3	How did you get the material to teach?	I got the materials from many sources like internet, LKS and many other sources that appropriate with the curriculum.	The teacher got the material from internet, LKS and many other sources that appropriate with the curriculum.
4	How did you teach simple past tense in the classroom?	Before starting the lesson I usually give brainstorming, so the students can know what material or theme that will be taught. I explained the material in front of the class and gave time to the students to ask me as teacher if they needed more explanation.	The English teacher usually gives brainstorming before starting the lesson. Explained the material in front of the class and then give time to the students to memorize new formula.

5	What is the problem in teaching grammar especially in teaching simple past tense?	There were many problems in teaching grammar like as the students felt sleepy and when I explained about the materials they talked with their friend so, make the situation or class be noisy.	The problems in teaching simple past tense are students felt sleepy and they talked with their friends so it makes the class be noisy.
---	---	--	--



Appendix 4

The Result of Students' Interview

No	Question	Answer	Conclusion
1	Do you like English?	<ul style="list-style-type: none"> - No, I don't - No, I don't. I don't like English subject - Yes, I do - Of course - No, I don't. I think English is like Math, it is very difficult. 	Not all students like English subject, some student think that English is like Math, it is difficult to be learnt.
2	Do you understand when your teacher teaching English?	<ul style="list-style-type: none"> - Yes, I do. But sometimes we did not understand about the materials because the materials were difficult and we felt bored. - Yes, I do - No, I don't. Because English is very difficult. - No, I don't. Because I don't like English - Yes, I do. I like English. 	Some students feel difficult in understanding the material because they felt bored.
3	Do you feel enjoy when you learning English especially grammar ?	<ul style="list-style-type: none"> - Yes, I do. But sometimes I felt sleepy because the technique or method was bored so we talked with our friends. Moreover when our class had English lesson at the afternoon it make we felt very sleepy and difficult to got the material. - Yes, I do. 	The students felt bored and sleepy when learning English in the classroom. They were not feel enjoy because the teaching and learning process were bored.

		<ul style="list-style-type: none"> - No, I don't. I always feel bored and sleepy in the classroom. - No, I don't. But I will enjoy if teaching and learning process interesting. - Of course, I always enjoy when learning English. 	
4	What are the difficulties that you face in learning grammar especially simple past tense ?	<ul style="list-style-type: none"> - I feel difficult to memorize the formula. - I am not interesting in memorizing new formula . - I feel difficult to memorize the verb2 - Sometimes I feel difficult when the learning process. It was bored because our teacher did not use variation media. - I feel difficult in formula simple past tense. 	The students felt difficult in memorizing new verb2 because the learning process was bored and did not use variation media.
5	Do you like games?	<ul style="list-style-type: none"> - Of course, I like game and we felt enjoy and fun. - Of Course - Yes, of course - Yes, I do - Yes, I do. I like game. 	Every student like games because it is fun.

Appendix 3

EXPERT VALIDATION FOR SIMPLE PAST TENSE TEST

Direction:

For each question, please give your response by ticking (\checkmark) a box representing your choice.

No	Questions	Yes	No	Comments
1	Apakah indikator – indikator yang ingin diukur sudah jelas?			
2	Apakah petunjuk pengerjaan sudah jelas?			
3	Apakah alokasi waktu sudah cukup?			
4	Apakah rubrik penilaian sudah mencakup semua aspek/indikator yang diukur?			
5	Apakah rubrik penilaian mudah dimengerti?			

General comments:

Please give any general comments or suggestions you may have concerning this test development.

.....
.....
.....

Date,

Validator

Umi Yuliasari, S.Pd

Appendix 7

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP 1)**

SMP	: MTs Negeri 2 Lampung Selatan
Kelas/Semester	: VIII / 1 (Experimental Class)
Standar Kompetensi	: Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	: Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative .
Indikator	: Siswa mampu memahami bentuk kalimat past tense Siswa dapat menggunakan kalimat simple past tense Siswa dapat membuat kalimat sederhana dengan menggunakan simple past tense
Tema	: Nominal Sentence
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

- a. Siswa mampu memahami bentuk kalimat past tense.
- b. Siswa dapat menulis kalimat positive, negative, dan interogatif simple past tense secara sederhana
- c. Siswa mampu memahami penggunaan time signal dalam kalimat simple past tense

2. Materi Pembelajaran

SIMPLE PAST TENSE

Nominal Sentence

The past of be (was/were)

I/She/He/It	Was / wasn't
We/You/They	Were / weren't

a. Positive form:

Formula : Subject + was/were + noun/adjective/adverb

I was in class yesterday..

b. Negative form:

Formula : Subject + was/were + not + noun/adjective/adverb

Alice was not (wasn't) at the library yesterday.

c. Interrogative form:

Formula: Was/Were + subject + noun/adjective/adverb?

Were they at home last night? Yes, they were / No, They weren't

Time Signal

Yesterday	Last	Ago
Yesterday	Last night	Five minutes ago
Yesterday morning	Last week	Two hours ago
	Last month	In 2000
	Last year	Three days ago
	Last Monday	six months ago

Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang simple past tense terutama verbal sentence . • Guru menutup kegiatan belajar dengan salam dan doa penutup. 	10 menit
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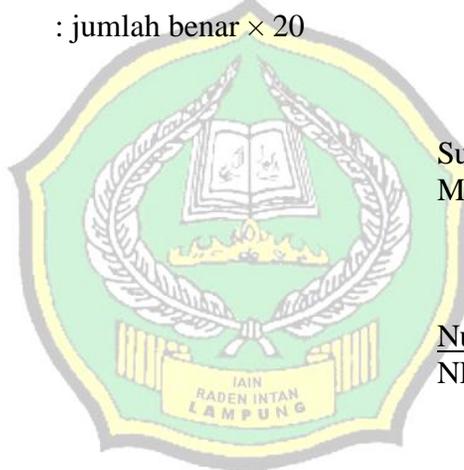
5. Penilaian

- a. Bentuk : Tes tulis
- b. Bobot nilai : 20 untuk setiap soal
- c. Rumus penilaian : jumlah benar \times 20

Mengetahui
Guru Mata Pelajaran,



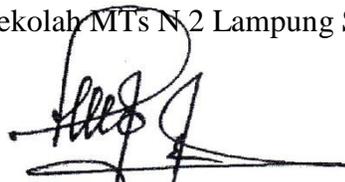
Umi Yuliasari, S.Pd
NIP.



Sukaraja,
Mahasiswa Peneliti,

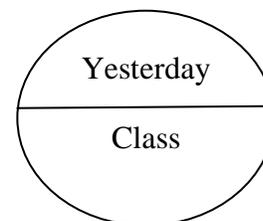
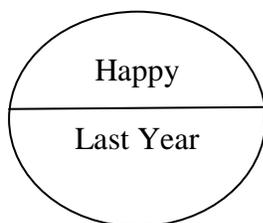
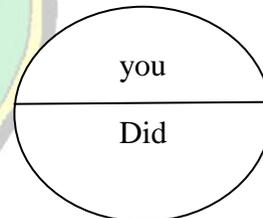
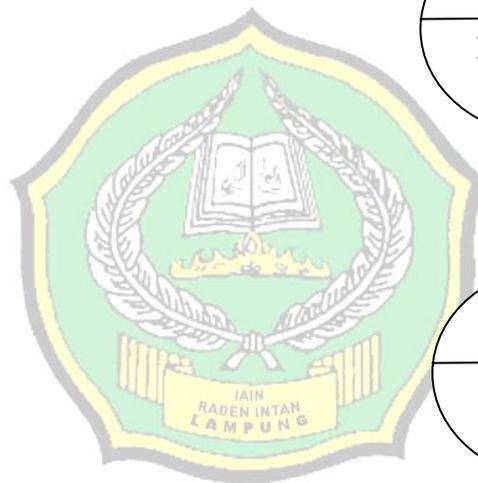
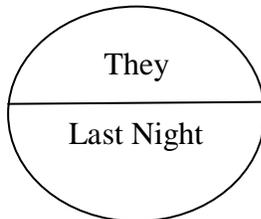
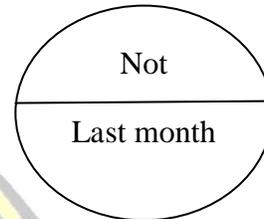
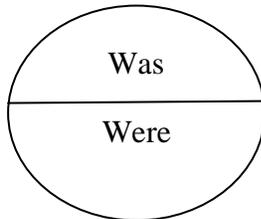
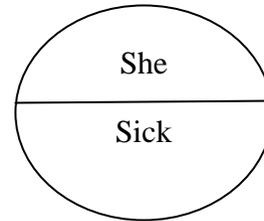
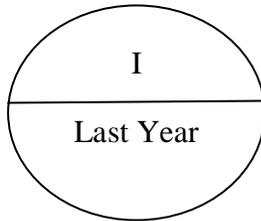
Nurul Hasanah M.
NPM. 1211040098

Kepala Sekolah MTs N 2 Lampung Selatan



H. Ansofi, S. Pd. I
NIP. 196005141986031003

MAGIC WHEEL GAME



Makes the 5 sentences based on the circle

1.
2.
3.
4.
5.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

SMP	: MTs Negeri 2 Lampung Selatan
Kelas/Semester	: VIII / 1 (Experimental Class)
Standar Kompetensi	: Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	: Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative .
Indikator	: Siswa mampu memahami bentuk kalimat past tense Siswa dapat menggunakan kalimat simple past tense Siswa dapat membuat kalimat sederhana dengan menggunakan simple past tense
Tema	: verbal sentence
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

- a. siswa mampu memahami bentuk kalimat past tense.
- b. siswa dapat menulis kalimat positive, negative, dan interogatif simple past tense secara sederhana
- c. siswa mampu memahami penggunaan time signal dalam kalimat simple past tense

2. Materi Pembelajaran

SIMPLE PAST TENSE

Verbal Sentence

a. Positive form:

Formula: Subject + Past Tense (Verb2) + O

1. She walked to school yesterday.

b. Negative form:

Formula: Subject + did + not + infinitive (verb 1) + O

Example:

1. I did not drink coffee yesterday morning.

c. Interrogative form:

Formula: Did + subject + infinitive (verb 1) + O?

Did she walk to school yesterday? Yes, she did / No, she did not.

Time Signals

Yesterday	Last	Ago
Yesterday	Last night	Two hours ago
Yesterday morning	Last week	In 2000
Yesterday afternoon	Last month	Three days ago
	Last year	six months ago
	Last Monday	a (one) year ago

Regular

	Simple Form	Simple past	Past participle
Regular Verb	Clean	Cleaned	Cleaned
	cook	cooked	cooked
	decide	decided	decided
	play	played	played
	look	looked	looked
	walk	walked	walked
	study	studied	studied
	try	tried	tried
	finish	finished	finished
	watch	watched	watched
	wait	waited	waited

5. Sumber Belajar

- Buku bahasa Inggris VIII, dan internet

6. Penilaian

- a. Bentuk : Tes tulis
- b. Bobot nilai : 20 untuk setiap soal
- c. Rumus penilaian : jumlah benar \times 20

Mengetahui
Guru Mata Pelajaran,

Umi Yuliasari, S.Pd
NIP.



Sukaraja,
Mahasiswa Peneliti,

Nurul Hasanah M.
NPM. 1211040098

Kepala Sekolah MTs N 2 Lampung Selatan

H. Ansori, S. Pd. I
NIP. 196005141986031003

MAGIC WHEEL GAME

A grid of 20 thought bubbles arranged in 5 rows and 4 columns. The words and phrases inside the bubbles are: Row 1: Loved, Accepted, Cleaned, Looked; Row 2: Bought, Bring, Make, Go; Row 3: Not, Did, Letter, Sita; Row 4: Two days ago, Last Month, I, Rizal; Row 5: Fruit, Ten minutes ago, Kitchen, Market. A faint watermark of a school crest is visible in the background.

Makes the 5 sentences based on the circle

1.
2.
3.
4.
5.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

- SMP : MTs Negeri 2 Lampung Selatan
- Kelas/Semester : VIII / 1 (Experimental Class)
- Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
- Kompetensi Dasar : Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative .
- Indikator : Siswa mampu memahami bentuk kalimat past tense
 Siswa dapat menggunakan kalimat simple past tense
 Siswa dapat membuat kalimat sederhana dengan menggunakan simple past tense
- Tema : **verbal sentence**
- Alokasi Waktu : 2 x 40 menit

7. Tujuan Pembelajaran

- a. siswa mampu memahami bentuk kalimat past tense.
- b. siswa dapat menulis kalimat positive, negative, dan interogatif simple past tense secara sederhana
- c. siswa mampu memahami penggunaan time signal dalam kalimat simple past tense

8. Materi Pembelajaran

SIMPLE PAST TENSE

Verbal Sentence

d. Positive form:

Formula: Subject + Past Tense (Verb2) + O

2. She walked to school yesterday.

e. Negative form:

Formula: Subject + did + not + infinitive (verb 1) + O

Example:

2. I did not drink coffee yesterday morning.

f. Interrogative form:

Formula: Did + subject + infinitive (verb 1) + O?

Did she walk to school yesterday? Yes, she did / No, she did not.

Time Signals

Yesterday	Last	Ago
Yesterday	Last night	Two hours ago
Yesterday morning	Last week	In 2000
Yesterday afternoon	Last month	Three days ago
	Last year	six months ago
	Last Monday	a (one) year ago

Regular and Iregular

	Simple Form	Simple past	Past participle
Regular Verb	clean cook decide play look walk study try finish watch wait	Cleaned cooked decided played looked walked studied tried finished watched waited	Cleaned cooked decided played looked walked studied tried finished watched waited
Irregular Verb	beat become buy bring catch come cut do draw eat feel find run say see sleep write	beat became bought brought caught came cut did drew ate felt found ran said saw slept wrote	beaten become bought brought caught come cut done drawn eaten felt found run said seen slept written

6. Sumber Belajar

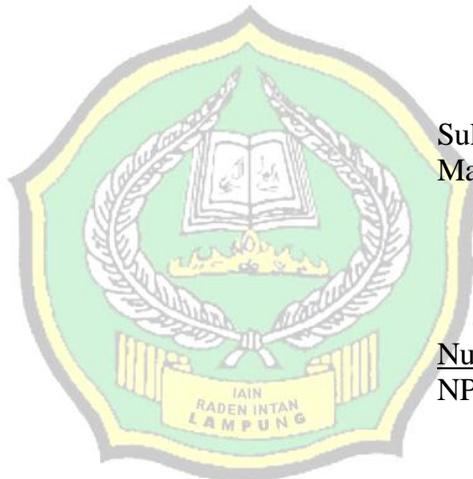
- Buku bahasa Inggris VIII, dan internet

7. Penilaian

- a. Bentuk : Tes tulis
- b. Bobot nilai : 10 untuk setiap soal
- c. Rumus penilaian : jumlah benar \times 10

Mengetahui
Guru Mata Pelajaran,

Umi Yuliasari, S.Pd
NIP.



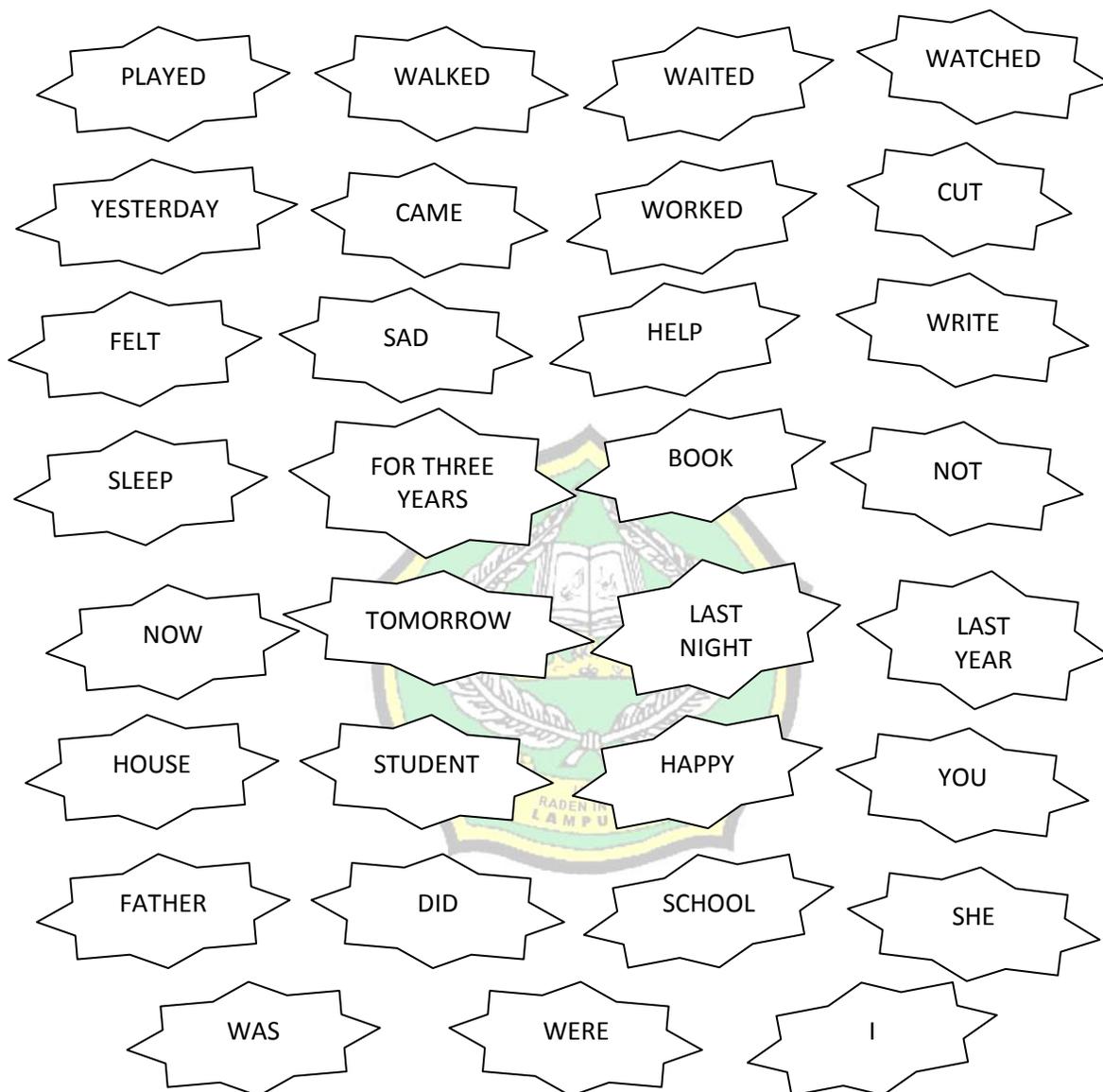
Sukaraja,
Mahasiswa Peneliti,

Nurul Hasanah M.
NPM. 1211040098

Kepala Sekolah MTs N 2 Lampung Selatan

H. Ansori, S. Pd. I
NIP. 196005141986031003

MAGIC WHEEL GAME



Makes the 10 sentences based on the circle

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 1)

- SMP : MTs Negeri 2 Lampung Selatan
- Kelas/Semester : VIII / 1 (control Class)
- Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
- Kompetensi Dasar : Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative .
- Indikator : Siswa mampu memahami bentuk kalimat past tense
Siswa dapat menggunakan kalimat simple past tense
Siswa dapat membuat kalimat sederhana dengan menggunakan simple past tense
- Tema : nominal sentence
- Alokasi Waktu : 2 x 40 menit

1. Tujuan Pembelajaran

- siswa mampu memahami bentuk kalimat past tense.
- siswa dapat menulis kalimat positive, negative, dan interogatif simple past tense secara sederhana
- siswa mampu memahami penggunaan time signal dalam kalimat simple past tense

2. Materi Pembelajaran

SIMPLE PAST TENSE

Nominal Sentence

The past of be (was/were)

I/She/He/It	Was / wasn't
We/You/They	Were / weren't

a. Positive form:

Formula : Subject + was/were + noun/adjective/adverb

I was in class yesterday..

b. Negative form:

Formula : Subject + was/were + not +noun/adjective/adverb

Alice was not (wasn't) at the library yesterday.

c. Interrogative form:

Formula: Was/Were + subject + noun/adjective/adverb?

Were they at home last night? Yes, they were / No, They weren't

Time Signal

Yesterday	Last	Ago
Yesterday	Last night	Five minutes ago
Yesterday morning	Last week	Two hours ago
	Last month	In 2000
	Last year	Three days ago
	Last Monday	six months ago

3. Metode Pembelajaran: Lecturing Technique

4. Langkah-Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru membuka kegiatan pembelajaran dengan salam dan berdoa bersama. Guru memeriksa kehadiran siswa. Guru memberi pertanyaan yang berhubungan dengan kegiatan yang sudah dilakukan atau terjadi di masa lalu . Siswa menjawab pertanyaan guru. 	10 menit

Inti	<ul style="list-style-type: none"> • Guru memberikan materi tentang simple past tense. • Guru memberikan beberapa contoh kalimat dalam bentuk simple past tense. • Siswa diminta untuk memahami pola kalimat simple past tense. • Guru meminta siswa untuk membuat kalimat simple past tense dalam bentuk positive, negative, dan interrogative. • Siswa yang ditunjuk mempersentasikan kalimat positive, negative, dan interrogative. 	60 menit
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang simple past tense terutama verbal sentence . • Guru menutup kegiatan belajar dengan salam dan doa penutup. 	10menit

5. Penilaian

- a. Bentuk : Tes tulis
- b. Jumlah soal : 5 soal
- c. Bobot nilai : 20 untuk setiap soal
- d. Rumus penilaian : jumlah benar \times 20
- e. Instrumen penilaian

Please Answer the question below correctly

1. Raty..... sick yesterday.

- a. was
- b. are
- c. am
- d. were

1. I..... very happy to get your letter last week.

- a. are
- b. is
- c. was
- d. were

2. the librarian in the library just now?

- a. is
- b. are
- c. was
- d. Were

3. She for him for 20 minutes at the coffee shop.

- a. wait
- b. waited
- c. waits
- d. Waiting

4. The students..... in the library at the time.

- a. is not
- b. am not
- c. was not
- d. were not

Mengetahui

Guru Mata Pelajaran,

Sukaraja,

Mahasiswa Peneliti,

Umi Yuliasari, S.Pd

NIP.

Nurul Hasanah M.

NPM. 1211040098

Kepala Sekolah MTs N 2 Lampung Selatan



H. Ansori, S. Pd. I

NIP. 196005141986031003

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 2)

SMP	: MTs Negeri 2 Lampung Selatan
Kelas/Semester	: VIII / 1 (Control Class)
Standar Kompetensi	: Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	: Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative .
Indikator	: Siswa mampu memahami bentuk kalimat past tense Siswa dapat menggunakan kalimat simple past tense Siswa dapat membuat kalimat sederhana dengan menggunakan simple past tense
Tema	: verbal sentence
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

- siswa mampu memahami bentuk kalimat past tense.
- siswa dapat menulis kalimat positive, negative, dan interogatif simple past tense secara sederhana
- siswa mampu memahami penggunaan time signal dalam kalimat simple past tense

2. Materi Pembelajaran

SIMPLE PAST TENSE

Verbal Sentence

a. Positive form:

Formula: Subject + Past Tense (Verb2) + O

1. She walked to school yesterday.

b. Negative form:

Formula: Subject + did + not + infinitive (verb 1) + O

Example:

- I did not drink coffee yesterday morning.

c. Interrogative form:

Formula: Did + subject + infinitive (verb 1) + O?

Did she walk to school yesterday? Yes, she did / No, she did not.

Time Signals

Yesterday	Last	Ago
Yesterday	Last night	Two hours ago
Yesterday morning	Last week	In 2000
Yesterday afternoon	Last month	Three days ago
	Last year	six months ago
	Last Monday	a (one) year ago

Regular

	Simple Form	Simple past	Past participle
Regular Verb	clean	Cleaned	Cleaned
	cook	cooked	cooked
	decide	decided	decided
	play	played	played
	look	looked	looked
	walk	walked	walked
	study	studied	studied
	try	tried	tried
	finish	finished	finished
	watch	watched	watched
	wait	waited	waited

3. Metode Pembelajaran: Lecturing Technique

4. Langkah-Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru membuka kegiatan pembelajaran dengan salam dan berdoa bersama. 	10 menit

	<ul style="list-style-type: none"> • Guru memeriksa kehadiran siswa. • Guru memberi pertanyaan yang berhubungan dengan kegiatan yang sudah dilakukan atau terjadi di masa lalu . • Siswa menjawab pertanyaan guru. 	
Inti	<ul style="list-style-type: none"> • Guru memberikan materi tentang simple past tense. • Guru memberikan beberapa contoh kalimat dalam bentuk simple past tense. • Siswa diminta untuk memahami pola kalimat simple past tense. • Guru meminta siswa untuk membuat kalimat simple past tense dalam bentuk positive, negative, dan interrogative. • Siswa yang ditunjuk mempersentasikan kalimat positive, negative, dan interrogative. 	60 menit
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. • Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang simple past tense terutama verbal sentence . • Guru menutup kegiatan belajar dengan salam dan doa penutup. 	10menit

5.Penilaian

- Bentuk : Tes tulis
- Jumlah soal : 5 soal
- Bobot nilai : 20 untuk setiap soal
- Rumus penilaian : jumlah benar \times 20
- Instrumen penilaian

Please Answer the question below correctly

- We our living room a soft blue color.
 - Painted
 - Paint
 - Painting
 - Paints
- My friend..... me with my homework last night
 - helping
 - is helping

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP 3)

SMP	: MTs Negeri 2 Lampung Selatan
Kelas/Semester	: VIII / 1 (Control Class)
Standar Kompetensi	: Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	: Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount dan narrative .
Indikator	: Siswa mampu memahami bentuk kalimat past tense Siswa dapat menggunakan kalimat simple past tense Siswa dapat membuat kalimat sederhana dengan menggunakan simple past tense
Tema	: verbal sentence
Alokasi Waktu	: 2 x 40 menit

1. Tujuan Pembelajaran

- siswa mampu memahami bentuk kalimat past tense.
- siswa dapat menulis kalimat positive, negative, dan interogatif simple past tense secara sederhana
- siswa mampu memahami penggunaan time signal dalam kalimat simple past tense

2. Materi Pembelajaran

SIMPLE PAST TENSE

Verbal Sentence

d. Positive form:

Formula: Subject + Past Tense (Verb2) + O

2. She walked to school yesterday.

e. Negative form:

Formula: Subject + did + not + infinitive (verb 1) + O

Example:

2. I did not drink coffee yesterday morning.

f. Interrogative form:

Formula: Did + subject + infinitive (verb 1) + O?

Did she walk to school yesterday? Yes, she did / No, she did not.

Time Signals

Yesterday	Last	Ago
Yesterday	Last night	Two hours ago
Yesterday morning	Last week	In 2000
Yesterday afternoon	Last month	Three days ago
	Last year	six months ago
	Last Monday	a (one) year ago

Regular and Irregular

	Simple Form	Simple past	Past participle
Regular Verb	clean cook decide play look walk study try finish watch wait	Cleaned cooked decided played looked walked studied tried finished watched waited	Cleaned cooked decided played looked walked studied tried finished watched waited
Irregular Verb	beat become buy bring catch come cut do draw eat feel find run	Beat became bought brought caught came cut did drew ate felt found ran said	beaten become bought brought caught come cut done drawn eaten felt found run said

	say see sleep write	saw slept wrote	seen slept written
--	------------------------------	-----------------------	--------------------------

3. Metode Pembelajaran: Lecturing Technique

4. Langkah-Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> Guru membuka kegiatan pembelajaran dengan salam dan berdoa bersama. Guru memeriksa kehadiran siswa. Guru memberi pertanyaan yang berhubungan dengan kegiatan yang sudah dilakukan atau terjadi di masa lalu . Siswa menjawab pertanyaan guru. 	10 menit
Inti	<ul style="list-style-type: none"> Guru memberikan materi tentang simple past tense. Guru memberikan beberapa contoh kalimat dalam bentuk simple past tense. Siswa diminta untuk memahami pola kalimat simple past tense. Guru meminta siswa untuk membuat kalimat simple past tense dalam bentuk positive, negative, dan interrogative. Siswa yang ditunjuk mempersentasikan kalimat positive, negative, dan interrogative. 	60 menit
Penutup	<ul style="list-style-type: none"> Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa ditanya bagaimana perasaannya. Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang simple past tense terutama verbal sentence . Guru menutup kegiatan belajar dengan salam dan doa penutup. 	10menit

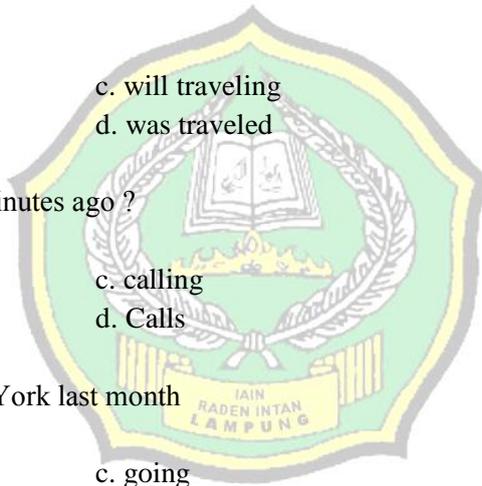
5. Penilaian

- f. Bentuk : Tes tulis
g. Jumlah soal : 5 soal

- h. Bobot nilai : 20 untuk setiap soal
- i. Rumus penilaian : jumlah benar \times 20
- j. Instrumen penilaian

Please Answer the question below correctly

1. She for him for 20 minutes at the coffee shop.
 - c. wait
 - d. waited
 - c. waits
 - d. waiting
2. The teacher the students to do their homework.
 - a. asks
 - b. ask
 - c. asking
 - d. Asked
3. I to bali last year
 - a. traveling
 - b. traveled
 - c. will traveling
 - d. was traveled
4. Who did Five minutes ago ?
 - a. called
 - b. call
 - c. calling
 - d. Calls
5. John To New York last month
 - a. go
 - b. went
 - c. going
 - d. goes



Mengetahui
Guru Mata Pelajaran,

Umi Yuliasari, S.Pd
NIP.

Sukaraja,
Mahasiswa Peneliti,

Nurul Hasanah M.
NPM. 1211040098

Kepala Sekolah MTs N 2 Lampung Selatan

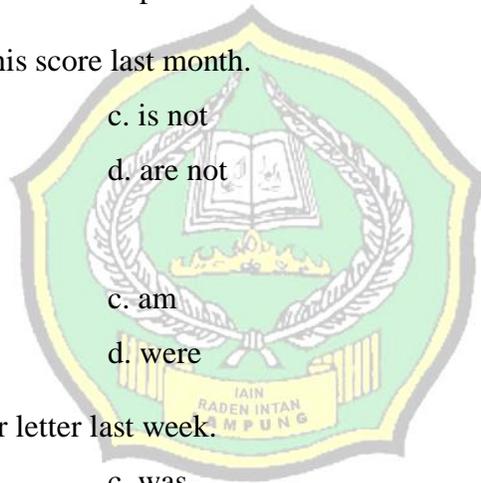
H. Ansori, S. Pd. I
NIP. 196005141986031003

TEST ITEMS FOR TRY OUT

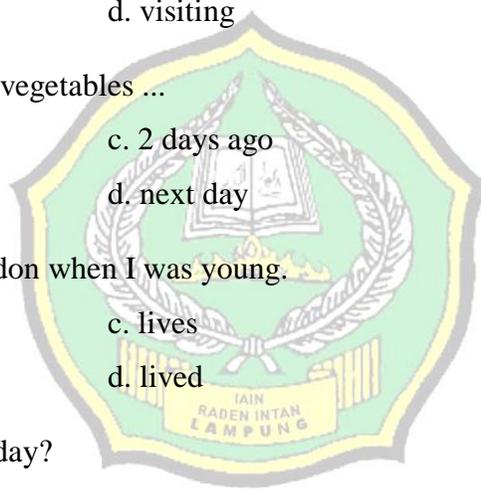
Name :
Class : VIII
Time Allocation : 60 Minutes

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

1. We ... our living room a soft blue color.
 - a. painted
 - b. paint
 - c. painting
 - d. paints
2. He ... disappointed with his score last month.
 - a. were not
 - b. was not
 - c. is not
 - d. are not
3. Raty... sick yesterday.
 - a. was
 - b. are
 - c. am
 - d. were
4. I... very happy to get your letter last week.
 - a. are
 - b. is
 - c. was
 - d. were
5. the librarian in the library just now?
 - a. is
 - b. are
 - c. was
 - d. were
6. My brother ... the newspaper two hours ago.
 - a. read
 - b. readed
 - c. reading
 - d. reads
7. Did you ... your homework yesterday?
 - a. do
 - b. does
 - c. done
 - d. doing



8. Rara' s grandfather passed away....
- a. last year
 - b. next year
 - c. next week
 - d. tomorrow
9. They ... happy in the party last night
- a. were
 - b. was
 - c. are
 - d. is
10. I ... my aunt and uncle at their home last week.
- a. visit
 - b. visited
 - c. visits
 - d. visiting
11. My mother bought some vegetables ...
- a. next year
 - b. tomorrow
 - c. 2 days ago
 - d. next day
12. My father and I... in London when I was young.
- a. live
 - b. living
 - c. lives
 - d. lived
13. ... you sing a song yesterday?
- a. does
 - b. do
 - c. did
 - d. was
14. I... very tired, so I left the party early.
- a. was
 - b. are
 - c. Is
 - d. Will
15. The teacher ...satisfied with the student's work
- a. wasn't
 - b. weren't
 - c. doesn't
 - d. don't
16. What... you do yesterday?
- a. did
 - b. do
 - c. does
 - d. is



26. Who were at library ten minutes ago?

- a. john
- b. the office
- c. arrived
- d. come

27. My sister ... a lot of cake this morning

- a. make
- b. made
- c. makes
- d. making

28. Why she go to London last night?

- a. did
- b. do
- c. does
- d. doing

29. He was in Hawaii....

- a. tomorrow
- b. next month
- c. 2 months ago
- d. every year

30. Your parents were at home...

- a. three hours ago
- b. today
- c. next week
- d. next day

31. Her mother some flowers in the garden two hours ago.

- a. watered
- b. waters
- c. water
- d. watering

32. Rita ... meet her boyfriend last week.

- a. don't
- b. doesn't
- c. isn't
- d. didn't

33. We in the swimming pool last morning.

- a. swim
- b. swims
- c. swam
- d. swim

34. you catch the bus this morning?

- a. do
- b. did
- c. does
- d. done



35. The students... in the library at the time.

- a. is not
- b. am not
- c. was not
- d. were not

36. The head master his speech to all students in ceremony this morning.

- a. gave
- b. give
- c. giving
- d. gives

37. She for him for 20 minutes at the coffee shop.

- a. wait
- b. waited
- c. waits
- d. waiting

38. The teacher the students to do their homework.

- a. asks
- b. ask
- c. asking
- d. asked

39. His daughter loudly last night.

- a. crying
- b. cry
- c. cried
- d. cries

40. they happy in the party last night?

- a. Was
- b. Were
- c. is
- d. are

42. I ... to Bali last year

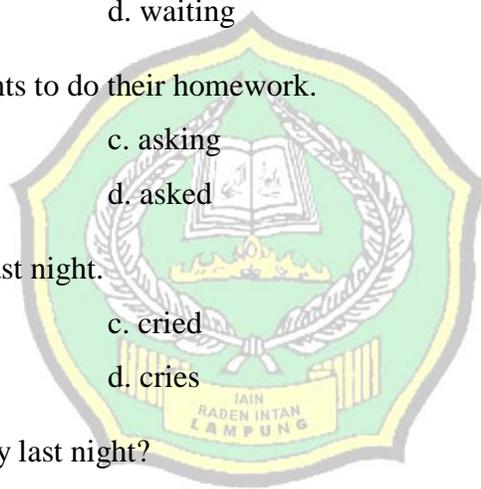
- a. traveling
- b. will traveling
- c. traveled
- d. was traveled

43. What did you do last night ?

- a. I watched TV
- b. I watching TV
- c. I will watch TV
- d. I am going to watch TV

44. Who did Five minutes ago ?

- a. called
- b. calling
- c. call
- d. calls



17. She go last Sunday.

- a. Am not
- b. Are not
- c. did not
- d. was not

18. Who were at library ten minutes ago?

- a. John
- b. The office
- c. arrived
- d. come

19. My sister a lot of cake this morning

- a. make
- b. made
- c. makes
- d. making

20. Why she go to London last night?

- a. did
- b. do
- c. does
- d. doing

21. He was in Hawaii...

- a. tomorrow
- b. next month
- c. 2 months ago
- d. every year

22. Your parents were at home...

- a. three hours ago
- b. today
- c. next week
- d. next day

23. Her mother ... some flowers in the garden two hours ago.

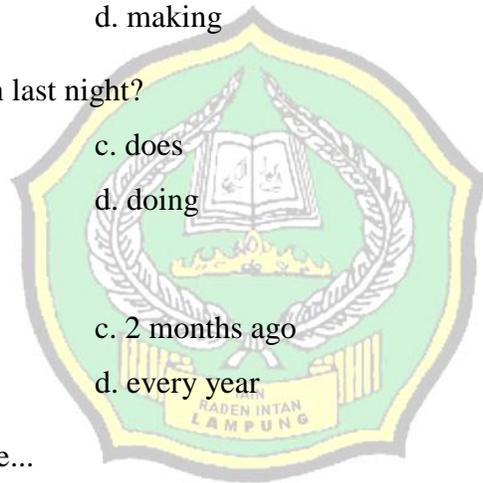
- a. watered
- b. waters
- c. water
- d. watering

24. We ... in the swimming pool last morning.

- a. swim
- b. swims
- c. swam
- d. swim

25. The students in the library at the time.

- a. is not
- b. am not
- c. was not
- d. were not



26. The head master his speech to all students in ceremony this morning.

- a. gave
- b. give
- c. giving
- d. gives

27. Shefor him for 20 minutes at the coffee shop.

- a. wait
- b. waited
- c. waits
- d. waiting

28. The teacher the students to do their homework.

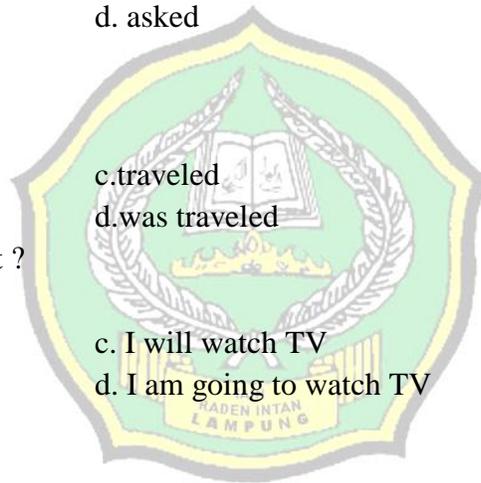
- a. asks
- b. ask
- c. asking
- d. asked

29. I ... to Bali last year

- a. traveling
- b. will traveling

30. What did you do last night ?

- a. I watched TV
- b. I watching TV



- c. traveled
- d. was traveled
- c. I will watch TV
- d. I am going to watch TV

Appendix 12

LIST OF SAMPLE OF THE RESEARCH							
NO	STUDENT'S NAMES	M/F	CODE	NO	STUDENT'S NAMES	M/F	CODE
1	Aini Safitri	F	D-1	1	Angga Afrizal A	M	E-1
2	Alpiki	M	D-2	2	Ani Juhaini	F	E-2
3	Amalia Putri	F	D-3	3	Ani Safitri	F	E-3
4	Amir Adriyan	M	D-4	4	Berliana	F	E-4
5	Andrika	M	D-5	5	Dea Putri Pramudia	F	E-5
6	Bella Safitri	F	D-6	6	Dea Seftiyani	F	E-6
7	Dama Pranata	M	D-7	7	Depri Mahendra	M	E-7
8	David Syatria	M	D-8	8	Derry Setiawan	M	E-8
9	Dhea Afriani	F	D-9	9	Dina Riani	F	E-9
10	Dwi Ely Putri	F	D-10	10	Dwi Firmansyah	M	E-10
11	Ela Mukmina	F	D-11	11	Dwi Mulya Ningsih	F	E-11
12	Eva Nugraha A	F	D-12	12	Dwi Rahayu	F	E-12
13	Gita Gustiani AP	F	D-13	13	Ekta Liando	F	E-13
14	Guntur Ari S	M	D-14	14	Fitri Alfiani	F	E-14
15	Hamdan Eki S	M	D-15	15	Hengky Febryanyah	M	E-15
16	Heru Andaru	M	D-16	16	Indri Yanto	M	E-16
17	Izzah Nur Luthfia Z	F	D-17	17	Jeni Johan	F	E-17
18	Junariah	F	D-18	18	Juliati	F	E-18
19	Lilis Kurnia	F	D-19	19	Lidia Safitri	F	E-19
20	M Ridho Saputra	M	D-20	20	Lista Bunga Pradani	F	E-20
21	Mirawati	F	D-21	21	Lucky Putra Adi P	M	E-21
22	Nera Juniati	F	D-22	22	M Sidik	M	E-22
23	Nur Aisah	F	D-23	23	Melisa	F	E-23
24	Nur Aini	F	D-24	24	Muhammad Ikhsan	M	E-24
25	Putri Srihandayani	F	D-25	25	Nia Fitria	F	E-25
26	Resa Novita Sari	F	D-26	26	Nur Hasanah	F	E-26
27	Rio Irawan	M	D-27	27	Pratiwi Juliani	F	E-27
28	Risti Rahayu	F	D-28	28	Ramdan	M	E-28
29	Saimah	F	D-29	29	Ria Ayyuni	F	E-29
30	Septiyani	F	D-30	30	Riska Valintina	F	E-30
31	Sri Dewi Ayu Antika	F	D-31	31	Selly Agustina R	F	E-31
32	Tio Bagus Setiawan	M	D-32	32	Surya Gilang R	M	E-32
33	Tiwi Apriliana	F	D-33	33	Teguh Rudianto	M	E-33
34	Vanes Eryc Agustian	M	D-34	34	Tutik Lestari	F	E-34
35	Wawan Setiawan	M	D-35	35	Widiyasari	F	E-35
36	Yesi Amelia	F	D-36	36	Yudha Patrio P	M	E-36
37	Yose Widytania	F	D-37				

Appendix 14

DATA ANALYSIS

Tests of Normality

Tekhn ik	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Nilai 1	.132	37	.102	.950	37	.100
2	.117	36	.200*	.954	36	.136

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.



Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
.537	1	71	.466

Group Statistics

	Teknik	N	Mean	Std. Deviation	Std. Error Mean
Nilai	1	37	66.892	10.2977	1.6929
	2	36	72.083	11.4252	1.9042

The Result of Independent Sample Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Nilai	.537	.466	-2.040	71	.045	-5.1914	2.5443	-10.2646	-.1183
			Equal variances assumed						
			-2.037	69.799	.045	-5.1914	2.5479	-10.2734	-.1095
			Equal variances not assumed						

Score and Descriptive Statistics in Noun Mastery

Statistics

		VAR00001	VAR00002
N	Valid	37	36
	Missing	0	1
Mean		66.8919	72.0833
Std. Error of Mean		1.69294	1.90420
Median		70.0000	72.5000
Mode		70.00	80.00
Std. Deviation		10.29774	11.42522
Variance		106.044	130.536
Range		35.00	40.00
Minimum		50.00	50.00
Maximum		85.00	90.00
Sum		2475.00	2595.00

VAR00001

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	4	10.8	10.8	10.8
	55	3	8.1	8.1	18.9
	60	7	18.9	18.9	37.8
	65	4	10.8	10.8	48.6
	70	8	21.6	21.6	70.3
	75	5	13.5	13.5	83.8
	80	3	8.1	8.1	91.9
	85	3	8.1	8.1	100.0
Total		37	100.0	100.0	

VAR00002

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	2.7	2.8	2.8
	55	4	10.8	11.1	13.9
	60	3	8.1	8.3	22.2
	65	5	13.5	13.9	36.1
	70	5	13.5	13.9	50.0
	75	5	13.5	13.9	63.9
	80	6	16.2	16.7	80.6
	85	3	8.1	8.3	88.9
	90	4	10.8	11.1	100.0
	Total	36	97.3	100.0	
Missing	System	1	2.7		
Total			100.0		



REKAP ANALISIS BUTIR

=====

Rata2= 20.23

Simpang Baku= 8.74

KorelasiXY= 0.86

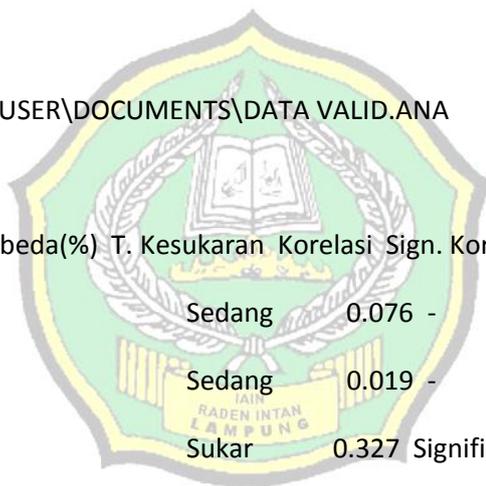
Reliabilitas Tes= 0.93

Butir Soal= 50

Jumlah Subyek= 31

Nama berkas: C:\USERS\USER\DOCUMENTS\DATA VALID.ANA

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi	Sign. Korelasi
1	1	12.50	Sedang	0.076	-
2	2	0.00	Sedang	0.019	-
3	3	37.50	Sukar	0.327	Signifikan
4	4	37.50	Sukar	0.139	-
5	5	25.00	Sedang	0.325	Signifikan
6	6	25.00	Sedang	0.078	-
7	7	62.50	Sukar	0.499	Sangat Signifikan
8	8	37.50	Sedang	0.359	Sangat Signifikan
9	9	0.00	Sukar	-0.067	-
10	10	25.00	Sukar	0.310	Signifikan
11	11	25.00	Sukar	0.362	Sangat Signifikan
12	12	75.00	Sedang	0.586	Sangat Signifikan
13	13	50.00	Sedang	0.406	Sangat Signifikan
14	14	37.50	Sedang	0.279	Signifikan
15	15	62.50	Sedang	0.480	Sangat Signifikan



16	16	25.00	Sukar	0.182 -
17	17	25.00	Sedang	0.282 Signifikan
18	18	12.50	Sedang	0.378 Sangat Signifikan
19	19	87.50	Sedang	0.664 Sangat Signifikan
20	20	87.50	Sedang	0.706 Sangat Signifikan
21	21	37.50	Sedang	0.419 Sangat Signifikan
22	22	25.00	Sedang	0.184 -
23	23	50.00	Sedang	0.479 Sangat Signifikan
24	24	62.50	Sedang	0.464 Sangat Signifikan
25	25	50.00	Sedang	0.506 Sangat Signifikan
26	26	25.00	Sedang	0.287 Signifikan
27	27	37.50	Sedang	0.464 Sangat Signifikan
28	28	75.00	Sedang	0.657 Sangat Signifikan
29	29	37.50	Sedang	0.282 Signifikan
30	30	62.50	Sedang	0.440 Sangat Signifikan
31	31	62.50	Sedang	0.447 Sangat Signifikan
32	32	37.50	Sedang	0.271 -
33	33	37.50	Sedang	0.303 Signifikan
34	34	37.50	Sukar	0.248 -
35	35	87.50	Sedang	0.624 Sangat Signifikan
36	36	25.00	Sedang	0.357 Sangat Signifikan
37	37	62.50	Sedang	0.624 Sangat Signifikan
38	38	75.00	Sedang	0.603 Sangat Signifikan
39	39	25.00	Sukar	0.206 -
40	40	12.50	Sedang	0.104 -
41	41	50.00	Sedang	0.326 Signifikan
42	42	50.00	Sedang	0.396 Sangat Signifikan



43	43	62.50	Sedang	0.560 Sangat Signifikan
44	44	50.00	Sedang	0.318 Signifikan
45	45	75.00	Sedang	0.521 Sangat Signifikan
46	46	50.00	Sedang	0.419 Sangat Signifikan
47	47	87.50	Sedang	0.634 Sangat Signifikan
48	48	25.00	Sedang	0.230 -
49	49	37.50	Sedang	0.183 -
50	50	-12.50	Sedang	-0.076 -

