

**THE INFLUENCE OF USING SNAKES AND LADDERS GAME TOWARD
STUDENTS' SIMPLE PAST TENSE MASTERY AT THE SECOND
SEMESTER OF THE EIGHTH GRADE OF SMPN 3 PALAS
SOUTH OF LAMPUNG IN ACADEMIC YEAR 2017/2018**

A Thesis

Submitted as a Partial fulfillment of
the Requirement for S1-Degree

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ABSTRACT

THE INFLUENCE OF USING SNAKES AND LADDERS GAME TOWARDS STUDENTS' SIMPLE PAST TENSE MASTERY AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 3 PALAS SOUTH OF LAMPUNG IN ACADEMIC YEAR 2017/2018

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Based on classroom teaching and learning activities, it was found that some learners experienced difficulties in learning simple past tense. They were low-motivated in tense especially simple past tense. They were also confused how to change the regular and irregular verb in simple past tense. In addition, the technique used by the teacher was monotonous, which made the learners bored to join English lesson especially simple past tense. It was proven by the learners' simple past tense score in which 68% of the learners got <72 . For that reason, snakes and ladders game is the best answer to support success in teaching learning process to improve the learners' simple past tense. The objective of this research is to find out whether there is significant influence of using snakes and ladders game towards students' simple past tense.

Two classes were chosen as 1st and 2nd experimental class by using Cluster Random Sampling. 1st experimental class was treated by using snakes and ladders game 2nd experimental class was treated by using Lecturing Technique. The test had been tried out to find out the validity, reliability, before it was used to gather the data. The formula was used to analyze the data was t-test. It was used to determine whether there was a significance difference both experimental class and control class or not.

After collecting the data, were analyzed by using independent sample t-test, it was found that the result of Sig. (2-tailed) of the equal variance was 0.02, and $\alpha = 0.05$. H_a is accepted if Sig. (ρ_{value}) $\leq \alpha = 0.05$ and H_o is accepted. Based on the computation, it can be concluded that there was influence of using snake and ladder game toward students' simple past tense mastery at the second semester of the eighth grade.

Keywords: Snake and Ladder Game, Simple Past Tense Mastery.



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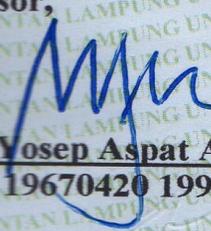
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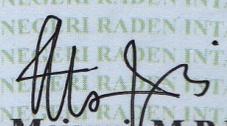
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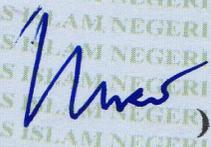
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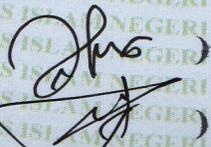
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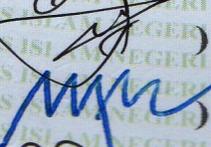
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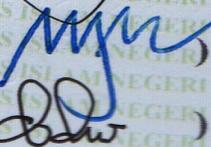
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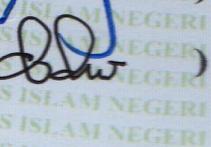
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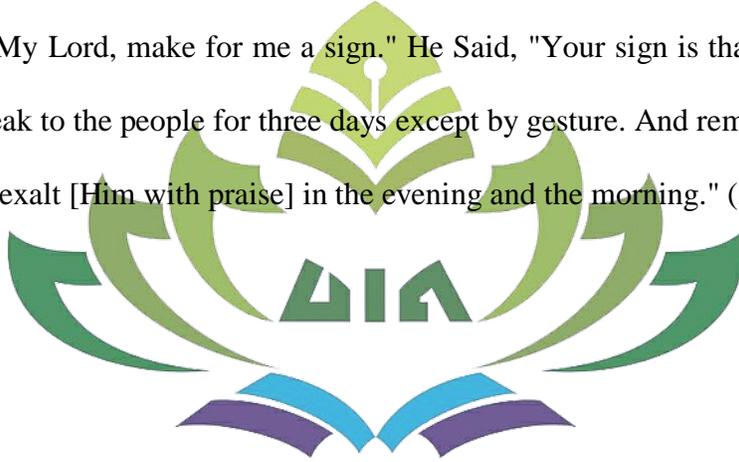
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MOTTO

قَالَ رَبِّ اجْعَلْ لِي آيَةً ۖ قَالَ ءَايَتُكَ أَلاَّ تُكَلِّمَ النَّاسَ ثَلَاثَةَ أَيَّامٍ إِلاَّ رَمَزًا ۗ وَادَّكُرَ رَبَّكَ كَثِيرًا

وَسَبِّحْ بِالْعَشِيِّ وَالْإِبْكَرِ ﴿٤١﴾

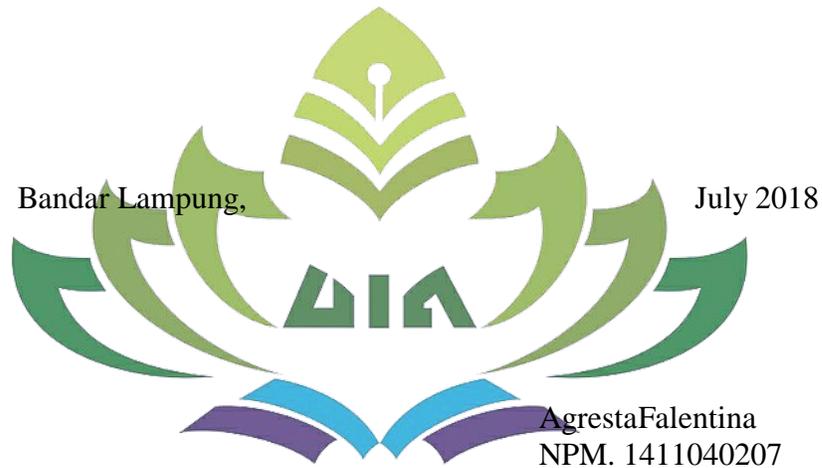
He said, "My Lord, make for me a sign." He Said, "Your sign is that you will not be able to speak to the people for three days except by gesture. And remember your Lord much and exalt [Him with praise] in the evening and the morning." (Ali-imran:41)¹



¹ A. Yusuf, *The Holy Quran Text, Translation and Commentary*, (Maryland: Amana Corp,1983), p.183

DECLARATION

Hereby, I stated that this thesis entitled “The Influence of Using Snakes and Ladders Game Towards Students’ Simple Past Tense Mastery at the Second Semester of the Eighth Grade of SMPN 3 Palas South of Lampung in Academic Year 2017/2018” is completely my own work, I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. AsepSupani and Ms.Suratinwho always pray for my success and give me motivation to study hard until now. I love them so much.
2. My beloved young brother and young sister; IlhamRamadhan Al-Fahri, and AmbarNaufalynFikkria who always give me spirit and suggestion for my success.
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CURRICULUM VITAE

Agresta Falentina was born in Pulau Jaya on August 13th, 1996. She is the first child of three children of Mr. and Ms. Asep Supani. She has one brother whose name is Ilham Ramadhan Al-Fahri and one young sister, whose name is Ambar Naufalyn Fikkria.

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corrections, comments, and criticism for the betterment of this final project are always open-heartedly welcome.

Bandar Lampung, July 2018

The Writer,

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CHAPTER I

INTRODUCTION

A. Background of the problem

Grammar as one of English language's part has important role to communicate precise meaning. It is supported by Brown who states that "grammar is the system of rules governing the conventional arrangement and relationship of word in a sentence"¹. Grammar has function to create good and understandable sentence. Knowing how to build and use certain structure make it possible to communicate common type meaning successfully. Without structure, it is difficult to make comprehensible sentence.

Thombury stated that grammar is description of the rules that govern how a language's sentences are formed.² In addition, Brown stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In other words, grammar tells us to construct a sentence (word order, verb and noun system, modifiers, phrase, clauses).³

According to Rivers, Grammar is the rules of a language set out in a terminology, which is hard to remember, with many exceptions appended to each rule. Penny UR stated that Grammar is the way a language manipulates and combines words

¹H Douglas Brown, *Teaching By Principle: An interactive Approach to Language Pedagogy, Second Edition*, 2000, p.362

²Scott Thornbury, *How to Teach Grammar* (London: Longman, 1999) p.1

³H Douglas Brown, *Teaching by Principle*. (London: Longman, 2000), p.362

(or bits of words) in order to form longer units of meaning.⁴ It means that grammar is the combine words in order to form longer sentence to have meaning of sentence. Grammar is the rules of a language set out in a terminology, which is hard to remember all of people.

Learning English is not an easy task especially when it comes to learning grammar. Teaching the grammar component could be a difficult task to English teachers. According to the study conducted by Al-Mekhlafi, and Nagaratnam, with regard to teaching and learning grammar, teachers perceive that both teachers and students face difficulties.⁵ It means that teaching grammar is very difficulties, for to teacher or to students.

There are many factors that influence to the difficulties that student face in learning grammar. One of the factors is the grammar teaching method. It means that the misunderstanding of students, because of some teachers find difficulties in teaching grammar. The other one is how the students learn grammar itself.

Hill also claimed that the differences of background, language learning experience and teaching experience of student make the differences in grammar

⁴Rasha Sultan Ahmad, *Can Grammar be taught through Games?*, Tishreen University Journal for Research and Scientific Studies - Arts and Humanities Series Vol. (31) No. (1) 2009

⁵Aishah Musa, et.al. *Noun-it-Right Snake and Ladder Board Game: Learning about Nouns – An Enhancement Tool in the Teaching of Grammar*, Journal of Creative Practices in Language Learning and Teaching (CPLT) Volume 4, Number 1, 2016, p. 31

knowledge that the students accept.⁶ It means that the ability of the students to accept knowledge was different. The different background, language learning experience and teaching experience of student could be a problem if they are not experienced in grammar. We know that the teacher always try to find the method that can be suited with the students but sometimes it still does not work.

The conclusion based on the statement above, many factors that teaching and learning grammar difficult. They are: background of the teacher, and teaching method and also language learning experience and teaching experience of student make the differences in grammar knowledge that the students accept.

Grammar is also called as organization words that are the combined into sentence express thought and feeling or to express the idea in writing. In teaching English as a foreign language, the students need to master grammar because by mastering grammar student will be able to speak and write English correctly. In mastering English grammar there are many rules and sentences that should be mastered by the students. One of sentence in grammar is simple past tense.

Simple past tense is a form of time that expresses an act that occurred in the past and lasted in the past also marked by a time statement that shows in the past as

⁶ Petraki, E., & Hill, D., *Theories of grammar and their influence on teaching practice : Examining language teachers' belief*. University of Sydney Papers, 2010, IN TESOL, 65-99.

well, there are like last week, last month, last year, yesterday, ago, last Sunday⁷. Its means that simple past tense used to express some events/activity that happened in the past.

The simple past tense is used to express some events that happened in the past.⁸ According to Comrie, the meaning of the past tense is this location in the time period to present moment in any further deduction about temporal location that are made on basic of individual sentences in the past are the result of factors other the simply the choice of tense.⁹ It means that simple past tense is one of kind of sentence that used to express the events that happened in the past.

In learning English as a foreign language many factors of difficulties. One difficulties in teaching grammar on teaching English as foreign language is teaching simple past tense especially to teach junior high school. There are some problems arising in the learning of the use of these forms because of the first language interference and existing distinctions in a different way.¹⁰

According to Daniel Murphy, tense is a characteristic feature of a verb that denotes the time of the event or a state described.¹¹ This is one of reason why the

⁷ Munir Mahmud, *English Grammar: Mudah dan Cepat Memahami Tata Bahasa*, (Surabaya: Tiga Putra Surabaya, 2013) p.177

⁸ *Simpati Sarana Pasti Meraih Mimpi*, Surakarta: Grahadi: 2012. p.15

⁹ H Douglas Brown, *Teaching By Principle: An interactive Approach to Language Padogogy*, Second Edition, 2000, p.

¹⁰ İsmail Çakır, *Problems in Teaching Tenses to Turkish Learners*, ISSN 1799-2591 Theory and Practice in Language Studies, Vol. 1, No. 2, pp. 123-127, February 2011 © 2011 ACADEMY PUBLISHER Manufactured in Finland. doi:10.4304/tpls.1.2.123-127, p.124

¹¹ Murphy Daniel, *English Grammar third edition*, (New York: Mc-Graw-Hill Company, 2000), p.51

students especially in Junior high school of Indonesia have difficulties in understanding tenses, because there are no tenses in Indonesia Language. Simple Past Tense is one of tense should be mastered by students.

The conclusion of definitions faced by student in learning simple past tense is different bahasa and English grammatical order or structure. Thus, the students usually not used or not understand about the tense especially in simple past tense mastery.

Based on the preliminary research on SMPN 3 Palas South of Lampung at the eighth grade, by interviewing of the English teacher, Ms. Susmira, S.Pd.. She said the students' problems in learning grammar simple past tense those are:

(1) the students still cannot differently about the each of the formula in grammar, (2) the students difficulties of the formula in simple past tense. In the process of language learning, the teacher use guide grammar and lecturing technique as technique in teaching grammar.¹²

As additional research, the teacher asked about the students' English ability especially in simple past tense. The data also that showed more than 50% of students of eighth grade did not pass the minimum score by interviewing the students as shown on the table 1.

¹²Susmira, *Interview an English Teacher*, SMPN 3 Palas South of Lampung January 27rd, 2018.

Table 1
The Students' Score of Simple Past Tense Test at the Second Semester of
the Eighth Grade of SMPN 3 Palas South of Lampung in the Academic
Year of 2017/2018

| No. | KKM | CLASS | | | Total | Percentage |
|-------|-----------|--------|--------|--------|-------|------------|
| | | VIII A | VIII B | VIII C | | |
| 1 | ≥ 72 | 13 | 11 | 14 | 38 | 40 % |
| 2 | <72 | 19 | 21 | 18 | 58 | 60 % |
| TOTAL | | 32 | 32 | 32 | 96 | 100 % |

Source: document of the Simple Past Tense Score of Eight Grade 3 Palas South of Lampung 2017/2018.

Based on the table above, it can be seen that 58 students got score of simple past tense lower than 72, and only 38 students that get score passed the KKM (Kriteria Ketuntasan Minimum). Moreover, from the table above it can be seen that there were many students had still not understood about simple past tense. They faced difficulties in simple past tense.

Besides conducted an interview with the teacher, and also interview of the students of the eighth grade by students. The students stated that they found some difficulties in learning Simple Past Tense. First, they were many students who did not understand the formula in simple past tense. This problem may appear because they did not memorize the past participle from irregular and regular verb. Second, they were boring in the teaching and learning process in the

classroom the teacher delivered the material simple past tense by using guide grammar and lecturing technique as technique in teaching grammar.¹³

Based on the interview above, the main problem found in the research was the students' simple past tense is still low. It happens because the teacher does not guide the students to teach in the classroom. To improve the students' ability in simple past tense needs an appropriate strategy, technique that can help students in grammar especially in simple past tense.

Teaching is not an easy job, but it is a necessary for the teacher that should be creative to build students' interest in the class. Various and interesting technique must be applied in language teaching learning process to encourage students' interest in language teaching learning grammar using games.

According to Hadfield, game is an activity with rules, a goal, and an element of fun.¹⁴ Games help the students to add interest in the teaching and learning process. Students can practice and internalize vocabulary and grammar extensively through well-planned game. Play and competition that are provided by games enhances the motivation of the students and reduce their stress.

¹³Muhammad Anwar, Hengki Kurniawan et.all, *The Students at the VIII C grade of SMPN 3 Palas South of Lampung*

¹⁴Jill Hadfield, *Intermediate Vocabulary Game: Metodology Game* (England: Longman, 1999), p.4

Moreover, Azar stated games and activities are important parts of the grammar classroom. The study of grammar is and should be fun and engaging.¹⁵ By using games, the atmosphere in learning process in the class will be enjoyable. One game that can be applied in the classroom is Snake and Ladders.

According to Lowe, Snakes and Ladder is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.¹⁶ It means that snake and ladder game is a familiar game for the children. Thus, the students not confuse to playing this game.

Maisyaroh (in Journal education of Komang Cahaya,et.al) stated that snake ladder game is an activity which is fun, played by a group of people using boards are divided into small boxes and in some boxes drawn a number "Ladders" and "snakes" are connect it to another box.¹⁷ It means that the snake and ladder game is the game should be fun in teaching learning process, and the atmosphere in learning process in the class will be enjoyable.

According to Mohd Hafis Muaddab, snake and ladder game was created in the 2nd century BC by the name of "Paramapada Sopanam" (*Ladder to*

¹⁵Betty Schamper Azar, , (New Jersey: Prentice regents, 1989), p.29

¹⁶Norman K. Lowe, *Games and toys in teaching Science and Technology Education*, (Paris: UNESCO, 1988).p.27

¹⁷Cahaya Komang S.,et.al, "*Penerapan Bermain Ular Tangga Untuk Meningkatkan Kemampuan Kerjasama Kelompok*", (Journal Pendidikan: Ganesa University, Vol.4.N.2, 2016)

Salvation).¹⁸ Lowe stated that snakes and ladder is a popular game for children in many countries of the world. It is easy to make from basic materials and can be adapted to suit many learning situations.” This game also “can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as the concept for which a game has been developed”.¹⁹

In addition, English Collins Dictionary stated that Snakes and Ladder is a British a game played with a board and dice. When you go up a ladder, you progress quickly. When you go down a snake, you go backwards.²⁰

Based on the statement above, snake and ladder game is an activity which fun, played by a group of people using boards are divided into small boxes drawn a number “ladder” and “snake” are connect it another box. Snake and ladder game can build the engineer the social and moral experience of children.

Based on the statement above, this thesis focus offers snake and ladder game method to teach grammar. Here, the concept of the game that concerned with using the snake and ladder board game method is simple past tense. The game will become curious method to apply in the junior high school students. Because

¹⁸ Nachiappan, et.al. “*Snake and Ladder game in Cognitive Development on Students With Learning Difficulties. Review of Art and Humanities*”. Published by American Research Institute or Police Development. June 2014, Vol 3, N.2, p.220

¹⁹ Albab Ulil, *The effectiveness of snake and ladder game to improve students mastery of simple past tense in construction recount texts*, Journal of English language teaching, vol 3 (1) ISSN 2252-6706, 2014

²⁰ English Collin Dictionary- *English Definition &Thesaurus dictionary*. Reservo.net/English.../snakes%20 and %20ladders- Amerika Serikat. access on 07th of February 2018 at 02.15 p.m

snake and ladder game is one of the types of the board game. And also the board game “snake and ladder” suitable to teach grammar.

From the statement above, a variety of game is one interesting technique for making good communication in the class. Through the game, the students can enjoy the teaching learning process. Also if they study grammar by using the game, they do not think too much about the formula or guidelines, because they are studying while playing, they are remembering and learning formula or guidelines unconsciously.

This research design was used Quasi Experimental by using snake and ladder game in teaching simple past tense because it is about grammar. The writer offers snake and ladder game method to teach grammar. Simple past tense is one of type the tense and the tense is one of the kinds in grammar. So the snake and ladder can to teach Simple past tense mastery especially in Junior High School.

There some research by using Snake and Ladders Game. One of the research was conducted by Heni Aprina, entitled The Influence of Using Snake and Ladders Game toward Students’ Ability in Recount Text at The First Semester of the Tenth Grade of SMAN 1 Ngabur Pesisir Barat in 2017/2018 Academic Year. The researcher quasi experimental with the treatment held in 3 meetings, 2 x 45 minutes for each meeting. The population of her research the tenth grade of SMAN 1 Ngabur Pesisir Barat. The result of the research showed that the gain

score of the experiment class was higher than that of the control class, it was found the result of test was t_{observed} (4.3663) with t_{critical} (2.660), it means that there is significant influence of using Snake and Ladder Game toward students' ability in Recount Text.²¹

The second previous that conducted by Budiyanto, it entitled The Effectiveness of Using Snake and Ladder Board Game on Students' Simple Present Tense Understanding: A Case Study of SMPN 2 Sumber. The methodology of this research is pre-experimental research with one group pretest posttest design. The population in this research is all of first grade students of SMPN 2 Sumber. The sample of this research is the students of VII-G that consists of 40 students, 13 males and 27 females. The technique of collecting data is using t-test (pretest and posttest) and data analyzed by using the formula of research data analysis and SPSS 16 application. Based on the result finding of this research, there is effectiveness of using snake and ladder board game on students' tenses understanding at first grade students of SMPN 2 Sumber. The achievement of students before the use of snake and ladder board game on students' simple present tense understanding shows the students in poor level with the means of score 51. But, the achievement of students after the use of game shows the improvement result with the rank of students result is in enough level with the

²¹Aprina Heni, *The Influence Of Using Snake And Ladder Game Toward Students' Ability In Recount Text* at The First Semester Of The Tenth Grade Of SMAN 1Ngabur Pesisir Barat in 2017/2018 Academic Year (S1 Thesis, UIN Raden Intan Lampung, 2017), p.

means of posttest that is 67.25. For further evidence, the researcher uses scientific calculation by using SPSS application. First, the value of significant column of t-count test by using SPSS application, and the result is 7,938 and t table is 2,024. The t count > t table shows the significant effectiveness using the game. Then, the value of correlation product moment “r” shows 0,582 that mean there is positive and significant effectiveness. So, the hypothesis of the research is H_a is accepted and H_o is rejected.²²

Based on the explanation of previous studies, it can be concluded that there are significant differences of previous studies to this research. The differences are on these previous studies that had been done by Heni Aprina, she used snake and ladders to increase writing recount text. Another previous study had been done Budiyanto, he used snake and ladder to increase simple present tense. Meanwhile in this research, the writer will use snake and ladder to increase students' simple past tense.

From the explanation above, was conducted a research by entitled: “The Influence Of Using Snake And Ladders Toward Student’s Simple Past Tense Mastery at The Second Semester of Eighth Grade of SMPN 3 Palas South of Lampung in the Academic Year 2017/2018.

²² Budiyanto, *The Effectiveness Of Using Snake And Ladder Board Game On Students' Simple Present Tense Understanding: A Case Study of SMPN 2 Sumber* (S1 Thesis, State Islamic of Cirebon, 2017)

B. Identification of the Problem

Based on the problem above, found of several problems as follows:

1. The students found difficulties to make sentences in form of simple past tense and difficulties to understand the pattern of the used simple past tense.
2. The students found difficulties to transform past tense form of regular and irregular verb.
3. The teacher used the same way in teaching grammar especially in simple past tense.

C. Limitation of the Problem

Based on the background above, there are so many problems and technic in teaching simple past tense, in this research focus on the use of snakes and ladders game for teaching simple past tense at the second semester of the eighth grade of SMPN 3 Palas South of Lampung in the Academic Year of 2017/2018.

D. Formulation of the Problem

Is there any significant influence of using snake and ladder game towards students' simple past tense ability at the second semester of the eighth grade of SMPN 3 Palas South of Lampung in the Academic Year of 2017/2018?

E. Objective of the Research

The purposes of this research was to know whether there was significant influence of using snake and ladders game toward students' simple past tense ability at the second semester of the eighth grade of SMPN 3 Palas South of Lampung in 2017/2018 Academic Year.

F. Use of the Research

The uses of the research are as follows:

1. Theoretically

To give information to the readers about significant influence of using snake and ladders game toward students' simple past tense ability at the second semester of the eighth grade of SMPN 3 Palas South of Lampung in 2017/2018 Academic Year.

2. Practically

a. For the students

The result of this research can motivated the students in learning English especially in the simple past tense.

b. For the teacher

The result of this research can give information for the teachers about the significant influence of using snake and ladder game toward students' simple past tense.

c. For the school

The result of this research was expected motivate the school to improve the quality of learning English.

G.Scope of the Research

1. Subject of the research

The subject of this research is the second semester of eighth grade students' of SMPN 3 Palas South of Lampung.

2. Objective of the research

The object of this research was the use of Snake and Ladder game and the students' simple past tense.

3. Place of the research

The research was be conducted at SMPN 3-Palas South of Lampung.

4. Time of research

The research was be conducted at the second semester of 2017/2018 academic year.

CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPOTESIS

A. Concept of Teaching and Learning English as a Foreign Language

Language teaching is influenced by ideas on the nature language (language theories) and the learning condition that make learners to acquire the language (learning theories).¹ Learning English as a foreign language is different than learning English as a second language. It means that English is different when English for communication and English for teaching materials and methods.

Teaching is an action to transfer knowledge from the teacher to the students. The aim is so the students can understand the teacher's explanation. Harmer stated that teaching means to give (someone) knowledge or to instruct or to train (someone).¹ Thus, by teaching or being a teacher, someone transfers knowledge, guides and coach other people in learning process.

Teaching is the process of showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.³

It describe that teaching is a process to help the learners for understanding something that learned. In this case the English teacher should be able to create a

¹ Ag. Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.20

²Jeremy Harmer, *How to teach English*, (Edinburgh Gate: Longman, 1998), p.56

³H. Douglas Brown, *Principle of Language Learning and Teaching: Fourth Edition* (New York: Addition Wesley Longman, 2000), p.7

real situation that can be used to support learning and teaching process in order that the students are able to use English naturally for communication.

In teaching English, teachers must focus on the process of teaching and learning. They also must know what is happening in the classroom activities so the target of language was reached well. In teaching English as a foreign language the teachers help and guide the students how to learn English easily.

Teaching English as a foreign language means that English is taught by people which English is not their mother tongue or their native language. Broughton says that in the rest of the world, English as a foreign language, that is taught in schools often widely, but it does not play an essential role in national or social life.⁴

Based on the explanation above, it can be inferred that teaching English as a foreign language is the process for helping the students to learn English and make their understanding in learning process and do a lot practice to master the English language. In teaching English, the teacher should be creative to make the students interested in learning English as a foreign language.

⁴ Geoffrey Broughton, et.al., *Teaching English as a Foreign Language* (2nd Ed)(New York: Routledge, 1980),p.12

B. Concept Of Game

Game is a structure that can be used in teaching learning process. Game will make a student fun in studying, the teacher may use game to achieve the goal in teaching learning process, especially in teaching learning English. Through this game, teachers are able to make the teaching and learning process to be more effective and meaningful and also to ensure the full participation of students in learning activities.

According to Hadfield, game is an activity with rules, a goal, and an element of fun.⁵ Games help the students to add interest in the teaching and learning process. The main focus of using game in class is not to help students to learn more effectively but also to have fun.

According to Wright “Game is an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with.”⁶ Wright stated games can be used to give practice in the all skills (reading, writing, listening and speaking), in all stage of the teaching or learning sequence (presentation, repetition, recombination, and free of language) and for many types of communication (e.g encouraging, criticizing, agreeing, and explaining).⁷

⁵Jill Hadfield, *Intermediate Vocabulary Game: Methodology Game* (England: Longman,199), p.4

⁶Ni Made Ratnaningsih, *PELATIHAN PEMBUATAN DAN PENGGUNAAN PEMBELAJARAN PERMAINAN BOARD GAMES BAGI GURU-GURU SEKOLAH DASAR DI KABUPATEN BULELENG*, Majalah Aplikasi Ipteks NGAYAH Volume 7, Nomor2, Desember 2016 ISSN : 2087-118X

⁷Andrew Wright, et.al, *Games for Language Learning* (Cambridge, Cambridge University Press, 2006), p.1

Games can stimulate and encourage students to participate in the learning activity.

According to Yolageldili and Arikan, games are important and necessary in teaching and learning of English because games provide many benefits.⁸ Dewi said that a game is a fun activity that can be used as a good technique in learning process. Game can stimulate and motivate the students become more interest, enjoyable and communicative.⁹ It means that game is a fun activity, can stimulate the students become more enjoyable in teaching learning process.

Based on the theories above, was concluded that game is a fun activity that can be used as a good technique in teaching learning process. By using a game, the teacher and the students can provide many benefits. Games must have clear rules that the all the students agree and understood about the materials.

C. Concept Of Snake and Ladder Game

1. Definition of Snake and Ladder

Snake and ladder game is a very simple game, all children can play it as long as they are able to read and understand the instruction of the game written on the box where the coin is available, after they turn to throw the dice. Snake and

⁸ Aishah Musa, Nur Afifah Ariffin, Asrol Hasan, *Noun-it-Right Snake and Ladder Board Game: Learning about Nouns –An Enhancement Tool in the Teaching of Grammar* (Journal of Creative Practices in Language Learning and Teaching (CPLT)Volume 4, Number 1, 2016, p.33

⁹ Kurniawati, Dewi, *The Influence of Using Describe And Identify Game Towards Students' Speaking Ability at the Second Semester of Tenth Grade of SMA YP UNILA Bandar Lampung in the Academic Year of 2014/2015* (English Education: Jurnal Tadris Bahasa Inggris p-ISSN 2086-6003 Vol 10 (1), 2017, 1-15) Available online at <https://ejournal.radenintan.ac.id/index.php/ENGEDU>

ladder media includes visual media because it involves the sense of sight in using such media and is called graphical media because the snake and ladder media is presented in the form of images. Snake and ladder game is one type of game that is often played by children.

According to Rahina, snake-ladder is a board game for children that are played by two or more people. Inside the board of games there are small boxes and in some boxes there are a number of ladders and snakes interconnecting with other boxes. This game can be used for all subjects and all levels of class, because students only answer questions through the game.¹⁰ It means that snake and ladder is board game and played by children used boxes. In some boxes there are a number of ladders and snake interconnecting with other boxes.

Zuhdi say that, Snake ladder is one type games that are often played by children. The game is played by two or more people can train children to compete. Other than that, game snake ladder can train the child to work same as well as train children to act sportsmanship.¹¹ It means that snake and ladder is one of type of game and usually playing by the children. Snake and ladder can stimulation the children active and can act sportsmanship.

¹⁰ Nugrahani Rahina. *Media Pembelajaran Berbasis Visual Berbentuk Permainan Ular Tangga untuk Meningkatkan Kualitas Belajar Mengajar di Sekolah Dasar*. Jurnal Kependidikan jilid 36, No. 1. 2007

¹¹ Zuhdi, Ulhaq., dkk.. *Pengembangan Perangkat Media Pembelajaran Ular Tangga Digital Untuk Meningkatkan Penguasaan Kosakata Bahasa Inggris (Vocabulary) pada Mahasiswa S-1 PGSD.(Jurnal Pendidikan Wacana Pendidikan Sekolah Dasar)*. Vol:06. 2010, p.188-201.

According to Lowe in *Science and Technology Education* book, the definition of “snakes and ladders is a popular game for children in many countries of the world. It is an ancient Indian board game regarded today as a worldwide classic game. It is easy to make from basic materials and can be adapted to suit many learning situations.” This game also “can assist in developing basic arithmetic such as counting, addition and subtraction, communication, as well as the concept for which a game has been developed”.¹² Snake and Ladder facilitates the students to learn about counting, life, interaction and socialization. In this game, implicitly, the students can learn about up and down in life or about joys and troubles. Ladders represent “the uplife and joy”, while the existence of the snakes represent “thedown in life or trouble”.

Based on the explanation above, it can be conclude that Snake and Ladder Game is one kind of board game that can facilitate the student to learn language. This game usually involves two or more players and they take turn to move by rolling a dice. On the way to finishing point, the players meet with some hurdles in the form of the snake and some opportunities in the form of ladders. The player who reaches the finishing point first wins the game. This game should be fun in teaching learning process, and the atmosphere in learning process in the class can be relaxed.

¹² Norman K. Lowe, *Games and toys in teaching Science and Technology Education*, (Paris: UNESCO, 1988),p,27

2. Procedure Of teaching Simple Past Tense by Using Snake and Ladder Games

There are some procedure from expert to express the procedure of snake and ladder. Procedure is needed to helped determines how the implement of the technique. According to Sion, the following procedure of snake and ladder as follows:

- 1) All put your counters on start.
- 2) Decide who is going to begin and which order you are going to play.
- 3) If you are the first player, roll your die and move forward the number of square indicated.
- 4) If you land on a sentence, say if it is correct or not. If you think there is mistake in the sentence, correct it immediately.
- 5) Your group must then decide if you are right or not. (Ask your teacher only if you are completely unable to arrive at a decision). If your groups agree with you, move an extra three square forward. If they disagree, move back three square. (Your turn is now finished, so if you have now landed on another sentence you may not give an opinion on its correctness.
- 6) If you land on a blank square, you simply stay where you are until your next turn. If you land on a square where another person's counter is already standing, move on one square. This rule applies whether you land on a sentence or on a blank square.

- 7) At your next turn, move the counter the number of squares shown on the dice. For example, if you are on square 16 and the dice shows five dots, move your counter to square 21.
- 8) Each player proceed the same way, starting always at square 1 (Start)
- 9) To finish, you must land directly on square 70. If you are on square 68 and throw a six, count two forward and four back to land on square 66 (and hope you throw a four on your next turn).¹²

It can be concluded that snake and ladder is similar to sentence correction and the purpose of this activity is to motivate the students to be brave to correct the mistake.

Rinvoluceri stated in his book of Grammar Game, the procedure to teach using snake and ladder, there are:

1. Divide the class into four and give group board and a dice. Ask the students to sit so they can all see the board properly. Ask the students to choose a coin to their represent and to place the coin on START.
2. Explain that the aim of the game is to get from START to FINISH. Some of square on the board give a sign question mark (?). So they have to answer the questions. Explain or demonstrate how to play:
 - a. The first player throws the dice and advances to the square indicated. If there is a sentence on that square the player says whether it is correct or

¹² Chris Sion, *Recipes For Tired Teacher*, (San Fransico: Alta Book Center Publiser, 2004), p.101

incorrect. The another tree students act as jury and have to decide if the player is right or wrong in his or her judgement. If all three, or two, out of three, agree with the player, then he or she goes forward three squares. If they disagree with the player land on an empty square than none of the above happens and he or she stays there. It is than the next person's turn. A player who lands on a square at the foot of a ladder must go up it. A player who lands on the mouth of a snake must go down.

- b. The winner is the first person whose score takes him or her to or beyond FINISH.
 - c. If a player lands on a sentence that has already been discussed, he or she automatically goes on to the next unworked-on sentence.
 - d. If a person in the group feels that the others are wrong about a grammar point, he or she should note down the number of its square and ask the teacher at the end of the game.
3. Ask the groups to start playing. At the first your time will be taken up with answering queries about how to play. Once they settle down to play watch carefully for situation where both the player and the others in the group agree on a wrong verdict. Don't say anything to them and don't interrupt the game but make a note for after the game.
 4. When most group have finished, stop everybody and ask if there are disagreement over any of the sentence. If the student in Group A comes up with the disagreement do not give him or her on an authoritative answer.

Refer the problem to the other group very often they will give Group A the answer, only give the answer yourself as long last resort. This way the students teach each other. This is also the time to bring up any sentence where everybody in a group was wrong.¹³

From the explanation above, it can be concluded that there are two procedures that can be used in snake and ladder game. Each procedure has the same purpose to motivate the students to be brave to correct the mistake. In this thesis chooses procedure from Rinvolucris because by using this procedure the students try to realized and defend their own grammar criteria and can teach each other.

3. The Advantages of Snake and Ladder Game

- a. Snake and ladder game can be used in the learning activities teaching because these activities are fun so the children are interested in learning while playing.
- b. Children can participate in the learning process directly.
- c. Snake and ladder game can be used to help all aspect in child development to develop intelligence.
- d. Snake and ladder game can stimulate children to learn to solve simple matter unnoticed by children.

¹³ Rinvolucris Mario. *Grammar Games*. (Cambridge: Cambridge University Press, 1984), pp. 28-29

- e. Use of snake and ladder game can be done either in the classroom and outside the classroom.¹⁴

In general, games used in learning have several benefits:

- a. Giving science to the child through the learning process playing while learning.
- b. Stimulating the development of thinking power, creativity, and language of order able to cultivate attitude, mental, and good morals.
- b. Creating an attractive playing environment, providing a sense of security, and fun.
- c. To Improve the quality of children's learning in physical, motor, language, intellectual, moral, social, and emotional development.¹⁵

Based on the explanation above, it can be concluded that the snake and ladder game can make activities teaching and learning are so fun so that the students are interested in teaching learning process. And used snake and leader in the classroom can make the students more creatively, have good moral.

4. The Disadvantages of Snake and Ladder Game

- a. Use of snake and ladder game requires a lot of time to explain to students.
- b. Snake and ladder cannot develop all of the learning material.
- c. Lack of understanding of the rules of the game by a child can lead to arrest.

¹⁴ Cahaya Komang S., et.al, "Penerapan Bermain Ular Tangga Untuk Meningkatkan Kemampuan Kerjasama Kelompok", (Journal Pendidikan: Ganesa University, Vol.4.N.2, 2016)

¹⁵ http://eprints.uny.ac.id/14296/1/Skripsi_Nafiah%20Nurul%20Ratnaningsih_09108241025.pdf

d. For children who do not master the material well will experience difficulty in playing.¹⁶

Based on the explanation above, using snake and ladder game requires a lot of time to explain to students, so the teacher should be able to manage the time when teach used this game. The teacher must be explain the rules of this game clearly but can manage time well.

D. Concept of Grammar

Grammar as one of English language's part has important role to communicate precise meaning. Grammar is part of language, its comprehending must be clear to build a good language. Even though, grammar is placed as an important part of the communicative process in order to achieve a better level of communication.

According to Thornbury, grammar is description of the rules that govern how a language's sentences are formed.¹⁷ It means that grammar is the rules of govern how a language's of sentence are formed. Thus, the speaker and the listener can understand with the meaning of the sentence.

In addition, Brown stated that grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence. In order word,

¹⁶ Pracitra, *Media Pembelajaran permainan Ular Tangga dalam Materi IPS*.

[Http://pracitra.blogspot.com/2017/media-pembelajaran-permainan-ular-tangga.html](http://pracitra.blogspot.com/2017/media-pembelajaran-permainan-ular-tangga.html). access on June

5th2017

¹⁷ Scott Thornbury, *How to Teach Grammar* (London: Longman, 1999) p.1

grammar tells us to construct a sentence (word order, verb and noun system, modifiers, phrase, clauses).¹⁸ It means that grammar is the system of language to help the user arrange, combine, and relate every word to make meaningful sentence, to convey ideas and information.

Based on the theories above, it can be conclude that grammar is considered as a system of the rules of the language in order to convey larger meaning that is used in context of communication. It explains how to combine words or a little bit of words in order to make something understanding or meaningful sentence both written and spoken.

E. Concept Of Tense

1. Definition Of Tense

In learning English as foreign language, there is component called grammar. When we learn grammar, the tense will be automatically correlated. Tense means time. However, it should be pointed out that time in relation to action is a concept that exists in the mind of speaker, reader, or listener. Tense, in actual usage, refers consistently only to grammatical forms. Often tense and time do not correspond at all.¹⁹ It means that tense is linguistic indication of the time of an action. In fact,

¹⁸ H Douglas Brown, *Teaching by Principle*. (London: Longman, 2000), p.362

¹⁹ George E. Wishon and Julia M. Burks, *Let's Write English*, (North York: Van Nostrand Reihold Ltd, 1980), p.192

tense establishes a relation: it indicates the time of an event in respect to the moment of speaking, reading or listening.

Tense is one of the important parts of structure in English. In teaching learning English the teacher should make the students understand about tense which are used to make them able to make sentence because tense are a verb form that are used in certain time. According to Lado, tense is form of the verb that refers to the change the time.²⁰ It means that information of time that difference can influence form of the verb used in the sentences. In English grammar there are four types of sentence: simple, continuous, perfect, and perfect continuous. Each of these has a present, past, future, and past feature. It means that English grammar has sixteen types of tenses, but in this research the writer will focus on simple past tense.

According the definition above, tense is a particular form of a verb indicating the time of an action or a state. It is also a grammatical category that locates a situation in time that indicates the situation take place. And in the English grammar has sixteen types of tenses, can be used to learn in English grammar.

2. Kinds of Tense

Based on the Frank, English has two kinds of tense system, six-tense system and two-tense formal system. But the most commonly found in English textbook for non-native speakers and most familiar to them is the six-tense system. It includes

²⁰ Lado, M.J. *Memahami Tenses Bahasa Inggris*, (Jakarta: Titik Terang, 2008),p.7

past tense, present tense, future tense and plus three perfect tense, present perfect, past perfect, and future perfect²¹ or it usually known as sixteen tense from Frank.

Table 2
The kinds of Tenses

| Tenses | Meaning | Examples |
|-----------------------------|--|--|
| Simple Present Tense | The simple present tense expresses events that exist always, usually, habitually | Water consists of hydrogen and oxygen She always drink a jus every morning |
| Present continuous tense | The present continuous tense expresses an activity that is in progress at the moment of speaking. | Ria studying right now. Ria is trying to finish her homework. |
| Present perfect tense | Present perfect tense express the idea that something happened (or never happened) before now, at unspecified time the past. | We have moved into a new house. Have you ever visited Korea? |
| Present perfect progressive | Present perfect progressive is used to indicate a durations of an activity that began in the past and continuous to the present. | I have been sitting here for four hours. I have been sitting here for four hours since eight o'clock. |
| Simple past | Simple past indicate that an activity began ended at the particular time in the past. | I walked to school yesterday. I bought a new bag two weeks ago. |
| Past progressive | Past progressive is both action occurred at the same time, but one action | At seven o'clock last night I was watching the movie. |

²¹Marcella Frank, Op.Cit.p47

| | | |
|----------------------------|--|---|
| | began earlier and was in progress when the other action occurred. | I was walking down the street when it began to rain. |
| Past perfect | Past perfect express an activity that was completed another activity or time in the past. | Until yesterday, I had never heard about it. |
| Past perfect progressive | 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 five years before they caught him. |
| Future Progressive | Future Progressive expresses an activity that will be in progress at the tie in the future. | She will sleeping when he arrived. |
| Future perfect | Future perfect expresses an activity that will be completed before another time or event in the future. | I will already eaten when they arrive. |
| Future perfect progressive | Future perfect progressive emphasizes the duration of an activity that will be in progress before another time or even in the future. | I will have been studying for three hours by the time he arrived. |
| Past future tense | The form of the past future tense is similar in structure and implication to those of present future tense only the auxiliary verb “will” or “shall” appears in its past form “would” or “should”. | I should play basketball last week. She promised that she would buy me a pair of gloves. |

| | | |
|------------------------------|---|--|
| 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 sister would be finished homework last night. |
| 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 Rio if I had come earlier. |
| Past future continuous tense | Is a form on the verb to an action or imaginary situation is underway at a specific point or during certain periods in the past | She should not have been driving. |

From the table above, there are sixteen tenses in English. The kind of tenses namely Simple Present Tense, Present continuous tense, Present perfect tense, Present perfect progressive, Simple past, Past progressive, Past perfect, Past perfect progressive, Future Progressive, Future perfect, Future perfect progressive Past future tense, Past future continuous tense, Past future perfect tense, and Past future continuous tense.

F. Concept Of Past Tense

1. Definitions of Past Tense

The past tense is a tense that indicate an event happened in the past. There are many definitions of past tense according to some experts. According to Frank, the past tense indicates definite time terminating in the past, whether a time word

is given or not.²² While Pardiyoono said that, past tense is used to reveal things, events or events that have been done or happened in the past.²³

According to Comrie, the meaning of the past tense is this location in the time period to present moment in any further deduction about temporal location that are made on basic of individual sentences in the past are the result of factors other the simply the choice of tense.²⁴

Frank stated that simple past tense is explained that “both forms (simple past tense and past progressive tense) of the past tense represent definite past. They refer to events that were completed before the statement is made. They are often accompanied by such expressions of definite past as yesterday, last year, two weeks ago.²⁵ It means that simple past tense is the express of the event happened past.

From the definitions from some experts above, it can be concluded that past tense is a tense that indicated a situation or an activity began, happened, and ended in the past whether the time signal words are mentioned or not. There are four forms of past tense; simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense.

²² Marcella Frank, *Modern English: A practical reference guide*, (New Jersey: Prantice-Hall, Inc, 1972), p. 73.

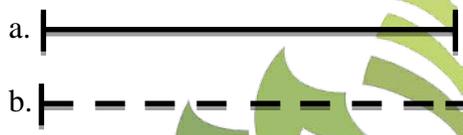
²³ Pardiyoono, M.Pd, *Bahasa Inggris 16 Tenses* (Yogyakarta: Andi Offset, 2007), p.59

²⁴ H Douglas Brown, *Teaching by Principle: An interactive Approach to Language Padogogy, Second Edition*, 2000

²⁵ Marcella Frank, *Modern English: A practical reference guide*, (New Jersey: Prantice-Hall, 1972), p.

2. The Form of Past Tense

As mentioned above, there are four forms of past tense; the first of the tense is simple past tense. Azar, in her understanding and using English grammar said that simple past tense is a tense that shows some situation or activity began and ended at a particular time in the past.²⁶ The simple past tense is used for an action whose time is not given but which (1) occupied a period of time now terminated, or (2) occurred in period of time now terminated. These may be expressed diagrammatically thus:



The form of past tense can be affirmative, negative, interrogative, and negative interrogative.

1. Affirmative

Example: I worked on the 07.00 am yesterday.

I called my sister one hour ago.

2. Negative

Example: You did not work yesterday

I did not call my sister last time.

3. Interrogative

Example: Did you work yesterday?

²⁶Betty Schramper Azar, *Understanding and Using English Grammar*, (New York: Pearson Education, 1999), p. 27.

Did you call your sister one hour ago?

a. Simple Past Tense Using “Verb”

According to Sudarwati and grace, simple past tense using “verb” means the simple past tense that is used to show an action which was took place in the past. The simple past tense in regular verbs formed by adding **-ed** or **-d** (worked, played, loved, etc). The figure below is the form of simple past tense for regular verbs. This following is the table on how to change verbs to simple past tense.

Table 3
The Form of Simple Past Tense for Regular Verbs²⁷

| VERB ENDING | ED FORM |
|---|---|
| 1. CONSONANT + e Shave Change Increase | ADD -d Shaved Changed Increased |
| 2. CONSONANT + y Study Cry Apply | DROP y, ADD -ied Studied Cried Applied |
| 3. VOWEL + y Stay Play | ADD -ed only Stayed Played |
| 4. ONE VOWEL + ONE CONSONANT Stop Rob Rip | DOUBLE THE CONSONANT AND ADD -ed* Stopped Robbed Ripped |
| 5. TWO VOWELS + ONE CONSONANT | ADD -ed only Cleaned |

²⁷ Kingsbury Roy, *Grammar Plus Book 1, 2 and 3*, (London: Addison-Wesley Publishing Company, Inc, 1996), p. 17.

| | |
|---------------|----------|
| Clean | Cooked |
| Cook | Rained |
| Rain | |
| TWO CONSONANT | Returned |
| Return | Worked |
| Work | Called |
| Call | |

The simple past tenses in irregular verbs are not formed by adding **-ed** or **-d**. Thomson said that, the simple past form of each irregular verb must therefore be learnt, but once this is done there is no other difficulty.²⁸ The figure below is the three main categories of irregular verbs:

Table 4
Three Main Categories of Irregular Verbs²⁹

| Category | Examples |
|--------------------------------|---|
| Verbs which don't change | cut - cut hit - hit fit - fit |
| Verbs which change their vowel | get - got sit - sat drink - drank |
| Verbs which change completely | catch - caught bring - brought teach - taught |

The second form of past tense is past continuous tense or past progressive tense. Past continuous tense is a tense that indicate some activity which were going on (had not finished yet) at a particular time in the past. Past continuous tense is

²⁸ Thomson, A.J. and Martinet A.V. *A Practical English Grammar*. (Oxford: Oxford University Press, 1980), p. 148.

²⁹ Cited from <http://web2.uvcs.uvic.ca/elc/studyzone/330/grammar/irpast.htm> on November 2013.

used for past actions which continued for some time but the exact limits are not known and are not important. It might be expressed diagrammatically thus:³⁰

b. Simple Past Tense Using “To Be”

Sudarwati and Grace stated that “To be” which are used in simple past tense are was and were whereas was used for subject pronoun, I, She, He, It, and with singular noun. On the other hand, were used for subject pronoun You, They, We, and plural nouns.³¹

1) Positive Form

Formula: S + to be (was/were) + Complement (noun, adjective, or adverb)

Example: I was watched television one hour ago.

She was play game.

2) Negative Form

Formula: S + to be (was/were) + not +Complement (noun, adjective, or adverb)

Example: She was not play game.

He was not in Bali last month

3) Interrogative Form

Formula: to be (was/were) + Complement (noun, adjective, or adverb) + S

Example: Were you in Bali last month?

Was she bought pencil last Sunday?

³⁰ Thomson, *op. cit.*, p. 149.

³¹ Sudarwati, Th., M., and Grace, *Pathway To English Program*, (Jakarta:Erlangga, 2014), p.50

3. Time signal Of Simple Past Tense

Time signals are words and phrases that tell us when an event takes place. Time signals for the simple past tense identify more than just one event. Remember that the simple past tense is used for repeated events.

a. Adverb of Time

| | |
|------------|---------------|
| Yesterday | ago |
| Last week | Two days ago |
| Last month | Two week ago |
| Last year | Two month ago |

Note: adverb of time used in the first sentence or end sentence.

Example: I was finished my homework two hour ago.

He was not in Bali two years ago.

I write a letter yesterday

She came in the school three hours ago.

G. Simple Past Tense Mastery

The simple past tense is used to express some events that happened in the past.

Time of the action was happened and usually used verb two. The simple past tense formed the present of verb “ed” and also used to be “was/were”.

Mastery is a great skill or knowledge about something which is had by someone.

Anderman and Guskey state that mastery is term that all educators use and

believe they understand well or simply reaching a certain level of understanding of particular content.³² Meanwhile Fullan defines that mastery is obviously necessary for effectiveness, but it also a means for achieving deeper understanding.³³ From the statement above it can be concluded that mastery is a complete of having control over something superiority in through knowledge of a also realized by his or her ability to apply the rules of the language style s/he is writing and speaking transfer information s/he in her or his mind to her or his reader (s) and listener (s) effectively.

From the statement above it can be concluded that simple past tense mastery is the skill or ability in constructing a sentence by using appropriate us and form of simple past tense in written and spoken.

H. 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.³⁴ It means this technique the teacher more active than the students. It is seen one-way communication so this method can make students passive in teaching learning process and just teacher who active in the teaching learning process.

³² Thomas R Guskey, eric M. Anderman, *Educational Leadership "In Search of a Useful Definition of Mastery"* (journal). December 2013.

³³ Michael G. Fullan, *Why Teacher Must Become Change Agents*, (Ontorio: Journal og education Leadership, 1993), p.4

³⁴ Gurpreet Kaur, *Study and Analysis of Lecture Model of Teaching*, (International Journal of Education Planing & Administration, Vol, 1 no.1, Research India Publication), p.9

According to Wina, lecturing technique is a traditional method because this method has used as the tool of oral communication between the teacher and the students in teaching learning process.³⁵ It means that lecturing method is the way delivering of the knowledge which do by the teacher by using oral explanation directly to the students.

Djamarah and Zain stated that lecturing technique is the means presentation of the lesson which done by the teacher with the verbal explanation directly.³⁶ It means that the students listening the teacher explanation. And then, they do the task which is asked by the teacher.

The conclusion from the statement above is 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. This technique does not involve significant students' participation and can make students bored. In addition, lecturing technique is a good way providing an outline of an area of study as preparation for more detail work carried out individually or in seminars or tutorials.

³⁵ Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses pendidikan*, (Jakarta: Kencana Prenada Media Group, 2010), p.179

³⁶ Syaiful Bahri Djamarah, Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta:Rineka Cipta, 2010),p.97

I. Procedure of Lecturing Technique

There are some of procedures from the experts to express the procedure of lecturing technique. According to Bahri, the following of Lecturing Technique as follows:

1. Presentation information.
2. Clarifying topics and issues.
3. Encouraging students to think about the topic.
4. Creating interest.
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.³⁷

J. Advantages and Disadvantages of Using Lecturing Technique

1) Advantages Lecturing Technique

There are some advantages of using lecturing technique:

1. 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.

³⁷*Ibid*, p.100

2. This technique can make the students can hear through speech from the teacher, then look the demonstration about the material.

According to Wina Sanjaya, the benefits of Lecturing Technique are:³⁸

1. Lecturing technique is the simple and cheap technique to do.
2. Lecturing technique can present extensive subject matter.
3. Lecture can provide the subject that need to be highlighted.
4. Through lecture technique, teacher can control the classroom.
5. Class organizations can be simplified.

From the statement above, it can be concluded that the advantages of the lecturing technique. The following of advantages lecturing technique as follows:

1. Lecturing technique is the simple and cheap technique to do.
2. Lecturing technique can present extensive subject matter.
3. 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.
4. This technique can make the students can hear through speech from the teacher, after that look the demonstration about the material.

³⁸ *Ibid.p.152*

2) Disadvantages of Lecturing Technique

There are some disadvantages of using lecturing technique:

1. This technique can make students bored.
2. Because, this method is given talk active teacher. It is difficult to increase students ability in socialization, interpersonal related, and critical think ability.
3. This technique happen one-way communication, then the opportunity for controlling the students understand about the material is limited.³⁹

Based on Wina, the disadvantages of using lecturing technique as follows:

1. The materials can be mastered by students will be limited to what is mastered by the teacher.
2. Lecturing technique is not accompanied by demonstrations that can lead to verbalism.
3. Lecturing technique is considered a boring technique by the students.
4. Using lecturing technique, teachers find it difficult to know all the students already understand what the teacher has explained.⁴⁰

From the theories above, the disadvantages of using lecturing technique are the materials can be mastered by students will be limited to what is mastered by the teacher, and the students still bored to learn in the classroom.

³⁹Syaiful Bahri Djamarah, Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta:Rineka Cipta, 2010),p.100

⁴⁰Wina Sanjaya, *Strategi Pembelajaran: Berorientasi Standar Proses pendidikan*, (Jakarta: Kencana Prenada Media Group, 2010), p.153

K. Frame Of Thinking

Simple past tense is one of the English tenses that giving an idea that something happened in the past. So, simple past tense is reflected by the students' ability to understand and to use simple past tense correctly in the appropriate sense. In teaching learning process have many difficulties especially in learn about grammar. Many reason why learn grammar especially in simple past tense difficult. One of difficulties learn simple past tense is in Indonesia did not have tense in language. So the students usually not used or not understand about the tense especially in simple past tense.

Not only the reason above, many teacher teach the students used the guide grammar and rote method as technique in teaching grammar it can be the students feel boring on the teaching learning process. Any other way to teach grammar can be fun and relax, one of this is used game. Game can make the students more active, and the atmosphere in the classroom can enjoyable. One of the games to teach grammar especially simple past tense is snake and ladder game.

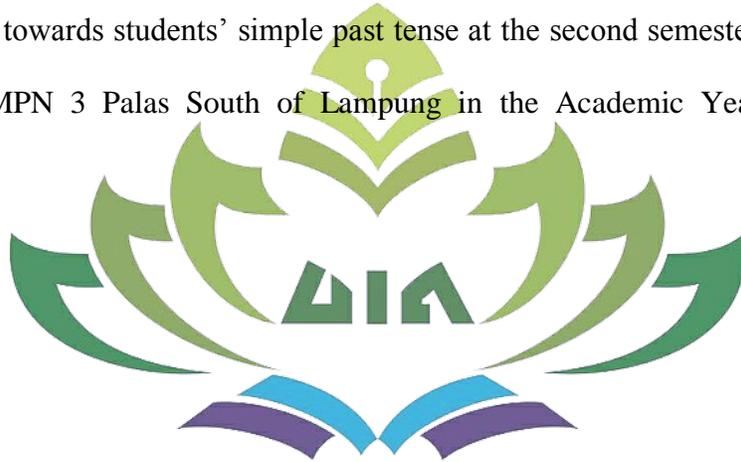
Snake and ladder game is a type of competition game that is directed at the ability of cooperation and sportsmanship so as to engineer the social and moral experience of children. The writer offers snake and ladder game method to teach grammar. It means that Snake and ladder can to teach grammar. Because Simple past tense is one of grammar so the snake and ladder game suitable to teach grammar in the classroom.

L. Hypothesis

Based on the frame of thinking above, the writer purpose the hypothesis as follows:

H_a = There is significant influence of using snake and ladder game towards students' simple past tense at the second semester of the eighth grade of SMPN 3 Palas South of Lampung in the Academic Year of 2017/2018.

H_o = There is no Significant influence of using snake and ladder game towards students' simple past tense at the second semester of eighth grade of SMPN 3 Palas South of Lampung in the Academic Year of 2017/2018.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research was used experimental design. Experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable¹.

According to Sugiyono, experimental design intended to find the relation of variables in valid which can be used to search the conclusion in general.² Experimental design has four type, they are pre-experimental, true experimental, factorial design and quasi experimental design. Pre-experimental provide little or no control to extraneous variables. True experimental designs, Sugiyono states that true experimental design has three basic characteristic (1) a control group is presents, (2) both of the subjects are chosen by random, (3) initial test is given to see the capabilities of the two groups. Factorial design is the modification of true experimental.³ Quasi experimental design includes assignment but not random

¹ Donald Ary, Luci Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, (Wadsworth: Nelson Education, 8th Education, 2010), p.301

² Prof.Dr. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif,dan R&D*, (Bandung: Alfabeta, 2010), p.72.

³*ibid*, p.76

assignment of participant to group. This is because the experimenter cannot artificially create groups for the experiment.⁴

From the statement above, Quasi-experimental design was used to know the influence of using snake and ladders towards students' simple past tense. In experimental design was used quasi experimental design. The sample was selected two classes, one class as class control class and other class as experimental class. The design was used because was randomly assigns the students to classes, it was distrub classroom in learning process. Therefore, when randomized designs are not feasible, this research must make use of quasi-experimental design.⁵

The variety of quasi experimental design can be divided into two main categories, post-test only control group design and pre-test-posttest group design. In this research, the writer assign intact group the experimental and control, administered a pre-test to both of groups, conduct treatment activities with the experimental group only and the administed a posttest to assess the differences between the two groups. The research design can be present as follows:

⁴John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (4th Ed), (Boson: Pearson Education, 2012),p.309

⁵ Geoffrey Marczyk, David DeMatteo and David Festinger, *Essential of Research design and Methodology*, (New Jerney: John Wiley and Sons. Inc, 2005), p.137

Table 5
Pretest and Posttest Design

| | | | |
|--------------------|---------|------------------------|----------|
| Control Class | Pretest | No Treatment | Posttest |
| Experimental Class | Pretest | Experimental Treatment | Posttest |

In conducting the research used two classes as the simple of this research consisting of experimental class and control class. The experimental class was taught by using snake and ladder game to simple past tense, whereas in the control class we teach by using Lecturing technique. In this research, the students were given pre-test and post-test to both classes. Pre-test was given to know students' grammar about simple past tense before treatment and post-test was given to know the students' simple past tense after treatment.

B. Variable of Research

In this research there are two kinds of variables that was used to investigation. Both of them are dependent and independent variable, there are:

1. Independent variable is the students' Snake and Ladder Game (X)
2. Dependent variable is the students' Simple Past Tense (Y)

C. Operational Definition of Variable

This operational definition of variables used to explain the variables in this research to avoid misconception of variables presented in this research. The operational definition of variable was as follows:

1. Snake and Ladder Game (X)

Snake and ladder game is one of board game for teaching grammar especially simple past tense perfect to help the students in make the simple past tense correct and incorrect tense and can understand to use the simple past tense.

2. Simple Past Tense Mastery (Y)

Students' simple past tense is the skill or ability in constructing a sentence which uses appropriate structure in simple past tense form. It was indicated by the score achieved from test given.

D. Population, Sample and Sampling Technique

1. Population

A population is all of the total number of research subject.⁶ According to Ary, a population is defined as all members of any well defined class of people, events, or objects.⁷ It means that population is all of members in the class, event or object.

⁶ Ronald. E. Walpole, *Pengantar Statistika*, (Jakarta: Gramedia Pustaka Utama, 2005), p.6

⁷ Donald Ary, *Introduction to Research in Educational*. (8th Ed). (Belmont: Cengage Learning, 2010),

In this research, the population was taken from all the students of SMPN 3 Palas South of Lampung at the second semester of the Eighth grade in 2017/2018 Academic Year. The number of population is 95 students in the eighth grade. It can be seen in the table below:

Table 6
The table of population based on the number and gender of eighth grade
SMPN 3 Palas South of Lampung in 2017/2018 Academic Year

| Classes | Gender | | Total |
|---------|--------|------|-------|
| | Female | Male | |
| VIII A | 17 | 14 | 31 |
| VIII B | 18 | 14 | 32 |
| VIII C | 18 | 14 | 32 |
| TOTAL | 54 | 42 | 95 |

Source: the data of total students of the eighth grade in SMPN 3 Palas South of Lampung in 2017/2018 Academic Year.

2. Sample

Sample is a smaller group selected from a larger population that is representative of the larger population.⁸ Ary stated that a sample is portion of population.⁹ Sample is taken from a population in the area where we take the research. So it can be concluded that sample is smaller group as part of population and it is also chosen as representative data of whole population.

The sample in this research is a part population of the eighth grade of SMPN 3 Palas South of Lampung. In this research, was taken the sample used a

⁸ Ronald. E. Walpole, *Pengantar Statistika*, (Jakarta: Gramedia Pustaka Utama, 2005), p.7

⁹ Donald Ary, *Op.Cit.149*

sampling technique called cluster random sampling because the classes are homogenous and the sample from group or class. The sample of the research was taken from the eighth grade SMPN 3 Palas South of Lampung that consists of three classes.

3. Sampling Technique of the Research

In the taking sample, the sample was taken from the population of the research by using cluster random technique. According to Ary, These individual constitute a cluster in so far as they are alike with respect to characteristics relevant to variables of the study.¹⁰ Because, this kind probability sampling is referred to as cluster sampling because the unit chose is not an individual but rather a group of individuals who are naturally together.

In this research, the sample was taken used the cluster random sampling as sampling technique. The selection of groups, or clusters, of subjects rather than individuals is known as cluster random sampling.¹¹ Cluster random sampling is similar to simple random sampling expect that groups rather than individuals are randomly selected (that is, the sampling unit is a group rather than an individual). It can be concluded cluster random sampling is procedure of sampling that use a group as sampling then individual. Here are the steps in determining the experimental class and control class:

¹⁰*Ibid.*

¹¹ Ronald. E. Walpole, *Pengantar Statistika*, (Jakarta: Gramedia Pustaka Utama, 2005), p.7

- a. The symbols of alphabet from VIII A to VIII C of The SMPN 3 Palas South of Lampung were written on some small pieces of paper.
- b. Then those pieces of paper were rolled and put in a box.
- c. The box was shaken and then two pieces of paper were taken would be sample.
- d. When the first paper was opened, it refers to a control class.
- e. Then, the box was mixed again.
- f. After that, the second taken paper is the experimental class in this research.
- g. Finally, it was concluded that the first paper as control class and the second paper which pulled out as experimental class.

E. Data Collection Technique

In this research the writer was applied objective and essay as instrument for collecting the data. In this research, the data were taken from:

1. Pre-test

Pre-test provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment. In pre-test was used an objective test in the form of multiple choices. The allocation is 40 minutes. The result of pre-test was compared with the post-test.

2. Post-test

The post test used to know the students' simple past tense mastery after being taught by using snake and ladder game. It administered to the student in the class after the treatments to find out whether their ability to memorize some simple past tense increased or not, similar to the pre-test, in the post-test used objective test in multiple choices. The type of questions in simple past tense test is Multiple Choices Test and it has same difficulty and scoring system as the pre-test.

F. Instrument of the Research

Cresswell states instrument is a tool for measuring, observing, or documenting quantitative data.¹² In this research, the instrument of the pre-test and post-test is Multiple Choice test which has 50 questions before validity test and the case is simple past tense with four options a, b, c and d. The simple past tense included verb, to be and time signal of simple past tense form. The highest score the students could attain is 100 point and the lowest score is 0. The following is the table of the test specification for pre-test and posttest before validity test.

Table 7
The Test Specification for Pre-test and Posttest before Validity Test

| Indicator | Number of items | | | |
|-----------|-----------------|-------|-----------|-------|
| | Pre-test | Total | Post-test | Total |
| | | | | |

¹² John W. Creswell, *Educational Research: planning, conducting and evaluating quantitative and qualitative research*, (Boston: Pearson Education, 2012), p. 297

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

Based on the table 7, the items were tried out by using validity test. The test items before validity can be seen on appendix 7 and 9. After validity test, it was found the items which were valid. The items test can be seen in the table below:

Table 8
The Test Specification for Pre-test and Posttest after Validity Test

| Indicator | Number of items | | | | | Total |
|------------------|------------------------|-----------------------------|--------------|-------------------------|--------------------------------|--------------|
| | Pre-test | | Total | Post-test | | |
| | Odd | Even | | Odd | Even | |
| Verb | 1, 11,17, 35,39, | 16, 28, 32,42, 46, 48 | 11 | 1, 3, 13, 15, 17, 21 | 2, 8, 12, 16, 20, 24, 28 | 13 |
| To be | 3, 5, 43, | 4, 6, 8, 12, 24, | 8 | 9 | 10, 14, 18, 26, 32, 50 | 7 |
| Time Signal | 19, 27, 41, | 2, 34, 44 | 6 | 27, 29 | 36, 46, 48 | 5 |
| Total | 11 | 14 | 25 | 9 | 16 | 25 |

Based on the table above, it can be seen that there are 25 questions for pre-test and 25 questions for posttest. The specification included indicator verb, to be and time signal of simple past tense form in each distribution odd and even. It can be seen on appendix 11 and 13.

G. Research Procedure

There were some steps that were planned by applied of the research procedure.

The procedure of the research as follows:

1. Planning

Before applying the research procedure, some planning was made to run application well. There were some steps which were planned. The procedure of this research as follows:

a. Determining the subject

This subject was chosen the students at the eighth grade of SMPN 3 Palas South of Lampung as the subject of the research. One class as experimental class and one class as class control.

b. Administering try out to the test

Try out is kind of test that gives to the students before pre-test. A total number of the test is 40 items with 4 options. Then the test items were evaluated to get good items that would be tested in pre-test and post-test.

c. Conducting the treatment

In conducting treatments, determining act as the teacher and the judge of the Snake and ladder game at the same time. In each meeting before playing the game, there are some of activities that students taking some their simple past

tense book make a note. The time allocation for playing the game was around 40 minutes, including made group of students, explaining the rule and play the game.

2. Application

After making planning, research procedures were applied that had been already planned. There are some steps in doing this research:

- 1) In the first meeting, the try out was given to the students try out of sample. These items test were multiple choices that consist of 40 items with four options.
- 2) In the second meeting, the pre-test was given to the sample classes. The test is Multiple Choice test with four options. The total number of the test items which already valid from the evaluation of try out test.
- 3) After giving the pre-test to the students, the treatments were conducted in experimental class and control class. There were three meetings in experimental class by using Snakes and Ladders Game while in control class by using Lecturing Technique.
- 4) In the last meeting, the post-test was given. The test was Multiple Choice Test with four options. The students got the same instrument for both classes in several situations. The total number of the test items had been valid before.

3. Reporting

The last point in the research procedure was reporting. There were three steps in reporting. The steps are as follows:

- 1) Analyzing the data that was already try-out.
- 2) Then, analyzing the data that was received from pre-test and posttest.
- 3) The last was making a report on the finding.

H. Scoring System

The formula was used in scoring the students' work. The ideal highest score was 100. The score of the pretest and the posttest were calculated by using the

following formula: $S = \frac{R}{N} 100$

Note:

S : the score of the test

R : the total of the right answer

N : the total items¹³

I. Try Out

Try out the test was used to identify the effectiveness of the test before they used to collect data the research and to identify whether the test could be administered or not. There was prepared 40 items in form of multiple choice questions. The administrating of try out would be used to know the validity and the reliability of the test. In this research, the try out was conducted on May 11th 2018 for tryout of pre-test and June 4th 2018 for tryout of posttest.

¹³ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis, Edisi Revisi VI*, (Jakarta: Rineka Cipta, 2010), p.271

J. Validity, Reliability of Test

1. Validity of the test

A good test is a test that has validity. Validity is most important consideration in developing and evaluating measuring instrument. The validity test is conduct the check whether the test measure what is intend to be measure.¹⁴It means that a good test must have validity, so the test can measure the aspect that will measured. To measure whether the test has good validity or not, the writer used the content and construct validity.

a. Content Validity

Content validity is concerned with whether the test is sufficiently representative and comprehensive for the test. Content validity is the extent to which the questions on the instrument and the scores from these questions are representative of all the possible questions that could be asked about the content or skills.¹⁵ In the content validity the material that was given suitable with the curriculum use. It means that the researcher was given the test to the sample based on curriculum in the school.

¹⁴Hugles Artur, *Testing for Language Teacher* (2nd Ed) (Cambridge: Cambridge University Press, 2003), p.26

¹⁵John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.618

b. Construct Validity

Construct validity is the extent to which the data collection instrument provides scores that can be used to make inferences about a construct.¹⁶ It means that construct validity concerned with whether the test is actually in line with the theory or not. Then the items should really show whether they have present perfect that has been taught or not, and should rally measure the students' simple past tense mastery. To know whether the test have a good construct validity, the items of the test were consulted to the English teacher of SMPN 3 Palas South of Lampung. The result of the construct validity that items were ready to be tested because it has a good construct validity.

c. Item Validity

Item validity was used to measure whether the items of the test are valid or not. In this research, SPSS was used to calculate the data which was taken from the try out. The try out was conducted on May 11th 2018 for tryout pre-test and June 4th 2018 for tryout of posttest. The tryout was given to the students in VIII A. It was done to find out the item validity of each item. The result of pretest items validity can be seen on appendix 23 A.

Based on the calculation by using SPSS, 25 items of the 40 tryout items for pre-test were valid. They were item number 1, 2, 3, 4, 5, 6, 8, 11, 12, 15, 16, 18, 21,

¹⁶James Schreiber & Kimberly Asner-Self, Educational Research, (United States of America: John Wiley & Sons, Inc. 2010), p.114

22, 23, 25, 27, 28, 31, 33, 34, 35, 36, 38 and 40. While for the items for posttest, there were 25 items of the 40 try out items for posttest were valid 1, 2, 3, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 20, 21, 22, 23, 24, 25, 28, 36, 38 and 40. The result of posttest can be seen on appendix 23 B.

2. Reliability of the Test

Reliability means that scores from an instrument are stable and consistent.¹⁷ A test is reliable if the test is able to give constant results even though the test is given repeatedly to the same individuals or sample. Reliability test is consistent and dependable. The issue of reliability of a test may best be addressed by considering a number of factors that may contribute to the unreliability of a test. Consider the following possibilities: fluctuations in the students, in scoring, in test administration and the test itself.¹⁸

To know the reliability of test, the writer uses the following steps:

1. Giving pre-test and post-test items to students out of sample.
2. Collecting the result and analyzing it.
3. Analyzing the difference between pre-test and post-test result.

In this research, SPSS was used to calculate the reliability of the test.

The writer used the criteria of reliability are as follows:

¹⁷Creswell, *Op. Cit*, p.159

¹⁸H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Francisco: Longman, 2003), pp.20-23

1. Between 0.800 until 1.000 (very high)
2. Between 0.600 until 0.799 (high)
3. Between 0.400 until 0.599 (medium)
4. Between 0.200 until 0.399 (low)
5. Between 0.000 until 0.199 (very low)¹⁹

Table 9
Reliability Statistics of Pretest

| | | |
|--------------------------------|----------------|------|
| Correlation Between Forms | | .703 |
| Spearman-Brown Coefficient | Equal Length | .826 |
| | Unequal Length | .826 |
| Guttman Split-Half Coefficient | | .808 |

Based on the table 9, it can be seen that the result of spearman-Brown test on pretest was 0.808 and $r = 0.355$. It means that the reliability of pretest items were high. It can be seen on appendix 24 A.

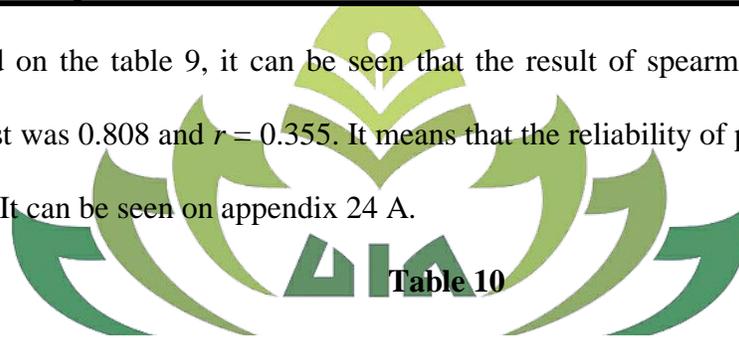


Table 10
Reliability Statistics of Post Test

| | | |
|--------------------------------|----------------|------|
| Correlation Between Forms | | .768 |
| Spearman-Brown Coefficient | Equal Length | .869 |
| | Unequal Length | .869 |
| Guttman Split-Half Coefficient | | .867 |

Based on the table 10, it can be seen that the result of spearman-Brown test on the posttest was 0.867 and $r = 0.355$. It means that the reliability of posttest items high. It can be seen on appendix 24 A.

K. Data Analysis

¹⁹H Douglas Brown, *Language Assesment Principle and Classroom Practice*, (San Fransisco: Longman, 2003), pp.20-21

To analyze the data, parametric statistic, t-test, was used to parametric statistic, there are assumptions which must be fulfillment, they were normality test and homogeneity test.

1. Fulfillment of the Assumptions

Parametric statistical significance tests, such as analysis of variant and least squares regression were widely used by many disciplines, including, statistics parametric tests to produce accurate result, the assumptions underlying them such as normality test and homogeneity test must be satisfied.

a. Normality Test

The normality test was used to measure weather the data have a normal distributed or not.²⁰ When the data has been collected, the normality test was applied. The test of normality employed is Kolmogorov Smirnov and Shapiro Wilk.

The hypotheses for the normality test are formulated as follows:

H_o = The data are normally distributed.

H_a = The data are not normally distributed.

The criteria are as follows:

H_o is accepted if sig. > α = 0.05

²⁰ Budiono. *Statistika Untuk penelitian*, (Surakarta: University Press, 11 Maret 2004), p.170

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

b. Homogeneity Test

After the normality test, the homogeneity of the test was determined. The test was intended to test whether the data obtained from the sample homogenous or not. The test of homogeneity employed is Levenes statistic test.

The hypotheses for the homogeneity test are formulated as follows:

H_o = the variances of data are homogenous.

H_a = the variances of data are not homogenous.

The criteria of acceptance or rejection of hypothesis for the homogeneity test are:

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

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

c. Hypothetical Test

The data of this research used statistic to analysis. Group pretest-posttest design used where there were two groups (control and experimental), thus, the data of the research used statistics to analyst by independent sample test to compare the mean of two different data from different groups.

The hypotheses are:

H_a : There is a significant influence of using Snake and Ladders game towards students' simple past tense mastery at the second semester of the eighth grade of SMPN 3 Palas South of Lampung in the academic year of 2017/2018.

H_o : There is no a significant influence of using Snake and Ladders game towards students' simple past tense mastery at the second semester of the eighth grade of SMPN 3 Palas South of Lampung in the academic year of 2017/2018.



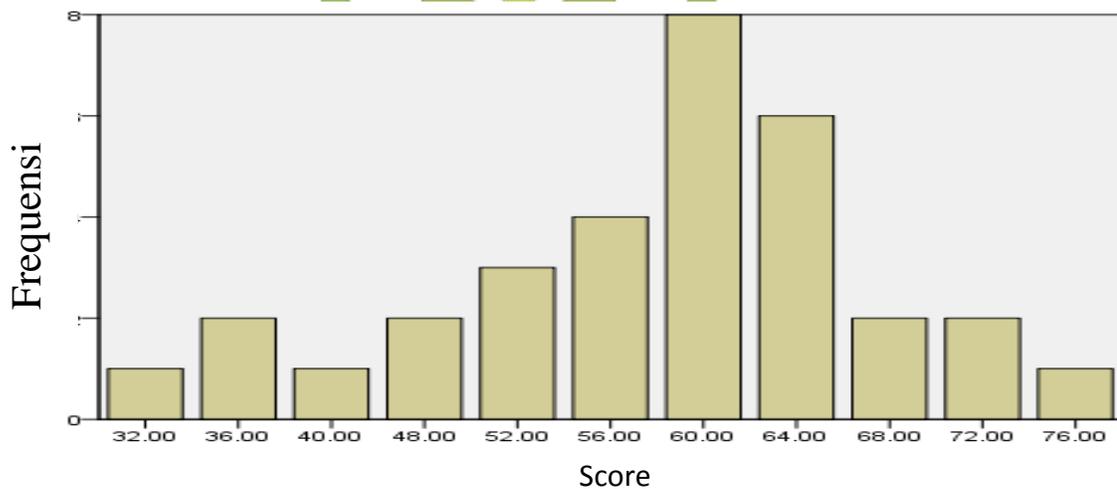
CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of the Pre-test

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

Figure 1
The Result of Pre-test of Experiment Class



From Figure 1, it can be concluded that one student got 32 score. There were two students got score 36, there was one student got 40, there were two students got 48 score. There were three students got 52, there were four students got score 56, there were eight students got 60 score. There were six students got 64 score,

there were two students got score 68, there were two students got 72 and only one students got 76 score.

Table 11
Statistics of the Result of the Pretest of VIII C

| Statistics | Score |
|------------|-------|
| Mean | 57.50 |
| Minimum | 32 |
| Maximum | 76 |
| Median | 60 |
| Mode | 60 |

Based on the table 7, it showed that the mean of pre-test score in VIII B as the experimental class was 57.50. The maximum score was 76 and the minimum score was 32. The median score was 60 and the mode score was 60.

The result of pre-test of VIII B as the control class can be seen on the following Figure 2.

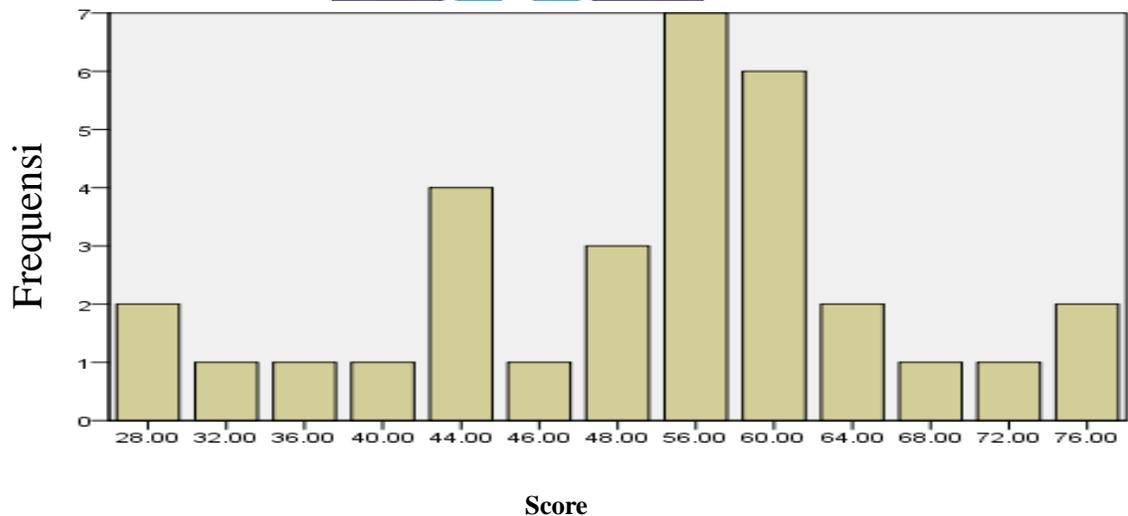


Figure 2
The Result of Pre-Test of Control Class

Based on the figure 2, it can be conclude that two were there students who got score 28 score. There was one student who got 32 score, there was one student who got 36, there was on students got 40, there were four students who get 44. There was one student got 46, there were three students who got 48, there were seventh students who got 56. There were six students who got score 60, there were two students who got 64 score, there was one student who got 68. There was one student who got score 72 and only two students got 76 score. For the statistics of the result of pre-test of VIII B, it can be seen on Table 8.

Table 12
Statistics of the Result of the Pre-Test of VIII B

| Statistics | Score |
|-------------------|--------------|
| Mean | 53.19 |
| Minimum | 28 |
| Maximum | 76 |
| Median | 56 |
| Mode | 56 |

Based on the table 8, it showed that the mean of pre-test score in VIII B as the control class was 53.19. The maximum score was 76 and the minimum score was 28. The median score was 56 and the mode score was 56.

2. Result of Post- Test

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

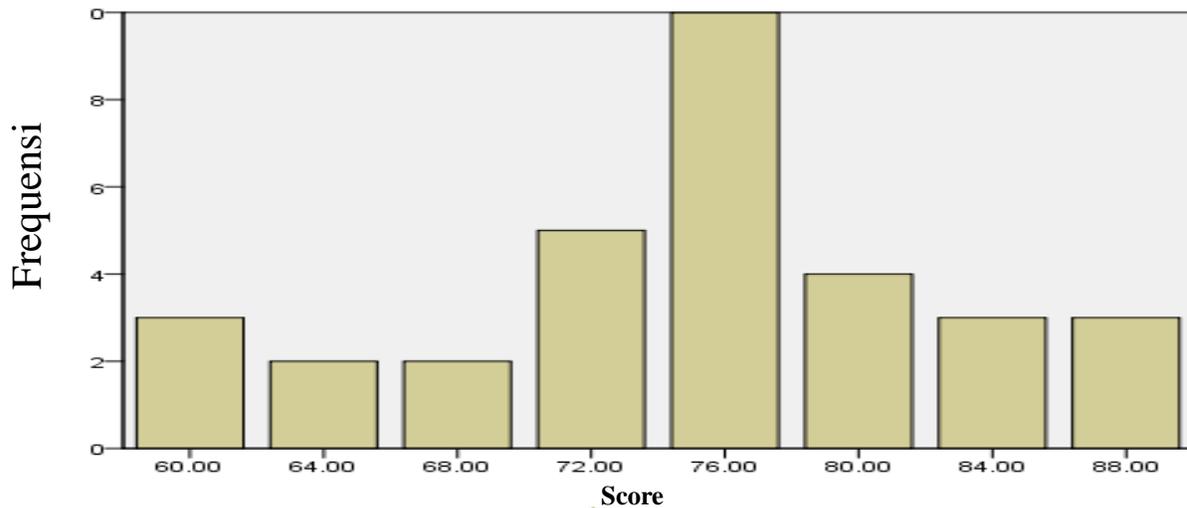


Figure 3
The Result of Post-test of Experiment Class

Based on figure 3, it can be concluded that there were four students who got score 60. There were two student who got 64, there were two students who got 68 score, there were five students who got score 72. There were ten students who got score 76, there were four students who got 80 score, and three students who got 84 score and there three students who got 88 score. For the statistics of the result of posttest of VIII C, it can be seen on table 9:

Table 13
Statistics of the Result of the Post-Test of VIII C

| Statistics | Score |
|------------|-------|
| Mean | 75 |
| Minimum | 60 |
| Maximum | 88 |
| Median | 76 |
| Mode | 76 |

Based on the Table 9, it showed that the mean of post test score in VIIC as the experimental class was 75. The maximum score was 88 and the minimum score was 60. The result of the post test of VIIB as control class can be seen on the following figure:

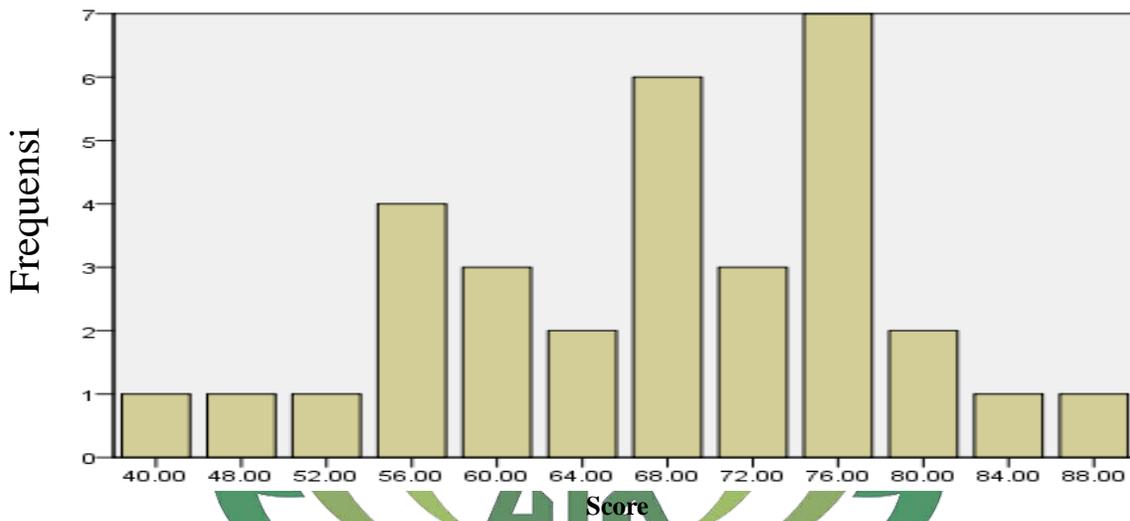


Figure 4
The Result of Post-test of Control Class

While for the posttest score of VIII B as the control class, it can be seen on figure 4. From the figure 4, it can be concluded that there was student who got score 40. There was one student who got 48, there was one student who got score 52, there were four students who got score 56 score. There were three students who got 60, there were two students who got score 64, there were three students who got 72 score, there were seventh students who got score 76. There were two students who got score 80, there was one student who got 84 score, and only one students got score 88.

Table 14
Statistics of the Result of the Post-Test of VIII B

| Statistics | Score |
|-------------------|--------------|
| Mean | 67.50 |
| Minimum | 40 |
| Maximum | 88 |
| Median | 68 |
| Mode | 76 |

While for the statistics of the result of the post test of VIII B as the control class it can be seen in the table 10. From table 10, it can be seen that the mean score was 67.50. The maximum score was 88. The minimum score was 40. The median score was 68 and the mode score was 76.

B. Result of Data Analysis

1. Fulfillments of the Assumption

a. Result of Normality Test

Normality test was conducted to know whether by the data has normal distribution or not. The hypothesis for the normality test formulated as follow:

H_0 : the data are normally distributed

H_a : the data are not normality distributed

While the criteria for the normality test are as follow:

H_0 is accept if $\text{Sig} (\rho_{\text{value}}) > \alpha = 0.05$

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

Table 15
The Result of Normality Test of Experiment and Control Class

| Class | | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-------|------------------|---------------------------------|----|------|--------------|----|------|
| | | Statistic | Df | Sig. | Statistic | df | Sig. |
| Gain | EXPERIMENT CLASS | .176 | 32 | .013 | .939 | 32 | .071 |
| | CONTROL CLASS | .143 | 32 | .093 | .967 | 32 | .413 |

a. Lilliefors Significance Correction

Based on the table 11, it can be seen that Sig (ρ_{value}) for experimental class was 0.71 and Sig (ρ_{value}) for control class was 0.413 and $\alpha = 0.05$. It means that Sig (ρ_{value}) > α , and H_0 was accepted. The conclusion was the data were in the normal distribution. It is calculated based on the gain of experimental class and control class.

b. The Result of Homogeneity Test

Homogeneity test used to know whether the data is homogeneous or not. The hypotheses for the homogeneity test are formulated as follows:

H_0 : the variance of the data is homogenous

H_a : the variance of the data is not homogenous

While the criteria for the homogeneity test are as follow:

H_0 is accept if Sig (ρ_{value}) > $\alpha = 0.05$

H_a is accepted if Sig (ρ_{value}) < $\alpha = 0.05$

Table 16
Test of Homogeneity of Variances

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| Gain3.319 | 1 | 62 | .073 |

Based on the table 12, it can be seen that Sig (ρ_{value}) was 0.73, and $\alpha = 0.05$. It means that Sig (ρ_{value}) $>$ α , and H_0 is accepted. The conclusion was that the data have same variance or homogenous. It was calculated based on the gain of the experimental class and control class.

c. The Result of Hypothetical Test

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

H_0 = There is no significant of using snake and ladders game towards students' simple past tense mastery at the second semester of the eighth grade of SMPN 3 Palas South of Lampung in academic year 2017/2018.

H_a = There is significant of using snake and ladders game towards students' simple past tense mastery at the second semester of the eighth grade of SMPN 3 Palas South of Lampung in academic year 2017/2018.

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

H_0 is accept if Sig (ρ_{value}) $>$ $\alpha = 0.05$

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

Table 17

The Result of Independent Samples 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 |
| Gain | Equal variances assumed | 3.319 | .073 | 3.159 | 62 | .002 | 7.50000 | 2.37426 | 2.75393 | 12.24607 |
| | Equal variances not assumed | | | 3.159 | 56.458 | .003 | 7.50000 | 2.37426 | 2.74464 | 12.25536 |

Based on the results obtained in the table above, it's clear that the value of significant generated Sig. (p_{value}) or Sig. (2-tailed of the equal variance assumed = 0.02, and $\alpha = 0.05$. It means that $\text{Sig.} (p_{\text{value}}) < \alpha = 0.05$. Those, H_o were rejected and H_a is accepted. Based on the computation, it can be concluded that there was any influence of using snake and ladders game toward students' simple past tense mastery at the eighth grade of SMPN 3 Palas South of Lampung.

C. Discussion

When doing research, found problem was faced by students difficult to making sentence in forming of simple past tense and to understanding simple past tense were the students difficult transform past tense form of regular and irregular verb, then the teacher always used the same way in teaching grammar especially in simple past tense. It was reason conducting the research. This reserch tried focus to teach grammar mastery especially

simple past tense by using game. In this research using game because was made the students interested in English especially when they learning simple past tense. It was supported by Agoestyowati, she said that the game is a good way for teaching learning process because games allow worked cooperatively, compete with each other, strategize, think in deferent way, compare and share knowledge, learn from others, learn from mistakes, work in a less stressful and more productive environment, and allow people have fun.¹ Games help the students to add interest in teaching and learning process. Students can practice and internalize vocabulary and grammar extensively through well-planned game. Playing and competition are provided by games enhances the motivation of the students and reduce their stress.

The problem in SMPN 3 Palas on eighth grade the students were difficult to transform past tense form regular and irregular verb. Thus, in this research tried to teach using snake and ladder game. Teaching and learning process of memorizing the form of regular and irregular verb of simple past tense by using famous word. And also the writer made the challenge for each group. It proved when, the students could answer the word of regular and irregular verb they got a point and they got run in the next box of board snake and ladder game. After the students got a motivation from their parents, it can be

¹Agoestyowaty, Redjeki, *102 English game, (from A to Z)*, (Jakarta: Pt. Gramedia, 2009),p.

motivation to improve students memorizing of regular and irregular verb. After conducted the treatment to memorizing students' simple past tense mastery of regular and irregular verb, the students were active to found new of the word regular and irregular verb on simple past tense. Thus, students found knowledge new word of regular and irregular verb on simple past tense. Because the students as corrector when the other members in group played.

This research found the problems in teaching learning process not only from the students, but also using the teacher using same way to teach grammar especially simple past tense. The teacher used lecturing technique to teach simple past tense. Usually the teacher gave the students material about simple past tense, and then the teacher gave the some example, and the teacher instructed the students to read and to tried answer the questions. Thus, the students feel bored and also they were not interested in learning simple past tense. From the problem above tried teaching them used by snake and ladder game. Students at Junior High School the mindset were playing and learning. They felt bored in the classroom if the teacher taught used lecturing technique. It was in line with Djamarah, He said that Lecturing Technique is given active teacher. It was difficult to increases students' ability in socialization, interpersonal was related, and critical think ability.²

²Syaiful Bahri Djamarah, Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta:Rineka Cipta, 2010),p.100

Moreover, some of students did not motivate to learn. They were not interested in following the game. Then, tried urged and motivated the students to following game. It was because of the motivation in learning process was important. It was supported by Greogy, he said that there are three things to remember about education. The first is motivation. The second one is motivation. The third one is motivation.³ Thus, this research suggested that motivation of the students to learn was important, because students who were not motivated will not learn effectively. But, when the game was run, all of students look very enjoyed the game. It can be concluded that snake and ladder game can motivated and make students enjoyed, more active in learning process especially in simple past tense, and the students found the new word of regular and irregular on simple past tense, and they were memorizing of regular and irregular verb on simple past tense.

³Greogy, Robert W., *Students Motivation*, (New York: Master teacher Program United States Military Academy, 2017)

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out in SMPN 3 Palas South of Lampung in the academic year 2017/2018, it can be concluded that there was significant influence of using snake and ladder game towards students' simple past tense mastery at the second semester of the eighth grade of SMPN 3 Palas South of Lampung in academic year 2017/2018. 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 0.02. It is lower than $\alpha = 0.05$ and its mean than H_0 is rejected and H_a is accepted.

By using snake and ladder game, the students become more active to follow the learning process. Furthermore, snake and ladder game was effective in increasing students' ability in grammar. The case in both groups was the same that there was in improvement in each group's cognitive ability. However, the improvement on control group was not as much as on the experimental group. It means that the using snake and ladder game was more effective to improve the students' ability in simple past tense than the using of lecturing technique.

B. Suggestion

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

1. For the teacher

- a. Considering the game, suggests the English teacher will apply snake and ladder game is one of the way in teaching grammar especially in simple past tense because it can help students be more enjoyed, motivated, and active in learning.
- b. Considering the students problem in grammar mastery during the treatments, suggests the teacher should give students more exercise in grammar especially simple past tense.
- c. The teacher should explained the rules of the game clearly and repeat it several times to avoid the students misunderstanding the rules. It can make the game rule well.

2. For the students

- a. The students should learn and practice English material more in order to improve their grammar skill especially in simple past tense.
- b. The students must create high motivation in themselves to be able follow the learning process well.

3. For the school

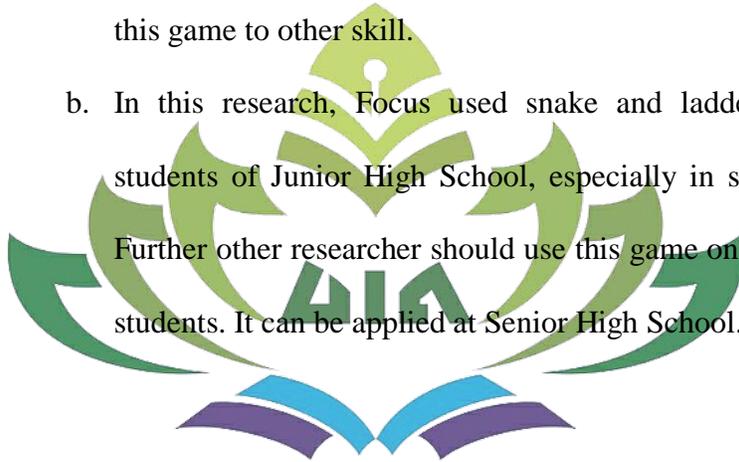
The school should provide facility, tools, and material to support the students to make better snake and ladder game, so that students can develop their mastery in English competency.

4. For the other researcher

a. In this research was applied snake and ladder game to increase students' simple past tense mastery. Other researcher can apply this game to other skill.

b. In this research, Focus used snake and ladder game to help students of Junior High School, especially in simple past tense.

Further other researcher should use this game on different level of students. It can be applied at Senior High School.



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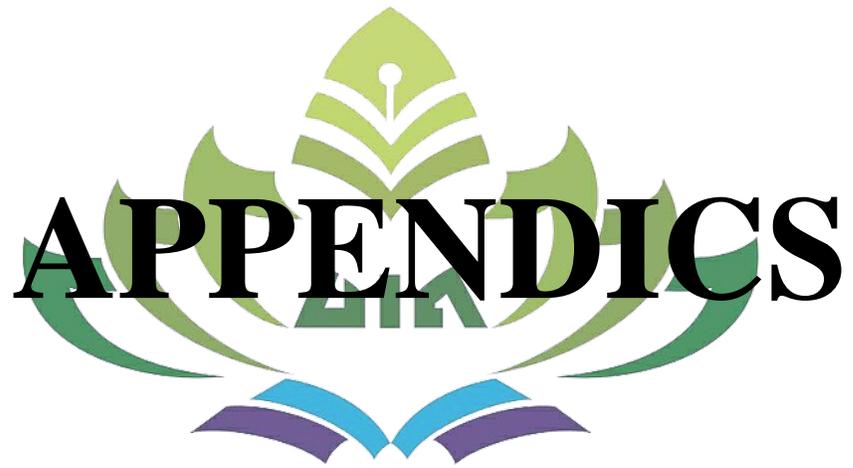
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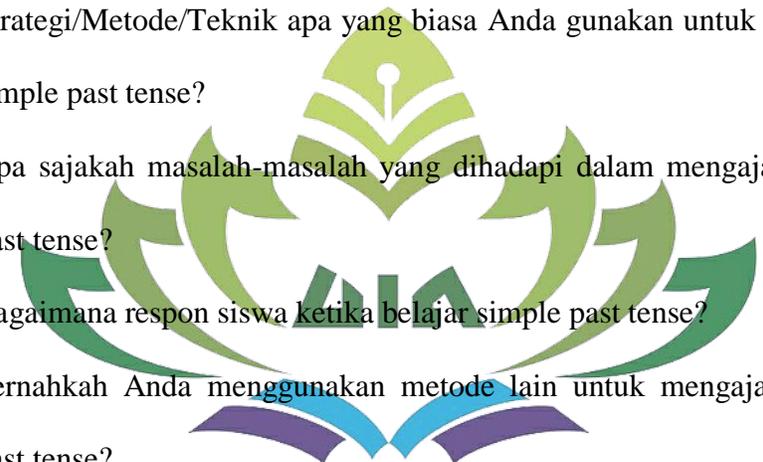




Appendix 1

The Interview for the Teacher in Preliminary Research

Day/Date : Saturday, January 27th 2018
Place : SMPN 3 Palas South of Lampung
Interviewer : Agresta Falentina
Interviewee : Susmira, S.Pd

1. Sejak kapan Anda mengajar bahasa Inggris di sekolah ini?
 2. Strategi/Metode/Teknik apa yang biasa Anda gunakan untuk mengajar materi simple past tense?
 3. Apa sajakah masalah-masalah yang dihadapi dalam mengajar materi simple past tense?
 4. Bagaimana respon siswa ketika belajar simple past tense?
 5. Pernahkah Anda menggunakan metode lain untuk mengajar materi simple past tense?
- 

Appendix 2

The Interview for the Students

1. Apakah kalian menyukai Bahasa Inggris? Berikan alasannya!
2. Apakah kamu memiliki kesulitan saat mempelajari simple past tense?
3. Apakah kamu sudah pernah belajar mengenai simple past tense sebelumnya?
4. Masalah apa saja yang kamu hadapi saat kalian belajar simple past tense?
5. Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar bahasa inggris?



Appendix 3

**The Result of Interview with the Teacher in the
Preliminary Research**

| No | Question | Answer | Conclusion |
|----|---|--|---|
| 1 | Sejak kapan Anda mengajar bahasa inggris di sekolah ini? | Saya mengajar di sekolah ini sejak tahun 2013, jadi sudah sekitar 5 tahun saya mengajar di SMPN 3 Palas sebagai guru bahasa inggris. | Guru tersebut sudah mengajar di SMPN 3 Palas selama kurang lebih 5 tahun sejak tahun 2013. |
| 2 | Strategi/Metode/Teknik apa yang biasa Anda gunakan untuk mengajar materi simple past tense? | Biasanya saya mengajar menggunakan metode ceramah. Jadi saya menjelaskan materi simple past tense, kemudian siswa diberikan contoh atau latihan soal simple past tense kemudian setelah itu murid diberi tugas. | Guru menggunakan <i>Lecturing Technique (Ceramah)</i> dalam mengajar grammar khususnya untuk mengajar simple past tense |
| 3 | Apa sajakah masalah-masalah yang dihadapi dalam mengajar materi simple past tense? | Untuk guru seperti ini tidak ada kesulitan karena sudah ada buku panduannya. Hanya saja kesulitan ada pada siswa jika mereka tidak membawa dictionary. Siswa juga kurang dukungan dan motivasi dari kedua orang tua mereka untuk belajar bahasa inggris. Serta kurangnya minat dan kesadaran untuk belajar bahasa inggris. Dan juga siswa kurang paham bagaimana perbedaan | Terdapat beberapa permasalahan siswa ketika belajar bahasa inggris diantaranya adalah karna kurangnya dukungan dari orang tua siswa serta kurangnya minat siswa untuk belajar bahasa inggris. |

| | | | |
|---|---|---|---|
| | | masing masing tenses apalagi simple past tense mereka susah dirumus kadang kadang mereka lupa untuk mengganti kata kerja untuk simple past tense. | |
| 4 | Bagaimana respon siswa ketika belajar simple past tense? | Respon siswa ya seperti itu. Banyak yang aktif dan mengerti terhadap materi tetapi tidak sedikit pula yang kurang paham bahkan cenderung enggan untuk memperhatikan ketika saya menjelaskan materi. | Banyak siswa yang aktif ketika kegiatan belajar mengajar tetapi banyak pula yang kurang paham bahkan cenderung pasif. |
| 5 | Pernahkah Anda menggunakan metode lain untuk mengajar materi simple past tense? | Ya pernah, misalnya pakai quiz atau kerja kelompok, tetapi ya kalau kerja kelompok hanya siswa yang aktif lah yang cenderung lebih banyak mengerjakan tugas kelompok. | Guru pernah menggunakan metode lain selain <i>Lecturing technique</i> misalnya kerja kelompok. |

Appendix 4

The Result of Interview with the Students in the Preliminary Research

| No | Name of Student and Question | Answer | Conclusion |
|----|---|---|--|
| 1 | Arif Rudianto (VIII A) Apakah kalian menyukai Bahasa Inggris? Berikan alasannya! | Tidak suka, karena sulit dimengerti bahasa dan artinya. | Tidak suka. |
| | Apakah kamu memiliki kesulitan saat mempelajari simple past tense? | Sangat banyak, saya tidak punya kamus (Dictionary) jadi saya tidak tahu bentuk Verb untuk past tense. | Siswa tidak memiliki kamus (Dictionary) untuk panduan belajar. |
| | Apakah kamu sudah pernah belajar mengenai simple past tense sebelumnya? | Sudah pernah. | pernah |
| | Bagaimana strategi gurumu saat mengajar simple past tense didalam kelas? | Dari contoh kemudian dijelaskan. | Diberi contoh dan dijelaskan. |
| | Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar bahasa inggris? | Ibu nya baik, sabar juga kalau ngajar, tetapi terlalu cepat saat menjelaskan pelajaran. | Guru terlalu cepat saat menjelaskan. |
| 2 | Margaretha Winda A. (VIII A) Apakah kalian menyukai Bahasa Inggris? Berikan alasannya! | Kurang suka kalau materinya susah tapi kalau materinya gampang saya suka. | Kurang suka. |

| | | | |
|----------|---|---|--|
| | Apakah kamu memiliki kesulitan saat mempelajari simple past tense? | Iya saya memiliki kesulitan dalam pelajaran simple past tense karena saya tidak mengerti dengan pelajaran tersebut. | Siswa kurang mengerti tentang simple past tense. |
| | Apakah kamu sudah pernah belajar mengenai simple past tense sebelumnya? | Sudah | Sudah |
| | Bagaimana strategi gurumu saat mengajar simple past tense didalam kelas? | Diberi contoh kemusiaan dikasih latihan soal kadang kadang tugas rumah juga. | Diberi latihan contoh dan latihan soal. |
| | Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar bahasa inggris? | Menarik dan mudah dipahami. | Mudah dipahami. |
| 3 | Yoga Pratama (VIII B) Apakah kalian menyukai Bahasa Inggris? Berikan alasannya! | Kurang suka karna kata katanya susah. | Tidak suka |
| | Apakah kamu memiliki kesulitan saat mempelajari simple past tense? | Iya. Cara menyusunnya terbalik balik. | Kurang menguasai struktur. |
| | Apakah kamu sudah pernah belajar mengenai simple past tense sebelumnya? | Sudah | Sudah pernah diajarkan |
| | Bagaimana strategi gurumu saat mengajar simple past tense didalam kelas? | Dikasih contoh kemudian suruh mengerjakan soal-soal. | Diberi contoh soal dan latihan soal soal. |

| | | | |
|---|--|--|---|
| | <p>Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar bahasa inggris?</p> | <p>Menarik dan mudah dipahami penjelasannya.</p> | <p>Menarik.</p> |
| 8 | <p>Bunga Ayu Lestari (VIII B) Apakah kalian menyukai Bahasa Inggris? Berikan alasannya!</p> | <p>Suka. Karena saya ingin jadi guru bahasa inggris</p> | <p>Suka.</p> |
| | <p>Apakah kamu memiliki kesulitan saat mempelajari simple past tense?</p> | <p>Sering keliru menentukan was/were</p> | <p>Penggunaan was/were yang seringkali salah.</p> |
| | <p>Apakah kamu sudah pernah belajar mengenai simple past tense sebelumnya?</p> | <p>Sudah.</p> | <p>Sudah</p> |
| | <p>Bagaimana strategi gurumu saat mengajar simple past tense didalam kelas?</p> | <p>Diberi contoh. Biasanya ada yang diberi tahu kata katanya dan dijelaskan.</p> | <p>Diberi contoh soal.</p> |
| | <p>Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar bahasa inggris?</p> | <p>Baik, gurunya juga enak tapi kadang kadang bikin mengantuk.</p> | <p>Gurunya baik.</p> |
| 5 | <p>Defi Komalasari (VIII C) Apakah kalian menyukai Bahasa Inggris? Berikan alasannya!</p> | <p>Sangat suka. Karena menurut saya bahasa inggris menyenangkan.</p> | <p>Suka.</p> |
| | <p>Apakah kamu memiliki kesulitan saat mempelajari</p> | <p>Iya. Kadang kadang saya salah dalam penggunaan kata. Dan kurang</p> | <p>Kurang mengerti verb dan struktur pada simple past</p> |

| | | | |
|----------|---|---|-------------------------------------|
| | simple past tense? | mengerti tentang tenses tersebut. | tense. |
| | Apakah kamu sudah pernah belajar mengenai simple past tense sebelumnya? | Sudah dengan ibu guru. | Sudah. |
| | Bagaimana strategi gurumu saat mengajar simple past tense didalam kelas? | Kadang disuruh nyatet dari buku terus dikasih latihan soal. | Mencatat materi dari buku. |
| | Apa pendapat kalian tentang teknik/cara yang digunakan guru kalian dalam mengajar bahasa inggris? | Muridnya banyak yang tanggap dan semakin paham. | Menyenangkan. |
| 6 | Hengki Yuwanda Pratama (VIII C) Apakah kalian menyukai Bahasa Inggris? Berikan alasannya! | Tidak suka. karena susah. | Tidak suka. |
| | Apakah kamu memiliki kesulitan saat mempelajari simple past tense? | Itukan bahasa inggris, jadi susah tidak tahu artinya. | Tidak mengerti arti. |
| | Apakah kamu sudah pernah belajar mengenai simple past tense sebelumnya? | Sepertinya sudah. | Sudah |
| | Bagaimana strategi gurumu saat mengajar simple past tense didalam kelas? | Dijelasin terus setelah itu dikasih soal soal. | Diberi penjelasan dan latihan soal. |
| | Bagaimana strategi gurumu saat mengajar simple past tense didalam kelas? | Sangat membosankan. Gak paham, gurunya juga kurang jelas kalau ngasih contoh. | Membosankan. |

Appendix 5

VALIDATION FORM FOR BEFORE TRY OUT TEST

Direction: For each question please give your response by ticking (V) a box representing your choice.

| No. | Question | Yes | No | Comments |
|-----|--|-----|----|----------|
| 1. | Apakah petunjuk pengerjaannya sudah benar? | | | |
| 2. | Apakah alokasi waktu yang diberikan sudah cukup? | | | |
| 3. | Apakah butir soal nomor1, 9, 11, 16, 17, 20, 22, 28, 29, 31, 32, 35, 39, 40, 42, 46, 47, 48 ditabel specification try out pre-test dan post-test sudah sesuai dengan aspek Verb? | | | |
| 4. | Apakah butir soal nomor3, 4, 5, 6, 8, 10, 12, 18, 21, 23, 24, 25, 37, 43, 45, 50 ditabel specification try out pre-test dan post-test sudah sesuai dengan aspek To Be? | | | |
| 5. | Apakah butir soal nomor2, 7, 13, 14, 15, 19, 26, 27, 30, 33, 34, 36, 38, 41, 44, 49 ditabel specification try out pre-test dan post-test sudah sesuai dengan aspek Time signal of simple past tense? | | | |

General Comments:

Please give any general comment or suggestion you may have concerning this test development.

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



Date,
Validator

2018

Susmira, S.Pd

Appendix 6A

Gain Score in Experimental Class

| No | Name | Gender | Code | Pretest Score | Posttest Score | Gain |
|----|----------------------|--------|------|---------------|----------------|------|
| 1 | Anisa Fidiyanti | F | S-1 | 60 | 80 | 20 |
| 2 | Bayu Agus Setiawan | M | S-2 | 56 | 76 | 20 |
| 3 | Celvin Firmansyah | M | S-3 | 52 | 76 | 24 |
| 4 | Chindi Ayu Siviani | F | S-4 | 36 | 72 | 36 |
| 5 | Dadang Leo Firdaus | M | S-5 | 60 | 76 | 16 |
| 6 | Dea Antiny Yogi S. | F | S-6 | 56 | 68 | 12 |
| 7 | Defi Komala Sari | F | S-7 | 76 | 88 | 12 |
| 8 | Endah Palupi | F | S-8 | 64 | 76 | 12 |
| 9 | Galih Prasetyo | M | S-9 | 60 | 72 | 12 |
| 10 | Hamdani Pratama | M | S-10 | 64 | 84 | 20 |
| 11 | Hengky Yuwandana P. | M | S-11 | 32 | 64 | 32 |
| 12 | Intan Nurrohmah | F | S-12 | 60 | 76 | 16 |
| 13 | Intan Tribanowati | F | S-13 | 60 | 80 | 20 |
| 14 | M. Julfan Ardiansyah | M | S-14 | 72 | 84 | 12 |
| 15 | Muhammad Anwar | M | S-15 | 56 | 88 | 32 |
| 16 | Nina Afrilia | F | S-16 | 60 | 76 | 16 |
| 17 | Poni Kurniasari | F | S-17 | 40 | 68 | 28 |
| 18 | Riki Andi Saputra | M | S-18 | 60 | 72 | 12 |
| 19 | Riska Ayu Dyah N.W. | F | S-19 | 36 | 60 | 24 |
| 20 | Rohinda Wianto | M | S-20 | 64 | 76 | 12 |
| 21 | Rosi Apriliana | F | S-21 | 48 | 60 | 12 |
| 22 | Rosiana Apriani | F | S-22 | 68 | 80 | 12 |
| 23 | Sherlina Dinda Ayu | F | S-23 | 64 | 88 | 24 |
| 24 | Siti Masruroh | F | S-24 | 48 | 76 | 28 |
| 25 | Siti Rosmiatari | F | S-25 | 64 | 76 | 12 |
| 26 | Sri Widiyanti | F | S-26 | 52 | 60 | 8 |
| 27 | Tohari | M | S-27 | 60 | 72 | 12 |
| 28 | Trian Joko Saputra | M | S-28 | 68 | 84 | 16 |
| 29 | Tutik Handayani | F | S-29 | 56 | 72 | 16 |
| 30 | Vicky Muhammad S. | M | S-30 | 52 | 64 | 12 |
| 31 | Yulia Kariska | F | S-31 | 64 | 76 | 12 |
| 32 | Zulpikar M. Rifki | M | S-32 | 72 | 80 | 8 |

Appendix 6B

Gain Score in Control Class

| No | Name | Gender | Code | Pretest Score | Posttest Score | Gain |
|----|-----------------------|--------|------|---------------|----------------|------|
| 1 | Ahmat Nasrul | M | B-1 | 60 | 80 | 20 |
| 2 | Ani Pratiwi | F | B-2 | 60 | 60 | 0 |
| 3 | Bunga Ayu Lestari | F | B-3 | 56 | 72 | 16 |
| 4 | Diki Hariyanto | M | B-4 | 56 | 76 | 20 |
| 5 | Dwi Indra Zunian P. | M | B-5 | 76 | 76 | 0 |
| 6 | Dyah Ayu Safitri | F | B-6 | 60 | 72 | 12 |
| 7 | Eva Widyawati | F | B-7 | 40 | 56 | 16 |
| 8 | Feri Kurniawan | M | B-8 | 46 | 56 | 10 |
| 9 | Guntur Sugeng Riadi | M | B-9 | 48 | 64 | 16 |
| 10 | Gusni Putriani | F | B-10 | 48 | 60 | 12 |
| 11 | Hariyanti | F | B-11 | 28 | 40 | 12 |
| 12 | Heru Kurniawan | M | B-12 | 28 | 52 | 24 |
| 13 | Indra Saputra | M | B-13 | 36 | 56 | 20 |
| 14 | Langgeng Evitasari | F | B-14 | 72 | 88 | 16 |
| 15 | Liana Fenti O. | F | B-15 | 68 | 76 | 8 |
| 16 | Lisda Andriani | F | B-16 | 56 | 64 | 8 |
| 17 | Mega Aulia Safitri | F | B-17 | 44 | 60 | 16 |
| 18 | Ngaisah Laila Sari | F | B-18 | 32 | 48 | 16 |
| 19 | Nurul Lailati Safitri | F | B-19 | 60 | 84 | 24 |
| 20 | Peri Kurniawan | M | B-20 | 64 | 72 | 8 |
| 21 | Puput Riani | F | B-21 | 64 | 76 | 12 |
| 22 | Regita Widya Ardani | F | B-22 | 44 | 56 | 12 |
| 23 | Rema Prayoga | M | B-23 | 56 | 68 | 12 |
| 24 | Rindi Novita Sari | F | B-24 | 56 | 76 | 20 |
| 25 | Supiyani | F | B-25 | 44 | 68 | 24 |
| 26 | Toni Irawan | M | B-26 | 56 | 76 | 20 |
| 27 | Venda Setiawati | F | B-27 | 44 | 68 | 24 |
| 28 | Wita Nuria | F | B-28 | 60 | 68 | 8 |
| 29 | Yoga Pratama | M | B-29 | 76 | 80 | 4 |
| 30 | Yogi Prasetyo | M | B-30 | 56 | 76 | 20 |
| 31 | Yudha Pratama | M | B-31 | 60 | 68 | 8 |
| 32 | Yunandar K.D | M | B-32 | 48 | 68 | 24 |

Appendix 7

Test Item for Try Out of Pre-Test

Subject : English
 Sub. Subject Matter : Simple Past Tense
 Class/Semester : VIII/Genap
 Time allocation : 80 Minutes (2 x 40)

Choose the correct answer by crossing (X) at the options a, b, c or d!

1. Maria ... to market 2 days ago.
 a. go
 b. goes
 c. went
 d. gone
2. She bought a t-shirt ...
 a. yesterday
 b. tomorrow
 c. tonight
 d. today
3. It ... small size.
 a. does
 b. do
 c. are
 d. was
4. They ... in football field.
 a. is
 b. was
 c. were
 d. does
5. We ... quiz last week.
 a. were
 b. did
 c. was
 d. are
6. She sad last night
 a. were
 b. was
 c. is
 d. do
7. I drove his car.
 a. next year
 b. tomorrow
 c. last night
 d. today
8. Mechanic ... broken machine.
 a. are
 b. is
 c. was
 d. were
9. They ... photograph.
 a. taking
 b. takes
 c. took
 d. have

Appendix 8**Answer Key the Items of Pre Test**

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



Appendix 9**Test Item for Try Out of Post-Test**

Subject : English
 Sub. Subject Matter : Simple Past Tense
 Class/Semester : VIII/Genap
 Time allocation : 80 Minutes (2 x 40)

Choose the right answer by crossing (X) at the options a, b, c, or d!

1. I ... my phone two days ago
 - a. loss
 - b. lost
 - c. losing
 - d. is losing
2. I was listening to music when my mother..... my room.
 - a. has entered
 - b. was entering
 - c. entered
 - d. enter
3. My father the newspaper when he was waiting my mother.
 - a. read
 - b. was reading
 - c. is readed
 - d. had read
4. Daniella George when she was reading book in library.
 - a. was meeting
 - b. is met
 - c. had met
 - d. have meet
5. Anissa to English conversation when her friend was singing beside her.
 - a. listened
 - b. listens
 - c. listening
 - d. listen
6. I to school alone when my friend was coming late.
 - a. walked
 - b. walk
 - c. was walking
 - d. is walking
7. ... she read book last morning?
 - a. Do
 - b. Does
 - c. Did
 - d. Done
8. My brother ... a car three weeks ago.
 - a. has
 - b. had
 - c. have
 - d. is
9. When I lived in South Korea last year, I ... in a hospital.
 - a. work
 - b. worked
 - c. worker
 - d. working
10. He passed his examination because he ... very hard.
 - a. study
 - b. studies
 - c. studied
 - d. studying
11. My teachers were angry because I lazy.
 - a. am
 - b. was
 - c. were
 - d. are

26. My sister.....a new motorcycle yesterday
 a. has c. having
 b. have d. had
27. I ... sad when my best friend left me yesterday
 a. am sad c. was
 b. were d. did
28. I worked in this office ...
 a. next 2 month c. next 2 years
 b. 2 years ago d. next years
29. My brother ... wrote a letter for me.
 a. were c. am
 b. was d. is
30. My students studied hard
 a. last night c. next 1 hours
 b. today d. tomorrow
31. When I got up it is raining.....
 a. 5 minutes ago c. 5 minutes again
 b. next 5 minutes d. now
32. I ... studied French school.
 a. was c. are
 b. were d. am
33. I arrived in the hotel
 a. yesterday c. two day again
 b. today d. tomorrow
34. Mike ... worked in London 5 years ago.
 a. were c. are
 b. was d. is
35. She washed her car ...
 a. two morning again c. today
 b. tomorrow d. yesterday morning
36. Mr. Joe repaired the motorcycle....
 a. tomorrow c. last week ago
 b. today d. tonight
37. I ... to call my wife yesterday.
 a. have c. has
 b. had d. did
38. I sang birthday song in his party....
 a. yesterday night c. today
 b. tonight d. tomorrow
39. She ... not marry the person of her choice.
 a. are c. were
 b. is d. was

Appendix 10**Answer Key the Try Out Items of Post Test**

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









Appendix 12

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 3 Palas Lampung Selatan

Mata Pelajaran : Bahasa Inggris

Materi : Simple Past Tense

Kelas/semester : VIII/Genap

Alokasi Waktu : 2 x 40 Menit

Pertemuan ke : 1st (Experimental class)

A. Standar Kompetensi

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

10.2. 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*.

C. Tujuan Pembelajaran/Indikator

1. Siswa dapat mengidentifikasi ciri kalimat simple past tense.

2. Siswa dapat mengklasifikasikan kalimat simple past tense.
3. Siswa dapat menunjukkan kalimat simple past tense.
4. Siswa dapat memahami ciri kalimat simple past tense.
5. Siswa dapat membuat kalimat simple past tense sederhana.
6. Siswa dapat menggunakan kalimat simple past tense bentuk –wh question

D. Materi Pembelajaran

1. Materi Pokok : Simple Past Tense
2. Function : Simple past tense is used to express some events that happened in the past.
3. **Time signal simple past tense**
 - a. Yesterday
 - b. Yesterday morning
 - c. Last sunday
 - d. Two days ago
 - e. Last night
 - f. Yesterday afternoon
 - g. A week ago
 - h. The day before yesterday
4. Formula of simple past tense:
 - a. **Verbal**
 - (+) S + Verb-2 + O + adverb
 - (-) S + did + not + Verb-1 + O + adverb
 - (?) Did + S + Verb-1 + O + adverb?

Examples: **Verbal**

(+) The teacher went to the school yesterday

(-) The teacher did not go to the school yesterday

(?) Did the teacher go to the school yesterday?

b. Nominal

(+) S + tobe-2 (was/ were) + Complement

(-) S + tobe-2 (was/ were) + not + Complement

(?) Tobe-2 (was/ were) + S + Complement?

Examples of verbal sentence:

(+) He was a scholar

(-) He was not a scholar

(+) Was He a scholar?

E. Metode Pembelajaran

1. Metode : Snake and Ladder Game
2. Media : carton, a piece of paper, boardmarker, and whiteboard.

F. Kegiatan Pembelajaran

Langkah-langkah pembelajaran

- Kegiatan awal (Pendahuluan) (10 Minutes)
 1. Mengucapkan salam ketika memasuki ruang kelas.
 2. Siswa menjawab salam guru, berdoa dan mengondisikan diri siap belajar.

3. Mengecek kehadiran siswa.
 4. Mengaitkan materi/kompetensi yang akan dipelajari hari ini
- Brainstorming
 1. Siswa diberi pertanyaan “sebutkan rumus tenses yang kalian ingat?”
 2. Siswa diberi pertanyaan “bagaimakah rumus dari simple past tense?”
 - Kegiatan Inti
 - Eksplorasi (5 Minutes)
 1. Siswa membagi kelompok menjadi empat kelompok dan masing masing kelompok diberi karon serta dadu. Berikan arahan untuk duduk agar semua anggota kelompok dapat melihatnya. Minta lah siswa untuk memilih koin yang mereka suka dan koin siapa yang muncul dia yang pertama memulai game ini.
 - Elaborasi (40 Minutes)
 1. Siswa diberi penjelasan aturan permainan dalam kegiatan belajar mengajar dari awal hingga akhir permainan.
 - a. Pemain (siswa) pertama melemparkan dadu yang berbentuk persegi. Bila dalam kotak berisi sebuah kalimat pemain harus menjawab benar atau salah atau benar kalimat tersebut. Sedangkan siswa yang lain bertindak sebagai juri untuk menentukan pemain salah atau benar menjawab pertanyaan. Jika semua setuju, atau dua dari tiga orang setuju dengan pemain maka pemain dapat melanjutkan naik pada tiga

kotak selanjutnya. Tetapi jika lebih banyak yang tidak setuju maka pemain tidak bisa ke kotak selanjutnya atau tetep di tempat. Ini berarti pemain harus digantikan dengan pemain berikutnya. Setiap pemain yang berada pada gambar mulut ular harus turun mengikuti ekor ular.

- b. Pemenang dari permainan ini adalah siswa yang memiliki nilai terbanyak.
 - c. Jika pemain mengajukan hukuman yang telah didiskusikan, dia secara otomatis meneruskan kalimat berikutnya yang tidak dikerjakan.
 - d. Jika seseorang dalam kelompok merasa bahwa yang lain salah tentang grammar, dia harus mencatat jumlah kotaknya dan meminta guru memberi arahan di akhir permainan.
2. Tanyakan kepada setiap group untuk memulai permainan. Waktu yang pertama akan digunakan dengan menjawab pertanyaan tentang cara bermain. Begitu mereka duduk untuk menonton dengan hati-hati untuk situasi di mana pemain dan orang lain dalam kelompok tersebut menyetujui sebuah keputusan yang salah. Jangan mengatakan apapun kepada mereka dan jangan mengganggu permainan tapi buat catatan setelah pertandingan dimulai.

➤ Konfirmasi (15 Minutes)

1. Ketika sebagian besar kelompok telah selesai, hentikan semua orang dan tanyakan apakah ada ketidaksepakatan mengenai salah satu kalimat tersebut.

- Kegiatan Akhir (10 Minutes)
 1. Siswa dan guru melakukan evaluasi tentang materi simple past tense.
 2. Siswa diberikan tugas rumah berkaitan dengan materi simple past tense.
 3. Siswa dan guru mengahiri pertemuan pada hari ini.
 4. Siswa membaca doa sebelum meninggalkan ruang kelas.
 5. Guru mengucapkan salam saat meninggalkan kelas.

F. Sumber Belajar

1. Chris Sion, *Recipes For Tired Teacher*, (San Fransico, alta Book Center Publisier, 2004
2. Lembar Kerja Siswa kelas VIII (SIMPATI) Sarana Pasti Meraih Mimpri Kelas VIII
3. <http://girsangcorps.blogspot.co.id/2017/01/pengertian-rumus-contoh-dan-time-signal.html>

G. Penilaian

Instruction: Make questions From the words in brackets!

1. (I/study/ Chinese two years ago)
2. (We /play/ hide and seek yesterday)
3. (I /buy/ a new book yesterday)
4. (My mother /drink/ chocolate milk two days ago)
5. (Vina and I /go/ to the Ragunan zoo three months ago)
6. (George /write/ five novels five years ago)
7. (I /am/ alone at home yesterday)

8. (He /is/ at my house to help me with my task)
9. (We /are not/ in Bali last year).....
10. (I /am not/ at home when he came)

Answer key:

1. I studied Chinese two years ago.
2. We played hide and seek yesterday.
3. I bought a new book yesterday.
4. My mother drank chocolate milk two days ago.
5. Vina and I went to the Ragunan zoo three months ago.
6. George wrote five novels five years ago.
7. I was alone at home yesterday.
8. He was at my house to help me with my task.
9. We were not in Bali last year.
10. I was not at home when he came.

a. Rubik Penilaian

| Uraian | Skor |
|----------------------|------|
| Setiap jawaban benar | 1 |
| Jawaban salah | 0 |
| Tidak menjawab | 0 |

b. Pedoman Penilaian

| | |
|----------------------------------|--|
| Total item | : 10 |
| Setiap nomor, tiap jawaban benar | : 10 |
| Nilai Maksimal | : 100 |
| Nilai siswa | : $\frac{\text{Nilai Perolehan}}{\text{Nilai maksima}} \times 100$ |

Bandar Lampung, 2018

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Kepala Sekolah SMPN 3 Palas



Appendix 13

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 3 Palas Lampung Selatan

Mata Pelajaran : Bahasa Inggris

Skill/Materi : Simple Past tense

Kelas/semester : VIII/Genap

Alokasi Waktu : 2 x 40 Menit

Pertemuan ke : 2nd (Experimental class)

A. Standar Kompetensi

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi dasar

- 10.2. 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*.

C. Tujuan Pembelajaran/Indikator

1. Siswa dapat mengidentifikasi ciri kalimat simple past tense.
2. Siswa dapat mengklasifikasikan kalimat simple past tense.

3. Siswa dapat menunjukkan kalimat simple past tense.
4. Siswa dapat memahami ciri kalimat simple past tense.
5. Siswa dapat membuat kalimat simple past tense sederhana.
6. Siswa dapat menggunakan kalimat simple past tense bentuk –wh question

D. Materi Pembelajaran

1. Materi Pokok : Simple Past Tense
2. Definition: Simple past tense is used to express some events that happened in the past.
3. Time signal of Simple past tense:
 - a. yesterday
 - b. last week
 - c. last month
 - d. two days ago
 - e. Two week ago
 - f. two month ago
4. Formula of simple past tense

(+) S + V2 + complement.

(-) S + V2 + not + complement

(?) V2 + S + complement + ?

Example:

(+) He arrived here yesterday

(-) He did not arrive here yesterday

(?) Did he arrive here yesterday?

E. Metode Pembelajaran

1. Metode : Snake and Ladder Game
2. Media : carton, a piece of paper, boardmarker, and whiteboard.

F. Kegiatan Pembelajaran

Langkah-langkah pembelajaran

- Kegiatan awal (Pendahuluan) (10 Minutes)
 1. Mengucapkan salam ketika memasuki ruang kelas.
 2. Siswa menjawab salam guru, berdoa dan mengondisikan diri siap belajar.
 3. Mengecek kehadiran siswa.
 4. Mengaitkan materi/kompetensi yang akan dipelajari hari ini
- Brainstorming
 1. Siswa diberi pertanyaan “sebutkan rumus tenses yang kalian ingat?”
 2. Siswa diberi pertanyaan “bagaimakah rumus dari simple past tense?”
- Kegiatan Inti
 - Eksplorasi (5 Minutes)
 1. Siswa membagi kelompok menjadi empat kelompok dan masing masing kelompok diberi karon serta dadu. Berikan arahan untuk duduk agar semua anggota kelompok dapat melihatnya. Minta lah siswa untuk memilih koin yang mereka suka dan koin siapa yang muncul dia yg pertama memulai game ini.

➤ Elaborasi (40 Minutes)

1. Siswa diberi penjelasan aturan permainan dalam kegiatan belajar mengajar dari awal hingga akhir permainan.
 - a. Pemain (siswa) pertama melemparkan dadu yang berbentuk persegi. Bila dalam kotak berisi sebuah kalimat pemain harus menjawab benar atau salah atau benar kalimat tersebut. Sedangkan siswa yang lain bertindak sebagai juri untuk menentukan pemain salah atau benar menjawab pertanyaan. Jika semua setuju, atau dua dari tiga orang setuju dengan pemain maka pemain dapat melanjutkan naik pada tiga kotak selanjutnya. Tetapi jika lebih banyak yang tidak setuju maka pemain tidak bisa ke kotak selanjutnya atau tetep di tempat. Ini berarti pemain harus digantikan dengan pemain berikutnya. Setiap pemain yang berada pada gambar mulut ular harus turun mengikuti ekor ular.
 - b. Pemenang dari permainan ini adalah siswa yang memiliki nilai terbanyak.
 - c. Jika pemain mengajukan hukuman yang telah didiskusikan, dia secara otomatis meneruskan kalimat berikutnya yang tidak dikerjakan.
 - d. Jika seseorang dalam kelompok merasa bahwa yang lain salah tentang grammar, dia harus mencatat jumlah kotaknya dan meminta guru memberi arahan di akhir permainan.
2. Tanyakan kepada setiap group untuk memulai permainan. Waktu yang pertama akan digunakan dengan menjawab pertanyaan tentang cara

bermain. Begitu mereka duduk untuk menonton dengan hati-hati untuk situasi di mana pemain dan orang lain dalam kelompok tersebut menyetujui sebuah keputusan yang salah. Jangan mengatakan apapun kepada mereka dan jangan mengganggu permainan tapi buat catatan setelah pertandingan dimulai.

➤ Konfirmasi (15 Minutes)

1. Ketika sebagian besar kelompok telah selesai, hentikan semua orang dan tanyakan apakah ada ketidaksepakatan mengenai salah satu kalimat tersebut.

• Kegiatan Akhir (10 Minutes)

1. Siswa dan guru melakukan evaluasi tentang materi simple past tense.
2. Siswa diberikan tugas rumah berkaitan dengan materi simple past tense.
3. Siswa dan guru mengahiri pertemuan pada hari ini.
4. Siswa membaca doa sebelum meninggalkan ruang kelas.
5. Guru mengucapkan salam saat meninggalkan kelas.

F. Sumber Belajar

1. Chris Sion, *Recipes For Tired Teacher*, (San Fransico, alta Book Center Publiser, 2004
2. Lembar Kerja Siswa kelas VIII (SIMPATI) Sarana Pasti Meraih mImpi Kelas VIII.

G. Penilaian

Instruction: **Suitable column A to column B!**

| Column A | Column B |
|--|-----------------------|
| 1. I ... an hour ago | a. were very busy |
| 2. My parents ... yesterday | b. read |
| 3. It ... so I put on my jacket | c. was not |
| 4. My children ... at the party last night. | d. ate my lunch |
| 5. We ... some books yesterday | e. was cold |
| 6. It ... my birthday last week. | f. last Sunday. |
| 7. He sent a letter to his friends ... | g. several months ago |
| 8. Sinta and Sind I ... library yesterday afternoon. | h. were at the school |
| 9. ... do the Math exam two days ago? | i. were not |
| 10. Jokowi won the president election ... | j. Did they |

Answer Key:

- | | |
|-------------------|------------------------|
| 1. Ate my lunch | 6. was not |
| 2. were very busy | 7. last Sunday. |
| 3. was cold | 8. were at the school |
| 4. were not | 9. Did they |
| 5. read | 10. several months ago |

a. Rubik Penilaian

| Uraian | Skor |
|----------------------|------|
| Setiap jawaban benar | 1 |
| Jawaban salah | 0 |
| Tidak menjawab | 0 |

b. Pedoman Penilaian

- | | |
|----------------------------------|---|
| Total item | : 10 |
| Setiap nomor, tiap jawaban benar | : 10 |
| Nilai Maksimal | : 100 |
| Nilai siswa | : $\frac{\text{Nilai Perolehan}}{\text{Nilai maksiman}} \times 100$ |

Bandar Lampung, 2018

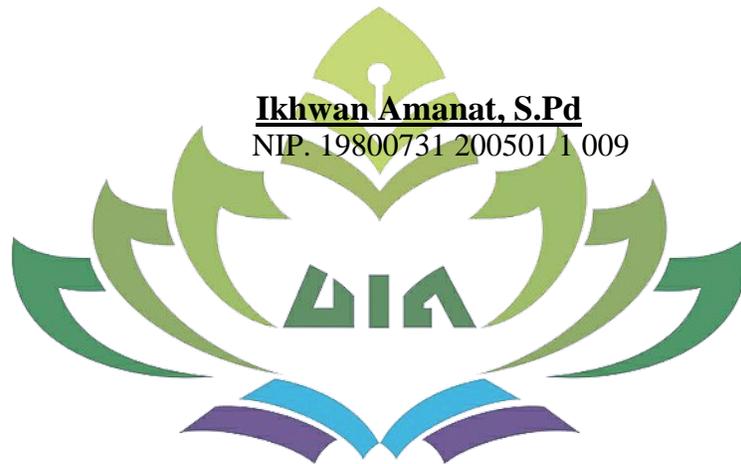
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Appendix 14

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 3 Palas Lampung Selatan

Mata Pelajaran : Bahasa Inggris

Skill/Materi : Reading/Recount Text

Kelas/semester : VIII/Genap

Alokasi Waktu : 2 x 40 Menit

Pertemuan ke : 3rd (Experimental class)

A. Standar Kompetensi

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi dasar

10.2. 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*.

C. Tujuan Pembelajaran/Indikator

1. Siswa dapat mengidentifikasi ciri kalimat simple past tense.
2. Siswa dapat mengklasifikasikan kalimat simple past tense.

3. Siswa dapat menunjukkan kalimat simple past tense.
4. Siswa dapat memahami ciri kalimat simple past tense.
5. Siswa dapat membuat kalimat simple past tense sederhana.
6. Siswa dapat menggunakan kalimat simple past tense bentuk –wh question

D. Materi Pembelajaran

1. Materi Pokok : Simple Past Tense

E. Metode Pembelajaran

1. Metode : Snake and Ladder Game
2. Media : carton, a piece of paper, boardmarker, and whiteboard.

F. Kegiatan Pembelajaran

Langkah-langkah pembelajaran

- Kegiatan awal (Pendahuluan) (10 Minutes)
 1. Mengucapkan salam ketika memasuki ruang kelas.
 2. Siswa menjawab salam guru, berdoa dan mengondisikan diri siap belajar.
 3. Mengecek kehadiran siswa.
 4. Mengaitkan materi/kompetensi yang akan dipelajari hari ini
- Brainstorming
 1. Siswa diberi pertanyaan “sebutkan rumus tenses yang kalian ingat?”
 2. Siswa diberi pertanyaan “bagaimakah rumus dari simple past tense?”
- Kegiatan Inti

➤ Eksplorasi (5 Minutes)

1. Siswa membagi kelompok menjadi empat kelompok dan masing masing kelompok diberi karon serta dadu. Berikan arahan untuk duduk agar semua anggota kelompok dapat melihatnya. Minta lah siswa untuk memilih koin yang mereka suka dan koin siapa yang muncul dia yg pertama memulai game ini.

➤ Elaborasi (40 Minutes)

1. Siswa diberi penjelasan aturan permainan dalam kegiatan belajar mengajar dari awal hingga akhir permainan.
 - a. Pemain (siswa) pertama melemparkan dadu yang berbentuk persegi. Bila dalam kotak berisi sebuah kalimat pemain harus menjawab benar atau salah atau benar kalimat tersebut. Sedangkan siswa yang lain bertindak sebagai juri untuk menentukan pemain salah atau benar menjawab pertanyaan. Jika semua setuju, atau dua dari tiga orang setuju dengan pemain maka pemain dapat melanjutkan naik pada tiga kotak selanjutnya. Tetapi jika lebih banyak yang tidak setuju maka pemain tidak bisa ke kotak selanjutnya atau tetep di tempat. Ini berarti pemain harus digantikan dengan pemain berikutnya. Setiap pemain yang berada pada gambar mulut ular harus turun mengikuti ekor ular.
 - b. Pemenang dari permainan ini adalah siswa yang memiliki nilai terbanyak.

- c. Jika pemain mengajukan hukuman yang telah didiskusikan, dia secara otomatis meneruskan kalimat berikutnya yang tidak dikerjakan.
 - d. Jika seseorang dalam kelompok merasa bahwa yang lain salah tentang grammar, dia harus mencatat jumlah kotaknya dan meminta guru memberi arahan di akhir permainan.
2. Tanyakan kepada setiap group untuk memulai permainan. Waktu yang pertama akan digunakan dengan menjawab pertanyaan tentang cara bermain. Begitu mereka duduk untuk menonton dengan hati-hati untuk situasi di mana pemain dan orang lain dalam kelompok tersebut menyetujui sebuah keputusan yang salah. Jangan mengatakan apapun kepada mereka dan jangan mengganggu permainan tapi buat catatan setelah pertandingan dimulai.
- Konfirmasi (15 Minutes)
1. Ketika sebagian besar kelompok telah selesai, hentikan semua orang dan tanyakan apakah ada ketidaksepakatan mengenai salah satu kalimat tersebut.
- Kegiatan Ahir (10 Minutes)
 1. Siswa dan guru melakukan evaluasi.
 2. Siswa diberikan tugas rumah berkaitan dengan materi simple past tense.
 3. Siwa dan guru mengahiri pertemuan pada hari ini.
 4. Siswa membaca doa sebelum meninggalkan ruang kelas.

- Guru mengucapkan salam saat meninggalkan kelas.

F. Sumber Belajar

- Chris Sion, *Recipes For Tired Teacher*, (San Fransico, alta Book Center Publisier, 2004
- Lembar Kerja Siswa kelas VIII (SIMPATI) Sarana Pasti Meraih mImpi Kelas VIII.

G. Penilaian

Instraction : Change into negative and interrogative sentence.

- He watched horror movie last night.
 (-)
 (?)
- Rian was a Senior High School student.
 (-)
 (?)
- I called my mother last Sunday.
 (-)
 (?)
- Ten years ago, a holiday trip to Australia was cheap.
 (-)
 (?)
- Miss Yoan invited me to her party two days ago
 (-)
 (?)

Answer key:

- (-) He was not watch horror movie last night
 (?) Did He was not watched horror movie last night?

2. (-) Rian was not a Senior High School student.
(?) Was Rian a Senior High School student?
3. (-) I was not call my mother last Sunday
(?) Were you called your mother last Sunday?
4. (-) Ten years ago, a holiday trip to Australia was not cheap
(?) Was Australia holiday trip cheap ten years ago?
5. (-) Miss Yoan was not invite me to her party two days ago
(?) Did Miss Yoan invite me to her party two years ago?

a. Rubik Penilaian

| Uraian | Skor |
|----------------------|------|
| Setiap jawaban benar | 1 |
| Jawaban salah | 0 |
| Tidak menjawab | 0 |

c. Pedoman Penilaian

Total item : 10
 Setiap nomor, tiap jawaban benar : 10
 Nilai Maksimal : 100
 Nilai siswa : $\frac{\text{Nilai Perolehan}}{\text{Nilai maksima}} \times 100$

Bandar Lampung, 2018

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Mahasiswa Peneliti

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Appendix 15

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 3 Palas Lampung Selatan

Mata Pelajaran : Bahasa Inggris

Materi : Simple Past Tense

Kelas/semester : VIII/Genap

Alokasi Waktu : 2 x 40 Menit

Pertemuan ke : 1st (Control class)

A. Standar Kompetensi

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

- 10.2. 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*.

C. Tujuan Pembelajaran/Indikator

1. Siswa dapat mengidentifikasi ciri kalimat simple past tense.
2. Siswa dapat mengklasifikasikan kalimat simple past tense.

3. Siswa dapat menunjukkan kalimat simple past tense.
4. Siswa dapat memahami ciri kalimat simple past tense.
5. Siswa dapat membuat kalimat simple past tense sederhana.
6. Siswa dapat menggunakan kalimat simple past tense bentuk –wh question

D. Materi Pembelajaran

1. Materi Pokok : Simple Past Tense
2. Function : Simple past tense is used to express some events that happened in the past.
3. **Time signal simple past tense**
 - a. Yesterday
 - b. Yesterday morning
 - c. Last sunday
 - d. Two days ago
 - e. Last night
 - f. Yesterday afternoon
 - g. A week ago
 - h. The day before yesterday
4. Formula of simple past tense:

a. Verbal

(+) S + Verb-2 + O + adverb

(-) S + did + not + Verb-1 + O + adverb

(?) Did + S + Verb-1 + O + adverb?

Examples: **Verbal**

(+) The teacher went to the school yesterday

(-) The teacher did not go to the school yesterday

(?) Did the teacher go to the school yesterday?

b. Nominal

(+) S + tobe-2 (was/ were) + Complement

(-) S + tobe-2 (was/ were) + not + Complement

(?) Tobe-2 (was/ were) + S + Complement?

Examples of verbal sentence:

(+) He was a scholar

(-) He was not a scholar

(+) Was He a scholar?

E. Metode Pembelajaran

1. Metode : Snake and Ladder Game

2. Media : carton, a piece of paper, boardmarker, and whiteboard.

F. Kegiatan Pembelajaran

Langkah-langkah pembelajaran

- Kegiatan awal (Pendahuluan) (10 Minutes)
 1. Mengucapkan salam ketika memasuki ruang kelas.
 2. Siswa menjawab salam guru, berdoa dan mengondisikan diri siap belajar.
 3. Mengecek kehadiran siswa.
 4. Mengaitkan materi/kompetensi yang akan dipelajari hari ini

- Brainstorming
 1. Siswa diberi pertanyaan “Siapa yang bisa menyebutkan salah satu rumus dalam tenses?”
 2. Siswa diberi pertanyaan “Siapa yang tahu rumus simple past tense?”
 3. Siswa diberi pertanyaan “Berikan contoh sederhana simple past tense?”
- Kegiatan Inti
 - Eksplorasi (5 Minutes)
 1. Siswa memperhatikan penjelasan guru terkait materi yang akan disampaikan.
 - Elaborasi (5 Minutes)
 1. Siswa diberi penjelasan lebih rinci terkait materi simple past tense.
 2. Siswa diberi arahan oleh guru untuk memahami materi yang telah disampaikan oleh guru.
 3. Siswa diminta untuk mempertanyakan hal yang belum dimengerti tentang materi simple past tense.
 4. Siswa diberikan perintah untuk membuat/mengerjakan soal soal latihan.
 - Konfirmasi (25 Minutes)
 1. Siswa diberikan nilai dan diperiksa tugas tugasnya satu persatu oleh guru yang berkaitan.
- Kegiatan Akhir (10 Minutes)
 6. Siswa dan guru melakukan evaluasi tentang materi simple past tense.

7. Siswa diberikan tugas rumah berkaitan dengan materi simple past tense.
8. Siswa dan guru mengahiri pertemuan pada hari ini.
9. Siswa membaca doa sebelum meninggalkan ruang kelas.
10. Guru mrngucapkan salam saat meninggalkan kelas.

F. Sumber Belajar

1. Chris Sion, *Recipes For Tired Teacher*, (San Fransico, alta Book Center Publiser, 2004
2. Lembar Kerja Siswa kelas VIII (SIMPATI) Sarana Pasti Meraih Mimpi Kelas VIII
3. <http://girsangcorps.blogspot.co.id/2017/01/pengertian-rumus-contoh-dan-time-signal.html>

G. Penilaian

Instruction: Make questions From the words in brackets!

1. (I/study/ Chinese two years ago)
2. (We /play/ hide and seek yesterday)
3. (I /buy/ a new book yesterday)
4. (My mother /drink/ chocolate milk two days ago)
5. (Vina and I /go/ to the Ragunan zoo three months ago)
6. (George /write/ five novels five years ago)
7. (I /am/ alone at home yesterday)
8. (He /is/ at my house to help me with my task)

9. (We /are not/ in Bali last year).....
10. (I /am not/ at home when he came)

Answer key:

1. I studied Chinese two years ago.
2. We played hide and seek yesterday.
3. I bought a new book yesterday.
4. My mother drank chocolate milk two days ago.
5. Vina and I went to the Ragunan zoo three months ago.
6. George wrote five novels five years ago.
7. I was alone at home yesterday.
8. He was at my house to help me with my task.
9. We were not in Bali last year.
10. I was not at home when he came.

a. Rubik Penilaian

| Uraian | Skor |
|----------------------|------|
| Setiap jawaban benar | 1 |
| Jawaban salah | 0 |
| Tidak menjawab | 0 |

b. Pedoman Penilaian

| | |
|----------------------------------|---|
| Total item | : 10 |
| Setiap nomor, tiap jawaban benar | : 10 |
| Nilai Maksimal | : 100 |
| Nilai siswa | : $\frac{\text{Nilai Perolehan}}{\text{Nilai maksimal}} \times 100$ |

Bandar Lampung,

2018

Guru Bidang Study

Mahasiswa Peneliti

Susmira, S.Pd

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Appendix 16

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 3 Palas Lampung Selatan

Mata Pelajaran : Bahasa Inggris

Skill/Materi : Simple Past tense

Kelas/semester : VIII/Genap

Alokasi Waktu : 2 x 40 Menit

Pertemuan ke : 2nd (Control class)

A. Standar Kompetensi

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

B. Kompetensi dasar

- 10.2. 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*.

C. Tujuan Pembelajaran/Indikator

1. Siswa dapat mengidentifikasi ciri kalimat simple past tense.

2. Siswa dapat mengklasifikasikan kalimat simple past tense.
3. Siswa dapat menunjukkan kalimat simple past tense.
4. Siswa dapat memahami ciri kalimat simple past tense.
5. Siswa dapat membuat kalimat simple past tense sederhana.
6. Siswa dapat menggunakan kalimat simple past tense bentuk –wh question

D. Materi Pembelajaran

1. Materi Pokok : Simple Past Tense
2. Definition: Simple past tense is used to express some events that happened in the past.
3. Time signal of Simple past tense:
 - a. yesterday
 - b. last week
 - c. last month
 - d. two days ago
 - e. Two week ago
 - f. two month ago
4. Formula of simple past tense

(+) S + V2 + complement.

(-) S + V2 + not + complement

(?) V2 + S + complement + ?

Example:

(+) He arrived here yesterday

(-) He did not arrive here yesterday

(?) Did he arrive here yesterday?

E. Metode Pembelajaran

1. Metode : Snake and Ladder Game
2. Media : carton, a piece of paper, boardmarker, and whiteboard.

F. Kegiatan Pembelajaran

Langkah-langkah pembelajaran

- Kegiatan awal (Pendahuluan) (10 Minutes)
 1. Mengucapkan salam ketika memasuki ruang kelas.
 2. Siswa menjawab salam guru, berdoa dan mengondisikan diri siap belajar.
 3. Mengecek kehadiran siswa.
 4. Mengaitkan materi/kompetensi yang akan dipelajari hari ini
- Brainstorming
 - 1 Siswa diberi pertanyaan “Siapa yang bisa menyebutkan salah satu rumus dalam tenses?”
 - 2 Siswa diberi pertanyaan “Siapa yang tahu rumus simple past tense?”
 - 3 Siswa diberi pertanyaan “Berikan contoh sederhana simple past tense?”
- Kegiatan Inti
 - Eksplorasi (5 Minutes)
 1. Siswa memperhatikan penjelasan guru terkait materi yang akan disampaikan.
 - Elaborasi (5 Minutes)
 5. Siswa diberi penjelasan lebih rinci terkait materi simple past tense.

6. Siswa diberi arahan oleh guru untuk memahami materi yang telah disampaikan oleh guru.
7. Siswa diminta untuk mempertanyakan hal yang belum dimengerti tentang materi simple past tense.
8. Siswa diberikan perintah untuk membuat/mengerjakan soal soal latihan.

➤ Konfirmasi (25 Minutes)

1. Siswa diberikan nilai dan diperiksa tugas tugasnya satu persatu oleh guru yang berkaitan.

• Kegiatan Akhir (10 Minutes)

1. Siswa dan guru melakukan evaluasi tentang materi simple past tense.
2. Siswa diberikan tugas rumah berkaitan dengan materi simple past tense.
3. Siswa dan guru mengahiri pertemuan pada hari ini.
4. Siswa membaca doa sebelum meninggalkan ruang kelas.
5. Guru mrngucapkan salam saat meninggalkan kelas.

F. Sumber Belajar

1. Chris Sion, *Recipes For Tired Teacher*, (San Fransico, alta Book Center Publiser, 2004
2. Lembar Kerja Siswa kelas VIII (SIMPATI) Sarana Pasti Meraih mImpi Kelas VIII.

G. Penilaian

Instruction: **Suitable column A to column B!**

| Column A | Column B |
|--|-----------------------|
| 1. I ... an hour ago | a. were very busy |
| 2. My parents ... yesterday | b. read |
| 3. It ... so I put on my jacket | c. was not |
| 4. My children ... at the party last night. | d. ate my lunch |
| 5. We ... some books yesterday | e. was cold |
| 6. It ... my birthday last week. | f. last Sunday. |
| 7. He sent a letter to his friends ... | g. several months ago |
| 8. Sinta and Sind I ... library yesterday afternoon. | h. were at the school |
| 9. ... do the Math exam two days ago? | i. were not |
| 10. Jokowi won the president election ... | j. Did they |

Answer Key:

- | | |
|-------------------|------------------------|
| 1. Ate my lunch | 6. was not |
| 2. were very busy | 7. last Sunday. |
| 3. was cold | 8. were at the school |
| 4. were not | 9. Did they |
| 5. read | 10. several months ago |

a. Rubik Penilaian

| Uraian | Skor |
|----------------------|------|
| Setiap jawaban benar | 1 |
| Jawaban salah | 0 |
| Tidak menjawab | 0 |

b. Pedoman Penilaian

- | | |
|----------------------------------|---|
| Total item | : 10 |
| Setiap nomor, tiap jawaban benar | : 10 |
| Nilai Maksimal | : 100 |
| Nilai siswa | : $\frac{\text{Nilai Perolehan}}{\text{Nilai maksiman}} \times 100$ |

Bandar Lampung,

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Appendix 17

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMPN 3 Palas Lampung Selatan

Mata Pelajaran : Bahasa Inggris

Skill/Materi : Reading/Recount Text

Kelas/semester : VIII/Genap

Alokasi Waktu : 2 x 40 Menit

Pertemuan ke : 3rd (Control class)

A. Standar Kompetensi

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi dasar

10.2. 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*.

C. Tujuan Pembelajaran/Indikator

1. Siswa dapat mengidentifikasi ciri kalimat simple past tense.

2. Siswa dapat mengklasifikasikan kalimat simple past tense.
3. Siswa dapat menunjukkan kalimat simple past tense.
4. Siswa dapat memahami ciri kalimat simple past tense.
5. Siswa dapat membuat kalimat simple past tense sederhana.
6. Siswa dapat menggunakan kalimat simple past tense bentuk –wh question

D. Materi Pembelajaran

1. Materi Pokok : Simple Past Tense

E. Metode Pembelajaran

1. Metode : Snake and Ladder Game
2. Media : carton, a piece of paper, boardmarker, and whiteboard.

F. Kegiatan Pembelajaran

Langkah-langkah pembelajaran

- Kegiatan awal (Pendahuluan) (10 Minutes)
 - 1 Mengucapkan salam ketika memasuki ruang kelas.
 - 2 Siswa menjawab salam guru, berdoa dan mengondisikan diri siap belajar.
 - 3 Mengecek kehadiran siswa.
 - 4 Mengaitkan materi/kompetensi yang akan dipelajari hari ini
- Brainstorming
 - 1 Siswa diberi pertanyaan “Siapa yang bisa menyebutkan salah satu rumus dalam tenses?”

- 2 Siswa diberi pertanyaan “Siapa yang tahu rumus simple past tense?”
 - 3 Siswa diberi pertanyaan “Berikan contoh sederhana simple past tense?”
- Kegiatan Inti
- Eksplorasi (5 Minutes)
 1. Siswa memperhatikan penjelasan guru terkait materi yang akan disampaikan.
 - Elaborasi (5 Minutes)
 - 1 Siswa diberi penjelasan lebih rinci terkait materi simple past tense.
 - 2 Siswa diberi arahan oleh guru untuk memahami materi yang telah disampaikan oleh guru.
 - 3 Siswa diminta untuk mempertanyakan hal yang belum dimengerti tentang materi simple past tense.
 - 4 Siswa diberikan perintah untuk membuat/mengerjakan soal soal latihan.
 - Konfirmasi (25 Minutes)
 - 1 Siswa diberikan nilai dan diperiksa tugas tugasnya satu persatu oleh guru yang berkaitan.
- Kegiatan Ahir (10 Minutes)
 6. Siswa dan guru melakukan evaluasi tentang materi simple past tense.
 7. Siswa diberikan tugas rumah berkaitan dengan materi simple past tense.
 8. Siswa dan guru mengahiri pertemuan pada hari ini.
 9. Siswa membaca doa sebelum meninggalkan ruang kelas.
 10. Guru mrngucapkan salam saat meninggalkan kelas.

F. Sumber Belajar

1. Chris Sion, *Recipes For Tired Teacher*, (San Fransico, alta Book Center Publiser, 2004
2. Lembar Kerja Siswa kelas VIII (SIMPATI) Sarana Pasti Meraih mImpi Kelas VIII.

G. Penilaian

Instraction : Change into negative and interrogative sentence.

1. He watched horror movie last night.

(-)

(?)

2. Rian was a Senior High School student.

(-)

(?)

3. I called my mother last Sunday.

(-)

(?)

4. Ten years ago, a holiday trip to Australia was cheap.

(-)

(?)

5. Miss Yoan invited me to her party two days ago

(-)

(?)

Answer key:

1. (-) He was not watch horror movie last night
(?) Did He was not watched horror movie last night?
2. (-) Rian was not a Senior High School student.
(?) Was Rian a Senior High School student?
3. (-) I was not call my mother last Sunday
(?) Were you called your mother last Sunday?
4. (-) Ten years ago, a holiday trip to Australia was not cheap
(?) Was Australia holiday trip cheap ten years ago?
5. (-) Miss Yoan was not invite me to her party two days ago
(?) Did Miss Yoan invite me to her party two years ago?

a. Rubrik Penilaian

| Uraian | Skor |
|----------------------|------|
| Setiap jawaban benar | 1 |
| Jawaban salah | 0 |
| Tidak menjawab | 0 |

c. Pedoman Penilaian

| | |
|----------------------------------|--|
| Total item | : 10 |
| Setiap nomor, tiap jawaban benar | : 10 |
| Nilai Maksimal | : 100 |
| Nilai siswa | : $\frac{\text{Nilai Perolehan}}{\text{Nilai maksima}} \times 100$ |

Bandar Lampung,

2018

Guru Bidang Study

Mahasiswa Peneliti

Susmira, S.Pd
NIP.

Agresta Falentina
NPM. 1411040207

Kepala Sekolah SMPN 3 Palas



Appendix 18

Test Items of Pre-Test

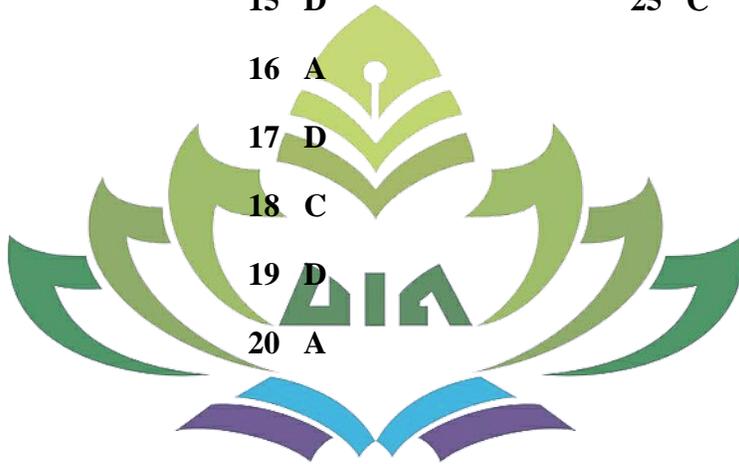
Subject : English
 Class/semester : VIII/Genap
 Time allocation : 40 minutes

Choose the correct answer by crossing (X) at the options a, b, c or d!

1. Maria ... to market 2 days ago.
 - c. go
 - d. goes
 - c. went
 - d. gone
2. She bought a t-shirt ...
 - c. yesterday
 - d. tomorrow
 - c. tonight
 - d. today
3. It ... small size.
 - c. does
 - d. do
 - c. are
 - d. was
4. They ... in football field.
 - a. is
 - b. was
 - c. were
 - d. does
5. We ... quiz last week.
 - c. were
 - d. did
 - c. was
 - d. are
6. She sad last night
 - a. were
 - b. was
 - c. is
 - d. do
7. Mechanic ... broken machine.
 - c. are
 - d. is
 - c. was
 - d. were
8. She ... her dog two day ago.
 - c. to feed
 - d. feed
 - c. feeds
 - d. feeding
9. I ... to the dentist two day ago.
 - c. go
 - d. gone
 - c. went
 - d. going
10. I ... breakfast at 7 am yesterday.
 - a. eat
 - b. to eat
 - c. ate
 - d. eaten
11. Q: How do you go to school?
 A: We ... the bus to school
 - a. rode
 - b. ridden
 - c. ride
 - d. riding
14. He ... not watched the movie 2 hour ago.
 - a. is
 - b. am
 - c. are
 - d. was
15. The nurse ... at the hospital a week ago.
 - a. is
 - b. was
 - c. are
 - d. were
16. How were you ... in Bali?
 - a. last holiday
 - b. at holiday
 - c. next holiday
 - d. after holiday
17. Sasa ... my book yesterday morning.
 - a. borrow
 - b. borrows
 - c. borrowing
 - d. borrowed
18. I ... to the school alone yesterday
 - a. walk
 - b. walks
 - c. walked
 - d. walking
19. I slept in this sofa with him ...
 - a. today
 - b. tomorrow
 - c. next minutes
 - d. yesterday
20. They... this music two hours ago
 - a. listened
 - b. listen
 - c. listening
 - d. be listen
21. We..... each other 2 years ago
 - a. love
 - b. be loving
 - c. loved
 - d. are love
22. Rindu... Spanish at the school yesterday.
 - a. learn
 - b. learning
 - c. learned
 - d. learners
23. ... I traveled to Surabaya.
 - a. next time
 - b. next day
 - c. next month
 - d. last year
24. ...computer's Mike on the table yesterday?
 - a. was
 - b. did
 - c. were
 - d. does

12. Mr. Roy brought a book at the teach.. 25. Who was one behind the home ...
a. yesterday c. today a. next month c. yesterday
b. tomorrow d. next week b. soon d. next week
13. Ria didn't ... English language yesterday.
a. use c. using
b. used d. uses



Appendix 18**ANSWER KEY OF THE PRE-TEST****1 C****2 A****3 D****4 C****5 A****6 B****7 C****8 B****9 C****10 C****11 A****12 A****13 B****14 D****15 D****16 A****17 D****18 C****19 D****20 A****21 C****22 C****23 D****24 B****25 C**

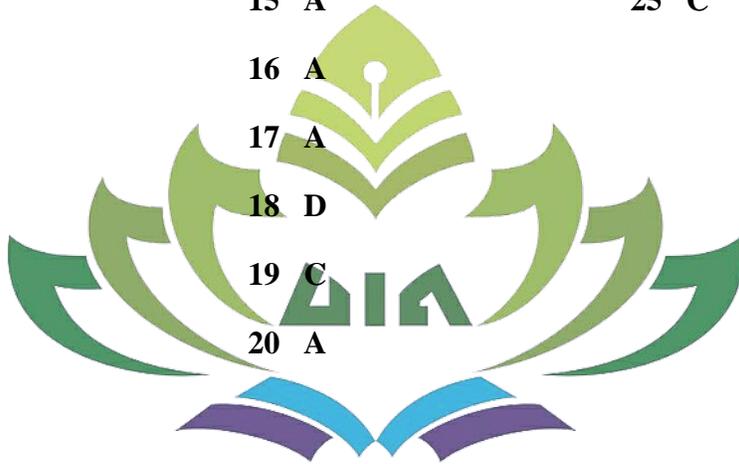
Appendix 19

Test Items of Post-Test

Subject : English
 Class/semester : VIII/Genap
 Time allocation : 40 minutes

Choose the right answer by crossing (X) at the options a, b, c, or d!

1. I ... my phone 2 days ago
 - a. loss
 - b. lost
 - c. losing
 - d. is losing
2. ... she read book last morning?
 - a. Do
 - b. Does
 - c. Did
 - d. Done
3. My brother ... a car 3 weeks ago.
 - a. has
 - b. had
 - c. have
 - d. is
4. When my sister ... it was raining
 - a. got up
 - b. gets up
 - c. get up
 - d. is getting up
5. My teachers were angry because I ... lazy.
 - a. am
 - b. was
 - c. were
 - d. are
6. My teacher new book yesterday.
 - a. bring
 - b. brought
 - c. brings
 - d. is bringing
7. I ... Julian at the Nick's party.
 - a. see
 - b. saw
 - c. seen
 - d. is seen
8. When I lived in Solo last year, I ... in hospital.
 - a. work
 - b. worked
 - c. worker
 - d. working
9. They..... this music two hours ago
 - a. listened
 - b. listen
 - c. listening
 - d. be listen
10. Rian ... the newspaper in the library.
 - a. read
 - b. was reading
 - c. is readed
 - d. had read
11. I worked in this office ...
 - a. next 2 month
 - b. 2 years ago
 - c. next 2 years
 - d. next years
12. He passed his test because he ... very hard.
 - a. study
 - b. studies
 - c. studied
 - d. studying
13. I was listening to music when my mother... my room
 - a. has entered
 - b. was entering
 - c. entered
 - d. enter
14. I was writing when my brother...game.
 - a. played
 - b. playing
 - c. plays
 - d. player
15. I ...to the school alone yesterday
 - a. walked
 - b. walk
 - c. walking
 - d. walker
16. Julio.... student last year.
 - a. was active
 - b. were active
 - c. is active
 - d. are active
17. Mahatma Gandhi ... born in Porbandar.
 - a. was
 - b. were
 - c. is
 - d. are
18. We..... each other 2 years ago
 - a. love are
 - b. be loving
 - c. love
 - d. loved
19. Anita met me in this market ...
 - a. next 2 month
 - b. next two week
 - c. yesterday
 - d. tomorrow
20. I sang birthday song in his party....
 - a. yesterday night
 - b. tonight
 - c. today
 - d. tomorrow
21. ...he read novel last night?
 - a. do
 - b. did
 - c. done
 - d. are
22. My brother.....this novel yesterday
 - a. reading
 - b. were read
 - c. was rea
 - d. readed
23. I ... to school alone.
 - a. walked
 - b. walk
 - c. was walking
 - d. is walking
24. Mr. Joe repaired the motorcycle....
 - a. tomorrow
 - b. today
 - c. last week ago
 - d. tonight
25. We went to Aceh...
 - a. today
 - b. tomorrow
 - c. 2 weeks ago
 - d. next two week

Appendix 20**ANSWER KEY OF THE POST-TEST****1 B****2 C****3 A****4 A****5 B****6 B****7 B****8 B****9 A****10 B****11 B****12 C****13 C****14 A****15 A****16 A****17 A****18 D****19 C****20 A****21 B****22 D****23 A****24 C****25 C**

Appendix 21 A

RESULT VALIDITY OF PRETEST

| no | r hitung | syarat | keterangan |
|----|----------|--------|-------------|
| 1 | 0.406 | >0.355 | Valid |
| 2 | 0.572 | >0.355 | Valid |
| 3 | 0.467 | >0.355 | Valid |
| 4 | 0.418 | >0.355 | Valid |
| 5 | 0.460 | >0.355 | Valid |
| 6 | 0.535 | >0.355 | Valid |
| 7 | 0.269 | >0.355 | Tidak valid |
| 8 | 0.418 | >0.355 | Valid |
| 9 | 0.316 | >0.355 | Tidak valid |
| 10 | 0.299 | >0.355 | Tidak valid |
| 11 | 0.378 | >0.355 | Valid |
| 12 | 0.524 | >0.355 | Valid |
| 13 | 0.300 | >0.355 | Tidak valid |
| 14 | 0.288 | >0.355 | Tidak Valid |
| 15 | 0.469 | >0.355 | Valid |
| 16 | 0.458 | >0.355 | Valid |
| 17 | 0.039 | >0.355 | Tidak valid |
| 18 | 0.389 | >0.355 | Valid |
| 19 | 0.027 | >0.355 | Tidak valid |
| 20 | 0.185 | >0.355 | Tidak valid |

| | | | |
|----|-------|--------|-------------|
| 21 | 0.428 | >0.355 | Valid |
| 22 | 0.428 | >0.355 | Valid |
| 23 | 0.367 | >0.355 | Valid |
| 24 | 0.195 | >0.355 | Tidak valid |
| 25 | 0.517 | >0.355 | Valid |
| 26 | 0.155 | >0.355 | Tidak valid |
| 27 | 0.445 | >0.355 | Valid |
| 28 | 0.378 | >0.355 | Valid |
| 29 | 0.309 | >0.355 | Tidak valid |
| 30 | 0.091 | >0.355 | Tidak valid |
| 31 | 0.416 | >0.355 | Valid |
| 32 | 0.154 | >0.355 | Tidak valid |
| 33 | 1.000 | >0.355 | Valid |
| 34 | 0.424 | >0.355 | Valid |
| 35 | 0.421 | >0.355 | Valid |
| 36 | 0.512 | >0.355 | Valid |
| 37 | 0.113 | >0.355 | Tidak valid |
| 38 | 0.481 | >0.355 | Valid |
| 39 | 0.028 | >0.355 | Tidak valid |
| 40 | 0.460 | >0.355 | Valid |

Appendix 21 B

RESULT VALIDITY OF POST-TEST

| no | r hitung | syarat | keterangan |
|----|----------|--------|-------------|
| 1 | 0.664 | >0.355 | Valid |
| 2 | 0.454 | >0.355 | Valid |
| 3 | 0.447 | >0.355 | Valid |
| 4 | 0.326 | >0.355 | Tidak valid |
| 5 | 0.046 | >0.355 | Tidak valid |
| 6 | 0.476 | >0.355 | Valid |
| 7 | 0.401 | >0.355 | Valid |
| 8 | 0.525 | >0.355 | Valid |
| 9 | 0.435 | >0.355 | Valid |
| 10 | 0.444 | >0.355 | Valid |
| 11 | 0.519 | >0.355 | Valid |
| 12 | 0.408 | >0.355 | Valid |
| 13 | 0.405 | >0.355 | Valid |
| 14 | 0.527 | >0.355 | Valid |
| 15 | 0.412 | >0.355 | Valid |
| 16 | 0.044 | >0.355 | Tidak valid |
| 17 | 0.364 | >0.355 | Valid |
| 18 | 0.366 | >0.355 | Valid |
| 19 | 0.337 | >0.355 | Tidak valid |
| 20 | 0.483 | >0.355 | Valid |

| | | | |
|----|-------|--------|-------------|
| 21 | 0.419 | >0.355 | Valid |
| 22 | 0.481 | >0.355 | Valid |
| 23 | 0.505 | >0.355 | Valid |
| 24 | 0.412 | >0.355 | Valid |
| 25 | 0.395 | >0.355 | Valid |
| 26 | 0.336 | >0.355 | Tidak valid |
| 27 | 0.272 | >0.355 | Tidak valid |
| 28 | 0.429 | >0.355 | Valid |
| 29 | 0.214 | >0.355 | Tidak valid |
| 30 | 0.147 | >0.355 | Tidak valid |
| 31 | 0.015 | >0.355 | Tidak valid |
| 32 | 0.121 | >0.355 | Tidak valid |
| 33 | 0.142 | >0.355 | Tidak valid |
| 34 | 0.010 | >0.355 | Tidak valid |
| 35 | 0.110 | >0.355 | Tidak valid |
| 36 | 0.406 | >0.355 | Valid |
| 37 | 0.331 | >0.355 | Tidak valid |
| 38 | 0.481 | >0.355 | Valid |
| 39 | 0.100 | >0.355 | Tidak valid |
| 40 | 0.827 | >0.355 | Valid |

Appendix 22 A

THE RESULT OF RELIABILITY OF STATISTICS

Reliability Statistics of Pre Test

| | | | |
|--------------------------------|------------------|------------|-----------------|
| Cronbach's Alpha | Part 1 | Value | .780 |
| | | N of Items | 13 ^a |
| | Part 2 | Value | .643 |
| | | N of Items | 12 ^b |
| | Total N of Items | | 25 |
| Correlation Between Forms | | | .703 |
| Spearman-Brown Coefficient | Equal Length | | .826 |
| | Unequal Length | | .826 |
| Guttman Split-Half Coefficient | | | .808 |

Appendix 22 B

THE RESULT OF RELIABILITY STATISTICS

Reliability Statistics of Post Test

| | | | |
|--------------------------------|------------------|------------|-----------------|
| Cronbach's Alpha | Part 1 | Value | .760 |
| | | N of Items | 13 ^a |
| | Part 2 | Value | .755 |
| | | N of Items | 12 ^b |
| | Total N of Items | | 25 |
| Correlation Between Forms | | | .768 |
| Spearman-Brown Coefficient | Equal Length | | .869 |
| | Unequal Length | | .869 |
| Guttman Split-Half Coefficient | | | .867 |



Appendix 23

Normality and Homogeneity Test

Case Processing Summary

| Class | | Cases | | | | | |
|-------|------------------|-------|---------|---------|---------|-------|---------|
| | | Valid | | Missing | | Total | |
| | | N | Percent | N | Percent | N | Percent |
| Gain | EXPERIMENT CLASS | 32 | 100.0% | 0 | 0.0% | 32 | 100.0% |
| | CONTROL CLASS | 32 | 100.0% | 0 | 0.0% | 32 | 100.0% |



Descriptives

| Class | Statistic | Std. Error | Bootstrap ^a | | | | |
|--------------------------|----------------------------------|------------|------------------------|------------|-------------------------|--------|--------|
| | | | Bias | Std. Error | 95% Confidence Interval | | |
| | | | | | Lower | Upper | |
| Gain EXPERIMENT CLASS | Mean | 75.00 | 1.391 | -.04 | 1.34 | 72.31 | 77.63 |
| | 95% Confidence Interval for Mean | 72.16 | | | | | |
| | | 77.84 | | | | | |
| | 5% Trimmed Mean | 75.11 | | -.05 | 1.45 | 72.22 | 77.80 |
| | Median | 76.00 | | -.25 | 1.09 | 72.00 | 76.00 |
| | Variance | 61.935 | | -1.565 | 13.840 | 33.496 | 90.623 |
| | Std. Deviation | 7.870 | | -.153 | .907 | 5.788 | 9.520 |
| | Minimum | 60 | | | | | |
| | Maximum | 88 | | | | | |
| | Range | 28 | | | | | |
| | Interquartile Range | 8 | | 2 | 3 | 4 | 17 |
| | Skewness | -.305 | .414 | .015 | .245 | -.771 | .179 |
| | Kurtosis | -.310 | .809 | .063 | .581 | -1.144 | 1.264 |
| | CONTROL | Mean | 67.50 | 1.924 | .01 | 1.93 | 63.46 |

| | | | | | | | |
|-------|----------------------------------|-------------|---------|------|--------|--------|----------------|
| CLASS | 95% Confidence Interval for Mean | Lower Bound | 63.58 | | | | |
| | | Upper Bound | 71.42 | | | | |
| | 5% Trimmed Mean | | 67.81 | | -.04 | 1.97 | 63.59 71.63 |
| | Median | | 68.00 | | .60 | 2.56 | 64.00 74.00 |
| | Variance | | 118.452 | | -5.103 | 28.226 | 64.768 174.917 |
| | Std. Deviation | | 10.884 | | -.319 | 1.318 | 8.048 13.226 |
| | Minimum | | 40 | | | | |
| | Maximum | | 88 | | | | |
| | Range | | 48 | | | | |
| | Interquartile Range | | 16 | | 0 | 3 | 8 20 |
| | Skewness | | -.475 | .414 | .065 | .367 | -1.112 .339 |
| | Kurtosis | | .011 | .809 | -.126 | .723 | -1.201 1.607 |

Tests of Normality

| | Class | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|------|------------------|---------------------------------|----|------|--------------|----|------|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Gain | EXPERIMENT CLASS | .176 | 32 | .013 | .939 | 32 | .071 |
| | CONTROL CLASS | .143 | 32 | .093 | .967 | 32 | .413 |

a. Lilliefors Significance Correction

Test of Homogeneity of Variances

| Gain | | | |
|------------------|-----|-----|------|
| Levene Statistic | df1 | df2 | Sig. |
| 3.319 | 1 | 62 | .073 |

Appendix 24

T – TEST

Group Statistics

| | Class | N | Mean | Std. Deviation | Std. Error Mean |
|------|------------|----|---------|----------------|-----------------|
| Gain | Experiment | 32 | 75.0000 | 7.86991 | 1.39122 |
| | Control | 32 | 67.5000 | 10.88355 | 1.92396 |

Independent Samples Test

| | Levene's Test for Equality of Variances | t-test for Equality of Means | | | | | | | | |
|------|---|------------------------------|------|-------|--------|---------------------|------------------------|---------------------------------|--|----------|
| | | F | Sig. | t | df | Sig. (2- tailed) | Mean Differenc e | Std. Error Differen ce | 95% Confidence Interval of the Difference | |
| | | | | | | | | | Lower | Upper |
| Gain | Equal variances assumed | 3.319 | .073 | 3.159 | 62 | .002 | 7.50000 | 2.37426 | 2.75393 | 12.24607 |
| | Equal variances not assumed | | | 3.159 | 56.458 | .003 | 7.50000 | 2.37426 | 2.74464 | 12.25536 |

Appendix 25

The Example of Snake and Ladder Game



Documentation

Try Out



The documentation of Try Out Test in Class VIII A (Try Out Class)

Pre Test



The Documentation of Pre Test in Class VIII C (Experimental Class)



The Documentation of Pre Test in Class VIII B (Control Class)

Treatment



The Documentation of First Treatment in Experimental Class by Using Snake and Ladder Game



The Documentation of Second Treatment in Experimental Class by Using Snake and Ladder Game



The Documentation of Third Treatment in Experimental Class by Using Snake and Ladder Game



The Documentation of Treatment in Control Class Using Lecturing Technique



The Documentation of Treatment in Control Class Using Lecturing Technique

Post Test



The Documentation of Post Test in Experimental Class



The Documentation of Post Test in Control Class