

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discussed the data that had been collected to know the result of each cycle during the research.

I. Pre-liminary Research

In pre-liminary research, the writer observed the students' score of simple past tense in the last year from class 8A and 8B. From class 8A the writer found the total score is 2362 and the average is 67. From class 8B the writer found the total score is 2454 and the average is 72.

From the result above, the average of class 8A had not met the minimum standard score (KKM). Meanwhile, the average of class 8B had met the minimum standard score (KKM).

The writer also has observed the students' activeness in the class while studying English. From the monitoring was conducted on Wednesday, 28 of August 2013, there were 40 students joined the class. Some of the students were listened to the teachers' explanation but some of them spoke by themselves. When the teacher gave the question to them, some of the students weren't able to answer it. The teacher was not used any media in teaching learning process, it was one main

problem why the students weren't enthusiastic in learning process.

From the results of observation above, there was 48% of the students were enthusiastic and concerned with the teachers' explanation. By this pre-liminary research, the writer found the reasons to choose classroom action research as the method of this research. From the results of the students' score of simple past tense last year, in class 8A the average of the students' score had not met the minimum standard score (KKM), and from the class observation in this year, the students weren't enthusiasm in learning process.

II. Cycle 1

Cycle 1 was conducted on Saturday, 19 October 2013. There were 40 students following teaching learning process. Teaching learning process during treatment was presented in many steps.

- a. Planning
 - 1) Chose teaching and learning material.
 - 2) Arranged lesson plan.
 - 3) Prepared the paper sheet, instrument game and observation checklist.
 - 4) Prepared test instrument.

b. Acting

The first stage was pre activities. Firstly, the writer greeted the students and checked the students' attendance. All students joined the teaching learning process. Then, the writer told to the students the learning aim.

The next stage was main activities. In this stage, the writer concerned on the definition of simple past tense. Firstly, the writer explored the student's comprehension about simple past tense. They did not know about simple past tense, but they could make a sentence in simple present tense. The writer explained what is simple past tense and the differences between it and simple present tense. Then, the writer asked some students to write a sentence in simple present tense and change it into simple past tense, then they knew the differences between those two tenses.

After explaining about the definition of simple past tense, the writer wrote some verbs on the board and asked the students to changed it into past verbs. The students made some sentences from the verbs. Then, the writer and the students analyzed the pattern of simple past tense from those sentences. Besides, the writer also explained about the function and time signal of simple past tense. So far the students

understood about past verbs which are ended in –ed and the differences between simple present tense and simple past tense. Having clear with the definition of simple past tense, the writer run the Grab the word Game. The writer divided the students based on the students sit role. Here the list of students group in cycle 1:

Group	Member
I	Irul, Fahmi, Bowo, Dedi, Dini, Jayanti, Meiga, Kholid, Nabila, Rani.
II	Adjie, Andrian, Boy, Dian, Eko, Kartyla, Hanavi, Iqbal, Novita, Rina.
III	Agus, Tia, Risma, Diki, Ilham, Lilik, Miftah, Arif, Cholis, Widi.
IV	Fina, Lia, Danar, Dimas, Imam, Putri, Anajmu, Rizky, Dyah, Andre.

During the game, the students were enthusiastic in grabbing the word and stamp it on the board. This game was more challenging because the group with the most verbs is the winner. They could cooperate with their group well. The writer told ten verbs and the students grab and change the verb into past, then make sentences from those verbs. After doing the

game, the writer and students analyzed the answer together. The writer found some mistakes on students' work and described it below:

The first verb told with the writer is “study”, group 1 grabbed the and change it into “studied”. Group 1 wrote a sentence: I am studied in the classroom. It should be I studied in the classroom and there was not time signal in this sentence. The second verb was grabbed by group 2. Group 2 wrote a correct sentence: My father went to Jakarta yesterday. The third verb was grabbed by group 2. Group 2 wrote: I played a ball. In this sentences, there was no time signal. The fourth verb was grabbed by Group 4. Group 4 wrote: she toke the book now. The verb should be “took” and the time signal is used in present. The fifth verb is grabbed by Group 1. Group 1 composed: Roy cleaned the room. this sentence was correct, but no time signal in it. The sixth verb is “give”. It was grabbed by group 3. They wrote: I gave flower to you. This sentence was correct. The next verb is grabbed by group 2. The sentence is: you met the teacher this morning. This sentence was also correct. The next verb is grabbed by group 2 again. They wrote: my mother work in the office. They didn't know the past of this verb. It should be

“worked”. The next verb is “sit”, it was grabbed by group 3. They wrote: he sited on the chair. It should be “sat”. The last verb was grabbed by group 4. They wrote: I bought a bag. It should be “brought”. The group with the most verb and the highest score is group 2.

From the description above, the students were still confused in comparing between regular and irregular verbs. The common mistake is the students were not use the time signal in their sentences.

The last stage was post activities. The writer gave question sheets to them and they were asked to change some verbs into past and make sentences from those verbs. Here is the result of cycle 1:

No.	Student Name	Score
1	Khoirul Muttaqin	44
2	Adjie Trisworo	42
3	Agus Prasetyo	40
4	Alfina Nur Afifah	68
5	Ananda Fahmi Kamal	66
6	Andrian Rizki Maulid	64
7	Arinda Tiarasari	72
8	Aulia Nurul Janah	72
9	Bowo Setyono Atmaja	66
10	Boy Prakoso	42
11	Charisma Abdilatul Auliya	72
12	Danar Septiyanto	44
13	Dedy Gunawan	46
14	Dian Meilina	68

15	Diki Darmawan	70
16	Dimas Eko Yuliyanto	40
17	Dini Atsmara Rusyda	44
18	Eko Novianto	44
19	Ilham Nur Mustakim	40
20	Imam Hasan Syamsuddin	62
21	Jayanti Oktaviani	68
22	Kartyla Riski Marwan	68
23	Lilik Munasifah	68
24	Listyani Putri Nur Indahsari	74
25	Meiga Puji Lestari	68
26	Mochammad Imam Hanavi	68
27	Muchammad Miftahuddin	54
28	Muhamad Indy Anajmu Atsaaqib	54
29	Muhammad Kholid Marzuki	44
30	Muhammad Miftahul Iqbal	44
31	Muhammad Rahman Arif	42
32	Muhammad Rizky Zulfikri	44
33	Nabila Safa'ati	66
34	Novita Ardiana	68
35	Nur Cholis Septiyanto	40
36	Putri Tiyas Dyah Aproninayah	50
37	Rani Marta Isnayani	44
38	Rina Anggraeny	78
39	Widi Andreas Wibowo	48
40	Yuwono Andre Jatmiko	76
Summery Score		2244

$$X = \frac{\sum f}{n}$$

$$Mean = \frac{2244}{40}$$

Mean: 56.1

From the result above, the writer concluded that the students' comprehension on simple past tense is still low. Most of the students felt difficult to distinguish between simple present tense and simple past tense. There were many mistakes in composing the sentences. For example, Jayanti Octaviani wrote: 'I read the book'. She did not write any time signal in this sentence, then it could be simple present or simple past tense. The correct one is 'I read the book yesterday/last morning'. Another students' mistake was from Arinda Tiarasari, in changing the verb, she wrote: 'makeed' for 'make' and 'tryed' for 'try'. Here she mean that past verb was only by adding -ed in the verb. She has not understand about the changing verb if it is added by -ed. Such as in 'Make', there is no double letter in the verb and it could be 'Maked'. It is different in verb 'try', when the last letter in the verb is 'y' and it meets by '-ed', the 'y' change into 'i', then it could be 'tried'. In the test, the writer asked the students to write the sentence in simple past tense, but some students were mistaken in writing the time signal. Aulia Nurul Janah wrote: 'I ate the orange now' and Nabila Safa'ati wrote 'bayu played the yoyo now'. These sentences could use the time signal in simple past tense. From this test, the writer concluded that the students' comprehension in grammar especially simple past tense has to be improved.

c. Observing

First monitoring was conducted on Saturday, 19 October 2013. There were 40 students joined in teaching learning process. In this first cycle, some students weren't enthusiastic in listening the writer's explanation because the writer tried to not use any interesting media, the writer gave some copies of the material to the students. When the writer asked them to change some verbs into past, they were interested in answering the question, then the writer choosed 7 students to aswer the question, but 4 of them didn't answer correctly. There were no students who asked question in cycle 1. Almost the students were enthusiastic in responding the game, they showed their enthusiastic by showing their attention to the writer's instruction and their enthuciastic in grabbing the word as fast as possible. Some of students were confused when the writer gave them a test about simple past tense. Here the observation checklist in cycle 1:

No	Indicators	None (0 %)	A few (< 20%)	Half (20- 49%)	Many (50- 69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation of simple past tense		V				2
2	The students participate in answering the teacher question	V					1
3	The students show curiosity by asking question	V					1
4	Students are enthusiastic in teaching learning process using game				V		4
5	The students are enthusiastic in doing test				V		4
Total score		2	2	0	8	0	12

$$\begin{aligned} \text{Score} &= \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\ &= \frac{12}{25} \times 100\% \\ &= 48\% \end{aligned}$$

Based on the result above, the writer concluded that only 48% of 40 students enjoyed the teaching and learning process. The writer should make the lesson more interesting for the next, because by creating interesting atmosphere during the class it could come up the students' enthusiasm.

d. Reflecting

1. The teaching learning process in this cycle had not maximal because the writer less in giving explanation and the students were not interesting in teaching learning process.
2. The writer should come up students' motivation in learning process, especially for students that were less attention.
3. The writer should give some interesting activity to make the pay attention to the explanation and activity.

III. Cycle 2

Cycle 2 was conducted on Wednesday, 23 October 2013. There were 40 students who joined in the class. Teaching learning process during treatment was represented in many steps.

a. Planning

1. Chose teaching and learning material.
2. Arranged lesson plan.
3. Prepared power point, instrument game and observation checklist.
4. Prepared test instrument.

2. Acting

The first step was pre activity. The writer greeted the students and checked the attendance. All students attended the class. The writer told the material and the learning aim.

The next step was the writer asked some students about simple past tense, it's pattern. The writer also asked some students to change some verbs into past verb. From the cycle before, some students still confused to distinguish between regular and irregular verbs. So, in this cycle the writer explained about the changing verb from present to past, regular and irregular verbs and also the pattern of simple past

tense from positive, negative and interrogative. Eko Novianto and Nabila Syafa'ati could answer the writer's question to change the verb into past. The writer also asked the students to make a sentence from those verbs and change it into negative or interrogative. Putri Tyas gave an example "I came to the school yesterday" and Alfina Nur Afifah gave a sentence "I read the book today". Those sentences are correct, then the writer helped them to memorize some irregular verb. In this cycle the students showed the progress from the previous meeting. They could distinguish the regular and irregular verbs, though little students still felt confuse to distinguish both of them. Meiga Puji still confused about the past verb between 'bring' and 'buy'. She brave to ask during the teaching learning process. The past pattern from those verbs are similar, then the writer explained the different between those verbs, 'Bought' for 'Buy' and 'Brought' for 'Bring'. Most of the students were enthusiastic in listening the explanation and answered the writer's question. After explaining the material and the students were understood about the explanation of regular and irregular verbs, the writer continued the activity by playing "grab the Word Game". The writer divided the students based on

jigsaw technique. Here the list of students group in cycle 2:

Group	Member
I	Adjie, Andrian, Danar, Diki, Imam, Jayanti, Hanavi, Rizky, Dyah, Rina.
II	Irul, Tia, Risma, Dimas, Dini, Lilik, Miftah, Arif, Nabila, Widi.
III	Fina, Fahmi, Boy, Dian, Ilham, Putri, Meiga, Kholid, Novita, Andre.
IV	Agus, Lia, Bowo, Dedi, Eko, Kartyla, Anajmu, Iqbal, Cholis, Rani.

During the game, the students were enthusiastic in grabbing the word. They could change the verbs into past verbs and stamp the verbs in the suitable sentences. The writer showed them some sentences on the board and they had to put the suitable verbs for those sentences. Here are the sentences:

1. My Father **drove** the car last morning.
2. The teacher **spoke** to me yesterday.
3. Richard **worked** in Surabaya last year.
4. She **put** the book on the table just now.
5. Mr. Ridwan **taught** me English last month.
6. I **slept** well last night.
7. My mother **washed** the clothes yesterday.

8. The children **played** the ball today.
9. I **wrote** a letter for you last week.
10. He **gave** me reward for my birthday last month.

Here the writer describes the students' answer and their mistakes:

The first verb is drive, it was grabbed by group 2. They could change the verb into 'drove' and put it on the suitable sentence. The second verb is speak, group 3 got the verb. They could change it into 'spoke' but they were mistaken in putting the verb into suitable sentence. They put it on the sentence number 5 and the correct is number 2. The next verb is wash, it was grabbed by group 1. They were rather confused to change the verb, but finally they could change it into 'washed'. They put it on the right sentence. The next verb is 'Put', it was grabbed by group 3. They were mistaken in changing the verb, they changed it into 'putted' and the correct is 'Put'. There is no change in this verb. But they could put the verb into suitable sentence. The next verb is 'Play', group 3 got this verb. They could change it into corret past pattern and put it on the correct sentence. The next verb is 'teach', it was grabbed by group 4. They did not know the past of this verb, but they put the verb on the correct

sentence. The next verb is ‘write’, group 2 got the verb. They could change the verb and put it on the correct sentence. The next verb is ‘work’, group 3 grabbed the verb. They also could change the verb and put it on the correct sentence. The last verb is ‘give’, it was grabbed by group 3. They also could change it and stamp it on the suitable sentence. Overall the students made less mistakes from the previous cycle. The difficult verb for them is ‘teach’ to be ‘taught’. This verb is not familiar for them. The winner was group 5, they grabbed 5 verbs.

The last stage was post activities. The writer gave a test for them. They have to change the verbs in the bracket and put it on the correct sentence. Here is the result of cycle 2:

No.	Student Name	Score
1	Khoirul Muttaqin	70
2	Adjie Trisworo	40
3	Agus Prasetyo	60
4	Alfina Nur Afifah	80
5	Ananda Fahmi Kamal	60
6	Andrian Rizki Maulid	70
7	Arinda Tiarasari	80
8	Aulia Nurul Janah	80
9	Bowo Setyono Atmaja	80
10	Boy Prakoso	30
11	Charisma Abdilatul Auliya	80
12	Danar Septiyanto	70
13	Dedy Gunawan	80

14	Dian Meilina	80
15	Diki Darmawan	80
16	Dimas Eko Yuliyanto	70
17	Dini Atsmara Rusyda	70
18	Eko Novianto	70
19	Ilham Nur Mustakim	70
20	Imam Hasan Syamsuddin	80
21	Jayanti Oktaviani	50
22	Kartyla Riski Marwan	80
23	Lilik Munasifah	70
24	Listyani Putri Nur Indahsari	80
25	Meiga Puji Lestari	60
26	Mochammad Imam Hanavi	80
27	Muchammad Miftahuddin	50
28	Muhamad Indy Anajmu Atsaaqib	80
29	Muhammad Kholid Marzuki	50
30	Muhammad Miftahul Iqbal	50
31	Muhammad Rahman Arif	70
32	Muhammad Rizky Zulfikri	50
33	Nabila Safa'ati	80
34	Novita Ardiana	80
35	Nur Cholis Septiyanto	80
36	Putri Tiyas Dyah Aproninayah	40
37	Rani Marta Isnayani	50
38	Rina Anggraeny	70
39	Widi Andreas Wibowo	80
40	Yuwono Andre Jatmiko	80
Summery Score		2730

$$X = \frac{\sum f}{n}$$

$$Mean = \frac{22444}{40} \text{ Mean: } 68.25$$

3. Observing

The second monitoring was conducted on Wednesday, 23 October 2013. There were 40 students joined in teaching learning process. The students paid attention to the writer's explanation about the material. When the writer asked some students to change some verbs, some students still confused, then the writer explained them about regular and irregular verbs. After getting the explanation, the students were curious to learn more about the verb. In this cycle, the students showed their progress in learning simple past tense. There was one student asked the writer about the changing of the verb. Here the observation checklist in cycle 2:

No	Indicators	None (0 %)	A few (< 20%)	Half (20- 49%)	Many (50- 69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation of simple past tense			V			3
2	The students participate		V				2

	in answering the teacher question						
3	The students show curiosity by asking question			V			3
4	Students are enthusiastic in teaching learning process using game				V		4
5	The students are enthusiastic in doing test				V		4
Total score		0	2	6	8	0	16

$$\text{Score} = \frac{\text{Total score}}{\text{Maximal score}} \times 100\%$$

$$= \frac{16}{25} \times 100\%$$

$$= 64\%$$

Based on the result of observation above it can be concluded that half more of the students were active and enthusiastic, a little half of students need

more attention from the writer in teaching and learning process. The writer saw during teaching and learning process took place there little students didn't answer the question. Most the students were enthusiastic in answering the question. It's mean that the students have a little more comprehension and ability to write the sentences in simple past tense pattern.

4. Reflecting

1. The writer should be able to control the whole class during the game, there were some students make some noises and disturbed the other group in the game.
2. During the game process, the writer's voice could not be heard by the students because they were noisy, then for the next meeting the writer should control the students well and give the clear instructions.

IV. Cycle 3

Cycle 3 was conducted on Saturday, 26 October 2013. There were 40 students who joined in the class. Teaching learning process during treatment was represented in many steps.

a. Planning

1. Chose teaching and learning material.
2. Arranged lesson plan.
3. Prepared power point, instrument game and observation checklist.
4. Prepared test instrument.

b. Acting

This cycle conducted on Saturday, 26 October 2013. There were 40 students who attended the class. The first step was pre activity. The writer greeted the students and checked the attendance. The writer told the learning aim to the students.

The next step was main activity. The writer asked some students who got low score in the previous meeting. The writer asked to Kholid, Lilik, Dimas and Dini about the definition of simple past tense and it's pattern. They could answer well. Next, the writer commanded Rina, Imam, Iqbal and Novita to write some sentences in simple past tense. They could write the correct sentence. Rina Wrote 'I went to school yesterday'. Imam wrote 'She worked in Jakarta Last year'. Iqbal wrote 'I read the book yesterday'. Novita wrote 'Roy met me today'. They could write the correct sentence. They could use the suitable time signal of simple past tense. Then, the writer asked the other students to change those sentence into

negative or interrogative. Fina, Fahmi, Risma and Miftah were asked to change the pattern into negative and interrogative. After they change those sentence, the writer and the students corrected together. Having clear how to change those sentence, the writer explored students' understanding about basic pattern of simple past tense (positive, negative, interrogative). Most of the students were enthusiastic in responding teacher's questions. The writer also asked the students to make some sentences and change its pattern into negative or interrogative. The next activity was conducted the game. The writer divided the class based on jigsaw technique. Here is the list of groups:

Group	Member
I	Agus, Tia, Boy, Dedi, Dini, Putri, Miftah, Kholid, Cholis, Widi.
II	Fina, Fahmi, Danar, Dian, Ilham, Jayanti, Meiga, Iqbal, Dyah, Rina.
III	Irul, Lia, Risma, Dimas, Eko, Kartyla, Hanavi, Rizky, Nabila, Andre.
IV	Adjie, Andrian, Bowo, Diki, Imam, Lilik, Anajmu, Arif, Novita, Rani.

The procedure of the game in this cycle, the teacher told the verb, then the students grab the verb in cards. Then they wrote the sentence and change it into negative and interrogative. Most of the group could grab the correct past verb, but there are some mistakes in changing the sentence into negative and interrogative. Group 1 grabbed two verbs, group 2 grabbed four verbs, group 3 grabbed 2 verbs and group 4 grabbed two verbs. Here are the students' mistakes during the game in cycle 3:

Group 1 got the verb 'buy', they wrote "She didn't bought a book yesterday". The correct one is 'she didn't buy a book yesterday'.

Group 2 grabbed the verb 'sit', they had a mistake in interrogative. They wrote "did you sat on the chair today?". The correct one is 'did you sit on the chair today?'.

Group 3 grabbed the verb 'sweep'. They wrote "My Mother sweep the floor yesterday". They didn't know the past verb of sweep. The correct one is 'My mother swept the floor yesterday'.

Group 4 got the verb 'meet'. They wrote "She meet you yesterday". They thought that no change of past pattern in this verb. The correct one is 'She met you yesterday'.

The last step was post activity. The writer gave them some sentences in simple past tense and asked them to change it into positive, negative or interrogative. Here the result of students' score:

No.	Student Name	Score
1	Khoirul Muttaqin	80
2	Adjie Trisworo	70
3	Agus Prasetyo	70
4	Alfina Nur Afifah	92
5	Ananda Fahmi Kamal	84
6	Andrian Rizki Maulid	75
7	Arinda Tiarasari	90
8	Aulia Nurul Janah	88
9	Bowo Setyono Atmaja	78
10	Boy Prakoso	70
11	Charisma Abdilatul Auliya	85
12	Danar Septiyanto	78
13	Dedy Gunawan	86
14	Dian Meilina	85
15	Diki Darmawan	85
16	Dimas Eko Yuliyanto	88
17	Dini Atsmara Rusyda	92
18	Eko Novianto	76
19	Ilham Nur Mustakim	80
20	Imam Hasan Syamsuddin	82
21	Jayanti Oktaviani	85
22	Kartyla Riski Marwan	80
23	Lilik Munasifah	84
24	Listyani Putri Nur Indahsari	82
25	Meiga Puji Lestari	85
26	Mochammad Imam Hanavi	90
27	Muchammad Miftahuddin	70
28	Muhamad Indy Anajmu Atsaaqib	82
29	Muhammad Kholid Marzuki	70
30	Muhammad Miftahul Iqbal	84
31	Muhammad Rahman Arif	78
32	Muhammad Rizky Zulfikri	72
33	Nabila Safa'ati	90
34	Novita Ardiana	88
35	Nur Cholis Septiyanto	74

36	Putri Tiyas Dyah Aproninayah	88
37	Rani Marta Isnayani	82
38	Rina Anggraeny	92
39	Widi Andreas Wibowo	90
40	Yuwono Andre Jatmiko	70
Summery Score		3270

$$X = \frac{\Sigma f}{n} \quad \text{Mean} = \frac{3270}{40}$$

Mean: 81.75

c. Observing

The third monitoring was conducted on Saturday, 26 October 2013. There were 40 students who joined the class. During the lesson, majority of the students paid attention to the teacher and the writer. Some students were active in responding the writer's drill and instruction. The writer commanded them to ask to the writer about simple past tense. Lilik and Cholis asked about changing the sentence pattern into positive, negative or interrogative. Novita asked about another time signal of simple past tense. Here the observation checklist in cycle 3:

No	Indicators	None (0 %)	A few (< 20%)	Half (20- 49%)	Many (50- 69%)	Majority (> 70 %)	Total score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teachers' explanation of simple past tense			V			3
2	The students participate in answering the teacher question				V		4
3	The students show curiosity by asking question			V			3
4	Students are enthusiastic in teaching learning process using game					V	5
5	The students are enthusiastic in doing test					V	5
Total score		0	0	6	4	10	20

$$\text{Score} = \frac{\text{Total score}}{\text{Maximal score}} \times 100\%$$

$$\begin{aligned} &= \frac{20}{25} \times 100 \% \\ &= 80\% \end{aligned}$$

Based on the result of observation above it can be concluded that most of the students were enthusiastic in listening the explanation and following the writer's instruction during learning process. Some students asked about the material that they haven't understand it. Most the students were enthusiastic in answering the question and playing the game. It's mean that the students have more comprehension on simple past tense and they could understand well.

d. Reflecting

In this cycle, the students' improvement understanding on simple past tense was more significant. The students have been not confused to differentiate between regular and irregular verbs. They have understood the pattern of simple past tense well. It could be seen from the average improvement score from the test and their enthusiastic in teaching learning process. According to the writer, all activities run well. All of the students paid attention to the writer seriously and interested while working in group and doing test.

From this result, the writer and the teacher concluded that the students' achievement in simple past tense using Grab the word Game had a significant score improvement and the writer and English teacher decided to stop the cycle.

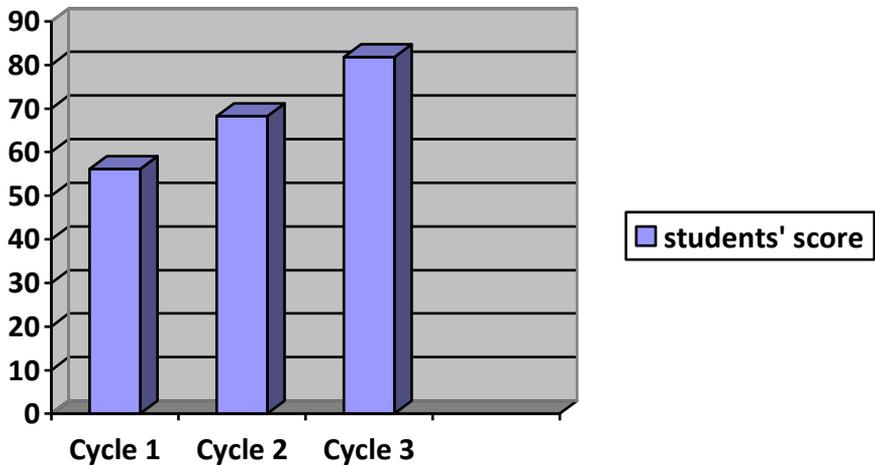
B. Discussion

After the writer implemented the game to teach simple past tense, he got the data from the test and analyzed the result of each cycle. There were improvement from the students' understanding in simple sentence. Students were enthusiastic in teaching learning process. Most of the students were active in responding the writer's instruction. It was showed from the students' work. They could write the sentence of simple past tense by using the correct time signal. They also could change the sentences into positive, negative and interrogative. The result was analyzed from each cycle and the researcher got the result as follow:

Cycle 1	Cycle 2	Cycle 3
56,1	68,25	81,75

In cycle 1, there were 33 students who got score under the minimum score. The writer and the English teacher decided to conduct cycle 2. In cycle 2, there were 12 students who got low score. It caused they still confuse to distinguish between regular and irregular verb. To improve the students' understanding, the writer and English teacher decided to run cycle 3. In this cycle, most of the students were got the score up the minimum score. There were just 6 students who got minimum score (70). They were Adjie Trisworo, Agus Prasetyo, Boy Prakoso, Muchammad Miftahuddin, Muhammad Kholid Marzuki, Yuwono Andre Jatmiko.

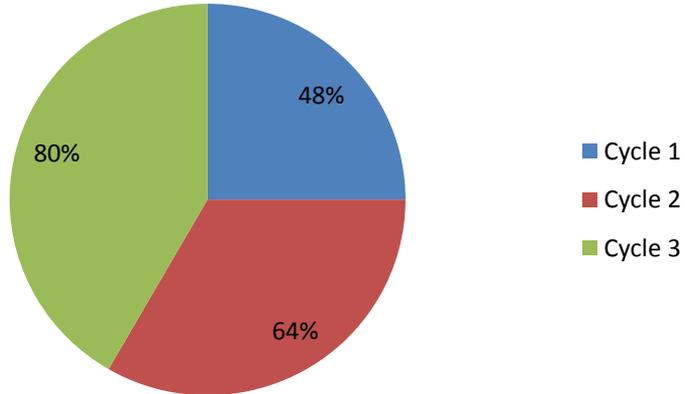
From the result above, the writer concluded that the students at class 8A of MTs Fatahillah Ngaliyan Semarang in the academic year of 2013/2014 had the mastered about simple past tense using grab the word game. Finally, both of the writer and the English teacher was satisfied with the result and decided not to add the cycle more. There were 85% of the students had got maximum score. Diagram below shows us the improvement of students' score:



There were many factors that influenced the result of the study. One of the factors was using new technique. In this case, the writer applied grab the word game to teach simple past tense. This game provides the students to cooperate with their group to make a good sentence with simple past tense. They regarded that using this game could facilitate themselves to write down the sentences use their own words and they understood the material.

During the teaching learning process, the students paid attention to the writer and the English teacher. They were enthusiastic in responding teacher's questions and actively answer the questions. They were also enthusiastic in doing the test. Over all, the students enjoyed the lesson. Here is the diagram of students' activeness:

Students' Activeness



From those two diagrams above, it showed that there were improvement in students' mastery of simple past tense and their activeness in the teaching learning process using grab the word game.

There was improvement from each cycle. In 1st cycle, the students still confused about simple past tense definition. The teaching learning process in this cycle had not maximal because the writer gave less explanation and the students didn't pay attention to the writer's explanation. The students' understanding on simple past tense in this cycle was still low. The students' mean score was 56.1 and the students' activeness was 48%.

In 2nd cycle, the students showed more attention to the writer explanation because the writer used the interesting power point to explain the material. The students have understood about regular and irregular verb. They could make sentences from those verbs correctly. Their score in this cycle increased, the mean score was 68.25 and the students' activeness was 64%.

In 3rd cycle, there was more improvement of students' mastery on simple past tense. The students asked to the writer actively about the material. They was enthusiastic in playing the game and most of the students' answer were correct. It is shown by the students' mean score was 81.75 and the students' activeness was 80%.

From the description above, there was improvement from cycle to next cycle. It was caused by the interesting way of teaching learning process and the interesting game played by the students. It made the students understand about simple past tense easily. It shows that grab the word game can improve the students' mastery of simple past tense with the students' result up to 70 (70%).