THE USE OF MEMORY ROUND GAME IN TEACHING SIMPLE PAST TENSE

(A Classroom Action Research at the Eighth Grade of SMP N 1 ROWOSARI- Kendal in the Academic Year of 2014/2015)

THESIS

Submitted in Partial Fulfillment of the Requirement
For the Degree of Bachelor of Education
In English Language Education

Written By:
EKA MUSLINA MAYFAWATI
113411057

TARBIYAH AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG
2015

THESIS PROJECT STATEMENT

I am, the student with the following identity:

Name   : Eka Muslina Mayfawati

Student's Number   : 113411057

Department   : English Language Education

Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, June 30th 2015
The Writer,

EkaMuslinaMayfawati
NIM: 113411070

ii

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Thesis with following identification:

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Name of Student : **Eka Muslina Mayfawati**
Student's Number : **113411057**
Department : **English Education**

has been tested in Munaqasyah session by the team of thesis examiner of Tarbiyah and Teacher Training Faculty Walisongo State Islamic University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Education Department.

Semarang, 6 Juli 2015

THE TEAM OF EXAMINER

Chairman,

Dr. H. Muslih, M.A.
NIP: 19690813 199603 1 003

Secretary,

Nadiah Ma'mun, M.Pd
NIP: 19781103 200701 2 016

Examiner 1,

Dra. Hj. Ma'rifatul Fadlilah, M.Ed
NIP: 19620803 198903 2 003

Examiner 2,

Sayyidatul Fadlilah, M.Pd
NIP: 19810908 200710 2 001

Advisor 1

Dr. H. Muslih, M.A.
NIP: 19690813 199603 1 003

Advisor 2

LulutWidyaningrum, M.Pd
NIP. 19800803 200901 2 010

MOTTO

فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى ٱللَّهِ ۞

Then, when thou hast Taken a decision put thy trust in Allah[1]

---
[1] Abdullah Yusuf Ali, *The Holy Qur'an: English Translation of The Meaning* (Saudi Arabia: The King Fahd Holy Quran Printing, 1987). P.31.

OFFICIAL NOTE

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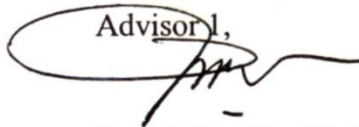|		
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Researcher	:	**Eka Muslina Mayfawati**
Student Number	:	113411057
Major	:	English Education Department

I saw that this thesis is has been able to be submitted to Tarbiyah and Teacher Training Faculty and to be tested in Munaqasyah session.
Wassalamualaikum wr. wb.

Semarang, 30 Juni 2015

Advisor 1,

Dr. H. Muslih, M.A
NIP: 19690813 199603 1 003

OFFICIAL NOTE

Honorable the Dean of Tarbiyah and Teacher Training Faculty
Walisongo Islamic State University
Semarang.

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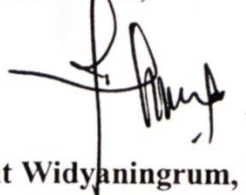|		
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I saw that this thesis is has been able to be submitted to Tarbiyah and Teacher Training Faculty and to be tested in Munaqasyah session.
Wassalamualaikum wr. wb.

Semarang, 30 Juni 2015

Advisor II,

Lulut Widyaningrum, M.Pd
NIP: 19800803 200901 2 010

DEDICATION

The thesis is dedicated to:

My beloved mother (Siti Zaenab) who always supported me emotionally and materially with prayer, love, and patience.

ABSTRACT

Title   : The Use of Memory Round Game in Teaching Simple Past Tense (A Classroom Action Research with Eighth Grades Students of SMP N 1 Rowosari- Kendal in the Academic Year 2014/ 2015)
Writer   : EkaMuslinaMayfawati
Students' Number : 113411057

The background of the research was based on the observations that have been made by the writer with the teacher of English of SMP N 1 Rowosari, some students have difficulties in learning foreign language. Most of them lacking motivation in teaching learning process, it caused by less support from their environment to learn English. Besides that, they also easy to forget what have been presented by teacher. In this thesis the writer tries to examine on teaching simple past tense. The use of Memory Round Game is one of games that can be used in teaching simple past tense. By using memory round game, hopefully can make students more attractive in teaching learning process in order to make them easier to understand and memorize the change of verb on simple past tense. The study was aimed at responding the following questions: (1) How is the implementation of memory round game in teaching simple past tense? (2) How can memory round game improve students' understanding on simple past tense?

In this study, the researcher conducted a classroom action research as the methodology of this research. The data were obtained by test, observation, questionnaire and documentation. The test used to measure students' understanding in simple past tense and after the teacher implemented memory round game. The observation was administered to know the students' activities during the teaching. Documentation was used to look for the data concerning matters or the variable that are taken in the form of the note or photo in teaching learning process. Besides, the questionnaire was used to measure the interest of students toward memory round game.

The results of the analysis were used to describe the improvement of students' understanding on simple past tense

which was indicated by their score in test. It can be seen from the result of cycle 1, where in pre cycle students' mean on simple past tense was only 48. 44, it increased up to 22. 85 became 71. 29 in cycle 1. In cycle 2 it increased from 71. 29 up to 75. 5 or 4. 21 increased.

Based on the results of this research, it could be concluded that by using memory round game in teaching simple past tense, teacher could improve students' understanding on simple past tense. It was hoped that it can be valuable as the information resource for students, teachers, and the writer herself.

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بسم الله الرحمن الرحيم

Alhamdulillah, I would like to express my deepest gratitude by saying thank to Allah SWT for the blessing and mercy given to me, so that I could compose and finish this final project.

Peace and salutation are always sent to the Prophet Muhammad SAW who has brought us from the Jahilliyah era to the Islamic era.

I realize that this final project would not have come to its final form without generous help, support, advice, and prayers of others. Many people have helped and contributed their ideas and time in completing this final project and it would be impossible to mention all of them. However, I would like to express my sincerest gratitude and appreciation to:

1. Mr. Darmuin, M.Ag. as the dean of Tarbiyah and Teacher Training Faculty.
2. Dr. H. Muslih, M.A. as chief of English Education Department.
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11. Last but not least, those who cannot be mentioned one by one, who have supported the writer to finish this final project.

Hopefully, Allah SWT always blesses them all and writes their kindness as worship. Amen.

Semarang,   June 30th 2015
The Writer,

EkaMuslinaMayfawati
113411057

xi

TABLE OF CONTENT

CHAPTER I: INTRODUCTION

**CHAPTER   II:REVIEW   OF   RELATED
            LITERATURE**

CHAPTER III: METHOD OF THE RESEARCH

CHAPTER IV: DATA DESCRIPTION AND ANALYSIS

CHAPTER V: CONCLUSION AND SUGGESTION

REFERENCES

LIST OF TABLES

LIST OF FIGURE

CHAPTER I

INTRODUCTION

A. Background of the Study

In teaching foreign language, there are four skills that must be learned by students, they are speaking, listening, reading and writing. From that skill, there is also one language element that is important to learn, it is grammar. Grammar is an important component to be learned because it has related to four skills. Students have to know the language elements or components such as vocabulary, pronunciation and grammar to mastery English language well. Structure or grammar is one of the basic aspects which must be learned by the students because it enables us to speak and write well. So, grammar is one of the most important parts that must be mastered by the students who are learning English.

Learning English is not easy for students of Indonesia because English is not their mother language. One of the obstacles that they generally face is the grammar or the language rules. On the other hand, they have to encounter it because it is one the compulsory lessons in school from the elementary level to the highest one.The term of grammar refers to the mechanism by which language works when we communicate with other people. We cannot see grammar concretely, because it is represented rather abstractly in the human mind, but we know it is there because it

works. One way of describing grammar is as a set of rules which allow us to put words together in certain ways, but not in other ways.[1]When we are communicating with others, grammar it automatically will work by itself. Grammar is an abstract word in the human mind but we can learn about grammar because grammar is a rule of sentences. So it can called that grammar is a rule which we can express words together in a certain way or at a certain formula.

Teaching structure in the class should be carefully done, because structure is the basic knowledge to understand language. In order to make grammar lesson more affective and interesting, teacher of English should develop the strategies related to the structure communicative functions in real situation. Teaching structure is not easy for teacher, so they need to choose one of techniques or games which are the best for their students. Sometimes students are bored of attending the structure lesson, so it can make them difficult to learn structure. To solve this problem, the teacher must be creative in selecting the teaching methodologies and techniques. As the Qur'an explain:

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[1] Geoffrey Leech, *et.all*.,*English Grammar for Today*, *A New Introduction*, (New York: Palgrave Macmillan, 2006), 2nd edition, p. 3.

أَدْعُ إِلَىٰ سَبِيلِ رَبِّكَ بِٱلْحِكْمَةِ وَٱلْمَوْعِظَةِ ٱلْحَسَنَةِ ۖ

وَجَـٰدِلْهُم بِٱلَّتِي هِيَ أَحْسَنُ ۚ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَن

ضَلَّ عَن سَبِيلِهِۦ ۖ وَهُوَ أَعْلَمُ بِٱلْمُهْتَدِينَ ﴿١٢٥﴾

"Call men to the path of your Lord with wisdom and mild exhortation. Reason with them in the most courteous manner. Your Lord best knows those who stray from His path and best knows those who are rightly guided".[2]

This verse explains how to teach or convey the material well. To deliver the good material, could use a graceful way in order to be received well by the students. Good teaching contains the values of usefulness for the life of the students. As well as the delivery of good material will give the impression for the students and make them unbored.[3]

Grammar is considered important, because grammar is a basic knowledge of language to understand English perfectly. Grammar lessons include many things, one of them is tenses.

[2]Mahmud Y. Zayid, *The Quran: an English Translation of the Meaning Qur'an*, (Lebanon: Dar Al- Choura, 1980), p. 200.

[3] M. Quraish Shihab, *Tafsir Al- Mishbah*, (Jakarta: LenteraHati, 2002), vol. 6, p. 774.

Tense are "any of the forms of a verb that may be used to indicate the time of the action or state expressed by the verb".[4] English has three times system, they are present tense (Reni goes to Jakarta everyday), past tense (Reni went to Jakarta yesterday), and future tense (Reni will go to Jakarta tomorrow). This study, the writer wants to discuss about simple past tense. Simple past tense indicates an activity that occurs at a specific time in the past or indicates an event repeated and it has been customary in the past.[5] To make a good composition, the students must be able to master and apply the structure correctly, especially about tense used. Simple past tense is one part of grammar that must be mastered by the students in order they can make a good sentence. If they cannot do that, of course, errors will arise and automatically their writing will cause misunderstanding for the readers, because the readers cannot receive the massage or expression of their idea well.

Language learning is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to

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[4] A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, (USA: Oxford University Press, 1995), fifth editon, p. 1231.

[5] Agus Salim Mansyur and Nurcholis, *Learning English Grammar*, (Bandung: CV PustakaSetia, 2008), p. 55.

sustain their interest and work.[6]Teacher is demanded to teach students creatively not only explain material and give task, but she or he also has to creative when teaching grammar in the class especially for junior high school. When teacher teaches grammar using monotonous method, technique, or model, it make bored, because students have different learning style. One ways of teaching grammar is using game.

Games can be use in all the skills, reading, listening, writing and speaking, in all the stages of the teaching/ learning sequences and for many types of material. Games in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Often, students are involved in playing the games and they do not realize that they are practicing language.

Games facilitate language learning because they help language learning to be:

1. More meaningful, for example by showing how words relate to each other.
2. More memorable, for example by involving as many approaches to how language is "stored" as possible, such as mime and movement, the use of color and patterns, personalization, etc.

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[6]E-book: Andrew Wright, *et.all., Games For Language Learning*, (USA: Cambridge University Press, 2006), 3rd edition, p. 2.

3. More accessible, for example by getting students to make their own language records to suit their individual strategies for reference and access.[7]

As mentioned previously, in this thesis the writer presents the topic of structure about simple past tense, because it is one of the basic tense but also difficult structures that must be mastered by students. Based on the observations that have been made by the writer with the teacher of English, some students of SMP N 1 Rowosari have difficulties in learning foreign language. Most of them lacking motivation in teaching learning process, it caused by less support from their environment to learn English. Besides that, they are also easy to forget what has been presented by the teacher. However, in this thesis, the writer tries to examine on teaching grammar, especially in teaching simple past tense used memory round game. Memory round game is one of games that can be used in teaching simple past tense. By using memory round game, hopefully can make students more attractive in teaching learning process in order to make them easier to understand and memorize the change of verb on simple past tense. The use of memory round game as a game can be choice for the teacher in teaching simple past tense.

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[7]Siti Tarwiyah, *Games, Songs, and Practical Ideas to Teach Language, A Supplementary Book for Language Teachers*, (ttp, t.p. t.t.) p. 5.

B. Reasons for Choosing the Topic

The writer's reasons for choosing the topic are as follows:

1. Even though structure seems to be simple, some students of Junior High School still face the problem in simple past tense. The writer considers that to improve students' understanding on simple past tense is important in order to achieve the students' satisfactory result especially in grammar.

2. The need to make teaching grammar interesting, enjoyable and communicative is not an easy task for some teachers of English. If structure is taught interestingly it will motivate the students to learn better. So, game is one of way to make a good atmosphere in the classroom.

C. Research Questions

The questions of this research can be stated as follows:

1. How is the implementation of memory round game in teaching simple past tense?

2. How can memory round game improve students' understanding on simple past tense?

D. Objectives of Research

Based on the research questions, these are the objectives of the study:

1. To describe the implementation of memory round game to improve student's understanding on simple past tense.
2. To find out the improvement of students' understanding on simple past tense by using memory round game.

E. Scopes of the Study

To limit the scope of the research and to analyze the problem, the finding of the research will be limited by the following factors:

1. This research is limited only to the teaching simple past tense using memory round game at eight grades students of SMP N 1 Rowosari, Rowosari- Kendal in the academic year of 2014/ 2015.
2. The game will be used in this research is memory round game taken from *Fun with Grammar* by Suzanne W. Woodward.

F. Significances of the Study

By doing this research, the researcher hopes that it will give contribute some benefits for writer, teachers, students, and readers. Here are the benefits for each of them:

1. For researcher

   By doing this research, the writer will get some experiences and knowledge about her study and it will be

useful in the future as the prospective teacher in preparing teaching process.

2. For teacher

   By doing this research, it is expected that the result of the study will be useful to give contribution of developing English teaching especially in teaching simple past tense. Teaching simple past tense through memory round game in this research can be applied as one of game in the class.

3. For students

   By using of memory round game as an alternative in teaching simple past tense, hopefully students will improve their grammar skill. It will suggest a better way to improve their English learning especially in simple past tense.

4. For the next researcher

   In hope, the result of the study is expected to be a reference for the next researcher.

5. For readers

   This research hoped can give more beneficial information and knowledge to the reader.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. Grammar in Teaching and Learning

a. General Concept of Grammar

Before stepping forward to further discussion what should be discussed first is about grammar itself. Grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. [1] From that definition, we know that learning grammar is the same as learning how to produce appropriate sentence. There is no doubt that knowledge of grammatical rules is essential for the language mastery.

Linda Gerot and Peter Wignell state that grammar is a theory of language, of how language is put together and how it works.[2] It means that grammar can guide people how to speak and write correctly because it the rule to make a good sentence.

Teaching grammar means enabling language students to use linguistic forms accurately, meaningfully,

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[1] Scott Thornburry, *How To Teach Grammar*, (England: Pearson Education Limited, 1999), p. 13.

[2] Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*, (Australia: Antipodean Educational Enterprises, 1995), p. 2.

and appropriately.[3] Teaching grammar does not mean lecturing on grammatical patterns and terminology. It does not mean bestowing knowledge and being an arbiter of correctness. Teaching grammar is the art of helping students make sense, little by little, of a huge, puzzling construct, and engaging them in various activities that enhance usage abilities in all skill areas and promote easy, confident communication.[4]

In learning certain language, grammar is part of language components that must be learned by students. It is essential to avoid misunderstanding when they use the language to communicate. Grammar is very important because it focus on the purposes of language, which is how the language can be delivered correctly according to the rules of grammatical so grammar can guide people how to speak and write correctly.

There are general principles which can guide the teaching of grammar in second or foreign language classrooms:

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[3] Marianne Celce- Murcia, *Teaching English as A Second or Foreign Language*, (USA: Heinle&Heinle, 2001) 3rd edition, p. 256.

[4]E-book: Betty SchrampferAzar,*et.all.*,*Fundamentals of English Grammar : Teacher's Guide*, (USA: Pearson Education, 2003) 3rd edition, p. ix.

1) Grammar teaching should be planned and systematic, driven by a strategic vision of eventual desired outcomes.

2) Grammar teaching should nevertheless be "rough tuned", offering learners at slightly different stages a range of opportunities to add increments to their grammar understanding.

3) Grammar teaching may involve acceptance of classroom code switching and mother tongue use, at least with beginners.

4) Grammar teaching should be "little and often", with much redundancy and revisiting of issues.

5) Text-based, problem-solving grammar activities may be needed to develop learners' active, articulated knowledge about grammar.

6) Active corrective feedback and elicitation will promote learners' active control of grammar.

7) Grammar teaching needs to be supported and embedded in meaning-oriented activities and tasks, which give immediate opportunities for practice and use.[5]

In teaching grammar, teacher should teach materials using various activities that can make attractive students. Students are hoped have high motivation and active in

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[5]Murcia, "*Teaching English as A Second or Foreign Language…*", p. 275.

12

classroom. Planning and strategic are needed to convey grammar well in order that students more easily to understand it.

b. Tenses

There are three forms of tenses that indicate the certain time of action. They are present, past and future tense.

1) Present Tense

Present tense used to talk about habitual or repeated actions in the present and about things that are generally accepted as true.[6] The simple present tense is often used with adverb or adverb phrases such as: always, never, occasionally, often, sometimes, usually, every week, on Monday, twice a year etc.[7]

2) Past Tense

The past tense indicates definite terminating in the past, whether a time word is given or not.[8]

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[6] Janis van Zatte, et.all.,*Grammar Links 3: A Theme-Based Course for Reference and Practice,* (USA: Houghton Mifflin Company, 2000), p. 6.

[7] The Syllabus Team of KMI, *English Grammar 2*, (Ponorogo: Darussalam Press, 2000), p. 2

[8] Marcella Frank*, Modern English: A Practical Reference Guide*, (USA: Prentice- Hall, 1972), p. 73.

13

3) Future Tense

Future tense is used to express future time. It is expressed with the use of **shall** and **will.** Shall is used for both the first person singular or plural and will for all persons. Example: I **shall** return later, and you **will** learn the trade soon.[9]

In this study, the researcher wants to discuss about simple past tense.

a) Simple Past Tense

(1) Form of simple past tense

The simple past tense in regular verbs is formed by adding **ed**to the infinitive:

Infinitive: to work

Simple past: worked

Verbs ending in **e** add **d** only:

Infinitive: to love

Simple past: loved[10]

(2) Affirmative statement form

Verbal sentence:

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[9] The Syllabus Team of KMI, *"English Grammar 2…"*, p. 41.

[10] A. J. Thomson and A. V. Martinet, *A Practical English Grammar*, (New York: Oxford University Press, 1986), 4th edition, p. 161

14

(+) Subject + Verb2

Subject	Verb 2
I We You They He She It	Worked

Nominal sentence:

(+) Subject + (was/ were) + Complement

Subject	To be	Complement
We You They	Were	Student
I He She It	Was	

(3) Negative statement form:

       The negative of verbal sentence both of regular or irregular are formed with did not (didn't) and the infinitive:

Verbal sentence:

(-) Subject + did + not + Verb1

Subject	Did not	Verb 1
I You They We He She It	Did not	Work

Nominal sentence:[11]

(-) Subject + (was/ were) + not + Complement

Subject	To be + Not	Complement
I She He It	Was not	Student
You They We	Were not	

[11] Betty SchrampferAzar*, Basic English Grammar: Volume A*, (Singapore: Pearson Education Asia Pte. Ltd, 2001) 2nd edition, p. 177.

(4) Interrogative statement form[12]

Verbal sentence:

(?) Did + Subject + Verb 1

Did	Subject	Verb 1
Did	I You He She They We It	Work

Nominal sentence:

(?) (Were/ was) + Subject + Complement

To be	Subject	Complement
Was	I He She It	Student

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[12] Janis van Zatte, et.all., "Grammar Links 3: A Theme-Based Course for Reference and Practice…",p. 6.

Were	You	
	They	
	We	

These following examples of regular verbs form from present, past tense and past participle:

Regular verb

Present Infinitive	*Past Tense*	*Past Participle*
Ask	asked	asked
Beg	begged	begged
Call	called	called
Carry	carried	carried
Cry	cried	cried
Dance	danced	danced
Jump	jumped	jumped
Kill	killed	killed
Love	loved	loved
Owe	owed	owed
Reply	replied	replied
Save	saved	saved
Use	used	used
Work	worked	worked

Irregular verbs form

These following examples of irregular verbs form from present, past tense and past participle:

Present Infinitive	Past Tense	Past Participle
Begin	began	begun
Below	blew	blown
Break	broke	broken
Choose	chose	chosen
Come	came	come
Do	did	done
Drink	drank	drunk
Drive	drove	driven
Eat	ate	eaten
Fall	fell	fallen
Freeze	froze	frozen
Give	gave	given
Go	went	gone

Grow	grew	grown
Know	knew	known
Lie	lay	lain
Ride	rode	ridden
Run	ran	run
See	saw	seen
Sing	sang	sung
Sit	sat	sat
Speak	spoke	spoken
Steal	stole	stolen
Take	took	taken[13]

(5) Time Signal of Simple Past Tense

Common time expressions that are used

the simple past tense are: last night, last week,

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[13]Claude W. Faulkner, "*Writing Good Sentences A functional Approach to Structure, Grammar, And Punctuation*,(USA: Charles Scribner's Sons, 1957) p.12.

last month, last year, yesterday, two days ago, the other days, last five days, etc.[14]

(6) The Function of Simple Past Tense

(a) It used for an action or event completed in the past at the definite time.

Example: She went to Malang a week ago

(b) It is used for an action or event completed in the past which stated through the question of time occurrence.

Example: When did you buy that camera?

(c) It is used for an event or action completed in the past but is not mention for certain time of occurrence.

Example: My uncle bought this house from a friend of my father.

(d) It is used for an action or event as a result of a question and answer in the *present perfect tense*.

Example: Where have you been? I have just taken a walk.

(e) It is used for an event or action in the past which time is not given but the time of event is long quarrel from the time of saying that event.

[14]Mansyur,"Learning English Grammar…",p. 56.

Example: My sister worked for that company for ten years. (But she does not work there anymore).

(f) It is used for a past habit.

Example: My aunt always made her own dress when she was young.

(g) It is used in conditional sentence, type 2 (present- unreal).

Example: If he had enough money, he would buy that hat.[15]

According to Marcella Frank states that the functions of Simple Past Tense are:

(a) One event completed in the past

Example: They left two hours ago

The word *ago* requires the use of the past tense, even if the time indicated comes almost up to the present, example: They left one minute ago.

(b) Repeated events completed in the past and no longer happening.

Example: When I was young, I went swimming every day.

(c) Duration of an event completed in the past.

[15] Anne Juwita, *1 Jam MahirMenguasai 16 Tenses*, (Jakarta: GenerasiCerdas, 2011), p. 39.

Example: He lived in the New York for thirty years and then he decided to return to France.

(d) The past form used as a subjunctive in **if** or **as if** clauses, and in **that** clauses after the verb **wish**, represents present time.

Example: If he studied harder now, he would get better grades.

She wishes she were rich instead of beautiful.[16]

According to A. J. Thomson and A. V. martinet state that the functions of Simple Past Tense are:

(a) The simple past tense is used for an action whose time is not given but which (a) occupied a period of time now terminated, or (b) occurred at a moment in a period of time now terminated.

(b) It is used for actions completed in the past at definite time. It is therefore used:

- For a past action when the time is given.

Example: I met him yesterday

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[16]Marcella Frank, *"Modern English: A Practical Reference Guide…"*, p. 73.

- Or when the time is asked about.

    Example: When did you meet him?

- Or when the action clearly took place at a definite time event though this time is not mention.

    Example: I bought this car in Montreal.

- Sometime the time becomes definite as a result of a question and answer in the present perfect.

    Example: Where have you been? I've been to the opera.

(c) The simple past tense is also used for a past habit.

    Example: He always carried an umbrella.

(d) The simple past tense is used in conditional sentence, type 2 (for use of the unreal past after as if, as though, it is time, if only, wish, would sooner/ rather).

    Example: If you studied hard, you would pass the examination.[17]

    According to Marianne and Diane Larsen state that the functions of Simple Past Tense are:

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[17] A. J. Thomson and A. V. Martinet, *"A Practical English Grammar…"*, p. 162.

24

(a) A definite single completed event/ action in the past.

Example: I attended a meeting of that committee last week.

(b) Habitual or repeated action/ event in the past.

Example: It snowed almost every weekend last winter.

(c) An event with duration that applied in the past with the implication that it no longer applies in the present.

Example: Professor Nelson taught at Yale for 30 years.

(d) With states in the past.

Example: He owed me a lot of money.

(e) Imaginative conditional in the subordinate clause.

Example: If he took better care of himself, he wouldn't be absent so often.

(f) Social distancing.

Example: Did you want to sit down and stay a while?[18]

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[18] Marianne Celce-Murcia and Dianne Larsen-Freeman, *The Grammar Book: An ESL/ EFL Teacher's Course*, (USA: Heinle&Heinle Publishers, 1999) 2nd edition, p. 114.

c. Assessing Grammar

Assessment is indispensable in teaching learning process because assessment used to measure students ability. The teacher must be able to assess the ability of each individual when teaching learning process. Brown stated that "assessment is an ongoing process that encompasses a much wider domain".[19] The scope of assessment is wider than test because assessments include the students' attitude. When a student responds to question, offers a comment or tries out a new word or structure, the teacher subconsciously make an assessment of the student's performance.

In learning grammar besides there is a grammatical knowledge, it is also grammatical ability. Grammatical ability is the combination of grammatical knowledge and strategic competence; it is specifically defined as the capacity to realize grammatical knowledge accurately and meaningfully in testing or other language- use situations.[20] From these statements, it can be concluded that the grammatical ability is the ability to express what is already known correctly. So the knowledge not only stored in brain memory but also presented appropriately.

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[19] Douglas Brown, *Language Assessment Principles and Classroom Practices*, (USA: Pearson Education, 2004), p. 4.

[20] James E. Purpura, *Assessing Grammar*, (UK: Cambridge University Press, 2004), p. 86.

In teaching simple past for junior high school, it can be said that the grammatical aspect of the assessment of their capabilities include the accuracy the use of grammar itself. The accuracy to use of grammar here is how to construct the sentence correctly based on the rules of grammar. The knowledge gained by students can be applied in a correct sentence and from that sentence; teacher will be assess the students' grammatical ability.

2. **Techniques in Teaching Grammar**

In teaching grammar, there are some technique can be used, one of them is game. Based on Marianne Celce- Murcia and Sharon Hilles there are some technique and resources in teaching grammar, they are:

a. Listening and Responding

For the beginners, they often don't say anything or say very little word when they learn second language for first time. Listening and responding techniques can encourage learners to make a match between structure and meaning while observing a silent period and are thus ideally suited to beginning students. It also can help them to comprehend a structure before they are asked to produce it. In this

technique, listening exercise can be used as the basis for activities in which students are asked to listen and respond.[21]

b. Telling Stories

Story telling is one of these extremely versatile techniques; it can be a convenient and natural grammar teaching tool.[22] This technique can take the students' attention and make the class more interesting.

c. Dramatic Activities and Role-Play

These techniques facilitate a match between structure and social functions and can be used for both communicative and focused grammar practice.[23] So this technique can drill the skills of students' grammar ability.

d. Song and Verse

Song and verse are particularly suited to a structure discourse match and can be used for virtually all phases of a grammar lesson.[24] This technique and resource can give the fresh perspective in English second language classroom because can make students enjoy.

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[21]E-Book: Marianne Celce- Murcia and Sharon Hilles, *Techniques and Resourching in Teaching Grammar*, (USA: Oxford University Press, 1988), p. 42.

[22] Murcia, " Techniques and Resourcing…", p. 51.

[23] Murcia, " Techniques and Resourcing…", p. 61.

[24]Murcia, " Techniques and Resourcing…", p. 116.

28

e. Games

Gamess is the best suited technique to students beyond the beginning level who have mastered sufficient vocabulary and grammar to be able to carry them out.[25]

In this research, the writer uses game to teach simple past tense, there are some materials related to game.

1) **Definition of Game**

Game means an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with other.[26]

Game is one of the media to develop students' abilities in speaking, reading, writing and listening. Game can make students enjoy in join teaching learning process because with games, students have more motivation to engage the class. Game also is one of the media that can be applied in language teaching and learning.

All people like games either young or adult, but different age group requires various material topics, competences and models of game. For example,

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[25]Murcia, " Techniques and Resourcing…", p. 133.

[26]E-book: Andrew Wright, *et.all.,"Games For Language Learning…"*, p. 1.

children like fun game and adult prefer to challenging game than fun game. So, a teacher should choose an appropriate game for students.

According to the experts' experience, a communicative language games have some typical features, they are:[27]

a) Player has to interaction each others.

b) Player has to understand the rule of that game.

c) Game has a clear purpose.

d) Context of the activity must clear.

e) Player has to participate actively.

f) Player has certain rule in that game.

As a teacher, the capability of manage the class is required because of good classroom management will create a comfortable atmosphere in teaching learning process. In addition, teachersshould be able tochoosethe appropriate gamesfortheir studentsbecausenotall childrenlike gameso teachershould becreative and prepare everything well before begin to teach.

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[27]Kasihani K.E. Suyanto, *English For Young Learners, MelejitkanPotensiAnakMelalui English Class yang Fun, Asyik, danMenarik*(Jakarta: PT BumiAksara, 2010), Cet. 3, p. 118.

2) Kinds of Game to Teach Grammar

Based on Suzanne W. Woodward in her book "Fun with Grammar", there are some appropriate game to teach grammar, they are:

a) Ball Toss Game

It is kind of game throw the ball to other, who catches the ball, he/she must make a sentences. Before throwing the ball, he/ she make a sentence too.[28]

b) Picture Search Game

It is kind of game using picture from catalog or magazine, then the students make a sentence from the picture and read aloud the sentence while showing the picture.[29]

c) Tic Tac Toe Game

It is a kind of game board with noughts and crosses. It needs Tic Tac Toe paper and Tic Tac Toe grid that consist of nine, sixteen even twenty box frames on it. Tic Tac Toe grid is written by different words, categories or question in each box. And Tic Tac Toe paper is used to write down symbol O

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[28]E-Book: Suzanne w. Woodward, *Fun with Grammar: Communicative Activities for the Azar Grammar Series*, (USA: Prentice Hall Regents, 1997) p. 9.

[29] Woodward, " Fun with Grammar…",p. 10.

(Nought) and symbol X (Cross) when play the game.[30]

d) Memory Round Game

It is kind of game that is made of cards containing words (verb) so that someone can make sentences using his or her cards.[31]

3. **Memory Round Game as One Type of Games**

   a. **Memory Round Game**

   1) Material: 3 x 5 card per student, with a verb in past tense written on each.

   2) Dynamic: Whole class

   3) Time: 20 minutes

   4) Procedure:

   a) Give each student a card with the simple form of a different verb, written large (you may mix irregular and regular pasts, or just focus on irregular past form). Let each student decide what the correct past form of his/ her verb is.

   b) Have students sit or stand in a circle. Instruct them to think of a sentence that uses the verb on their card. They will have to remember the sentences, so they should not be overly long.

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[30] Woodward, " Fun with Grammar…",p. 33.

[31] Woodward, " Fun with Grammar…",p. 27.

c) Students hold their cards facing the circle at all times. The first student says his/ her sentence. The next student in the circle says his/ her sentence and repeats student one's sentence. Continue around the circle. The last student repeats all the previous sentences.

Example:

Student 1 : I needed to buy groceries yesterday.

Student 2 : I ate breakfast at 7.00, and he needed to buy groceries yesterday.

Student 3 : I drove to the mountains last weekend, she ate breakfast qt 7.00, and he needed to buy groceries yesterday.

Note : you can begin with a student who seems weak (he/ she will not have to remember so many sentences) or with the person next to the person who has the best memory. No writing is allowed, student must focus on what their classmates are saying.[32]

Teaching simple past tense will be more enjoy and interest using memory round game. It is a simple game and not need much time to apply this game. Memory is much emphasized in this game

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[32]Woodward, "Fun with Grammar…"p. 27.

because student must remember their friend's sentence before. This game not only uses to be fun but also as a drill for student. Besides that, the disadvantage of this game is the students will get difficult because they must remember their friend's sentence. For a student who has weak to remembering the sentence, it can make her/ him a little confuse.

b. **The Use of Memory Round Game in Teaching Simple Past Tense**

There are many games that can be used in teaching learning process. In this way, teacher should be able to find or create a game that will help their students learn something new for them. In order to make games can be taught easily; teacher should choose one of the suitable games for the students and can be applied in class.

In conducting games activities, teacher chooses games which are appropriate to be conducted for the students of junior high school. The terrible teens are an age of transition, confusion, and self-consciousness, growing and changing bodies and minds. Teens are in between childhood and adulthood, and therefore a very special set of considerations applies to teaching them.[33]

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[33]E-Book: Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (New York: Longman, 2001), 2nd Edition, p. 92.

Based on the statement above, can be concluded that teacher's role is very needed to motivate students in teaching learning process because they are in transition-period, so they want to learn many something new for them. Besides that, teachers of young learners need to spend time understanding how their students think and operate. They need to be able to pick up on their students' current interest so that they can use to motivate the children.[34]

In this study, memory round game is used as media in teaching simple past tense. The use of memory round game is appropriate with the character of junior high school that still need opportunities for them to explore and experiment in a stable and supportive atmosphere because they learn new experiment, new rules and this range of age is one of the most challenging times in life. By using the game, students are given something new and different from what they usually get in the class. They are not only listen the explanation from the teacher but also they can do as a subject of teaching learning activity. When teacher use the game, especially in teaching English structure, it means that teacher give a chance for the students to be active in teaching learning process. Thus, the game can make teaching learning process more communicative and attractive.

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[34] E-Book: Jeremy Harmer, *The Practice of English Language Teaching*, (without place: without publisher, without year) p. 83

Memory round game can help the teacher to teach simple past tense because it can make students more active in teaching learning process. Besides that, by using memory round game student are hoped can develop their skill in remembering the change of verb which make them easier to applying in sentences. Students' of junior high school still has strong memory, so they can learn and understand something which makes them feel happy as the play a game.

B. Previous Research

There are some relevant previous researches that is used to support the research, they are:

1. DewiChalim (063411033) with her thesis entitled "*Using TIC TAC TOE Game to Improve Students' Understanding on Simple Past Tense* (A Classroom Action Research at The Eight Grade Students of MTs NahjatusSholihinKragan-Rembang in the Academic Year 2010/2011). She did this study because most of students cannot distinguish simple past tense and simple present tense in sentence. The result of the study showed that by using Tic Tac Toe game in teaching simple past tense can improve students' understanding on it. This successfulness can be seen from the result of students' average score and good responses by students. Students'

average score from pre- cycle was 5.83, first cycle was 7.58, second cycle was 7.88, and the third cycle was 8.66.[35]

The similarity her research and the writer's are on the material, research approach, the use of games to teach grammar and the data collection technique. The differences are kind of games, participant and setting.

2. Khairunnisa (3105210) with her thesis entitled "*Improving Students' Mastery on Adverb of Frequency through Memory Round Game* (A Classroom Action Research with Eighth Grades Students of MTs NU 07 Patebon Kendal in the Academic Year of 2009/ 2010). She did this study because many students in Junior High School have difficulties to memorize the meaning of adverb of frequency and they still confuse to use adverb of frequency in right position. Because the teacher just explains the material using speech and students listen it monotonously. The concluded she said that by using memory round game in teaching adverb of frequency, teacher could improve students' mastery on adverb of frequency. It can be seen from the result of cycle 1, where in pre cycle students' mean on adverb of frequency was only 55.75, it increased up to 14.5 became 70.25 in cycle 1. In

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[35]DewiChalim, "Using Tic Tac Toe Game to Improve Students' Understanding on Simple Past Tense"*Thesis*, (Semarang: English Department for Tarbiyah Faculty Walisongo State Institute for Islamic Studies, 2010).

cycle 2 it increased from 70.25 up to 80.51 or 10.26 increased.[36]

The similarity her research and the writer's are on the use of games to teach grammar, kinds of games and research approach. The differences are on the material, participant and setting. The other differences is from background of the problem, she said that many students in Junior High School have difficulties to memorize the meaning of adverb of frequency and they still confuse to use adverb of frequency in right position because the teacher just explains the material using speech and students listen it monotonously, while the writer said that some students in junior high school have difficultiesin grammar, less of students have motivation in learning activity because teaching learning process is not satisfied and less of students understand on simple past tense. Besides that, they also have difficulties in memorizing the change of verb so they can't apply in sentence.

C. Action Hypothesis

In this thesis, the hypothesis can be stated that the implementation of memory round game can improve students' understanding on simple past tense at the VIIIA grade students of SMP N 1 Rowosari, Rowosari- Kendal.

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[36]Khairunnisa, "Improving Students' Mastery on Adverb of Frequency through Memory Round Game", *Thesis* (Semarang: English Department of Tarbiyah Faculty Walisongo State Institute of Islamic Studies, 2010)

CHAPTER III
METHODS OF THE RESEARCH

A. Research Design

This study was classroom action research at the second year of SMP N 1 Rowosari, Rowosari- Kendal in the academic year 2014/ 2015. It was used the form of action research**.**

1. The Definition of Action Research

According to Wallace, action research is a kind of research which is done by systematically collecting data on teacher's everyday practice and analyzing it in order to come some decisions about what her/ his future practice should be.[1]

Action research is part of broad movement that has been going on in education generally for sometimes. It is related to the ideas reflective practice and the teacher as researcher. Action research involves taking a self- reflective, critical and systematic approach to exploring the teaching learning process which has been done by the teacher.[2]

From the definition above, the writer concludes that action research is a reflective study done by teacher in a classroom for getting solution about the problem until it be solved. In action research, a researcher not only needs the

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[1] Michael J. Wallace, *Action Research for Language Teacher,* (Cambridge: Cambridge University Press, 1998), p. 4.

[2] E-Book: Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York: Routledge, 2010), p. 2.

theories which support research but also needs to practice and to act with the subject of research. Besides that, action research used as an effort to develop English teaching learning process and to solve the problem faced by students, especially in learning grammar. This study was focus on improve students' understanding on simple past tense using memory round game. The result was taken from measure of students' understanding on Simple Past Tense.

Based on Kurt Lewin, there are four steps in classroom action research, they are planning (identify the problem), acting (collect the data), observing (analyze and interpret data), reflecting (develop in action). All these aspects are made a cycle:[3]

Figure3.1 Action Research Cycle
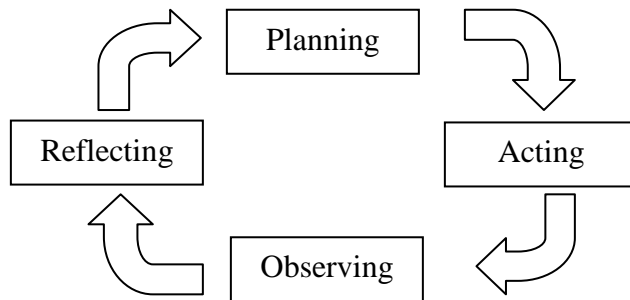
In this research, the researcher conducts two cycles of classroom action research. There are four steps process in

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[3] Hamzah B. Uno, et.all., *Menjadi Peneliti PTK yang Profesional*, (Jakarta: Bumi Aksara, 2011), p. 86.

each cycle for doing classroom action research. All those steps can be explained as follow:

a. Planning

In this step, planning is an action by focusing on who, what, when, where, and how the action will be done.

b. Acting

In this step, the teaching technique will be applied in teaching learning process. It is using memory round game in teaching simple past tense.

c. Observing

In this phase, the researcher observes and takes notes during teaching learning process.

d. Reflecting

Reflecting means to analyze the result based on the data that have been collected to determine the next action in the next cycle. In this phase, the researcher could observe whether the acting activity had resulted any progress, what progress happened, and also about the positives and negatives.[4] Result from observation then being reflected together by teacher and researcher, this includes analysis, and evaluation toward observation result.

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[4] Suharsimi Arikunto et. al., *Penelitian Tindakan Kelas,* (Jakarta: PT. Bumi Aksara, 2008)*,* p.75-80.

A cyclical process involving stages of action research is followed by action. It can be illustrated below:[5]
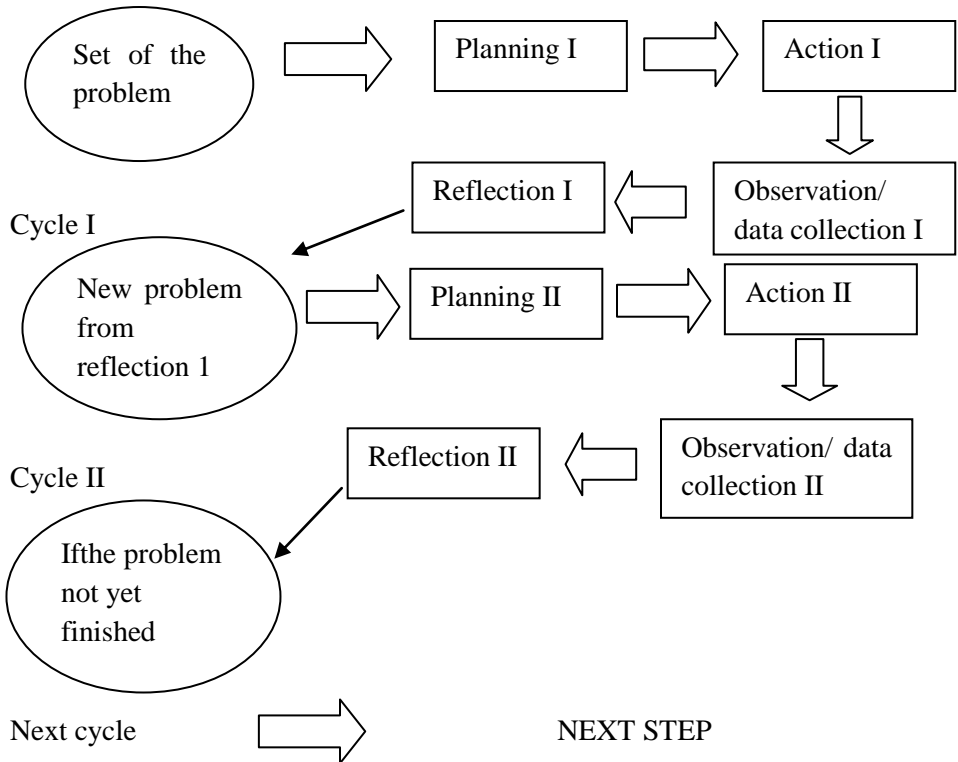
Figure 3.2   Cyclical Process of Action Research

[5] Suharsimi Arikunto et. al. *Penelitian Tindakan Kelas*, p.74.

2. Characteristics of a Classroom Action Research

The characteristics of classroom action research are:

a. Action research is contextual, small- scale and localized, it identifies and investigates problems within a specific situation.

b. It is evaluative and reflective as it aims to bring about change and improvement in practice.

c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners, and researchers.

d. Changes in practice are based on the collection of information or data which provides the impetus for change.[6]

The other characteristics of classroom action research are:

a. The main purpose of classroom action research is improving the quality of process and result of the study.

b. The problem that investigated in classroom action research is a practically problem. It means that this research come from the real problem that faced by teacher concerning from their students.

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[6] Anne Burns, *Collaborative Action Research for English Language Teachers*, (UK: Cambridge University Press, 1999),p. 30.

c. The main focus of this research is on the teaching process. Classroom action research is carried out to improve teaching learning process to reach the maximal goal.

d. In this research, teacher as a responsible for the action and the result of the study.

e. Classroom action is carried out when the program is running; it means that the learning process based on the syllabus.[7]

B. Time and Setting of The Study

The researcher has time schedule for doing the research and used the time to do observation and got familiar with school conditions, conducted the research and analyzed the result. The explanation of time and setting the research was such as follow:

1. Time of the Research

The research was done on March 16th 2015 until March 30th 2015.

2. Setting of the Research

The action research was conducted at SMP Negeri 1 Rowosari in the academic year of 2014/2015. The school is location at Jl. Taruna Sendang Dawuhan Kec. Rowosari Kab. Kendal.

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[7]Wina Sanjaya, *Penelitian Tindakan Kelas*, (Jakarta: Kencana, 2010), p. 33.

C. Subject and Collaborator of the Research

The subject of this research was VIII A students of SMP Negeri 1 Rowosari, where the total number is 31 students. The whole subjects in this research consist of 15 female students and 16 male students. This research was conducted at 2nd semester in the academic year of 2013/2014.

Collaborator in classroom action research is person who helps the researcher to collect the data. The collaborator in this research was teacher of English who teaches English in SMP Negeri 1 Rowosari at VIII Astudents. He is Mr. Sunadi, Amd. Pd.

D. Procedures of the Research

There were two cycles in this study, each cycle consists of planning (planning to use memory round game in teaching), acting (implementing memory round game in teaching simple past tense), observing (observing the even during the treatment), reflecting (evaluating the weakness in each cycle).

In this study, researcher used two cycles to conduct the research. It was hoped to get data more valid. This study was completed by qualitative and quantitative data. The reason of using qualitative was to describe in the teaching-learning simple past tense process. Data collection was completed by researcher using observation checklist and evaluation in every cycle. There were two evaluations. The reason of using quantitative because this study would improve students' understanding on simple past tense, so that tests in each cycle was needed in data collection

because to know the students' improvement in every cycle. Test was done in every the last of class. There were two times of test (first test in first cycle, and second test in second cycle).. The activities that were done in each cycle were as follows:

1. The Preliminary Research

In the preliminary research, the writer observed the teacher who taught by using conventional method, in other words, he did not use game in his teaching.

The teaching learning process of this pre cycle was measured according to the research indicators by observing students' activeness during the teaching learning process of simple past tense. This activity was done in order to compare the success of improving students' understanding on simple past tense by using memory round game in cycle 1 and cycle2.

He only explained about the rule of simple past tense and the students were asked to make sentences about those simple past tense. In this teaching process has passive communication. It means the teacher speaks and the students just listen but many of students do not pay attention well to the teacher. In the end of lesson, the students do the tests. The tests consist of 20 questions related to the material that are taught by the teacher. After the researcher get the data from test in preliminary research and observation, the researcher analyzes the result to determine the method would be use in teaching simple past tense using memory round game. . The

next step which is done by the researcher is designing a plan to continue the next cycle to surmount the problems. It was going on Monday, March 16th 2015. After conducting preliminary research, the researcher conducted cycle I and cycle II.

2. **The First Cycle**

The first cycle conducted on Wednesday, March 18th 2015 and Monday, March 23rd 2015. In this cycle, the teacher uses memory round game to improve students' understanding on simple past tense. The material was the formula of simple past tense. The procedure as follows:

a. Planning

1) The researcher identified the teaching learning design, such as: arranging lesson plan which was according to teaching learning process which was using memory round game.

2) The researcher prepared the teaching learning resources, such as: the material, test, observation checklist, questionnaires and card for memory round game.

b. Acting

English teacher begin the teaching learning process based on lesson plan. Teacher introduced to the students about memory round game, the procedures of teaching and learning process are as follows:

1) Teacher reviews about the previous material.

2) Teacher asks students about their past activity.

3) Teacher explains about simple past tense and introduces about memory round game.

4) Students were divided into six groups and then give each student a card contains of verb.

5) Students practicing the game and teacher was monitored the students.

6) Then the teacher gave final test to find out the final outcomes of first cycle.

c. Observing

The researcher observed the activity by using observation format such as: students' attention toward the teacher's explanation, students' enthusiasm in teaching learning process, and students show curiosity by asking the question, students answer of question from the teacher and students understanding towards the material given.

d. Reflecting

1) The researcher and teacher reflected all of the activities that have been done; the results from observation were prepared to make plan for the next cycle.

2) The researcher and teacher evaluated the steps in teaching learning process.

3. **The Second Cycle**

After conducting the first cycle, the researcher conducted the second cycle. Basically the activities of cycle II

were similar in cycle I, but have different material. The aims of cycle II were:

a. To overcome weakness in cycle I.

b. To give more opportunities for students to understand how to make sentences with simple past tense correctly.

c. To give more opportunities for students to memorize sentence well.

The second cycle was conducted on Wednesday, March 25^{th}2015 and Monday 30th 2015. The forms of activities in second cycle such as below:

1) Revised

    a) Identify the problem and solve the problem.

    b) The researcher indentified the teaching learning design, such as: arranging lesson plan which was according to teaching learning process which was using memory round game.

    c) The researcher prepared the teaching learning resources, such as: the material, test, observation checklist, and card for memory round game.

2) Acting

English teacher begin the teaching learning process based on lesson plan. Teacher introduced to the students about memory round game, the procedures of teaching and learning process are as follows:

    a) Teacher reviews about the previous material.

b) Teacher asks students about their past activity.

c) Teacher explains about the use of simple past tense.

d) Students were divided into six groups and then give each student a card contains of verb.

e) Students practicing the game and teacher was monitored the students.

f) Then the teacher gave final test to find out the final outcomes of second cycle.

3) Observing

The researcher observed the activity by using observation format such as: students' attention toward the teacher's explanation, students' enthusiasm in teaching learning process, and students show curiosity by asking the question, students answer of question from the teacher and students understanding towards the material given.

4) Reflecting

In second cycle reflection was made in order to make a conclusion of all the teaching learning process of the class by using memory round game which was hoped that it can improve students' understanding on simple past tense, so students were more actively and enjoy in structures class.

E. Techniques of Data Collection

1. Source of Data

    The source of data is the subject where the data can be got in detailed those data is the field data, they are:

    a. Data from the teacher especially the teacher of English of VIII A students of Junior High School involves teaching learning process and students' name.

    b. Data from the students involves: students' achievement that is obtained from students' score in the end of every cycle, data observation from students during teaching learning process takes place.

2. Method of Data Collection

    For collecting the data, the writer uses three instrument, observation, documentation and test.[8]

    a. Observation

        Observation is a technique to collect data by observing any ongoing events and recorded by tool observation about the things that will be researched.[9]Observation in this research would be used to monitoring the student's activities during the teaching learning process of English study by using Memory Round

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[8]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2013), p. 264.

[9] Wina Sanjaya, "Penelitian Tindakan Kelas,…" p. 86.

game. The researcher observed the event in class during the lesson or the treatment using check list to get the data. Observation checklist was used to make the observation process easier. Observation was used in every cycle to make a conclusion of teaching and learning process.

b. Documentation

Documentation is looking for data on variables such as records, transcript, newspaper, magazine, etc.[10] The researcher will use the document related to the object research such as; students name list, geographical location, profile, documentation of teaching learning in English subject and other document. It will help the researcher in doing the research. In this case, the data will be gained by the help the teacher of English.

c. Test

Test is a method of measuring a person's ability, knowledge, or performance in a given domain.[11] In this research, the researcher used multiple choice tests. This test could measure students' ability to understand simple past tense by multiple choice questions related to the lesson. It is given after students got some activities of

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[10] Arikunto, "Prosedur Penelitian…", p. 274.

[11] Douglas Brown, *Language Assessment Principles and Classroom*, (USA: Pearson Education, 2004), p. 3.

teaching trough Memory Round game. There were 20 multiple choice questions in every test.

d. Questionnaires

The questionnaire is a technique of data collection is done by giving a set of questions or a written statement to the respondent.[12] In this research, the researcher used a closed questionnaire to measure students' interest in learning simple past tense using memory round game. There are five written statement in this questionnaire.

F. Instruments of the Study

An instrument was needed by researcher to collect the data. In this research was used three instruments in gathering data; those are observation, documentation and test.

1. Observation Checklist

Observation is the process of observe and write the phenomena that happened in class systematically.[13] The researcher observed the event in class during the lesson or the treatment using check list to get the data. Observation checklist was used to make the observation process easier.

In addition, the researcher observed what was going on in the classroom and observed the effect of using memory

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[12] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Penerbit Alfabeta, 2009), p. 142.

[13]Sutrisno Hadi*, Metodologi Research,* (Yogyakarta: Andi Publishing, 2004), 2nd Edition, p.151.

round game to improve students' ability on the simple past tense. Observation is carried out three times; preliminary, cycle I, and cycle II. The observation checklist that was used in this study is as follow:

Table 3.1

Form of observation checklist

Students' observation

No	Criteria	Checklist					Grade
		1	2	3	4	5	
1	Students' attention toward the teacher's explanation						
2	Students' enthusiasm in teaching learning process						
3	Students show curiosity by asking the question						
4	Students answer of questions from the teacher						
5	Students' understanding toward the material given						

Note:

5= Most of students   (71%- 100%) 23- 32 students

4= Half of the class   (50%- 70%)   16- 22 students

3= Many students   (20%- 49%)   7- 15 students

2= Few Students   (<20%)   6 students

1= None   (0%)

54

Explanation:

a. Poor

The aspect of activity that was observed above, reaches about 20% from overall percentage 100%

b. Fair

The aspect of activity that was observed above, reaches about 21%-40% from overall percentage 100%

c. Average

The aspect of activity that was observed above, reaches about 41%-60% from overall percentage 100%

d. Good

The aspect of activity that was observed above, reaches about 61% - 80% from overall percentage 100%

e. Excellent

The aspect of activity that was observed above, reaches about 81% - 100%.[14]

2. Documentation

Documentation is used by researcher to help completing the data needed. These were students' name list, students' English score, students' worksheet and photo of teaching and learning process by using Memory Round game.

3. Test

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[14]Nana Sudjana, *Penilaian Hasil Belajar Mengajar*, (Bandung: PT. Remaja Rosdakarya,1999), p. 132.

In this research, the researcher used multiple choice tests. This test could measure students' ability to understand simple past tense by multiple choice questions related to the lesson. It is given after students got some activities of teaching trough Memory Round game. There were 20 multiple choice questions in every test.

4. Questionnaires

Questionnaires offer an alternative form of data collection to interview. Unlike interviews, they involve predetermined questions presented in written form and thus they also assume adequate literacy skill on the part of those surveyed.[15] In this research, researcher used closed questionnaire and there are five written statement. The questionnaires that was used in this study as follow:

Table 3.2

Questionnaires

No	Questions	Yes	Neutral	No
1	I am pleased to learn simple past tense using memory round game			
2	I more understand to learn simple past tense using memory round game than before			
3	I easily memorized the verb in			

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[15] Burn, "Collaborative Action…", p. 129.

	simple past tense using memory round game			
4	Memory round game help me in learning simple past tense			
5	I felt more enthusiasm in learning simple past tense using memory round game			

G. Techniques of Data Analysis

1. Observation

  In collecting the data, observation is used. Observation will be done in the class while monitoring the students' activity and giving score related to the checklist. The formula that used to process the data from observation as follow:

$$P= \frac{X}{Xi}\text{x } 100\%$$

P= percentage of score

X= total score

Xi= score maximum[16]

2. Test

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[16] Rosma Hartiny, *Model Penelitian Tindakan Kelas*, (Yogyakarta: Teras, 2010), p. 94.

Test is given in every cycle until they achieve better score than before and gain the criteria of minimum score. The mean is arithmetical average which is obtained by adding the sum offset score and dividing the number of the students. The formula as follow:[17]

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

M= mean

x= total of score

n= total of students

H. Indicator of Achievement

This study said to be success if the research objectives' indicators were reached. In this research, indicators of achievements were stated as below:

1. Students' average achievement in English is equal to or higher than minimum score established by the school (70).

2. Students reach the minimum score (70) are equal to or higher than 80% of total students in the research.

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[17] Eko Putro Widoyoko, *Evaluasi Program Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2009), p. 136.

CHAPTER IV
DATA DESCRIPTION AND ANALYSIS

A. Result of the Study

This chapter deals with the analysis of data that were found from the activities during the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of memory round game in improving students' understanding on simple past tense and to identify how much the memory round game improves students' understanding on simple past tense. In this research, the researcher uses classroom action research. Its purposes are to know students' understanding on simple past tense. In these findings, the researcher presents the result of research and the analysis of the data collected which are conducted through three activities that consist of pre-cycle, cycle 1 and cycle 2. Pre-cycle considered as the preliminary research, two times of treatment are the teaching and learning processes using memory round game and the evaluation tests.

B. Data Description

According to Oxford Learners' Pocket Dictionary, the word "data" means information or facts to be analyzed.[1] Data here was students' name list. After conducting the research, the data were

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[1]*Oxford Learners' Pocket Dictionary,* (Oxford: Oxford University Press, 2008), p.113.

gotten. The data were taken from the students during the research, since the preliminary observation, first cycle, and second cycle.

The data were gotten from students' preliminary test and tests in each cycle. Tests were conducted in preliminary research and each cycle. The standard minimum score was 70.

There were 31 students participated in the research. Each student was labeled by a code as below:

Table 4.1

Students' Name List

No	Name	Students' Code
1	Achmad Saeful Bahri	A- 1
2	Ahmad Taufik	A- 2
3	Ahmad Umar Muklis	A- 3
4	Bagus Pujianto	A- 4
5	Erika Anifaturrahma	A- 5
6	Erna Safitri	A- 6
7	Eva Tantri Asih	A- 7
8	Fatur Nizar	A- 8
9	Ferdina Rama Adit Saputra	A- 9
10	Fironika	A- 10
11	Ida Wahyuni	A- 11
12	Imam Mamdu	A- 12

13	M. Zazid Zidan	A- 13
14	Intan Istianah	A- 14
15	M. Iqbal Wijayadi	A- 15
16	Maysun Muhammad Hafizudi	A- 16
17	Muhammad Asrofuddin	A- 17
18	Muhammad Widiarto	A- 18
19	Nanda Wahyu	A- 19
20	Noor Laela	A- 20
21	Nur Azelin	A- 21
22	Oldi Rianjali	A- 22
23	Rezky Juliansyah	A- 23
24	Selvi Sekar Dewi	A- 24
25	Shah Rizal Ashari	A- 25
26	Siti Khoiriyah	A- 26
27	Subkiya Angraeni	A- 27
28	Suci Nur Cholifah	A- 28
29	Tiyas Mandini	A- 29
30	Toyibatun Umilah	A- 30
31	Widari	A- 31

C. Data Analysis Per Cycle

The data gotten would be analyzed per cycle. It was done to make easy in describing the implementation of memory round game in teaching learning process and students' improvements on simple past after being taught using memory round game.

1. Preliminary Research

A preliminary research was conducted on Monday, March 16th 2015. There were 29 students as participants. In this activity, students were taught simple past tense by using conventional method. In this case, the researcher conducted at the beginning of the research. It was done by Mr. Sunadi as teacher of English. The researcher just observed the classroom activity during the English lesson.

Firstly, he explained the uses of simple past tense and he gave the pattern of simple past tense. But, Most of student did not pay attention to the teacher's explanation only chatted and joke with their friend. After that, teacher asked some questions to the students about the material. They did not respond and they were confused to change the verb, from verb 1 to verb 2. In this activity, it means that the students' understanding on the simple past tense was low. The researcher observed the students' activities during teaching learning process. The researcher used observation checklist.

Table 4.2

Form of observation checklist of Preliminary

No	Object of Observation	Checklist					Grade
		1	2	3	4	5	
1	Students' attention toward the teacher's explanation				✓		16%
2	Students' enthusiasm in teaching learning process			✓			12%
3	Students show curiosity by asking the question		✓				8%
4	Students answer of questions from the teacher		✓				8%
5	Students' understanding toward the material given			✓			12%
	Total						56%

Note:

5 = Most of students   (71% - 100%)   23-31 students

4 = Half of Students   (50% - 70%)   16- 22 students

3 = Many Students   (20% - 49%)   7- 15 students

2 = Few Students   (<20%)   6 students

1 = None   (0%)

Explanation:

1. Poor   : 0 – 20 %

2. Fair   : 21 – 40 %

3. Average   : 41 – 60 %

4. Good   : 61 – 80 %

5. Excellent   : 81 – 100%

From the result of observation above, it can be concluded that the students' condition in preliminary was average, it was 56%. It can be defined by who paid attention on the teacher's explanation were 20 students of 32 students, students enthusiasm in teaching learning process were only 9 students, students showed curiosity by asking the question were only 5 students, students answered the questions were 3 students, and then students' understanding were 10 students. In the preliminary research, teacher did not use the game.

Before closing the class, the teacher gave a multiple choice test that contain of 20 items. It was followed by 29 students as the participant of the study. The teacher provided 30 minutes for them to do the test. The purpose of the test was to measure the improving students' understanding on simple past tense. The score from preliminary test could be seen in the table below:

Table 4.3

Score Test in Preliminary Test

No	Students' Code	Score
1	A- 1	20
2	A- 2	55
3	A- 3	65
4	A- 4	40
5	A- 5	65

6	A- 6	45
7	A- 7	50
8	A- 8	a
9	A- 9	20
10	A- 10	55
11	A- 11	70
12	A- 12	45
13	A- 13	40
14	A- 14	60
15	A- 15	50
16	A- 16	55
17	A- 17	30
18	A- 18	50
19	A- 19	30
20	A- 20	55
21	A- 21	55
22	A- 22	60
23	A- 23	45
24	A- 24	50
25	A- 25	45
26	A- 26	55
27	A- 27	55
28	A- 28	S

29	A- 29	25
30	A- 30	65
31	A- 31	50
Total Score		1405

Then researcher analyzed the score by using the formula is as follow:

$M = \frac{\Sigma x}{n}$

M = Mean

x = total of score

n = total of students

$M = \frac{1405}{29}$

$= 48, 44$

The average score of the students test for pre cycle test is 48, 44 it means that the result is low. The result of preliminary test is not satisfying yet. The researcher is aware of the most of the students in class VIII A still have difficulties in understanding simple past tense, especially to change the verb 1 into verb 2. Hence, the researcher intended to help them to improve their understanding on simple past tense by using memory round game. She considers that by giving continuous improvement to the students they will get better result, and she is also aware that teacher's ability to carry out the material in teaching learning process is an important part.

2. The First Cycle
   a. Planning

   The first cycle was done on March 18th and 23rd 2015. The student's English score was not satisfied. So the researcher and teacher of English decided to use memory round game. The treatment was focused on improvement of student's understanding on the simple past tense. Before applying memory round game on the simple past tense, the researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, observation checklist, verb's cards, questionnaires and student's test.

   b. Acting

   The next action done by the teacher was to do the procedures that have been planned. The teacher began the class by greeting, checked students' attendance and then explaining the definition and pattern of simple past tense and explained regular and irregular verb. Before going to the material, teacher did not explain about the aim of the study. The teacher asked students randomly about their activity in the past and wrote students' answer on the board. The teacher involved the students to discuss their friend answer but not all students involved in discussion. Then the teacher gave examples of simple past tense and explained simple past tense. After that, implementing the

game, the researcher became an observer and she observes students' activity in playing game. Teacher explained the rule of memory round game and then divided students 6 groups. The teacher gave verb's card to each group, every student got a card. After that the students played memory round game based on teacher's instruction. Then, the teacher of English reviews the material. Because the time not enough, the next meeting the teacher gave test and questionnaires to the students. From the result of observation in cycle I, almost of students were to be active than before.

c.   Observing

During the teaching learning process, the researcher observed the student's condition when teacher explained the material and also when students did activity of playing memory round game. Some students were still noisy because some of them joke with their friend.

They were still confused about the change of the verb and they were still confused to make a sentence. But students were very enthusiastic and enjoy during playing memory round game. Because the time was up, so the teacher asks the students to collect the cards.

Table 4.4

Form of observation checklist of cycle 1

No	Object of Observation	Checklist					Grade
		1	2	3	4	5	
1	Students' attention toward the teacher's explanation				✓		16%
2	Students' enthusiasm in teaching learning process				✓		16%
3	Students show curiosity by asking the question			✓			12%
4	Students answer of questions from the teacher				✓		16%
5	Students' understanding toward the material given				✓		16%
	Total						76%

Note:

5 = Most of students   (71% - 100%)   23- 31 students

4 = Half of Students   (50% - 70%)   16- 22 students

3 = Many Students   (20% - 49%)   7- 15 students

2 = Few Students   (<20%)   6 students

1 = None   (0%)

Explanation:

1. Poor   : 0 – 20 %

2. Fair   : 21 – 40 %

3. Average : 41 – 60 %

4. Good   : 61 – 80 %

5. Excellent: 81 – 100%

From the result of observation above, it can be seen the improvement of students' condition during activity in teaching learning process from preliminary research 56% to 76% in the first cycle, it was good. It can be defined by who paying attention increase from preliminary research 20 students to 22 students in the first cycle, and students were enthusiastic in teaching learning process from 9 students to 17 students. Students who showed the curiosity from 5 students to 10 students. For students answered the question and understanding also increased.

According to the result of the observation above it can be concluded that more students joined the class enthusiastically. They paid attention to the lesson, although some students made noisy when was playing the game, because they still confused with the teacher direction and they never played game before. It can be said that the use of memory round game were effective in improving students' understanding on simple past tense. Students showed that they were enough understanding to change the verb 1 to verb 2, although they still confused to make sentence in English. They need more practice in making sentences. When the teacher gave a task to them, none students did not do the tasks but they discipline in doing

the task. But they tried to cheat and discussed the answer with their friends.

d.   Reflecting

Finally, to check the students' understanding on simple past tense through the memory round game, the writer evaluated them by giving the evaluation (cycle 1 test). The result is as follow:

Table 4.5

The students' English score test cycle I

No	Students' Code	Score
1	A- 1	30
2	A- 2	85
3	A- 3	90
4	A- 4	75
5	A- 5	90
6	A- 6	80
7	A- 7	85
8	A- 8	30
9	A- 9	30
10	A- 10	85
11	A- 11	80
12	A- 12	80
13	A- 13	85
14	A- 14	85

15	A- 15	80
16	A- 16	85
17	A- 17	35
18	A- 18	50
19	A- 19	40
20	A- 20	90
21	A- 21	75
22	A- 22	30
23	A- 23	80
24	A- 24	80
25	A- 25	80
26	A- 26	90
27	A- 27	85
28	A- 28	90
29	A- 29	35
30	A- 30	95
31	A- 31	80
Total Score		2210

Then researcher analyzed the score by using the formula is as follow:

$$M = \frac{\Sigma x}{n}$$

M = Mean

x = total of score

n = total of students

$$M = \frac{2210}{31}$$

$$= 71, 29$$

According to the computation above, the average score of cycle 1 test was 71, 29. It means that the result of cycle 1 test was higher than pre-cycle. The minimum score was 30 and the maximal score 95. There were 8 students who got less than 70 as the minimum criterion of the passing score. Those who got score under the minimum criterion of the passing score because less attention to the teacher explanation and less serious in doing the test. It means that the indicator of achievement has not been reached. Therefore the researcher did the next cycle.

3. The Second Cycle

The second cycle was conducted on March 25th and 30th 2015. Before doing this cycle, teacher and researcher set the wheels in motion as follow:

a. Planning

In this activity, teacher also prepared the instructional tool for teaching and learning process such as; arranging lesson plan, also preparing resources such as, grammar material, test, the observation checklist, verb's card, and documentation. Teacher did this cycle based on the reflection of first cycle with the teacher of English.

b. Acting

　　As the reflection from the first cycle, the teacher role in this cycle was handed out by Mr. Sunadi as the teacher of English in the class as usual. In this action teacher began his teaching by opening and greeting. Then the teacher asked the students about the material from the previous meeting. The next step the teacher reviewed about simple past tense. Teacher asked students about their past activity and wrote on the board. Teacher explained the use of simple past tense. Teacher gave reinforce and reward could improve students engagement in responding question from teacher.　Then teacher explained the rules of the game before the students played the game. Then they were divided into 6 groups. Teacher monitoring the students when they playing game, student who could be fast and made right sentence would be given reward. Because the time was not enough, the teacher gave final test in the next meeting, to find out the final outcomes of second cycle.

c. Observing

　　In the second cycle, students showed their enthusiasm and happiness too. Nevertheless there were still students who didn't pay attention to the material conveyed by the teacher and just chatted with their friends. When students did playing game, each student showed their ability. Students'

courage asked the teacher increase than before. In this case,

students were active to ask teacher about the difficult

No	Object of Observation	Checklist					Grade
		1	2	3	4	5	
1	Students' attention toward the teacher's explanation					✓	20%
2	Students' enthusiasm in teaching learning process					✓	20%

vocabulary and others. The result of observation is as follow:

Table 4.6

3	Students show curiosity by asking the question			✓			12%
4	Students answer of questions from the teacher				✓		16%
5	Students' understanding toward the material given					✓	20%
	Total						88%

Form of observation checklist of cycle II

Note:

5 = Most of students   (71% - 100%)   23- 31 students

4 = Half of Students   (50% - 70%)   16- 22 students

3 = Many Students   (20% - 49%)   7- 15 students

2 = Few Students   (<20%)   6 students

1 = None   (0%)

Explanation:

1. Poor   : 0 – 20 %
2. Fair   : 21 – 40 %
3. Average   : 41 – 60 %
4. Good   : 61 – 80 %
5. Excellent   : 81 – 100%

It was resulted that students' activeness/condition in teaching learning activity were 88% or 12% increased from cycle 1. It showed that, the use of memory round game as an

alternative way in improving students' understanding was effective. Students' attention was increasing from 22 to 27 students. Students' enthusiasm was also different with first cycle. A number of students who had difficult in grammar, braved to ask the teacher and it increased from 10 students to 13 students. When teacher gave questions to the students, the response of them was same, it was 20 students. The students' understanding was increased from 17 students to 26 students. All activities in the second cycle could run well. It can be seen from their responses. No students were noisy. While the teacher was presenting the lesson, majority of the students were paying attention to her.

d. Reflection

Finally, to measure the students' understanding on adverb of frequency through the memory round game, the researcher gave the test. The result is as follow:

Table 4.7

The students' English score test cycle II

No	Students' Code	Score
1	A- 1	85
2	A- 2	100
3	A- 3	70
4	A- 4	a

5	A- 5	75
6	A- 6	75
7	A- 7	85
8	A- 8	100
9	A- 9	70
10	A- 10	70
11	A- 11	80
12	A- 12	70
13	A- 13	70
14	A- 14	75
15	A- 15	70
16	A- 16	70
17	A- 17	45
18	A- 18	65
19	A- 19	55
20	A- 20	70
21	A- 21	85
22	A- 22	90
23	A- 23	85
24	A- 24	85
25	A- 25	80
26	A- 26	75
27	A- 27	80

28	A- 28	75
29	A- 29	65
30	A- 30	75
31	A- 31	70
Total Score		2265

Then researcher analyzed the score by using the formula is as follow:

$M = \frac{\Sigma x}{n}$

M = Mean

x = total of score

n = total of students

$M = \frac{2265}{30}$

$= 75, 5$

The result of student's average result was better than before, it was 75, 5. Although there were some students that failed getting the minimum criterion of passing score, also there were many students can improve their score in the second cycle. The minimum score was 45 and the maximal score was 100. There were 4 students who got score under the minimum criterion of passing score. Those who got score below the minimum criterion of passing score because less concentration when doing the test. However, this research had reached the

indicator of achievement, so the research was enough for this cycle.

D. Final Data Analysis

1. The Result of Observation Checklist

After the researcher implemented memory round game as a game in teaching simple past tense, she got the data. There were improvements from the student's activities on the simple past tense. Students were being enthusiastic in teaching and learning process by using memory round game. Most of students were active in respond to teacher question. Students also can change the verb 1 to verb 2. It was analyzed from each cycle and then the researcher got the result of the classroom action research as followed:

Table 4.8

The Result of observation checklist

No	Criteria	Grade		
		Pre	Cycle 1	Cycle II
1	Students' attention toward to the teacher's explanation	16%	16%	20%
2	Students' enthusiasm in teaching learning process	12%	16%	20%
3	Students show curiosity by asking the question	8%	12%	12%
4	Students answer of questions from the teacher	8%	16%	16%
5	Students' understanding toward the material given	12%	16%	20%
	Total	56%	76%	88%

2. The Result of Test

The result of the test, which was conducted 3 times consist of preliminary test and test in each cycle, used as comparative data was basically improving. The result of preliminary test was 48, 44, in cycle I 71, 29 and cycle II 75, 5. Based on the result, it could be concluded that the success of

81

students' learning could be reached. The average of students' score and average from preliminary until second cycle could be seen in the table bellow:

Table 4.9

The Result of Test from Preliminary, the First Cycle and Second Cycle

No	Students' Name	Score		
		Pre-Cycle	Cycle 1	Cycle II
1	A- 1	20	30	85
2	A- 2	55	85	100
3	A- 3	65	90	70
4	A- 4	40	75	a
5	A- 5	65	90	75
6	A- 6	45	80	75
7	A- 7	50	85	85
8	A- 8	a	30	100
9	A- 9	20	30	70
10	A- 10	55	85	70
11	A- 11	70	80	80
12	A- 12	45	80	70
13	A- 13	40	85	70
14	A- 14	60	85	75
15	A- 15	50	80	70
16	A- 16	55	85	70

17	A- 17	30	35	45
18	A- 18	50	50	65
19	A- 19	30	40	55
20	A- 20	55	90	70
21	A- 21	55	75	85
22	A- 22	60	30	90
23	A- 23	45	80	85
24	A- 24	50	80	85
25	A- 25	45	80	80
26	A- 26	55	90	75
27	A- 27	55	85	80
28	A- 28	s	90	75
29	A- 29	25	35	65
30	A- 30	65	95	75
31	A- 31	50	80	70
Total Score		1405	2210	2265
Mean		48, 44	71, 29	75,5

It was the result of student's average score from preliminary cycle to cycle 2. From the table above we can see that there was improvement of students' understanding on the simple past tense after being taught by memory round game. Else that, the indicator of achievement was reached too, it 80% from students got the minimum criterion of passing score.

3. The Result of Questionnaires

Table 4.10

The Result of questionnaires

No	Questions	Total Students		
		Yes	Neutral	No
1	I am pleased to learn simple past tense using memory round game	26	4	-
2	I more understand to learn simple past tense using memory round game than before	22	8	-
3	I easily memorized the verb in simple past tense using memory round game	21	9	-
4	Memory round game help me in learning simple past tense	28	2	-
5	I felt more enthusiasm in learning simple past tense using memory round game	21	9	-

From the table above we can see a number of students whom answered yes, neutral and no. it can be concluded that most of student in SMP N 1 Rowosari especially in VIII A enjoy to learn simple past tense using memory

round game. Most of them more understand in learn simple past tense using memory round game. So it could increase their enthusiasm and their understanding in simple past tense.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The research conclusion is presented according with the data which have been analyzed in the previous chapter. From all the data analysis about the use of memory round game in teaching simple past tense (a classroom action research with eighth grades students of SMP N 1 Rowosari in the academic year of 2014/2015), it can be concluded that:

1. The implementation of memory round game to improve students' understanding on simple past tense could be applied in teaching simple past tense, the activity seemed to be more amusing and challenging. The implementation of using memory round game in teaching simple past tense was first done by dividing students into 6 groups, each group consisted of 5/ 6 students. Each student in group got a card that containing of verb 1and they had to change in to verb 2. After that, each student who was in groups should make sentences based on the cards they had got. In the first cycle, the students feel difficult to apply memory round game because the students made noisy when play the game, they still confused with the teacher's direction. They tried to cheat and discussed with their friends. In second cycle, the teacher gave directions more slowly and clearly to the students when play the games and the winner got reward.

2. According to the data from result of tests and observations which have been done and analyzed in the previous chapter it showed indicators that use the memory round game to improve students' understanding on simple past tense could help the students. Memory round game can reduce students' feeling of boredom and stimulate students who have low motivation; also there is an improvement on students' score from one cycle to another cycle. The mean of the tests scores increased from 48, 44 in pre cycle, it was becoming 71, 29 in the first cycle, and then it was becoming 75, 5 in the second cycle.

B. Suggestions

This study is useful for English teachers to improve students' understanding on simple past tense. However, there are many games to be used in teaching learning process, but memory round game is one of an alternative games in teaching simple past tense. Having finished conducting this research, the writer considers some suggestions in order to improve students' understanding on simple past tense, especially for the teacher, the students, and the reader. The writer's suggestions are as follow:

1. For researcher

   This research can give advantage and valuable experience in process of looking for knowledge.

2. For the teachers

Teacher plays many important roles in teaching leaning process. Teacher should have the ability to carry out a supportive and interesting environment in the classroom in order to help students understanding and practicing materials easier.Teacher is suggested to be creative in teaching structure or grammar,because by giving interesting games/ technique, students will have an interestto learn structure more and especially for simple past tense.Teacher should have some strategies and ways to enrich their Englishteaching techniques.

3. For the students

Students should be more enthusiastic in learning grammar, they need toavoid feel bored and lazy to practice it. This can be done by searching orcreating their model of learning grammar. Besides games, they may also useother media like songs, or by practicing grammar with friends, family, teacher, etc, for then they may share their problems. Students should be braver to express their idea in the sentences, so thatthey can make sentences more variety.

Students should study and learn intensively to improve their understanding in structure or grammar, because grammar is very important to support other language skill.

4. For the next researcher

The writer admits that there are so many limitations in conducting research. The writer realizes that this thesis is far from perfect. This can be caused by many factors, such as the limitation of time, so it is not prepared well or perhaps because the lack of the writer understands. The writer hopes that the next researchers can prepare everything as good as possible in conducting the research and can do the follow up of this research.

5. For the readers

Hopefully, this research will add the new information for the readers and increase their knowledge about game in teaching learning process especially in teaching grammar.

C. Closing

Praise is to Allah SWT, which has been giving protection and guidance so that this thesis can be finished.It is realized that this paper is far from perfection. Because of that, critics and suggestion from the reader are very expected for the perfection of the paper. Hopefully, this paper is useful for all of us. Amin. Alhamdulillah.

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APPENDICES

List of the Students

No	NIS	Name	Gender
1	1268	Achmad Saeful Bahri	Male
2	1269	Ahmad Taufik	Male
3	1270	Ahmad Umar Muklis	Male
4	1271	Bagus Pujianto	Male
5	1272	Erika Anifaturrahma	Female
6	1273	Erna Safitri	Female
7	1274	Eva Tantri Asih	Female
8	1275	Fatur Nizar	Male
9	1276	Ferdina Rama Adit Saputra	Male
10	1277	Fironika	Female
11	1278	Ida Wahyuni	Female
12	1279	Imam Mamdu	Male
13	1315	M. Zazid Zidan	Male
14	1281	Intan Istianah	Female
15	1282	M. Iqbal Wijayadi	Male
16	1283	Maysun Muhammad Hafizudi	Male
17	1284	Muhammad Asrofuddin	Male
18	1285	Muhammad Widiarto	Male
19	1286	Nanda Wahyu	Male

20	1287	Noor Laela	Female
21	1432	Nur Azelin	Female
22	1290	Oldi Rianjali	Male
23	1291	Rezky Juliansyah	Male
24	1292	Selvi Sekar Dewi	Female
25	1293	Shah Rizal Ashari	Male
26	1294	Siti Khoiriyah	Female
27	1295	Subkiya Angraeni	Female
28	1296	Suci Nur Cholifah	Female
29	1297	Tiyas Mandini	Female
30	1298	Toyibatun Umilah	Female
31	1299	Widari	Female

Lesson Plan Pre Cycle

School	: SMP N 1 Rowosari
Subject	: English
Class/ Semester	: VIII/ 2
Time Allotment	: 2 x 40 minutes
Material	: Simple Past Tense (recount text)
Skill	: Reading
Standard Competence	: 11. Understanding the meaning in simple essay about recount and narrative to interact with the surrounding environment.
Basic Competence	: 11.2 Responding the meaning in simple functional written text accurately, and fluently which are related to the surrounding environment.
Indicators	: 11.2.1 Students are able to identify the functional text.

1. Learning aim:

By the end of the lesson, students are able to:

a.   Make sentences using simple past tense form
b.   Express simple past tense written or oral

2. Character Building

a. Trustworthiness

b. Respect

c. Diligent

3. Teaching material

<div align="center">My Holiday</div>

I **spent** my holiday in Jogjakarta last year. I **went** to Prambanan temple with my family in the early morning. We **went** to Prambanan temple by bus and **arrived** at 01.00 in the afternoon. I **saw** many tourists there. I spoke English with them. Their name are Andrew and Peter. There **were** very friendly. They **came** from New York. Prambanan temple **was crowded** in holiday. We went bact at 07.00 in the evening. It **was** very interesting holiday.

4. Teaching Methods: PPP (Presentation- Practice- Production)

5. Learning Activities

First meeting

a. Fist Activity

In the first activities, teacher:

1) Greets the students
2) Checks the attendance list
3) Tells the material

b. Main Activity

Explorations

In the explorations activity, teacher:

1) Asks students randomly about their activity in the past.
2) Writes student's answer on the board.
3) Involves the students to discuss their friend's answer.

Elaborations

In the elaborations activity, teacher:

1) Gives students examples of recount text
2) Explain the text and language feature
3) Asks students to identify simple past tense in the text

Confirmation

In confirmation activity, teacher:

1) Gives an opportunity for students to ask their difficulties.
2) With the students straighten the misunderstanding, give affirmation and conclusion.
3) Give test

c. Post Activity

In the post activity, teacher:

1) With the students make a conclusion of the material.
2) Gives feedback of the process and their result of the learning.
3) Plans a follow up activity based on the students' achievement.
4) Tells the material will be learned in the next meeting.
5) Closes the learning process.

6. Source/ Media

Source:

a. Iragiliati S., Emalia, et.al., *Interactive English Junior High School Grade VIII*, Surabaya: Yudhistira, 2009.

b. Mukarto, et.al., *English on Sky 2 for Junior High School Students Year VIII*, Jakarta: Penerbit Erlangga, 2007.

Media:

Cards

7. Assessment

Indicator of achievement competence	Technique of assessment	Kind of instrument	Instrument/ question
Students are able to identify simple past tense	written test (objective test)	Multiple choice	*choose correct answer a, b, c or d below based on the question!*

    a.   Scoring guidance

1)   For each number, right answer score 10

2)   Total right answer x 5= 100

3)   Maximum score= 100

    b.   Aspect to be assessed = accuracy

Rowosari, 16 Maret 2015

Approved by:

Teacher of English   Researcher

Sunadi, Amd. Pd.   **Eka Muslina Mayfawati**
NIP: 19590929 198403 1 007   **NIM: 113411057**

Lesson Plan Cycle 1

School	: SMP N 1 Rowosari
Subject	: English
Class/ Semester	: VIII/ 2
Time Allotment	: 2 x 40 minutes (2x meeting)
Material	: Simple Past Tense
Skill	: Writing
Standard Competence	: 12.To express the information in the simple written short functional text in the form of recount and narrative and acceptable to interact with surrounding environment.
Basic Competence	: 12.2 Express the meaning and simple rhetorical stages of short essay using a variety of written language accurately, fluently and acceptable to interact with surrounding environment in the context of recount and narrative.

Indicators   : 12.2.1 Students are able to use simple past tense inform.

12.2.2 Students are able to use simple past tense in written expression.

1. Learning aim:

By the end of the lesson, students are able to:

d.   Make sentences using simple past tense form
e.   Express simple past tense written or oral

2. Character Building

a. Trustworthiness

b. Respect

c. Diligent

3. Teaching material

Simple past tense is to express the activities that occur at a specific time in the past and to expresss the events repeated and it has been habit in the past.

Pattern:

1.   Affirmative = Subject + Verb 2 + objectives/ Adverb of time

2. Negative   = Subject + Verb 1 + objectives/ adverb of time

3. Interrogative = to be (did/ was) + Subject+ Verb 1+ objectives/ adverb of time

Example : (+) I worked yesterday

(-) I did not work yesterday

(?) Did I work yesterday?

Adverb of time in simple past tense is optional. It can be used or not depends on the sentences.

Time expressions of simple past tense are: yesterday, last week, an hour ago, recently, a little while ago, a long time ago, in the past, etc.

Regular verb- 2

The general rule of verb- 2 (past verb) is by adding –ED/ -D to the end of verb

Irregular verb-2

There are also some verbs called irregular verbs that have special past tense forms. The past form for irregular verb is variable. Some examples of irregular verb:

Verb 1	Verb 2	Example

Go	went	We went to school
write	wrote	yesterday.
forget	forgot	Tammy wrote the letter
		last Sunday.
		Jackie forgot to do his
		homework.

4. Teaching Methods: PPP (Presentation- Practice- Production)

5. Learning Activities

   First meeting

   a. Fist Activity

      In the first activities, teacher:

      4) Greets the students
      5) Checks the attendance list
      6) Tells the material
      7) Explains the aim of the study.

   b. Main Activity

      Explorations

      In the explorations activity, teacher:

      4) Asks students randomly about their activity in the past.

5) Writes student's answer on the board.

6) Involves the students to discuss their friend's answer.

Elaborations

In the elaborations activity, teacher:

4) Gives students examples of simple past tense

5) Explains simple past form.

6) Introduces and explain about playing memory round game.

7) Divides students into 6 groups.

8) Gives each of students a card contains of verb.

9) Asks students to play the game.

10) Monitors the students when playing the game.

Confirmation

In confirmation activity, teacher:

4) Gives an opportunity for students to ask their difficulties.

5) With the students straighten the misunderstanding, give affirmation and conclusion.

f. Post Activity

In the post activity, teacher:

6) With the students make a conclusion of the material.

7) Gives feedback of the process and their result of the learning.

8) Plans a follow up activity based on the students' achievement.

9) Tells the material will be learned in the next meeting.

10) Closes the learning process.

Second meeting

In second meeting, teacher:

1) Continue previous meeting
2) Gives a questioner.
3) Gives a test.

6. Source/ Media

Source:

a. Iragiliati S., Emalia, et.al., *Interactive English Junior High School Grade VIII*, Surabaya: Yudhistira, 2009.

b. Mukarto, et.al., *English on Sky 2 for Junior High School Students Year VIII*, Jakarta: Penerbit Erlangga, 2007.

Media:

Cards

7. Assessment

Indicator of achievement competence	Technique of assessment	Kind of instrument	Instrument/ question
Students are able to make sentences using simple past tense.	written test (objective test)	Multiple choice	*choose correct answer a, b, c or d below based on the question!*

     c. Scoring guidance

     4) For each number, right answer score 10

     5) Total right answer x 5= 100

     6) Maximum score= 100

     d. Aspect to be assessed = accuracy

                Rowosari, 18 Maret 2015

Approved by:

Teacher of English   Researcher

Sunadi, Amd. Pd.   **Eka Muslina Mayfawati**
NIP: 19590929 198403 1 007   **NIM: 113411057**

Lesson Plan Cycle 2

School   : SMP N 1 Rowosari

Subject   : English

Class/ Semester   : VIII/ 2

Time Allotment   : 2 x 40 minutes (2x meeting)

Material   : Simple Past Tense

Skill   : Writing

Standard Competence   : 12.To express the information in the simple written short functional text in the form of recount and narrative and acceptable to interact with surrounding environment.

Basic Competence   : 12.2 Express the meaning and simple rhetorical stages of short essay using a variety of written language accurately, fluently and acceptable to interact with surrounding

environment in the context of recount and narrative.

Indicators : 12.2.1 Students are able to use simple past tense in form.

12.2.2 Students are able to use simple past tense in written expression.

1. Learning aim:

By the end of the lesson, students are able to:

g. Make sentences using simple past tense form
h. Express simple past tense written or oral

2. Character Building

a. Trustworthiness

b. Respect

c. Diligent

3. Teaching Material

The Use of Simple Past Tense

a. To convey the meaning of one event or action completed in the past.

Example: I saw him last night

They left two hour ago

b. To express repeated action or event completed in the past and no longer happening.

Example: Last year it rained frequently in this area.

c. Referring the duration of an event completed in the past.

Example: He lived in New York for thirty years and then he decided to return to France.

d. Past simple tense is common used in story telling and when we are telling people about past past events.

Example: One day the princess decided that she did not like staying at home all day. So, she told her father that she wanted to get a job.

e. Required in the statement about person who are now dead unless the statement has some relevance to the present.

Example: Shakespeare lived in England.

f. Past simple temse can refer to a number of actions in the past.

Example: I saw my career advisor several times.

g. Past simple tense can be used for indicating states.

Example: I believed everything my teacher told to me.

4. Teaching Methods: PPP (Presentation- Practice- Production)

5. Learning Activities

Fist meeting

a. Fist Activity

In the first activities, teacher:

1) Opens teaching learning process
2) Greets the students
3) Checks the attendance list
4) Tells the material
5) Explains the aim of the study.

b. Main Activity

Explorations

In the explorations activity, teacher:

1) Asks students randomly about their activity in the past.
2) Writes student's answer on the board.
3) Involves the students to discuss their friend's answer.

Elaborations

In the elaborations activity, teacher:

1) Explains the use of simple past tense.
2) Introduces and explain about playing memory round game.
3) Divides students into 6 groups.
4) Gives each of students a card contains of verb.
5) Asks students to play the game.
6) Monitors the students when playing the game.

Confirmation

In confirmation activity, teacher:

1) Gives an opportunity for students to ask their difficulties.
2) With the students straighten the misunderstanding, give affirmation and conclusion.

i. Post Activity

In the post activity, teacher:

1) With the students make a conclusion of the material.
2) Gives feedback of the process and their result of the learning.
3) Plans a follow up activity based on the students' achievement.
4) Tells the material will be learned in the next meeting.
5) Closes the learning process.

Second meeting

In the second meeting, teacher:

1) Reviews the last material.
2) Gives a test.

6. Source/ Media

Source:

a. Mukarto, et.al., *English on Sky 2 for Junior High School Students Year VIII*, Jakarta: Penerbit Erlangga, 2007.

b. http://www.englishdirection.com/2013/08/past-simple-tense-pengertian-rumus-contoh.html

Media:

Cards

7. Assessment

Indicator of achievement competence	Technique of assessment	Kind of instrument	Instrument/ question
Students are able to make sentences using simple past tense.	written test (objective test)	Multiple choice	*choose correct answer a, b, c or d below based on the question!*

e. Scoring guidance

3) For each number, right answer score 10

4) Total right answer x 5= 100

5) Maximum score= 100

f. Aspect to be assessed = accuracy

Rowosari,25 Maret 2015

Approved by:

Teacher of English   Researcher

Sunadi   **Eka Muslina Mayfawati**
NIP: 19590929 198403 1 007   **NIM: 113411057**

Name   :
Number   :

Preliminary Test

Choose correct answer a, b, c or d below based on the question!

1. Alisya Subandono……………………..me in my dream, last night.
   a. visited   c. visit
   b.visits   d. is visiting
2. My family…………………….on Jl. Supratman in 2001.
   a. has stayed   c. stayed
   b.staying   d. stay
3. Three hour ago, Miss Jane………………..in a tent.
   a. Sleeps   c. is sleeping
   b. Slept   d. sleeps
4. Joshua……………….from Canada Two years ago.
   a. come   c. had came
   b. comes   d. came
5. I………..……..Cristiano Ronaldo last holiday.
   a. met   c. am meeting
   b.meet   d. have met
6. Faisal……………….mathematic class last semester.
   a. takes   c. take
   b. took   d. has took
7. They did not……………library last Tuesday.
   a. go   c. are going
   b. went   d. gone
8. Last Monday, the book store……………..
   a. open   c. opened
   b. is opening   d. opens
9. Agnes Monica……………..me a rose flower a week ago.

a. give   c.gave

b.gives   d. was giving

10. This room………………..comfort for them last night.

a.was   c. is not

b. is   d. are

11.Last Saturday, I …………… to Bandung.

a. go   c. am going

b. went   d. goes

12. I …………….. at Rina's house yesterday.

a. am staying   c. stayed

b. had stayed   d. stay

13. I .... Gunung Batok two years ago.

a. Climb   c. climbs

b. am climbing   d. climbed

14. We......................... picture of the beautiful sceneries last vacation.

a. takes   c. took

b. had took   d. is taking

15. In 2009 my family.................to go Sumatra.

a. wanted   c. wants

b. had wanted   d. want

16. The cat...................the mouse an hour ago.

a. catch   c. is catching

b. has catch   d. caught

17. The cousin........................ in a large field long time ago.

a. is living   c. lives

b. lived   d. has lived

18. One time, the mouse......................... the cat the best vegetable.

a. offered   c. offers

b. is offering   d. offer

19. Did we……………………......some food, fruit, and drink for our lunch yesterday?

a. bring   c. brought

b. is bring   d. brings
20. My Father ……………… a teacher five years ago..
    a. is   c. was
    b. were   d. is not

Name   :
Number   :

Cycle 1
Choose correct answer a, b, c or d below based on the question!

1. We……………..........in the swimming pool two weeks ago.
   a. swim   c. swam
   b. is swimming   d. swims

2. I ....a T-shirt, jeans and a cap last Ramadhan.
   a. bought   c. buy
   b. buys   d. am buying

3. Six months ago, my family........... to Gembira Loka zoo.
   a. go   c. goes
   b. went   d. is going

4. We.....................in front of that tiger yesterday.
   a. stood   c. stand
   b. is standing   d. stands

5. My family ....in Ambarukmo hotel in May.
   a. stayed   c. is staying
   b. stay   d. stays

6. I .... for her news a few minutes ago.
   a. am waiting   c. waited
   b. waits   d. wait

7. Mr. and Mrs. Ridwan.....................to celebrate their wedding anniversary a week
   before today.
   a. plans   c. planed
   c. are planing   d. plan

8. I ....Mia's novel on Sunday night.
   a. borrowed   c. borrows
   b. am borrowing   d. borrow
9. She did not.........................in to the water yesterday.
   a. jumped   c. jump
   b. jumping   d. jumps
10. She........................see my actress in theatre on Sunday.
   a. does   c. do not
   b. did not   d. did
11. She…………………….. her uncle last night.
   a. meet   c. met
   b. meets   d. is meeting

12. We…………………… test yesterday
   a. do   c. does
   b. did   d. doing
13. They ………………….. game last week.
   a. play   c. playing
   b. plays   d. played
14. He …………………….. me an orange last night.
   a. gave   c. give
   b. gives   d. is giving
15. I ………………………… Lombok last year.
   a. go   c. goes
   b. went   d. am going
16. Zaskia ……………………… a song yesterday morning.
   a. sang   c. sings
   b. sing   d. is singing
17. My mother ………………………….. a rainbow cake last month.
   a. makes   c. is making
   b. make   d. made

18. Dita ……………………………… her shoes an hour ago.
    a. wash   c. washed
    b. is washing   d. washes
19. Rio ……………………….. his bag in the class yesterday.
    a. leave   c. leaves
    b. left   d. is leaving
20. She …………………….. to me by phone last night.
    a. talked   c. is talking
    b. talks   d. talk

Name   :
Number   :

Cycle II

Choose correct answer a, b, c or d below based on the question!

1. My brother…............his money a week ago.
   a. spent   c. spends
   b. spend   d. is spending

2. She ....the picnic on January 17th, 2010.
   a. is enjoying   c. enjoyed
   b. enjoy   d. had enjoyed

3. Chocolate.......................me feel better one hour ago.
   a. make   c. is making
   b. makes   d. made

4. I.....................back from hospital yesterday.
   a. comes   c. came
   b. is coming   d. come

5. I.....................reading that book last night.
   a. finished   c. finish
   b. am finishing   d. finishes

6. Garden.........................a beautiful place in this village several years
ago.
   a. was   c. is
   b. were   d. is not

7. Did they........................ to library on Friday?
   a. went   c. goes
   b. go   d. going

8. Last vacation, my friend.............................a mountain in Karang Anyar.

    a. is visiting   c. visit

    b. visits   d. visited

9. We……………........see many animals yesterday.

    a. can   c. could

    b. has could   d. had could

10. Raihan..........................me to ride roller coaster with them on July.

    a. asks   c. ask

    b. is asking   d. asked

11. She did not…………………… vegetables last night.

    a. ate   c. eating

    b. eats   d. eat

12. He ………………………… see his brother in home last morning.

    a. does   c. do not

    b. did not   d. did

13. Last night, I …………………… cinema with my friends.

    a. went   c. go

    b. goes   d. going

14. My mother ……………………… a teacher ten years ago.

    a. is   c. were

    b. was   d. are

15. I ………………… my favorite actress last years.

    a. meet   c. meets

    b. met   d. meeting

16. My mother ……………….a rainbow cake yesterday.

    a. cooking   c. cooks

    b. cook   d. cooked

17. Did we ……………………… some food, fruit, drink for our dinner last night?

    a. bring   c. brought

    b. bringing   d. brings

18. One time, the mouse …………………… the cat the best fruits.

   a. offered   c. offer

   b. offering   d. offers

19. I ………………… English with my new neighbor last morning.

   a. speak   c. spoke

   b. speaks   d. speaking

20. Yesterday, he …………………… my friend's money.

   a. steal   c. stole

   b. stealing   d. stealed

Key Answer

Preliminary Test

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

Cycle 1

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

Cycle II

1. A	11. D
2. C	12. B
3. D	13. A

4. C	14. B
5. A	15. B
6. A	16. D
7. B	17. A
8. D	18. A
9. C	19. C
10. D	20. C

Form of observation checklist

Students' observation

No	Criteria	Checklist					Grade
		1	2	3	4	5	
1	Students' attention toward the teacher's explanation						
2	Students' enthusiasm in teaching learning process						
3	Students show curiosity by asking the question						
4	Students answer of questions from the teacher						
5	Students' understanding toward the material given						

Note:

5= Most of students   (71%- 100%) 23- 32 students

4= Half of the class   (50%- 70%)   16- 22 students

3= Many students   (20%- 49%)   7- 15 students

2= Few Students   (<20%)   6 students

1= None   (0%)

Explanation:

a. Poor

The aspect of activity that was observed above, reaches about 20% from overall percentage 100%

b. Fair

The aspect of activity that was observed above, reaches about 21%- 40% from overall percentage 100%

c. Average

The aspect of activity that was observed above, reaches about 41%-60% from overall percentage 100%

d. Good

The aspect of activity that was observed above, reaches about 61% - 80% from overall percentage 100%

e. Excellent

The aspect of activity that was observed above, reaches about 81% - 100%.

QUESTIONNAIRES

Nama   :

Kelas   :

No Absen   :

Berilah Tanda (✓) pada kolom yang sesuai dengan jawaban kamu!

No	Pertanyaan	Ya	Biasa saja	Tidak
1	Saya senang belajar simple past tense menggunakan memory round game			
2	Saya lebih faham belajar simple past tense menggunakan memory round game			
3	Saya mudah menghafal kata kerja dalam simple past tense menggunakan memory round game			
4	Memory round game membantu saya dalam belajar simple past tense			
5	Saya merasa lebih semangat belajar simple past tense menggunakan memory round game			

Teaching Learning Process Observations

Activities	Teacher		Students	
	Yes	No	Yes	No
a. Fist Activity				
In the first activities, teacher:				
1) Greets the students.				
2) Checks the attendance list.				
3) Tells the material.				
4) Explains the aim of the study.				
5) Main Activity				
Explorations				
In the explorations activity, teacher:				
1) Asks students randomly about their activity in the past.				
2) Writes student's answer on the board.				
3) Involves the students to discuss their friend's answer.				
Elaborations				
In the elaborations activity, teacher:				
1) Gives students examples of simple past tense				

2) Explains simple past form.				
3) Introduces and explain about playing memory round game.				
4) Divides students into 6 groups.				
5) Gives each of students a card contains of verb.				
6) Asks students to play the game.				
7) Monitors the students when playing the game.				
Confirmation				
In confirmation activity, teacher:				
1) Gives an opportunity for students to ask their difficulties.				
2) With the students straighten the misunderstanding, give affirmation and conclusion.				
b. Post Activity				
In the post activity, teacher:				
1) With the students make a conclusion of the material.				
2) Gives feedback of the process and their result of the learning.				
3) Plans a follow up activity based on the students' achievement.				

4) Tells the material will be learned in the next meeting. 5) Closes the learning process.				

**RESEARCH SCHEDULE OF A CLASSROOM ACTION
RESEARCH
IN THE ACADEMIC YEAR OF 2014/2014**

Teacher   : Sunadi, Amd.Pd.

Researcher   : Eka Muslina Mayfawati

Class   : VIII Grade A Class of SMP N 1 Rowosari- Kendal

No	Activities	Date
1	Preliminary visit (meet the administration officer) to ask whether the school possibly become the setting of research or not by describing the researcher's intention	February, 2nd 2015
2	Meet the headmaster to ask permission to do research by giving the permission letter and meet the English teacher to make research framework	March, 9th 2015
3	Doing Preliminary Research	March, 16th 2015
4	Doing Cycle I	March, 18th and 23rd 2015
5	Doing Cycle II	March, 25th and 30th 2015

CURRICULUM VITAE

A. Personal Data

Name : Eka Muslina Mayfawati

Date of Birth : Kendal, 16th Mei 1991

Student's Number : 113411057

Home Address : Randusari- Balong Rt 01/ 02 Rowosari- Kendal

Mobile phone : 085713004515/ 087700272005

E-mail : liziaulla@gmail.com

B. Educational Background

Formal Education

1. Kindergarten School : TK 'Aisyiyah Bustanul Athfal graduated in 1997

2. Elementary School : SD N Randusari graduated in 2003

3. Junior High School : SMP N 2 Weleri graduated in 2006

4. Senior High School : ITTC Gontor for girls 1 graduated in 2010

5. University : UIN Walisongo Semarang 8th semester

Informal Education

1. MDA Asy-syafi'iyyah graduated in 2004

2. Modern Islamic Boarding School Darussalam Gontor for girls 1 graduated in 2010.

Semarang, June 30th 2015

Eka Muslina Mayfawati
113411057

Appendix 14

The teacher explained the material	The teacher opened the class
The students played the game	The students played the game

The teacher monitored the students	The students did a test